TRAINING

SUPPORTING MATERIAL

CONTENTS

TRAINING

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1.   This material provides the detail that supports the Training Chapter of this Report — especially concerning the overview of Indigenous training, indicators and needs, and the programs in place to deliver training to Indigenous people.

OVERVIEW

2.   The analysis shows that compared to their non-Indigenous counterparts, Indigenous training students are more likely:

   (i) to be younger;

  (ii) to be from rural and remote areas;

 (iii) to enrol in basic and generalist VET courses than skilled VET courses;

 (iv) to not complete their chosen courses; and

  (v) to be unemployed after completing their chosen courses.

3.   The analysis also shows that over the last decade there has been a dramatic increase in Indigenous demand for training. Indigenous people are enrolling in greater numbers and participation rates are climbing. One reason is that they have found that graduation from VET improves their prospects of gaining employment.

Indigenous VET Participation

4.   Indigenous participation in VET is rising faster than participation in VET by all students, as Tables 1, 2 and 3 illustrate.

5.   Table 1 shows the number of Indigenous VET students has risen in all States especially New South Wales, Queensland and Western Australia, and that in 1998 Indigenous student numbers nationally were almost triple those of 1990. The table also indicates that more than half the total number of Indigenous VET students in each of the 9 years shown were to be found in two States — New South Wales and Queensland.

6.   Table 2 shows that growth in the total number of VET students was also strong from 1990 to 1998 (6.2 per cent per annum), but much less than that achieved for Indigenous students (14.6 per cent per annum).

7.   Table 3 shows that Indigenous students now account for almost 3 per cent of total VET student numbers — a level which exceeds the proportion of the total population represented by Indigenous Australians — and that the Indigenous proportion of the total VET student population has almost doubled since 1990. The Indigenous share of students is largest by far in the Northern Territory, but the rise in the share in Western Australia has been dramatic over the 9 year period.

Table 1   INDIGENOUS STUDENTS IN VET, 1990 TO 1998

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	'000	'000	'000	'000	'000	'000	'000	'000	'000
1990	6.2[a]	0.8	3.2[a]	1.0	1.4	0.3	0.0[b]	2.2	15.1
1991	7.2[a]	0.9	4.1	1.0	1.5	0.2	0.1	2.4	17.4
1992	6.8[a]	1.3	5.2	1.1	2.1	0.3	0.1	2.9	19.8
1993	7.8	1.7	3.8	1.8	2.4	0.3	0.0[b]	2.8	20.6
1994	9.5	1.7	3.8	2.5	2.1	0.4	0.2	2.7	22.9
1995	9.5	2.5	4.9	3.5	2.4	0.5	0.2	2.6	26.1
1996	10.9	2.9	5.9	4.0	2.3	0.6	0.3	5.4	32.3
1997	11.3	2.9	10.4	5.6	2.3	0.8	0.2	5.5	39.0
1998	13.3	3.9	12.1	6.2	2.6	0.8	0.2	5.7	44.8

(a)   The numbers of Indigenous VET students were not available for NSW prior to 1994, and for Queensland in 1990. Therefore, the Indigenous numbers in this table are based on an estimate of 2 per cent of all student numbers in NSW (prior to 1994) and Queensland (1990).

(b)   Less than 50 students.

Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p97.

Table 2   ALL STUDENTS IN VET, 1990 TO 1998

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	'000	'000	'000	'000	'000	'000	'000	'000	'000
1990	310.3	249.6	158.3	91.9	93.9	18.9	17.7	8.8	949.4
1991	362.3	264.0	145.2	86.1	73.5	16.2	16.2	9.2	972.7
1992	339.6	273.2	173.2	79.9	74.1	17.8	15.8	11.0	984.6
1993	348.4	316.0	189.7	77.5	72.2	21.7	15.6	10.7	1 051.8
1994	392.0	331.9	192.7	90.4	65.2	19.1	17.2	9.4	1 117.9
1995	454.3	367.8	194.5	109.2	95.0	21.7	18.8	11.5	1 272.8
1996	487.1	396.3	195.0	112.6	99.4	24.4	18.6	21.2	1 354.6
1997	508.8	435.9	218.2	111.5	141.6	26.6	18.7	22.8	1 484.1
1998	517.1	432.1	260.0	115.0	149.3	29.0	18.5	19.1	1 540.1

Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p97.

Table 3   INDIGENOUS STUDENTS AS A PROPORTION OF ALL STUDENTS IN VET, 1990 TO 1998

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
1990	2.0[a]	0.3	2.0[a]	1.1	1.5	1.4	0.2	25.1	1.6
1991	2.0[a]	0.3	2.8	1.2	2.0	1.1	0.6	26.4	1.8
1992	2.0[a]	0.5	3.0	1.4	2.9	1.6	0.5	26.2	2.0
1993	2.2	0.5	2.0	2.3	3.3	1.5	0.2	25.9	2.0
1994	2.4	0.5	2.0	2.7	3.2	2.1	1.0	28.9	2.0
1995	2.1	0.7	2.5	3.2	2.5	2.3	1.1	22.9	2.1
1996	2.2	0.7	3.0	3.6	2.3	2.6	1.3	25.3	2.4
1997	2.2	0.7	4.8	5.0	1.6	3.0	1.3	24.1	2.6
1998	2.6	0.9	4.6	5.4	1.8	2.7	1.1	29.9	2.9

(a)   The numbers of Indigenous VET students were not available for NSW prior to 1994, and for Queensland in 1990. Therefore, the Indigenous numbers in this table are based on an estimate of 2 per cent of all student numbers in NSW (prior to 1994) and Queensland (1990).

Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p98.

8.   Table 4 shows national VET participation rates by age group (participation rates being the proportion of the relevant age group participating in VET) for Indigenous and all students, and shows how participation rates have changed in each age cohort over a ten year period. The table indicates:

  (i) Indigenous participation rates in each of the selected age groups rose dramatically in the 10 year period to 1996, while the participation rates for all students rose by much lesser an amount and mainly in the older age cohorts; and

  (ii) the 18 – 20 year old cohort is the only age group (of the four listed) for which the participation rate is less for Indigenous VET students than for all VET students.

