

ANNOTATED BIBLIOGRAPHY¹

Aboriginal And Torres Strait Islander Commission. (1996). *Pathways to sustained economic development for Aboriginal and Torres Strait Islander peoples: a discussion paper* <http://www.atsic.gov.au>

This paper reviews the policy direction of the AEDP. Despite the achievements of the policy in bringing about improved levels of Indigenous participation in Australia's economy and workforce, strategies are needed to target areas of continued underachievement including private sector participation. Indigenous participation in Australia's economy and workforce still remain unacceptable low: in 1994, 38 per cent of Indigenous people remained unemployed (compared to 10 per cent of the general workforce) and of these, 77 per cent had been looking for work for 3 months or more, and 50 per cent had been unemployed for 12 months or more.

The paper states that the targets set down in the original AEDP are no longer achievable and that any new policy proposals must also be realistic and recognise that the development of an economic base for many Indigenous communities, particularly those in distant areas, will be influenced by remoteness, underdeveloped technical and entrepreneurial skills, sometimes contradictory cultural values, lack of local and regional infrastructure, and a lack of capital. For many communities who live in areas which have weak or non-existent primary labour markets, CDEP will remain the only employment option. Employment and income outcomes for these communities will not mirror, in any statistical way, those of non-Indigenous people.

Economic development for Indigenous communities ranges from subsistence activities focused on food production, to community activities aimed at preserving a healthy environment and quality of life, to economic activities leading to increased employment, income generation and financial independence. The paper suggests a number of inter-linked ways through which this can occur, such as: paid employment in both the mainstream labour market and the Indigenous sector; establishment of viable business enterprises owned and operated by Indigenous people, either outright or in partnership with non-Indigenous partners; deriving income from capital, such as cash, land or other assets and reinvesting earnings into Indigenous enterprises and communities; supporting subsistence and informal economic activities in remote areas.

Aboriginal And Torres Strait Islander Commission. (1994). *Review of the AEDP*. Canberra: ATSIC.

¹ Due to the time constraint in compiling the bibliography, some of the abstracts from the AEI data base and the CAEPR web site have been used as annotations in the bibliography when it was felt that they provided useful summaries of the article. Where this is the case, this is noted at the end of each annotation.

The AEDP was established in response to high levels of unemployment among Indigenous peoples and the economic consequences of dispossession; 'at three times the level of other Australians, the employment situation of our indigenous peoples is another national disgrace' (p. xii). This review describes the economic and employment situation of Indigenous peoples, assesses the progress of the AEDP and programs delivered under the AEDP umbrella. The review recommends that program assistance be continued and increased, noting that the design, delivery and evaluation of labour market programs needs to be negotiated on the basis of self-management and self-determination for Aboriginal and Torres Strait Islander peoples, supporting their aspirations in ways that are relevant to their diverse circumstances.

Ah Chee, D. (1997). *Good practice means self-determination. A case study from central Australia*. Paper presented to ANTA's ATSIPTAC Network Exchange, Canberra, 25 August.

This paper describes work being done in the independent community-controlled Indigenous education sector on three outstation communities in Central Australia, in the area of land management training. This sector operates independently from the TAFEs and non-Indigenous private providers. The course described in this paper is an adaptation of the Victorian Certificate II in Australian Land Conservation and Restoration which is delivered on the outstations themselves. The appropriate custodians are employed as well as the other senior people and interpreters. Exhaustive consultation and learning meetings were held to develop the course and a flexible timetable developed. Transport was provided as well as resources including written materials in plain English. This course was identified as an example of 'good practice' primarily due to the extensive consultation, the degree to which it meets the needs of the participants and their communities and the way in which it provided realistic pathways for the participants.

Ainley, J. (1994). *School Achievement Among Aboriginal and Torres Strait Islander Students*. Melbourne: ACER.

This paper is primarily concerned with the literacy and numeracy achievement of Indigenous students in their primary and junior secondary years of schooling. Indigenous primary school students performed at substantially lower average levels than non-Indigenous students: approximately one-fifth of Indigenous students achieved at levels above the average of students as a whole. There were also substantial differences in the average achievement of secondary students. The differences between Indigenous and non-Indigenous students was greater in rural areas.

Ainley, J., Malley, J. and Lamb, S. (1997). *Thematic Review of the Transition from Initial Education to Working Life: Australia: Background Paper*. Melbourne: ACER.

Describes the contextual and institutional factors regarding schooling VET and higher education in Australia and the way in which these educational structures are organised. Issues of youth unemployment, marginal unemployment and general trends regarding pathways of transition are outlined. There is no specific consideration of Indigenous students, however the paper provides a broad overview of the topic. A comparison between early school leavers and school completers in terms of unemployment found that there were benefits in completing Year 12, benefits which have increased over the past 12 years. Year 12 also provides access to further study. Early school leaving was found to be strongly related to family educational and cultural resources. Rates of dropping out were also related to where families lived (higher in rural areas), English speaking background of parents (lower for students with non-English speaking fathers) and socio-economic status.

Ainley, J., Robinson, L., Harvey Beavis A., Elsworth, G. and Fleming, M. (1994). *Subject Choice in Years 11 and 12*. Canberra: AGPS

This report describes patterns of subject enrolments by students in the final two years of secondary school and the relationship of those patterns with a range of personal, social and school characteristics. It examines the combination of subjects which students include in their programs since the package of subjects may be more influential than enrolment in any particular subject. Information is provided regarding patterns of enrolment for Indigenous students. (AEI)

Ainley, J. and Robinson, L. (1994) *Subject choice by Aboriginal and Torres Strait Islander students in Year 11 and Year 12*. Unpublished paper. Melbourne: ACER.

Using the data collected for the above project, this report contains a more detailed analysis comparing the enrolment patterns of Indigenous and non-Indigenous students. In contrast to other students, Indigenous students tended to have lower enrolments in the physical sciences, languages other than English, mathematics, economics and business and higher enrolments in the key learning areas of technology and health and physical sciences.

Albany Consulting Group/ Ian Cameron Research. (1993). *Evaluation of the Students at Risk (STAR) Component of the National Equity Program for Schools (NEPS) Final Report*, Sydney.

This report presents results of an evaluation of the effectiveness of the STAR component of the NEPS in non-government schools and the operational effectiveness of STAR in both government and non-government schools. (NB STAR is no longer funded. Full Service Schools for Students at Risk has replaced STAR but is focussed at Years 10, 11 and 12.). The basis for allocation to systems was on retention rate data. STAR projects supported students who were facing a wide range of factors both educational (notably literacy) and social. There is a case to support programs in primary schools given the link between literacy and self esteem.

A reference to Indigenous students noted the 'low income of ATSI people and their higher representation in one parent families (33 per cent of the 40,500 ATSI families with dependent children were classified as one-parent' (p. 11). A list of 'performance indicators' for success of programs like STAR is included (p 23). Addressing the needs of STAR students was part of the broader debate about the changing role and focus of schools as institutions.

Altman, J. C. (1997). *The CDEP Scheme in a New Policy Environment: Options for Change?* Discussion Paper No. 148. Canberra: ANU, Centre for Aboriginal Economic Policy and Research (CAEPR).

This paper describes the Community Development Employment Projects (CDEP) scheme, its genesis, survival, expansion and major achievements. The authors argue that, despite the success of the scheme, there may need to be a reduction in the independence afforded participating communities which currently decide how CDEP scheme funds are used. While such community autonomy is a major strength of the scheme from the Indigenous perspective, it is also resulting in a wide diversity in outcomes that is making rigorous evaluation and associated allocation of discretionary resources extremely problematic. (CAEPR)

Altman, J. C. and Hunter, B. (1996). *The Geographic Distribution of Unemployment-Related Benefits and CDEP Scheme Employment.* Discussion Paper No. 112. Canberra: ANU, CAEPR.

The analysis of the geography of unemployment-related benefits and Community Development Employment Projects (CDEP) scheme employment yields several insights into Indigenous labour market activity. By simultaneously examining both, it is possible to estimate the proportion of the Indigenous labour force which depends on some form of government assistance. The CDEP scheme also alters geographic patterns of unemployment and long-term unemployment and partially redresses the spatial mismatch of employment demand and Indigenous labour supply. Future policy should focus on increasing the mobility of Indigenous workers across areas, industry and occupation. (CAEPR)

Altman, J. C. and Taylor, J. (1994). *Estimating Indigenous Australian Employment in the Private Sector.* Discussion Paper No. 70. Canberra: ANU, CAEPR.

Impetus for attempting to delineate 'real' private sector employment derived from concerns regarding the shortcomings of data on this issue identified by the review of the Aboriginal Employment Development Policy (AEDP). In seeking to address these concerns, private sector employment is defined here as consisting of activities that do not depend primarily on government funding for their existence. Using census data, two methods are employed to estimate change in the number of Indigenous people employed in this redefined private sector in 1986 and 1991. The first, a residual approach, uses a mix of census

statistics and administrative data sets. The second is based on judicious scrutiny of detailed industry tables from the census cross-classified by private sector employment. Revised statistical limits of Indigenous employment in the private sector are produced with intercensal growth substantially deflated. (CAEPR)

ANTA. (1997/1998) *Demonstrating Best Practice in VET Project 1997/98, Aboriginal Mothers, Participation in Early Intervention Education of their Children.* Brisbane: ANTA

This project involved the delivery of a Literacy and Numeracy course for Koori mothers with pre-school and primary school aged children with the aim of increasing parental participation in the schools and enhancing the motivation and achievement of the students.

ANTA (1996). *Participation and Attainment of Individual Client Groups within Vocational Education and Training.* Brisbane: ANTA.

This report was to provide baseline data regarding participation and attainment for four target groups in the community. Overall, Indigenous peoples were found to have lower educational levels than non-Indigenous people (42 per cent leave school before the age of 16) and as a consequence, lower participation in the labour market and in employment requiring lower skill levels. They are well represented in TAFE but have lower success rates within modules. The qualifications that Indigenous peoples obtained were skewed towards lower skill level (Certificates rather than Advanced certificates) and they were less likely to participate in higher education.

ANTA. (1996). *Equity 2001: Strategies to Achieve Access and Equity in Vocational Education and Training for the New Millennium.* Brisbane: ANTA

This paper presents a 10 point approach to achieving improved access and equity for groups which are under-represented in vocational education and training, including Indigenous peoples. Strategies include: improving funding arrangements (longer term funding, based on outcomes sought and appropriately costed); more relevant training which is realistically linked to employment or other outcomes; improving discriminatory attitudes which also means raising the expectations of educators and employers regarding the courses chosen and levels of work expected of targeted groups; increasing literacy and numeracy skills; including basic work and life skills modules in training where appropriate; improving student and employee support; improving child care provisions for students; eliminating bias in competency standards, course content, teaching and assessment; increasing recognition of prior learning; and, improving flexible delivery.

ANTA. (1997). *Participation in Group Training, A Supplementary Paper to Taking Care of Business: Growth Through Group Training.* Brisbane: ANTA.

Group Training Schemes are intended to increase the number of apprenticeships and traineeships with small employers. This paper provides data concerning the representation, retention and completion of apprentices and trainees in group training for particularly client groups, including Indigenous peoples. Indigenous peoples in contracts of training are more likely to be with Group Training Schemes than with private sector employers and are more likely to be in traineeships than apprenticeships. Trainees are well represented across occupations; apprentices are more likely to be in building and construction (and less likely to be in electrical and printing trades). Completion rates for trainees and retention rates for apprentices are lower for Indigenous peoples than non-Indigenous.

ANTA. (1998). *Equity in New Apprenticeships: Background Paper*. Brisbane: ANTA.

The New Apprenticeships Scheme offers increased flexibility and supports a potential growth in training opportunities. This paper provides an overview of the access and equity implications of the scheme. The scheme is inclusive of a wider range of industries and occupations which increases people's access to publicly funded VET and training resources. The concept of User Choice means that groups can choose training which meets their needs. School students can engage in part-time paid apprenticeships which allows them the chance to complete the first stage of an apprenticeship and gain VET qualifications while remaining at school. Apprentices may become indentured to Group Training organisations who can organise ongoing employment across a number of employers which increases the availability of work to apprentices. The Scheme also provides for an increase in support services available.

