Partners in

BLUEPRINT FOR IMPLEMENTATION

a Learning
Culture

from
2000
until
2005

A blueprint for implementing the National Strategy
for Aboriginal and Torres Strait Islander People
in vocational education & training

**AUSTRALIAN
NATIONAL TRAINING
AUTHORITY**

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This Blueprint has been developed to support *Partners in a Learning Culture,* the first national strategy for Aboriginal and Torres Strait Islander People in vocational education and training. It shows how, through positive collaborative action, we can make a real difference for Indigenous Australians

Partners in a Learning Culture, developed by the Aboriginal and Torres Strait Islander Peoples Training Advisory Council (the Council) identifies the strategies needed for the provision of culturally appropriate vocational education and training, which would improve education, training and employment outcomes for Indigenous Australians.

The ANTA Board supports this view and has established a national taskforce to develop a Blueprint to implement the strategy. The development of the Blueprint provides an example of a true partnership between all stakeholders, including Indigenous communities.

The Blueprint takes *Partners in a Learning Culture* to the next level by identifying where effort is needed and by whom, to achieve accountable and equitable delivery of quality vocational education and training for Indigenous Australians. It aims to improve the learning experience, to assist people to achieve employment and lifelong learning outcomes and to create a more accountable system.

The Blueprint also acknowledges that some solutions may be found beyond the vocational education and training sector. For the first time, the Blueprint illustrates that a whole-of-government approach is needed to improve education and training opportunities for Indigenous Australians. The Blueprint identifies cross-sector responsibilities in a way that recognises that vocational education and training is a crucial pathway to employment and community participation.

The vision of *Partners in a Learning Culture* is for:

A vocational education and training system which renews and shares an Indigenous learning culture with all Australians in a spirit of reconciliation, equity, justice and community economic development and sustainability.

The ANTA Board and the Council are committed to achieving this vision and share the view that through the Blueprint, this vision is within reach of all Indigenous Australians.

Stuart Hornery

Chair
ANTA Board

Kevin Bromley

Chair
Aboriginal and Torres Strait Islander Peoples
Training Advisory Council

Vince O'Rourke	CEO QLD Rail Chair Member, ANTA Board
Kevin Bromley	Chair, ATSIPTAC
Chris Eccles	General Manager, ANTA
Clair Andersen	Deputy Chair, ATSIPTAC (from 1/1/2000)
Wendy Dawson	Manager, Aboriginal Services Branch, WA Department of Training & Employment
Tony Dreise	Executive Officer, ATSIPTAC (till 31/12/1999)
Steve Balzary	Director, Employment & Training, Australian Chamber of Commerce and Industry (ACCI) (from 1/10/99)
Phil Clarke	Director, Executive and Legal Services, Qld Education
Rex Hewett	Federal TAFE Secretary, AEU representing the ACTU
Terry Kapeen	ACCI (until 30/09/99)
Russell Paterson	Assistant Secretary, Indigenous Employment Branch, DEWRSB
Marie Persson	Director, Sydney Institute TAFE NSW
Marion Norton	Senior Policy Officer, Division of Training, DETIR, QLD
Mike O'Ryan	Director, CDEP & Employment Policy, ATSIC
Kevin Savage	Islander Consultative Committee
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Lorraine White	Assistant Secretary Pathways Program Branch DETYA

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Rosemary McConnell	Senior Project Officer, ANTA

Contents

Background

In 1996 the ANTA Board established the Aboriginal and Torres Strait Islander Peoples Training Advisory Council (the Council) to provide advice on ways to increase participation by and outcomes for Indigenous people in vocational education and training.

'A Bridge to the future', the National Strategy for Vocational Education and Training 1998-2003 has five objectives, the third one being to achieve equitable outcomes in vocational education and training.

In May 1998, the Board agreed to the Council developing a specific strategy for Indigenous people in support of this objective.

The Council completed a broad national strategy *"Partners in a Learning Culture"* which identifies the key areas that are most important for improving outcomes for indigenous peoples.

This document was developed through extensive consultation processes, involving a wide range of Indigenous organisations and community groups, State, Territory and Commonwealth Governments, providers and employer bodies. It describes a new vision for the participation of Indigenous people in vocational education and training.

The Vision

A vocational education and training system which renews and shares an Indigenous learning culture with all Australians in a spirit of reconciliation, equity, justice, and community economic development and sustainability.

Partners in a Learning Culture outlines how this vision is to be achieved through a partnership between Indigenous Australian communities, governments, industry and training / education providers. It sets out objectives, strategies for their achievement and performance indicators to determine their success.

The four objectives of *Partners in a Learning Culture* are:

Objective 1   Increasing the involvement of Indigenous people in decision making about policy, planning, resources and delivery.

Objective 2   Achieving participation in VET for Indigenous people equal to those of the rest of the Australian community.

Objective 3   Achieving increased, culturally appropriate, and flexibly delivered training, including use of information technology, for Indigenous people.

Objective 4   Developing closer links between VET outcomes for Indigenous people and industry and employment.

The Blueprint for Implementation

This Blueprint is a guide for the actions that are required to achieve the vision of *Partners in a Learning Culture.* Developed under the guidance of a high-level national taskforce, the Blueprint has drawn heavily on the experience of the members of that taskforce, the experience of members of the Aboriginal and Torres Strait Islander Peoples Training Advisory Council, and on a wealth of previous research and reports.

The Blueprint builds on the objectives from *Partners in a Learning Culture.* It recognises the right of Indigenous people to participate in vocational education and training and the benefits that can arise for those individuals, for industry, for government and the community.

It is targeted at program managers in government agencies and at training organisations. It provides strategies, actions and outcomes which are designed to ensure that change can occur without restricting the way that the sector does business. A summary of strategies against objectives is at Table 1.

The actions recognise that vocational education and training is an important pathway to employment. However, on its own, completion of a vocational education and training program is not always sufficient to achieve employment outcomes for Indigenous VET graduates; effective and efficient partnerships with other services and systems are also required.

The Blueprint has **two sections**:

The first section provides an overview for decision makers. It describes the investment required and the outcomes across stakeholder groups, which can arise from implementing *Partners in a Learning Culture*. This section has in turn, two parts: the Business Case and the Blueprint Requirements.

Section two provides the strategies and actions to drive the required changes. This section is written against the objectives of *Partners in a Learning Culture* and includes resource requirements, timelines and performance measures.

The Business Case

In order to capitalise on the benefits and potential that lie within the vocational education and training sector, there needs to be a significant increase in opportunities for Indigenous Australians.

As can be seen from the statistics outlined below, Indigenous Australians have far less access to learning throughout life than other Australians, and much less association with the training and careers that come with paid work.

- In 1996, 71 per cent of Indigenous secondary students had dropped out of school before Year 12. This compares to just 26 per cent for all students[1]

- In 1996 only 12 per cent of Indigenous VET students had completed Year 12, compared to 36 per cent of non-Indigenous students[2]

- 47 per cent of Indigenous students were enrolled in low level, preparatory courses, compared to 25 per cent of non-Indigenous students[3]

- Only 8 per cent of Indigenous students were enrolled in professional or para-professional courses, half the proportion of non-Indigenous students (17 per cent)[4]

- Apprenticeship and traineeship retention and completion rates are significantly lower for Indigenous Australians

- There are low participation rates in private sector traineeships and apprenticeships

- Only 46 per cent of module enrolments for Indigenous students resulted in a pass, compared to 63 per cent for non-Indigenous students[5]

- Indigenous students in 1996 were more than twice as likely as non-Indigenous students to be continuing their modules or to have their result withheld

- In 1996, only 14 per cent of Indigenous Australians had a post-school qualification, compared to 34 per cent of all Australians[6]

- By May 1997, only 52 per cent of Indigenous VET 1996 graduates had jobs, compared to 71 per cent of non-Indigenous graduates[7]

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[1] NCVER 1998.
[2] NCVER 1998.
[3] NCVER 1998.
[4] NCVER 1998.
[5] NCVER 1998.
[6] NCVER 1998.
[7] Taylor and Altman 1997.