Table 4   VET PARTICIPATION RATES BY AGE GROUP, 1986 AND 1996

Age group	Indigenous students	All students
	%	%
1986		
16 – 17 years	4.8	19.4
18 – 20 years	4.0	22.7
21 – 24 years	2.6	11.8
25 years and over	1.6	5.7[a]
1996		
16 – 17 years	23.4	19.9
18 – 20 years	22.5	27.5
21 – 24 years	17.1	16.4
25 years and over	12.6	8.2[a]

(a)   For the 25 - 64 year age group.

Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p8.

Profile of Indigenous VET Students

9.   Table 5 shows the age structure of Indigenous and all VET students, across the nation.   The table indicates Indigenous VET students are on average younger.   In particular, almost 82 per cent of Indigenous VET students are less than 40 years old compared to 73 per cent for all students.

Table 5   AGE STRUCTURE OF VET STUDENTS, 1998

Age (years)	Indigenous students	All students
	%	%
14 or under	1.9	0.5
15 – 19	24.7	21.4
20 – 24	17.9	16.9
25 – 29	14.8	12.6
30 – 39	22.5	21.7
40 – 49	12.5	16.6
50 – 59	4.4	7.6
60 – 64	0.7	1.3
65 and over	0.6	1.4
	100.0	100.0

Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p99.

10.   Table 6 sets out a regional distribution of VET students on a national basis. It indicates that about 63 per cent of Indigenous VET students live in rural and remote centres, while about the same proportion of all students live in capital cities and major urban centres.

Table 6   REGIONAL DISTRIBUTION OF VET STUDENTS, 1998

Region	Indigenous students	All students
	%	%
Metropolitan[a]	28.8	55.7
Other major urban[b]	6.4	6.8
Rural centres[c]	38.7	28.8
Small rural and remote centres[d]	24.1	3.4
Outside Australia	0.0	1.0
Not stated	1.9	4.3
	100.0	100.0

(a)   Eight State capital cities.
(b)   Urban centres other than capital cities with population greater than 100 000 persons.
(c)   Urban centres with population from 5 000 to 99 999.
(d)   Urban centres with population less than 5 000.
Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p100.

11.   ***Enrolments by field of study.***   Table 7 sets out the distribution of VET enrolments by field of study. Enrolments in 'TAFE multi-field education' courses are highly favoured by Indigenous students, and followed by 'Business, administration and economics' and 'Arts, humanities and social sciences' courses. On the other hand, all students prefer 'Business, administration and economics', 'TAFE multi-field education' and 'Engineering and surveying' courses.

12.   TAFE multi-field education is an area of VET activity, which includes many general and preparatory courses, which provide a foundation for further study in more specifically vocational fields.

13.   ***Enrolments by level of qualification.***   Table 8 sets out the distribution of VET enrolments by level of qualification. The table indicates Indigenous students are most likely to enrol in low level courses — that is, Australian Qualifications Framework (AQF) Certificate I and II courses — while all students are most likely to enrol in non-award courses and those leading to certificates of competency. But students in general are also more likely to enrol in courses leading to higher level qualifications (AQF III, IV and diploma courses) than Indigenous students.

Table 7   VET ENROLMENTS BY FIELD OF STUDY, 1998

Field of study	Indigenous students	All students
	%	%
Land and marine resources, animal husbandry	7.1	5.9
Architecture and building	4.3	5.0
Arts, humanities and social sciences	11.2	6.7
Business, administration and economics	12.9	20.0
Education	3.1	2.3
Engineering and surveying	8.5	14.0
Health and community services	9.8	8.4
Law and legal studies	0.3	0.6
Science	2.1	7.0
Veterinary science and animal care	0.1	0.2
Services, hospitality and transportation	7.6	11.4
TAFE multi-field education	33.0	18.5
Total	100.0	100.0

Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p102.

Table 8   VET ENROLMENTS BY LEVEL OF QUALIFICATION, 1998

Level of qualification	Indigenous students	All students
	%	%
Diploma and associate diplomas	4.8	11.4
AQF Certificate IV or equivalent	6.1	9.0
AQF Certificate III or equivalent	12.8	15.9
AQF Certificate I and II	35.1	19.4
Similar secondary school certificate not elsewhere classified	12.8	6.0
Other[a]	28.4	38.3
Total[b]	100.0	100.0

(a)   Includes enrolments in non-award courses or those leading to statements/certificates of competency, proficiency, attainment, etc.

(b)   Includes students enrolled in courses leading to more than one qualification.

Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p103.

Indigenous VET Performance Levels and Outcomes

14.   Table 9 shows, via four measures of performance in VET studies, the poor results (in comparison with all students) achieved in 1998 by Indigenous students

undertaking VET modules. The most important indicator — the module pass rate, which is the proportion of total module enrolments that result in a pass — shows that just under fifty per cent of Indigenous module enrolments resulted in a pass in 1998, while for all students the comparable pass rate was just under 60 per cent. The module withdrawal rate for Indigenous students are also higher than for all students — another indicator of comparatively poor results achieved by Indigenous students in VET studies.

Table 9   VET MODULE PASS RATES, FAIL RATES, WITHDRAWAL RATES, COMPLETION RATES, 1998

Rates	Indigenous students	All students
	%	%
Module pass rate	48.9	59.2
Module fail rate	13.0	7.6
Module withdrawal rate	13.5	8.1
Module completion rate	66.0	79.8

Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p30.

15.   In Table 10, VET outcomes are set out in terms of the proportions of Indigenous and all students who complete various levels of qualifications. The table shows more than half of the VET qualifications attained by Indigenous students are at AQF I, II and Other Certificate levels. In contrast, about two-thirds of qualifications for all students are at AQF III level and higher.

Table 10   TAFE GRADUATES, QUALIFICATIONS COMPLETED, 1997[a]

Level of VET Qualification	Indigenous students	Non-Indigenous students
	%	%
Diploma and higher	10.1	18.9
Advanced certificate post trade and other / AQF IV	11.5	18.7
AQF certificate III / certificate trade	22.2	28.5
Certificate other	21.6	15.7
AQF certificate II and I	34.8	18.2
Total	100.0	100.0

(a)   TAFE programs of at least 200 hours or one semester in duration.
Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p110.

