'A fair teaching, to a fair standard of schooling, to a fair qualification for what they want to be as young men and women.

That’s what we want'

Galarrwuy Yunupingu AM, 2010
Yothu Yindi Education Hub: Garma Institute and Dhupuma College
High-Level Business Case
Presentation Pack

December 2012
Executive summary

The Yothu Yindi Education Hub aspires for all Yolngu to have the foundation needed to steer the future, be role models and balance the Yolngu and Balanda worlds.

To achieve this aspiration the education hub plans to provide 3 core groups of activities that build off the historical foundations of Dhupuma College and the Garma Cultural Studies Institute:

- School support and coordination—co-curricular, boarding and transitional schooling support
- VET and adult pathways—vocational and foundation training, job placement, coordination of regional youth opportunities
- Garma Institute—culture, conference, tourism and community facilities, tertiary education

Three core values will guide the design and delivery of all activities:

- Leadership and high expectations
- Culturally responsive and supportive environment
- Practical Yolngu learning

The Yothu Yindi Foundation has:

- Identified Gulkula (the Garma site) as the most appropriate place for the Yothu Yindi Education Hub
- Estimated required funding to develop and operate the education hub—identifying existing capability gaps
- Built a high-level implementation plan

Recent facility developments and community support provide a strong foundation for the Yothu Yindi Education Hub. The Yothu Yindi Foundation, working with the community, education providers, businesses and government, plans to continue developing the capabilities and funding needed to fulfil the vision.
The Yothu Yindi Education Hub aspires for all Yolngu to have the foundation needed to steer the future

**Borum**

All Yolngu will have the foundation needed to steer the future, be role models and balance the Yolngu and Balanda worlds

**Trunk**

The Yothu Yindi Education Hub aims to achieve its vision through a focus on supporting Yolngu education, access to economic opportunities and engagement with Yolngu culture

We aspire to set up a year round Yolngu-led centre that serves Yolngu and Balanda. It will build off the foundations laid by Dhupuma College and the Garma Cultural Studies Institute

The Hub will endeavour to provide three core groups of activities: school support and coordination, VET and adult pathways and the organisation of a Yolngu knowledge centre

**Djalkiri**

**Leadership and high expectations**
- Yolngu driven and led to ensure high expectations, ownership and control
- Co-ordinate with all in the region to support unity and opportunities

**Culturally responsive, supportive environment**
- Appreciation of Yolngu knowledge and culture to build identity and confidence
- Supportive space free from negative influences to provide discipline and leadership

**Practical Yolngu learning**
- Yolngu tailored, practical teaching methods
- Visible economic opportunities selected by Yolngu
Poor foundation skills, lack of motivation and teaching barriers in North-East Arnhem Land block opportunity

- **Poor foundation skills**
  Lack of capacity for employment and building community wellbeing

- **Lack of motivation**
  Missing leadership, discipline and commitment to education

- **Teaching barriers**
  Cultural gap to delivering effective education and training outcomes

Source: Community interviews
The Yothu Yindi Education Hub aims to overcome barriers on education pathway through values and activities

...which could be overcome through aligning community values...

Leadership and high expectations

Culturally responsive, supportive environment

Practical Yolngu learning

Poor foundation skills

Lack of motivation

Teaching barriers

Dhupuma College

School support and coordination

VET and adult pathways

Garma Institute

1. The traditional education pathway...

2. ...faces unique barriers in North-East Arnhem Land...

3. ...which could be overcome through aligning community values...

4. ...with specific support activities that build Yolngu capabilities...

5. ..so that Yolngu can steer the future

Not in focus for Yothu Yindi Education Hub

Draft – discussion only
Gulkula is well-placed to deliver values and activities of Yothu Yindi Education Hub

**Leadership and high expectations**
- Strong support from traditional owners
- History as gathering and coordinating space
- General agreement that activities could occur on site across clan groups

**Culturally responsive, supportive environment**
- Site has cultural significance
- Former location of Dhupuma College
- Reduced exposure to negative influence of towns

**Practical Yolngu learning**
- Economic and education opportunities of Gove Peninsula
- Sawmill and vocational opportunities located on-site

**Accessibility**
- Close to major N-E Arnhem towns in Nhulunbuy and Yirrkala
- Close to main road
- Close to Gove Airport

**Momentum**
- School, small businesses and community enterprises recently established in Gunyangara through mining royalties
- Community committed to further development activities

**Existing facilities**
- Basic infrastructure already present: power, water, camping facilities, classrooms, warehouse, caretakers residence

Alignment with Yothu Yindi Hub values
Existing support for activities
Yothu Yindi Education Hub aims to deliver 3 core groups of activities

