

Client & Student Voice Action Group
Indigenous Sub-group

CONSULTATION PAPER

A consultation with stakeholders of the National Training System on new national Indigenous Client and Student Advisory Arrangements

January 2006
Endorsed for release for public consultation

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**TOWARDS
NATIONAL INDIGENOUS CLIENT & STUDENT ADVISORY ARRANGEMENTS
FOR THE NEW NATIONAL TRAINING SYSTEM**

**CLIENT & STUDENT VOICE ACTION GROUP- INDIGENOUS EQUITY SUB-GROUP
CONSULTATIVE PROCESS**

INTRODUCTION

Following the Prime Minister's announcement of the transfer of the roles and responsibilities of the Australian National Training Authority (ANTA) to the Department of Education, Science and Training, in effect from July 1, 2005, a new national training system has been established. The system builds on the strengths of past arrangements and is forward looking to ensure a high quality, flexible and responsive training sector delivers genuine competency based qualifications to provide the skilled people required by industry and business, now and into the future.

In February and March 2005, during consultations held to develop new directions for the national training system, stakeholders agreed that a responsive national training system must take account of the views of all students and clients. There was support for client advisory arrangements to be maintained – particularly for Indigenous students and students with a disability. There was also strong support for considering the views of all students, particularly for disadvantaged students. However, there was no consensus on the form that such arrangements may take.

This paper is the first phase of a two staged consultation process for establishing a national advisory arrangement that can provide advice to the training system on better meeting the needs of Indigenous clients and students – a group whose participation and success in the training system and in sustainable employment outcomes are significantly poorer than for other client groups. The paper seeks to inform the development of Indigenous client and student voice advisory mechanisms by providing relevant background information and a starting point for stakeholders to consider appropriate advisory mechanisms.

Your views and ideas on appropriate advisory mechanisms are vital to ensuring the advisory arrangements, to be in place by June 2006, meet the needs of Indigenous people, their families and communities.

The next phase of consultations will be a series of targeted face-to-face forums during late February/early March.

This consultation paper is aimed at canvassing input from a broad range of peak bodies and other stakeholders across

- Indigenous communities, agencies and peak bodies
- The Industry sectors
- Registered Training providers
- Employers and employment agencies
- State and Commonwealth government bodies; and
- Individuals in, or who have an interest in, vocational and technical education.

This document is intended to guide feedback. It outlines and seeks comment on:

1. The objectives of the Advisory Arrangement,
2. Proposed principles for the new Advisory Arrangement
3. The advisory model proposed by AITAC which the Indigenous Sub-group has suggested be used as starting point for discussion; and
4. Possible advisory models

BACKGROUND

At the 10 June 2005 Ministerial Council meeting, Ministers endorsed a proposal to immediately set up an Action Group to develop recommendations on the best arrangements to support ongoing high level advice on the needs of all learners.

The Client and Student Voice Action Group (CSVAG) has been established to undertake this work. The Action Group's Terms of Reference and membership is available at

http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/#Action_Groups.

At its first meeting in November 2005, the Action Group agreed to a work plan timeline, which can also be found at the above link. New national client and student advisory arrangements are to be in place by June 2006.

The Action Group's Indigenous Equity Sub-group is responsible for developing an advisory mechanism for Indigenous students and clients. A further two sub-groups, the Disability Equity Sub-group and General Equity Sub-group, are developing specific mechanisms for their client groups.

The Indigenous Equity Sub-group includes diverse industry, government and client group representatives. The list of members can also be found at the above website.

MAKING A SUBMISSION

Respondents are asked to reply to all or some of the questions posed in the paper. Other comments may also be included in submissions.

Closing date for Submissions is COB Friday 17th February 2006.

Submissions should be provided as a Microsoft Word document or in Portable Document Format (PDF). Otherwise please type or write the response clearly in black ink on A4 paper. Submissions should not be bound and only one copy is required.

Submissions must be signed and, if from an organisation, the appropriate authorisation should be made clear. Emailed submissions should include name, phone number and postal address.

