

# Education in Rural and Regional Areas

*A Strategic review of potentials and possibilities for philanthropic engagement.*

for the Vincent Fairfax Family Foundation

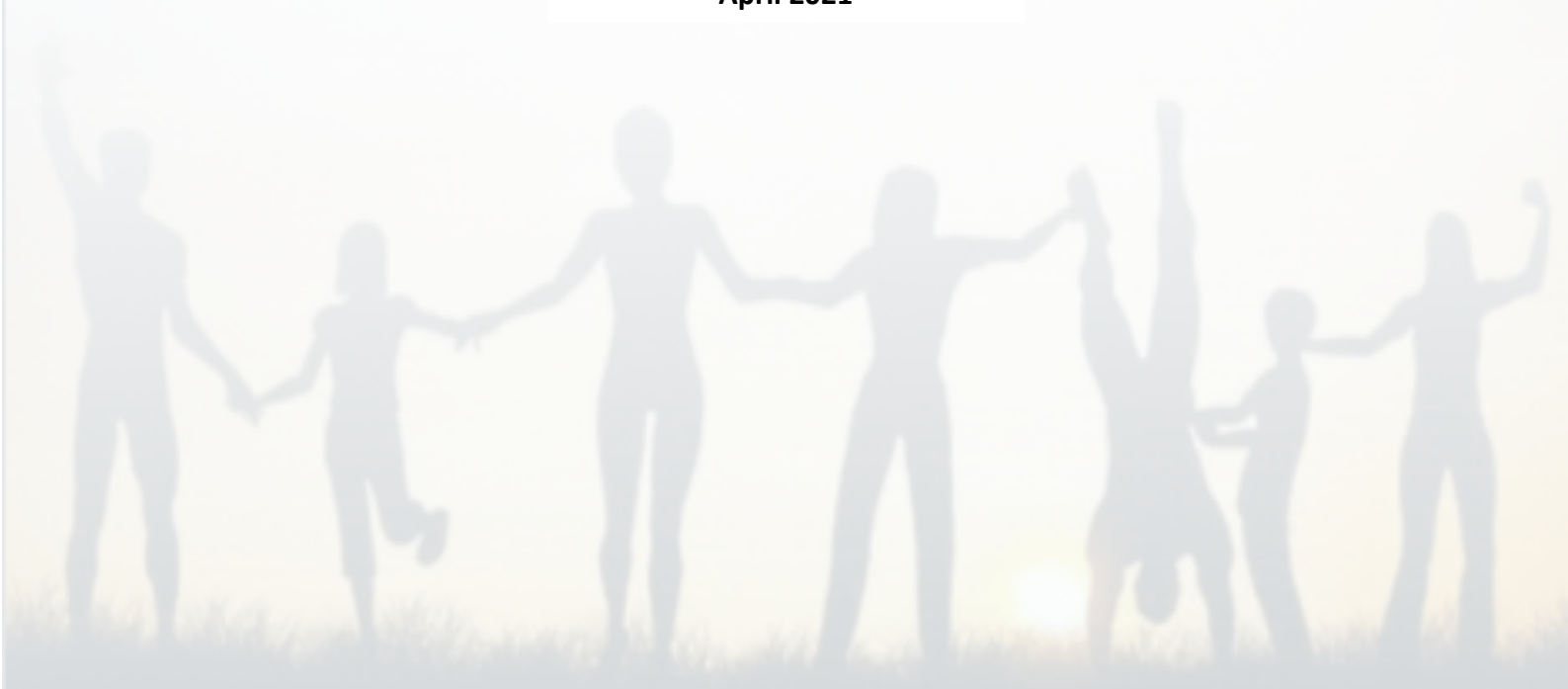
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## A different focus

Focus Statement: **Engaging overlooked youth cohorts to support the development of sustainable community economies.**

We often find that researchers and policy actors speak on behalf of the rural and that the rural voices that are allowed to be heard are not representative. In this review we have focused on the perspectives of this overlooked cohort as they are the ones most likely to remain living and working in these communities.

## Our approach

The Rural Education and Communities Research Group (REC) leads research focused on empowering rural communities. With a focus upon the sustainability of rural communities a distinct feature of the REC's work is a rural standpoint and engaging the knowledges that exist in rural communities. We have been led to this approach through working with communities who experience much rural educational disadvantage as produced by comparison to an unstated metropolitan norm. This metro-normativity sees the rural as deviant to metropolitan world view, rather than as having unique strengths and opportunities.

## What did we do?

This briefing paper is based on our experiences across multiple projects in rural, regional and remote NSW in recent years, a reanalysis of data from our previous projects from the perspective of youth participants, a review of the academic literature and significant programs, discussions with youth in 7 rural, regional and remote locations and a workshop with the national Rural Youth Ambassadors. Rather than present a linear outline of each component we have synthesized these sources into what we find to be the most compelling conclusions for this review. Details of the literature and programs reviewed can be found in the appendix.

In this work we are engaging with youth *in* communities, whom we find are often not represented in studies or advocacy based on the implicit self-selection criteria associated with volunteering or being put forward by schools. This is exemplified by the NSW contingent of the national Rural Youth Ambassadors - here the opportunity was only afforded by the NSW DoE to students of Aurora College, the state's virtual school for academically gifted students in rural locations.

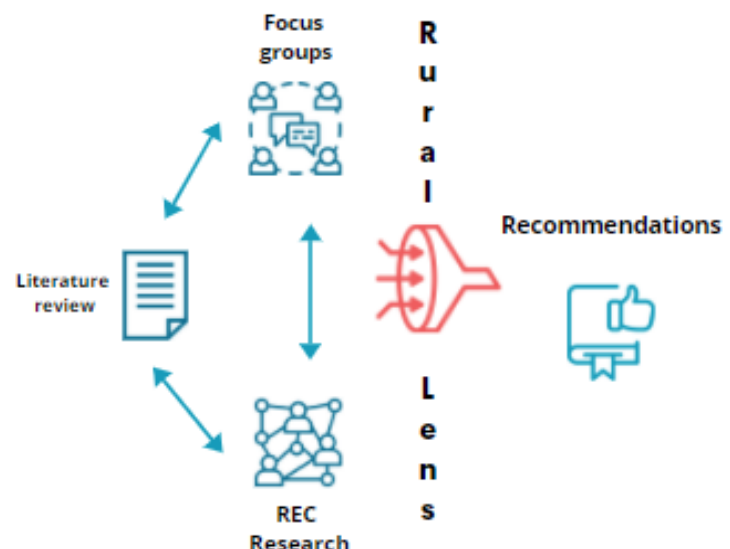


Figure 1. The REC's approach to the review.

## What is rural?

In this work we refer to the 'rural' as encompassing 'rural, regional and remote' as used in Australian policy. However, while 'rural' tends to be used as a locational variable in Australian

policy, we use a working definition drawing from rural studies that understands the rural as a coming together of geographical, socio-cultural and economic elements. Here we operationalize the rural social space model that sees any rural space as the coming together of economy, demography and geography in that specific place.

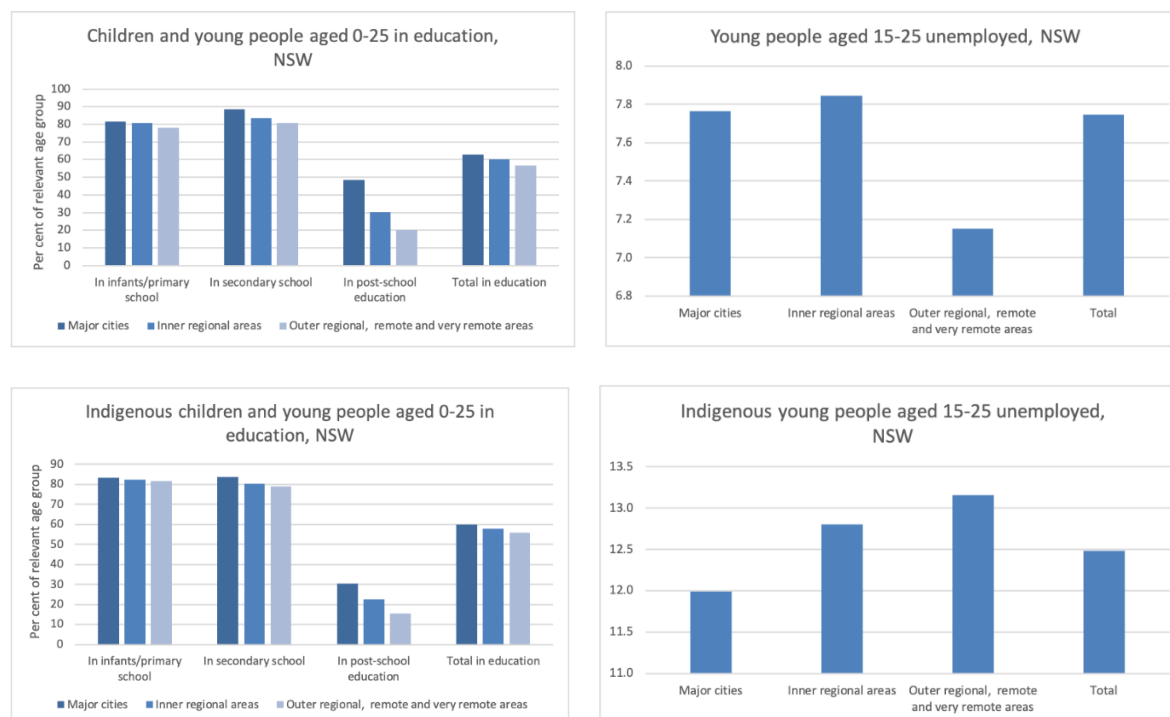


Figure 2. NSW youth in education and employment.

## What's happening now?



Rural schools are typically smaller, with fewer staff, than their metropolitan counterparts. **The challenge rural schools face is to simultaneously provide pathways to university, the vocational sector and local careers.** Education can either be viewed in relatively transactional terms or as a complex representation of culture and values. Where a transactional understanding is adopted enhancing educational achievement is, in theory, a simple matter of changing the inputs and ensuring the quality and efficiency of the processes. We have previously found this to be the dominant understanding of education in use by rural studies scholars and many outside the field. Problematically, we also find that educational scholars don't have the necessary understanding of the complexity of rurality that rural studies scholars assume, and as a result, a genuine focus on rural schooling, from the perspective of rural communities, is largely lacking.

The complex representation of culture and values perspective on education manifests in perspectives on how modern schooling represents rural communities. That is, modern schooling is understood as organised around a curriculum that privileges university entry and based on the values and knowledge system of a metropolitan world view. This doesn't serve the interests of the rural.

### *The lack of rural research*

The problem of research that genuinely engages with/from a rural perspective was realised in our review of the literature. In the review we found many youth related articles didn't genuinely engage rural youth, and similarly many rural articles didn't engage youth. Referencing our pre-existing work, less than 5% of Australian education research in the last 25 years meets our requirements for genuine rural research. This makes the identification of evidence-based programs and strategies to improve the well documented challenges of rural students rather difficult.

### *The diversity of rural places*

Rural communities are diverse and are changing. We cannot conceive of the issues impacting rural youth as uniform. Instead, local contexts significantly influence experiences, and future possibilities. Perhaps the only uniform experiences are distances from major centres and the services available there, and the changing nature of employment in the broad rural sector because of technology. Manual farm work is rapidly declining due to larger machinery and larger properties, and that work is itself changing to be more technologically orientated. Here 'Ag-Tech' is a major area of growth that connects the breadth of rural industries and associated value chain.



Figure 3. The diversity of rural places needs to be considered.

### *Understanding the diversity of rural places, and the need for differentiated and targeted intervention, can be a major contribution for VFFF.*

Three examples of diversity of rural NSW:

**Far West:** Isolation due to expanse and distance. Geographically larger agricultural enterprises, arid land, few jobs and minimal industry, smaller locations more sparsely spread, higher proportion of First Nations peoples, central importance of the Darling River 'Barka' - yet water licences being moved north. Limited immediate opportunities. Opportunities include tourism, caring for country, Indigenous cultural enterprises, solar farm installation – this is an interesting and unexplored potential to make land of limited value very valuable, and showcase the far west's contribution to the city (in terms of electricity generation).

**North West:** Isolation by distance only. Large agricultural properties with high carry capacity or cropping capacity. Less jobs in Agriculture due to greater scale of properties and modern machinery. Significant growth of resource extraction, leading to growth of associated industries and subsequent community economic development. Increasing skills shortage. Conflict exists over the environmental impacts and short and long-term benefits. Opportunities to support technological skill development for the broad rural sector value chain, and skill development for resource extraction and environmental monitoring and remediation.

**South East:** Isolation due to topography. Forestry, grazing and fishing industry dominate. Smaller agricultural enterprises dominate with number of jobs declining. Expanding tourism sector on the coast and mountains. Significant opportunities with Snowy Hydro 2.0. Immediate threats to forestry post 2019-20 bushfires and associated industry.

### *Political shifts*

Over the last decades there have been significant political shifts in rural Australia. This is evidenced by the rise of rural independents in politics and the shifting of votes to other populist parties (see for instance Gabrielle Chan's 'Rusted off' in the Australian context). A similar trend has been noted worldwide. The challenges for creating a vision for the flourishing of rural communities and participatory democracy, which empowers Australia's First Nations peoples, have increased since the 1980's and the rise of social and economic policies that focus on resource efficiency. By virtue of population distribution and spatial geography rural areas are inherently disadvantaged. The confluence of a perceived lack of voice and lack of national recognition combine to create a significant barrier with communities and youth 'opting out' of participation. **There is a significant need to develop a new avenue for these voices to be heard.**

## The big issues to address



In this review we have chosen to not include access to higher education, including the 'raising aspirations' agenda, as we feel there is significant work already occurring in this space. Furthermore, we find the 'raising aspirations' agenda is often interpreted as 'city folk saying we don't want to be like them' or by communities as taking their youth away and contributing to depopulation. **We are explicitly suggesting that greater focus needs to be places on those who are not wanting to pursue tertiary study or a professional career in the years immediately following school.** Secondly, we have not included mental health. We do want to highlight that mental health was a significant and persistent concern in discussions with youth and in the literature. Given there is a separate review on this we have not addressed this here – but stress the focus of the youth we spoke to was to help them identify and support peers and access to services in town.