<table>
<thead>
<tr>
<th>Core groups...</th>
<th>...cover 9 activities...</th>
<th>with clear objectives...</th>
<th>...and potential sub-activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garma Institute</td>
<td>Yolngu cultural institute</td>
<td>• Collect, store and promote Yolngu culture</td>
<td>• Garma festival</td>
</tr>
<tr>
<td></td>
<td>Conference, community and tourism facilities</td>
<td>• Offer camping, conference and community activities in a unique cultural environment</td>
<td>• 2-3 meetings of Yolngu leadership per year</td>
</tr>
<tr>
<td></td>
<td>Partnership with tertiary education program</td>
<td>• Partner with a tertiary institution to share, explore and promote Yolngu knowledge and history on country</td>
<td>• Facilities to house Yolngu intellectual history (stories, artifacts, art..)</td>
</tr>
</tbody>
</table>

| VET and adult pathways | Coordination of regional training opportunities | • Coordinate diverse and dispersed Yolngu training services in the region under one information hub | • Yolngu co-ordination office for training and education in the region |
|                       | Adult VET and foundation training | • Deliver adult VET and foundation training on country aligned with economic needs of the region | • Centralised office, phone number and website |
|                       | Job placement | • Provide job opportunities both post and alongside training | • Co-ordination meetings with all training and education providers |

| School support and coordination | Boarding facility | • Provide residential facility at Gulkula for students attending local high schools | • Short 1-3 month courses in dry season on country (Cert I-IV) |
|                                | Co-curricular activities | • Run programs on country to complement schools with an | • Courses on community services, construction, driving, literacy and numeracy etc |
|                                | Secondary and tertiary transitional schooling | • Provide 1 year of residential transition schooling before entry into High School and University | • Provider of jobs for students of Yothu Yindi Education Hub |
|                                |                             |                             | • Job placement hub for Yolngu, especially those in homelands |

Dhupuma College
Initial plan for activities to build up over time in line with community priorities and YYF capabilities

- **Research, preparation and consultations**
  - 2012-2013

- **Phase 1**
  - 2014-2016
  - Facilitate coordination of regional training opportunities
  - Deliver adult VET, foundation training and job programs
  - Co-curricular activities

- **Phase 2**
  - 2017-2019
  - Conference, community and tourism facilities
  - Partnership with tertiary education program

- **Phase 3**
  - 2020 onwards
  - Yolngu cultural institute
  - Boarding facility
  - Transitional schooling

**Diagrams and Text**

- **Garma Institute**
  - Annual Garma Festival

- **VET and adult pathways**
  - Dhupuma College
  - School support and coordination
  - Implementation

- **Draft – discussion only**

---

*Presentation-External Pack_18-12-12.pptx*
**Over 50 individuals have been consulted...**

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Agnese Rinaldi</td>
<td>Eunice Marika</td>
<td>Steve Roeger</td>
<td>Stuart Porteous</td>
</tr>
<tr>
<td>Andrew White</td>
<td>Galarrwuy Yunupingu</td>
<td>Stuart Porteous</td>
<td>Tim O’Neill</td>
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<td>Balupalu Yunupingu</td>
<td>Gary Barnes</td>
<td>Timmy Burrawanga</td>
<td>Timmy Burrawanga</td>
</tr>
<tr>
<td>Banbapuy Ganambarr</td>
<td>Greg Wearne</td>
<td>Valarie</td>
<td>Wally Wunungmurra</td>
</tr>
<tr>
<td>Barney Glover</td>
<td>Heather - Birany Birany</td>
<td>Wanyubi Marika</td>
<td>Will Stubbs</td>
</tr>
<tr>
<td>Binmila Yunupingu</td>
<td>Ian Smith</td>
<td>Will Stubbs</td>
<td>Witiyana Marika</td>
</tr>
<tr>
<td>Brendan Muldoon</td>
<td>Ishmeal Marika</td>
<td>Yalmay Yunupingu</td>
<td>Marcia Langton</td>
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<td>Brian Stacey</td>
<td>James Cooper-Maitland</td>
<td>Mandawuy Yunupingu</td>
<td>Marcus Lacey</td>
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<tr>
<td>Bryan Hughes</td>
<td>Joanne Carrol</td>
<td>Mary Rudd</td>
<td>Matt Grooby</td>
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<tr>
<td>Chris Marshall</td>
<td>John Greatorex</td>
<td>Matt Watson</td>
<td>Michael Christie</td>
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<tr>
<td>Claire Kilgariff</td>
<td>Ken Middlebrook</td>
<td>Murphy Yunupingu</td>
<td>Nicholas - Birany Birany</td>
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<tr>
<td>Denise Bowden</td>
<td>Kim Walker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dennis Tonkin</td>
<td>Klaus Helms</td>
<td></td>
<td></td>
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<td>Dhalulu Stubbs</td>
<td>Leon White</td>
<td></td>
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<tr>
<td>Dharggal Gurrurwiwi</td>
<td>Nigel Scullion</td>
<td></td>
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<tr>
<td>Djarpirr Mununguritj</td>
<td>Robyn Heras</td>
<td></td>
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<td>Djawa Yunupingu</td>
<td>Sean Bowden</td>
<td></td>
<td></td>
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<tr>
<td>Djwalpi Marika</td>
<td>Stephanie Stonier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eddie Mulholland</td>
<td>Steve Larkin</td>
<td></td>
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</tr>
</tbody>
</table>