The preference is for submissions to be forwarded by email to: skye.blake@nt.gov.au

Alternatively submission can be provided:

By facsimile to: **(08) 89011326**

By post to: **Attn: Skye Blake
Department Employment, Education and Training
GPO Box 4821
Darwin NT 0801**

Any interested parties that may not have been directly sent this consultation paper can download the consultation paper from:

http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/action/csvag.htm

A further two consultation papers – from the Disability Equity Sub-group and the General Equity Sub-group can also be downloaded from this site.

Forums

In late February and early March, targeted stakeholders will be invited to participate in consultation forums to further discuss, develop and refine ideas proposed in submissions. It is anticipated that a total of five forums will be held in Western Australia, Northern Territory, far-north Queensland, New South Wales and South Australia. Please indicate your interest in attending one of these forums by email to the address above. Participants will be required to fund their own attendance to the forums.

Updated information about the consultation process will be available at http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/action/csvag.htm

1. Objectives of the New Advisory Arrangements

The agreed *Framework for the New National Training System* states that mechanisms for engaging students will be built into the national training system. It proposes that client and student advisory arrangements be established to:

- engage with students;
- ensure the views of all students, particularly disadvantaged students, are considered in training planning and delivery; and
- support ongoing high level advice on the needs of all learners, particularly people with a disability and Indigenous Australians, towards improved training outcomes.

The *Framework* is available at

www.dest.gov.au/sectors/training_skills/publications_resources/agreement/default.htm.

2. Proposed Principles to underpin the new advisory arrangements

The agreed principles of the new national training system are:

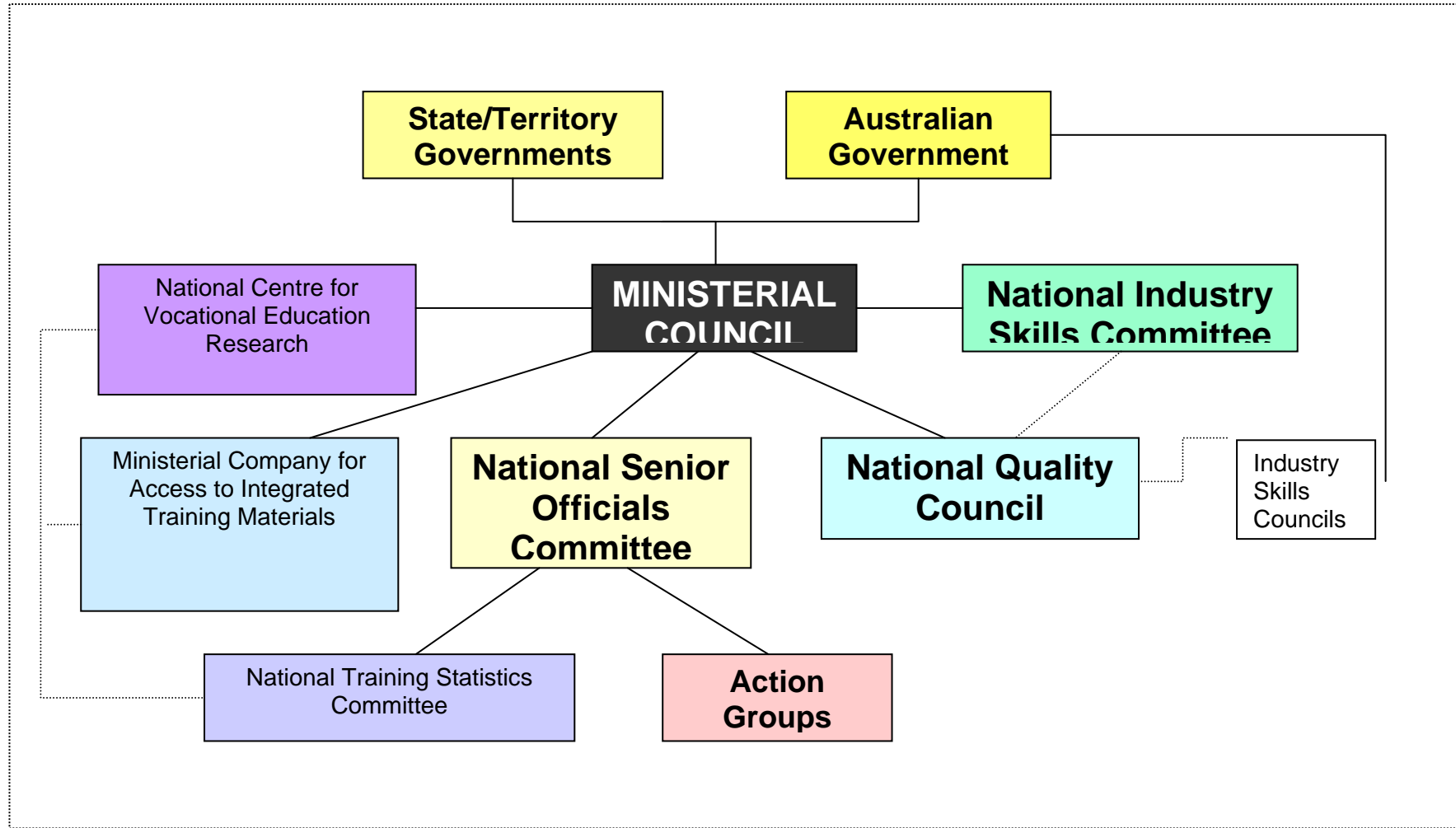
1. industry and business needs both now and for the future, drive training policy, priorities and delivery;
2. better quality training and outcomes for clients through more flexible and accelerated pathways, are assured;
3. processes are simplified and streamlined and enhance national consistency;
4. young people have opportunities to gain a wide range of lasting skills that provide a strong foundation for their working lives; and
5. training opportunities are expanded in areas of current and expected skill shortage.