16.   Table 11 provides details on VET apprentice and trainee outcomes in 1998. It shows that:

(i)   the gender balance of Indigenous completions is slightly better than all completions;

(ii) the average age of completion of apprenticeships and traineeships was older for Indigenous students than for all students;

(iii) more than two-thirds of Indigenous apprentice and traineeship completions were at Certificate I and II levels or equivalents, with the bulk of the remainder being at Certificate III level or equivalent; and

(iv) nearly half of all students completed apprenticeships and traineeships at Certificate III level or higher, while only 20 per cent of Indigenous apprentices and trainees completed at these levels.

Table 11   APPRENTICE AND TRAINEE COMPLETIONS BY SEX, AGE AND QUALIFICATION, 1998

Sex, Age, Level of Qualification	Indigenous completions	All completions
	%	%
Sex		
Male	59.3	65.5
Female	40.7	34.5
Age		
15 – 19 years	14.9	14.7
20 – 24 years	30.7	57.5
25 years or more	54.4	27.8
Level of Qualification gained		
Diploma and advanced diploma	0.0	0.1
Certificate IV	0.2	1.0
Certificate III	19.1	45.9
Certificate II	62.5	32.2
Certificate I	6.4	13.2
Qualification not stated	11.8	7.6
Total	100.0	100.0

Source: National Centre for Vocational Education Research published in Chris Robinson and Paul Hughes, *Creating a Sense of Place: Indigenous peoples in vocational education and training*, NCVER, 1999, p35.

17.   Additional VET outcomes data (based on the 1996 Census) are set out in Table 12 — in particular, the urban/rural/remote distribution of VET qualification rates of Indigenous and non-Indigenous 20-24 year old people. The table indicates the following:

(i) For basic VET qualifications, the (national) qualification rate of Indigenous 20-24 year olds who live in capital cities (3.8 per cent) was not much less than that of non-Indigenous 20-24 year olds who live in capital cities (4.1 per cent). However, in other urban and rural/remote centres, the gap between qualification rates widens. The table shows

that qualification rates of non-Indigenous people rise as distance from capital cities increases, but the opposite applies to Indigenous people.

(ii) For skilled VET qualifications (including diplomas), the (national) qualification rate of Indigenous 20-24 year olds who live in capital cities (9.2 per cent) was much less than that of non-Indigenous 20-24 year olds (15.8 per cent). As for basic qualifications, the gap between qualification rates widens in other urban and rural/remote centres.

(iii) Basic VET qualifications are more commonly held in South Australia — by both Indigenous and non-Indigenous people — than in any other State, while Indigenous people in Victoria and Tasmania tend to hold more skilled training qualifications than in other States.

Table 12   PROPORTION OF 20-24 YEAR OLDS WHOSE HIGHEST LEVEL OF EDUCATION WAS A TRAINING QUALIFICATION, 1996

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
Basic VET qualification									
Indigenous									
Capital city	3.7	4.3	3.5	3.2	4.7	3.1	n.a.	6.0	3.8
Other urban[a]	3.2	3.8	3.5	1.6	6.6	3.2	n.a.	1.5	3.0
Rural / remote[b]	1.5	0.0	0.3	0.0	0.0	4.0	n.a.	0.2	0.5
State	3.3	4.0	3.1	1.9	5.3	3.2	2.9	1.7	2.9
Non-Indigenous									
Capital city	4.4	3.0	3.8	4.7	5.7	3.8	n.a.	5.8	4.1
Other urban[a]	4.9	3.9	4.0	5.1	6.3	3.9	n.a.	5.7	4.5
Rural / remote[b]	4.7	4.4	3.4	5.0	5.8	5.2	n.a.	4.0	4.5
State	4.6	3.3	3.9	4.8	5.8	3.9	5.1	5.7	4.2
Skilled VET qualification or diploma									
Indigenous									
Capital city	10.0	11.7	9.3	7.1	6.3	14.7	n.a.	7.0	9.2
Other urban[a]	8.3	13.1	7.3	3.9	3.7	10.4	n.a.	2.2	6.6
Rural / remote[b]	5.2	0.0	3.0	6.0	7.5	18.7	n.a.	0.2	3.2
State	8.7	12.3	7.3	5.2	5.3	12.1	9.6	2.2	7.0
Non-Indigenous									
Capital city	18.2	15.3	14.2	15.7	13.5	11.6	n.a.	16.8	15.8
Other urban[a]	20.1	18.5	17.3	19.1	15.2	15.6	n.a.	21.9	18.5
Rural / remote[b]	20.2	19.1	15.9	17.0	15.7	13.2	n.a.	20.1	17.8
State	18.9	16.2	15.8	16.7	13.9	14.2	12.5	19.4	16.8

(a)   Urban centres of 1000 or more people, other than capital cities.

(b)   Localities between 200 and 999 people.

Source: DETYA, *The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis*, 1998, pp106-107.

18.   Table 13 indicates the unemployment rate of Indigenous VET graduates exceeded 20 per cent at 30 May in the year following graduation, and was considerably higher than that for non-Indigenous graduates for all three years reported. Further, the rate of non-participation in the labour force following graduation is much higher for Indigenous graduates compared with non-Indigenous graduates.

Table 13   LABOUR FORCE STATUS OF TAFE GRADUATES, 1996 TO 1998

Status at 30 May the following year	Indigenous			Non-Indigenous		
	1996	1997	1998	1996	1997	1998
	%	%	%	%	%	%
Employed	51.7	49.2	50.4	71.2	73.3	74.1
Unemployed	21.9	22.3	20.9	15.0	13.9	12.9
Not in labour force	26.3	28.3	28.6	13.6	12.8	13.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: National Centre for Vocational Education Research, *Creating a Sense of Place*, 1999, p37.