Main overlapping issues across the literature and in discussions with participants:



**Access:** Lack of transport to get to traineeships & TAFE. The specific focus here is on non-university pathways and pathways to local careers and future local industries.



**Teachers:** Ongoing need for quality teachers in the subject on site. Notably this was divergent to the Aurora students who were happy with online learning.



**Meaning:** Students struggle to see the point of senior secondary schooling. Senior schooling is often seen as academic and not 'relevant'. Perceived utility and that the local economy often doesn't exist or doesn't need what happens in school are key

issues impacting student engagement in education. This is further magnified for First nations youth who describe these issues in the context of further devaluing of their culture and place in contemporary Australian (rural) society.



A clear theme in discussions, was a general apathy towards ‘being heard’, raising challenges for genuine participation and representation

## *Major tensions constraining progress*

### *The Environment*

A significant tension exists between concern for the environment, Indigenous place and belonging, and employment. Furthermore, these tensions manifest differently in different social spaces. In the South East and North West the concerns were clearly orientated towards employment opportunities, with resource extraction (Forestry, Coal and Gas) dominating students decision making. Here differences along socio-economic lines would seem to exist, with employment often outweighing environmental concerns. In the Far West future employment was indeed a concern, but concern for the land and particularly the river was most significant. An important element of this tension is also that ‘sustainability’ is a cross curriculum priority in all Australian curriculum areas. In areas where employment is limited this reinforces a perspective of education being dominated by ‘elite’ values. The point of debate here is how sustainability is understood. In a previous study we found broad perspectives of sustainability were valued by community in all rural sectors, however the meaning of sustainability in use in the curriculum was problematically narrow. Reconciling employment, with a liveable environment in the future, is a major issue.

### *Schooling as taken for granted*

The second major tension is the general acceptance of the ‘taken for grantedness’ of the nature of schooling. The way in which the curriculum is enacted has not changed significantly to accommodate the raising of the school leaving age. As a result, there are increasingly large numbers of adolescents in school who do not intend to go onto higher education, yet the main language of school and the curriculum is academic study. A residualisation of schools in smaller communities results, where university focussed students leave for boarding or, where possible, larger schools in nearby centres. This is largely organised along socio-economic lines and facilitated by government subsidised bus travel. Schools are then faced with providing a standard academic curriculum in the interests of facilitating social mobility, and providing programs orientated to work in the local economy, with limited staff numbers.



*Figure 4. The complexity of challenges youth experience impacts their ability to achieve their goals*

### *The modern rural economy*

The third tension is the lack of understanding of the nature of modern rural sector economy, its associated value chain and the knowledge and skills it requires. That this sector is not well represented in the curriculum, and that teachers often have limited understanding of the sector, means the necessary connections between academic study and present/future rural sector industries are not established. This reinforces the perceived lack of relevance of academic study, while also contributing to the lack of skilled workers and entrepreneurs in the sector.



## **Role of philanthropy and a Foundation like VFFF**

The provision of education in Australia is ultimately a state responsibility. Furthermore, putting aside issues of sectors and funding, the vast majority of funding for schools is provided by either the federal or the state government rather than individuals. Finally, the non-government sector become increasingly scarce the more remote one goes, except for the footprint of boarding schools. This creates complexity when it comes to philanthropy given the need for such engagement in itself reinforces the withdrawal of the state.

In terms of the literature, the role of philanthropy in Australia is an area of emerging philosophical and theoretical interest. This is also mirrored in the UK as both societies grapple with the consequences of the roll back of the welfare state. As such there is limited academic research on theoretical and philosophical issues for philanthropy. There is a growing body of education research examining philanthropy, however this tends to be from a socially critical perspective. Theoretical and philosophical works that do exist come from the US where philanthropy is well established as part of the social landscape. Included in the US literature is work from the sector itself reflective on its role and related theoretical implications. **This is an area needing more work in the Australian context.**

### *Key challenges for philanthropy*



There is a nexus between the funding strategy which accompanies the philanthropic agenda and what the foundation/entity values in relation to the common good. This necessitates a need to tread a fine line between supporting reforms that may cause the problem being addressed, while philosophically disagreeing with those reforms as evidenced by programs and funding allocation. This is an acute issue in the present paper as addressing issues that should be addressed by governments reduces the very need of government to do so.

Philanthropy must clearly be involved in the project of social change whether that is through directly ameliorating social problems (short to medium term goals) or representing the need for social change to broader audiences and other activities designed to transform issues of structural inequality in the system (medium to long term goals). This will involve philanthropy looking to not only address social problems, but to consider what is foundational to causing those problems. Here philanthropy work alongside other voluntary and not-for-profit work seeks to raise the profile of the social problems they are addressing and projects they are supporting. A move to more emphasis on the dissemination of information on the issues they

are funding aims to improve democratic dialogue on social problems through high profile platforms and engages communities more regularly in the work of the philanthropic organization.

While philanthropy cannot change the root cause of social inequities, **it has a critical role in working to ameliorate these by framing the problem, drawing attention to them and piloting solutions.** Furthermore, philanthropic organisations, through their boards and patrons, have greater access and influence on decision makers and policy actors.

Considerations that emerge from the literature and US foundations pertinent here include:

- An improved commitment and support for identifying ‘new’ or ‘pilot projects’ projects.
- Greater attention to the scaling agenda whilst also acknowledging contextual differences in geography, demography and history across communities.
- For a more holistic approach, considers its own employment and service provisions for low Socio-economic and rural and remote customers.

### *Role of philanthropy*



For the purposes of this review, the role of philanthropy is seen as critical in addressing issues long overlooked by systems focussed on a metro-normative understanding of education by moving away from a taken for granted perspective on education. **Specifically, we suggest a role in targeting those generally not represented in advocacy and research,** and piloting approaches that can help re-share the rural education narrative.

We have not included the role of philanthropy in supporting the transition to higher education. While costs have long been seen a barrier for rural communities, there has been significant federal funding support in this area recently, with further policy reform being proposed. Several private and philanthropic scholarships also exist. There are however far fewer supports for non-higher education pathways, so this may also be a potential area of influence.



**Pipeline of initiatives – unique opportunities to affect catalytic change and generate genuine, lasting impact**

### *Existing programs*

This summary of programs examines research and websites in Australia to identify examples of programs run for, or proposed by, young people in rural areas. The list is not designed to be comprehensive but canvasses some of the main, long-standing and/or innovative programs and proposals that address the findings from our synthesis of literature, programs and our existing research. Here we are orientated towards programs that are working, to then look at the organisations that initiated and/or facilitate them.

Programs tend to be clustered around a focus. Noting that some programs address multiple issues or do not fall neatly into a single category, the main types identified are:

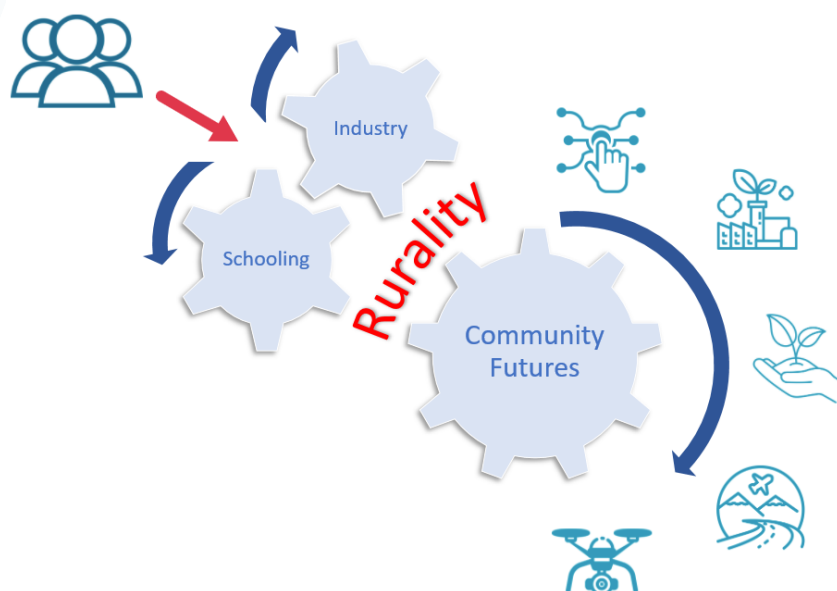
- Programs seeking to engage and encourage young people to seek out local opportunities relating to skill development, training or careers.
- Programs developing a broader group of ‘life skills’ and are focussed on mentoring, leadership and relationship-building.
- Programs explicitly designed to develop entrepreneurial skills or business opportunities, and/or provide avenues through which young people can build their own employment or business options.
- Programs supporting the wellbeing of young people, and/or dealing with their mental ill-health.

### *Implications of existing programs*

In considering the types of programs to develop or fund, certain types of programs, particularly those focussed on the development of leadership, mentoring and relationships, are more common than others. This may partly reflect that many aspects of education and training are considered to be the province of government and/or are not able to be influenced as readily through input from philanthropic or community organisations.

Gaps in current program provision:

- Programs for younger people i.e. those in the 8-12 year category.
- Programs that operate as partnerships to support broad-based education, training, employment or businesses development in local contexts (i.e. programs that are run and/or undertaken using combined resourcing and/or expertise).
- Programs suggested by young people themselves.



*Figure 5. A philanthropy program needs to be centred around rurality, community needs both now and in the future, futures and aligning industry and schooling.*

Overall, we suggest pursuing programs that develop and alignment between schooling and local industry – both existing and future. These necessarily need to recognise the different needs in different communities and reinforce the diverse ways that rurality is understood in communities.

### *Exciting examples*

These two examples developed skills in the broad rural sector, enhanced student credentials, helped students make industry contacts, and kept them in education and training. One is no longer operating after what seemed like a short successful trial, and the other is small scale and could be scaled up across different communities. Each highlights the importance of having an overarching organisation.

- **Agribusiness Career Access Pathway program (AGCAP).** This was a successful program that did not develop due to funding and system constraints. It was developed as part of the Narrabri Chamber of Commerce but had no dedicated organisational structure. In this program AGCAP students undertook a School Based Apprenticeship or Traineeship (SBAT) in a vocation that supports the agribusiness sector, such as agriculture or meat processing. In 2018, plans were in place to expand into beekeeping. The program allows students to complete a nationally recognised qualification which contributes to the NSW Higher School Certificate, whilst employed with a local agricultural business. For students who undertook the Certificate II in Agriculture, they were trained by their local school in partnership with Tocal College, another training provider. The lack of an overarching organisation seems, in hindsight, to be a major barrier to its success.
- **Hay Inc Rural Education Program.** Currently running as a local example similar to AGCAP, this program gives opportunities to encourage young people into a career in the agricultural industry in the district of Hay, NSW. The program offers a range of ‘hands on’ workshops and workplace mentoring and networking. These workshops and training modules are delivered by trainers who have experience working on rural properties. Hay Inc has an established organisation of local Hay businesses that has potential to be scaled up successfully and, potentially, merged with programs like AGCAP.

A third example ready for leverage is the ‘Down the Track’ (Lake Cargelligo) program. This program, operating as a community enterprise, works with teens who have fallen through the cracks, not attending schools, falling into petty crime and on a path towards engagement with the justice system. The program helps these youth, whom are predominantly Indigenous, build self-esteem and become job ready. Participants participate in practical learning supported by mentors on community projects or projects on local properties. It has resulted in 16 young people finding employment in the local community over three years, and a number re-engaging with education and training. There is great potential to document the learnings from this program and scale the program into other communities. Programs like this are elements in building a bridge between disengaged youth and the local community. Having been developed by Lower Lachlan Community Services this is now a program in need of its own organisation to ensure its sustainability, and to enable the model to be scaled up.

## Ideas to develop



The Country Education Partnership (CEP) is a long standing and successful rurally based organisation supporting the needs of rural students. Their success was recognised recently when their 'Rural Youth Ambassadors' was selected by the federal government to be scaled up nationally. This has been a highly successful approach in Victoria, and now nationally, which has given rural youth leaders the opportunity to represent their community, speak to government, and propose practical changes. **VFFF should consider a NSW version of the Rural Youth Ambassadors.** The limitations to date though have been that the chosen leaders tend to be those that already get these opportunities, and in NSW are limited to Aurora college students. We suggest considering at least an affiliated version consisting of a local forum or assembly, and then state representation, to empower voices often overlooked. Aurora college students are by virtue of being in Aurora (NSW Virtual selective school for academically gifted students) focussed on academic studies and academic pathways. A more representative voice is needed, but the program architecture already exists.

The 'Regional Education Support Network' is an approach developed by a group of former rural Victorian high schools' students that has a loose organisational structure of volunteers. This group has recently expanded into NSW and Qld. In this approach former VCE, HSC, QCE students at university voluntarily tutor students in rural schools in recognition that tutoring is increasingly becoming common in metropolitan areas due to the competitive nature of senior secondary certification. This approach reinforces others that coalesce around networks of support by, and for, rural students. The (National) Rural Youth Ambassadors proposed partnerships between schools in a local area for students to work together, share resources and offer a broader range of extracurriculars to students. A similar proposal was suggested by an ABC Heywire 'winner' to overcome the limited access students in regional areas have to the expertise and opportunities that metropolitan kids take for granted. This idea was to connect regional young people with inspiring organisations and passionate, skilled individuals to assist regional students make educated decisions about issues that affect them, such as career path. **There would seem to be demand for peer network infrastructure and an organisation to facilitate it.**

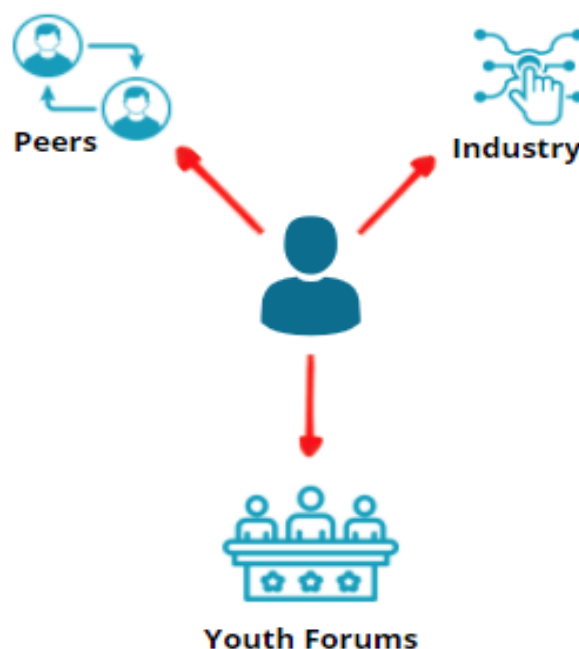


Figure 6. Connecting youth to their peers, industry and having a forum to be heard are all important.