Taking the above principles for the training system as a base, the following proposed principles have been developed to guide thinking about the scope, activities, linkages and operation of the new Indigenous client advisory arrangement:

1. The activities of the new advisory arrangement should be consistent with the principles of the National Training Framework.
2. The new advisory arrangement should:
 - a. have a clearly defined scope of activity;
 - b. adopt an evidence based approach to providing advice;
 - c. provide advice that is action oriented and leads to tangible training and employment outcomes;
 - d. be credible with the client group through appropriate, transparent and accountable processes;
 - e. be well connected to the national training system with the capacity to influence training planning and delivery;
 - f. recognise and be responsive to other initiatives impacting on the national training system;
 - g. be innovative and flexible;
 - h. be jointly lead by Industry and Indigenous people; and
 - i. have an intellectual leadership role in Indigenous training reform.
3. Recognise that much work has already been done, including by the Australian Indigenous Training Advisory Council (AITAC). The six priorities and suggested strategies in *Partners in a Learning Culture: the Way Forward* will be built upon.

The following diagram shows the structure of the New National Training system and where this Action Group fits:

The New National Training System



3. Progress to Date

It is critical that Indigenous voices are heard within the new national training system.

Shaping Our Future: Australia's National Strategy for Vocational Education and Training 2004-2010 contains a significant commitment to reform of the VET system to better meet the training needs of Indigenous Australians. One of only four objectives in the strategy describes this goal –

“Indigenous Australians will have skills for viable jobs and their learning culture will be shared”

Prior to July 2005, the Australian Indigenous Training Advisory Council (AITAC) provided the Australian National Training Authority with advice on Indigenous training issues. As part of the consultations undertaken in February and March 2005, AITAC provided advice to DEST about future advisory arrangements for Indigenous Australians in the national training system. AITAC also provided information about its work and the context in which it operated. The key parts of the AITAC advice, titled *Formal Advice to DEST on Skilling Australia* are incorporated into this consultation paper.

New national training advisory arrangements will need to recognise the significant work which has been achieved under *Partners in a Learning Culture - Australia's National Aboriginal and Torres Strait Islander Strategy for Vocational Education and Training 2000-2005* and the revised Blueprint for the Strategy's implementation, *Partners in a Learning Culture: The Way Forward* (both documents can be found on the DEST website at http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/vet/aitac.htm)