ANTARAC. (1998). *Djama and VET: Exploring Partnerships and Practices in the Delivery of VET in Rural and Remote Aboriginal Communities. Volumes 1 and 2*. Northern Territory: NTU; Bachelor College; Training Network NT.

Volume 1 is an overview of issues which emerge from a review of the literature and research into six case studies of VET programs in rural and remote areas. The key issues which emerged included the significance of relationships with the interaction between Indigenous and non-Indigenous cultures, the impact of national policy on local communities and the implications for national curriculum design when it is introduced into remote communities. Although policy makers may appreciate what is needed to partially address training needs of communities, training providers often continue to deliver training in inappropriate ways and without adequate consultation for a number of reasons, sometimes to meet their own funding requirements.

The authors make recommendations regarding principles for best practice for VET delivery in remote Indigenous communities which include: culturally appropriate VET delivery; meaningful relationships between communities and training providers; workplace learning as a significant component of the program; customised training responses; quality student support; professional

development for trainers. It is also suggested that vocational training should be delivered for work embedded in Indigenous community business.

Volume 2 documents the six case studies: the Certificate in Horticultural Skills (Aboriginal communities) delivered by NTU to the outstations of Arnhemland; the Certificate in Health Studies (Aboriginal Community Health) delivered by Batchelor College in three remote communities in Central Australia in the Northern Territory; the Dhimurru Land Management Aboriginal Corporation situated in north-east Arnhemland; the Milikapiti Nutrition Program on Melville Island; Introduction to Stock and Station Skills, delivered at King Valley Station by Bill Fordham (the first Indigenous person to become a registered training provider in the Northern Territory); and the Katherine Tour Guide Training Program, involving a partnership between two Indigenous organisations based at Katherine and the Faculty of Aboriginal and Torres Strait Islander Studies, NTU.

ATSIPTAC. (1997). *New Apprenticeship and Traineeship Opportunities for Aboriginal and Torres Strait Islander Peoples. Discussion Paper.* Melbourne: ATSIPTAC.

The New Apprenticeships scheme provides an opportunity to increase what is currently a poor representation of Indigenous people amongst apprentices, provided that Indigenous people are fully involved and consulted. This paper provides an overview of the barriers to access and equity in VET which include limited pre-vocational programs, low literacy and numeracy skills, discrimination in many workplaces, limited employment opportunities in many communities and culturally insensitive educational institutions and work places. Individuals may also be disadvantaged by lack of child care, lack of transport and financial problems. ATSIPTAC recommends that vocational education should be based on local community needs. Pre-vocational courses should be developed to help individuals overcome the barriers they face as well as a 'strategically targeted marketing strategy for Indigenous traineeships, including schools based promotional activity which is appropriate in form and content' (p. 15). They also support the User Choice concept as an empowering process for Indigenous communities and express concern that access to private providers be facilitated.

'ATSIPTAC considers that if new apprenticeships are implemented without appropriate pre-program and in-program support, the proposed initiatives will be inefficient in terms of outcomes or else fail' (p. 17)

ATSIPTAC. (1998). *Building Pathways: School-Industry Work Placements for Aboriginal and Torres Strait Islander Secondary Students. Discussion Paper.* Melbourne: ATSIPTAC

Although secondary school curriculums traditionally emphasise academic subjects, a growing number of students are taking vocationally oriented subjects which sometimes involve structured workplace learning. This paper argues that

industry work placements developed by and for Indigenous peoples, as part of VET in schools programs for Indigenous students, provide significant opportunities for Indigenous students, which include: broadening the learning context; improving teacher student relationships; strengthening student/community (and school/industry) relationships; developing skills; providing links with employment; establishing pathways; and increasing the cross-cultural orientation of programs (p. 11). Desirable features of these programs include sufficient time for on-the-job which is properly planned, supervised, assessed and accredited. The programs should also take account of the student 'cultural, geographical and economic circumstances', address literacy and numeracy needs, provide realistic pathways for students and try to ensure that culturally sensitive work placements are organised for Indigenous students.

Australia Parliament Senate Employment Education and Training References Committee. (1996). *Report of the Inquiry into Education and Training in Correctional Facilities*. Canberra.

The report surveys the education and training needs of offenders (including Indigenous people, women and juveniles), describes current training and prison industries and discusses pre-release and post-release programs. The need for corrections services to place education and training at the core of their operations is stressed, along with corrections agencies being drawn into the planning, funding and training profile development associated with NVETS. (AEI)

Australian Bureau of Statistics. (1996a). *1994 National Aboriginal and Torres Strait Islander Survey. Australia's Indigenous Youth*. Canberra: AGPS

The statistics summarised in this report cover a range of factors which provide a context for viewing the lives of Indigenous youth including family and culture, health, housing, education, employment and income, law and justice. Indigenous youth participate in education at lower rates than all Australian youth and have lower attainment levels. Those surveyed were asked about the difficulties that they faced in participating in further study or training (for males, the main difficulty was travel or lack of transport and for females the main difficulty was lack of child care). The rate of unemployed among Indigenous youth is over twice the rate for non-Indigenous youth. A substantial proportion are long-term unemployed. CDEP scheme employment was a significant factor in raising the employment levels of people from remote areas. The main difficulty reported in finding work was transport problems; other difficulties were no work in a particular area of employment or no work at all (particularly in rural areas) and lack of education or training. At the time of the survey, 58 per cent of those interviewed were working or looking for work and of these 47 per cent were unemployed. Of those who were not looking for work, over half were studying or returning to study.

Australian Bureau of Statistics. (1996b). *1994 National Aboriginal and Torres Strait Islander Survey. Employment Outcomes for Indigenous Australians.* Canberra: AGPS.

As with the population in general, employment levels for Indigenous people were relatively low among youth. Three factors in particular were perceived as primary obstacles to gaining employment: the perceived absence of jobs (mainly rural areas); a lack of education, training or skills (most notably in urban areas, where mainstream labour market competition occurs - unlike rural areas where CDEPs exist); and transport problems in accessing places of work (particularly in capital cities).

The employment/population ratio for Indigenous male youth improved slightly between 1991 and 1994, while for female Indigenous youth, it declined; the labour force status of Indigenous female youth was lower than all other groups; one third of unemployed Indigenous male youth were long term unemployed, compared to half of all unemployed Indigenous females; Indigenous youth were far more likely to be in part-time employment than other youth; studying or returning to further studies was the main reason given by Indigenous youth for not actively seeking work, although female youth also cited a lack of available childcare and other family responsibilities.

The likelihood of employment in rural areas was about the same as in capital cities for both men and women, however these results are almost completely explained by the greater presence of CDEP in rural areas. A complete lack of formal education was the single biggest predictor of a lowered chance of employment for Indigenous people. This decreased chance of employment was even more pronounced for non-CDEP jobs. Educational attainment below year 10 also reduced the chances of employment but to a lesser extent than no education. Completion of year 12 increased the likelihood of employment over year 10, but this was more pronounced for women than men. Any kind of post-school qualification improved the chance of employment for both men and women over and above the level of schooling completed.

Australian Bureau of Statistics. (1998). *Experimental Estimates of the Aboriginal and Torres Strait Islander Population.* Canberra: ABS.

This publication contains experimental estimates of the Indigenous population based on the 1996 census.

Batten, M., Frigo, T., Hughes, P. and McNamara, N. (1998). *Enhancing English Literacy Skills in Aboriginal and Torres Strait Islander Students: A Review of the Literature and Case Studies in Primary Schools.* Melbourne: ACER Press.

This report provides an overview of the literature examining the context of learning for Indigenous primary school children, government policies and reports and English literacy development. In the case studies, teachers describe

strategies which have lead to improved literacy outcomes for their Indigenous students. An annotated bibliography is included.

Booth, T., Young, P. and Trivett, N. (1994). *Five years on: University of Wollongong Secondary Schools Link Program, 1989-1994: 1993 Evaluation Report*. Wollongong NSW: University of Wollongong. Secondary Schools Link Program.

This report presents an overview of the first five years of the Secondary Schools Link Program and summarises the range of evaluation activities which have been undertaken in the period. The program aimed to encourage aspirations of and encouraging tertiary participation by students from disadvantaged groups, including Indigenous students. The key element of the program were the Student Role Models (SRMs), students chosen from the university and TAFE as representatives of the target groups, and the stories which they presented to the students about their life experiences, demonstrating that higher education could be a viable option for students. Positive outcomes were described for all participants, including the SRMs.

Boughton, B. (in preparation) *Review of Research: Alternative VET Pathways to Indigenous Development*. South Australia: National Centre for Vocational Education Research (NCVER).

The first part of this paper evaluates current policy settings in Indigenous education and comments on contemporary writing on educational policy and research on the educational needs of Indigenous Australians. It is argued that 'human capital' theory and economic rationalist policy limits the way in which Indigenous education issues are perceived. An historical analysis of the causes of Indigenous unemployment and underdevelopment suggests the need for an alternative approach to VET research and provision for Indigenous communities and the development of alternative pathways. Education and training should be provided for communities which enables them to raise their living standards rather than requiring individuals to move away from their communities. The paper also recommends that attention be given to determining local and regional Indigenous development needs looking at the ways in which Indigenous organisations are able to provide alternative education and training rather than duplicating 'urban-based mainstream options'.

Boughton, B. and Durnan, D. (1997) *Education for Self-determination: A Review of the Implementation of the Recommendations of the Royal Commission into Aboriginal Deaths in Custody in Relation to Aboriginal Community -Controlled Adult Education*. FIAEP Report to ATSI: Canberra.

The authors comment on 'the failure by all governments to demonstrate any real commitment to the right of Indigenous people to choose their own alternatives to the dominant or mainstream education system' (p. 22) and call for a re-commitment to the findings of the Royal Commission and for funding and

support to be made available for community-controlled education and training, including 'non-accredited' programs.

Bourke, C. J., Burden, J. K. and Moore, S. (1996). *Factors Affecting Performance of Aboriginal and Torres Strait Islander Students at Australian Universities: A Case Study.* Canberra: AGPS.

The first part of this book contains a short literature review of research regarding attrition rates among Indigenous students in Australia and America. Barriers to successful participation in higher education include differences in learning styles, testing and measurements used to determine tertiary qualifications, differences in cultural orientation, family demands, literacy and numeracy achievement. Failed students were less prepared for their courses; rated quality of teaching low; had difficulty in achieving standard of work; were pressured from family and job commitments; used support students less often and reported loneliness and social isolation (young, male, ESL students were more at risk). Most suggestions from the literature to improve students' performance highlight the need to focus on 'improving secondary education; learning from the Indigenous perspective; learning skills perceived as valuable in the dominant culture; employing Indigenous staff members; and using different assessment systems for Indigenous students' (p. 7).

The research study involved over one hundred Indigenous university students. Students surveyed felt there was a need for expanded and better support services. Almost a third commented that the attitudes of some staff members were a problem, particularly in faculties other than the Faculty of Aboriginal and Islander studies. Accommodation and financial problems were critical issues for many of the students. Over half of those who had dropped out said that they had not felt welcome at the university and many of those who had decided to withdraw had experienced feelings of isolation. Inadequate career counselling and irrelevant courses were also noted as a problem. There was a higher 'lack of persistence' among on-campus students, than students who studied off campus. Recommendations included increased support for students, with particular focus on student motivation and persistence, study centres and support staff to 'establish a mentoring program to provide career advice and motivation to secondary school students'.

Brown, M and O'Brien, S. (1998). *Community Development Employment Projects Scheme: The Training Challenge.* Paper presented at the ATSIPTAC Second National Indigenous Peoples' Training Conference 'Challenging Pathways', March 9-12, Gold Coast, Queensland.

The Indigenous population for age 15 years+ is expected to increase by 38 per cent by the year 2006 (compared to a 12 per cent increase for the non-Indigenous adult population). This report provides an overview of the CDEP scheme which has absorbed much of the expanding labour supply. The 'training challenge' referred to in this article is to find alternative means to

provide employment opportunities for Indigenous youth and the need for them to be able to access appropriate training to enhance their chances for longer term employment. A diverse range of examples of 'best practice' are briefly described and general comment is made regarding positive social outcomes'. One of the programs refers to participants moving on to further education and 'mainstream' employment.