## Ideas & opportunities

No organisations or programs have emerged to address the challenges of transport in rural regions. This was constantly raised as a major barrier to accessing vocational education and/or traineeships. Without transport youth cannot achieve the necessary skills and certification, and experiences, to take up apprenticeship or traineeship opportunities. This has reportedly got

worse with the withdrawal of TAFE in many areas in favour of online and mobile workshop provision. We have talked to students who have left education as they cannot access the courses they need to others driving with their peers 200+KM on country roads to attend classes. **A community funding program, using a hub and spoke model from a regional town, would have an immediate positive impact on enhancing student pathways.**

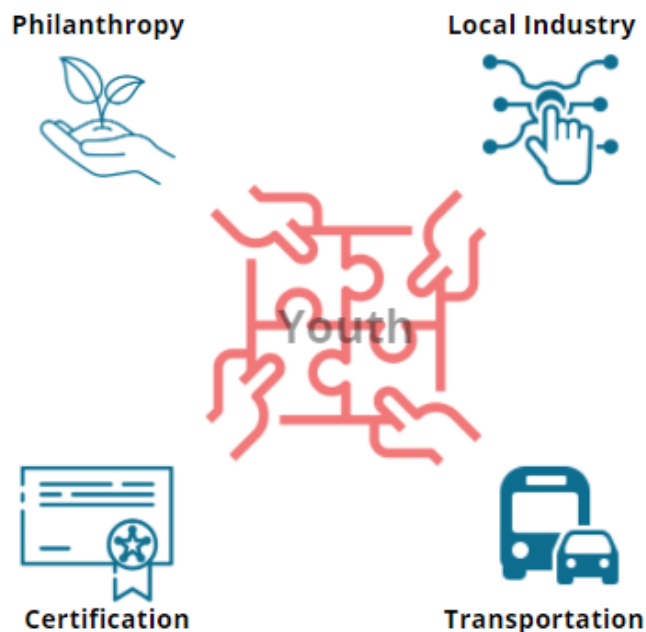


Figure 7. Opportunities exist for initiatives focusing on transport, certification and connections with industry.

industry to support transport, basic entry level certification, and beyond, in regions experiencing skills shortages. In the South East Snowy Hydro 2.0 is creating major opportunities, however youth in towns out of Cooma are missing out. Similarly in Gunnedah, Narrabri and smaller localities Whitehaven and Santos need to develop a workforce, however students need to access Tamworth TAFE, which itself doesn't offer the range of certificates needed. Drawing on the AGCAP example, there seems no practical barrier as to why a partnership couldn't be developed to link such training to HSC completion through the T-Vet system and existing HSC VET subjects. The basic course structures already exist but an intermediary is missing.

A final gap is an organisation bridging the major gap in 'Ag-Tech' pathways in regional communities. In a previous project we identified a lack of understanding of the nature of modern rural industries by many students and teachers in rural schools. Consequently, many students, and teachers, did not understand the relationship between school subjects and careers in modern rural industries. This led to students not choosing subjects that may lead to university pathways (eg Mathematics, Physics), seeing them as not relevant to local industries. However, the modern Ag-Tech sector has a skills shortage due to qualified people not understanding rural industry needs. Even at a base level drone technology, GPS driven tractors, satellite imaging, mobile phone app-controlled pumps and gates and the maintenance of these all require very different skills to what in the past might have been a diesel mechanic, fitter and turner or boiler maker. An organisation here, perhaps in partnership with Agri Futures

Great potential exists to leverage local chambers of commerce, many of whom have a skills portfolio, to **facilitate the provision of basic hand tool and safety card training in school.** Local businesses, and industry representatives, have often mentioned the problem of youth seeking to enter any of the manual trades or workshops but not having the needed entry card. This becomes a disincentive as it means the young person cannot be left unsupervised and needs initial basic training that takes another employee away from their role. Accessing these credentials are tied into the transport issue above. An organisation offering a program of training provision through in school workshops or regional camps would seem to be a relatively simple, yet high impact, initiative. This could also extend to partnerships with

Australia and the university sector, could deliver programs in this area of need, as a further expansion of approaches like AGCAP and Hay Inc to include innovation and tertiary education.

### *Programs v organisations*

Programs are sometimes developed by organisations to realise their stated mission, or locally developed initiatives that then require the development of an organisation to ensure the programs sustainability. Several of the successful initiatives here need scaling up or to be put on a more sustainable footing. **One approach for VFFF to consider is facilitating an organisation or sponsoring a university course to support the development of not-for-profit organisations in this space.** However, a common concern raised in our work has been the lack of community capitals, with many, increasingly older, community members, worrying that all local service committees involve the same small group of people. Furthermore, many community grants require community leadership and/or a history of partnerships, which are lacking in many communities that need the projects due to limited community capitals. This creates a vicious cycle that further marginalizes communities.



### Measurement – what are the outcomes we should be striving to achieve; how do we know we have been successful?

Referencing the critical role of philanthropy in getting issues on the agenda, **the top-level measure of success should be that the program is taken over and/or funded by the responsible government level and department.** In the programs described here this could include support for better provision, through to alternative certification pathways.

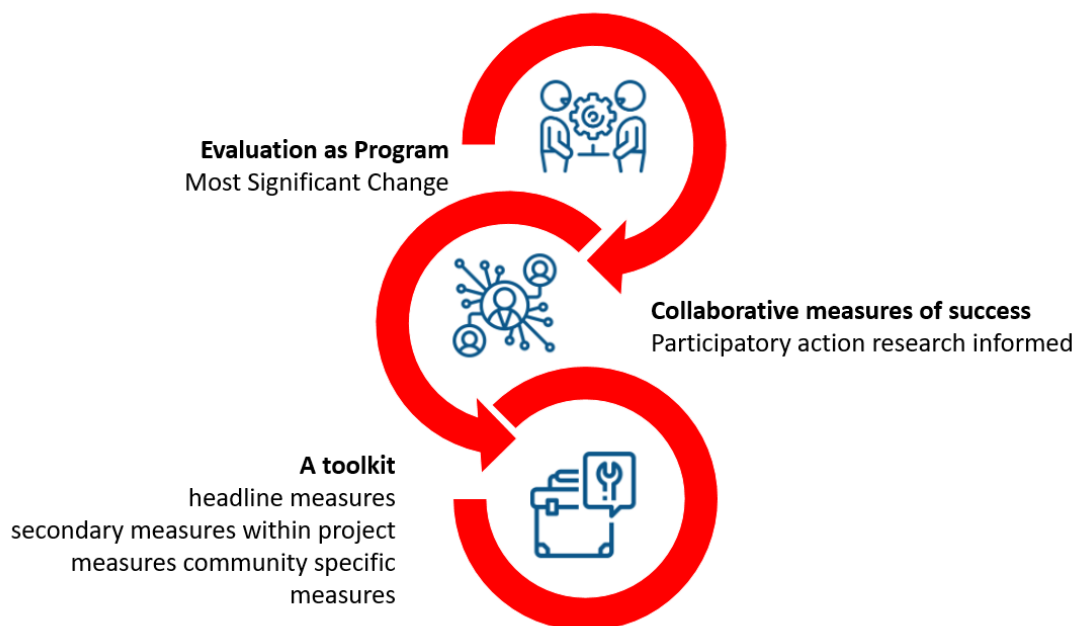


Figure 8. A program of evaluation and success.

### *Evaluation as the program*

Evaluation can take up a significant proportion of project funding. To overcome this, we advocate integrating evaluation into projects in a manner that produces both evaluation data and a program resource. Here a Most Significant Change approach is useful. Participants participate in one-on-one interviews conducted in person. These are recorded, transcribed and the key 'narrative' re-drafted for each participant. The draft narratives are then confirmed with each participant, and when agreed, can be published on the organisations website. At key milestones, the overall collection of narratives can be analysed for overarching themes and impact.

### *Collaborative measures of success*

We also strongly advocate that community members and participants collaboratively develop measures of success. In our work this is usually achieved through community workshops using a participatory action research framing. The community, and participants, are then involved in running the program and its assessment, with critical academic oversight. This oversight often guides participants to include a recognition that before success can be measured it is essential that the objectives of the program are codified prior to it beginning. We would suggest that this needs to include hard objectives such as participation and completion rates, and pre-determined measures such as certification and/or employment. In addition, more effective measures such as participant wellbeing and engagement should be included - likely measured using standard self-assessment tools. Specifics are difficult to suggest given the diversity of possible programs and that such measures should ideally be community developed.

### *A toolkit*

Where possible all measures at an individual level should include at least location, parental education, occupation and income, gender and Indigenous status. The suggested measures include:

- **Headline measures:** Numbers of participants, attendance/participation rate, number of qualifications obtained, post participation employment rates (at 1, 3 and 5 years).
- **Secondary measures:** Participant pre & post evaluations, employer satisfaction surveys, community wellbeing assessments, media coverage (narrative analysis).
- **Within project measures:** Most significant change approach as described above and internal monitoring of project as per normal management practices.
- **Community specific measures:** As determined, in relation to the three above, through community consultation. A participatory workshop to develop these is essential.

### *Measurable outcomes:*

- Increased student participation rates in local industry pathways as part of senior secondary certification.
- Increased inclusion of local industry in school curriculum enactment.
- Employer satisfaction with student work readiness.
- Increased community wellbeing (measured as positive perceptions of the future of the community)

The programs proposed here are not only targeted at individual participants, but are really about working to ensure rural communities feel valued and see a future for their youth, and the community as a whole. By facilitating meaningful pathways we would anticipate an uplift in community confidence, and increased engagement and positive affect within the schools involved. Finally, the issues outlined in this brief revolve around valuing rural communities

and ensuring that the diverse needs of rural communities are engaged through education. Given philanthropy's key role in helping define the problem and its advocacy potential, a key success measure should include a shift in narrative about youth in rural areas and the futures of rural communities.

# Education in Rural and Regional Areas

## *A Strategic review of potentials and possibilities for philanthropic engagement*

### *Appendices*

#### **Appendix A: Review of the literature - key research themes**

#### **Appendix B: List of themes and issues from research literature**

#### **Appendix C: List of programs for youth**

##### **Appendix A: Review of the literature – key research themes**

This summary of the literature review examines research (including ‘grey literature’) in Australia to identify the main themes and issues affecting young people in rural areas related to education. A detailed summary of themes and issues is given in Appendix B, listed in alphabetical order by author.

1. Education access. Access to education refers to people’s capacity and opportunity to participate in education regardless of individual factors (e.g. socioeconomic status [SES], location, gender) and systemic factors (e.g. school resources, policies on income support). Note that resourcing, quality and income issues are examined separately below. The main issues affecting rural young people noted in the literature are the following:

##### *Higher education (HE)*

- Rural students have lower levels of higher education participation than metropolitan students.
- More than half of HE enrolments occur when students can remain at their usual residence.

- Rural families desire their children (and rural young people themselves) desire to gain HE access; however, lower socioeconomic background, rurality and distance from a campus have a cumulative effect in creating barriers to HE access.
- HE participation in rural areas may be affected less by distance from campuses than by socioeconomic circumstances and the influences of rural social and cultural contexts.
- Rural youth who apply for university places are more likely than metropolitan students to defer an offered place or to reject the offer. If they defer, they are also more likely than metropolitan students to let the offer lapse.
- SES, prior achievement, and sex are all associated with the intention to attend university, and these factors are also related to the perception of travel as a barrier to university.
- Due to the concentration of higher education campuses in metropolitan areas, inequalities related to location may be as important as those related to SES.

#### *Vocational Education and Training (VET)*

- School-VET partnerships (and partnerships with other education providers), work placements, regional study hubs and ‘hands-on’ training help to increase student engagement and retention, and to ameliorate disadvantage.
- ‘Employability skills’ such as working in a team, problem solving and communication are considered to be a top benefit for students of VET. Young people regard employability and life skills e.g. gaining career literacy, work experience, social skills, business/financial skills and how to get a job as among the most important skills to develop at school.
- Students have a more limited understanding of VET study options than university study.
- The higher cost of delivering VET in rural areas needs to be recognised.
- Training Packages do not always encompass the skills learners in rural areas need most. There is pressure to abandon courses customised for local markets and adopt national Training Packages.

#### *Transport*

- Rural distances impose greater cost to access services, employment and education, as lengthy travel or relocation is often required.
- Public transport may be non-viable due to highly dispersed nature of rural areas and lead to restricted educational, employment and/or social opportunities. In addition, transport is an issue to attend special events e.g. cluster days and sport camps, and the length of time students spend on buses may be up to four hours per day.

#### *Boarding and Distance Education (DE)*

- Parents are required to cover costs for DE and these are often not covered by support through Assistance for Isolated Children.
- Costs of boarding are reported as significant financial outlays.
- Some sources report that the delivery of DE is a less than ideal way to meet the needs of students.

2. School engagement. Engagement covers a complex array of concepts. It is usually associated with behavioural aspects including attendance at school, school achievement

or success, school retention, and participation in school and/or extra-curricular activities. The main issues affecting rural young people noted in the literature are the following:

- Overall, rural educational disadvantage, as reflected in school academic outcomes, is more pronounced in Australia than in Canada or New Zealand.
- Generally, there is a negative relationship between the strength of the youth labour market and the proportion of young people who stay on at school. Regional differences in the labour market are important considerations for policy in regard to school retention.
- Involvement with the wider community is a key factor in successful youth engagement practices.
- Rural and regional schools can play an important role in extending the parents' aspirations for their children and the students' aspirations through guidance and counselling services

3. Mental health, social support and social capital. Research shows that mental health is a significant issue. Although not strictly an 'education issue', mental health is included here as it often develops in the schooling years (and in some cases in the early/primary school years). The main issues affecting rural young people noted in the literature are the following:

- Mental ill health is high for rural young people and its onset is often during the school years.
- There is growing concern about the effective implementation of school-based mental health programs. Barriers to treatment exist and current strategies have been shown to be ineffective in identifying & treating mental ill health.
- There is opportunity for other professions including school counsellors working with young people to provide early responses to mental health needs.
- There are also high levels of unmet need for housing and homelessness, financial counselling, and legal services in rural areas.
- Non-school and community activities may lead to improved communication and social skills, building resilience and coping mechanisms, establishing new social networks and gaining early leadership experiences.
- Young people's participation in activities beyond school and family has positive implications for their social and emotional well-being.

4. Post-school study and career aspirations. The main issues affecting rural young people noted in the literature are the following:

- Students from rural areas continue to be underrepresented across all post-school sectors of education.
- Rural areas have the highest proportions of students who have chosen to enter the workforce rather than enter post-school study; they also more often aspire to VET than higher education. Rural youth have lower aspirations for post-school study than do their metropolitan peers, including for VET study.
- Factors predicting students' aspirations include peer influence, teacher support, and the students' beliefs in their ability to master school subjects. Teacher support and teachers' ability to construct positive learning experiences for students are identified as two of the most important influences on students' learning.

- Rural students may have had less exposure to career options and need programs specifically tailored to rural communities in order to expand their understanding of career motivations, pathways and options.

5. Digital access and cyberbullying. The main issues affecting rural young people noted in the literature are the following:

*Digital access*

- There is a need to address the availability, accessibility and affordability of ICT for rural schools, teachers, students, parents and communities.
- Access to high-speed internet is now regarded as critical for rural communities. These communities require additional access to professional services such as telehealth and online education. Research recognises there are ongoing speed issues, drop-outs, long down-times and wait times.

*Cyberbullying*

- Approximately 20 per cent of students experience cyberbullying victimisation at one point in their school years.
- Cyberbullying impacts students' emotional wellbeing. It is known to occur in rural schools but is rarely reported to teachers.

6. School resources, curriculum and quality. The main issues affecting rural young people noted in the literature are the following:

- Issues of access affect the quality of education: these become greater in secondary school.
- Rural communities are disproportionately affected by the availability of specialist teachers (including career counselling); high teacher turnover; the range of subjects from which students can choose; and the quality of subject offerings.
- Limited numbers of students in small school mean that subject choices for students are limited. It is also reported that teachers are working outside their area of expertise which may affect the quality of staff and programs.
- Young people themselves express concern for the inconsistent quality of teachers and frequent staff turn-over, particularly in rural areas. They are also concerned about missing out on curriculum electives that they are passionate about due to lack of resources, teachers and interested peers.
- Attracting 'quality' VET educators is also reported as a difficulty in rural areas due to the insecure, contractual nature of many employment opportunities.

7. Socioeconomic status, income and associated factors. The main issues affecting rural young people noted in the literature are the following:

- Educational aspirations have a direct relationship with SES with most students from lower SES backgrounds planning to leave education after compulsory schooling and most students from higher SES backgrounds planning to study at university and not considering VET.
- Students from rural and remote areas and those from lower SES backgrounds often have lower perceptions about what is possible, because of external barriers such as cost and distance as well as individual socioeconomic circumstances and community context.

- Young people in rural areas are more likely to defer post-school study because of the costs of moving to a new area and education fees.
  - The financial costs incurred by those relocating to metropolitan areas can act as a barrier for students from low SES families.
  - Many Youth Allowance students cite course-based issues as the main reason for not remaining to Year 12, including that the courses available in their school are irrelevant or boring, and the difficulty of the courses discouraged them from continuing.
  - Changes to youth policies e.g. youth allowance, work for the dole, affect rural youth to a greater extent than other students.
  - Restriction of Youth Allowance payments, and the lack of consideration of geographical disadvantage in the means testing equation, have led to a disproportionate restriction of access to HE for rural young people.
8. Outmigration, and youth 'left behind'. The main issues affecting rural young people noted in the literature are the following:
- Rural youth must choose between leaving rural areas to continue their education or forsake further education to remain local. They must balance the emotional ties and social support of family and friends with any pressure to move away for study or work.
  - Access to education, training and employment, services and infrastructure and social networks all need to be strengthened in small rural towns to stop outmigration.
  - Young people who stay in rural areas need to have ways of being involved in their communities. However, the extent to which they can contribute varies greatly.
  - Young people who stay behind become socially excluded and often do not make a successful transition in their critical teenage years from school to work or higher study. Such social exclusion is reported to be increasing.
  - Young women are more likely to leave rural areas and less likely to return.
9. Indigenous young people. The main issues affecting rural young people noted in the literature are the following:
- Rural Indigenous young people face generally a greater range and magnitude of education challenges than those in metropolitan areas. They are also likely to face greater challenges than other students in rural areas.
  - Rural Indigenous students who relocate for further study not only face financial pressure but also feelings of being isolated and removed from their families.
  - Alcohol, drugs and violence are identified as the biggest problems facing Aboriginal adolescents in rural areas. 1 in 6 Aboriginal and Torres Strait Islander children receive child protection services, and those in rural and remote areas are overrepresented.
  - Racism and bullying are noted as reasons for poor school attendance. Cyberbullying is potentially also a more significant problem among Indigenous than non-Indigenous young people although more research needs to be done.
  - There is inconsistency due to frequent changes of government policy and programs; and lack of community consultation. Changes need to include positive affirmation of culture and values beyond the Anglo-metro norm and the appointment of culturally sensitive teachers and trainers.

## Appendix B: List of themes and issues from research literature

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
Outmigration and youth 'left behind'	Rural young people	ABC Heywire	<ul style="list-style-type: none"> <li>• High youth unemployment rate in small rural areas, and with one small university offering a limited handful of courses, you do not really have a choice but to leave.</li> <li>• Youth Allowance provides support for some young people, but is means tested, therefore restricting opportunities for those who have slightly higher levels of parental income until they are older.</li> </ul>	ABC Heywire (n.d.). <a href="https://www.abc.net.au/heywire/heywire-winner-chloe-love/8969896">https://www.abc.net.au/heywire/heywire-winner-chloe-love/8969896</a>
Post-school study and career aspirations	Year 10 and Year 12 students in 13 different rural/regional communities across Australia.		<p>Rural students' future aspirations and expectations – and associated obstacles – have a range of contributing factors:</p> <ul style="list-style-type: none"> <li>• the financial cost of achieving the futures aspired to was the obstacle most frequently mentioned - the material cost of relocating to take up further work or study opportunities was the main obstacle.</li> <li>• apprehension about dealing with the uncertainties of a new setting</li> <li>• balancing the emotional ties and social support of family and friends with any pressure to move away for study or work</li> </ul>	Alloway, N., & Dalley-Trim, L. (2009). 'High and Dry' in rural Australia: Obstacles to student aspirations and expectations. <i>Rural Society</i> , 19(1), 49-59.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• small scale of rural economies, and the limited range of careers that they saw modelled in their communities</li> <li>• availability of specialist teachers; the range of subjects from which students could choose and invariably the quality of subject offerings in particular; the high turn-over of teachers in rural communities; and the range of extra-curricular opportunities.</li> </ul>	
Outmigration and youth 'left behind'	Analysis of ABS figures, in-depth interviews and focus groups with key informants and surveys with young people and their parents in NSW small rural communities.		<ul style="list-style-type: none"> <li>• Outmigration of young people is linked to the need to seek higher education and the loss of full-time jobs for young people.</li> <li>• Human capital (access to education, training and employment), institutional capital (government and non-government services and infrastructure) and social capital (strong networks) need to be strengthened in small rural towns to stem this outmigration.</li> </ul>	Alston, M. (2004). 'You don't want to be a check-out chick all your life': The out-migration of young people from Australia's small rural towns. <i>Australian Journal of Social Issues</i> , 39(3), 299-313.
Education access – higher education  Socioeconomic status, income and associated factors	Young people aged 15 to 19 years in small rural towns. High school students and their parents in areas surrounding a regional centre.		<ul style="list-style-type: none"> <li>• The restriction of Youth Allowance payments, and the lack of consideration of geographical disadvantage in the means testing equation, have led to a restriction of access to HE for rural young people.</li> </ul>	Alston, M., & Kent, J. (2003). Educational access for Australia's rural young people: A case of social exclusion. <i>Australian Journal of Education</i> , 47(1), 5-17.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• the research suggests a strong desire by rural families for their children to gain tertiary access</li> <li>• the combination of lower socioeconomic background, rurality and distance from a campus have a cumulative effect in creating barriers to tertiary access.</li> <li>• Limited local opportunities for work and post-school study.</li> <li>• Parents acknowledged they wanted their children to leave.</li> <li>• Aspirations between males and females differ.</li> <li>• Fewer Indigenous young people complete school.</li> <li>• Means testing of Youth Allowance an issue.</li> <li>• Young people who stay behind become socially excluded and often do not make a successful transition in their critical teenage years from school to work or higher study.</li> </ul>	
Outmigration and youth 'left behind'			<ul style="list-style-type: none"> <li>• Rural and remote young people who are 'left behind' are experiencing rising levels of social exclusion.</li> <li>• Draws on Reimer's (2004) four types of social relations underpinning social exclusion -</li> </ul>	Alston, M., & Kent, J. (2009). Generation X-pendable: The social exclusion of rural and remote young people. <i>Journal of Sociology</i> , 45(1), 89-107.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>market, bureaucratic, associative and communal.</p> <ul style="list-style-type: none"> <li>Poverty, rising debt levels and reduced services are evident in all the communities surveyed. In relation to education, Indigenous young people and young people on remote properties are particularly affected.</li> </ul>	
Post-school study and career aspirations	Regional and rural youth		<ul style="list-style-type: none"> <li>Students living in rural or remote areas often have limited access to infrastructure and education and training opportunities and appropriate services need to be developed to reach them.</li> <li>Rural students who may have had less exposure to career options need programs specifically tailored to rural communities in order to expand the career options of rural students when they finish secondary school.</li> <li>For secondary students from rural backgrounds, it is shown that mentors are key to developing aspirations in careers</li> </ul>	<p>Austin, K., O'Shea, S., Groves, O., &amp; Lamanna, J. (2020). <i>Career development learning for students from low socioeconomic status (LSES) backgrounds</i> (Literature review). <a href="https://documents.uow.edu.au/content/groups/public/@web/@dvce/@in2uni/documents/doc/uow264921.pdf">https://documents.uow.edu.au/content/groups/public/@web/@dvce/@in2uni/documents/doc/uow264921.pdf</a></p>
Mental health, social support and social capital	Other	ACOSS	<ul style="list-style-type: none"> <li>Respondents located in regional, rural and remote areas noted that it was difficult for residents to access the support they needed locally.</li> </ul>	<p>Australian Council of Social Service (2020). <i>The profile and pulse of the sector: Findings from the 2019 Australian Community Sector Survey</i>. Australian Council of Social Service.</p> <p>Australian Council of Social Service (2019). <i>Demand for community services snapshot, December 2019</i>. Australian</p>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• This includes access to professionals such as legal reps for child protection matters.</li> <li>• There is a lack of understanding within funding bodies of the particular needs of rural and regional communities.</li> <li>• High levels of unmet need for housing and homelessness, financial counselling, and legal services were observed in regional and rural areas.</li> <li>• There are concerns with the distance that workers need to travel.</li> </ul>	<p>Council of Social Service.  <a href="https://www.acoss.org.au/publications/demand-for-community-services-snapshot-december-2019/">https://www.acoss.org.au/publications/demand-for-community-services-snapshot-december-2019/</a>.</p>
Indigenous young people	Children aged 0-17	State/territory governments	<ul style="list-style-type: none"> <li>• 1 in 6 Aboriginal and Torres Strait Islander children receive child protection services</li> <li>• Children from remote areas have the highest substantiation rates, with children from very remote areas being almost 3 times as likely as those from major cities to be the subject of a substantiation.</li> <li>• (7 per 1,000) to be the subject of a substantiation.</li> <li>• Permanency provides children in out-of-home care with the foundation to prepare for and participate in adulthood and</li> </ul>	<p>Australian Institute of Health and Welfare (2020). <i>Child protection Australia, 2018–19</i>. Australian Institute of Health and Welfare.</p>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			pursue life goals, such as education and employment.	
Indigenous young people – access to higher education			<ul style="list-style-type: none"> <li>• Report not specific to rural areas.</li> <li>• There can be different issues for Indigenous students from regional versus metropolitan areas.</li> <li>• Students who relocate not only face financial pressure but may also face challenges of feeling isolated and removed from their families.</li> </ul>	Behrendt, L. Y., Larkin, S., Griew, R., & Kelly, P. (2012). <i>Review of higher education access and outcomes for Aboriginal and Torres Strait Islander people</i> (Final report). <a href="https://www.education.gov.au/review-higher-education-access-and-outcomes-aboriginal-and-torres-strait-islander-people">https://www.education.gov.au/review-higher-education-access-and-outcomes-aboriginal-and-torres-strait-islander-people</a>
Mental health, social support and social capital	Primary/secondary school students	-	<ul style="list-style-type: none"> <li>• Mental ill health is high for Australian young people and its onset is often during years of school.</li> <li>• Prevalence is reported to be higher for rural young people and barriers to treatment exist.</li> <li>• Mental ill health has an effect on school completion.</li> <li>• Current strategies shown to be ineffective in identifying &amp; treating ill health and in encouraging school completion.</li> </ul>	Bowman, S., McKinstry, C., & McGorry, P. (2017). Youth mental ill health and secondary school completion in Australia: time to act. <i>Early intervention in psychiatry</i> , 11(4), 277-289.
Digital access and cyberbullying	Indigenous and non-Indigenous school students		<ul style="list-style-type: none"> <li>• Report not specific to NSW or young people</li> <li>• While rates of perpetration and victimisation are difficult to estimate, in the middle schooling years, approximately 20 per cent of students experience</li> </ul>	Carlson, B., & Frazer, R. (2018). <i>Cyberbullying and Indigenous Australians: A review of the literature</i> . Aboriginal Health and Medical Research Council of New South Wales and Macquarie University.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>cyberbullying victimisation at one point in their school years.</p> <ul style="list-style-type: none"> <li>• Cyberbullying is potentially a significant problem among Indigenous Australians – with some research suggesting they experience it at rates higher than non-Indigenous populations – but more research needs to be undertaken.</li> </ul>	
Higher education aspirations and attainment	Data collected from the 2009 (LSAY09) cohort involving 14,251 students aged 15 years attending secondary schools located throughout Australia in 2009.		<ul style="list-style-type: none"> <li>• Due to the concentration of higher education campuses in the capital cities of each Australian state, inequalities related to geographic location may be as important as those related to socio-economic status.</li> <li>• The unequal distribution of resources, including qualified specialist teachers, according to location highlights the structural constraints embedded within educational systems.</li> <li>• The extra financial barriers that non-metropolitan students have to negotiate have been extensively documented in rural education and higher education policy studies.</li> <li>• The financial costs incurred by those relocating to metropolitan areas can act as a barrier for students from low SES families.</li> </ul>	Chesters, J., & Cuervo, H. (2021). (In) equality of opportunity: educational attainments of young people from rural, regional and urban Australia. <i>The Australian Educational Researcher</i> , 48(1), 1-19. <a href="https://doi.org/10.1007/s13384-021-00432-0">https://doi.org/10.1007/s13384-021-00432-0</a>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
Mental health, social support and social capital	Young people aged 9–14 years living in rural and regional New South Wales		<p><u>Material</u></p> <ul style="list-style-type: none"> <li>• Those reporting lower socioeconomic status also reported lower levels of perceived self-efficacy.</li> <li>• Over time, young people’s rating of all public amenities declined, with the availability of public transport consistently poor.</li> </ul> <p><u>Subjective</u></p> <ul style="list-style-type: none"> <li>• There are strong statistical associations between a sense of community belonging and perceived self-efficacy.</li> </ul> <p><u>Relational</u></p> <ul style="list-style-type: none"> <li>• Young people’s participation in activities beyond school and family environments has significant implications for their social and emotional well-being.</li> <li>• Social benefits of non-school activities include improved communication and social skills, building resilience and coping mechanisms, establishing new social networks and gaining early leadership experiences.</li> <li>• In general, high psychological, social and emotional wellbeing (PSE) was associated with perceived support from other adults.</li> </ul>	Cuervo, H. (2014). Critical reflections on youth and equality in the rural Context. <i>Journal of Youth Studies</i> , 17(4), 544-557. DOI: 10.1080/13676261.2013.844781

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• Some association between the amount of contact with peers and PSE.</li> </ul>	
Indigenous young people	Indigenous young people in a remote location in Northern Territory		<ul style="list-style-type: none"> <li>• The isolation of remote communities and their inability to access mainstream services exacerbate entrenched disadvantage.</li> <li>• Need to rethink social justice approaches to Indigenous youth, i.e. a shift of mindset from the politics of redistribution to a politics of recognition and participation that enables positive affirmation of cultures and values beyond the Anglo-metro norm.</li> <li>• Relating educational failure to a 'norm' serves the purpose of perennially constructing institutionally disadvantaged groups as at-risk or in terms of deficit.</li> <li>• low school retention &amp; educational outcomes of Indigenous youth are due to: teacher quality and turnover; relevance or otherwise of curriculum to Indigenous culture; level of understanding of Indigenous culture and ways of learning in the school; assessment frameworks; and the</li> </ul>	Cuervo, H., Barakat, N., & Turnbull, M. J. (2015). <i>Youth, belonging and transitions: Identifying opportunities and barriers for Indigenous young people in remote communities</i> (Vol. 44). Youth Research Centre, University of Melbourne.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>extent of racism or prejudice within the setting.</p> <ul style="list-style-type: none"> <li>• Impediments to training completion include lack of access to resources or support, inadequate telecommunications, or conflicting cultural responsibilities and obligations – these have been compounded by the utilisation of teachers who have not shown appropriate cultural awareness and sensitivity to students with low level literacy.</li> <li>• Lack of success of education policies e.g. Closing the Gap in remote settings include: tendency to employ a ‘one size fits all’ to an extraordinarily</li> <li>• Complex issue; inevitable inconsistency engendered by changes of government and bureaucratic changes; and lack of community consultation (Urquhart, 2009).</li> </ul>	
Post-school study and career aspirations	Regional and rural youth		<ul style="list-style-type: none"> <li>• This study found that many participants had high aspirations but these were circumscribed by an awareness of changes to their regional and rural communities.</li> <li>• Rural youth have aspirations for the future, but the capacity to aspire is not equally distributed</li> </ul>	Cuervo, H., Chesters, J., & Aberdeen, L. (2019). Post-school aspirations in regional Australia: an examination of the role of cultural and social capital. <i>The Australian Educational Researcher</i> , 46, 843-861.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>because of the social, cultural and economic resources available to different groups.</p> <ul style="list-style-type: none"> <li>Youth aspirations need to be contextualised, particularly in regional and rural areas that have experienced significant social and economic restructuring, including the depletion of economic and social services.</li> </ul>	
Education access - Transport			<ul style="list-style-type: none"> <li>Lack of access to education means that some young people choose to stay in rural areas and work rather than attend further education and training.</li> <li>There is non-viable public transport – due to highly dispersed nature of rural areas.</li> <li>The most common comment was that lack of access to transport restricted educational, employment and social opportunities.</li> </ul>	Currie, G., Gammie, F., Waingold, C., Paterson, D., & Vandarsar, D. (2005). <i>Rural and regional young people and transport: Improving access to transport for young people in rural and regional Australia</i> . Australian Government Department of Family and Community Services.
Access to education – VET - Higher Education			<ul style="list-style-type: none"> <li>There are problems in attracting and retaining experienced teachers in non-metropolitan locations; that limited numbers of students meant that subject choices for students were limited; and that the delivery of distance education was a less than ideal way to meet the needs of students.</li> </ul>	Curtis, D. D. (2011). Tertiary education provision in rural Australia: Is vet a substitute for, or a pathway into, higher education? <i>Education in Rural Australia</i> , 21(2), 19-35.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• Studies indicate that regional youth who applied for university places were more likely than metropolitan students to defer an offered place or to reject the offer. They also found that regional students who deferred an offer were more likely than metropolitan students to let the offer lapse.</li> <li>• Non-metropolitan youth have lower aspirations for post-school study than do their metropolitan peers, including for VET study.</li> <li>• Participation in VET programs may not be an effective alternative to university study, as the level of VET programs taken by non-metropolitan students is typically lower than that taken by metropolitan youth, and lower-level VET qualifications have rather modest returns.</li> </ul>	
<p>School engagement</p> <p>Post-school study and career aspirations</p>	<p>Young people between 12 and 25 years of age in regional, rural and remote areas</p>	<p>National Youth Affairs Research Scheme (NYARS)</p>	<ul style="list-style-type: none"> <li>• Rural diversity means there is no single approach to rural youth engagement.</li> <li>• Changing youth policies e.g. youth allowance, work for the dole, affect rural youth to a greater extent.</li> </ul>	<p>Davie, A. (2015). <i>Engaging young people in regional, rural and remote Australia</i>. Australian Clearinghouse for Youth Studies for National Youth Affairs Research Scheme.</p>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• Students from rural areas continue to be underrepresented across all post-school sectors of education.</li> <li>• Distance imposes greater cost to access services, employment and education, as lengthy travel or relocation is often required.</li> <li>• Improving engagement with education improves educational outcomes and employment opportunities.</li> <li>• Young people who stay in rural areas need to have ways of being involved in their communities. However, the extent to which they can contribute varies greatly.</li> <li>• Involvement with the wider community is the key factor to successful youth engagement practices.</li> </ul>	
School resources, curriculum and quality	Regional and rural youth		<ul style="list-style-type: none"> <li>• Rural, remote and isolated schools face challenges around high staff turnover; younger inexperienced staff; inexperienced leadership; and teachers working outside their area of expertise which may compromise the quality of staff and programs.</li> </ul>	Downes, N., & Roberts, P. (2018). Revisiting the schoolhouse: A literature review on staffing rural, remote and isolated schools in Australia 2004-2016. <i>Australian and International Journal of Rural Education</i> , 28(1), 31-54.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
Post-school study and career aspirations			<ul style="list-style-type: none"> <li>• Approximately 60% of enrolments occurred when students were able to remain within their current residence. Further, for urban students, 84% of enrolments were in urban universities, and for regional applicants, almost half of enrolments were in regional universities (Bornholt, et al., 2004).</li> <li>• Halsey (2009) asserts that typically youth are forced to choose between leaving rural areas to continue their education or forsake further education in favour of remaining local.</li> <li>• Current study found rural residents perceive university education in their rural communities to be of high importance, there is interest in a greater presence of universities in rural areas, and these services would be utilised by rural communities.</li> </ul>	Drummond, A., Halsey, R., & van Breda, M. (2011). The perceived importance of university presence in rural Australia. <i>Education in Rural Australia</i> , 21(2), 1-18.
Outmigration and youth 'left behind'	18-to-24 year olds who had left the regional city of Armidale to live in Sydney.		<ul style="list-style-type: none"> <li>• Young women are more likely to leave rural areas and less likely to return.</li> <li>• young women, who used terms like “struggle” and “compromise” when talking about returning to rural areas.</li> </ul>	Duffy-Jones, R., & Argent, N. (2018, August 9). Why young women say no to rural Australia. <i>The Conversation</i> . <a href="https://theconversation.com/why-young-women-say-no-to-rural-australia-100760">https://theconversation.com/why-young-women-say-no-to-rural-australia-100760</a>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
Post-school study and career aspirations		Country Education Foundation Australia, the University of Canberra and the Australian National University	<ul style="list-style-type: none"> <li>• After having some experience of university, students reported increasingly positive views about university and greater understanding of their post-school options and greater confidence in making this choice.</li> </ul>	Fleming, M. J., & Grace, D. M. (2017). Beyond aspirations: addressing the unique barriers faced by rural Australian students contemplating university. <i>Journal of Further and Higher Education</i> , 41(3), 351-363.
Post-school study and career aspirations	Students from low SES schools		<ul style="list-style-type: none"> <li>• Students from rural and remote areas and those from lower SES backgrounds often have lower perceptions about what is possible and attainable, which have been linked to a number of external barriers such as cost and distance as well as their individual socioeconomic circumstances and community context.</li> <li>• Students from rural and regional areas often look for study options in which they feel comfortable and where they “fit in”, thus excluding themselves from other potential study options and locations.</li> <li>• SES, prior achievement, and sex are all associated with the educational intention to attend university, and these factors are</li> </ul>	Gore, J., Holmes, K., Smith, M., Lyell, A., Ellis, H., & Fray, L. (2015). <i>Choosing university: The impact of schools and schooling</i> (Final report). National Centre for Student Equity in Higher Education.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>also related to the perception of travel as a barrier to university.</p>	
<p>Post-school study and career aspirations</p>	<p>Students in Years 4, 6, 8, and 10 with SES and other demographic variables. 50% provincial sample.</p>		<ul style="list-style-type: none"> <li>• The focus of career education could shift towards students' reasons for wanting particular careers, which could then lead them to consider ways in which a range of careers might bring similar 'payoffs'.</li> <li>• Need to open up the range of possible careers by exploring how those careers might fit the individual focussing on motivations, pathways, and options.</li> <li>• Found weak and moderate associations (respectively) with tentative and unformed job choices, and a relatively weak relationship with occupational prestige, with higher SES students expressing interest in slightly more prestigious occupations.</li> <li>• Most students across all SES quartiles were interested in professional or skilled/paraprofessional occupations. Across the SES quartiles, vet, teacher, and sportsperson were consistently ranked among the top five occupations.</li> </ul>	<p>Gore, J., Holmes, K., Smith, M., Southgate, E., &amp; Albright, J. (2015). Socioeconomic status and the career aspirations of Australian school students: Testing enduring assumptions. <i>The Australian educational researcher</i>, 42(2), 155-177.</p>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
Post-school study and career aspirations	Students in Years 4, 6, 8, and 10 with SES and other demographic variables. 50% provincial sample.		<ul style="list-style-type: none"> <li>• Students have limited understanding of vocational and technical education options when compared to university study.</li> <li>• Educational aspirations have a direct relationship with SES with most students from lower SES backgrounds planning to leave education after compulsory schooling and most students from higher SES backgrounds planning to study at university and not even considering VET.</li> <li>• Students who see themselves as ‘average’, as measured by self-perception of ability, tend not to aspire to attend university and are more likely to see themselves leaving formal education at the earliest opportunity.</li> </ul>	Gore, J., Southgate, E., Holmes, K., Smith, M., Albright, J., Ellis, H., & Berger, N. (2014, April 3). <i>On the relationship between socio-economic status and educational and career aspirations in the middle years of schooling</i> . Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
Access, achievement, transition to post-school study and employment	Submissions obtained from round Australia.	Australian Government review into regional, rural and remote education (conducted 2017).	<p>4 priorities:</p> <ul style="list-style-type: none"> <li>• The first priority is establishing a national focus for RRR education, training and research to enhance access, outcomes and opportunities.</li> <li>• The second priority focusses on four critically important resources for successful learning and building young peoples’ futures — leadership, teaching, curriculum and assessment.</li> </ul>	Halsey, J. (2018). <i>Independent Review into Regional, Rural and Remote Education</i> (Final report). Commonwealth of Australia. file:///C:/Users/jenny_000/Downloads/01218_independent_review_accessible%20(1).pdf

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• The third priority is addressing the availability, accessibility and affordability of ICT for RRR schools, teachers, students, parents and communities.</li> <li>• The fourth priority focuses directly on transitioning into and out of school, in particular: expanding the availability, affordability and accessibility of high quality work experience placements, VET, dual VET/university options and two-year associate degree programs for RRR and allocating more support for RRR students to make successful transitions from school including for accommodation, travel and with day to day living expenses needs to be addressed.</li> </ul>	
<p>Access to education – VET</p> <p>Indigenous young people</p>	<p>VET training providers, employers, community organisation representatives and learners</p>		<ul style="list-style-type: none"> <li>• The data reveals that attracting ‘quality’ VET educators is an inherent difficulty in rural and remote areas. Compounding the problems of isolation is the insecure, contractual nature of many employment opportunities.</li> <li>• Respondents across sites believe the workloads of many employer/trainers allow little time for quality on-the-job training.</li> </ul>	<p>Hamilton, V., Kilpatrick, S., &amp; Falk, I. (2002). Issues of quality learning: apprenticeships and traineeships in rural and remote Australia. <i>Australian and New Zealand Journal of Vocational Education Research</i>, 10(2), 1-26.</p>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• Cultural differences reduced the quality of Indigenous people’s vocational learning, with the data revealing a lack of culturally sensitive tutors for Indigenous groups.</li> <li>• Training Packages do not always encompass the skills learners in rural and remote areas need most. Pressure to abandon courses customised for local markets and adopt national Training Packages has led to some concerns from training providers, across the sites, regarding the quality of learning.</li> </ul>	
Access to education – Higher Education	Survey of school students, yielding 7023 useable responses from Year 10, 11, and 12 students attending school in all sectors across urban, rural and isolated locations.		<ul style="list-style-type: none"> <li>• The study suggests higher education participation for people in rural and isolated areas may be affected less by distance from university campuses than by socioeconomic circumstances and the influences of rural social and cultural contexts.</li> </ul>	James, R. (2001). Participation disadvantage in Australian higher education: An analysis of some effects of geographical location and socioeconomic status. <i>Higher Education</i> , 42(4), 455-472.
Access to education – Higher Education			<ul style="list-style-type: none"> <li>• Low SES rural people are more underrepresented than low SES urban people.</li> <li>• In 15 years, the participation shares of people living in rural or remote areas and people from</li> </ul>	James, R., Bexley, E., Anderson, A., Devlin, M., Garnett, R., Marginson, S., & Maxwell, L. (2008). <i>Participation and equity: A review of the participation in higher education of people from low socioeconomic backgrounds and Indigenous people</i> . Centre for the Study of Higher Education, University of Melbourne.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>low SES backgrounds have not improved.</p> <ul style="list-style-type: none"> <li>• Rural and isolated students have low levels of higher education participation compared with urban students and this also appears related to lower rates of school completion.</li> <li>• Rural areas have the highest proportions of students who have chosen to enter the workforce rather than continue education and training upon completion of Year 12.</li> <li>• Young people from remote or rural areas were the most likely to anticipate going into VET or TAFE and least likely to aspire to going to university.</li> </ul>	
<p>Access to education - VET - Higher Education</p>	<p>Students in Australian rural school clusters</p>		<ul style="list-style-type: none"> <li>• School VET courses intended to provide a pathway to local employment appear to be successful in retaining students who otherwise may have left school before completing Year 12, and in assisting their transition from school to work.</li> <li>• For all school VET students, the work placement component of the program aids the transition to local jobs and apprenticeships, and increases youth retention in the community.</li> </ul>	<p>Johns, S., Kilpatrick, S., &amp; Loechel, B. (2004). Pathways from rural schools: Does school VET make a difference? <i>International Journal of Training Research</i>, 2(1), 55-75.</p>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
<p>Access to education – VET</p> <p>Indigenous young people</p>			<ul style="list-style-type: none"> <li>• The higher cost of delivering VET in rural and remote areas needs to be recognised, so that there continues to be high-quality and diverse training options offered in these markets. There may be other factors, such as training Aboriginal and Torres Strait Islander students that could result in a higher cost of training that should be recognised.</li> <li>• There is a strong need to adapt or create policies to support rural and remote students engaged in VET. To address this, flexible and innovative delivery models need to be considered for these areas. One potential solution lies in the regional study hub model, which provides infrastructure and academic support for students studying via distance at partner universities.</li> <li>• Institution-wide commitment and collaboration between VET providers, universities, external agencies and community networks have been shown to be crucial strategies for achieving high levels of participation and completion of further education for regional and rural students.</li> </ul>	<p>Joyce S. (2019). <i>Strengthening Skills Expert Review of Australia's Vocational Education and Training System</i>. Commonwealth of Australia.</p>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• There are additional challenges Aboriginal and Torres Strait Islander Peoples face when engaging with vocational education, particularly in rural and remote areas, including: Indigenous people are more likely to be enrolled in lower level courses; need for more culturally relevant learning opportunities; Indigenous VET graduates are also less likely to be employed than non-Indigenous graduates, with the difference particularly marked in rural, remote and very remote regions.</li> </ul>	
Access to education - VET	134 students conducted in 2015 in metropolitan and regional secondary schools located in VIC, SA and NSW.		<ul style="list-style-type: none"> <li>• Partnerships for VET provision help to increase student engagement and retention.</li> <li>• Students thought the applied learning pathway provided a better approach to learning.</li> <li>• Structured work-placements enabled students to “get a head start”, get a taste for different industries and develop personally.</li> <li>• Students enjoyed going on work-placements and most of them had a highly positive experience.</li> <li>• Stakeholders involved in the partnerships agreed that</li> </ul>	Klatt, M., Polesel, J., Dulfer, N., Starr, K., & Blake, D. (2016). Innovative partnerships for youth engagement in education and work. NCVER. <a href="http://hdl.handle.net/11343/191203">http://hdl.handle.net/11343/191203</a>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>partnerships with the local community helped develop “well rounded young people”, “lifelong learners” and “community citizens”.</p> <ul style="list-style-type: none"> <li>• “Hands on” programs were seen to lead to stronger engagement with school.</li> <li>• Partnerships for VET and applied programs helped ameliorate the effects of disadvantage.</li> <li>• Collaborative partnerships linked curriculum and welfare and helped build students’ resilience.</li> <li>• “Employability skills” such as working in a team, problem solving and communication were considered to be a top benefit for students of VET and applied learning programs.</li> </ul>	
<p>School engagement</p> <p>School resources, curriculum and quality</p>	<p>Young people based on analysis of Longitudinal Surveys of Australian Youth</p>		<ul style="list-style-type: none"> <li>• Over 40 per cent of Year 11 students on youth allowance cited course-based issues as the main reason for not remaining to Year 12. In particular, they reported that the courses available in their school were irrelevant or boring, while a further 16 per cent stated that the difficulty of the courses discouraged them from continuing.</li> </ul>	<p>Lamb, S., Walstab, A., Teese, R., Vickers, M., &amp; Rumberger, R. (2004). <i>Staying on at school: Improving student retention in Australia</i>. Queensland Department of Education and the Arts.</p>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• Generalising across regions, there is a negative relationship between the strength of the youth labour market and the proportion of young people who stay on at school.</li> <li>• Regional differences in the labour market, and local economic and social conditions are important considerations for policy in regard to school retention.</li> </ul>	
Digital access and cyberbullying	Students (approximately 12-16 years old) and teachers from three rural schools in Australia.		<ul style="list-style-type: none"> <li>• Cyberbullying, which impacts students' emotional wellbeing, is occurring in rural schools, but is rarely reported to teachers.</li> <li>• Uptake of mobile phones among younger children puts them at greater risk of harassment, hurtful and defamatory messages, identity theft and social exclusion than ever before.</li> <li>• There is also growing evidence that cyberbullying demands the development of e-safety frameworks and community education.</li> </ul>	McLoughlin, C., Meyricke, R., & Burgess, J. (2009). Bullies in cyberspace: How rural and regional Australian youth perceive the problem of cyberbullying and its impact. In T. Lyons, J-Y. Choi & G. McPhan (Eds.), <i>Improving Equity in Rural Education</i> . International Symposium for Innovation in Rural Education Symposium Proceedings (pp. 178-186).
Mental health, social support and social capital		Mission Australia	<ul style="list-style-type: none"> <li>• The NSW Government needs to provide further financial and human resources to allow police to work with young people in collaboration with community</li> </ul>	Mission Australia (2018). Submission to Inquiry into Adequacy of Youth Diversionary Programs in NSW. <a href="https://www.parliament.nsw.gov.au/ladocs/submissions/59764/Submission%2012.pdf">https://www.parliament.nsw.gov.au/ladocs/submissions/59764/Submission%2012.pdf</a>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>services, particularly in regional, rural and remote areas.</p> <ul style="list-style-type: none"> <li>• Staff shortage, high demand and with limited resources are issues especially in rural, regional and remote areas.</li> <li>• Schools are an important platform for early identification of young people at risk and early intervention for youth at risk.</li> </ul>	
Indigenous young people	Ninety-nine adolescents aged between 12 and 18 years were involved in in-depth interviews or focus group discussions using a tested and trialled questionnaire. Data collection took place at three sites in rural Australia		<ul style="list-style-type: none"> <li>• Alcohol, drugs and violence were identified as the biggest problems facing Aboriginal adolescents in rural areas and the topic they would most like to know about.</li> <li>• The youth from a smaller Aboriginal community near a town with a population of 1500 stated that boredom was an equally important problem.</li> <li>• Racism and bullying were noted as reasons for poor school attendance.</li> <li>• The importance of engaging the community and being sensitive to social and cultural contexts in research and programming was confirmed.</li> </ul>	Mohajer, N., Bessarab, D., & Earnest, J. (2009). There should be more help out here! A qualitative study of the needs of Aboriginal adolescents in rural Australia. <i>Rural and remote health, 9</i> , 1-11.
Access to education - VET  Digital access and cyberbullying			<ul style="list-style-type: none"> <li>• Institutions such as TAFEs, which have a large network of campuses across remote and regional NSW, and other VET providers can 'bridge the gap'</li> </ul>	NSW Government (2017). Submission to Independent review into regional, rural and remote education. <a href="https://www.dese.gov.au/quality-schools-package/consultations/independent-review-regional-rural-and-remote-education-submissions/submission/10094">https://www.dese.gov.au/quality-schools-package/consultations/independent-review-regional-rural-and-remote-education-submissions/submission/10094</a>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>between school and university as well as providing vocationally driven training which is tailored to local community needs.</p> <ul style="list-style-type: none"> <li>• Access to high speed internet is now regarded as critical for regional, rural and remote communities. Rural communities require access to professional services such as telehealth and online education, and rural businesses require high speed access so they can compete in national and international markets. There are ongoing speed issues, drop outs, long down times and long wait times.</li> </ul>	
Mental health, social support and social capital	Twenty focus group style consultations followed up by on-line survey of 611 children and young people with majority of respondents aged between 10 and 15 years. Also followed up by further on-line poll of 1,007 children and young people aged 12-24 years.	NSW Govt Office of the Advocate for Children and Young People	<ul style="list-style-type: none"> <li>• Not rural-regional specific (only below).</li> <li>• Promoting positive mental health and wellbeing for all students was seen by young people to be an essential purpose of schooling.</li> <li>• Across all consultations, young people discussed wanting to be better equipped with the knowledge required for a successful transition into adult life, including the work force, tertiary education, as well as community and family life.</li> <li>• Life skills were mentioned as among the most important skills</li> </ul>	NSW Office of the Advocate for Children and Young People (n.d.). NESA consultations on the future of education. <a href="https://cdn2.hubspot.net/hubfs/522228/docs/NESA-Future-of-Education-consultations-report.pdf">https://cdn2.hubspot.net/hubfs/522228/docs/NESA-Future-of-Education-consultations-report.pdf</a>

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>to develop at school e.g. writing job and university applications, resumes and developing career literacy, work experience, volunteering and job interview skills and financial skills.</p> <ul style="list-style-type: none"> <li>• Young people expressed concern for the inconsistent quality of teachers in schools, particularly in regional and rural areas where there is frequent staff turn-over.</li> <li>• Students from regional or rural areas in particular spoke about missing out on curriculum electives that they were passionate about due to lack of resources, teachers or fellow students who were also interested.</li> <li>• Students recognised the need for schools to cater for a variety of learning styles and abilities and of engaging all students within the school system including Aboriginal students and students from rural and remote areas.</li> <li>• Almost a third of children and young people living in regional and rural NSW said their number one recommendation was to focus on applicable knowledge including life skills, social skills,</li> </ul>	

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>business/financial skills and how to get a job.</p> <ul style="list-style-type: none"> <li>Those living in regional and rural NSW want to have more focus on other traditions, cultures, and more Aboriginal culture/history to the school curriculum.</li> </ul>	
Mental health, social support and social capital	Young people aged 12-25 years of age	Orygen	<ul style="list-style-type: none"> <li>The challenge of recruiting and retaining mental health professionals in rural and remote areas is an ongoing issue.</li> <li>There is opportunity for other professions including school counsellors working with young people to provide early responses to mental health needs.</li> </ul>	Orygen (2020). <i>Fit for purpose: Improving mental health services for young people in rural and remote Australia</i> . <a href="https://www.orygen.org.au/Policy/Policy-Areas/Government-policy-service-delivery-and-workforce/Service-delivery/Fit-for-purpose-Improving-mental-health-services-f/Orygen_Fit-for-Purpose.aspx?ext=">https://www.orygen.org.au/Policy/Policy-Areas/Government-policy-service-delivery-and-workforce/Service-delivery/Fit-for-purpose-Improving-mental-health-services-f/Orygen_Fit-for-Purpose.aspx?ext=</a> .
Mental health, social support and social capital			<ul style="list-style-type: none"> <li>Children and adolescents from rural areas had poorer mental wellness when compared to a normative Australian sample.</li> </ul>	Peters, I., Handley, T., Oakley, K., Lutkin, S., & Perkins, D. (2019). Social determinants of psychological wellness for children and adolescents in rural NSW. <i>BMC public health</i> , 19(1), 1-11.
School resources, curriculum and quality	Regional schools		<ul style="list-style-type: none"> <li>Hiring the 'right' person for career advisor role is problematic in contexts such as regional and rural Australia where the provision of appropriate, quality reliable staff is the most significant barrier to education quality provision.</li> </ul>	Roberts, P. (2005). <i>Staffing an empty schoolhouse: attracting and retaining teachers in rural, remote and isolated communities</i> . <a href="https://cep.org.au/wp-content/uploads/2020/07/Staffing-Empty-Schoolhouse-2004-Full-Report.pdf">https://cep.org.au/wp-content/uploads/2020/07/Staffing-Empty-Schoolhouse-2004-Full-Report.pdf</a>
Mental health, social support and social capital			<ul style="list-style-type: none"> <li>Further development of training centres in rural and remote communities may help to develop a professional clinical</li> </ul>	Senate Community Affairs References Committee (2018). <i>Accessibility and quality of mental health services in rural and remote Australia</i> . Parliament of Australia.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
School resources, curriculum and quality			mental health workforce pipeline for rural and remote Australia.	
Access to education - Distance Education	Survey of students, parents and teachers in rural and remote Australia in the second half of 1999	Youth Research Centre; Human Rights Commission	<ul style="list-style-type: none"> <li>• Parents are required to cover costs for Distance Education. Almost all parents received support through Assistance for Isolated Children (AIC) but often this did not cover their costs.</li> <li>• DE - difficulties associated with having to be in the room supervising the children for the school day, or of hiring tutor for this period.</li> <li>• The costs of boarding were reported as significant financial outlays for all the relevant respondents.</li> <li>• Where schools were inaccessible (for Year 11 and 12 students in particular), some families reported that they had established a second house within a larger centre closer to the school to provide access to education.</li> <li>• Access to schools for many respondents required some period of travel, either provided by the parents or by a school bus, often with significant costs associated with this travel.</li> </ul>	Stokes, H., Holdsworth, R., & Stafford, J. (1999). <i>Rural and remote school education: A survey for the Human Rights and Equal Opportunity Commission</i> . Youth Research Centre, University of Melbourne.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<ul style="list-style-type: none"> <li>• Costs of curriculum enrichment e.g. performances, excursions</li> <li>• Costs of technology</li> <li>• Students in larger centres are able to live and attend school in their own town and have access to a range of educational institutions after school, but in smaller regions this is problematic, particularly higher education.</li> </ul>	
School resources, curriculum and quality	Survey of students, parents and teachers in rural and remote Australia in the second half of 1999	Youth Research Centre; Human Rights Commission	<ul style="list-style-type: none"> <li>• Issues of access impact on the quality of education, and disadvantages become greater in secondary school.</li> <li>• There are concerns expressed about subject choice, teacher availability and experience, curriculum enrichment and diversity, and access to Years 11 and 12</li> </ul>	Stokes, H., Holdsworth, R., & Stafford, J. (1999). <i>Rural and remote school education: A survey for the Human Rights and Equal Opportunity Commission</i> . Youth Research Centre, University of Melbourne.
Access to education - transport	Survey of students, parents and teachers in rural and remote Australia in the second half of 1999	Youth Research Centre; Human Rights Commission	<ul style="list-style-type: none"> <li>• Transport an issue to attend mini-schools, cluster days and sport camps.</li> <li>• Buses usually available but problem with access to suitable bus routes and with the length of time students spent on buses (times of up to almost four hours per day were reported).</li> </ul>	Stokes, H., Holdsworth, R., & Stafford, J. (1999). <i>Rural and remote school education: A survey for the Human Rights and Equal Opportunity Commission</i> . Youth Research Centre, University of Melbourne.
School resources, curriculum and quality	Australia, New Zealand, Canada 15 year olds –	PISA	<ul style="list-style-type: none"> <li>• Overall, rural educational disadvantage is more pronounced in Australia than in Canada or</li> </ul>	Sullivan, K., McConney, A., & Perry, L. B. (2018). A comparison of rural educational disadvantage in Australia,

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
	focus on rural areas		<p>New Zealand including academic outcomes.</p> <ul style="list-style-type: none"> <li>• Principals in Australia are the most likely to report that shortages of teaching personnel hinder learning in their school, with those in smaller (more rural) communities reporting more shortages than principals in larger communities.</li> <li>• Principals report higher shortages of teaching personnel in Australia than in New Zealand in non-metro areas.</li> <li>• In Australia, the difference in disciplinary climate between regional communities (village, small town, and town) and urban communities (city and large city) is large, favoring larger (more urban) communities.</li> </ul>	Canada, and New Zealand using OECD's PISA. <i>Sage Open</i> , 8(4), 1-12. <a href="https://doi.org/10.1177/2158244018805791">https://doi.org/10.1177/2158244018805791</a>
School engagement  Post-school study and career aspirations	Primary and secondary school students located in regional and rural schools in Tasmania		<ul style="list-style-type: none"> <li>• The study identified that the most meaningful factors predicting students' aspirations were their friends, teacher support, and the students' beliefs in their ability in English and mathematics. Teacher support and teachers' ability to construct positive learning experiences for students are identified as two of the most important influences on students' learning. Having a peer network</li> </ul>	Watson, J., Wright, S., Hay, I., Beswick, K., Allen, J., & Cranston, N. (2016). Rural and regional students' perceptions of schooling and factors that influence their aspirations. <i>Australian and International Journal of Rural Education</i> , Vol. 26(2), 4-18.

Theme and issue/s	Target group	Organisation if associated	Issues in relation to rural and remote	Reference/s
			<p>and school friends who share positive educational aspirations were identified as important in this research.</p> <ul style="list-style-type: none"> <li>In addition to these factors, parents also influence students' level of aspirations, and rural and regional schools can play an important role in extending the parents' aspirations for their children and the students' aspirations through guidance and counselling services, career and self-awareness programs, enrichment activities etc.</li> </ul>	
<p>Post-school study and career aspirations</p> <p>Outmigration and youth 'left behind'</p>			<ul style="list-style-type: none"> <li>Young people in rural and regional areas were more likely to defer post-secondary study - the reasons were mainly related to the costs of moving to a new area and education fees.</li> <li>In their first two years of post secondary school, there was an increased migration to metropolitan areas as young people took up educational and employment options that were not available in country towns, rural areas or regional centres.</li> </ul>	<p>Wyn, J., Cuervo, H., Smith, G., &amp; Woodman, D. (2010). <i>Young people negotiating risk and opportunity: Post-school transitions 2005-2009</i>. Melbourne Graduate School of Education.</p>

## APPENDIX C: List of programs for youth

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
Agribusiness Career Access Pathway program (AGCAP) (NSW – young people intending to pursue agricultural careers)	NSW Department of Education, Make it Work Foundation (Narrabri Chamber of Commerce), University of New England and Training Services NSW	Local skills, training and career opportunities	<p>AGCAP students undertake a School Based Apprenticeship or Traineeship (SBAT) in a vocation that supports the agribusiness sector, such as agriculture or meat processing. In 2018, plans are in place to expand into beekeeping. The program allows students to complete a nationally recognised qualification which contributes to the NSW Higher School Certificate, whilst employed with a local agricultural business.</p> <p>For students who undertake the Certificate II in Agriculture, they are trained by their local school in partnership with Tocal College, another training provider.</p>	NSW Government (2017). <i>Submission to Independent review into regional, rural and remote education</i> . <a href="https://www.dese.gov.au/quality-schools-package/consultations/independent-review-regional-rural-and-remote-education-submissions/submission/10094">https://www.dese.gov.au/quality-schools-package/consultations/independent-review-regional-rural-and-remote-education-submissions/submission/10094</a>
Australian Indigenous Mentoring Experience (AIME) Program (Indigenous students in years 9 to 12)	AIME with funding through Social Ventures Australia	Leadership, mentoring and relationships	This program employs coaching principles and mentoring to engage Indigenous high school students and university students across Australia. Beginning in 2005 with just 25 mentors and 25 mentees, AIME is now the largest education support service	KPMG (2013). <i>Australian Indigenous Mentoring Experience: Economic Evaluation of the Australian Indigenous Mentoring Experience Program, Final report</i> . <a href="https://aimementoring.com/reports">https://aimementoring.com/reports</a>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
			for Aboriginal and Torres Strait Islander high school students in Australia. AIME (core program) students performed better than Indigenous students around the country, and reached levels of school performance close to their non-Indigenous peers.	
Be You program (Primary/secondary school students aged 0-18)	Beyond Blue, in partnership with Early Childhood Australia and headspace.	Mental health and wellbeing	<p>This program integrates key prior Commonwealth Government mental health initiatives delivered in education settings: Response Ability, KidsMatter Early Childhood and Primary, MindMatters, and headspace School Support.</p> <p>Be You is a single, integrated national initiative to promote mental health from the early years to 18. It works through all services from early learning services through to secondary school.</p>	<a href="https://beyou.edu.au/">https://beyou.edu.au/</a>
Desert Knowledge Australia (DKA) (Northern Territory)	Northern Territory Government	Leadership, mentoring and relationships	This is a statutory corporation of the Northern Territory Government, with a national mandate to contribute to a socially, economically and environmentally sustainable future for those in remote areas, particularly young people. It	Davie, A. (2015). <i>Engaging young people in regional, rural and remote Australia</i> . Australian Clearinghouse for Youth Studies for National Youth Affairs Research Scheme.

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
			delivers several programs to create networks and provide leadership and training. The organisation also supports other groups in the region by facilitating collective impact processes to address local complex challenges, and by providing access to infrastructure and shared resources through its knowledge centres. In 2013–14, a strategic review of DKA was conducted and found that the organisation had delivered a rate of return of \$19.90 for every \$1 of operational funding invested by the NT Government.	
Dot 2 Dot (proposal) (young people who are disconnected because of isolation, disability or mental health)	ABC Heywire	Entrepreneurial skills and/or business opportunities  Mental health and wellbeing	Dot 2 Dot aims to break down the barriers to volunteering by making it easy for young people to connect to a volunteer organisation which would suit their interests and passions. This group works as mentors, getting to know disengaged young people and working with them to find a volunteer position they would love.	<a href="https://www.abc.net.au/heywire/dot-2-dot-help-disengaged-youth-join-the-bigger-picture/8969752">https://www.abc.net.au/heywire/dot-2-dot-help-disengaged-youth-join-the-bigger-picture/8969752</a>
Eden Game Development Centre	ABC Heywire	Local skills, training and career opportunities	William Sharples from Merimbula, NSW, is using his passion for computers to teach	<a href="https://www.abc.net.au/heywire/unemployed-gamer-helps-country-kids-build-coding-careers/9792088">https://www.abc.net.au/heywire/unemployed-gamer-helps-country-kids-build-coding-careers/9792088</a>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
(Disengaged rural young people)			other disengaged young people from the country digital skills such as coding and games development that could help them build future careers for themselves.	
Flinders Island Transition Program (Tasmania)	Flinders Island Council	Local skills, training and career opportunities	This program began in 2009. It has helped provide smoother transitions to further education and employment for 41 students so far.	Davie, A. (2015). <i>Engaging young people in regional, rural and remote Australia</i> . Australian Clearinghouse for Youth Studies for National Youth Affairs Research Scheme.
FReeZA (Victoria)	Coordinated and funded by the Community and Economic Participation Branch in the Victorian Department of Human Services (DHS)	Entrepreneurial skills and/or business opportunities	This program provides young people with practical opportunities to participate in the planning, development and delivery of music and cultural events for youth in their local communities.	Davie, A. (2015). <i>Engaging young people in regional, rural and remote Australia</i> . Australian Clearinghouse for Youth Studies for National Youth Affairs Research Scheme.
Ganbina Economic, Employment and Social Ventures Program (Secondary school students and young people who have disengaged from education)	Ganbina is a not-for-profit organisation with a substantial injection of funds from the RE Ross Trust. Social Ventures Australia seeks private philanthropic and	Local skills, training and career opportunities  Entrepreneurial skills and/or business opportunities	This is an Indigenous vocational development and employment support program. It aims to empower Aboriginal young Australians to achieve true social and economic equality with other Australians in the next two generations to complete their education, training or work experience and develop necessary life skills. It	Social Ventures Australia (2016). <i>Ganbina: Impact Assessment</i> . <a href="http://www.ganbina.com.au/publications/Impact%20Assessment%20Report%202016.pdf">http://www.ganbina.com.au/publications/Impact%20Assessment%20Report%202016.pdf</a>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
	government funding.		was started in 1997. In 2015, Ganbina launched their expansion model, exploring replication of the Ganbina model in New South Wales and Queensland.	
Girls at the Centre (NT - Indigenous girls from Years 7 to 9)	The Smith Family, in partnership with Centralian Middle School in Alice Springs, in the Northern Territory, has designed and implemented the program since 2008.	Leadership, mentoring and relationships	Supports improved educational outcomes and engagement for Aboriginal and Torres Strait Islander girls. Strengthens social, emotional and academic skills with a strong focus on providing girls with a range of mentoring opportunities and community mentors from a range of education and career fields. Annually supports more than 50 girls to stay engaged in education and learning.	<p>The Smith Family (2014). <i>Improving educational outcomes of Aboriginal and Torres Strait Islander girls</i> (Research Report). <a href="https://www.thsmithfamily.com.au/~/media/files/research/research-evaluation/improving-educational-outcomes-aboriginal-torres-strait-islander-girls.ashx">https://www.thsmithfamily.com.au/~media/files/research/research-evaluation/improving-educational-outcomes-aboriginal-torres-strait-islander-girls.ashx</a></p> <p>Lea, T. &amp; Driscoll, C. (2012). <i>Evaluation of The Smith Family's Girls at The Centre Program, Centralian Middle School, Alice Springs</i>. University of Sydney.</p>
Hands Up (proposal) (young people from small communities and small schools)	ABC Heywire	Leadership, mentoring and relationships	Students in regional areas have little access to the expertise and opportunities that metropolitan kids take for granted. Hands Up is an idea to connect regional young people with inspiring organisations and passionate, skilled individuals. By giving regional students ready access to expertise and experience, they can make	<a href="https://www.abc.net.au/heywire/youth-put-hands-up-to-take-ownership-of-their-own-education-appl/8970054">https://www.abc.net.au/heywire/youth-put-hands-up-to-take-ownership-of-their-own-education-appl/8970054</a>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
			educated decisions about issues that affect them - like choosing which career path is right for them.	
Hay Inc Rural Education Program (young people 18 to 25 years)	Hay Inc Rural Education Program, funded through NSW Government Stronger Country Communities Funding	Local skills, training and career opportunities  Leadership, mentoring and relationships	This program gives opportunities to encourage young people into a career in the agricultural industry in the district of Hay, NSW. The program offers a range of 'hands on' workshops and workplace mentoring and networking. These workshops and training modules are delivered by trainers who have experience working on rural properties.	www.hayinc.com.au (website is currently being updated).
Horizons program (Indigenous students 5 to 12 years)  Activities program (Palm Island - Indigenous Year 7 to 10 students)	Catherine Freeman Foundation (CFF), with private donations and business sponsorships	Local skills, training and career opportunities	The Horizons program is designed to build resilience and provide school students with the tools to set and achieve their own goals and to finish Year 12. Students earn their place on the Horizons Program for attending school for 90% of the term, and for demonstrating positive classroom behaviour over two or more consecutive school terms. The program offers trips to capital cities for all students on the program.	<a href="https://www.cathyfreemanfoundation.org.au/horizons">https://www.cathyfreemanfoundation.org.au/horizons</a> .

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
			<p>The Activities program encourages school achievement and attendance via extra-curricular sport, recreation and cultural activities. The CFF presents mountain bikes to award pupils who show the biggest change in areas including behaviour in school and attendance as well as Dunlop sneakers as incentives for regular school attendance.</p>	
<p>Indigenous Youth Leadership program (Indigenous school students in Years 7 to 11 and supported to complete Year 12)</p>	<p>Smith Family program funded by the Department of Prime Minister and Cabinet</p>	<p>Leadership, mentoring and relationships</p>	<p>This program gives young Aboriginal and Torres Strait Islander people the opportunity to complete their secondary education in a high performing academic school.</p>	<p>The Smith Family (2015). <i>Inquiry into educational opportunities for Aboriginal and Torres Strait Islander students</i>. Submission 44 to the House of Representatives Standing Committee on Indigenous Affairs.</p>
<p>KidsMatter (Early childhood and primary school students)</p>	<p>Beyond Blue</p>	<p>Mental health and wellbeing</p>	<p>KidsMatter Early Childhood and KidsMatter Primary were Australian mental health and wellbeing initiatives set in early learning services and primary schools, respectively. The initiatives were developed as a response to the high rates of preschool and school-age children with mental health challenges.</p> <p>Evaluation of the KidsMatter program showed that it was</p>	<p>Dix, K. L., Slee, P. T., Lawson, M. J., &amp; Keeves, J. P. (2012). Implementation quality of whole-school mental health promotion and students' academic performance. <i>Child and adolescent mental health, 17</i>(1), 45-51.</p>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
			associated with improved academic outcomes. These programs have now been integrated into the Be You program, integrating all programs for those aged 0-17.	
KMAC Youth Council (Aboriginal young people in local shire groups)	ABC Heywire	Leadership, mentoring and relationships	<p>The KMAC Youth Council are making a real impact and leading by example for other young people, local Aboriginal groups and the local shire.</p> <p>Three goals: 1. to encourage youth to become leaders in their communities by speaking up and having a voice through the council 2. to foster a connection to culture and community through education about country, language and traditional stories 3. to focus on educational programs aimed at encouraging young people to stay in school and apply for high school and tertiary scholarships. The vision is to take the model of what the youth council is to other communities and corporations and empower them to do the same thing but with their own language and culture.</p>	<a href="https://www.abc.net.au/heywire/2019-trailblazers-kmac-youth-council/10919462">https://www.abc.net.au/heywire/2019-trailblazers-kmac-youth-council/10919462</a>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
Local Learning and Employment Network (LLEN) (Victoria - 10 to 25 year-olds within each geographical boundary)	There are 31 Local Learning and Employment Networks or LLENs in Victoria, funded by the Victorian Department of Education & Training	Local skills, training and career opportunities	The goal of each LLEN is to support young people by improving their participation, engagement, attainment and transition outcomes. This is to support youth who are at risk of disengaging or who have already disengaged from education and training and are not in meaningful employment. This develops supportive relationships and sets YTSI apart from other similar initiatives.	Australian Youth Research Centre, University of Melbourne [AYRC] (2008). <i>Youth Transition Support Initiative Formative Evaluation</i> . <a href="http://web.education.unimelb.edu.au/ycrc/linked_documents/youth%20transition%20support%20initiative.pdf">http://web.education.unimelb.edu.au/ycrc/linked_documents/youth%20transition%20support%20initiative.pdf</a>
Pathways to Success (Tasmania) (Aboriginal and low SES students in low engagement schools).	University of Tasmania, funded by the Australian Department of Education	Local skills, training and career opportunities	This project aimed to increase participation in higher education for Aboriginal and low SES students through initiatives enabling future students, families and communities to engage with career possibilities aligned with Tasmania's industries of the future in food, advanced manufacturing, tourism and health. It targeted not only students themselves but also their teachers and school leaders as key influencers of student aspiration and expectation regarding future career and education pathways.	Watson, J., Wright, S., Hay, I., Beswick, K., Allen, J., & Cranston, N. (2016). Rural and regional students' perceptions of schooling and factors that influence their aspirations. <i>Australian and International Journal of Rural Education</i> , 26(2), 4-18. <a href="https://journal.spera.asn.au/index.php/AIJRE/article/view/64">https://journal.spera.asn.au/index.php/AIJRE/article/view/64</a>  <a href="https://www.ncsehe.edu.au/university-of-tasmania-pathways-to-success/">https://www.ncsehe.edu.au/university-of-tasmania-pathways-to-success/</a>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
			It incorporated curriculum enhancement relevant to the four industries of the future, targeted students before the final years of school and partnered with schools with low transition rates to VET or university. Initially, the program ran for the period 2013-2016. Parts of the program such as the Creating My Career initiative were extended beyond this time.	
Ramp Mentoring Program (Melbourne - Young people aged 13 to 17 years residing in residential care in the Eastern Metropolitan Region)	Reach and Whitelion. Whitelion supports young people in the Youth Justice and Child Protection systems. Reach is a non-profit organisation which works in partnership with Whitelion for this program.	Leadership, mentoring and relationships	This is a personal development and mentoring program specifically designed to meet the needs of high-risk young people. It incorporates features of effective mentoring programs as established in relevant research. The overall aim of Ramp is to engage at risk young people in voluntary relationships with adult mentors combined with peer/group experiences. Key strategies include visits to residential care units by lead mentors; workshops, camps and other activities; and one-to-one mentoring of a young person. For a number of participants, Ramp appears to have improved	Office for Children, Department of Human Services, Victoria [OCDHS] (2007). <i>Evaluation of the Ramp Mentoring Program</i> (Final Report). <a href="http://www.whitelion.asn.au/files/Ramp_Final_Report.pdf">http://www.whitelion.asn.au/files/Ramp_Final_Report.pdf</a>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
			awareness of education, training and employment possibilities.	
Role Models and Leaders Australia (RMLA) (WA – Indigenous girls and youth in rural and remote areas)		Leadership, mentoring and relationships	RMLA is a not-for-profit charitable organisation founded in 2004 by basketballer Ricky Grace. The goal of RMLA is to assist at-risk Indigenous youth in overcoming the common barriers that prevent them from completing their education. As well as this, RMLA runs the Up4It Leadership Development Program which is a strategy to address the poor attendance rates of Indigenous students in Australia’s regional and remote communities. This program provides role models to deliver workshops, sports coaching and extra-curricular activities to reinforce positive messages about education, healthy lifestyles, leadership, teamwork and sport/physical activity.	Role Models and Leaders Australia (2016). <a href="http://www.rolemodelsaustralia.com/#aboutus">http://www.rolemodelsaustralia.com/#aboutus</a> .
Rural Youth Ambassador program (Victoria)  Rural Youth Ambassador program (other states)	Rural and remote young people in Year 11	Leadership, mentoring and relationships	This program is a youth leadership program developed for Year 11 students as part of the Rural Inspire Initiative and is facilitated by the Country Education Partnership (CEP).	<a href="https://cep.org.au/rural-youth-ambassadors-2020/">https://cep.org.au/rural-youth-ambassadors-2020/</a>  <a href="https://cep.org.au/rural-youth-ambassadors-expands/">https://cep.org.au/rural-youth-ambassadors-expands/</a>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
			<p>It aims to develop the leadership skills of rural and remote young people, as well as providing a collective voice for rural and remote students on issues affecting country education. The Commonwealth Government have provided significant support for the expansion of the program as a result of the recommendation made in the Independent Review of Regional, Rural and Remote Education.</p> <p>The Country Education Partnership is working with key rural education stakeholder groups along with education sectors in other states to support the development and implementation of the program over the next three years. Most of these programs have commenced in 2021.</p>	
Stability Through Support Program (young males who have had behavioural issues at school or encountered the criminal justice system)	Save the Children, funded through Australian Government state and local governments.	Leadership, mentoring and relationships	This program is targeted at boys attending behavioural units in school or in contact with the criminal justice system. The program provides mentoring for boys who are paired with a mentor who supports them to	Katz, I. (2017). <i>Evaluation of the Stability Through Support Mentoring Project</i> . Social Policy Research Centre. <a href="https://www.savethechildren.org.au/getmedia/c469819c-efc0-47d5-8868-ad71516d5c1e/au_stability-through-support_2017.pdf.aspx">https://www.savethechildren.org.au/getmedia/c469819c-efc0-47d5-8868-ad71516d5c1e/au_stability-through-support_2017.pdf.aspx</a>

Program, state/territory and/or target group	Organisation/s	Type of program	Description	Reference/s
			engage in positive behaviour and lifestyle choices.	Save the Children Australia (2018). <i>Working with young people in New South Wales</i> . <a href="http://www.savethechildren.org.au/our-work/program-selector/alternative-education-and-mentoring-support">http://www.savethechildren.org.au/our-work/program-selector/alternative-education-and-mentoring-support</a>
Stronger Smarter Institute leadership program (Indigenous youth)	Stronger Smarter Institute	Leadership, mentoring and relationships		Stronger Smarter Institute (2017). <i>Implementing the Stronger Smarter Approach: A comprehensive reflection of the characteristics of a Stronger Smarter Approach in action</i> . (Stronger Smarter Institute Position Paper). <a href="http://strongersmarter.com.au/resources/high-expectations-relationships/stronger-smarter-approach-position-paper/">http://strongersmarter.com.au/resources/high-expectations-relationships/stronger-smarter-approach-position-paper/</a>
SWIRL (Story Writing in Remote Locations) (Central Australia) (Indigenous)		Local skills, training and career opportunities	This is a literacy program offered by Victoria University in remote Indigenous communities in Australia. Every year a small number of academics from Victoria University participate in SWIRL to facilitate the work of the university students who run the combined holiday/ literacy aspects of the program. The program aims to build a model of practice that embeds relationships that are inclusive and respectful of the needs of Indigenous cultures and enhance literacy skills through storytelling and associated activities.	Zimmermann, J. A. M., Davidson, K., Cacciattolo, M., & Mahon, L. (2007). Relationship Building in Remote Indigenous Australian Communities: Case Studies from a Literacy Program. <i>International Journal of the Humanities</i> , 5(2): 223-230.

<b>Program, state/territory and/or target group</b>	<b>Organisation/s</b>	<b>Type of program</b>	<b>Description</b>	<b>Reference/s</b>
Tech Hub in the Scrub (proposal) (remote Australia, including councils and schools)	ABC Heywire	Education – digital access	<p>This proposal is to help remote communities create tech hubs so that students can access the technology they need to further their education.</p> <p>Tech Hub in the Scrub could be adopted by large companies with excess hardware, in partnership with communities.</p>	ABC Heywire (n.d.). <a href="https://www.abc.net.au/heywire/tech-hub-in-the-scrub-we-want-remote-communities-to-have-access-/8969506">https://www.abc.net.au/heywire/tech-hub-in-the-scrub-we-want-remote-communities-to-have-access-/8969506</a>
The Green Room (proposal) (Students in years 7-10 in rural and remote areas)	ABC Heywire	Mental health and wellbeing	Aims to create bridges between young people and their local mental health professionals, and reach out to communities who do not have access to services that provide information	ABC Heywire (n.d.). <a href="https://www.abc.net.au/heywire/the-green-room-initiative-to-raise-awareness-about-mental-health/8971042">https://www.abc.net.au/heywire/the-green-room-initiative-to-raise-awareness-about-mental-health/8971042</a>
Which Way, This Way Again (proposal) (Indigenous young men on drugs or alcohol, or recovering from these)	ABC Heywire	Mental health and wellbeing	This program involves young Aboriginal men going onto country with elders to learn and participate in cultural activities.	ABC Heywire (n.d.). <a href="https://www.abc.net.au/heywire/2019-trailblazers-which-way-this-way-again-nathan-doyle/10891852">https://www.abc.net.au/heywire/2019-trailblazers-which-way-this-way-again-nathan-doyle/10891852</a>
Youth Frontiers (Mentoring) Program (NSW - Students aged 12-16 years)	Funded by NSW Family & Community Services. The organisations delivering Youth Frontiers from 2018 to 2020 were MTC Australia, Raise Foundation,	Leadership, mentoring and relationships	Young people are matched with mentors who spend at least 35 hours over six months supporting them to achieve their goals. The program gives mentees an opportunity to build life skills and self-confidence through mentoring support and by undertaking a community engagement activity.	Harwood, V., O'Shea, S., Clapham, K. F., Wright, J., Kervin, L., Humphry, N., McMahon, S., Hogan, M. & Bodkin-Andrews, G. (2013). <i>Evaluation of the AIME outreach program: Final Report</i> . Wollongong: University of Wollongong.

<b>Program, state/territory and/or target group</b>	<b>Organisation/s</b>	<b>Type of program</b>	<b>Description</b>	<b>Reference/s</b>
	YWCA NSW and Save the Children.			