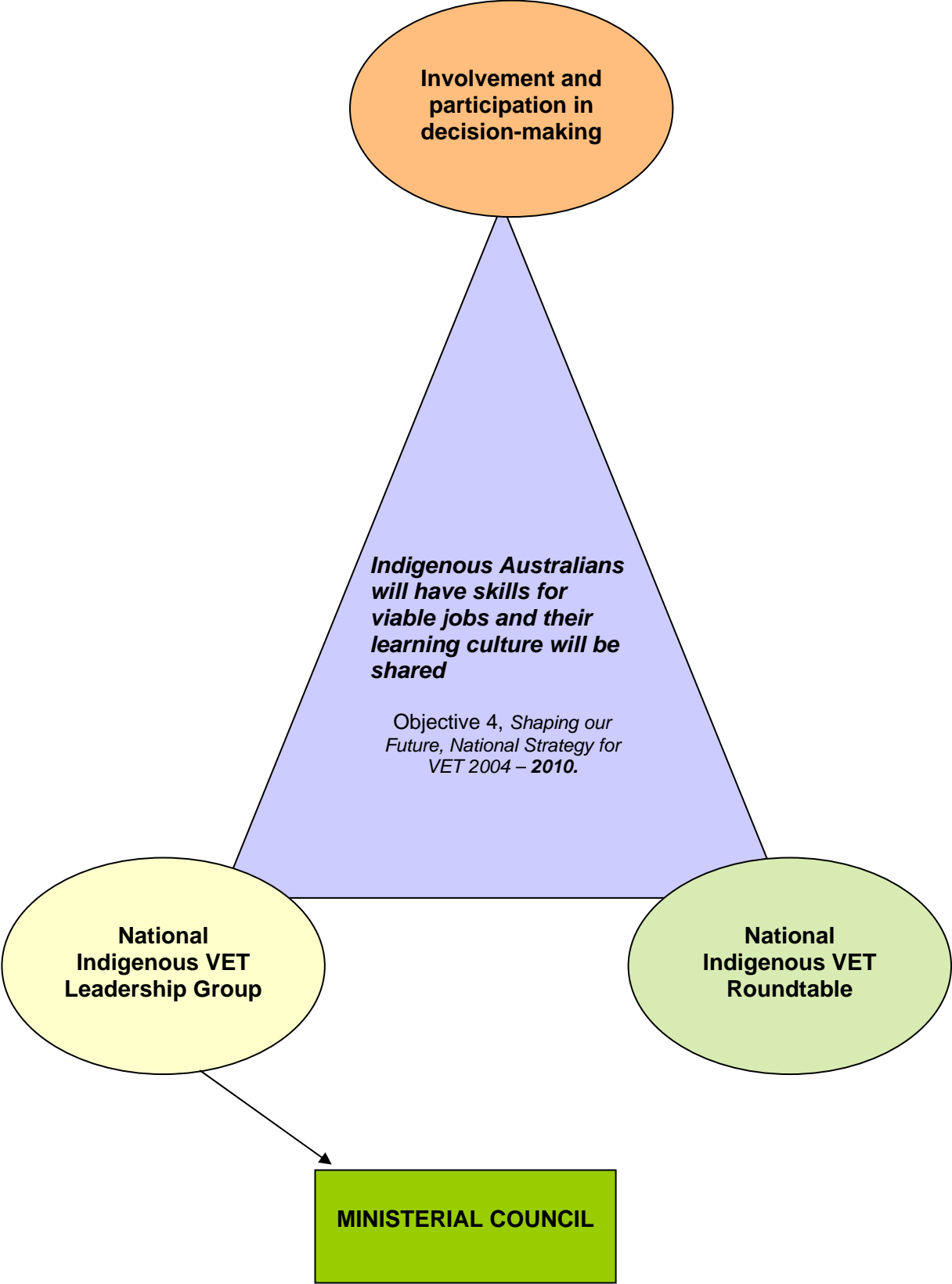
There are six priorities identified for action in the revised Blueprint – these were endorsed by ANTA MINCO and supported by ANTA CEO's in late 2004. The priorities are:

1. Building the Capacity of the VET Sector
2. Creating more Pathways
3. Improving Funding Frameworks
4. Culturally Appropriate Product Development, Design and Delivery
5. Links to Employment
6. Growing VET Sector Partnerships.

The continued involvement of Indigenous people in decision-making will build on the extensive work already completed and currently under development in the areas of policy, planning, reporting, research and data, product development and pathways, delivery, employment and community development.