Aboriginal and Torres Strait Islander people have always been geographically dispersed throughout Australia. A strong link to place, culture, land and family remain important to the present day for Indigenous peoples, and in combination with social dislocation factors, have resulted in a population skewed towards particular regions and localities associated with traditional lands. For example, only 30.3 per cent of the Indigenous population reside in major urban areas compared with 62.7 per cent of the total Australian population.[8]

This distribution has important implications for VET delivery. The National Aboriginal and Torres Strait Islander Survey confirmed that many Indigenous people live considerable distances from local TAFE providers. In fact, 64 per cent of Indigenous people living in rural areas live more than 50 km from the nearest TAFE College.[9]

Indigenous students comprise a high proportion of Australians enrolled in VET in remote communities. For example, in 1996 26 per cent of Indigenous VET participants lived in remote regions compared with just three per cent of non-Indigenous VET participants.[10]

The dispersal of the Indigenous population requires the delivery of VET which is both culturally appropriate and flexible. While learning in remote areas through new information technologies offers significant potential, it will not, by itself, provide solutions without addressing issues of inequitable access (of both students and communities) to use of or support for those technologies.

The number of Indigenous people in VET has grown to almost 45,000 in 1998. While Indigenous people comprise around 2 percent of the total Australian population, they represent just under 3 percent of the total number of VET students.[11] However while there have been considerable improvements in access to, and participation in VET, there are still many issues that need to be addressed.

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[8]   ABS 1996 Census.
[9]   NCVER 1999.
[10]   NCVER 1999.
[11]   NCVER 1999.

Indigenous students are under-represented in many VET course areas that are of particular relevance to them including business, administration and economics, and they continue to be over-represented in areas such as 'general (multi-field) education' courses and in lower level Certificate programs.

Indigenous students on average experience lower pass rates and higher withdrawal and fail rates than other VET students, even though the gap has narrowed in recent years. Furthermore, Indigenous people experience lower employment rates and higher unemployment rates after participating in a VET program than do other VET students.

Vocational education and training provides a means for Indigenous people to gain valuable skills that contribute to community development and address serious issues of health and justice, as well as to facilitate the growth of community governance, the preservation and promotion of Indigenous culture and environment and the development of businesses that will provide sustainable futures.

OUTCOMES

Implementation of *Partners in a Learning Culture* and its Blueprint will create a climate in vocational education and training which will progressively provide Indigenous people with the same opportunities as other students to achieve personal goals and derive the same long term benefits as other Australian students.

The Blueprint will guide strategic planning, policy development, resource allocations and service delivery by all stakeholders in the VET system:

- government departments with an interest in Indigenous affairs, employment, education, and regional development

- industry training advisory bodies and employers

- national, State and Territory training authorities

- training providers and employment agencies

- Indigenous community service providers

Implementation of the Blueprint will also deliver a range of outcomes, including opportunities for social development, for all clients and stakeholders:

Outcomes for individuals

- Potential Indigenous VET students know VET and how it can increase their skills and potential for employment and further education and training

- Increased employment opportunities for Indigenous people

- Increased awareness by individuals of industry and employer needs

- Indigenous VET students have equitable access to nationally recognised training

  - Via the full range of service providers

  - At all AQF levels

- Indigenous VET students receive training and assessment which:

  - Supports their individual learning needs in a co-ordinated and efficient way

  - Recognises their competence in a fair way

  - Recognises their ongoing training needs

  - Instils a sense of pride and achievement and an increased sense of community

  - Facilitates increased participation in decision making

- Potential Indigenous VET students perceive VET as a positive, non discriminatory environment

- Increased knowledge of a range of labour market opportunities and pathways

Outcomes for Training Providers

- Training providers are able to meet the training needs of Indigenous VET students

- Training providers find it financially viable to provide effective training to Indigenous VET students

- Training providers are able to attract the market segment comprising Indigenous people

- Training providers are able to meet their equity requirements

Outcomes for Industry

- Employers are confident of the skills and competencies of Indigenous VET students and graduates

- Information is provided to employers on how to increase Indigenous employment in the private sector

- Employers have greater understanding of cultural, historical and current issues which impact on Indigenous employees

- Employers have a better knowledge of Indigenous job seekers' expectations

- Increased opportunities are provided to employers to take on Indigenous apprentices and trainees

- The development of partnerships between employers, training providers and communities

Outcomes for Government

- Government achieves a cost-benefit for its investment in vocational education and training for Indigenous people through reduced need for government support for Indigenous Australians, resulting from increased self reliance and earning capacity over their lives

- Government demonstrates its commitment to equity

- Government achieves an appropriately skilled, diverse workforce

- Government achieves effective and efficient coordination across those publicly funded services which enhance outcomes for Indigenous VET students

Outcomes for the Community

- The VET community has a diverse student body which reflects the diversity of Australian citizens and the Australian workforce

- The Australian community recognises the skills, ability and value which Indigenous people contribute to the economy and Australian life

- The VET system enables Indigenous people to more fully contribute to the economic and community life of Australia

- Indigenous communities have enhanced opportunities and increased resources for community development including communications, business, health and justice and opportunities in the arts, sports, and recreation

Blueprint requirements

The Blueprint for implementing *Partners in a Learning Culture* has sought to gain maximum benefit from the existing resources currently applied to the inclusion of Indigenous people in vocational education and training. It operates from the premise that vocational education and training for Indigenous people is core business for the VET sector. As such, the Blueprint should be integral to all activities in the sector including planning, resourcing, monitoring, and delivery for the sector as a whole.

Funding agencies, training authorities and training providers have already demonstrated their commitment to equity including to Indigenous vocational education and training. However, there is a strong business case to gain better returns from existing resources and for stakeholders to make an additional investment.

The cost to Australian society of Indigenous unemployment is significant. The direct cost of meeting basic income support for those Indigenous people who want work but cannot find jobs is expected to rise from $0.8 billion in 1996 to $1.1 billion by 2006[12]. There is also the indirect cost to society of Indigenous unemployment through foregone tax revenue and the increased social costs associated with unemployment.

The Blueprint proposes a series of strategies and actions (summarised in Appendix 1) to drive the required change across the four objectives of *Partners in a Learning Culture*. A number of the actions can be implemented at the national level; the remaining actions are best implemented by individual agencies or groups of collaborating agencies at the State or local level.

[12]   CAEPR 1998.

LEADERSHIP

For Action by ANTA …

This group of actions calls for national systemic change. ANTA will take a leadership role in achieving these actions, however State and Territory involvement will be critical to successful outcomes. Work on these activities can begin immediately through existing ANTA mechanisms; in some areas work has already begun. Where additional funding is required, indicative costs and funding sources have been identified. A summary of actions is outlined in Appendix 1 Table 2.

The Blueprint proposes that to provide continuity between the development of the Blueprint and its implementation, a National Indigenous VET Implementation Advisory Committee be appointed by the ANTA Board, consisting of Indigenous people and representatives of relevant stakeholder groups. This body will oversee implementation of the Blueprint, including monitoring and reporting on progress to ANTA Board and, through the Board, to MINCO.

For Action by individual States and Territories within VET …

This group of actions is essential to the achievement of an integrated plan and require the same level of commitment as for the national level actions. The way these actions are implemented may vary from State to State, RTO to RTO, industry to industry. In some cases, adequate strategies may already be in place or existing activities could be expanded to easily accommodate the achievement of the particular outcome. In other areas, substantial new work may be required. These actions have not been costed because agencies will choose to implement the actions differently. A summary of actions is outlined in Appendix 1 Table 3.

The Blueprint identifies the need for a body in each State and Territory to take responsibility for the implementation of recommendations where they have a primary impact at State and Territory level. States and territories are to establish and/or maintain a formal mechanism, including Indigenous people, that will provide advice concerning Indigenous VET issues. Such bodies should involve Indigenous membership to ensure that Indigenous community views are represented in the implementation strategy at this level. Ongoing consultation between these bodies and the Aboriginal Education Consultative Group is considered important.

It is recognised that such committees already exist in many States and Territories.