19.   Table 14 sets out a metropolitan/rural/remote breakdown of unemployment rates of Indigenous and non-Indigenous VET graduates with basic qualifications, for 1991 and 1996. It shows that:

(i)   unemployment rates of Indigenous graduates with basic qualifications in capital cities are about double those of their non-Indigenous counterparts; and

(ii) the unemployment picture for Indigenous graduates of this type in rural and remote areas is even worse in comparison with non-Indigenous graduates.

20.   Table 15 sets out a metropolitan/rural/remote breakdown of unemployment rates of Indigenous and non-Indigenous graduates with skilled training qualifications, for 1991 and 1996. It shows unemployment rates for Indigenous people with this type of qualification in capital cities are about double those of their non-Indigenous counterparts. However, unemployment rates of graduates with skilled qualifications are lower than those for graduates with basic qualifications.

21.   A similar picture is apparent for holders of diplomas in training. However, there is a tendency for unemployment rates of non-Indigenous holders of a training diploma to be closer to the unemployment rates of their Indigenous counterparts generally — that is, the unemployment gap between the two groups is smaller than for holders of skilled qualifications.

Table 14   UNEMPLOYMENT RATES OF 20-24 YEAR OLDS WHO ATTAINED A
BASIC VOCATIONAL QUALIFICATION, 1991 AND 1996

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
1991 Indigenous									
Capital city	23.7	37.5	50.0	n.a.	25.0	20.0	n.a.	30.0	26.6
Non capital city	35.4	n.a.	35.4	53.8	50.0	n.a.	n.a.	n.a.	30.8
Overall	30.2	23.1	39.4	29.2	40.0	10.0	n.a.	8.1	29.1
1991 Non-Indigenous									
Capital city	10.3	14.3	15.3	16.9	14.3	13.4	n.a.	12.8	12.9
Non capital city	16.3	17.2	16.3	13.7	16.6	14.4	n.a.	11.5	16.1
Overall	12.2	14.9	15.8	16.2	14.8	13.9	9.0	12.1	13.9
1996 Indigenous									
Capital city	22.8	17.6	27.1	13.6	33.3	n.a.	n.a.	28.6	22.3
Other urban[a]	25.9	n.a.	26.2	23.1	15.4	16.7	n.a.	19.4	22.0
Rural / remote[b]	50.0	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	25.0
Overall	25.4	9.5	26.5	18.8	22.7	10.0	n.a.	21.8	22.2
1996 Non-Indigenous									
Capital city	8.2	13.8	14.3	12.1	14.2	13.3	n.a.	9.2	11.6
Other urban[a]	14.9	16.5	16.3	12.0	12.6	14.6	n.a.	5.5	14.9
Rural / remote[b]	10.7	15.9	9.7	3.6	11.9	10.5	n.a.	n.a.	10.6
Overall	10.8	14.7	15.3	11.9	13.8	13.9	10.9	7.2	12.8

(a)   Urban centres of 1000 or more people, other than capital cities.
(b)   Localities between 200 and 999 people.
Source: DETYA, *The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis*, 1998, pp143-144.

Table 15 UNEMPLOYMENT RATES OF 20-24 YEAR OLDS WHO ATTAINED A SKILLED VOCATIONAL QUALIFICATION, 1991 AND 1996

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	%	%	%	%	%	%	%	%	%
1991 Indigenous									
Capital city	17.0	11.1	26.1	42.6	15.8	13.6	n.a.	12.5	21.7
Non capital city	31.0	30.0	18.7	31.7	16.7	9.8	n.a.	10.0	23.8
Overall	24.9	20.2	21.5	37.2	16.3	10.8	33.3	11.1	22.9
1991 Non-Indigenous									
Capital city	9.3	14.5	10.1	17.9	11.9	11.0	n.a.	13.2	12.1
Non capital city	10.8	13.6	11.5	11.3	11.3	11.9	n.a.	6.9	11.6
Overall	9.8	14.2	10.9	15.8	11.7	11.6	6.5	10.3	11.9
1996 Indigenous									
Capital city	11.2	19.4	17.0	18.8	12.5	7.5	n.a.	10.3	14.2
Other urban[a]	22.6	12.3	19.4	19.6	16.7	17.4	n.a.	9.1	19.2
Rural / remote[b]	n.a.	n.a.	n.a.	22.2	n.a.	n.a.	n.a.	n.a.	8.1
Overall	17.9	15.7	17.8	19.8	12.5	12.2	20.0	9.7	16.8
1996 Non-Indigenous									
Capital city	5.7	8.3	8.3	9.0	10.4	6.3	n.a.	8.0	7.6
Other urban[a]	9.4	7.8	9.7	7.5	7.5	7.5	n.a.	4.5	8.8
Rural / remote[b]	9.0	7.9	6.6	5.3	5.7	5.9	n.a.	9.7	7.4
Overall	7.4	8.1	9.1	8.3	9.4	7.1	8.9	6.0	8.1

(a)   Urban centres of 1000 or more people, other than capital cities.
(b)   Localities between 200 and 999 people.
Source: DETYA, *The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis*, 1998, pp143-144.

INDICATORS AND NEEDS

Training Demand by Indigenous People

22.   Table 16 uses 1996 ABS Census data for each ATSIC region to show indicators of potential demand for training:

   (i) the number of Indigenous people aged 15 and over; and

   (ii) their proportion of the total Australian population aged 15 and over.

23.   Table 16 shows that if demand were measured using the proportion of Indigenous persons aged 15 and over in the total Australian population aged 15 and over, it would be greatest in the more remote regions. The table also shows that if demand were measured using the number of Indigenous people aged 15 and over, it would be greatest in regions containing capital cities and regions along the east coast.

Training Outcomes of Indigenous People

24.   There is a paucity of data on student outcomes in VET. The Graduate Destination Survey (conducted by NCVER) does not provide enough data for Indigenous students to allow analysis at the ATSIC regional level. Detailed enrolment data are available but these only provide a 'snapshot' of the type of courses/units in which Indigenous students were enrolled, and whether units/modules were passed or not. Enrolment data do not provide information on the qualifications attained by students. In the absence of better and more up-to-date data, 1996 Census data were used.