4. Advisory Model Developed by AITAC – A Starting Point

The Indigenous Sub-group has suggested that the advisory model developed by AITAC be used as starting point for consultations. The AITAC model is set out below.



Involvement and Participation in Decision-Making

The proposed model is in line with the findings of the mid-term review of *Partners in a Learning Culture* that is good results are achieved when Indigenous people are involved in the decision-making, policy, planning and delivery of training.

It is therefore critical that Indigenous voices are heard in the decision-making forums within the new structure as part of the National Governance and Accountability Framework and the National Skills Framework.¹

The involvement of Indigenous people in decision-making will build on the extensive work already completed and currently under development in the areas of policy, planning, reporting, research and data, product development and pathways, delivery, employment and community development.

Those Indigenous people nominated will have the expertise, individual experience and personal capacity to contribute to strategic discussions rather than being high profile Indigenous figureheads.

This part of the proposed model ensures that Indigenous views are included in the core business of the new national training system.

National Indigenous VET Leadership Group

AITAC believes, in order to meet the guiding principles of *Skilling Australia* (that is better quality training and outcomes for Indigenous clients), a streamlined, strategic, high level Indigenous VET Leaders Group needs to be established for the life of *Shaping our Future, National VET Strategy 2004 – 2010*.

“Indigenous Australians will have skills for viable jobs and their learning culture will be shared”

Vocational education and training will help increase employment and business development opportunities for Indigenous people and communities, providing a foundation for greater economic independence. Vocational education and training will be enriched through an exchange of learning culture. Indigenous people will be enabled to create and adapt vocational education and training products and services in order to exercise their rights to positive learning environments for their communities.

Objective 4 – Shaping our Future, Australia’s National Strategy for VET 2004-2010

The features of this group include:

Membership

- 10 member leadership group, who meet twice yearly
- Chaired by an Industry Leader from the Industry Advisory Body advising the Ministerial Council
- Co-chaired by an Indigenous VET Leader

¹ In line with Objective 1 of *Partners in a Learning Culture* which seeks to increase Indigenous involvement in decision making, policy, planning, resources and delivery of Indigenous VET, and Priority 1 of mid-term review, Building the Capacity of the VET Sector.

- 8 Indigenous VET Leaders from each State and Territory nominated by their respective Minister.

Proposed Terms of Reference

Objective

Provide strategic policy advice to the Ministerial Council aimed at producing successful VET outcomes for Indigenous Australians.

Functions

The National Indigenous VET Leadership Group will provide:

1. High level monitoring of the following key national performance imperatives:
 - Objective 4 Shaping our Future, National Strategy for VET, 2004 - 2010
 - 6 priorities agreed by Ministers, and
 - achievement against the *Indigenous Reporting and Accountability Framework* to be incorporated into Commonwealth-State Training Funding Agreements.
2. Recommend the formation of Action Groups when necessary to facilitate targeted projects on National Indigenous priorities.
3. Nominate to the Minister, appropriate Indigenous people to participate in decision-making forums at all levels of the proposed new structure.

To support this work the National Indigenous VET Leadership Group will:

- Provide strategic Indigenous policy advice to multi and bi-lateral agreement making processes, particularly in regard to an Indigenous Reporting and Accountability Framework
- Provide advice to DEST on issues / future directions highlighted by research and implications of this for future multi-lateral / bi-lateral agreements
- Convene an annual Indigenous VET Roundtable to engage broader views of Indigenous VET
- Inform VET sector research priorities in partnership with NCVET
- Facilitate the development of partnerships with key VET sector stakeholders.

National Indigenous VET Roundtable

An annual National Indigenous VET Roundtable will provide a supplementary advisory mechanism, ensuring that a wide range of views contribute to the strategic advice of the National Indigenous VET Leadership Group.

It is critical that providers of training including Indigenous community controlled registered training organisations be included in the Roundtable.