For Action through Cross-Government and Industry Collaboration …

Actions that require effective partnerships with other Government programs and Agencies are summarised in Appendix 1, Table 4. Many of these actions require collaboration between ANTA and other government agencies. Resource allocations will need to be negotiated by the collaborating agencies.

Overall, the implementation of the Blueprint will minimise duplication, maximise the use of resources and better coordinate efforts across a number of agencies.

MONITORING AND EVALUATION

Three complementary approaches to monitoring and evaluation will keep track of progress on the Blueprint and ensure each of the strategies and component actions are successfully implemented.

National Indigenous VET Implementation Advisory Committee

A National Indigenous Implementation Advisory Committee, jointly chaired by a member of the ANTA Board and an Indigenous person, will be formed to facilitate and monitor implementation of the Blueprint. The Committee will include Indigenous community representation and representatives from each of the stakeholder groups in the Blueprint: training providers, industry, State/Territory Training Authorities, ATSIC, DETYA, Aboriginal Education Consultative Groups, the Federation of Independent Aboriginal Education Providers, DEWRSB and ANTA.

The committee will monitor and report regularly to the ANTA Board on implementation of the Blueprint and will take a leadership role in facilitating implementation of the cross-government initiatives in the Blueprint. The Performance Measures outlined in this report will assist the committee in undertaking their monitoring role. Through a sub group of the committee, chaired by the Indigenous joint chair, advice on emerging policy issues for Indigenous people in vocational education and training will also be developed.

Annual Planning and Performance Monitoring

In accordance with ANTA's normal planning and performance monitoring, State and Territory Training Authorities will be asked to report in their annual VET plans on progress towards achieving the strategies in the Blueprint.

Similarly, national Industry Training Advisory Bodies will be asked to provide information on activity within their industries through their industry strategic plans, as part of their service agreements with ANTA.

Review and Evaluation

A mid-term review of the Blueprint will be commissioned to be completed by the end of 2002. The review will seek qualitative and quantitative evidence of activity both from those implementing actions and Indigenous learners. It will focus on necessary adjustments to strategies and action to respond to changes that have occurred in the VET and related Indigenous sectors since endorsement and indicate areas for further research.

At the end of 2005, a final evaluation of the Blueprint will be commissioned. The evaluation will assess the performance of the VET system and other stakeholders in achieving the objectives of *Partners in a Learning Culture* and make recommendations on future arrangements for improving opportunities for Indigenous people in vocational education and training.

Objectives	Strategies
Objective 1 Increasing the involvement of Indigenous people in decision making about policy, planning, resources and delivery	• Secure Indigenous membership of key relevant decision-making bodies. • Develop mechanisms for inclusion of Indigenous advice in all VET projects, programs and products • Secure Indigenous employment in key areas of the VET Sector
Objective 2 Achieving participation in VET for Indigenous people equal to those of the rest of the Australian community	• Focus on participation and outcomes for Indigenous students in VET in Schools programs • Provide professional development for staff delivering VET • Create partnerships between schools, post-secondary institutions, industry and communities • Increase access to and attainment in, higher level VET and more industry relevant courses for Indigenous students
Objective 3 Achieving increased flexible delivery, including use of information technology, for Indigenous people	• Establish training centres • Training in IT skills and use
Objective 4 Developing closer links between VET outcomes for Indigenous people and industry and employment.	• Establish and expand partnerships between Indigenous peoples, communities, training providers and industry • Expand opportunities for Indigenous people participating in CDEP • Promote Indigenous training and employment through ITABs • Promote Indigenous training and employment through Group Training Companies

Section two provides detailed strategies and actions to drive the required changes. This section is written against the objectives of *Partners in a Learning Culture* and includes resource requirements, timelines and performance measures.

Each objective is presented separately in the Blueprint in order to focus on the specific strategies and component actions which will drive the required change. However they are inter-related in their impact on the quality of vocational education and training provision and the resultant outcomes for Indigenous students.

Against the objectives, the following structure has been adopted:

- An **introduction** describing the current status in that area, highlighting gaps and the nature of the strategies and actions

- A **set of strategies** containing a series of actions detailing:

  - The timeframe for completion

  - Accountability for the action

  - The most appropriate source of any additional funding required

- A set of performance indicators which indicate how each objective will be measured

Together, these objectives, strategies and actions will build the capacity of the system to respond to Indigenous needs. They will provide pathways from the years of compulsory schooling through to higher levels of VET qualifications, increase opportunities for increased participation in decision making and develop partnerships which will assist in providing employment opportunities.

Objective 1

Increasing involvement of Indigenous people in decision making about policy, planning, resources and delivery

Against this objective, three strategies have been identified

- Secure Indigenous membership of key relevant decision-making bodies

- Develop mechanisms for inclusion of Indigenous advice in all VET projects, programs and products

- Secure Indigenous employment in key areas of the VET Sector

To increase the relevance of training to Indigenous people, there is a need for Indigenous people to have more control over key areas of the VET sector dealing with the needs of their own people.

In the past, Indigenous people have been involved in VET as advisers rather than as decision-makers. This situation is slowly changing with Indigenous people currently being appointed to positions on various advisory boards and committees. These changes will ensure that decisions take account of the cultural and other issues of importance to Indigenous peoples and will lead to VET policies for Indigenous people based on principles of autonomy, ownership and control and on clear recognition of cultural, social and economic diversity.

To some extent, the lack of participation in decision making has meant that structural and delivery arrangements for VET have created barriers which prevent indigenous communities investing in and participating in the directions of their own education. While this is changing with Indigenous committees being included in decision making and Indigenous issues being given priority in planning processes, there is still some way to go.

The further development of mechanisms to access Indigenous advice through increased involvement in decision making will lead to increased participation and improved outcomes in VET.

Current evidence indicates that around half of all Indigenous staff in TAFE institutes are concentrated in Indigenous Education Worker/Liaison Officer positions within Indigenous Education Units. Indigenous representation in VET teacher/trainer/instructor positions remains low as do Indigenous numbers in management positions within VET providers. Key areas where Indigenous staffing numbers need to be increased include teachers, managers, administrative staff, academic advisers, counsellors and liaison officers.

The strategies and actions outlined below will lead to increased Indigenous access to key areas of decision making and increased employment in key areas of the VET sector.

Strategies

Strategy 1: Secure Indigenous membership of key relevant decision-making bodies

Actions	Account-ability	Timelines
1.1 ANTA Ministerial Council to appoint an Indigenous person from industry to the ANTA Board	Commonwealth, States and Territories	
1.2 States and Territory Training Authorities to appoint an Indigenous person or persons to the State/Territory Training Authority	STAs	By end 2000
1.3 State /Territory Training Authorities to secure Indigenous participation on State and Territory VET decision-making bodies	STAs	By end 2001
1.4 Registered Training Organisations receiving government funds for provision of training to Indigenous people to establish mechanisms for gaining Indigenous advice on all aspects of training including membership on boards of management	STAs	By end 2002
1.5 Research bodies receiving government funds to establish mechanisms for gaining an Indigenous perspective on advice on appropriate research	ANTA	By end 2002

Strategy 2: Develop mechanisms for inclusion of Indigenous advice in all VET projects, programs and products

Actions	Account-ability	Timelines
2.1 Training Package Developers to consult with the National Indigenous Training Advisory Committee as a primary source of advice, in the development and review of Training Packages	ANTA	By end 2002
2.2 ANTA to establish an equity advisory service that includes Indigenous expertise (eg based on the current model of the language and literacy advisory service). This service will assist developers of National Training Packages or Support Materials to enhance opportunities for Indigenous people and review the accessibility of packages prior to submission to the National Training Framework Committee	ANTA	By end 2000
2.3 Training Package Developers to include information on Indigenous issues in all stages of Training Packages and Support Materials - policy, development, assessment, review and evaluation and delivery	ANTA	By end 2001