25.   While using Census data for Indigenous people avoids issues associated with mixed data sets, these data give rise to a number of concerns. For example, Census counts:

   (i) suffer from known deficiencies — including undercountng;

   (ii) reflect where people were on Census night and not where they normally lived, so that regional counts could be distorted; and

   (iii) are old, and do not reflect recent growth in VET participation and outcomes for Indigenous people.

26.   Notwithstanding such problems, the Commission decided that the simplest way to illustrate relative Indigenous need for training was through indicators based on the proportion of Indigenous people with VET qualifications in each ATSIC region. Tables 17, 18 and 19[1] set out the results.

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[1]   Table 19 contains the data used to construct the illustrative index set out in Chapter 2 of the report — concerning relative Indigenous outcomes in training.

Table 16   POTENTIAL INDIGENOUS DEMAND FOR VET, 1996[a]

ATSIC Region	Indigenous population 15 years and over	Indicator of total demand [b]	Total population 15 years and over	Indigenous 15+ yr old popn to total 15+ yr old popn	Indicator of proportionate demand
				%	
New South Wales					
Sydney	20 983	3.570	2 936 159	0.71	0.47
Queanbeyan (includes ACT)	5 405	0.920	450 673	1.20	0.79
Binaal Billa (Wagga Wagga)	10 275	1.748	395 448	2.60	1.71
Murdi Paaki (Bourke)	4 364	0.743	43 392	10.06	6.61
Kamilaroi (Tamworth)	6 283	1.069	152 953	4.11	2.70
Many Rivers (Coffs Harbour)	14 527	2.472	961 640	1.51	0.99
Victoria					
Binjurru (Wangaratta)	6 461	1.099	1 986 398	0.33	0.21
Tumbukka (Ballarat)	6 675	1.136	1 442 377	0.46	0.30
Queensland					
South East Queensland (Brisbane)	16 241	2.763	1 663 663	0.98	0.64
Goolburri (Roma)	4 979	0.847	212 124	2.35	1.54
Central Queensland (Rockhampton)	6 477	1.102	286 045	2.26	1.49
Townsville	8 531	1.452	239 664	3.56	2.34
Cairns and District	9 002	1.532	149 926	6.00	3.95
Gulf and West Queensland (Mount Isa)	3 991	0.679	25 804	15.47	10.17
Peninsula (Cooktown)	3 774	0.642	10 165	37.13	24.42
Torres Strait	3 570	0.607	4 826	73.97	48.65
Western Australia					
Perth Noongar	10 653	1.813	1 007 514	1.06	0.70
Kaata-Wangkinyinyi (Narrogin)	3 623	0.616	172 803	2.10	1.38
Yamatji (Geraldton)	2 952	0.502	47 075	6.27	4.12
Ngarda-Ngarli-Yarndu (South Hedland)	2 639	0.449	28 082	9.40	6.18
Kullari (Broome)	2 071	0.352	10 566	19.60	12.89
Malarabah (Derby)	2 478	0.422	5 162	48.00	31.57
Wunan (Kununurra)	2 402	0.409	8 904	26.98	17.74
Western Desert (Warburton)	1 849	0.315	9 554	19.35	12.73
Wongatha (Kalgoorlie)	1 907	0.324	40 114	4.75	3.13
South Australia					
Patpa Warra Yunti (Adelaide)	7 680	1.307	1 039 230	0.74	0.49
Wangka-Willurrara (Ceduna)	1 071	0.182	28 035	3.82	2.51
Nulla Wimila Kutju (Port Augusta)	3 624	0.617	61 124	5.93	3.90
Tasmania					
Tasmania	8 227	1.400	354 233	2.32	1.53
Northern Territory					
Yilli Rreung (Darwin)	5 628	0.958	77 097	7.30	4.80
Jabiru	4 799	0.817	8 371	57.33	37.70
Miwatj (Nhulunbuy)	4 368	0.743	8 101	53.92	35.46
Garrak-Jarru (Katherine)	4 229	0.720	13 827	30.59	20.12
Yappakurlangu (Tennant Creek)	2 082	0.354	4 987	41.75	27.46
Papunya (Apatula)	4 877	0.830	8 972	54.36	35.75
Alice Springs	2 877	0.490	19 891	14.46	9.51
Total	211 574	1.000	13 914 899	1.52	1.00

(a)   Based on CDATA information.
(b)   Ratio of the Indigenous population aged 15 years and over for each region, to the average Indigenous population aged 15 and over for all regions.
Source: ABS, Census of Population and Housing, 1996.

Table 17 PROPORTION OF INDIGENOUS PEOPLE AGED 15 AND OVER WITH BASIC VET QUALIFICATIONS, 1996

ATSIC Region	Indigenous population aged 15 and over	Indigenous population aged 15 and over with basic VET qualifications		Indicator[a]
	No.	No.	%	
New South Wales				
Sydney	20 983	532	2.54	0.88
Queanbeyan (includes ACT)	5 405	130	2.41	0.84
Binaal Billa (Wagga Wagga)	10 275	219	2.13	0.74
Murdi Paaki (Bourke)	4 364	59	1.35	0.47
Kamilaroi (Tamworth)	6 283	123	1.96	0.68
Many Rivers (Coffs Harbour)	14 527	363	2.50	0.87
Victoria				
Binjurru (Wangaratta)	6 461	155	2.40	0.84
Tumbukka (Ballarat)	6 675	151	2.26	0.79
Queensland				
South East Queensland (Brisbane)	16 241	358	2.20	0.77
Goolburri (Roma)	4 979	84	1.69	0.59
Central Queensland (Rockhampton)	6 477	125	1.93	0.67
Townsville	8 531	162	1.90	0.66
Cairns and District	9 002	200	2.22	0.78
Gulf and West Queensland (Mount Isa)	3 991	36	0.90	0.31
Peninsula (Cooktown)	3 774	15	0.40	0.14
Torres Strait	3 570	62	1.74	0.61
Western Australia				
Perth Noongar	10 653	240	2.25	0.79
Kaata-Wangkinyinyi (Narrogin)	3 623	45	1.24	0.43
Yamatji (Geraldton)	2 952	38	1.29	0.45
Ngarda-Ngarli-Yarndu (South Hedland)	2 639	30	1.14	0.40
Kullari (Broome)	2 071	39	1.88	0.66
Malarabah (Derby)	2 478	14	0.56	0.20
Wunan (Kununurra)	2 402	20	0.83	0.29
Western Desert (Warburton)	1 849	6	0.32	0.11
Wongatha (Kalgoorlie)	1 907	27	1.42	0.49
South Australia				
Patpa Warra Yunti (Adelaide)	7 680	257	3.35	1.17
Wangka-Willurrara (Ceduna)	1 071	29	2.71	0.94
Nulla Wimila Kutju (Port Augusta)	3 624	64	1.77	0.62
Tasmania				
Tasmania	8 227	213	2.59	0.90
Northern Territory				
Yilli Rreung (Darwin)	5 628	160	2.84	0.99
Jabiru	4 799	32	0.67	0.23
Miwatj (Nhulunbuy)	4 368	11	0.25	0.09
Garrak-Jarru (Katherine)	4 229	39	0.92	0.32
Yappakurlangu (Tennant Creek)	2 082	16	0.77	0.27
Papunya (Apatula)	4 877	11	0.23	0.08
Alice Springs	2 877	49	1.70	0.59
Total	211 574	4114	1.94	1.00