Carter, C. and Clilverd, S. (1993). Student support: the integrated OTEN model. In T. Nunan (Ed.). *Distance Education Futures: Selected Papers from the 11th Biennial Forum of the Australian and South Pacific External Studies Association (ASPESA)*, 21-23 July 1993, pages 385-398. Adelaide: University of South Australia.

This paper looks at and evaluates the New South Wales Open Training and Education Network (OTEN), its development, its roots, and its successes. Also, its strong emphasis on student support ethos - particularly, counselling, access, disabilities support, Indigenous support, prisons liaison, women's support, financial support, labour market programs, basic education and literacy support, and second language support. (AEI)

Coles, P. (1993). *Educational and Vocational Training Needs of the Aboriginal Labour Market in Rural and Remote Areas of the Northern Territory*. Canberra: AGPS.

'The information collected for this project indicates that Aboriginal people in remote areas are seeking training which, while meeting the needs of their communities, is of at least the same standard as that required of, and provided to, the wider community; and is demonstrably recognised as such. The recognition is provided by accreditation according to the same criteria which apply to mainstream training and courses, and by the portability of qualifications to urban to or other areas. There is also an important role for non-accredited courses' (p. 56)

This study aimed to provide information which would enable educational institutions in the Northern Territory, such as Batchelor College, to match educational and vocational training requirements to labour market requirements and Indigenous aspirations. It was recommended that the College continue to work in consultation with communities and use labour market information to assist in planning processes. Courses should be developed using Indigenous culture and values as their basis; use mixed mode delivery to meet the needs of students; increase the amount of places available to students; address students literacy and numeracy needs (through preliminary courses and ongoing support; these include subject/field specific courses and not just 'English survival' courses); and investigate ways of increasing academic support for students in their home communities. The establishment of a networked training information database was also recommended.

Collins, G. (1993). Meeting the needs of Aboriginal students. *Aboriginal Child at School*, 21(2),3-16.

The author provides a general overview of cultural, social, environmental and economic factors which may affect the Indigenous student's participation in school. Some of these include that the student may speak Aboriginal English as a first language or dialect, may have different ways of learning, may come from a community with limited employment opportunities (which may affect their perception of the importance of education) and they may experience lowered teacher expectations and an education which is not structured to meet their individual needs. Although many teachers maintain the importance of treating all children the same, individual differences should be accounted for.

Cooper and Lybrand Consultants; Ashenden Milligan. (1992). *Students at Risk Program: Case studies*. Canberra: AGPS.

The 10 case studies were undertaken during the operation of the Commonwealth Students and Risk Program in 1990 and 1991. Each case study outlines the strategies used, results and issues which arose from the implementation of the program. Direct quotes from staff and students which arose from the interviews are used.

Courtney, F. (1989). Aboriginal motivation and self esteem program at Kempsey High School. *Secondary Journal n.2*, 4-8.

The author described the development of a program at Kempsey High which started with the withdrawal of Year 7 Indigenous students to attend meetings where videos were shown and guest speakers from the Indigenous community, including the Police Liaison Unit, were brought in to discuss a range of career options and the importance of education. The program was extended to incorporate the establishment of a homework centre, self-esteem meetings for Year 8 students, motivation seminars for Year 9 students (organised by the Aboriginal Education Consultative Group), Year 10 meetings on vocational pathways and tutorial assistance provided for Year 11 and 12 students. Cultural excursions were also organised for students. Positive outcomes for the school and the students are outlined.

Daly, A. E. (1993). *Education and Employment for Young Indigenous Australians, 1986 to 1991*. Discussion Paper No. 50. Canberra: ANU, CAEPR.

The purpose of this paper is to present evidence on the educational and labour market status of young Indigenous Australians as reported in the 1991 Census, to build on similar work relating to 1986, and to provide information on the changes which have taken place between the two Census years. The data show that while there have been significant improvements in the educational levels of young Indigenous Australians, they remain behind those of other Australian youth. The evidence also shows that Indigenous youth were disadvantaged in the labour market; they were less likely to be in employment and more likely to be unemployed than other Australian youth. However, between 1986 and 1991, when conditions deteriorated in the Australian labour market in general, Indigenous youth experienced some growth in employment and a reduction in unemployment, the reverse of the patterns for other Australian youth. The important role of programs specific to Indigenous people in creating this result is discussed in the conclusion. The increased employment was however mainly in part-time jobs (mostly CDEP) requiring lower skills and providing lower income. (CAEPR)

Daly, A. E. and Liu Jin (1995). *Estimating the Private Rate of Return to Education for Indigenous Australians*. Discussion Paper No. 97. Canberra: ANU, CAEPR.

The purpose of this discussion paper is to estimate the private rate of return to post-compulsory education for Indigenous compared with other Australians. The results presented here show that there are considerable financial benefits to completing a post-secondary qualification for Indigenous people but the return to additional post-compulsory schooling is less attractive. Compared to others born in Australia, the private rates of return for Indigenous Australians were estimated to be lower for post-compulsory schooling and higher for post-secondary qualifications. These lower private rates of return to post-compulsory schooling could in part explain the low retention rates of Indigenous youth to

year 12. The high estimated rates of return to post-secondary qualifications may well reflect the particular abilities and levels of motivation of the small group of Indigenous Australians who now have these qualifications. Both education and employment and training policies have an important role to play in enabling Indigenous Australians to increase their opportunities in the labour force. (CAEPR)

Day, A. (1996). Developing the talents of Indigenous Australians. *Australasian Journal of Gifted Education*, 5(1), 26-29.

This article outlines the background to the Aboriginal and Islander Tertiary Aspirations Program in the Northern Territory, its aims, implementation and successful outcomes. The program aims to enhance retention rates of Indigenous students in senior high school and tertiary education. The submission to implement AITAP resulted from a research study carried out by the author (below). Major outcomes of the project outlined in this paper include 100 per cent participation from secondary schools, a growing level of student participation, high level of community support and support from DEET. Future possibilities for the project are mentioned including greater school ownership of the programs and its implementation in primary schools.

Day, A. H. (1991). *Aboriginal students succeeding in the senior high school years: A strengthening and changing Aboriginality challenges the negative stereotype* - Thesis. MEd, Northern Territory University, Casuarina NT.

This research study focussed on a small group of academically successful Indigenous secondary students at the senior secondary level. These students were found to have strong Indigenous and personal identities and possessed some vital Western school cultural knowledge and beliefs necessary for success at school (and they did not see this knowledge as a threat to their Aboriginality). All of the students had long term career goals and showed a determination and desire to succeed at school. Some students also choose their peers depending upon their attitude toward school. There was some evidence that teachers and administrators tended to push Indigenous students towards more practical courses rather academic subjects which might reflect a low expectation of Indigenous student achievement. The author argues that there has to be positive and ongoing support for Indigenous identity in schools; that school cultural knowledge necessary for academic success has to be made explicit to students and parents and that educators need to make qualitative changes in their relationships to Indigenous students.

Department of Employment Education and Training. (1989). *National Aboriginal and Torres Strait Islander Education Policy. Joint Statement*. Canberra: DEET.

This policy statement was endorsed by all states and territories and comprises three sections: the purpose of the policy (responding to Indigenous needs and aspirations); common goals (educational principles, long-term goals, and

intermediate priorities); and arrangements for policy implementation (strategic planning, financial, and monitoring, evaluation and review arrangements). The policy was reaffirmed for the 1993-1995 triennium (and extended to cover 1996) and again for the 1997-1999 triennium. The main objective of the policy is to raise Indigenous participation and success in education to the same levels as the rest of the community.

Department of Employment, Education and Training. (1995). *National Review of Education for Aboriginal and Torres Strait Islander Peoples: Final Report*. Canberra: DEET.

The report details the findings and recommendations from an exhaustive review of Indigenous education, involving commissioned research, analysis of relevant documents, publication of a discussion paper followed by receipt of 180 submissions and hundreds of consultations with Indigenous people around Australia. The principal findings and recommendations of the Review are presented under the following headings: involvement and self-determination; information as a prerequisite for decision-making; equitable access; raising participation; equitable and appropriate outcomes; reporting, monitoring and evaluation; and resources and needs. There are specific recommendations regarding improvements to the Commonwealth programs ASSPA, ATAS, VEGAS and AESIP (pp. 112-124).

Department of Employment, Education, Training and Youth Affairs. (1996). *Working Nation: Evaluation of the Employment, Education and Training Elements*. Canberra: DEETYA.

The report evaluates the *Working Nation* initiatives, introduced in 1994 with the aim of reducing unemployment and fostering sustainable economic growth. Attachment 2 of the evaluation documents the assistance provided to Indigenous clients since the introduction of the policy and shows a slight increase in the proportion receiving labour market program assistance which was attributed to the focus on the most disadvantage jobseekers, case management and the activities of the Remote Area Field Service. Factors affecting the employment prospects of Indigenous youth are mentioned (both educational and social - low literacy and numeracy levels, family and cultural responsibilities, homelessness and isolation) and the difficulty that some have in approaching the CES for assistance (lack of confidence, non-English speaking background, lack of Indigenous staff).

Department of Education, Employment, Training and Youth Affairs (1998). *Barriers to Work Study: Interim Report*. Canberra: DEETYA.

The interim report of this study documents the experiences of 23 Indigenous jobseekers. Factors which acted as barriers to obtaining and remaining in employment included: the impact of Indigenous values on their lives (particularly commitment to family); low levels of educational achievement

(compulsory and postcompulsory); low literacy and numeracy levels (a barrier to both work and further education); low levels of self confidence; problems with access to transport and financial resources; a lifestyle with less routine and more unpredictability than most non-Indigenous people; high levels of mobility; health and substance abuse issues; and a greater level of comfort in relating to other Indigenous people and organisations.

The report also examined the case management services used by the job seekers and identified a number of limitations regarding the way that the services operated. Suggestions were made relating to improvements in the way that services meet the needs of Indigenous clients. Barriers to self employment in the private sector were also identified. These included lack of self confidence, low educational attainment and literacy, lack of qualifications, access to capital and resources and the attitudes of the community (market). In addition to addressing these issues, the report recommended the use of role models, the provision of on-going mentoring, training and support, and education in marketing the concept of Indigenous businesses which can take advantage of specialist and community based markets. The report draws attention to the need for employers and employment service providers to be aware of the impact of values and culture on Indigenous employees if work placements are to be successful.

Department of Employment Education, Training and Youth Affairs. (1998). *Informing New Apprenticeships through Indigenous Specific Training Projects Project. Final Report. National Aboriginal and Torres Strait Islander Education Policy. Joint Statement.* Canberra: DEETYA.

The report identified a number of indicators of best practice as well as barriers to the successful uptake and completion of traineeships. Problems occurred when: the idea for the traineeships was generated externally to the Indigenous community; course modules were mainly developed by non-Indigenous people or outside the community; the process was rushed and took place without adequate negotiation; key parties were not involved in consultation or consultation was seen to be selective/tokenistic; undue attention on factors such as literacy, numeracy and work ethics in a deficit approach rather than attention to creating a supportive environment; lack of cross-cultural awareness or training responsibilities by employers; lack of continuity; mismatch between training outcomes and employer/industry expectations; lock-step and inflexible off-the-job training; and breakdowns in communication.

The report identifies a number of areas seen to be critical to success in the development and implementation of traineeships involving Indigenous communities and trainees are identified as a demonstrated understanding of the importance of the following factors:

- culturally appropriate training;

- partnerships between training providers, industry training companies, Indigenous client enterprises and communities;
- interactive linkages between workplace training and off-the-job training;
- customisation of accredited training courses by training providers in response to Indigenous client training needs;
- professional development for training provider staff to support Indigenous trainees;
- quality Indigenous trainee support determined by a holistic orientation to trainees' learning needs.

Eason, J. (1998) Macleay Valley Workplace Learning Centre Inc. An Overview of Our Programs and Structure.