Actions	Account-ability	Timelines
2.4 Training Package Developers to retain or create appropriate entry level AQF Certificates, including where appropriate AQF level 1, and pre-vocational options for industries that have VET qualifications or Training Packages	ANTA	By end 2000
2.5 Training Package Developers to make explicit the language and literacy components of all Training Packages	ANTA	By end 2000
2.6 ANTA to consult with the National Indigenous Training Advisory Committee on Indigenous issues in the review of key competencies and other generic skills as well as the implications of new programs, projects and research on Indigenous people	ANTA	By end 2000
2.7 Given that States and Territories have generally built priorities relating to Indigenous education and training into State/Territory Training VET plans, States/Territories to: • benchmark performance against the strategies in this Blueprint and measure performance over time • develop mechanisms that ensure that Indigenous VET is given priority through planning, priority setting, pricing and delivery matters	STAs	By end 2001

Actions	Account-ability	Timelines
2.8 ANTA in conjunction with State/ Territory Training Authorities to develop and publish additional guidelines in relation to access and equity for registering and auditing RTOs and QETOs (Standard C3 of the National Core Standards for RTOs). Additional guidelines to include detailed advice and strategies that encourage training providers to meet the standards. Areas of coverage to include but not be limited to: • Accessible information • Teacher competencies • Training delivery and assessment • Policies, procedures and practices	STAs and ANTA	By end 2000
2.9 State Training Authorities to provide guidelines to RTOs and QETOs and implement audit requirements	STAs	By end 2000
2.10 State Training Authorities to encourage the establishment of Indigenous RTOs and partnerships between Indigenous organisations and RTOs	STAs	By end 2001
2.11 State Training Authorities to encourage RTOs to provide appropriate/ designated identifiable spaces for Indigenous people on campuses	STAs	By end 2001

Strategy 3: Secure Indigenous employment in key areas of the VET Sector

Actions	Account-ability	Timelines
3.1 All organisations attracting VET funding to develop plans to increase numbers of Indigenous employees and appoint Indigenous employees in key areas identified. These include teachers, managers, administrative staff, academic advisers, counsellors and liaison officers	STAs/ANTA	By mid 2001
3.2 DEWRSB to offer advice on the assistance available through Indigenous Employment Program to organisations within VET that develop plans to recruit Indigenous staff	DEWRSB	By mid 2001
3.3 Public Providers, through their resource agreements, establish benchmarks for Indigenous staff numbers and levels (including teachers) and measure changes over time	STAs	By mid 2001

PERFORMANCE MEASURES

- Number of Indigenous people in decision making and advisory roles

- Number of Training Packages which specifically refer to Indigenous people and their training needs

- Number and type of Training Packages which have entry level qualifications and Indigenous culturally appropriate content

- Increase in employment of Indigenous people in key areas of VET to a level equal to Indigenous population in the relevant State/Territory

- Increased number of Indigenous people on decision making bodies

- Number of RTOs meeting audit requirements against guidelines

- Increased number of Indigenous Registered Training Organisations

Objective 2

Achieving participation in VET for Indigenous people equal to those of the rest of the Australian community.

Against this objective, **four strategies** have been identified:

- Focus on participation and outcomes for Indigenous students in VET in schools programs

- Provide professional development for staff delivering VET

- Create partnerships between schools, post-secondary institutions, industry and communities

- Increase access to and attainment in, higher level VET and more industry relevant courses for Indigenous students

Indigenous participation in VET has increased in recent years with the number of Indigenous students in 1998 being nearly 45,000 students or almost 3 percent of the total student body. However enrolments are largely in lower-level VET programs and employment outcomes for Indigenous people after VET participation are less favourable than for non-Indigenous Australians.

VET which accommodates different levels of proficiency in English language, literacy and numeracy and embraces Indigenous languages is critical for many Indigenous Australians seeking opportunities in education, training, and in the world of work. English is a second language for many Indigenous people, for example, in the Northern Territory over 60 percent of Indigenous people speak an Indigenous language and have varying degrees of English proficiency.

Training and education providers need to operate in environments that complement, are sensitive to, and affirm cultures, multi-literacies and first languages.

In the consultation process undertaken to develop *Partners in a Learning Culture,* there was an emphasis on the desirability of using the VET in Schools programs to engage greater numbers of Indigenous students in activities which have a good likelihood of producing education, training and employment outcomes.

A major concern to Indigenous communities is the fact that existing VET in Schools programs target students at the post-compulsory years of secondary schooling – a time by which the majority of Indigenous students have ceased schooling for one reason or another. In addition, access to years 11 and 12 is not always possible for Indigenous students in rural and remote communities.

Retention rates to year 12 are around 30 percent compared with over 70 percent for non Indigenous Australians. Funding structures currently in place may not encourage students to continue a post compulsory education and can cause barriers to participation.

On 30 March 2000 MCEETYA Ministers agreed to implement a new framework for vocational education and training in schools. The framework is built on the following key elements underpinning successful transition to further education, training and employment for all students:

- Explicit and well articulated pathways
- Community partnerships
- Lifelong learning skills and attributes
- Enterprise and innovation
- Career information and guidance and access to student services
- Individual assistance for students at risk
- Supportive institutional and funding arrangements
- Monitoring and evaluation

There must be a focus on ensuring that Indigenous young people benefit from the initiatives developed under the new framework. The participation of Indigenous people in community partnerships will assist the transition of their young people including using their expertise and networks to help build effective and genuine partnerships and to mentor and guide Indigenous young people participating in vocational and enterprise learning activities.

In the compulsory and post compulsory years of schooling Indigenous young people should be given a range of opportunities for vocational and enterprise learning to take place both inside and outside the school. This learning should be offered through strategic partnerships between schools, business, industry and the wider community.

While there are good models of partnerships between schools and the post secondary sector to be found throughout the country, partnerships are not used to the extent that they could be in Indigenous VET. There is a need to expand the idea of partnerships, draw on the success of parties already involved and extend their interests and responsibilities to include employment.

Strategies

Strategy 4: Focus on participation and outcomes for Indigenous students in VET in Schools programs

Actions	Account-ability	Timelines
4.1 ANTA in collaboration with the MCEETYA Taskforce on VET in Schools, to commission a study to analyse factors affecting Indigenous student participation in programs developed under the new framework on vocational education and VET-in-Schools, and report on outcomes including: • involvement by AQF level by Indigenous participants • Consultation with current and potential participants and their families • Assessment of specific needs of Indigenous students in relation to program delivery and work placement • support mechanisms including program design, fee structures and funding programs • The extent and nature of barriers to Indigenous students accessing and participating in programs, and observations and recommendations on how these can be overcome	ANTA/ MCEETYA Taskforce on VET in Schools	By mid 2002

Actions	Account-ability	Timelines
4.2 ANTA to request the MCEETYA Taskforce on VET in Schools to develop models and/or pilots which assist Indigenous students in compulsory years of schooling to participate in vocational activities that have strong community support, particularly in rural and remote areas, including using Indigenous networks and informal community mentoring	ANTA/ MCEETYA Taskforce on VET in Schools	By mid 2001
4.3 ANTA to request the MCEETYA Taskforce on VET in Schools and the MCEETYA National Careers Taskforce to expand the awareness of career and VET in Schools options through the provision of career information and guidance to Indigenous students commencing below years 8 and 9. This should include the development and use of products and materials including on-line advice and the development of appropriate structures to ensure that appropriate career guidance is available to all Indigenous students	ANTA/ MCEETYA Taskforce on VET in Schools/ MCEETYA National Careers Taskforce	By end 2001

Strategy 5: Provide professional development for staff delivering VET

Actions	Account-ability	Timelines
5.1 Specific professional development funding be allocated to provide: • professional development, including cross-cultural awareness, within the VET sector for non Indigenous people that will increase the capacity of the sector to provide opportunities for Indigenous people • professional development for Indigenous people to enable them to develop skills necessary for working and progressing within the sector • resources to undertake research into the development of standards for teaching Indigenous students and for the development of techniques which are useful for delivery. This research should take account of programs currently available	ANTA	By end 2001
5.2 ANTA to encourage the VET sector to participate in DEWRSB's National Indigenous Cadetship Program to gain qualifications needed for a range of jobs in the VET sector	ANTA, STAs	By end 2001

Strategy 6: Create partnerships between schools, post-secondary institutions, industry and communities