Proposed features of the Roundtable are:

1. Meets yearly with Indigenous VET Leaders Group at one of their two meetings.
2. Participants will be drawn from:
 - nominated representatives
 - peak Industry representatives

- Training providers including the Federation of Independent Aboriginal Education Providers (FIAEP), TDA, and ACPET
- Representative from the Torres Strait Regional Authority
- Aboriginal Education Consultative Group (AECG)
- Indigenous Education Consultative Board (IECB)
- Indigenous Higher Education Advisory Council
- NCVER
- DEST
- DEWR
- ACTU

Proposed Terms of Reference

- Identify existing and emergent issues and provide advice in relation to strategies and actions.
- Review strategies in relation to the 6 priority areas.
- Share and promulgate innovations to replicate good practice.
- Discuss findings from NCVER research strategies and other research and provide advice in relation to identified issues.
- Share and widely publicise information in relation to national priorities.

Strategic Coordination and Support Unit

In order to ensure a streamlined and simplified VET Indigenous advice mechanism, a small discrete unit needs to be established to undertake the following:

- Manage the critical analysis of reports and complex information and data, identify issues, and make appropriate recommendations to the *Indigenous VET Leaders Roundtable*.
- Implement knowledge management processes to ensure continuity and consistency between previous and future work.
- Develop and manage on behalf of the *National Indigenous VET Roundtable*, the Australian Governments “Indigenous Communication Strategy for VET” including linkages to the National Indigenous Council (NIC), AECG/IECB, and the Indigenous Higher Education Advisory Council (IHEAC)
- Support the *National Indigenous VET Leadership Group* including the preparation and writing of briefing papers, agenda preparation, minuting and dissemination and event management of meetings.

The unit would be housed and resourced in the VET Group of DEST, and liaise closely with the two Indigenous Education Branches of DEST. The unit must be a stand-alone unit to support fully the model to ensure successful outcomes for Indigenous people in VET.

5. Possible Advisory Models – Structured Questions

A series of structured questions have been developed to assist stakeholders contribute to the development of new national advisory arrangements that will provide an effective Indigenous student and client voice in the national training system. The questions build on the objectives and proposed principles for the national advisory arrangements (outlined in sections 1 and 2 above).

The questions are not intended to be exhaustive but aim to stimulate discussion and debate.

The proposed AITAC model and summaries of some existing advisory models (at Attachment A), may also be used to stimulate discussion.

Role

What should be the key roles of a national training advisory arrangement for Indigenous people?

- 1 The AITAC model proposes a range of functions (p7) – are these appropriate? What other activities might the advisory mechanism undertake?
- 2 Who should the advisory mechanism engage (eg. students, community, teachers, employers, industry, researchers)?
- 3 Who should the advisory arrangements provide advice to?
The proposed AITAC model suggests that the advisory arrangement should provide advice to the Ministerial Council. Is this appropriate?
- 4 How will the mechanism ensure it balances engagement with a broad cross-section of stakeholders with the provision of effective leadership and focussed advice?
- 5 How could the advisory arrangement progress the six priorities identified in the revised Blueprint?
 - 5a What capacity should the advisory mechanism have to enable the monitoring and evaluation of activity initiated through the Blueprint?

Scope of Activity

What activities should the Indigenous advisory arrangement undertake?
How could activities be prioritised?

- 6 How will the advisory arrangements address a specific focus on training outcomes within the context of the broader Australian Government reform agenda impacting on Indigenous clients within which the national training system operates?
- 7 How will the scope of the advisory arrangements balance a focus on training outcomes with work to achieve broader whole-of-life goals such as effective transitions, personal development and sustainable employment outcomes?

- 8 What is the best way for the arrangement to relate to work that already takes place in the training system for Indigenous clients and students (eg. local consultative/advisory groups; national, State and Territory Indigenous programs and projects; annual reporting)?
- 9 What other emerging issues may the advisory arrangements need to take into account?
 - 9a How can we ensure the arrangements are flexible enough to address emerging issues?

Operation

What will the advisory arrangement look like? How would the advisory arrangements work?