(a)   Based on ratio of the Indigenous qualification rate (for persons aged 15 and over) to the Australian average qualification rate (for persons aged 15 and over). The Australian average qualification rate = 2.9 per cent.

Source: ABS, Census of Population and Housing, 1996.

Table 18   PROPORTION OF INDIGENOUS PEOPLE AGED 15 AND OVER WITH SKILLED VET QUALIFICATIONS (INCLUDING DIPLOMAS), 1996

ATSIC Region	Indigenous population aged 15 and over	Indigenous population aged 15 and over with skilled VET qualifications (including diplomas)		Indicator[a]
	No.	No.	%	
New South Wales				
Sydney	20 983	1797	8.56	0.65
Queanbeyan (includes ACT)	5 405	426	7.88	0.60
Binaal Billa (Wagga Wagga)	10 275	550	5.35	0.40
Murdi Paaki (Bourke)	4 364	129	2.96	0.22
Kamilaroi (Tamworth)	6 283	352	5.60	0.42
Many Rivers (Coffs Harbour)	14 527	1207	8.31	0.63
Victoria				
Binjurru (Wangaratta)	6 461	648	10.03	0.76
Tumbukka (Ballarat)	6 675	523	7.84	0.59
Queensland				
South East Queensland (Brisbane)	16 241	1371	8.44	0.64
Goolburri (Roma)	4 979	184	3.70	0.28
Central Queensland (Rockhampton)	6 477	369	5.70	0.43
Townsville	8 531	435	5.10	0.39
Cairns and District	9 002	478	5.31	0.40
Gulf and West Queensland (Mount Isa)	3 991	150	3.76	0.28
Peninsula (Cooktown)	3 774	73	1.93	0.15
Torres Strait	3 570	139	3.89	0.29
Western Australia				
Perth Noongar	10 653	645	6.05	0.46
Kaata-Wangkinyinyi (Narrogin)	3 623	158	4.36	0.33
Yamatji (Geraldton)	2 952	104	3.52	0.27
Ngarda-Ngarli-Yarndu (South Hedland)	2 639	134	5.08	0.38
Kullari (Broome)	2 071	90	4.35	0.33
Malarabah (Derby)	2 478	36	1.45	0.11
Wunan (Kununurra)	2 402	38	1.58	0.12
Western Desert (Warburton)	1 849	16	0.87	0.07
Wongatha (Kalgoorlie)	1 907	70	3.67	0.28
South Australia				
Patpa Warra Yunti (Adelaide)	7 680	540	7.03	0.53
Wangka-Willurrara (Ceduna)	1 071	40	3.73	0.28
Nulla Wimila Kutju (Port Augusta)	3 624	104	2.87	0.22
Tasmania				
Tasmania	8 227	750	9.12	0.69
Northern Territory				
Yilli Rreung (Darwin)	5 628	341	6.06	0.46
Jabiru	4 799	44	0.92	0.07
Miwatj (Nhulunbuy)	4 368	26	0.60	0.04
Garrak-Jarru (Katherine)	4 229	64	1.51	0.11
Yappakurlangu (Tennant Creek)	2 082	40	1.92	0.15
Papunya (Apatula)	4 877	34	0.70	0.05
Alice Springs	2 877	134	4.66	0.35
Total	211 574	12 239	5.78	1.00

(a)   Based on ratio of the Indigenous qualification rate (for persons aged 15 and over) to the Australian average qualification rate (for persons aged 15 and over). The Australian average qualification rate = 13.2 per cent.

Source: ABS, Census of Population and Housing, 1996.