The author provided an overview of the Indigenous education programs which were developed in consultation with Indigenous elders, community members and schools on the north coast area of New South Wales. The DEETYA funded programs cover cultural, social, vocational and educational issues. The centre services three high schools in Kempsey and offers TRAC and CREST programs, an Aboriginal Health Care Course and other labour market programs. Activities for Indigenous students which are funded under VEGAS, include a Year 9 motivation camp, a Year 10 careers excursion and Year 11 and 12 opportunities seminars. Details of the program can be found on the centre's website at <http://www.midcoast.com.au.users/crest>.

Elliott, K. and Kable, S. (1998). *Evaluation of the ASSPA Programme. Final Report.* Canberra: Department of Employment, Education, Training and Youth Affairs.

The Aboriginal Student Support and Parent Awareness (ASSPA) program was established in 1990 as part of the AEP. Fieldwork was undertaken for the evaluation, comprising interviews across the nation with a cross-section of school communities with ASSPA committees, departmental AEU staff and staff from the Indigenous Education Branch of DEETYA, and key informants. The evaluation findings are presented in relation to identified evaluation issues: penetration of ASSPA; participation rates and attendance levels; balance and effectiveness of activities; ASSPA Committee functioning and training; ASSPA Committee autonomy and level of influence on schools; impact on parents and the Indigenous community; impact of ASSPA on awareness and use of other Indigenous programs; impact of ASSPA on later educational motivation, progression and attainment; and methods for improving program efficiency and effectiveness.

Ensor, A. (1989). *Redressing the Balance: The Role of TAFE in Aboriginal Education.* Adelaide: TAFE National Centre for Research and Development (Australia).

This report reviews the current participation rates of Indigenous people in TAFE courses, identifies strategies which may help increase the number of Indigenous people in TAFE vocational courses, and makes recommendations on ways in

which TAFE can facilitate people of Indigenous descent gaining access to TAFE courses. (AEI)

- Ferrier, F.** (1998) The good, the bad and the unknown: equity and User Choice in VET. In F. Ferrier and D. (Eds.) *Different Drums, One Beat? Economic and Social Goals in Education and Training*. Anderson, CEET-NCVER.

In an evaluation of fifty national projects (including ten which were designated 'Aboriginal and Torres Strait Islander' initiatives) which piloted the User Choice concept for apprenticeships and traineeships, surveys and follow-up consultations confirmed the widespread awareness and acceptance of the importance of choice to Indigenous communities. The customisation of training to take account of special needs, learning styles and different life experiences and the involvement of communities in the development of the training programs and, in some case, its delivery was supported by those involved and was perceived to have contributed to positive outcomes for students which included improved self-confidence and a feeling of 'empowerment' for students and new learnings for the staff of training organisations about the needs of Indigenous students.

- Fitzsimons, P.** (1996). *Alice Springs Open Learning Partnership*. In 'Open Learning '96: proceedings of the 2nd international conference on open learning', Brisbane 4-6 December 1996, pages 88-91. Brisbane: Queensland Open Learning Network.

This paper reports on the Alice Springs Open Learning Partnership, which caters for both urban and remote students throughout the Centre of Australia, and networks with the Northern Territory Correspondence School, Alice Springs School of the Air, urban educational institutions, a databank of some two hundred employers, and civic and industrial representatives. This article describes the partnership as having addressed equity and access issues pertaining to Indigenous students, the disabled and the isolated. (AEI)

- Fraser, B. J., Malone, J. A. and Taylor P. C.** (1990). Tertiary bridging courses in science and mathematics for second chance students in Australia. *Higher Education Research and Development*, 9(2), 85-100.

Bridging programs in science and mathematics were designed to enable Australian students who haven't successfully completed Year 11-12 studies to qualify for entry to science and mathematics related courses in higher education. Although originally designed for Indigenous peoples, these bridging programs have broad application to all second-chance groups in Australia seeking special entry to tertiary courses. The bridging program materials emphasise diagnostic assessment, individualised instruction, short-term learning goals and the independence of learners, although a course tutor also must be available to play various instructional, personal support and management roles. Evidence supporting the success of these bridging programs is provided by the fact that, from a small group of Indigenous people who tried out the materials for the first

time, one was accepted for a university course in medicine and another was accepted for training as a commercial pilot. (AEI)

Golding, B., Volkoff, V. and Ferrier, F. (1997). Report of equity literature: Barriers, strategies and policies. In ANTA. *Stocktake of Equity Reports and Literature in Vocational education and Training*. Brisbane: ANTA.

Barriers to participation in vocational education by Indigenous people include lack of understanding of cultural difference by non-Indigenous people, inappropriate providers' response, low literacy and numeracy skills resulting from previous disadvantage, lack of employment opportunities in many Indigenous communities (which makes training less meaningful) and lack of control of Indigenous people over all aspects of training. The authors call for the implementation of principles identified in the National Review; the recognition by educational institutions of Indigenous peoples (including an acknowledgment of their diversity) and the provision of relevant and culturally appropriate programs which incorporate an Indigenous perspective and provide support structures for students.

Golding, B. and Volkoff, V. (1998). *Learner attributes and their outcomes: Experiences of Indigenous VET participants from a longitudinal study*. Paper presented at the ATSIPTAC Second National Indigenous Peoples' Training Conference 'Challenging Pathways', March 9-12, Gold Coast, Queensland.

This study involved a series of interviews with Indigenous VET participants to explore the link between learner attributes and self-reported outcomes. Rather than Aboriginality being defined as a cause of disadvantage, the study identifies a range of sources of disadvantage, particularly having a first language which is Indigenous, rather than English. Institutions often fail to identify these people as NESB and focus instead on 'low literacy and language skills'. They also document the histories of participants which involve a long series of set-backs, highlighting the fact that for many of the participants, associated outcomes of the course such as improvement of vocational skills, increased self-confidence and social contacts were just as important as other vocational outcomes. In spite of overlapping with other equity groups Indigenous people have a reasonably high participation in VET courses, although participation tends to be in short courses, at low skill levels and with low outcomes in labour market terms.

Golding, B. and Volkoff, V. (1997). *Some implications for Australian Indigenous training from a VET longitudinal research project*. Paper presented to the ATSIPTAC National Networking Group, August 26, Canberra.

The presentation was based on two main sources of research, a longitudinal study of access, participation and outcomes in VET for equity target groups and a study of two-way movement of people between VET and university. A number of pertinent points are made including the importance of the existence

of culturally sensitive VET programs, the need to increase Indigenous teaching input and the problem of reducing successful outcomes to a single figure as Indigenous people participate in VET for a variety of reasons, not just for employment purposes. The paper argues Indigenous people are most likely to benefit from specifically targeted Indigenous programs: 'There is little empirical evidence of how access and outcomes can improve thorough the mainstreaming of equity in a wider VET context' (p. 6). Comment is also made on the concept of User Choice and that the most disadvantaged groups in society end up with the least choice in a system where the user pays.

Grant, M. (1996). *Promoting rural Aboriginal off-campus study using information technology and other innovative strategies*. Paper read at 17p. Paper presented at the Joint Conference of Educational Research Association, Singapore and Australian Association for Research in Education, 25 29 November 1996, Singapore Polytechnic.
<http://www.swin.edu.au/aare/conf96/GRANM96.069>.

Indigenous students from rural New South Wales must cope with isolation and distance from the University as they undertake Diploma in Aboriginal Education/ Bachelor of Teaching studies in a part-time mixed-mode course. Once immersed in their communities following residential schools, they struggled to manage their studies along with work, family, and community responsibilities. They wanted more frequent contact with each other and university staff for encouragement and to sustain motivation. A review of the program in 1995 noted these data, and further concluded that printed course materials did not sufficiently take account of Indigenous preferred learning modes. In order to address these issues in 1996 and with the support of a National Teaching Development (CAUT) Grant, a number of initiatives were taken. Local study centres using existing information technology infrastructure at schools, TAFEs, Open Access Learning Centres and libraries were established. Students now use e-mail and the Internet/World Wide Web for contact and as learning resources. Interactive text-based teaching materials with graphical elements have replaced more traditional text, and development of a course Web site, specific-purpose videos and other resources are underway. (AEI)

Groome, H. (1995). *Working Purposefully with Aboriginal Students*. Wentworth Falls, NSW: Social Science Press.

The author discusses the significance of identity in personal growth and factors which have an impact of the development of identity. In the second section of the book, he provides teachers with a number of strategies which enable them to develop an understanding of the students' lives, develop positive relationships in the classroom and deal with teaching and learning issues.

Groome, H. and Hamilton, A. (1995). *Meeting the Educational Needs of Aboriginal Adolescents*. Canberra: AGPS.

The information provided in this report confirms that schools are not meeting the needs of Indigenous adolescents. Examples of good practice point to the need for schools to provide environments which support Indigenous students developing their sense of identity, promote positive relationships (home/school; school/community) and bonds among Indigenous students, outlaw racial harassment, and develop culturally appropriate resource and teaching programs. It is recommended that steps are taken to increase teacher skills to deal with Indigenous students and increase the employment of Indigenous teachers, to improve resources and extend Careers/Tertiary aspirations projects into vocational as well as higher education.

Group Training Australia. (1997). *Access and Equity and Work, Group Training Success Stories*. Brisbane: GTA and ANTA

This booklet contains a collection of programs run by Group Training Companies which promote apprenticeship and traineeship opportunities for a range of people who have traditionally experienced disadvantage in the labour market. Some of these include horticulture training for Indigenous juvenile offenders, retailing and management, hospitality, building and construction. Some of the programs emphasised provided pre-vocational courses in literacy and numeracy. The Western Australia GTA network employed an Indigenous Project Coordinator who is responsible for locating Indigenous people to place in 50 apprenticeships each year over three years. The work of the Murray Mallee Training Company Koori officer also lead to an increase in the numbers of Indigenous people participating in training and employment in that region.

Harris, S and Malin, M.(Eds.) (1994). *Aboriginal Kids in Urban Classrooms*. Wentworth Fall, NSW: Social Science Press.

The collection of articles in this book offer constructive suggestions for enhancing the teaching and learning process for Indigenous students in primary schools. The underlying messages in the articles, including the importance of establishing positive student/teacher relationships in classrooms which are culturally responsive, are equally relevant for teachers of Indigenous adolescents.

Hester, D. (1994). A fair chance for whom? The interaction between university special entry schemes and Australian Commonwealth Government initiatives in support of disadvantaged students. *Education Research and Perspectives*, 21(2), 95-121.

This article considers the criteria of disadvantage as determined by the Department of Employment, Education and Training and examines the relationship between groups defined as disadvantaged and university special entry schemes. One group, Indigenous students, are divided between courses especially designed for them and mainstream courses; the former group tends to be marginalised, the latter to have a low success rate. Since admissions policy is

more conservative in Australia than in countries like the United States of America where 'quota' provisions apply, it is unlikely that schemes will greatly reduce social imbalances at Australian universities, even for Indigenous students for whom the greatest concessions are made. The interaction between special entry and general entry is discussed in an appendix. (AEI)

Higher Education Council. (1996). *Equality, Diversity and Excellence: Advancing the National Higher Education Equity Framework*. Canberra: AGPS

This report assesses the progress of the higher education system towards the equity objectives set out in *A Fair Chance for All*. There have been improvements in participation for a number of the designated equity groups and these successes have been the result of removal of most of the obvious barriers to participation by disadvantaged groups. However, inequalities still exist and the qualitative data on equity structures and practices in universities suggest that there is still a need for change in order to achieve a higher incidence of good equity practice across the sector. A number of recommendations and a detailed strategic plan for the pursuit of equity for the next five years are provided. (AEI)

Hore, T. and Barwood, B. (1989). Strategies for improving access to university including programmes to assist in the transition from secondary to tertiary institutions. *Australian Universities' Review*, 32(1), 2-5.

One of the programs described in this article is the Monash Orientation Scheme for Aborigines (MOSA) which involved a preparatory year of full-time study for Indigenous students. As well as functioning as a bridging course, MOSA provided an 'enclave' for students, providing them with educational support, a sympathetic community and their own space on campus.

Hunter, B. (1996). *The Determinants of Indigenous Employment Outcomes: The Importance of Education and Training*. Discussion Paper No. 115. Canberra: ANU, CAEPR.