- 10 What arrangements could be made to engage with students/learners and clients?
 - 10a In the AITAC model one of the proposed measures for engaging clients, students, and learners is through an annual National Indigenous VET Roundtable. Is this an effective way of engaging student and client views?
 - 10b What other ways could an advisory arrangement engage and consult students and learners?
- 11 What links should be made to other advisory bodies or organisations?
 - 11a How might state and territory level advisory mechanisms inform the national advisory arrangements?
 - 11b How could the advisory arrangement make links to whole of life and whole of government initiatives?
 - 11c What should be the reporting arrangements for the advisory mechanism?
 - 11d In operational terms how will the advisory arrangement inform and influence training planning and delivery?
- 12 Who should be involved in the advisory arrangements once they have been established? The AITAC model suggests members from each state and territory, nominated by their respective Minister responsible for training.
 - 12a How should membership of the advisory arrangement be determined?
 - 12b Who should lead the advisory mechanism (eg. Indigenous leader, industry)?
 - 12c How can we ensure that both Indigenous women's and men's voices are heard as part of the advisory arrangements?
- 13 What kind of resources and support structure will the advisory arrangement require to undertake its work?
 - 13a Is the proposed co-ordination/support unit from the AITAC model an appropriate structure to undertake the work of an advisory arrangement?
 - 13b Should accountability and reporting for the advisory arrangements be independent? Could a government department undertake this role?
 - 13c How will resourcing of ongoing broad based and culturally appropriate consultation be factored into the funding of the advisory mechanism?

General

- 14 What lessons can be learned from past and current advisory mechanisms for Indigenous clients in the training, education and related sectors?
 - 14a What has worked and why?
 - 14b What has not worked and what improvements are suggested?

GLOSSARY OF ACRONYMS

<i>AITAC</i>	Australian Indigenous Training Advisory Council
<i>CSVAG</i>	Client and Student Voice Action Group
<i>ISCs</i>	Industry Skills Councils
<i>MCVTE</i>	Ministerial Council for Vocational and Technical Education
<i>NISC</i>	National industry Skills Committee
<i>NSOC</i>	National Senior Officials Committee
<i>NQC</i>	National Quality Council
<i>RTOs</i>	Registered Training Organisations

ATTACHMENT A

Some Existing National Client Advisory Arrangements

A range of other advisory mechanisms currently used in education, training and related sectors are summarised below to assist in stimulating new ideas. This list is not intended to be exhaustive but aims to provide a snapshot of a range of approaches to providing effective advisory arrangements.

NATIONAL YOUTH CAREERS AND TRANSITIONS ADVISORY GROUP (NYCTAG)

Purpose

- The Minister has the opportunity to hear from a broad cross section of stakeholders, who provide independent advice on the transition of young people from school to further education, training and employment and champion the national agenda for young Australians.

Activities

- Development of advice on strategic issues including:
 - matters affecting young peoples' successful transitions to learning and education,
 - identified priority issues regarding enterprise, vocational and career education, and
 - identifying opportunities to establish links between transition programmes and other initiatives, including developing effective local partnerships and strategic alliances between government, business and community.

Membership

- 16 high profile members represent a broad cross section of society and have the ability to offer fresh perspectives.
- The Group Chair is Ian Spicer (National Disability Advisory Council).
- Members are drawn from students, principals, Indigenous Australians, the National Training Quality Council, health specialists, journalists, and industry etc.
- Members are appointed by the Minister, generally for a two year term.
- Members are paid sitting fees and allowances.
- Observers may attend meetings subject to the approval of the Chair.

Operational and Administrative Arrangements

- The Chair and Australian Government Department of Education, Science and Training (DEST) determine the frequency and dates of meetings.
- The Group reports directly to the Minister.
- The Chair may establish working groups - a convenor for each group is chosen from the members.
- DEST manages the Secretariat which:
 - provides support to Chair, Deputy Chair/s and Members,
 - manages the work plan and business between meetings,
 - develops, prepares and distributes agenda papers for each meeting,
 - arranges travel, accommodation, venue and catering for meetings, and
 - makes payments of fees and allowances.

http://www.dest.gov.au/sectors/career_development/policy_issues_reviews/key_issues/nyctag/default.htm

INDIGENOUS HIGHER EDUCATION ADVISORY COUNCIL (IHEAC)

Purpose

- A formal mechanism for the Australian Government to receive Indigenous advice on higher education issues.

Activities

- Provides policy advice to the Minister for Education, Science and Training aimed at producing successful outcomes for Indigenous students and staff in relation to their participation, progression, and retention in both study and employment in higher education.
- Develops strategies.
- Promotes best practice.
- Monitors student academic outcomes and staff participation.
- Makes recommendations regarding awards.
- Convenes an annual conference.

