

***A W.A. Teachers and Facilitators
Guide for the***

C.R.E.A.T.E. Initiative

(Creating Rural Enterprising Attitudes Through Education)

January 2006

**A Program by the Bank of I.D.E.A.S.
(Initiatives for the Development of Enterprising
Action and Strategies)**

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A. Preamble

The community and economic life of rural Australia is undergoing constant change. Broader structural trends have worked against rural communities, especially in small town rural Australia. Farm aggregation, falling commodity prices, industry restructuring, consolidation of retail and financial services into regional centres and increased personal mobility have all combined to cause the demographic and service decline of many rural towns. Particularly over the last two decades, the rate of change has accelerated. Many traditional employment positions have disappeared. On the other hand, improved communications, lifestyle preference changes and increased rural tourism interests have all contributed to creating new enterprise and employment opportunities. These trends have major implications for schools and their rural communities as they seek to be relevant in their development of young people for a *'future that ain't what it used to be'*.

By and large, the education system continues to prepare young people to work for others and as a consequence, many rural young people are required to leave rural Australia for employment opportunities. Ed Nelson, Coordinator of the *Nebraska School - Community Partnership* when visiting Australia in 1999 captured well the rural dilemma –

"We as parents and teachers, must feel the guilt for some of the demise of the rural communities. Too many of us have been in the business of encouraging our children and our students to study hard so they can go and get good jobs. We have not worked hard enough to help them explore the possibilities of returning to their home communities some day, not in search of jobs, but in search of enterprise opportunities through which they can offer jobs."

The C.R.E.A.T.E. Initiative seeks to respond to this challenge. It provides a vehicle by which students will develop new understandings of their local community and its economy, and plan and implement initiatives that could enhance community options and quality of life.

The words of Bruce Wilson, CEO of the Curriculum Corporation also highlight the challenges that all young people face –

"To manage their future successfully, young people need a clear purpose and a 'can do' attitude that will allow them to take advantage of opportunities, be they in a personal, business, work, self-employment or community setting. Demands made by business and industry for more relevant skills and knowledge have increased the need for schools to develop enterprising attributes through their teaching and learning. People in both their working and personal lives need to be self-motivated, creative, flexible, resourceful and prepared to take initiative. By fostering personal attributes such as responsibility and initiative, and skills in negotiating and networking, teachers enhance the ability of young people to participate more fully in their local community both now and in the future."

The initial instigation of the C.R.E.A.T.E. Initiative was developed by the Bank of I.D.E.A.S. and was made possible through the encouragement and initial generous

sponsorship from the Foundation for Rural and Regional Renewal and the ANZ Bank. The C.R.E.A.T.E. Initiative has been piloted in a number of rural schools and communities throughout Australia. It has recently received funding through the Department of Education Science and Training, through their *Enterprise Education – Building a Culture of Innovation Program*.

In 1999, all Australian Education Ministers adopted the *National Goals for Schooling in the Twenty-First Century*. This document gave specific expressions to the importance of enterprising skills and attributes. This enterprising aspect was given practical application with inclusion as an element of a Framework for Vocational Education in Schools, endorsed by all Ministers in 2001.

'In terms of curriculum, students should have participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future'

(Goal 2.4 of the National Goals for Schooling)

The C.R.E.A.T.E. Initiative draws direction from the definition of enterprise education of the Ministerial Council on Education, Employment, Training and Youth Affairs, namely – *'Learning directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative and to identify, create initiative and successfully manage personal, community, business and work opportunities, including working for themselves'*.

The C.R.E.A.T.E. Initiative is complimentary to, and compatible with the following National and Western Australian Curriculum Documents –

- *Curriculum Frameworks* – Curriculum Council of WA
- *The K-12 Guide to Enterprise Education* – Education Department WA
- *National Framework for Values Education in Australian Schools* - Department of Education, Science and Training.

This Guide provides teachers and facilitators with direct connections with the Learning Outcomes from the Curriculum Framework across the eight teaching areas.

'It is our collective responsibility to create an environment that cultivates new ideas, encourages development of entrepreneurial talent, rewards initiative and risk-taking, and builds the desire for a shared vision and direction. All sections of the community have a role to play in building a sustainable ideas culture in Australia, including education and training institutions, research organisations, business and government.'

(*Innovation – Unlocking the Future*, Final Report of the Innovation Summit Implementation Group, August 2000)

B. C.R.E.A.T.E. Initiative Goals

C.R.E.A.T.E. has three broad goals, namely –

1. To demystify the concepts of ‘*can – do*’ and ‘*being enterprising*’ and their relevance regarding rural change.
2. To encourage rural students to focus on the assets, capabilities and opportunities of their rural communities, rather than dwelling on limitations, weaknesses and deficiencies.
3. To support rural students to respond to changing social, economic and employment circumstances by encouraging self-initiative and the consideration of self-employment as a career option for remaining in, or returning to rural Australia.

C. C.R.E.A.T.E. Initiative Relevance to Curriculum Outcomes and Competencies

The C.R.E.A.T.E. Initiative highlights the set of enterprising skills and attributes that have been identified by the Curriculum Council of WA, Department of Education WA, and the Department of Education, Science and Training, required by all students to meet the challenges of change, namely –

- *‘Generate and use creative ideas and processes*
- *Generate, identify and assess opportunities*
- *Match personal goals and capabilities to an undertaking*
- *Use initiative and drive*
- *Are flexible and able to deal with change*
- *Identify, prevent and solve problems*
- *Identify, assess and manage risks*
- *Monitor, evaluate and reflect (to build on success and learn from mistakes)*
- *Establish and effectively use/manage networks*
- *Identify, recruit and manage resources*
- *Work individually and/or collaboratively*
- *Negotiate and influence*
- *Communicate ideas and information*
- *Collect, organise and analyse information’*

Outcomes and key competencies from these skills and attributes may include –

- *‘Recognising an opportunity and/or developing a concept*
- *Producing a service or product developing a process*

- *Testing /evaluating a service, product or process*
- *Refining the service, product or process in response to evaluation*
- *Marketing or promoting the service, product or process*
- *Extending the learning to a new concept or opportunity'*

(The K-12 Guide to Enterprise Education, Education Department of WA, p2.4)

'Enterprise education is about inculcating in individuals, through the education process, the necessary mindset and skills to recognise opportunity to manage risk, and to mobilise and manage resources for a social, or economic purpose. Generally it means developing the qualities needed to be an enterprising person, such as the ability to tackle problems, take initiative, persevere, be flexible and work in teams. Specifically, it means taking part in projects, usually highly interdisciplinary and experientially based.'

(Colin Ball, OECD Consultant)

Further related Outcomes are contained in the Curriculum Council of Western Australia's Frameworks Technology & Enterprise Learning Outcomes 1-7 –

1. *Student apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.*
2. *Students select and use materials that are appropriate to achieving solutions to technology changes.*
3. *Students design, adapt, use and present information that is appropriate to achieving solutions to technology changes.*
4. *Students design, adapt and use systems that are appropriate to achieving solutions to technology changes.*
5. *Students pursue and realise opportunities through the development of innovative strategies designed to meet human needs.*
6. *Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies.*
7. *Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technology and enterprise.*

Relevant to the C.R.E.A.T.E. Initiative is also the National Framework for Values Education in Australian Schools with its set of outcomes –

1. ***Care and compassion*** – *care of self and others.*
2. ***Doing your best*** – *seek to accomplish something worthy and admirable, try hard, and pursue excellence.*
3. ***Fair go*** – *pursue and protect the common good where all people are treated fairly for a just society.*
4. ***Freedom*** – *enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.*
5. ***Honesty and trustworthiness*** – *be honest, sincere and seek the truth.*

6. **Integrity** – *act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds.*
7. **Respect** – *treat others with consideration and regard respect another person’s point of view.*
8. **Responsibility** – *be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.*
9. **Understanding, tolerance and inclusion** – *be aware of others and their culture; accept diversity within a democratic society, being included and including others’.*

(Australian Government Department of Education, Science and Training, p4)

The C.R.E.A.T.E. Initiative also subscribes to the youth participation principles articulated by the Youth at the Centre Initiative, namely –

- enable fun, challenge and excitement;
- allow participation by choice;
- avoid pigeonholing of young men and women and generalising about their behaviour, opinions or ideas;
- maximise the opportunity of success through adequate provision of information, training, support, resources, time and space;
- address opportunities, needs and issues that are valued and respected by young people, their peers and the community;
- start with the talents, capacities, assets and skills of young people, rather than their problems and deficiencies;
- create opportunities for young women and men to lead and teach;
- involve young men and women from the start;
- maximise decision making and accountability by young people;
- develop young peoples’ awareness of the social, political, economic, cultural and personal aspects of the issues affecting them;
- make sense of, and demystify adult structures and processes;
- build active and supportive working relationships between young people and other members of the community;
- provide opportunities for training and skill development, and
- encourage opportunities to reflect and analyse their experiences.

Finally the C.R.E.A.T.E. initiative seeks to enrich the learning experience of students through exposure to individuals and groups who have demonstrated enterprising success in a rural context. In particular, those individuals, who as young people created opportunities and responded to change within their own rural communities.

‘There are only two lasting bequests we can hope to give our young people – one of these is roots, the other is wings.’

(Hodding Carter)

D. The C.R.E.A.T.E. Initiative Themes

The Framework for the C.R.E.A.T.E. Initiative revolves around five critical themes, namely:

1. **Embracing Change**
2. **Knowing Oneself and One's Strengths**
3. **Being Enterprising**
 - a. *enterprising individuals*
 - b. *enterprising businesses*
 - c. *enterprising communities*
4. **Exploring our Community as a Place of Opportunity**
 - a. *auditing the community*
 - b. *appreciating its uniqueness, assets and "windows of opportunity"*
5. **Testing and Tasting the Enterprise Option**
 - a. *idea generation and critical thinking*
 - b. *social enterprise*
 - c. *understanding the world of business*
 - d. *testing enterprise options*

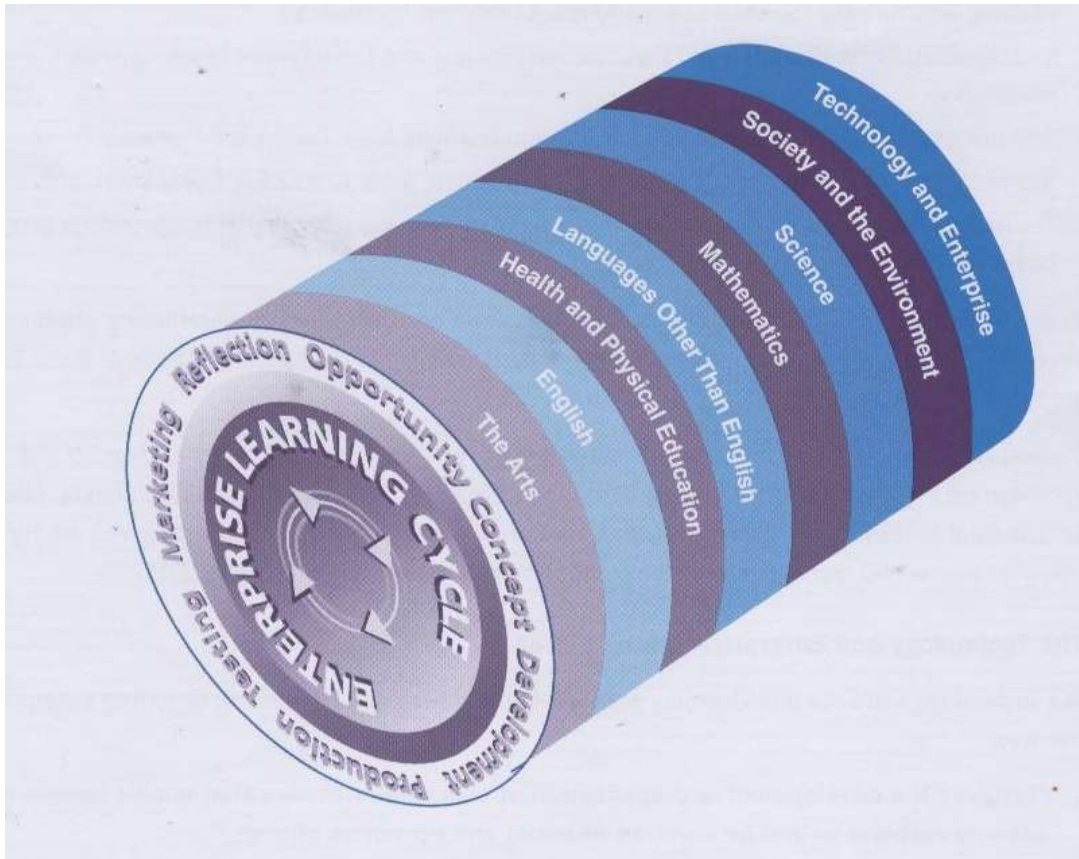
'Being enterprising involves thinking, planning, co-operating, communicating, organising, problem-solving and monitoring. How many of us have been given the change to develop these capacities in our formal education? Yet we also recognise that these are critical for success in life. These capacities will empower anybody to have an economically and socially more fulfilling life. A society of such people will be innovative, creative and economically vigorous, and will rapidly develop a brain-based economy.'

(Dr Peter Ellyard, former Director for the Commission for the Future)

'Enterprise is about creating action and change rather than accepting the way things are or will be'.

(David Turner, *International Consultant in Education for Enterprise*)

These five themes readily integrate with the WA Curriculum Council's Framework Document.



(*The K-12 Guide to Enterprise Education*, Education Department of WA, p3.6)

1. Embracing Change

Framework Connections – Learning Outcomes:

- English 1-9
- Health & Physical Education 2.4.5.
- Society & Environment 1-7
- Technology & Enterprise 5.7

2. Knowing Oneself and One's Strengths

Framework Connections – Learning Outcomes:

- English 2.3.5.6.
- Health & Physical Education 1-5
- Society & Environment 1-7

3. Being Enterprising – Individuals – Businesses – Communities

Framework Connections – Learning Outcomes:

- The Arts 3.4
- English 1-9
- Health & Physical 1.2.4.5.
- Languages other than English 4.5.12.13.14.
- Mathematics 1-5
- Science 1.2.4.5.
- Society & Environment 1.2.4.5.
- Technology & Enterprise 5.7.

4. Exploring our Community as a Place of Opportunity

Framework Connections – Learning Outcomes:

- The Arts 3.4
- English 1-9
- Health & Physical 4.5.
- Languages other than English 4.5
- Mathematics 1.2.3.4.5.12.13.14
- Society & Environment 1-7
- Technology & Enterprise 5.7

5. Testing and Tasting the Enterprise Option

Framework Connections – Learning Outcomes:

- The Arts 1-7
- English 1-9
- Health & Physical 4.5.
- Languages other than English 4.5.6.
- Mathematics 1.2.3.4.5.12.13.14
- Society & Environment 1-7
- Technology & Enterprise 1-7

E. The C.R.E.A.T.E. Tool Box

The C.R.E.A.T.E. Initiative provides a Tool Box to assist teachers and facilitators implement the programme. The Tool Box is a resource collection of publications, audio visual materials, 'how to do it' manuals, games and exercises.

Not all of the Tool Box will pertain to every rural schools situation. However, it aims to provide C.R.E.A.T.E. teachers and facilitators with their own useful resource collection of some of the most up to date tools relevant to personal and rural community development. Teachers and facilitators should identify with the participants, resources applicable to

them and their specific program. Adapting the material is encouraged to make it suitable to the requirements of any particular group of students.

The Bank of I.D.E.A.S. is always keen to increase the resource material in the Tool Box and appreciate additional materials being referred to them. Due acknowledgement will be given.

The current contents of the Tool Box includes the following publications / DVD's / videos –

1. TEACHER GUIDES. Includes –

- **Curriculum Framework Summary** (DET)
- **National Framework for Values Education in Australian Schools**
- **Enterprise Education in Schools Professional Development Package** (The Curriculum Corp) including –
 - *The Enterprising School – A Guide for the Development of Enterprise Education In Schools*
 - *Enterprise Education in Primary Schools*
 - *Enterprise Education in Secondary Schools*
 - *Enterprise Education in Schools Professional Development CD Rom.*
- **The C.R.E.A.T.E. Initiative Resource File** –containing tools, info sheets, exercises and case studies related to the five themes of the C.R.E.A.T.E. Initiative.
- **R U MAD? (Are You Making a Difference?)** – r u MAD? Is a resource designed by the Education Foundation, aimed at encouraging students to identify and develop initiatives that make a difference to their world. Program tools include –
 - *Introduction Pack*
 - *r u MAD? Facilitation Training Manual*
 - *MAD Day Action Pack.*
- **Community Leadership and Small Town Survival** – an audio tape by Ed Nelson outlining his philosophy and ideas for the revitalisation of rural communities through local schools and students.

2. PERSONAL DEVELOPMENT RESOURCES. Includes –

- **The C.R.E.A.T.E. Initiative Journal** – a journal aimed at encouraging individual student reflection on personal strengths, ideas, perspectives and interests.
- **Icebreaker Games Book** – a collection of games / exercises aimed at encouraging personal dialogue and sharing of opinions, values and feelings in a non threatening way.

- **Team Building Games Book** – a collection of games / exercises that seek to strengthen cooperation spirit and team work skills.
- **‘Reinforcing Positiveness’ Games Book** – a collection of games / exercises that enable students to experience the gift of happiness resulting from giving, experiencing, exploring and sharing positive feelings and attitudes.
- **Communication Games Book** – a collection of games / exercises aimed at providing insight into what constitutes effective communication.
- **‘Being Enterprising’ Games Book** – a collection of games / exercises designed to encourage understanding and development of enterprising actions.
- **Strength Cards** – a resource developed by Innovative Resources (St Lukes Anglicare) to highlight each individual’s strengths and how these can be used to bring about positive change.
- **Strength in Teams** – another tool provided by Innovative Resources to highlight the 28 qualities of successful teamwork.
- **Change the World for Ten Bucks** – fifty great simple ideas for making a difference in the world.
- **r u MAD? Project Kit** – a collection of resources to introduce students to the r u MAD (Are You Making A Difference?) Project.

3. RURAL COMMUNITY DEVELOPMENT RESOURCES Includes –

- **Kit for Small Town Renewal** – a Rural Industries Research and Development Cooperation (RIRDC) resource that provides the stories of 15 small Australian rural towns that have re invented themselves.
- **Survival and Revival in Rural Australia** – excellent DVD presentation of five Victorian rural communities that have embraced change.
- **Streetlife** – a Video collection of ‘*can – do*’ Australian and New Zealand rural communities. They highlight the contribution that small business, the environment, local heritage and community appearance can play in rural development.
- **‘Community in Action’ DVD** – highlights Australian communities that have illustrated the ‘*can – do*’ spirit.
- **Landline Documentaries** – a DVD collection that captures a variety of stories of rural personalities and communities shown on the Australian Broadcasting Corporation’s (ABC) Landline program, including –

- *'Small Towns Fight to Stay Alive'* (stories of two towns in WA initiating their revitalisation)
 - *'US Small Town's Fight Back'* (stories of US experience in rural revitalisation)
 - *'Schoolboy Sets Sight on Coffee Giants'* (a rural youth enterprise story)
 - *'Kalamazoo helps Cummins Make a Comeback'* (an innovative special event making use of the railway track in the town of Cummins, South Australia)
 - *'Positive Approach Regenerates Timber Town'* (the story of the town of Geeveston and its revitalisation, Tasmania)
 - *'Melon Mania'* (the story of the melon festival of Chincilla, Queensland)
 - *'\$20 K Homes offered in Pine Creek'* (the story of a small town in Northern Territory offering cheap homes to attract new settlers)
 - *'Music Enriches Outback Town'* (story of Barcaldine in central Queensland)
 - *'Mud Glorious Mud'* (a new Dirt Shirt manufacturing business in Kingaroy, Queensland)
 - *'Organic Farming Catching On'* (story of the Druce family and their organic licorice business)
 - *'Charleville Tackles Rural Skills and Heritage'* (story of Charleville High School)
 - *'WA Faces Salinity Crisis'* (the state of and response to the salinity challenge)
 - *'Jimbour Opera'* (story of an interesting outback event)
 - *'Mixed Reaction to China's Emergence as the "Wool King"'* (illustration of change in rural Australia)
 - *'Blue Gum Blues'* (implications of blue gum plantations)
 - *'Value Adding Keeps Wool Producers One Step Ahead'* (story of a wool grower who turned her hobby into an enterprise)
 - *'From Little Things, Big Things Grow'* (story of an amazing seedling business)
 - *'End of an Era'* (decline in the wool industry and impact on wool towns)
 - *'Small Town Spirit'* (story of the Queensland town of Leyburn and their car race event)
 - *'Rural Churches Get Modern Makeover'*
 - *'Effects of Climate Change'* (interview with Dr Roger Stone of the Queensland Department of Primary Industries about the effects that global climate change will have on Australia)
 - *'Necessity Mothers Salinity Inventions'* (stories of innovative response to salinity)
 - *'Hugh McKay on the Social Impact of the Sugar Crisis'*
 - *'Stockman's Tribute'* (development of a new tourism attraction).
- **Thirty Australian Champions Shaping the Future for Rural Australia** – another RIRDC publication highlighting 30 great agricultural stories from farms across Australia.
 - **Biographies of rural Australians who have shown enterprising actions.**
Includes –
 - *Outback Heroes* – 12 stories of rural people who helped build rural Australia
 - *Tim Fischer's Outback Heroes and Communities that Count* – 15 great stories by the former Deputy Prime Minister of contemporary rural people and communities who illustrate the new spirit of rural innovation

- *Legends of the Outback* – 32 historical case studies of rural Australians who made a difference.

4. BUSINESS DEVELOPMENT RESOURCES. Includes –

- **Good Enough Never Is – lessons from inspirational businesses in rural Australia** – another RIRDC publication that captures the stories of 20 businesses from across rural and remote Australia.
- **Tom O’Toole series** – Tom O’Toole was raised in poverty in the small Murray River town of Tocumwal and today in another small town Beechworth, Victoria he runs the biggest turnover bakery in the Southern Hemisphere – as a believer in ‘*rural can – do*’, he communicates his messages of success factors through a set of humourous DVD’s –
 - *Making Dough* – a story of the Beechworth Bakery
 - *Dare to Dream* – about setting goals
 - *Drop Everything for the Customer* – about customer service and his autobiography – *Breadwinner - A Fresh Approach to Business Success*.
- **Starting and Surviving a Business in Australia** – a simple guide covering all the critical issues for establishing and running a business – identifying an opportunity, market research, legal aspects, taxation, GST, employing staff, records keeping and financial planning.
- **How to Run A Business From Your Kitchen Table** – a practical resource on setting up and running a small business by Barbara Gabogrecan, an Australian authority on home based business.
- **100 Not Out – Lessons in Business Survival from Australian Invincibles** – stories of 21 Australian (mainly rural) businesses that have survived 100 years of existence.
- **Terrific Trading Publications** – two very simple and practical tools by Jurek Leon, one of Australia’s leading retail experts –
 - *Merchandising Made Simple*
 - *52 Terrific Retail Tips*.
- **How to Find Money Fast – 50 Great Ideas to Raise up to \$5000** – a practical publication by the ‘Our Community’ organisation.
- **Building the Future through Enterprise – stories of successful Indigenous enterprises and entrepreneurs** – 21 excellent illustrations of achievement by Indigenous people, mainly in rural communities.
- **Big Things** – a publication that captures most of Australia’s amazing roadside tourist attractions.

F. Unique Features of the C.R.E.A.T.E. Initiative

*'I never teach my pupils; I only provide conditions in which they can learn . . .
. . . learning is an experience. Everything else is just information'.*

(Albert Einstein)

The C.R.E.A.T.E. Initiative seeks to assist in preparing young people in rural Australia to be more proactive, self sufficient and productive citizens who can contribute to their community's social and economic future by –

- concentrating on enterprise and enterprise education within a rural context;
- focusing on a broader concept of enterprise i.e. helping young people develop the inclination and ability to see and seize opportunities, rather than a narrow concept of entrepreneurship being just about starting and operating a business;
- complimenting and building on the local and national initiatives in education enterprise, and on the highly acknowledged and successful REAL Enterprise Programme in the USA
- providing enterprising strategies, curriculum, tools and resources which are age-appropriate, flexible, empowering, engaging & fun;
- using experiential learning methodologies that ensure “hands on” experiences that support enterprise thinking and habits and behaviours;
- encouraging the creation by students of real life projects that enable them to learn new skills while engaging in activities and issues that matter to them;
- enabling access to individuals (C.R.E.A.T.E. Ambassadors) who as young people successfully implemented rural businesses and today are committed and willing to share their experiences within the C.R.E.A.T.E. Network;
- allowing participation in a National network of individuals and schools committed to the C.R.E.A.T.E. Initiative and whom are willing to share their experiences and resources; and
- benefiting from regular monthly communications of C.R.E.A.T.E. Initiative Newsletter that provides regular updates of curriculum ideas and activities.

'The rewards in the future will go to those who can truly think, adapt, create and communicate'.

(Tony Buzan)

In addition, successful implementation of the C.R.E.A.T.E. Initiative will require schools to model enterprising behaviours. The C.R.E.A.T.E. Initiative endorses the set of features of an enterprising school culture identified by DEST, namely –

- *the school operates in an efficient and dynamic manner;*
- *students see their school as part of their community;*
- *students consider their learning at school as learning for life and the beginning of lifelong learning; and*
- *local business, industry and community organisations are known and welcome in the school.*

'Developing an enterprising culture in schools will mean different things to different people. But I am sure of one thing: students will not learn enterprise in an un – enterprising environment with un - enterprising role models. This means the whole school and all the staff have to be enterprising in the way they teach, the way they use resources, the way they work with the outside community, and every facet of their daily business'.

(Alan Larcome, former Principal of Penguin High)

Finally, the C.R.E.A.T.E. Initiative actively encourages the recruitment of local enterprising residents from within the local community to assist as learning facilitators / resource people. Local communities often tend to be untapped in terms of residents who are both willing and able to participate in the C.R.E.A.T.E. program. Within the community audit resources of the C.R.E.A.T.E. Initiative Resources File is a tool – 'Community Skill and Passion Audit' which can be used to identify and recruit such support.

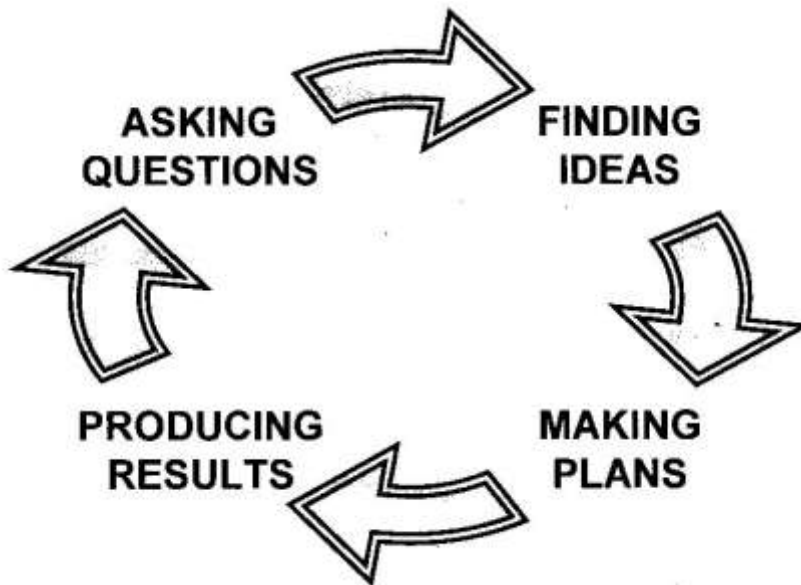
G. Facilitation of the C.R.E.A.T.E. Initiative

The philosophy behind C.R.E.A.T.E. subscribes to a number of fundamental beliefs about the facilitation role of teachers and community members who are working with young people. Facilitation, according to dictionary definition simply means *"to make easy, promote, help forward an action or result, to remove difficulty, promote ease or readiness with aptitude, dexterity or fluency"*

Bank of I.D.E.A.S. has identified five key facilitation actions –

1. creating an atmosphere of energy, excitement and optimism;
2. demystifying concepts, processes and strategies;
3. optimising the knowledge and expertise of participating groups/individuals;
4. brokering experiences, models, methodologies, networks and resources that maybe relevant; and
5. encouraging collaborative efforts between relevant groups and networks.

Exciting students about personal awareness and growth, community change and enterprise does not lend itself to traditional teaching and learning methodologies. The C.R.E.A.T.E. Initiative seeks to focus on discovery, action and creation rather than just reading and observing. The C.R.E.A.T.E. Initiative subscribes strongly to the following learning / action model –



The C.R.E.A.T.E. Initiative encourages the use of as many experimental activities as possible.

Experimental opportunities encourage self discovery, self direction, decision making and fun. This approach illustrates well the old Chinese proverb –

“Tell me, I forget,
 Show me and I remember,
 Involve me and I understand.”

'Fortunately for us and our world, youth is not easily discouraged. The hopes of the world rest on the fresh outlook of the young'

(Dwight D Eisenhower)

H. Conclusion

The C.R.E.A.T.E. Initiative seeks the development of the willingness, skills and abilities of students in rural communities to take a pro-active, self determining and flexible approach to understanding, influencing and shaping their own futures and that of their communities. It fosters personal development so that they are better equipped to adapt to, and take advantage of changing circumstances and opportunities in society, business, employment and the community.

If young people are educated in an environment that is positive, inspiring and opportunity ready, they will not only develop a vision for the future, they will believe that they have a role in making it happen.

The C.R.E.A.T.E. Initiative aims to provide the necessary focus and resources for this to happen.

Finally the challenge for interested and participating schools is summarized well by the words of Richard Eckersley –

'More must be done in schools to instill in young people a greater sense of optimism about the future, a conviction that the future is theirs to shape, and the faith in themselves needed to tackle this task. This surely, should be a fundamental task of education today. If children lack these qualities, everything else in education – whether it is providing basic literacy and numeracy, instilling a love of learning or developing vocational life skills – becomes devalued and harder to achieve...'