Actions	Account-ability	Timelines
6.1 DETYA in conjunction with other stakeholder bodies, undertake specific projects to support the creation of VET partnerships between schools, post secondary institutions, businesses and communities to maximise vocational outcomes for Indigenous young people. Support for these partnerships could include: • literacy and numeracy development (via the National Indigenous English Language and Numeracy Strategy -DETYA) • innovative demonstration projects (via WADU funding for Community Partnerships provided by the ASTF) • workplace learning coordination for Indigenous people (via ASTF supported School-Industry programs) • establishment of additional structured workplace partnerships (ACCI) • Indigenous school to work transition VET strategy initiatives (DETYA)	State Education Authorities/ ASTF/DETYA/ ACCI	By end 2001

Actions	Account-ability	Timelines
6.2 ASTF, DETYA, DEWRSB and ACCI, in consultation with the MCEETYA Taskforce on VET in Schools to promote models of best practice for pathways between schools, post secondary institutions, businesses and communities to support Indigenous young people	DETYA, DEWRSB, ACCI and ASTF	By end of 2002

Strategy 7: Increase access to and attainment in, higher level VET and provide more industry relevant courses for Indigenous students

Actions	Account-ability	Timelines
7.1 State/Territory Training Authorities, with ANTA, to undertake research to improve opportunities for Indigenous people to access recognition of prior learning (or current competencies) assessments. This is to include: • Reviewing disincentives for training providers to provide assessments • Developing assessment models	STAs/ANTA	By end 2002

Actions	Account-ability	Timelines
7.2 Pending the outcomes of the research referred to in 7.1, State/Territory Training Authorities to take steps to increase the number of Indigenous people awarded modules through skills recognition and to measure the increase in numbers of Indigenous people awarded modules through RPL and RCC methods and their appropriateness to Indigenous people	STAs	By end 2001
7.3 State/Territory Training Authorities to examine ways of increasing access to higher level VET and industry relevant programs. This will include types of support and their suitability for Indigenous students, fee structures, exemption processes, guidelines and models (including scholarships) and community development approaches	STAs	By mid 2001

Actions	Account-ability	Timelines
7.4 State/Territory Training Authorities to ensure that Indigenous students can access higher level courses. This should include: • Sound advice regarding careers, employment market trends and areas of future growth in employment demand • Expertise to recognise the individual's capacity and to be aware of the supports and technologies available to them • Encouragement to undertake training to gain higher level and industry relevant qualifications and continue lifelong learning • Employment of Indigenous people to provide mentoring support	STAs/ DEWRSB/ DETYA	By end 2001
7.5 ANTA together with the State/ Territory Training Authorities to develop a marketing campaign to attract Indigenous students to higher level and industry relevant VET and tertiary courses with commensurate outcomes	ANTA/ STAs/ ACCI	By end 2001

Actions	Account-ability	Timelines
7.6 ANTA with STAs to take steps to establish appropriate credit transfer and articulation arrangements for further education and training and/or employment. This includes courses provided outside the system	ANTA	By mid 2002
7.7 STAs to build into State/Territory Plans and Industry Training Plans, priorities for: • Enabling skills (basic work and life skills training that provide a pathway into further training) • Preparatory and Pre-vocational Courses • AQF Certificate Level 1 and 2	ANTA, State/Territory Training Authorities and ITABs	By end 2001

PERFORMANCE MEASURES

○ Participation of Indigenous students in VET-in-Schools programs by AQF level and ANTA Industry group[13]

○ Participation of Indigenous students in higher level VET courses

○ Participation of Indigenous students in VET by AQF level

○ Module/unit of competence pass rates for Indigenous VET in Schools participants

○ Module/units of competency pass rates for Indigenous VET students

○ Proportion of Indigenous people awarded a module through RPL and RCC

○ Proportion of qualifications completed by AQF level under VET in schools programs

○ Proportion of qualifications completed by AQF level and geographic location, (by capital city, other metropolitan and rural and remote) for all Indigenous VET students

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[13] Performance indicators will generally compare Indigenous outcomes with outcomes for non Indigrnous Australians. Where appropriate, comparisons will also be made between Indigenous students and all Indigenous people.

Objective 3

Achieving increased, culturally appropriate, and flexibly delivered training, including use of IT, for Indigenous people.

Under this objective, **two strategies** have been identified:

- Establish training centres

- Training in IT and use

Indigenous people are widely dispersed across Australia. Strong ties to place, culture, land and family remain important to the present day Indigenous population. The widespread dispersal of Indigenous people calls for a VET sector, that is flexible and responsive to cultural attributes and the demands of the communities it serves.

This dispersal of Indigenous people has important implications for VET as 64 percent of Indigenous people are living in rural areas and live more than 50 km from the nearest TAFE College. Training centres, community clusters and mobile units offer remote, rural and isolated communities the possibility of good quality access to on-line delivery of VET. They offer significant opportunities for rural and remote communities, in particular, to acquire skills in computer literacy, as well as an associated sense of self esteem which is conducive to good learning outcomes. They will also provide communities with access to internet services which are of increasing relevance to all members of society.

Training opportunities in information technology will provide training and employment opportunities in the communications technology industries, cultural and business/commerce industries as well as the education industry. In addition, information technology will address some of the English literacy barriers particularly prevalent in remote communities. IT has the potential to link remote communities into the wider community. Young people are accepting of new technologies and using them effectively as the medium of computer technology is appealing to Indigenous youth, who often have an affinity with visual technologies.

To achieve this objective the following strategies and actions have been developed.

Strategies

Strategy 8: Establish training centres

Actions	Account-ability	Timelines
8.1 ANTA to implement guidelines for accessing the ANTA VET infra-structure for Indigenous people sub-component of the infrastructure program – to include options such as community training centres, community cluster groups, mobile units and information technology. Priority to be given to submissions from rural and remote communities	ANTA	By mid 2000
8.2 State/Territory Training Authorities and ATSIC to disseminate information on guidelines widely including to community organisations and STAs to assist organisations to develop proposals within the guidelines	STAs and ATSIC	By end 2000
8.3 State/Territory Training Authorities to ensure nationally recognised training is provided through centres funded under infrastructure program. In addition to formal training, informal activities, eg, net surfing and computer games, should also be available to encourage usage and skills acquisition	STAs	By end 2002

Strategy 9: Training in IT skills and use

Actions	Account- ability	Timelines
9.1 State/Territory Training Authorities to provide entry level courses in IT to be delivered in culturally appropriate ways and market IT training to all members of Indigenous communities	STAs	By end 2001
9.2 EdNA-VET Advisory Group to commission the development of culturally appropriate electronic and on-line content as part of effort under the collaborative framework for technology	ANTA	By end 2002
9.3 STAS encourage RTOs to use this content to develop training programs for Indigenous people	STAs	By end 2002
9.4 State/Territory Training Authorities to disseminate information regarding on-line teaching methods	STAs	By end 2002

PERFORMANCE MEASURES

⦿ Participation of Indigenous students in IT VET programs

⦿ Pass rates for Indigenous students in IT VET modules/units of competency

⦿ Proportion of Indigenous people in information technology based industries accessing training

Objective 4

Developing closer links between VET outcomes for Indigenous people and industry and employment

Under this objective, four strategies have been identified:

- Establish and expand partnerships between Indigenous peoples, communities, training providers and industry
- Expand opportunities for Indigenous people participating in CDEP
- Promote Indigenous training and employment through ITABs
- Promote Indigenous training and employment through Group Training Companies

VET participation enhances employability. In 1996, 80% of Indigenous Australians with vocational qualifications were working compared with only 49% of those without a qualification. Creating better links between VET providers, Indigenous communities and employers in industry will encourage greater job outcomes for Indigenous people.

Partnerships are recognised as the key to successful vocational education and training programs for all Australians and in particular, Indigenous Australians. Partnerships respond to community, social and cultural needs as well as industries needs. The further development of partnerships will also lead to a more effective use of public VET expenditure and can raise the consciousness of the needs of industry and assist in the recruitment process for industry based training. Partnerships expose students to the world of work and provide opportunities for teachers to participate in local business and industry.

CDEP is the largest employer of Indigenous Australians. Around 46,000 people, or more than one-quarter of the Indigenous workforce, worked for some time on CDEP in the 1998-99 financial year. The total available positions on CDEP are around 33,000. By targeting CDEP, one quarter of the Indigenous workforce accessible through established communication channels can be reached.

The Indigenous working age population is growing at twice the rate of that for other Australians and Indigenous unemployment is estimated at 23 percent compared with less than 7 percent for the rest of the community. Without CDEP Indigenous unemployment would approach 40 percent.

ITABs and Group Training Companies can offer Indigenous people access to training and employment opportunities through their processes and networks. ITABs provide opportunities to access and influence industry through their strategic plans and marketing. Group Training Companies because of their nature, can provide many employment and training opportunities for Indigenous people. They provide access to small business and provide opportunities in areas where access to labour markets is restricted.

Strategies

Strategy 10: Establish and expand partnerships between Indigenous peoples, communities, training providers and industry

Actions	Account-ability	Timelines
10.1 DETYA to encourage New Apprenticeship Centres to facilitate and improve the participation of Indigenous people in New Apprenticeships	DETYA	By end 2004
10.2 DETYA to articulate obligations to facilitate and improve the participation of Indigenous people in New Apprenticeships in revised or new funding contracts for New Apprenticeship Centres	DETYA	By end 2003
10.3 ATSIC to ensure that adequate employment and training results from government contracts though the inclusion of such clauses in government contracts in areas of high Indigenous population and monitor outcomes.	ATSIC	By end 2001

Actions	Account-ability	Timelines
10.4 Government and Industry agencies to stimulate strategic partnerships between government agencies and major industry through: • dissemination of examples of leading practice in relation to partnerships • Promotion of scholarships for VET in specific industries for Indigenous students • Promotion of partnerships such as the ACCI partnership model • Existing programs such as the Corporate Leaders for Indigenous Employment project • Extension of Indigenous Cadetship Program	DEWRSB, BCA and ACCI	By end 2002
10.5 STAs and DEWRSB to facilitate the development of models of collaboration using RTOs and other organisations such as ACCI and State Chambers of Commerce and Industry to: • establish community links • assist indigenous communities to become businesses • develop models for servicing communities	STAs/DEWRSB	By end 2002

Actions	Account-ability	Timelines
10.6 The Survey Network Group of the National Training Statistics Committee to develop a question about perception of Indigenous VET students and VET graduates for the next employer survey	ANTA/NCVER	By end 2002
10.7 ACCI to commission a survey of Indigenous job seekers and communities to assist in identifying ways to increase Indigenous employment in the private sector. This should include attitudinal issues including negative perceptions and stereotyping by employers and possible employees	ACCI in consultation with DETYA, DEWRSB and ANTA	By end 2001
10.8 ACCI and ANTA to develop strategic links with ATSIC Commissioners on employment and VET related issues through strategic conversations	ACCI/ANTA	By end 2000
10.9 DETYA/ANTA to develop a strategy of simulated business initiatives to more effectively target Indigenous communities, eg, practice firms, young achievement	DETYA/ANTA	By end 2001
10.10 ANTA to identify examples of best practice in industry to disseminate to employers. Examples may include ASTF and Lend Lease projects	ANTA	By end 2001

Strategy 11: Expand opportunities for Indigenous people participating in CDEP

Actions	Account-ability	Timelines
11.1 State/Territory Training Authorities to ensure that CDEP is included as a priority in State/Territory training plans	STAs/ATSIC	By end 2003
11.2 ATSIC with STAs to develop a strategic plan for VET in CDEP and to: • encourage all CDEPs to have a training needs analysis conducted which forms the basis of the training plan • consult with CDEPs and ATSIC Regional Councils to develop culturally appropriate and relevant strategies for delivering VET to CDEPs in accordance with the Training Needs Analysis • DEWRSB to make funds available for Training Needs Analyses	STAs/ATSIC	By end 2003
11.3 State/Territory Training Authorities to develop information kit and provide advice to CDEPs on: • becoming RTOs and entering partnerships with RTOs	STAs and ATSIC	By end 2003
11.4 NTFC to endorse programs which will assist CDEPs to deliver VET. This may include endorsement of the CDEP Co-ordinator training course and the IOT package	ANTA/ATSIC	By end 2000

Strategy 12: Promote Indigenous training and employment through ITABs

Actions	Account-ability	Timelines
12.1 ANTA to ensure that service agreements with National ITABs specify that Industry Training Strategic Plans and Marketing Plans include specific actions for improving opportunities for Indigenous people in that industry, including access to training places and increasing employment opportunities	ANTA	By end 2000
12.2 State/Territory Training Authorities to ensure that State ITABs incorporate expert information on Indigenous issues, when developing State industry plans. Relevant issues include training needs and employment opportunities for Indigenous community members	STAs/ State ITABs	By end of 2000

Strategy 13: Promote Indigenous training and employment through Group Training Companies

Actions	Account-ability	Timelines
13.1 ANTA through its Performance Agreement with GTA require GTA to: • promote and facilitate through State and Territory networks the uptake of Indigenous employment including New Apprenticeships • encourage case management of Indigenous New Apprenticeships	GTA	By end 2001
13.2 ANTA to review the implementation of the national funding model for group training under the Joint Policy. The review will include the application of equity weightings applied by STAs	ANTA	By end 2000
13.3 Industry groups, DETYA and STAs to promote to Group Training Companies the benefits of: • employing Indigenous people • supporting/mentoring Indigenous employees/trainees • appointing Indigenous employment officers to work with VET in schools, employers and communities	STAs/ DETYA/ ACCI/AIG	By end 2001

Actions	Account-ability	Timelines
13.4 State/Territory Training Authorities to Investigate and pilot the establishment of Indigenous Group Training Companies	STAs/GTA	By end 2001

PERFORMANCE MEASURES

- Number of Indigenous commencements, in training, and completions, by AQF level, in New Apprenticeships

- Number and percent of Indigenous people in the workforce participating in training

- Employment rates for Indigenous VET graduates and VET module completers

- Proportion of Indigenous VET graduates who go on to further study

- Indigenous commencements, in training, and completions by AQF level, in New Apprenticeships, where the employer is a Group Training Company

- Number of people on CDEP undertaking accredited training and area/field of study

- ITABs have specific actions for improving opportunities for Indigenous people in their strategic plan and marketing plans

Investment Needs

Table 2: Summary of ANTA actions

Objective	Action	Brief Description of Action	Funding Source	Estimated Additional funds
Objective 1 Increase involvement of Indigenous people in decision making about policy, planning resources and delivery	1.5	Research bodies to develop mechanism for including Indigenous advice	National Projects	–
	2.1	Consult with the National Indigenous Training Advisory Committee in the development and review of Training Packages	Training Package Development	–
	2.2	Establish an equity advisory service that has Indigenous expertise	Training Package Development	$120,000
	2.3	Include information on Indigenous issues in Training Packages	Training Package Development	$50,000
	2.4	Develop appropriate entry level AQF Certificates, and pre-vocational options for industries that have VET qualifications or Training Packages	Training Package Development	$30,000
	2.5	Strengthen the language and literacy components of all Training Packages.	Training Package Development	–
	2.6	Consult with the National Indigenous Training Advisory Committee on Indigenous issues in the review of key competencies and other generic skills	Key Competencies project	$20,000

Objective	Action	Brief Description of Action	Funding Source	Estimated Additional funds
Objective 1 Increase involvement of Indigenous people in decision making about policy, planning resources and delivery	2.8*	Establish additional guidelines for auditing RTOs and QETOs in relation to Indigenous people	National Projects	$10,000
	3.1*	Develop plans to increase employment in key areas	Operating funds	–
Objective 2 Achieving VET outcomes for Indigenous peoples equal to those of the rest of the Australian community	4.1*	Commission a study to analyse factors affecting Indigenous VET in schools participation	National Projects	$100,000
	5.1	Allocate funds for professional development	National Projects	$1 million
	5.2*	Encourage participation in National Indigenous Cadetship Programs	National Projects	–
	7.1*	Review issues relating to recognition of current competencies	National Projects	$100,000
	7.5*	Develop a marketing campaign for higher and industry relevant VET	National Projects	$200,000
	7.6*	Ensure appropriate transfer and articulation arrangements	National Projects	$100,000