The National Aboriginal and Torres Strait Islander Survey provided a unique opportunity to re-examine the underlying determinants of Indigenous employment. The recent Centre for Aboriginal Economic Policy Research/Australian Bureau Statistics publication *Employment Outcomes for Indigenous People* emphasises the importance of education and training in securing better employment outcomes for Indigenous Australians. Regression analysis is used to highlight the large potential gains to Indigenous employment that can accrue through improved access to education. This paper argues that labour force statistics which compare Indigenous and non-Indigenous outcomes should be adjusted, using a simple technique, to account for the large differences in educational attainment in the respective population. (CAEPR)

This report highlights the importance of education with regard to employment: completion of Year 10 or 11 increases employment chances by 40 per cent; completion of Year 12 increases employment chances by nearly 13 per cent for

Indigenous females; a post-secondary qualification increases employment chances by between 13 and 23 per cent. Recent arrest reduces employment chances by 20 per cent for males and 18 per cent for females; education reduces likelihood of arrest/incarceration.

Hunter, B. (1997). The determinants of Indigenous employment outcomes: the importance of education and training. *Australian Bulletin of Labour*, 23(3), 177-192.

This article provides a detailed review of the regression results in Employment Outcomes for Indigenous People (ABS 1996) and presents an interpretation of the implications for policy makers. New material is presented which underscores the importance of education in determining employment outcomes. 'Education is the single largest factor associated with current poor outcomes for indigenous employment' (p.189). The author notes the complication of analysing statistics which classify those working on CDEP schemes as employed as this can distort the actual picture.

Hunter, B. and Borland, J. (1997). *The Interrelationships between Arrest and Employment: More Evidence on the Social Determinants of Indigenous Employment*. Discussion Paper No. 136. Canberra: ANU, CAEPR.

Preliminary analysis of the 1994 National Aboriginal and Torres Strait Islander Survey (NATSIS) indicates that arrest is one of the major factors underlying the poor employment prospects of the Indigenous population. Unfortunately, these early studies could not determine the direction of causality between arrest and employment. This paper addresses this problem by distinguishing the employment effect of the arrest from the effect of the unobservable characteristics of those arrested.

The findings of this paper resonate with the recommendations of the Royal Commission into Aboriginal Deaths in Custody. In particular, ensuring that Indigenous citizens stay out of jails should be a priority policy issue for governments who are concerned about Indigenous employment outcomes. (CAEPR)

Hunter, B. and Schwab, R. G. (1998). *The Determinants of Indigenous Educational Outcomes*. Discussion Paper No. 160. Canberra: ANU, CAEPR.

Although Indigenous students are staying on longer at school, proportionally less are staying on beyond the age of 15 and they are 10 times less likely than non-Indigenous Australians to have a degree and over 20 per cent more likely to be unqualified. The experience of being arrested was significantly related to school attendance, as was living in a household where others had been arrested. Other features of the home environment were significantly related to attendance and retention at secondary school, including whether other household members were qualified or at school and general living conditions. Place of residence was also related to educational outcomes: Indigenous youth in remote areas were less likely to be in school. The implications of these findings is that governments need to address social inequities, and also reduce the contact of Indigenous youth with the criminal justice system and provide the opportunity for them to continue secondary school if detention occurs. This paper is based on data from

the last three censuses and the National Aboriginal and Torres Strait Islander Survey.

Ison, A., and Gillies, D. (1997). 'My son reckoned I'd never get one of these' new directions for Aboriginal education. *Literacy Now*, n.3, 11-12,18.

After seeing their Nyungar Indigenous students drop out year after year, staff at the South West Regional College of TAFE in Bunbury Western Australia, adopted a different approach by introducing the Certificate of General Education for Adults with self paced learning, delegating a high level of responsibility to Aboriginal Support Officers and maintaining strong communication lines with the local community. (AEI)

Kearns, P., Murphy, M. and Villiers, G. (1996). *Industry Education Partnerships: Innovation and Learning. Report Five, Access and Equity Case Studies*. Melbourne: Victoria. Office of Training and Further Education (OTFE).

'In developing training and employment programs it is essential to have Aboriginal community support. This concept of ownership is important in the development of Aboriginal and Torres Strait Islander programs. The traditional Indigenous view and experience of work has been ignored and debased by non-Aboriginal Australians' (p. 22-3). One of the case studies documented in this report is the *Hospitality Industry Aboriginal Recruitment Training Program*. Key features of the program included a mentor support program for trainees and their families, workplace training and assessment in five star hotels, program delivery which recognised Indigenous learning styles and the involvement of Indigenous leaders and communities in the program's development. Two-way learning took place in that the hospitality industry learned from their experience in cross-cultural training about Indigenous learning styles and culture. It was felt that this added to the quality of the program. Successful outcomes included employment for trainees. Employers and managers spoke highly of their own learning.

'It was considered important for the new trainee to have strong support behind them during the training, both on and off-the-job as Aboriginal people are often under immense pressure while in a training situation. This pressure can originate from having to relocate into an unfamiliar environment. One of the most important forms of support is that of the family. It was important in the early stages of the program that the family of each of the participants was given the opportunity to learn about the training program and what it involved. A second pilot program [after one in Perth] was conducted in Broome at the Cable Beach Club. A feature of this program was an exchange process whereby managers and supervisors participated in a special cultural tour of the local community.' (p. 26-27)

Keys Young. (1994) *Evaluation of the Aboriginal Tutorial Assistance Scheme (ATAS)*. Report. Canberra: DEET.

The review found considerable support for the ATAS program, which provides individual or group tuition through homework centres, as a way of addressing the educational disadvantage experienced by Indigenous people. Positive outcomes for students were identified which included increased self-esteem, confidence and motivation, improved quality of work, enhanced social skills, reduced absenteeism and increased parental participation in schools. Even so, the scheme does not operate consistently well in all places and the report recommended a greater uniformity in application of guidelines, improved promotion of the scheme and measures to increase parental support, improved staffing and resourcing in remote and rural areas and improved training for the Indigenous education workers.

Kimberley, H. and McIntyre, J. (1998). *Pathways for women from ACE to VET*. Western Australia: WADOT.

Examples of culturally appropriate pathways for Indigenous women are given which include: the Certificate in Bi-Cultural Life Studies (NT) for which community leaders were trained to present modules which covered literacy, numeracy and health; and a Certificate in Commercial Printing for Koories (Albury-Wodonga) which delivered a program that was structured to meet learners' preferences and provided support and respect for family obligations.

Kirkby, D. (1993). Competence - methodology or ideology? The implications of competency based training for Aboriginal vocational education and self determination. *Curriculum Perspectives*, 13(3), 1-9.

Examines competency based training (CBT) in terms of its impact upon Indigenous vocational education and argues that CBT, as part of economic rationalist ideology, is inimical to the ideal of Indigenous self determination. The author postulates that there needs to be a shift from emphasising pre-determined lists of competency skills on that basis - subject matter needs to be examined and interpreted within its context. (AEI)

Lazarevic, R. (1992). *The self esteem of rural and urban Aboriginal school students in New South Wales*. MPsyCh(Ed), University of Newcastle, Newcastle NSW.

The results of this study showed that the Indigenous students surveyed (Years 4 to 9) had a significantly lower level of self esteem than non Indigenous students; that Indigenous students in rural areas had a lower level of self esteem than urban Indigenous students. The level of self esteem of Indigenous primary school students was similar to Indigenous secondary school students. The main areas which discriminated between Indigenous and non-Indigenous students included factors which related to home, school, health and the values, personal qualities and attributes of the Indigenous students.

Legislative Assembly of the Northern Territory, Public Accounts Committee. (1996). *Report on the Provisions of School Education Services for Remote Aboriginal Communities in the Northern Territory*. Darwin.

The report covers a range of factors which influence the low academic achievement of Indigenous students living in remote communities, including housing and health, which in turn are related to poor attendance and unpunctuality. Concern is expressed regarding the level and method of funding for education. Particular attention is paid to low literacy and numeracy levels of students: 11-16 year old students in remote Indigenous schools average at about a Year 3 level whereas the Committee suggests that Year 7 is a basic level at which to function in the wider community and a Year 10 level is needed for students who wish to take on leadership roles in their communities. The Committee highlights the extent to which Indigenous students speak English as a second language and call for funding which recognises this. Community support is also necessary if the gap between the achievement levels of urban and remote students is to be closed, in particular, communities to understand the importance of school attendance. Concern is also expressed regarding the problem of effectively evaluating short term programs and the Committee recommends that funding should come to the States to support long term educational programs to allow for appropriate planning and evaluation.

The minority Report also pointed out that there was no evidence of a child from a remote school completing Year 12 in the NT and that governments also need

to acknowledge the poor attendance at Indigenous schools and provide funding according to the number of school age children in the community. Long term programs are needed if communities are to be able to develop a schooling culture; housing and health issues need to be addressed; the Commonwealth needs to acknowledge ESL needs and fund ESL programs for Indigenous people; and in remote areas, the provision of facilities/programs for secondary education needs to be a priority.

Lester, J. (1994). Aboriginal education and training into the 21st century, In *Selected and Edited Papers Presented at the National TAFE Senior Executives' Conference*, Kooralbyn, 7-8 October 1993. South Australia: NCVER.

This paper considers a number of key issues for Indigenous people. It recommends the involvement of Indigenous people in educational planning, increased participation of Indigenous youth in vocational education, the continuation of tertiary preparatory courses, flexible teaching methodologies, courses which enable students to develop their literacy skills and the development of a National Diploma in Aboriginal Vocational Studies.

Lorraine Brophy & Associates and Monsoon Consulting. (1997). *Youth Consultation Strategy: Youth Survey Report*. Queensland: FNQ Employment.

Year 9 to Year 12 students were surveyed in this project in an attempt to develop a profile of their employment and training needs. Of the 308 students surveyed, 35 were Indigenous: over 31 per cent came from an ESL background and over 60 per cent came from a non-urban area. Compared to the non-Indigenous students, they were more focussed on VET courses, had a lower school retention rate and were more likely to rate the following factors as high regarding career choice: career prospects, pay, helping people, working with others.

Lundberg, D. and Cleary, M. (1995). *Organising a fair go: fair participation in vocational education and training and the Victorian Negotiated Targets Strategy*. Adelaide: NCVER.

This report evaluates, against the background of comparable practice in other states and territories, the Victorian Negotiated Targets Strategy as a practical and cost effective means of achieving increased participation of disadvantaged groups in accredited TAFE vocational education and training programs. (AEI)

Markey, P. E. (1994). *Sport, physical education and academic success: playing on the same team for Aboriginal students?* MEd, Northern Territory University, Casuarina NT.

This pilot study examined the relationship between sport, physical education and academic success through interviews with a small group of Indigenous students who had been academically successful. Findings lead the author to suggest different scenarios may occur, including a positive involvement in sport which nurtured skills and understandings such as self discipline, planning and leadership (which may lead to academic success and employment) and a negative involvement which may detract students from academic achievement and prospects of employment. It was suggested that schools adopt strategies to enhance the transfer skills from sport to education to achieve improved academic attainment or increased employment opportunities.

MacPherson, A. (1992). *The exclusion of disruptive students from Western Australian government schools: 1984-1990*. MEd, University of Western Australia, Perth.

This study examined the use of exclusion as an intervention for dealing with disruptive behaviour using files on 162 students excluded from school. Of the total excluded student population 35.8 per cent were Indigenous students. The report notes that, as well as having their education interrupted through exclusion, many students excluded from school require special services and may therefore be denied access to appropriate education. Three excluded students were interviewed, along with their parents and school personnel and the attempts made by the school to modify students' behaviour are outlined.

Marshall, J. and McGrath, S. (1997). Stocktake of reports 1990-1995, selected summaries. In ANTA. *Stocktake of Equity Reports and Literature in Vocational Education and Training*. Brisbane: ANTA.

The stocktake includes literature and reports and, where applicable, details of the recommendations in reports regarding equity in VET. A range of equity target groups are covered including Indigenous peoples.

Masters, G. and Forster, M. (1997a). *Mapping Literacy Achievement: Results of the 1996 National School English Literacy Survey*. Canberra: DEETYA.