Table 19   PROPORTION OF INDIGENOUS PEOPLE AGED 15 AND OVER WITH VET QUALIFICATIONS (OF ANY SORT), 1996

ATSIC Region	Indigenous population aged 15 and over	Indigenous population aged 15 and over with VET qualifications (of any sort)		Indicator[a]
	No.	No.	%	
New South Wales				
Sydney	20 983	2 329	11.10	0.69
Queanbeyan (includes ACT)	5 405	556	10.29	0.64
Binaal Billa (Wagga Wagga)	10 275	769	7.48	0.46
Murdi Paaki (Bourke)	4 364	188	4.31	0.27
Kamilaroi (Tamworth)	6 283	475	7.56	0.47
Many Rivers (Coffs Harbour)	14 527	1 570	10.81	0.67
Victoria				
Binjurru (Wangaratta)	6 461	803	12.43	0.77
Tumbukka (Ballarat)	6 675	674	10.10	0.63
Queensland				
South East Queensland (Brisbane)	16 241	1 729	10.65	0.66
Goolburri (Roma)	4 979	268	5.38	0.33
Central Queensland (Rockhampton)	6 477	494	7.63	0.47
Townsville	8 531	597	7.00	0.43
Cairns and District	9 002	678	7.53	0.47
Gulf and West Queensland (Mount Isa)	3 991	186	4.66	0.29
Peninsula (Cooktown)	3 774	88	2.33	0.14
Torres Strait	3 570	201	5.63	0.35
Western Australia				
Perth Noongar	10 653	885	8.31	0.52
Kaata-Wangkinyinyi (Narrogin)	3 623	203	5.60	0.35
Yamatji (Geraldton)	2 952	142	4.81	0.30
Ngarda-Ngarli-Yarndu (South Hedland)	2 639	164	6.21	0.39
Kullari (Broome)	2 071	129	6.23	0.39
Malarabah (Derby)	2 478	50	2.02	0.13
Wunan (Kununurra)	2 402	58	2.41	0.15
Western Desert (Warburton)	1 849	22	1.19	0.07
Wongatha (Kalgoorlie)	1 907	97	5.09	0.32
South Australia				
Patpa Warra Yunti (Adelaide)	7 680	797	10.38	0.64
Wangka-Willurrara (Ceduna)	1 071	69	6.44	0.40
Nulla Wimila Kutju (Port Augusta)	3 624	168	4.64	0.29
Tasmania				
Tasmania	8 227	963	11.71	0.73
Northern Territory				
Yilli Rreung (Darwin)	5 628	501	8.90	0.55
Jabiru	4 799	76	1.58	0.10
Miwatj (Nhulunbuy)	4 368	37	0.85	0.05
Garrak-Jarru (Katherine)	4 229	103	2.44	0.15
Yappakurlangu (Tennant Creek)	2 082	56	2.69	0.17
Papunya (Apatula)	4 877	45	0.92	0.06
Alice Springs	2 877	183	6.36	0.39
Total	211 574	16 353	7.73	1.00

(a)   Based on ratio of the Indigenous qualification rate (for persons aged 15 and over) to the average Australian qualification rate (for persons aged 15 and over). The Australian average qualification rate = 16.1.

Source: ABS, Census of Population and Housing, 1996.

27.   The first 3 columns of Tables 17-19 show the proportion of Indigenous people aged 15 and over in each region who had achieved different levels of VET qualification outcomes — namely:

    (i) basic qualifications;

    (ii) skilled qualifications (including diplomas); and

    (iii) qualifications of any sort (the sum of basic and skilled qualifications).

28.   Thus, the tables quantify three levels of training outcomes which Indigenous people had achieved by Census night in 1996. The ratio of actual Indigenous qualification rates to Australian average qualification rates has been calculated for each region, in the fourth column of the preceding three tables. We have sorted these ratios and plotted the results. The lower the ratio the higher the implied need. Figures 1, 2 and 3 set out the results for basic, skilled and all VET qualifications.

29.   Based on the three tables and resulting figures, the following observations are made:

    (i) Indigenous training outcomes appear less than Australian average outcomes in all regions except one — the proportion of Indigenous people with *basic* qualifications in the Adelaide region (3.4 per cent) exceeds the average proportion of all Australians with basic qualifications (2.9 per cent). However, the proportion of Indigenous people with *basic* qualifications living in other capital city regions and those along the east coast are not much less than the Australian average proportion.

    (ii) In each region except Adelaide, the shortfall between the Indigenous *basic* qualification proportion and the Australian average proportion is relatively small. But, the gaps between the proportion of Indigenous people with *skilled* qualifications and the average proportion of all Australians with skilled qualifications (13.2 per cent) are much larger across all regions.

    (iii) The implied pattern of Indigenous depth of need for training is broadly similar for basic, skilled and all training qualifications. That is, lower depth of need per capita is implied in capital city regions and those along the east coast (where the ratio of Indigenous qualification rates to the Australian average qualification rate is highest), and higher depth of need per capita is implied in the remote regions like Nhulunbuy, Apatula and Warburton (where the ratio of the Indigenous qualification rate to the Australian average qualification rate is lowest).