Note: Lists are not exhaustive

**...from more than 30 organisations**
High level analysis and modelling has been conducted to test concept and identify development needs

Inputs for analysis and modelling

Research and interviews

- Potential demand for activities
- Current capabilities
- Implementation requirements

Output

- High level economics
- Progress towards implementation
- Areas for development
1. Conference, cultural groups based on conservative general estimates. Researches assumes ~1.3 visitors each from 39 Indigenous study centres. Assumes average 80% flight capacity for all flights to Gove. Does not include cultural intensive visitors; Cultural groups = 15 people. 15*10=150 persons total 2. Based on estimate of CDEP, unemployed, not in labour force Indigenous aged 15-34 3. Based on estimate of % Indigenous in East Arnhem aged 10-19 times % of total indigenous people in East Arnhem

**Source:** Lirriwi Masterplan, DEEWR RJCP reports, Experimental statistics of Australians and Torres Strait Islanders 2006, ABS 2011, DEEWR 2006, Universities Australia
On-going funding required for education activities, Garma Institute potentially profitable by year 5

VET and adult pathways

Garma Institute

School support and coordination

Operating costs and income ($k pa)

Operating costs and income ($k pa)

Operating costs and income ($k pa)

Overview of operating cost and income

Estimated on-going funding required

$720k p.a.\(^1\)

$14k per student

Minimal\(^2\)

Potential to breakeven by year 5 depending on scope of institute

$1.2m p.a.\(^3\)

$44k per FTE student

1. Assumes 50 VET and adult students per year  2. Major exhibition costs not included, dependent on support for exhibition space.  3. Assumes ~26 FTE students per year

Source: "Feasibility study into a student accommodation facility in East Arnhem land" KPMG report 2010, EdTrans Dhupuma College initial report 2011, interviews, YYF analysis

Draft – discussion only
### Initial estimate of start-up funding needed for activity group

<table>
<thead>
<tr>
<th>VET and adult pathways</th>
<th>Garma Institute</th>
<th>School support and coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project manager to plan and build capabilities</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>$450k</strong>&lt;sup&gt;1&lt;/sup&gt; 3 FTE</td>
<td><strong>TBD</strong>&lt;sup&gt;1&lt;/sup&gt; 4 FTE</td>
</tr>
<tr>
<td><strong>Estimated capital funding required</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td><strong>$1M</strong>&lt;sup&gt;3&lt;/sup&gt; Including, vehicles, training equipment, telco service, tents, staff accommodation</td>
<td><strong>TBD</strong>&lt;sup&gt;2&lt;/sup&gt; Dependent on support for development of exhibition and research facilities</td>
</tr>
</tbody>
</table>

**Total start-up funding required**<sup>5</sup> | **$1.45M** | **TBD** | **$6.6M**

**Note: assumes continued support from YYF resources**

1. Assumes each activity begun first. Synergies found when lining up projects in sequence
2. Assumes facilities are shared and costs borne by earlier activity (i.e. development cost of telco service covered by VET and adult pathways activity group)
3. Assumes 50 VET and adult students per year with camping accommodation
4. Assumes ~26 FTE students per year with dormitory accommodation
5. Note: Estimates from Garma Financial Model v0.11

Source: "Feasibility study into a student accommodation facility in East Arnhem Land" KPMG report 2010, EdTrans Dhupuma College initial report 2011, interviews, YYF analysis.

Draft – discussion only
Overall operating funding required ramps up with activities over time

Estimated operational funding required ($m)