The report presents the outcomes of a comprehensive survey of the literacy achievements of Year 3 and Year 5 students in Australian schools. As well as the main sample of 7500 students, there was a Special Indigenous Sample of 800 students. The performance of the Special Indigenous Sample was at a lower level than the Main Sample in the three strands of the national English profile framework that were assessed in the survey.

Masters, G. and Forster, M. (1997b). *Literacy Standards in Australia*. Canberra: DEETYA.

This report, based on the results of the National School English Literacy Survey, was prepared for the minister to inform the benchmarks process and provide information about performance standards in reading and writing.

Maxwell, T. W., Hansford, B. and Bennett, T. (1997). Aboriginal students' perceptions of school. *McGill Journal of Education*, 32(2), 99-124.

This study, conducted in a secondary school in an isolated Australian town, focused on Indigenous students' perceptions of their lives in schools and classrooms, and on their teachers and their aspirations. This allowed a consideration of aspects of cultural differences between school and non-traditional Indigenous community culture. The data were gathered from interviews based upon a questionnaire, three 'snapshots' being taken over a period of three to four years. Observational data were also collected. As a result of 130 interviews, students were seen to have a vocational orientation to life in school though they did not perceive that they had high self esteem, especially the boys. Teachers' interpersonal characteristics were admired and their professional qualities identified, but their expectations were perceived to be

somewhat different from students' peers. Students were seen to have unrealistic aspirations. While there was some evidence of culture shock, some students saw the school as being a haven. Specific methodological problems are identified. (AEI)

McClelland, A., MacDonald, H. and Macdonald, F. (1998) Young people and labour market disadvantage: The situation of young people not in education or full-time work. In Dusseldorp Skills Forum. *Australia's Youth: Reality and Risk*. Sydney: Dusseldorp Skills Forum.

This article looks at the situation of young people who are engaged in marginal activities, 15 to 19 year olds who are not in full-time work and are not engaged in education or training. These young people are more likely to have left school early, have parents who are engaged in unskilled or manual labour, come from families with lower socio-economic status and to be Indigenous Australians. Recommendations of the paper include the need to minimise early school leaving, supporting school to work transition programs and early intervention programs, improving training opportunities for people in part-time and casual employment, stimulating employment opportunities and delivering labour market programs and further researching the background of youth who are not in the labour market.

McDonald, T. (1997), *The Gulf Schools Strategy*. Unpublished paper. Queensland: ASTF.

This paper documents the initial planning of a school and industries approach to addressing the socio-cultural issues within the communities of Doomadgee, Mornington Island and Normanton. The strategy aims to enhance relationships between the schools and developments at Pasminco Century Project, use education and industry resources to benefit all parties and to address issues of change as social and economic opportunities emerge as a result of the mining development. The reference group for the project includes school principals, key industry representatives, DEETYA and community representatives. The project was at the time of this report in its infancy stages but is beginning to become operational.

McInerney, D. M. (1991). Key determinants of motivation of non-traditional Aboriginal students in school settings: recommendations for educational change. *Australian Journal of Education*, 35(2), 154-174.

This research was designed to investigate culturally specific elements of non-traditional Indigenous motivation. Among the aims of the research were to study: the salient determinants of motivation of urban and rural non-traditional Indigenous students in mainstream educational settings; the relevant background factors that influence Indigenous motivation in these settings; the dynamics of decision making that orient the Indigenous student to continue with school beyond the minimum school leaving age; and ways in which

education programs may be made more adaptive to the special needs of Indigenous children. A consistent picture of the urban Indigenous child at school emerged from the analyses. In contrast to the Anglo and migrant comparator groups, the explanatory base for the Indigenous child's decision making within the school environment appears restricted to a small number of key variables. (AEI)

McIntyre, J., W. Ardler, Warner T. Morley, N. Solomon, and L. Spindler. (1996). *Culture Matters: Factors Affecting the Outcomes of Participation in Vocational Education and Training by Australian Indigenous Peoples*. Broadway NSW: University of Technology Sydney (UTS). Research Centre for Vocational Education and Training (RCVET).

A summary of the main report of the project outlined below.

McIntyre, J., Ardler, W., Morley Warner T., Solomon, N, and Spindler, L. (1996). *Culture Matters: Community Report: Reporting on a Project to Explore what Factors Affect the Outcomes of Vocational Education and Training for Aboriginal and Torres Straits Islander People*. Broadway NSW: University of Technology Sydney (UTS). Research Centre for Vocational Education and Training (RCVET).

This report presents the findings of a research project into factors affecting the participation of Indigenous Australians. 'Learner interviews showed that the over-riding factor identified by students for achieving success is a recognition of their Aboriginality, at each stage of the educational process' (p. 2); through course content, peers, staff, delivery, assessment, support on campus, support of family/community - either all or some of these factors need to exist. English language learning was a significant dimension of learning for some. Institutions indicated that the following factors had contributed to successful outcomes for their students: recognition of Aboriginality, support services (and space for students and staff), involvement of community in course development, recruiting of Indigenous staff, general staff development and flexible structures and deliver systems. (p. 5-7)

The report concludes that education and training for Indigenous Australians has to be approached as a cultural and cross-cultural activity and suggest ways of achieving culturally appropriate arrangements which are primarily through negotiation, not through imposition. This might include: making institutional space for Aboriginality; involving communities in course design; negotiating course delivery; recognising staffing and support issues; including language and literacy learning in courses; and evaluating effectiveness of each part of the system. The authors also caution against emphasising access and participation at the expense of educational quality and cite McDonald (1995), 'Aboriginal people come to non-Aboriginal institutions to get non-Aboriginal skills and knowledge not to get 'Aboriginal education''. To deny students a quality experience of non-Indigenous education is to doubly disadvantage them.

McNamara, N. and Valadian, M. (1994). The needs of special groups. In *'Research Priorities in Vocational Education and Training - a Discussion'*, papers presented to a conference hosted by ANTA Research Advisory Council in Sydney, April 1994. Leabrook, South Australia: National Centre for Vocational Education Research.

This paper addresses the special needs of Indigenous peoples. Since this group is a microcosm of the wider Australian community, what applies to Indigenous peoples can often apply to other groups in the community. The special needs of the nursing students in this study included the language of discourse (in chemistry), the mode of delivery and access for students from remote communities. The authors argue that these problems existed for non-Indigenous students also, putting an onus on the institution to improve teaching from all students.

Ministerial Council on Education Employment Training and Youth Affairs (Australia) (MCEETYA) Taskforce for the Education of Aboriginal and Torres Strait Islander Peoples, chair P. Hughes. (1995). *A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples 1996-2002*. Carlton South Vic.

Among the recommendations made by the taskforce is a call for attention to be paid to transition issues: from compulsory to post-compulsory and from school to further education and/or employment. Strategies are suggested to ensure improved access, participation, and equitable and appropriate achievement levels for Indigenous students at school, in VET courses and in higher education.

Misko, J. (1998, draft). *Transition Pathways. What happens to young people when they leave school*. Canberra: DEETYA.

This paper examines the transition pathways from school to work for young people using research and statistics from the ABS, NCVET and DEETYA. A number of pathways are identified including compulsory to postcompulsory schooling, school to VET/higher education/work/apprenticeships/traineeships. The importance of developing literacy and numeracy skills and school completion is discussed as well as the role of labour market assistance programs. While there is no specific consideration of Indigenous students, the paper provides a broad overview of the topic.

Moran, T. (1998). *Vocational education and training in Australia in the New Millennium*. Speech presented at the ATSIPTAC Second National Indigenous Peoples' Training Conference 'Challenging Pathways, Gold Coast, Queensland. <http://www.anta.gov.au>

'The growth in new communications and educational technologies is an exciting and *inevitable* progression. It will have a dramatic effect on vocational education and training in the new millennium: not only on *how* we deliver and administer training but on *what skills* we need to impart and *what careers* we are training people for.'

This paper argues that Flexible Delivery, as a form of computer based learning, can make a huge difference to increasing educational opportunities for Indigenous peoples, especially those who live in rural or remote areas. The author calls for increased investment in hardware and software, the continued development of on-line training products form Training packages and assistance for all stakeholders to take part (governments, training organisations, teachers and students). Examples of centres where investment and support for Flexible Delivery are occurring include the trialing of on-line delivery of VET modules in the NT for remote clients and teachers through a Flexible Delivery centre in Katherine, the delivery of retail traineeship training in NSW using teleconferencing and audiographics through the New England Institute of TAFE and a proposal to install a training infrastructure network for 3-5 communities in the Gulf of Carpentaria region.

The importance of User Choice for Indigenous communities is also emphasised: 'It is the *key* to increasing self determination for Aboriginal and Torres Strait Islander peoples over education and training. This applies to both public and private provision of training, and is not just about apprenticeships and traineeships but about all sorts of learning experiences'.

Mountney, P. (1990). *Report of an Evaluation of the Automotive Modular Integrated Training System (AMMITS) in New South Wales*. Brisbane: Queensland Department of Employment, Vocational Education and Training.

The Automotive Modular Integrated Training System (AMMITS) is designed to provide trade training for Aborigines and Torres Strait Islanders in the field of automotive mechanics. It offers an opportunity for the trainee living in the remote community to complete trade training without leaving home for extended periods of time to attend TAFE college. AMMITS consists of 24 modules of study; each one dealing with a section of repair and maintenance to the motor vehicle. The modules allow w the trainee to progress at a rate at which he/she feels comfortable and confident. In 1989/1990 components of AMMITS were trialed in New South Wales, Queensland and the Northern Territory. The findings in this report relate specifically to the NSW trial. A case study approach including site visits to each of the three centres involved in the trial was used and information was collected through interviews and document analysis. The major findings of the evaluation was that the AMMITS concept could be more widely used in the provision of learning programs for Indigenous people. (AEI)

Munns, G., Mootz, D. and Chapman, D. (1996). *I want to start again: Thoughts from some Aboriginal students who are staying at secondary school*. Paper presented at the Joint Conference of Educational Research Association, Singapore and Australian Association for Research in Education, 25-29 November 1996, Singapore Polytechnic. <http://www.swin.edu.au/aare/conf96/MUNNG96.272>

A report on research in progress which aimed to identify why some Indigenous students were staying on at school. Five Indigenous students were interviewed and described the factors which encouraged them to stay on at school. The authors argue that educational participation cannot be assessed by statistics alone; equity is also about participating in 'an education which is culturally sensitive and which offers equal outcomes' (p. 2). They found that there was considerable interplay between outside personal and socio-cultural factors and inschool factors. Factors which seemed to encourage pupils to stay on at school included: an environment which supported their feelings of cultural identity; supportive peer groups and adults; and a school which seriously addressed the issue of academic achievement - 'placement in appropriate classes with teachers who offer interesting lessons and treated Koori students with respect was considered an important factor'.

Nasir, T. (1996). Aboriginal and Islander Tertiary Aspirations Program. *Australian Journal of Career Development*, 5(2), 7-11.

This article is about the Aboriginal and Islander Tertiary Aspirations Program (AITAP), which aims to enhance the attendance and academic achievement of Indigenous students during their secondary school years to increase the number of Indigenous Australians successfully completing Year 12 studies. AITAP encourages them to nurture aspirations involving tertiary education while maintaining their pride in their cultural behaviour. (AEI)

National Languages and Literacy Institute of Australia. (1994) *Best Practice in Aboriginal and Torres Strait Islander Education*. Adelaide: University of South Australia Printing.

This collection of conference papers cover a range of strategies and programs designed to enhance literacy learning across the curriculum for Indigenous students in primary and secondary schools.

National Languages and Literacy Institute of Australia. (1996). *Desert Schools: Vol. 1. Executive Summary; Vol. 2. Research Report; Vol. 3 Literature Review*. Canberra: Department of Employment, Education, Training and Youth Affairs.

A very detailed and comprehensive report of a research project undertaken in seven desert-based Indigenous communities in South Australia and in Northern Territory and Western Australian locations close to the South Australian border. The aims of the project were: to identify the factors which significantly affected English language development and use; to describe the patterns of language use and the status of language varieties and their influence on English language development and use; and to describe patterns and levels of spoken and written English integral to learning and teaching. A sub-project was devoted to each of these objectives. The focus was on students of secondary school age, and a collaborative research approach was used, involving Indigenous and non-Indigenous educators and community members. The literature review identifies

a number of key issues in the educational disadvantage experienced by Indigenous people in remote schools including culturally inappropriate teaching strategies and forms of assessment, the relevance of school, teacher training, teacher expectations, student motivation, relationships, language issues, attendance, housing, health, substance abuse and community funding resources.