Membership

- There are 16 members (including professors, directors and deans of higher education institutions throughout Australia, as well as presidents of student bodies and a student).
- All members are appointed by the Minister (as individuals who do not represent organisations).
- Members are paid sitting fees and allowances.

Operational and Administrative Arrangements

- Terms of Reference were established through a roundtable discussion with key Indigenous higher education stakeholders.
- The Chair, with member agreement, may establish working groups, the convenor of which is chosen from members.
- The Council determines meeting frequency (approximately three meetings each year and an annual conference).
- DEST runs the Secretariat.

http://www.dest.gov.au/sectors/indigenous_education/programmes_funding/programme_categories/support_for_education_providers_staff/indigenous_higher_education_advisory_council.htm

NEW APPRENTICESHIPS ROUNDTABLE

Purpose

- New Apprentices have the opportunity to present their ideas to Australian Government as the national voice of New Apprentices.

Activities

- In 2005 roundtable participants undertook 5 projects and made recommendations on:
 - financial and other incentives for people to start a New Apprenticeship and for employers to employ New Apprentices;
 - effective information about New Apprenticeships for Careers Advisors;
 - standardising the quality of off-the-job training from Registered Training Organisations (RTOs) – with particular focus on motor mechanic and agriculture training;
 - duration of New Apprenticeships; and
 - promotion and marketing of New Apprenticeships - including improving the perception and benefits of New Apprenticeships.
- A discussion paper detailing the recommendations and findings from all five projects is currently being prepared by DEST.

Membership

- The New Apprentices Roundtable consists of 18 current and recently completed New Apprentices from all over Australia and from industries or occupations where skills needs have been identified, particularly in the traditional trades.
- Members were identified by New Apprenticeships Centres, RTOs and industry organisations.
- Both Ministers and industry representatives attended the Roundtable.

Operational and Administrative Arrangements

- DEST organises the roundtable and engages a facilitator for the event.
- New Apprentices attend a workshop where they have the opportunity to get to know each other, hear about how policy is developed and develop skills (eg presentation skills). At this workshop, they discuss training issues, which are distilled into a list of projects. New Apprenticeships Roundtable members then form teams to undertake this project work, which could include undertaking consultations, surveys, research and monitoring. They present their findings and make recommendations at the Roundtable to Ministers. DEST then develops a discussion paper on how to progress these recommendations.

[http://www.dest.gov.au/sectors/training_skills/publications_resources/trainingtalk/issue_19/default.htm#New_Apprenticeships_Roundtable - November 2005](http://www.dest.gov.au/sectors/training_skills/publications_resources/trainingtalk/issue_19/default.htm#New_Apprenticeships_Roundtable_-_November_2005)

NATIONAL DISABILITY ADVISORY COUNCIL (NDAC)

Purpose

- To provide expert advice to the Minister for Family and Community Services on disability issues and encourage consultation between the Australian Government and people with disabilities, and those who care for or support them, service providers and all other levels of government.

Activities

- Promotes Australian Government leadership through policy development, longer-term planning, promotion of applied research and fostering positive ideas for change and facilitating their implementation.
- Monitors and critically evaluates Australian Government initiatives; provides advice, identifies and develops strategies, and promotes best practise.
- Provides informed advice by consulting with groups and individuals in the development of its advice to the Australian Government. (i.e. consumer focused advice on matters referred by the Minister).
- Activities to improve public awareness and attitudes.
- At the Minister's request, participates individually on special working groups, or conducts consultations, on matters relevant to the portfolio.
- The Council holds community consultation forums to get first hand information on the needs of people with a disability in a variety of settings. People attending these forums include people with disabilities, their families and carers, as well as disability service providers and government officials.

Membership

- The Council has 15 members from diverse backgrounds, including people with personal experience of disability, family members and/or carers and service providers.
- Members are appointed by the Minister.
- Every two years half the Council's membership is changed.

Operational and Administrative Arrangements

- The Council holds four meetings annually.

- The Council works through various Working Groups covering a wide range of complex policy issues in the disability and carer arenas.

<http://www.facs.gov.au/internet/facsinternet.nsf/disabilities/representation-ndac.htm#whatdoes>