<table>
<thead>
<tr>
<th>Year</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>-0.45</td>
<td>-1.37</td>
<td>-0.72</td>
<td>-1.89</td>
</tr>
<tr>
<td>2014</td>
<td>-0.45</td>
<td>-0.98</td>
<td>-0.72</td>
<td>-1.89</td>
</tr>
<tr>
<td>2015</td>
<td>-0.66</td>
<td>-1.00</td>
<td>-0.72</td>
<td>-1.89</td>
</tr>
<tr>
<td>2016</td>
<td>-1.11</td>
<td>-1.88</td>
<td>-0.72</td>
<td>-1.89</td>
</tr>
<tr>
<td>2017</td>
<td>-1.00</td>
<td>-1.88</td>
<td>-0.72</td>
<td>-1.89</td>
</tr>
<tr>
<td>2018</td>
<td>-0.30</td>
<td>-1.96</td>
<td>-0.72</td>
<td>-1.89</td>
</tr>
<tr>
<td>2019</td>
<td>-0.16</td>
<td>-1.12</td>
<td>-0.72</td>
<td>-1.89</td>
</tr>
<tr>
<td>2020</td>
<td>-0.11</td>
<td>-1.18</td>
<td>0.00</td>
<td>-1.89</td>
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<tr>
<td>2021</td>
<td>0.00</td>
<td></td>
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</tr>
</tbody>
</table>

Does not include capital cost required

Note: Assumes transitional school not started by year 8. Estimates from Garma Financial Model v0.11. Assumes project manager role transitions into BAU by 2017.
Source: "Feasibility study into a student accommodation facility in East Arnhem land" KPMG report 2010, EdTrans Dhupuma College initial report 2011, interviews, YYF analysis.
YYF aims to continue targeted development of capabilities

<table>
<thead>
<tr>
<th>Stakeholder support</th>
<th>Resources and governance</th>
<th>Facilities and services</th>
<th>Funding and financial plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current progress</strong></td>
<td>Growing stakeholder engagement</td>
<td>Started high-level plan</td>
<td>Strong foundation of facilities and services</td>
</tr>
<tr>
<td><strong>Areas for development</strong></td>
<td>Continue to build committed stakeholder support</td>
<td>Build organisation resources and governance to implement</td>
<td>Complete facility requirements</td>
</tr>
</tbody>
</table>

YYF is seeking partnerships and funding to fill capability gaps
What's next for Yothu Yindi Education Hub?
YYF will work from current foundation and continue planning next year

1. Detailed planning and activity design
2. Build capabilities
3. Begin implementation
2013-2014 Implementation plan assuming project manager appointed by Feb

<table>
<thead>
<tr>
<th>Jan '13</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Q4 2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(xFTE)(^1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mandate

- Consult mandate\(^2\)
- Publish mandate

### Activities

- Planning and delivery of Garma Festival
- Detailed design of training activities
- Secure agreement
- Announce VET and job placement programs
- Go/No go on boarding facility
- Prepare and deliver training, job and coordination activities
- Develop coordination plan for regional providers

### Stakeholder engagement

- Immediate stakeholder consultations
- Sending of workshops
- Negotiations with education, government and economic partners
- Consultations on business case, boarding facility and VET

### Resourcing & governance

- Recruit project manager
- Design governance structure and leadership team
- Board approval of governance structure
- Set-up education hub leadership team
- Design roles and recruit staff for VET and adult pathways

### Facilities & services

- Secure road development
- Sign land agreement
- Develop health, safety and security processes and facilities
- Secure road development
- Negotiate land use agreement

### Funding & financials

- Melbourne fund raising event
- Private corporations funding drive

### Overall

- VET and adult pathways
- School support

#### Garma Festival

---

1. Estimated 2. Consultations occur as part of general stakeholder process

*Draft – discussion only*
How you can support the Yothu Yindi Education Hub

Help keep momentum behind stakeholder support

Provide secondees or staff

Assist with funding

Help provide training courses

Contribute business advise

Promote the Yothu Yindi Foundation through your networks
'Look up to the future in life...look up to the future and learn'

Galarrwuy Yunupingu AM, 2010
Possibility of strong return on investment from Yothu Yindi Education Hub

Based on high-level estimates, the Yothu Yindi Education Hub could provide strong returns on investment.

School support and coordination and VET and adult pathways at the Education Hub have an estimated per student annual cost of ~$45k and ~15k respectively.

Government social benefits are, conservatively, estimated to amount to ~$15k-$30k per person per year in East Arnhem.

If we make the assumption that the Yothu Yindi Education Hub results in a complete shift from welfare to work, 5 years of school support could be repaid in a period of 8-15 years. VET and adult pathways could require just a year.

We estimate there are ~3,500 Yolngu aged between 15-34 in the East Arnhem region. We estimate that ~65%, or ~2,500 Yolngu aged 15-34, in East Arnhem Land are on CDEP, unemployed or not in the labour force and thus receiving social benefits. Over only one generation, the saving from moving just 250 Yolngu from welfare to work could amount to millions of dollars.

These are high-level estimates that do not reveal the true complexity of the welfare and work cycle. Nor do they capture all of the costs and ramifications of investment. However, they illustrate both financial and social benefits could flow from the Yothu Yindi Education Hub due to investments today.


YYF analysis, Aboriginal and Torres Strait Islander people aged 15–6 years—2008, ABS Census data 2011.