New South Wales Technical and Further Education Commission, Multicultural Education Unit. (1995). *Vocational Education and Training Issues for People of Aboriginal and Torres Strait Islander and Non-English Speaking Background*. Ashfield, N.S.W.: Multicultural Education Unit, NSW TAFE.

This study aimed to identify perceptions of and attitudes towards VET, to identify barriers for Indigenous students, particularly girls, wishing accessing VET courses, to identify current patterns of participation and to recommend strategies to remove barriers for target groups. It was found that Indigenous students and their parents had a low opinion and appreciation of VET courses (although not as low as those from NESB backgrounds) and that these perceptions were influenced by family and friends, and by the perceived and actual poorer outcomes of VET. The target groups had also experienced difficulty enrolling in VET courses particularly those in high demand. The strategies suggested to remedy these problems focus on improving perceptions and knowledge of VET, increasing participation (through supporting language and literacy programs and other student support measures, including professional development of staff to increase cross-cultural awareness) and improving outcomes in terms of clearer pathways and incentives for employers to employ targeted groups so that they can have access to entry-level training.

Nile, R. B. (1990). *An exploratory examination of school effectiveness in selected Western Australian government schools with Aboriginal students*. MEd, University of New England, Armidale NSW.

In an attempt to identify effective Indigenous schools, this study collected data via questionnaires, interviews and observation, from school leaders, classroom staff, Indigenous students and their communities over 12 months. The main factors relating to the perceived effectiveness of the school related to the school's principal (leadership style, communication skills, value system, approach to the improvement process and, the degree and type of collaborative planning and implementation of policy). Other factors included: geographic location and environmental aspects; degree of cultural embeddedness of the client population; staffing numbers, ages and experience; and degree and type of school support mechanisms operating.

Northern Territory Department of Education. (1994). *Aboriginal and Islander Tertiary Aspirations Program (AITAP) Handbook*. Darwin: NT Department of Education

The program is designed to address the issue of Indigenous students' under-representation at the senior secondary level of schooling particularly in courses

which are necessary for entrance to higher education. It aims to encourage more Indigenous students to complete their secondary schooling to the end of year 12 and gain a SACE (NT) which will enable them to apply for entrance to tertiary education courses. It recognises that a wide range of issues affect the students' academic success at school and aims to enhance not only academic achievement and skills but also personal and cultural identity. This book describes the program and emphasises its nature both as a system-level and school based initiative. During its development, a wide range of organisations and individuals has been consulted. The content of the program aims to reflect a comprehensive view of the issues identified and possible solutions. It provides suggestions for the program's implementation at school level and should provide a resource for AITAP coordinators. (AEI)

Penny, A. (1995). Aboriginal and Islander career aspirations program. *Australian Journal of Career Development* 4(1), 12-13.

The Aboriginal and Islander Career Aspirations Program (AICAP) was established early in 1994 to provide career guidance and educational support for Indigenous youth in South Australia. This case study outlines the aims, objectives, planning and implementation of the project. (AEI)

Quinn, T. (1995). Opportunities for group training. In ANTA, *Towards a Skilled Australia: National Conference on Vocational Education and Training*. Brisbane: ANTA.

This paper looks at opportunities for group training. It examines the rationale behind group training; funding considerations, strategic planning, the role of the ACTU-Lend Lease Foundation partnership; traineeships, specific group training programs, retail skills centres; Working Nation, access and equity issues; needs relating to trainees from non-English speaking backgrounds, trainees with disabilities, and Indigenous people; international opportunities; and future possibilities. In describing the activities of group training companies with Indigenous people, the author quotes increasing numbers engaged in apprenticeships and traineeships around the country, the involvement of some companies in consulting with local Indigenous communities and a couple of programs successful building and construction programs.

Randell, A. (1988). *Aboriginal Communities Operating with Community Development and Employment Programs*. In Analysis of Current CDEP Operations and Planning Future Activities, Workshop held at Hamilton Downs 23 - 25 August 1988. Darwin: Northern Territory Open College.

The workshop was held for communities in the Southern Region to establish a better understanding of CDEP operation. The workshop program is given. Current CDEP activities are listed together with the number of people involved in each. Possible reasons for the success or otherwise of each activity are given. Few participants had grasped the full potential of the program for building up

people and communities. The workshop, run and organised by the Northern Territory Open College, was funded by the Department of Aboriginal Affairs. (AEI)

Rich, K., Berrevoets, E., Grey, K., O'Brien, C. and Waller, V. (1994). *Review of Employment Strategies for Aboriginal and Torres Strait Islander People*. Canberra: AGPS.

Employment Strategies is an element of the Training for Aboriginal and Torres Strait Islanders Program (TAP), itself a key component of the Aboriginal Employment Development Policy (AEDP). At the time of the evaluation, 150 strategies were in operation at state and national levels. The report is constructed around case study material which illustrates the types of strategies and their degree of success. There is a concluding chapter on future directions for the program.

Rigney, D., Rigney, L. I. and Hughes, P. (1998). *Report of Aboriginal Students and the South Australian Certificate of Education (SACE)*. Adelaide: Senior Secondary assessment Board of South Australian.

This study aimed to identify both inhibitive and supportive factors relating to the participation and completion of the SACE by Indigenous students in South Australia. A major concern which emerged in the course of the research was the lack of understanding by students, parents and Aboriginal Education Workers of the SACE. Discussions of a barriers experienced by students included non-SACE factors such as racism, lack of parental support, sometimes a lack of support at school from AEWs attributed to the lack of training given to AEWs, lack of availability of tutors, transiency, poverty and competing responsibilities. SACE specific factors which emerged as barriers included a confusion regarding the structure of the SACE and associated terminology, inflexibility of SACE and time demands having a negative impact on student/teacher relationships. Enabling factors included supportive parents and peers, role models, positive relationships with teachers/counsellors and support mechanisms introduced by schools for Indigenous students (Nunga rooms, homework centres, tutors and the ASSPA program), provision of ESL where appropriate and the strengthening of inclusive practices through Aboriginal Perspectives Across the Curriculum.

Rivers, A. (1996). Recognising the emotional needs of young Indigenous students. In J. Izard and J. Evans (Eds.), *Student Behaviour: Policies, Interventions and Evaluations: Selected Papers from the 1996 National Conference on the Behaviour Management and Behaviour Change of Children and Youth with Emotional and/or Behaviour Problems*. Melbourne: Australian Council for Educational Research.

The statistics relating to school retention, academic success, and vocational training and employment, indicate that schools are still failing many Indigenous students. Early intervention strategies developed specifically to prevent the development of emotional and behaviour disorders among children in high risk families in Indigenous communities and improved assessment, and therapeutic intervention and support for Indigenous students exhibiting poor educational outcomes and problem behaviour, might improve the performance of such students in our schools. Such interventions might also reduce in Indigenous communities the incidence of child and adult behaviours resulting from emotional and behaviour disorders, and assist in breaking a self-perpetuating cycle of failure and alienation. (AEI)

Rizzetti, J. (1995). *More than Just Words: Good Practice in literacy Provision in the Koorie Vocational Context*. Preston Vic: Northern Metropolitan College of TAFE. Aboriginal Services Unit. (AEI)

This book documents the collective knowledge and experience of a range of educators who work in vocational education settings. In particular they highlight the need to be aware and respectful of language differences (students who are speakers of Aboriginal English), differences in learning styles, the dynamics of the formal learning situation and the implications of these factors for Indigenous students. For example, competency based assessment may be experienced by some students as a decontextualisation of the learning process and they may experience difficulties with this mode of training. The book also highlights the importance of selecting appropriate and supportive work placements for Indigenous students, especially for their first work placement. This may mean that training organisations need to ensure that they foster and maintain links with Indigenous organisations and organisations which have Indigenous liaison officers.

Schwab, R. G. (1996). *Indigenous Participation in Higher Education: Culture, Choice and Human Capital Theory*. Discussion Paper No. 122. Canberra: ANU, CAEPR.

Indigenous enrolments in higher education have risen consistently in recent years, though Indigenous students are still proportionally under-represented in Australian institutions of higher education. A close examination of recent enrolment and completion data reveals that Indigenous students are far more likely to enrol in the post-Dawkins 'new universities' and are less likely to be found at the pre-Dawkins 'research universities' than are non-Australian students. Indigenous students are also over-represented in enabling and non-award courses and under-represented in higher degree courses. Most

Indigenous higher education completions are in the fields of arts and education, while Indigenous completions in business, engineering and science are low in comparison to non-Indigenous completions. It is suggested that these patterns arise not only from a history of educational disadvantage and a variety of structural obstacles, but they are also shaped by a range of culturally-based evaluations and individual choices regarding appropriate and valuable courses of study. (CAEPR)

Schwab, R. G. (1997). *Post-Compulsory Education and Training for Indigenous Australians*. Discussion Paper No. 131. Canberra: ANU, CAEPR.

There exists in Australia a significant tension between the nature and definition of government goals of education, which are substantially economic, and the essentially social educational goals of Indigenous people. This paper addresses those tensions as they relate to post-compulsory education. It begins with a depiction of findings from the first national survey of Indigenous people pertaining to levels of qualification, desires for further education, and preferred institutions for education and training. The paper then turns to an analysis of the economic and social tensions that have resulted from increasing economic rationalism in education, and explores three prominent economically-based education goals: the development of human capital, increased educational efficiencies and 'enhanced' outcomes. The conflict between these and a range of Indigenous cultural assumptions and practices are then examined. The paper closes with discussion of the policy challenges inherent in attempting to find a balance between the economic imperatives of government and culturally-based Indigenous educational goals. (CAEPR)

Schwab, R. G. and Campbell, S. F. (1997). *The Future Shape of ABSTUDY: Practical and Policy Implications of the Recent Proposed Changes* Discussion Paper No. 137. Canberra: ANU, CAEPR.

ABSTUDY, the Aboriginal Study Assistance Scheme, is one of the most contentious special programs in Indigenous affairs. In May 1997 the Howard Government announced a number of changes to ABSTUDY, including substantial reductions in funding by fiscal year 2000–01; these changes are to go into effect from 1 January 1998. This paper has been prepared to provide an overview of the announced changes and speculate on some of the possible outcomes. The issues are not merely political ones. If Indigenous access to education is impeded, participation will decline. If participation declines, employment opportunities will likely decline as well. If employment opportunities decline the social welfare bill, and associated negative externalities for Australia, will increase. (CAEPR)

Smillie, R. (1990). *Performance Indicators for Aboriginal Programs in TAFE: A Discussion Paper*. Leabrook, South Australia: NCVET.

This paper focuses on Indigenous people from community areas who, upon graduation, either choose to return to those areas or to seek employment in an urban environment. It addresses performance indicators in TAFE from a cross cultural perspective, in order to highlight the inappropriateness of applying commonly used indicators from mainstream TAFE across cultural boundaries to Indigenous programs. (AEI)

Smith, D. E. (1996). *CDEP as Urban Enterprise: The Case of Yarnteen Aboriginal and Torres Strait Islanders Corporation, Newcastle*. Discussion Paper No. 114. Canberra: ANU, CAEPR.

This paper is the most recent in a series of case studies investigating the socioeconomic and policy features characteristic of urban Community Development Employment Projects (CDEP) schemes. Yarnteen Aboriginal and Torres Strait Islanders Corporation is located in Newcastle and has developed a successful enterprise in tandem with the CDEP scheme's more usual employment objectives. The paper describes the innovative employment projects established under Yarnteen's CDEP scheme and the development of its bulk warehousing enterprise. Two main questions are investigated: firstly, what are the identifiable factors involved in Yarnteen's success and, secondly, are there any obstacles impeding that continued success? One factor identified as an obstacle for the scheme was the apparent inability of ATSIC to respond within a reasonable time-frame to the scheme's enterprise proposals. Factors identified as combining to make the scheme a success included: managerial competence and professionalism (senior managers were long-term employees of the organisation); in-house coordination of training; the scheme's previous experience in Indigenous employment service delivery; the setting of realistic business goals with ongoing planning and evaluation; and, the blending of cultural and corporate objectives.