Figure 1   BASIC QUALIFICATION RATES: RATIO OF INDIGENOUS RATE TO AUSTRALIAN AVERAGE RATE, 1996
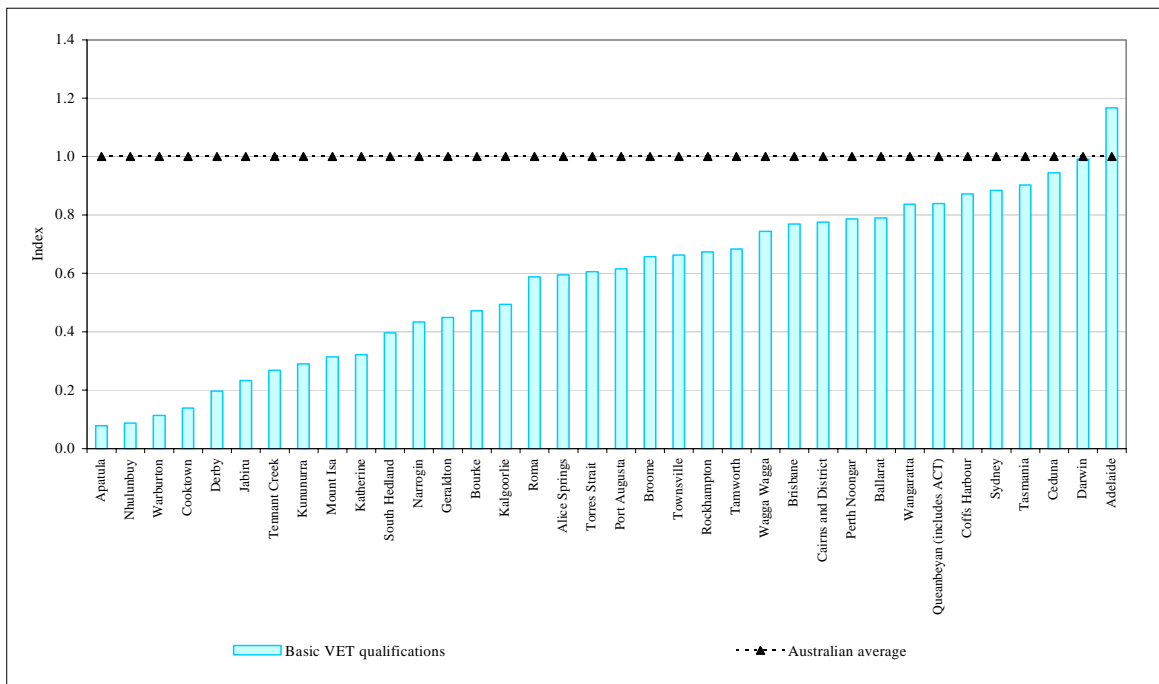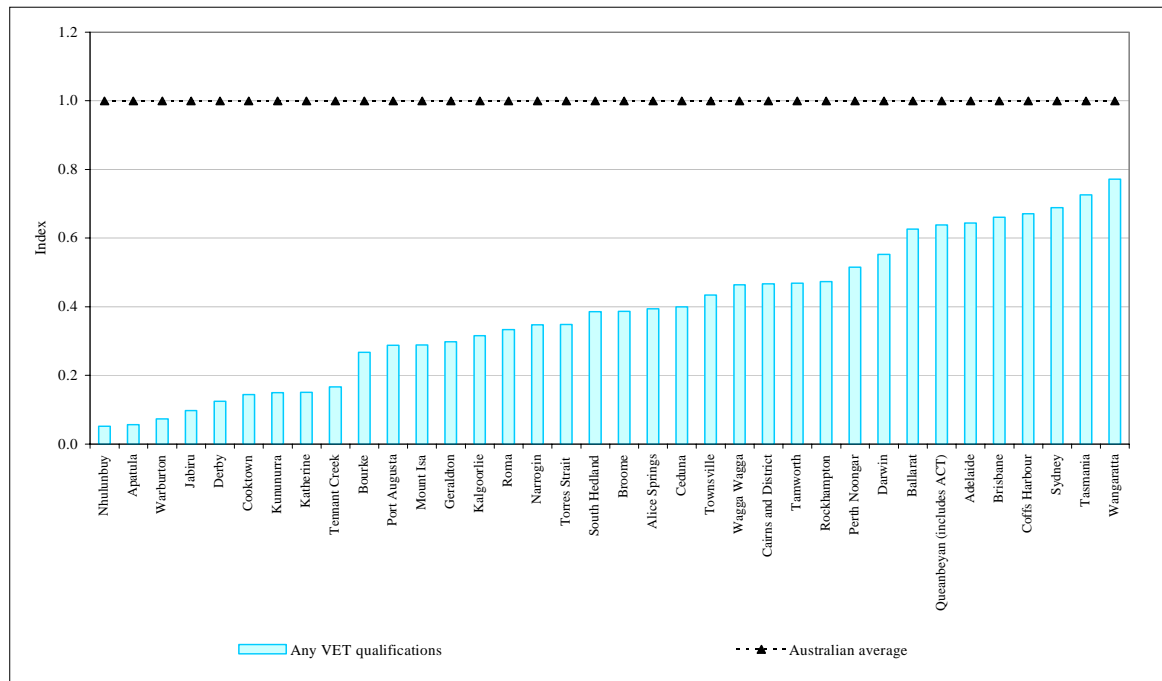

Source: ABS, Census of Population and Housing, 1996.

Figure 2   SKILLED QUALIFICATION RATES: RATIO OF INDIGENOUS RATE TO AUSTRALIAN AVERAGE RATE, 1996
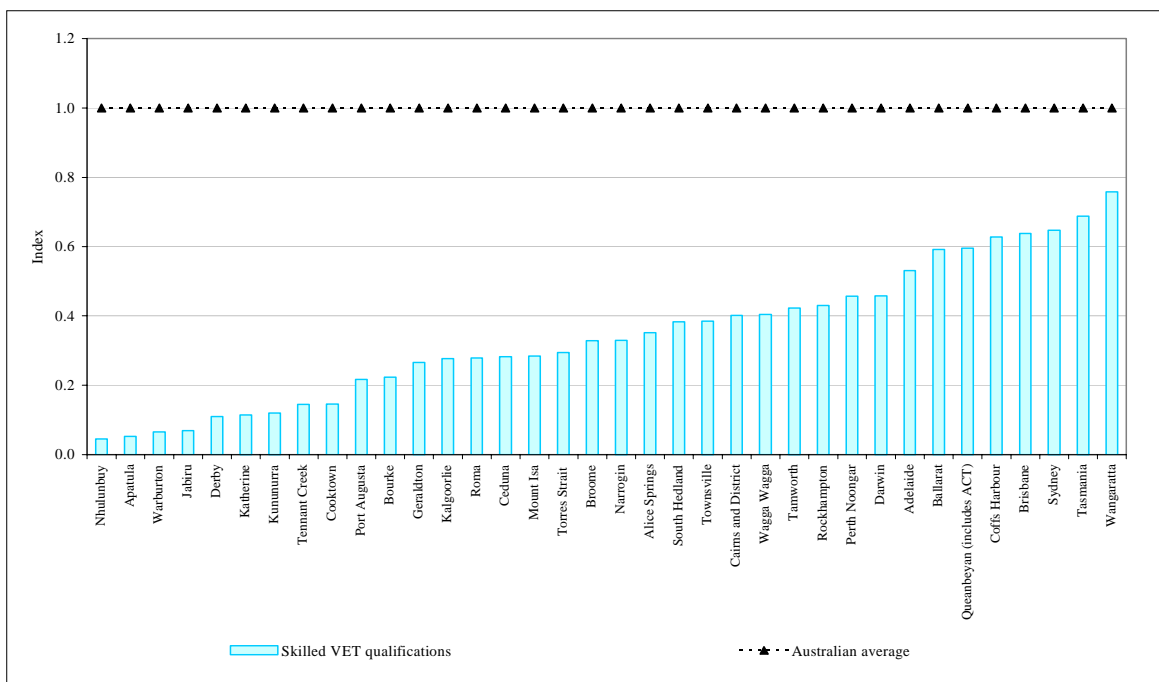
Source: ABS, