

ABORIGINAL  
COMMUNITY DEVELOPMENT  
TRAINING PROGRAM

Training and community  
development from the bottom up

PROGRESS REPORT

Jan. to July, 1990

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## ATTACHMENTS

(Only available upon request to the Project Co-ordinator)

- A.
  - i) Mogo survey questionnaire form
  - ii) Mogo Training and Enterprise Development Plan
  - iii) Session plan and notes from Planning Workshop in Mogo
- B.
  - i) Moruya survey questionnaire
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  - i) Wreck Bay survey questionnaire form
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- iv) Proposed training timetable for Aboriginal Health Workers
  - v) Session plans for Waminda Aboriginal Women's Health Centre Workshops
- F.
- i) Queanbeyan survey questionnaire form
  - ii) Session outlines for Planning and Management Skills Workshops in Queanbeyan
  - iii) Session plans for Community Development classes delivered to Certificate of Adult Basic Education students in Queanbeyan
  - iv) Letter from Community Educator to providers about Aboriginal adult education needs in Queanbeyan.

## 1. OVERVIEW

In 1990 ATSIC funded a pilot project to develop and deliver community development training to Aboriginal community organisations in the South Coast region of NSW. The pilot project has appointed three Koori Community Educators and a Co-ordinator.

The project which is co-ordinated by the Community Consultancy Group of the University of Technology, Sydney and managed by the NSW Aboriginal Education Consultative Group is providing intensive in-service training to the three Community Educators. The Educators are all working in their local communities.

To date, the project has:

- \* sponsored and supervised four community research exercises which were conducted by local Kooris;
- \* successfully liaised with TAFE, Skillshare and Southern Adult Education Centre Inc. to set up programs;
- \* developed and delivered management and planning skills workshops to community organisations;
- \* co-ordinated and organised a comprehensive training program for Aboriginal health workers;
- \* developed training materials, including community newsletters and posters;
- \* produced community development plans;
- \* provided hands-on support and training to community groups.

The project is clearly demonstrating that there is an alternative to the usual strategy of appointing outsiders to perform community development and training roles in Aboriginal communities. All too often, outsiders are working in jobs that community members should have taken over years ago. This project shows, given the opportunities and the support local Aboriginal people can do the jobs that outsiders continue to dominate. The project presents an alternative to the current strategy of the Commonwealth Department of Employment, Education and Training (DEET) which is creating positions for Community Development Officers in Aboriginal communities around NSW. Although these positions are accountable to community committees, they do represent a strategy which continues to rely on 'experts' and outsiders. This project demonstrates that it is possible to support and train local people now to undertake educational and community development tasks.

## 2. COMMUNITY DEVELOPMENT AND TRAINING INITIATED AND CO-ORDINATED BY LOCAL KOORI COMMUNITY EDUCATORS

## 2.1 Introduction

Following is a brief summary of project achievements to date. A further report will be available early next year.

## 2.2 MOGO

### \* *Community and Educational Needs Analysis*

The Community Educator has conducted a questionnaire survey by visiting all Aboriginal households in the community. Community consultation, however, is on-going and part of all her educational work in Mogo (For a copy of the questionnaire, see Attachment A). The survey was also an information dissemination exercise.

A report of community needs with a focus on education and training needs is being written. The initial draft will be circulated among local community members for comments and suggested changes. The final report will then be issued.

### \* *Training and Enterprise Development Plan*

A key recommendation developed out of the needs consultation is the establishment of a training and enterprise development plan for Mogo. There are three stages to the plan.

- i) Silk Screening and Art Courses
- ii) Industrial Garment Production and Fabric Design
- iii) Enterprise Development and Business Management

The proposed plan is being discussed with local community members, training providers and government agencies. The Community Educator is organising a meeting of all concerned parties for late August (copy of plan in Attachment A).

### \* *Liaison with education providers and co-ordinating the development and delivery of programs*

The Community Educator and Project Co-ordinator have established an effective working relationship with the TAFE Regional Aboriginal Co-ordinator (RAC) and TAFE Outreach Co-ordinator. The Community Educator approached and assisted the TAFE RAC carry out consultations with the community. The first outcome of these consultations is the delivery of a part-time 16 week silk screening course in the Mogo Local Land Council building.

The Community Educator also approached Eurobodalla Skillshare who will be delivering a 10 week Art and Design course. These two courses realise the implementation of the first stage of the training and enterprise development plan.

It should be stressed that the Community Educator does not have the funds to deliver courses but plays a crucial role in setting them up by approaching and lobbying relevant providers, and also maintaining and evaluating the program. The Educator plays the role of a community researcher, lobbyist, negotiator, recruiting officer, motivator, tutor-counsellor, course administrator and handy person.

The Community Educator is currently liaising with a variety of providers about delivering an industrial garment and production course in Mogo - Stage 2 of the Training and Enterprise Development Plan.

- \* *Management and Planning Skills Workshop for Workers and Directors of Mogo Local Aboriginal Land Council and Mogo Aboriginal Pre-School*

The Project Co-ordinator and Community Educator developed and delivered a workshop on May 21st. Eight people attended. (For session plans and notes see Attachment A).

From our point of view this workshop did not prove to be an effective training strategy. Key members of local organisations who are working do not have the time or energy to participate in workshops. There is not a demand for further local workshops.

- \* *Financial Management Training*

The Community Educator, based in Mogo, has considerable experience in the area of financial management for community organisations. She has been Treasurer of the Far South Regional Aboriginal Land Council for the last two years.

The Educator has provided one-to-one training to the Mogo Land Council Co-ordinator, Treasurer and Secretary in budget planning, and how to operate and maintain the Uniform Accountancy System.

- \* *Helping workers learn submission writing*

The Co-ordinator of the Mogo Aboriginal Pre-School has benefited from the Community Educator's assistance in preparing a funding submission.

- \* *Trying to set up the Mogo Aboriginal Housing Company*

The Community Educator saw a great need for the Mogo Aboriginal Housing Company to be re-established, as it has not been functioning for some time. The Educator's argument was that the Housing Company had more potential to attract federal government funding for housing than the local land council. Therefore, the Community Educator invested considerable effort in trying to revive the Housing Company. This involved extensive consultations with community members; investigating the Housing Company's financial situation and current status with the Aboriginal Registrar of Corporations; and attempting to organise an AGM and set up a new management committee. However, little active support

was forthcoming from local community members and it is therefore unlikely the Housing Company will be re-established.

## 2.3 MORUYA

### \* *Community Needs Analysis*

In early May the Project Co-ordinator and Community Educator discussed with the Moruya Local Land Council Co-ordinator plans to conduct a survey of community needs in Moruya. A draft survey questionnaire was drawn up by the three persons named above. The Local Land Co-ordinator circulated the draft among community members and other community workers. The draft was extensively added to and changed after comments and suggestions from other community workers. The Land Council Co-ordinator and Community Educator and two local Aboriginal community members who were hired by the project then visited all Aboriginal households and interviewed and assisted household members answer the questionnaire. A draft report based on the survey data will be produced and circulated among local community members for comment. A final report will then be completed.

A significant feature of this exercise is that the Community Educator and Project Co-ordinator were able to initiate and support a process whereby research into an Aboriginal community's needs was conducted by local Aboriginal community members. It demonstrates that groups can design and conduct their own research with appropriate support. (See Attachment B for a copy of the questionnaire).

## 2.4 BATEMAN'S BAY

\* The Bateman's Bay/ Mogo Local Aboriginal Education Consultative Group have been resourced by the Community Educator by means of:

- \* promotion and organisation of its Annual General Meeting (the Community Educator commissioned the production of a poster); (see Attachment B for copy of poster);
- \* resource materials and relevant policy documents.

## 2.5 FAR SOUTH COAST

In July and August the Community Educator (based in Mogo), the Aboriginal Development Worker (based in the Far South Coast Regional Aboriginal Land Council and funded by the Commonwealth Home and Community Care Program) and the Project Co-ordinator are undertaking the production of a Koori newsletter for the Far South Coast communities. The purpose of the newsletter is educational. The newsletter will contain articles which seek to inform Aboriginal community members about what's going

on. For example, it is often assumed that Kooris know about their local Aboriginal Education Consultative Group, Homework Centre, local Corporation or Housing Company. While there will also be local sporting news and children's stories the focus will be on assisting community members obtain the information necessary to more actively contribute to community organisations.

## 2.6 WRECK BAY

### \* *Community and Educational Needs Analysis*

The Community Educator has organised two community meetings where field staff of ATSIC, DEET, TAFE, Skillshare and Southern Adult Education Centres Inc. have gone to Wreck Bay and had an opportunity to discuss with local community members their education and training needs. But meetings do not seem effective forums for needs consultations. The level of discussion is low with relatively minor input from a small number of community members.

Nonetheless, the respective meetings did have concrete outcomes. Southern Adult Education Centres Inc. ran two 3 day silk screening courses in Wreck Bay in June and July. Skillshare conducted a two week word processing and office skills course in August especially for Wreck Bay community members. The TAFE Aboriginal Education Unit is planning to deliver a Woodwork and Arts course in Wreck Bay for August to December.

The Community Educator lives in Wreck Bay and for the last five years has been actively involved in local community organisations. She is, therefore, directly concerned and informed about local issues and needs. As a Community Educator she is now more systematic about identifying issues and needs.

A questionnaire survey was also conducted of all households in the community (See Attachment D for copy). There were some shortcomings in this exercise. More adequate consultation with other community members and the Wreck Bay Community Council regarding the design of the questionnaire should have taken place. The administration of the questionnaire to each household should have been done more rigourously and over a longer period of time. The Project Co-ordinator and Community Educator are discussing ways these shortcomings can be addressed and the exercise usefully completed.

### \* *Wreck Bay Koori newsletter*

The purpose of the community newsletter is to address local community member's need for information about what's going on in Aboriginal affairs generally, government departments, community organisations and the local community. It is also hoped that the community newsletter will help build a sense of community strength and identity which

in turn will have direct benefits for the management of local community organisations.

The first issue has been produced. (See attachment C).

A proposal to enable the continued production of the newsletter was submitted by the Community Educator to a wide variety of education providers. A large number of responses have been received. The proposal involves courses in literacy and creative writing, typing, basic administration, desktop publishing, design and art, all to be run in Wreck Bay. It is an ambitious proposal but has the advantage of meeting many needs as part of one long term program. (See Attachment C for a copy of the proposal).

- \* *Training needs consultations and management skills training for Community Council and Children's Service staff and directors*

The Project Co-ordinator and Community Educator have discussed with staff and directors of the above mentioned organisations their training needs both informally and formally; individually and collectively. Most staff and directors expressed a strong need for basic community management skills training. At a Wreck Bay Community Council Executive Committee meeting in June the Project Co-ordinator and Community Educator were asked to develop and deliver some training workshops. The Community Educator had to spend a large amount of time talking to Executive Committee members before a final commitment to training by the Committee members was made. At the first workshop no-one turned up but three dates for future workshops have been arranged.

The Project Co-ordinator and Community Educator also offered to provide hands-on management skills training by proposing to help set up and for a brief period manage the Cultural Interpretation Program. The proposal involved supervising on-the-job training for administrative workers. But it is now likely that a business consultant will take on this role.

- \* *Development of management skills training materials*

Work has begun on the development of a range of training materials to assist staff, directors and community members in Wreck Bay gain knowledge and skills about basic management and planning procedures. It is intended to produce a package of illustrated materials.

- \* *Liaison with education providers and development and delivery of adult education programs*

It needs to be clearly explained what role the Community Educator plays in the development and delivery of adult education programs. The Educator does not have funds, and in most cases does not have the teaching

expertise to deliver programs. But the Community Educator plays an important role in the program development process by resourcing both community groups and education providers (TAFE, AEDP agencies, Southern Adult Education Centres , Skillshare and private agencies).

In the case of Wreck Bay the Community Educator has been able to conduct a far more comprehensive educational needs analysis than any government agency field staff have the time to do. This places the Community Educator in a position where she can lobby and advise providers about courses.

To date a silk screening course (Southern Adult Education Centres Inc.) and a word processing and office skills course (Skillshare) have been conducted as a result of the Community Educator's research and lobbying work. The TAFE Regional Aboriginal Co-ordinator is currently liaising with the Community Educator with a view to setting up an Arts and Woodwork course.

After the research and lobbying it is then important that the Community Educator assist in recruiting and supporting participants. The level and quality of support the Community Educator provides both to the participants and teacher can "make or break" a course.

\* *Hands-on financial management training*

The Community Educator has successfully completed two short business management courses. She is now responsible for managing her own project expenses under the supervision of the Project Co-ordinator. Having gained solid basic financial management skills the Community Educator has been able to assist the current Wreck Bay Community Council Co-ordinator establish a new financial management system.

## 2.7 NOWRA

\* *Training Needs Analyses*

Three Aboriginal organisations approached the Community Educator about training for their staff and directors. The organisations were respectively, the South Coast Aboriginal Cultural Centre, South Coast Aboriginal Medical Centre and Waminda Aboriginal Women's Health Centre. Meetings were organised with each of the organisations at which the Project Co-ordinator and Community Educator discussed with workers and directors their training needs. (See Attachment E for a copy of a brief report on training needs of workers and directors of the Cultural Centre and Medical Service).

\* *Waminda Aboriginal Women's Health Centre*

It was proposed to conduct a series of one day training workshops, approximately on a monthly basis. This highlights a strength of the Aboriginal Community Development Training Program. It is able to offer an organisation a long term training program and the Community Educator who is locally based can build and maintain regular and on-going support.

Three training workshops, to date, have been conducted at the Waminda Centre (See Attachment E for copies of training packages which were developed specifically for Waminda). The training has focused initially on roles of directors and basic financial management.

It should also be noted that the Community Educator liaised with Nowra Skillshare to deliver an Office Skills and Word Processing course for Aboriginal administrative and clerical staff in community organisations. Waminda's administrative assistant participated in the initial two week Skillshare course and may participate in the planned subsequent eight week course.

\* *Director's Training Workshops for the South Coast Aboriginal Cultural Centre and South Coast Aboriginal Medical Service*

After two meetings with staff and directors the Project Co-ordinator and Community Educator were asked to plan and deliver a half day introductory workshop on the roles of directors. The Community Educator who is gaining increased confidence and community management training skills presented this workshop in mid July together with the Project Co-ordinator. (See Attachment D for a copy of session plans). There were only five participants at the first workshop. We have been asked to deliver a second workshop which is planned for August.

\* *Training for the Health Workers of the Aboriginal Medical Service*

The Project Co-ordinator and Community Educator stated that they could offer planning, management skills and submission writing workshops but did not have the expertise to develop and deliver specialist health education workshops. But the Community Educator and Project Co-ordinator have assisted the Aboriginal Medical Service liaise with a range of health specialists (at the Nowra Community Health Centre, the Redfern Aboriginal Medical Service and the Centre for Education and Information on Drugs and Alcohol) with a view to co-ordinating a series of workshops and guest presenters. To date, fourteen workshops have been planned. (For a copy of the timetable and presenters see Attachment D).

One program planning workshop has already been delivered by the Project Co-ordinator to the health workers. (See Attachment D for a copy of the session plans). Submission and report writing workshops are planned for September and October.

\* *Report and Submission Writing Workshop by Susan King*

Susan King has been hired to develop and trial a Writing Skills for Community Development training package. Susan ran a one day writing skills workshop in Nowra in early May. This was attended by nine Aboriginal community workers from a number of different services.

\* *Research and planning for an Aboriginal Children's Service in Nowra*

The Community Educator together with an Aboriginal Health Promotion Worker has designed a survey questionnaire which will be administered to Aboriginal households in the Nowra region. The purpose of the survey is to document the extent and type of need which exists for an Aboriginal Children's Service.

## 2.8 QUEANBEYAN

\* *Needs analysis*

The Community Educator has been actively involved in local organisations and community development work in Queanbeyan for the last five years. In particular, she has been a driving force behind the Queanbeyan Aboriginal Corporation's efforts to set up a wide variety of community services. The point is, a good deal of community consultation and needs analysis have been carried out in Queanbeyan. The Community Educator, as are other Aboriginal community workers, is very clear about community and educational needs. The task is to address these needs not to conduct more surveys and consultations.

Having said this, it is however important to stress that the Community Educator **views needs analysis as an on-going part of her work**. An important part of the Community Educator's job is to visit community people in their homes, informing them about educational and employment opportunities, about what's going on in local community organisations, consulting them about new educational and community development programs and encouraging them to support and become actively involved in Aboriginal community organisations.

In addition to these on-going consultations a survey questionnaire was administered to 65 Aboriginal households in Queanbeyan. Two Aboriginal students who are participating in a Certificate of Adult Basic Education program in Queanbeyan were hired by the project to assist household members complete the questionnaire. A report will be produced. It is expected that this information will assist the Queanbeyan Aboriginal Corporation and the local land council when preparing submissions for funding bodies. (For a copy of the questionnaire, see Attachment F).

For a pictorial documentation of Aboriginal community needs visit the Community Educator's office where a large billboard poster has been produced by the Aboriginal Certificate of Adult Basic Education students.

\* *Community Development and Management Skills Training*

In late April the Project Co-ordinator presented a half day workshop to directors of the Queanbeyan Aboriginal Corporation and the Co-ordinator of the Local Land Council. This was intended to be an introductory workshop with a series of workshops to be offered on a regular basis for the next six months. Although there is a strong expressed need for community management skills training it was concluded at this introductory workshop by the four participants and Community Educator that directors and other interested people had too many other pressing commitments to be able to attend workshops.

This highlighted for us that offering workshops is not an effective training strategy at this time in Queanbeyan. The Queanbeyan Aboriginal Corporation has no paid staff and Ngunawal Land Council only has one. People who are giving their time voluntarily rarely give priority commitment to community organisations. The Community Educator did try and organise another workshop in late June. Only two directors attended. (For copies of session outlines, see Attachment F).

The Project Co-ordinator has been liaising with Coleen Hattersley who has produced a submission writing package. Coleen, who lives in Canberra has agreed to trial her package with interested Queanbeyan Aboriginal Corporation directors.

At the first workshop in April it was suggested that the Project Co-ordinator and Community Educator teach community development as a subject in the Certificate in Adult Basic Education (CABE) program being run by the TAFE Aboriginal Education Unit in Queanbeyan. It was stated that there were over twenty Aboriginal participants and most Corporation directors and potentially active land council members were enrolled in this program. Therefore training would most effectively reach those who wanted it by being incorporated as part of the CABE program. Significantly, a recommendation from a recent report published by the N.S.W. Office of Aboriginal Affairs makes the same argument (Enterprise Opportunities for Aboriginal Communities in N.S.W., 1990).

Three morning sessions were taught by the Project Co-ordinator. A fourth session was taught by the Community Educator. At the fourth session students wrote essays titled, " How would you motivate local Kooris to get involved in the Queanbeyan Aboriginal Corporation and the Ngunawal Land Council" ? (For copies of session plans see Attachment F).

\* *Liaison with education providers and co-ordinating the development and delivery of programs*

After collating the data from the survey questionnaire and consultations by the Community Educator a range of providers were approached about the possibility of setting up a number of training programs. (For a copy of the initial letter sent to providers, see Attachment F). In addition to the full time TAFE Certificate of Adult Basic Education and Certificate in General Education program considerable interest was expressed by Aboriginal community members in Office Skills and Arts and Crafts programs.

Queanbeyan Skillshare, after meeting with the Community Educator and Project Co-ordinator, agreed to modify a full time Office Skills course into a part time one specially designed for Aboriginal people. The course curriculum was presented to the Community Educator for comments and suggestions. Responsibility for recruiting participants has been given to the Community Educator. The course will begin in September.