Objective	Action	Brief Description of Action	Funding Source	Estimated Additional funds
Objective 3 Achieving increased, culturally appropriate and flexibly delivered training, including the use of IT, for Indigenous people	8.1	Develop and implement guidelines for accessing the ANTA VET infra-structure for Indigenous people sub-component of the infrastructure program.	Skills Centres Infrastructure Program	$4 million
	9.2	Develop electronic and on-line content program delivery	National Projects	$250,000
Objective 4 Developing closer links between VET outcomes for Indigenous people and industry and employment	10.6	Include a question about perceptions of Indigenous VET students and VET graduates in next employer survey	ABS Surveys	$10,000
	10.8*	Develop strategic links with ATSIC Commissioners	Equity Development & Training Initiatives	$10,000
	10.9*	Develop a strategy of simulated business initiatives	National Projects	$20,000
	10.10	Identify examples of good practice in industry	Equity Development & Training Initiatives	$30,000
	12.1	Include in ITAB Industry training strategic plans and marketing plans specific actions to improve outcomes for Indigenous people	ITABs National	$50,000

Objective	Action	Brief Description of Action	Funding Source	Estimated Additional funds
Objective 4 Developing closer links between VET outcomes for Indigenous people and industry and employment	13.1	Promote Indigenous employment through GTA Schemes	Group Training	$10,000
	13.2	Review the implementation of the national funding model for group training	Group Training Schemes	$100,000

*Joint action with State/Territory or other agencies - also included in Table 3.

Table 3: Summary of Individual Agency Action

Objective	Action	Brief Description	Timeline	Agency
Objective 1	1.2	Appoint indigenous person/s to the STA	By end 2000	STAs
Increase involvement of Indigenous people in decision making about policy, planning resources and delivery	1.3	Secure Indigenous participation on decision-making bodies	By end 2001	STAs
	1.4	Establish mechanisms for RTOs for gaining Indigenous advice	By end 2002	STAs
	2.7	Benchmark performance against the strategies of business plan and measure performance and develop mechanisms to ensure that Indigenous VET is given priority through planning, priority setting, pricing and delivery matters	By end 2001	STAs
	2.8	Develop additional guidelines for RTOs and QETOs	By end 2000	STAs
	2.9	Provide guidelines to RTOs and implement audit requirements.	By end 2000	STAs
	2.10	Encourage the establishment of Indigenous RTOs	By end 2000	STAs
	2.11	STAs to encourage provision of Indigenous spaces in RTOs	By end 2001	STAs
	3.2	Provide advice on assistance available through Indigenous Employment Program	By mid 2001	DEWRSB
	3.3	Establish benchmarks for staff numbers and levels and measure over time	By mid 2001	STAs

Objective	Action	Brief Description	Timeline	Agency
Objective 2 Achieving participation in VET for Indigenous people equal to those of the rest of the Australian community	7.2	Increase numbers of Indigenous people gaining modules through skills recognition	By end 2001	STAs
	7.3	Examine ways of providing access to higher level VET and industry relevant programs	By mid 2001	STAs
Objective 3 Achieving increased, culturally appropriate and flexibly delivered training, including the use of IT, for Indigenous people	8.3	Ensure that relevant training is provided through centres funded under infrastructure program	By end 2002	STAs
	9.1	Provide entry level courses in IT	By end 2001	STAs
	9.3	Encourage use of on-line materials in development of training programs	By end 2002	STAs
	9.4	Distribute information regarding on-line teaching methods	By end 2002	STAs
Objective 4 Developing closer links between VET outcomes for Indigenous people and industry and employment	10.1	Encourage New Apprenticeship Centres to market material and information	By end 2000	DETYA
	10.2	Encourage New Apprenticeship Centres to facilitate New Apprenticeship	By end 2003	DETYA
	10.3	Ensure that adequate employment and training results from government contracts	By end 2001	ATSIC

Table 4: Summary of Cross-Government and Industry Based Actions

Objective	Action	Brief Description	Timeline	Partners in Account-ability
Objective 1 Increase involvement of Indigenous people in decision making about policy, planning resources and delivery	1.1	Appoint Indigenous person to ANTA Board		Commonwealth/ States/Territories
	2.8*	Establish additional guidelines for auditing RTOs in relation to Indigenous people	By end 2000	ANTA/STAs
	3.1*	Develop strategies to increase numbers of Indigenous employees	By mid 2001	ANTA/STAs
	3.2	Provide assistance for STAs to develop strategies for increasing Indigenous employment	By mid 2001	STAs/ANTA/ DEWRSB
Objective 2 Achieving VET outcomes for Indigenous peoples equal to those of the rest of the Australian community	4.1*	Examine Indigenous participation in VET in Schools	By mid 2002	ANTA/MCEETYA Taskforce on VET in Schools
	4.2	Develop models and/or pilots to assist in participation in vocational activities	By mid 2001	ANTA/MCEETYA Taskforce on VET in Schools
	4.3	Facilitate the provision of career guidance to students below years 8 & 9 including VET options	By mid 2001	State Education Authorities/ DETYA/ASTF
	5.1*	Allocate funds for Professional Development	By end 2001	ANTA/STAs
	5.2	Encourage participation in National Indigenous Cadetship Program	By end 2001	DEWRSB/ANTA

Objective	Action	Brief Description	Timeline	Partners in Account-ability
Objective 2 Achieving VET outcomes for Indigenous peoples equal to those of the rest of the Australian community	6.1	Create partnerships between schools and other groups	By end 2001	DETYA/ASTF/ACCI/DETYA/ASTF
	6.2	Promote models of best practice for pathways	By end 2002	DEWRSB/DETYA/ASTF
	7.1*	Research issues relating to recognition of current competencies	By end 2001	ANTA/STAs
	7.4	Enable access to higher level courses	By end 2001	STAs/DEWRSB/DETYA
	7.5*	Develop marketing campaign to attract Indigenous students to higher level courses	By end 2001	DETYA
	7.6*	Ensure appropriate transfer and articulation arrangements	By mid 2002	ANTA/STAs
	7.7	Build into State/Territory ANTA/STAs/ITABs Plans and Industry Plans priorities for Indigenous people	By end 2001	
Objective 3 Achieving increased, culturally appropriate and flexibly delivered training, including the use of IT, for Indigenous people	8.2	Disseminate information on guidelines for ANTA VET Infrastructure program	By end 2000	ATSIC and STAs

Objective	Action	Brief Description	Timeline	Partners in Account-ability
Objective 4 Developing closer links between VET outcomes Indigenous people and industry and employment	10.1	Promote Indigenous students to employers through New Apprenticeship Centres	By end 2004	DETYA
	10.2	NA contracts facilitate and improve participation of Indigenous people	By end 2003	DETYA
	10.3	Ensure adequate employment and training results from government contracts	By end 2001	ATSIC
	10.4	Stimulate strategic partnerships between government agencies and major industry	By end 2002	DEWRSB, BCA and ACCI DETYA/ ANTA /ACCI/
	10.5	Facilitate the development of models of collaboration	By end 2002	STAs/DETYA
	10.7	Survey of Indigenous job seekers and communities re private sector employment	By end 2001	DEWRSB, BCA and ACCI DETYA/ ANTA/ ACCI/
	10.8*	Develop strategic links with ATSIC Commissioners	By end 2000	ACCI/ANTA
	10.9*	Develop a strategy of simulated business initiatives	By end 2001	DETYA/ANTA
	11.1	Include VET in CDEP in State/Territory training plans	By end 2003	STAs/ATSIC
	11.2	Develop strategic plans for VET in CDEPs	By end 2003	STAs/ATSIC

Objective	Action	Brief Description	Timeline	Partners in Account-ability
Objective 4 Developing closer links between VET outcomes Indigenous people and industry and employment	11.3	Provide advice to CDEPs to becoming RTOs and entering partnerships	By end 2003	STAs and ATSIC
	11.4	Gain endorsement of programs to assist VET in CDEP	By end 2000	ATSIC/NTFC
	12.2	Incorporate expert information on Indigenous issues in State industry plans	By end 2000	STAs/State ITABS
	13.1*	Promote and facilitate the uptake of indigenous employment and encourage case management through GTA	By end 2001	GTA
	13.3	Promote to Group Training Companies the benefits of working with indigenous people	By end 2001	STAs/ACCI/AIG/ DETYA
	13.4	Investigate and pilot Indigenous GTCs	By end 2001	STAs/GTA

* included in table 1 for costing purposes

Agency	Responsibilities	Mechanisms
Australian National Training Authority	Monitor the overall performance of the VET sector with regard to achieving outcomes for Indigenous people Lead improvements in business processes and models for the delivery of VET services to Indigenous people Direct resources, priorities and attention to the areas of greatest potential impact to increase opportunities for Indigenous people	• Performance measurement • State/Territory and Industry Training Plans • Funded national projects • National Training Packages • National professional development priorities • VET business processes
State/Territory Training Authorities	Ensure State/Territory VET planning, purchasing and performance monitoring incorporates outcomes for Indigenous people Monitor the performance of VET at the State/Territory level with regard to the achievement of outcomes for Indigenous people against State/Territory and National goals	• State/Territory VET plans • Purchasing arrangements with RTOs • Funding arrangements with State/Territory ITABs • Funded State/Territory projects • State/Territory performance measurement • Indigenous advisory mechanisms
Registered Training Organisations	Provide vocational education and training that is accessible to Indigenous people with regard to: • Information • Premises • Staff competencies • Training delivery and assessment flexibility Market services to Indigenous people Provide adequate support and assistance to Indigenous students to achieve the same outcomes a other students	• Australian Recognition Framework Access and Equity Standards • Professional development opportunities • Equity Communication Guidelines • Internal structures to provide additional supports and expertise to training delivery staff • Marketing activities

Agency	Responsibilities	Mechanisms
Industry Training Advisory Boards	Increase opportunities for Indigenous people to undertake industry relevant training, obtain employment across the range of industries available and participate in decision-making	• Industry Training Plans and Marketing Plans • Advisory mechanisms
Training Package Developers	Enhance the training and employment opportunities for Indigenous people through the development of Training Packages and Support Materials that are culturally appropriate, accessible and provide appropriate pathways	• Training Packages and support materials
Department of Education, Training and Youth Affairs	Improve access for Indigenous people to New Apprenticeships through preparatory training, incentives to employers, on-the-job support arrangements and marketing	• New Apprenticeship Access Courses • Marketing campaigns
Department of Employment, Workplace Relations and Small Business	Provide advice on Programs available to support proposed actions relating to staff development	• Job Network • Indigenous Employment Program
ATSIC	With STAs expand opportunities for Indigenous people participating in CDEP	• Development of programs • Encouragement of training needs analyses
Group Training	Promote and facilitate Indigenous employment	• Promotion and marketing
Companies		

Term	Description
Access and equity	Strategies to open vocational education and training to all individuals of the community, particularly focusing on those groups that have been traditionally under-represented.
Accreditation	The process of formal recognition, based on National Accreditation Principles, that the contents and standards of a course or customised qualification are appropriate to the qualification outcome identified; the course/customised qualification and methods of delivery fulfil the purpose for which it was developed.
Australian Qualifications Framework	A comprehensive, nationally consistent Framework incorporating all qualifications recognised in post compulsory education throughout Australia. The Framework identifies six levels with corresponding titles and guidelines in the VET sector.
Australian Recognition Framework	The quality assurance and recognition arrangements underpinning the National Training Framework. The key elements include nationally recognised competency standards, nationally recognised qualifications and nationally recognised training organisations.
Certificate Level	Refers to Australian Qualifications Framework Certificate Levels I, II, II, IV
Flexible delivery	An approach to training that enables a variety of ways in which clients can learn and demonstrate competence. Clients can choose what, where and how they learn, and are provided with training that suits their individual learning needs and styles.
Industry Training Advisory Boards	Organisations established to provide advice on vocational education and training matters within specific industries.
National Training Package	A set of national training resources consisting of national competency standards, assessment guidelines and national qualifications. These components will be endorsed by the National Training Framework Committee. The package can also include non-endorsed components, namely: assessment materials, learning strategies, professional development materials and unit cost information.
New Apprenticeships	New Apprenticeships consist of a flexible combination of practical work with structured training and lead to nationally recognised qualifications, they incorporate Apprenticeship and Traineeship programs, previously available in vocational training.

Term	Description
Private provider	Organisation other than a TAFE institute or other government-owned institution that provides training to individuals and industry on a fee-paying basis.
Qualification	Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes (defined as competencies in the VET sector) relevant to identified individual, professional, industry or community needs or units of competency for a Training Package qualification.
Quality Endorsed Training Organisation	Registered Training Organisation with quality assurance registration.
Recognition of Prior Learning	The recognition of skills and knowledge against course outcomes, ie learning outcomes. RPL also involves the recognition of competencies held against relevant competency standards. RPL is sometimes referred to as Recognition of Current Competencies (RCC).
Registered Training Organisation	Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration.
Statement of Attainment	Statements of Attainment are issues to candidates where they have partially completed a qualification. Where relevant, the units of competency achieved under nationally endorsed competency standards will be identified on the Statement.
Training Providers	All agencies involved in the provision of vocational education and training, this would include training deliverers eg RTOs and purchasers eg State/Territory Training Authorities.
Vocational education & training	The term used to describe post-compulsory education or training linked to the development of competencies.

Appendix 4: Glossary of Acronyms

Term or Acronym	Description
ABS	Australian Bureau of Statistics
ACCI	Australian Chamber of Commerce and Industry
AECG	Aboriginal Education Consultative Group
ANTA	Australian National Training Authority
AQF	Australian Qualifications Framework
ARF	Australian Recognition Framework
ATAS	Aboriginal Tutorial Assistance Scheme
ASSPA	Aboriginal Student Support and Parent Awareness
ATSIC	Aboriginal and Torres Strait Islander Commission
ATSIPTAC	Aboriginal and Torres Strait Islander Peoples Training Advisory Council
CDEP	Community Development and Employment Program
DETYA	Commonwealth Department of Education, Training and Youth Affairs
DEWRSB	Commonwealth Department of Employment, Workplace Relations and Small Business
GTA	Group Training Australia
IESIP	Indigenous Education Strategic Initiatives program
ITABs	Industry Training Advisory Bodies
IOT	Indigenous Organisation Training
IT	Information Technology
MCEETYA	Ministerial Council for Education, Employment, Training and Youth Affairs
MINCO	Australian National Training Authority Ministerial Council
NAC	New Apprenticeship Centres
NCVER	National Centre for Vocational Education Research
NTP	National Training Package
QETO	Quality Endorsed Training Organisation
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STA	State Training Authority
VEGAS	Vocational and Education Guidance for Aboriginals Scheme
VET	Vocational Education and Training

Vocational education and training in Australia is a national system developed within the Australian Federation through co-operation between the Commonwealth and State and Territory Governments, industry and the community.

The Australian National Training Authority Ministerial Council (ANTA MINCO) is the peak national decision making body for vocational education and training. The Council consists of the Ministers from each State and Territory and the Commonwealth who are responsible for vocational education and training and is chaired by the Commonwealth.

The ANTA Board supports ANTA MINCO in all of its functions and gives effect to industry-led vocational education and training arrangements identified in the ANTA Act 1992. The Board operates with a strategic focus and recommends national policies and strategies. ANTA also has direct responsibility for the development, management and promotion of the national aspects of the National Training Framework.

State and Territory Training Authorities operate within the framework of the national policies and strategies agreed by ANTA MINCO to address the training needs and priorities of industry and the community within their jurisdiction. The responsibility for the provision of training and assessment services rests with the states and Territories.

A broad and diverse range of education and training providers operate in co-operative and competitive ways to meet national and international training demands. Whether they are located in the vocational education and training sector, in schools or in adult and community education, providers are able to deliver training based on Training Packages, which are designed and recognised by industry.

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Partners in

a Learning
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from
2000
until
2005

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