South Australia, Department of Employment, Training and Education, South Australia. (1998) *Framing the Future: Project Report*. South Australia: DETE.

The ANTA funded Framing the Future Project is the subject of this report which includes a description of the Wiltja Program at Woodford High School, South Australia, started in 1980 by a group of Anangu women. The program enables students from the Tri-State Western Region of South Australia to access mainstream education in a large city school, achieve their SACE and to pursue further education and training. A number of issues for the Indigenous students were identified which included irregular attendance (due to family and cultural demands), lack of knowledge about requirement and expectations that students have about the workplace due to their geographical isolation and the fact that many come from communities with high unemployment and limited access to employment and high levels of homesickness/illness and cultural difference. The program provides multiple entry and exit points for students, work placements and intensive support and counselling for students. Some accreditation problems were identified which need to be addressed.

General barriers to access and success for Indigenous students and students at risk are described, along with strategies to overcome them. Barriers included lack of information, selection procedures, TAFE constraints, lack of flexibility, inappropriate pedagogy, organisational problems and inadequate funding. Improvements to the system included a change in teaching methodology (eg holistic approach, supportive and empathic to group needs, tasks pitched at an appropriate level) and course structures (eg emphasising experiential learning, small class sizes, maintaining information pathways, establishing networks of employers responsive to students needs). In particular, the report highlights the need for funding arrangements and productivity benchmarks which reflect the true cost of programs for students at risk.

Spicer, I. (1997). *Independent Review of the Community Development Employment Projects (CDEP) Scheme*. Canberra: Commonwealth of Australia.

This review found that the majority of CDEPs have provided significant skills enhancement and an improved quality of life for their participants. However, it was seen as important that CDEP not be seen as the only solution to either unemployment or other community issues. The review recommended a revised CDEP objective which focuses on assisting individuals in acquiring skills which benefit the community, develop business enterprises and/or lead to unsubsidised employment.

Amongst other areas, the Review looked specifically at Employment and Training issues. The Review found considerable evidence that CDEP is effective in facilitating the transfer of participants to other employment. However, it was also noted that CDEP are not funded to provide accredited training for participants or undertake the individual case management needed to secure employment. The review recommended that CDEPs be given access to more flexible, community focused on-site training delivery by TAFE systems and training providers. It was further recommended that CDEPs develop linkages with employment placement providers in order to prepare participants for employment outside the scheme.

Stanley, O. and Hansen, G. (1998). *ABSTUDY: An investment for tomorrow's employment.* <http://www.atsic.gov.au/abstudy>

The review of ABSTUDY, undertaken for ATSIC, contains a comprehensive coverage of relevant education and economic policy contexts, a history of ABSTUDY, and an overview of social and economic indicators. The review findings are presented in relation to education, employment and income, and student assistance. The chapter on education provided evidence that education systems are failing Indigenous people at all levels in terms of equitable participation and achievement. It was shown that levels of education are positively linked to employment, and that employment prospects for Indigenous higher education graduates are particularly high. Administrative problems with ABSTUDY are highlighted, and the lack of statistical evidence to show the effect of ABSTUDY on educational and employment outcomes. Given ABSTUDY's importance in improving access and participation, the authors strongly support the retention of a special Indigenous student assistance scheme.

Sturman, A. (1985). *Aboriginals and the Transition from School to Work.* Unpublished paper. Melbourne: Quality of Education Review Committee.

This article provides information about the education and vocational aspirations, attitudes and attainment of Indigenous students and their parents and the education performance of students. Despite low participation and achievement rates, educational and vocational aspiration levels were relatively high.

Sweet, R. (1998). Youth: The rhetoric and the reality of the 1990s. In Dusseldorp Skills Forum. *Australia's Youth: Reality and Risk.* Sydney: Dusseldorp Skills Forum.

This article provides an overview of the situation for young people as they move from school to work. Long-term trends show a continuing increase in youth unemployment ('In Australia, the unemployment rate among 15-24 year olds is 2.2 times as high as the rate among 25-54 year olds' (p. 15)) and a decrease in the availability of full-time employment opportunities. Year 12 retention rates are also currently in decline. The author points out that almost 15 per cent of 15 to 19 year olds are not in full-time education or full-time employment; as well as those who are unemployed, a growing number of young people are in low paid, part-time or temporary employment after school. Increased participation in vocational education and training courses is mainly by older students and despite a growth in school-industry programs, in many instances contact with the workplace was quite limited.

The author argues that economic growth and job creation schemes do not necessarily foster the skills and qualifications that young people need to compete effectively with adults in the labour market. Strategies to deal with problem of youth unemployment include special employment incentives for employers to hire young people, increasing the 'attractiveness and holding power' of schools

by supporting the inclusion of vocational education courses and work placements in school curriculums, supporting the movement of young people from insecure to secure employment (through actions plans, mentoring, portfolio building activities) and the provision of a entitlement for early school leavers to assist them in the transition to employment (with a maximum value equivalent to the public cost of their post compulsory education had they continued on at school).

Taylor, A. (1997). Literacy and the new workplace: the fit between employment-oriented literacy and Aboriginal language-use. *British Journal of the Sociology of Education*, 18(1), 63-80.

In this paper, assumptions regarding the nature of workers' participation in the new workplace in the competency based language and literacy schemata are identified. In particular, the degree to which the vision of participation, as measured by specific language and literacy competence for the workplace, is likely to be shared by Indigenous Australians in both remote and settled Australia is considered. Related factors impinging on adult Indigenous acquisition and demonstrations of language and literacy competence in this context are discussed. The author suggests that the maintenance of distinctive style of language may be an example of passive resistance against assimilation and incorporation into the dominant society's way of life. Concern is expressed regarding the way in which the *National Framework of Adult Language, Literacy and Numeracy Competence* presents a vision of the workplace which is not culturally inclusive.

Taylor, J. and Altman, J. (1997). *Escalating Economic Costs of Indigenous Employment Disparity*. Canberra: ATSIC.

This paper draws attention to the underlying demographic trends and predicts a worsening of the economic situation for Indigenous Australians. The Indigenous population is increasing in size at a much greater rate than the non-Indigenous population resulting in an expanding working-age population. The current high level of CDEP employment and lower levels of employment in the private sector contribute to an employment/population ratio which is likely to decline from 35 per cent to 31 per cent by the year 2006 and the Indigenous unemployment rate is likely to increase from 39 per cent to 47 per cent by the year 2006. (The non-Indigenous employment/population ratio currently is 58 per cent; the non-Indigenous unemployment rate is currently 8.5 per cent). Employment opportunities will need to increase substantially for Indigenous Australians just to maintain the status quo.

The authors call for a continuation of CDEP along with strategies to move people from CDEP employment and into the mainstream employment. They also support the continued underwriting of labour market programs, the encouragement of greater business opportunities and support for Indigenous business ventures, and a greater input of resources to improve areas such as education, housing, health and incarceration, which in turn effect employment outcomes for Indigenous Australians.

Taylor, J. and Hunter, B. (1996). *Indigenous Participation in labour Market and Training Programs*. Discussion Paper No. 108. Canberra: ANU, CAEPR.

Despite the fact that large numbers of Indigenous people participate in labour market and training programs each year, little information has hitherto been

publicly available regarding their characteristics and the nature of program involvement. Using information obtained from various administrative databases held by the Department of Employment, Education, Training and Youth Affairs, this paper describes the changing distribution of Indigenous participation in labour market programs in recent years and provides details of the age, sex and location of program participants. Further insight into Indigenous participation in training courses is provided by data from the 1994 National Aboriginal and Torres Strait Islander Survey. Program participation is shown to have steadily risen in the 1990s with increased emphasis on clients in remote rural areas. Also noted is continuation of a well established trend towards an increasing share of program placements in mainstream programs. The significance of this is underscored by the finding that persons who had attended a training course were more likely to be employed in the mainstream labour market. Despite this, there still appears to be a mismatch between large and growing numbers of program participants and low net employment gain. (CAEPR)

Taylor, J. and Hunter, B. (1997). Promoting growth in Indigenous employment: The role of the private sector. *Australian Bulletin of Labour*, 23(4), 295-313.

The authors consider the over-representation of Indigenous peoples in the public sector and the vulnerabilities this entails along with current cutbacks to programs and the CDEP (which accounts for about a quarter of Indigenous workforce). They note that ATSI has highlighted the importance of increasing Indigenous employment in the private area and increasing the Indigenous private sector. While their analysis confirms the importance of the tourism, rural industry and cultural industry strategies in place to 'exploit the comparative advantage of Indigenous people in these areas', they suggest that potential exists for further strategies to increase employment in these areas. With the increasing Indigenous population in major urban areas shown in 1996 census data, it is important that other areas of employment are also targeted.

Taylor, J. and Hunter, B. (1997). *A Profile of Indigenous Workers in the Private Sector*. Discussion Paper No. 137. Canberra: ANU, CAEPR.

The current re-orientation in policy emphasis towards engagement with the private sector as the primary source of future employment growth for Indigenous people raises questions about how this might be achieved. As a prior step, this paper considers what is known about the present involvement of Indigenous people in the private sector and how this might be relevant to policy development. (CAEPR)

Teasdale, J. and Teasdale, R. (1996). *Pathways to Where?: Aboriginal and Torres Strait Islander Participation in Vocational Education and Training*. Leabrook, South Australia: NCVER.

This study tracked the participation of Indigenous students' in TAFE, from their entry into the system to their exit. Results showed concern that pathways were

mainly non-vocational: two thirds of the Indigenous students enrolled in VET were completing catch-up or pre-vocational programs, and 'statistics continue to show that Indigenous people are under-represented in all vocational streams and fields of study' (p. v)

Recommendations included that: VET provisions for Indigenous Australians be transferred to their own management; Indigenous people should redefine VET according to their own community's needs; there should be increases in Indigenous staff; recognised prior learning which affirms Indigenous culture and languages; and improved pathways for Indigenous Australians.

Wignell, P. and K. Boyd. (1994). *Kakadu National Park as a Case Study in Workplace Literacy*. Melbourne: National Language and Literacy Institute of Australia (NLLIA).

This report explains the very complex sociocultural features of the workplace at Kakadu National Park (combining as it does traditional Indigenous ownership and custodial obligations, with all the trappings of a modern bureaucratic structure and culture). The report focuses on what types of written text are used and are necessary in managing the park, how those texts interconnect and what types of difficulties these texts are likely to have for park rangers. The practical recommendations are able to make very specific references to improving the form of texts used within the national park and to provide sound suggestions as to how workplace training texts might be improved and appropriate curriculum developed to ensure that all rangers have access to promotion. (AEI)

Wren, N. (1992) *Helping to Get Work Done: A study of the Aboriginal Tutorial Assistance Scheme as it is used at the Centre for Aboriginal and Islander Studies at the Northern Territory University*. MEd: Northern Territory University.

Surveys and structure interview with key individuals and an analysis of available statistics suggested that the regular use of an ATAS tutor enhanced the confidence of participating students and was related to improved attendance, retention rates and quality of academic work of students.

Woods, D. (1996) *Aboriginal students - Where to after Year 10? The Australian TAFE Teacher, July, p. 26.*

Comments on studies of school retention rates which show a marked contrast in the choice of post Year 10 pathways for Indigenous and non-Indigenous students regardless of parents' socio-economic status. Indigenous students are more likely to leave school earlier but are also more likely to undertake apprenticeships or engage in VET courses. The author argues that there should be an analysis of reasons for this trend, that is why schools are not meeting the needs of these students.

Woolcock, B. (1996). *Civil skills centre - an industry provider*. Paper presented and the National Seminar Best Practice and Quality Systems, 8-9 August, Sydney. ANTA/DTEC

The Civil Construction Skills and Technology Centre was established to provide training in the civil operations sector of the building and construction industry. The centre has delivered a number of innovative training activities, some of which are outlined in this paper. Programs which have involved Indigenous organisations and communities are characterised by consultation and communication and hands on training in areas of need where participants gain formal skills training and on the job assessments and which can be articulated into AVTS traineeships.