A meeting with field staff of the TAFE Aboriginal Education Unit was organised to plan an Aboriginal arts and crafts program. 54 respondents to the survey questionnaire expressed an interest in an arts and crafts course. A significant number of respondents also commented that there are commercial opportunities given the right support and planning. TAFE AEU will be funding a course to begin in October. It is the responsibility of the Community Educator to recruit students and negotiate with TAFE about the content and delivery mode of the course. The Community Educator will also organise a meeting of the interested students to draw up a proposal for a Work Information Tour to be funded by the Department of Employment, Education and Training. The purpose of the Work Information Tour is to visit and study Aboriginal enterprises in other communities in order to encourage participants to develop their own enterprise plans.

\* *The Queanbeyan Aboriginal Corporation*

The Queanbeyan Aboriginal Corporation currently has no paid staff and therefore relies on the voluntary work of management committee members. For over two years it has been lobbying to obtain funds to establish Aboriginal community services. To date these lobbying efforts have met with very little success. The Community Educator and Project Co-ordinator are investing a lot of time and energy in assisting the Corporation further develop its lobbying strategies. With the generous assistance of a local TAFE teacher submissions are being revised and goals more clearly defined. It is intended to assist the Corporation, in collaboration with the Local Land Council, produce a community plan.

\* *Community Newsletter*

A community newsletter is currently being typeset and will be issued very shortly. The purpose of the newsletter is to encourage more active involvement of Aboriginal community members in community organisations.

### 3. TRAINING ABORIGINAL COMMUNITY EDUCATORS

#### 3.1 FIELD SUPERVISION AND SUPPORT

A significant component of the project is the hands on support and training provided by the Project Co-ordinator. The level and type of support is tailored specifically to the needs of each Community Educator.

The Co-ordinator has negotiated with each Educator work programs and action plans which are regularly reviewed. The Community Educators are maintaining journals or progress reports which serve as a means of monitoring and assessing work. The Community Educators are encouraged to assess their own work supported by the Project Co-ordinator.

From March to July the Co-ordinator spent 41 days in the field working collaboratively with each of the Educators. He was involved in assisting them:

- \* design and conduct needs analyses
- \* write letters, reports and submissions
- \* negotiate and liaise with education providers and funding bodies
- \* organise and conduct meetings
- \* establish and maintain an office administration system
- \* establish and maintain a financial management system
- \* identify and obtain literature resources.

The Project Co-ordinator has developed and delivered 9 training workshops in the region. In each case the Community Educators worked closely with the Co-ordinator. The Community Educators are gaining increasing skills and confidence in educational program planning and teaching.

#### 3.2 IN-SERVICE TRAINING

A variety of in-service learning events have been designed for the Community Educators. They include study visits to other communities (to date, those of the other Educators); attending workshops at the University of Technology; participating in conferences (Australian Consortium of Experiential Education); and reading materials provided by the Co-ordinator.

#### 3.3 ASSOCIATE DIPLOMA IN ADULT EDUCATION AND TERTIARY STUDIES

Two of the Community Educators are enrolled in the Associate Diploma in Adult Education at the University of Technology, Sydney. This program requires attendance at five one week block releases per year. Most study is done in the workplace in between blocks. Another Community Educator is enrolled in her second year of the Associate Diploma in Community

Development and Health at Cumberland, University of Sydney. This too, is a block release program.

#### 4. DEVELOPMENT OF TRAINING MATERIALS

The project, with the assistance of additional consultants, is developing a range of training materials. To date, most of the training materials produced have been tailored to specific communities and organisations. They include:

- \* a community newsletter for
  - i) Wreck Bay
  - ii) Queanbeyan
  - iii) the Far South Coast;
  
- \* community management training materials for
  - i) Queanbeyan
  - ii) Wreck Bay
  - iii) South Coast Aboriginal Medical Service
  - iv) Waminda Aboriginal Women's Health Centre
  
- \* community planning reports for
  - i) Mogo
  - ii) Moruya.

Competency based materials which will be of use across the region are also being produced. They include:

- \* a submission writing package specially designed for Aboriginal community workers;
  
- \* information directory about community organisations and government agencies in the NSW Southern Zone;
  
- \* illustrated booklets on:
  - i) meeting procedures
  - ii) activist skills
  - iii) roles of directors
  - iv) financial management.

The submission writing package which is being produced by Susan King (a lecturer at the University of Technology, Sydney) adopts a markedly different approach to learning submission writing to existing submission writing training materials. It is intended to trial and promote this alternative approach at a workshop and forum at Nowra in October.

5. PROFILES OF THE ABORIGINAL COMMUNITY EDUCATORS AND PROJECT CO-ORDINATOR

*Rhonda Brown*

Rhonda was appointed as Community Educator on March 12th.

She grew up and continues to live Wreck Bay and has been a long standing active community worker, albeit unpaid until this year. Rhonda has served as an Executive Committee member with the Wreck Bay Community Council.

Rhonda is currently in her first year of an Associate Diploma in Adult Education at the University of Technology, Sydney. She has also recently completed two Skillshare Small Business Management courses.

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*Dawn Johnson*

Dawn has long been actively involved in community organisations in Queanbeyan. She is a founding member of the the Queanbeyan Aboriginal Corporation in 1988 and is currently Chairperson. Dawn was appointed as a Community Educator on March 19th. Previous to that Dawn was employed as an Aboriginal Health Worker. Currently Dawn is enroled in the Associate Diploma in Community Development and Health at Cumberland, University of Sydney.

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*Noeleen Luff*

Noeleen is currently based in Mogo. She commenced work as a Community Educator on March 12th. This year she commenced an Associate Diploma in Adult Education of the University of Technology, Sydney. Noeleen has been actively involved in the land council network and is currently Treasurer of the Far South Coast Regional Land Council. Noeleen has also been a driving force behind the establishment of the Aboriginal Family Care Organisation in the Far South Coast.

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### *Rick Flowers*

Rick started work as a community development worker in Western Sydney and has also wide experience working in the youth sector. In the last two years Rick has been engaged in a wide variety of training projects in the community sector. Rick is currently based and teaches at the University of Technology, Sydney where he has been working for the last three years. Rick was initially appointed to work with Griff Foley on a research project which examined adult education and community development strategies in Aboriginal communities in NSW. The Aboriginal Community Development Training Program was developed out of a recommendation of this research. Numerous reports from this research are available.

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## 5. **PROJECT MANAGEMENT AND CO-ORDINATION**

THE NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP, THE FACULTY OF ADULT EDUCATION AND THE COMMUNITY CONSULTANCY GROUP, UNIVERSITY OF TECHNOLOGY, SYDNEY

The project is managed by the NSW AECG Assoc. Inc. The AECG has contracted the Community Consultancy Group of the Faculty of Adult Education of the University of Technology, Sydney to co-ordinate the project. If there is ongoing funding beyond the initial twelve months it is intended to hand the Community Educators positions over to local Aboriginal community organisations.

*The NSW Aboriginal Education Consultative Group*

The NSW AECG consists of a network of regional and local Aboriginal community groups around the state who act on Aboriginal education issues. The AECG is the principal community based advisory body to the NSW government on Aboriginal education.

*The Faculty of Adult Education and Community Consultancy Group, University of Technology, Sydney.*

The Faculty of Adult Education of UTS brings together an impressive range of experience and resources in the following areas of adult education:

- \* vocational
- \* technical teacher
- \* language and literacy
- \* Aboriginal
- \* community
- \* human resource development

The Community Consultancy Group (CCG) provides a means through which the Faculty of Adult Education links with community adult education organisations.

CCG enables community adult educators to draw on the expertise of UTS staff as a resource in developing and conducting their programs.

CCG is able to:

- \* work - in partnership with community organisations - to determine needs, develop programs, prepare and submit funding proposals
- \* organise and sponsor research projects in the field of community adult education
- \* provide advice to community organisations
- \* organise workshops and short courses to meet needs of community educators

Current projects include:

- \* planning and conducting a search conference for management and staff of a large inner city community organisation
- \* organising a series of workshops on skills for co-ordinators and committee members of community adult education centres
- \* co-ordinating a research project on the training needs of adult education tutors in community and evening colleges and on the training needs of neighbourhood centre workers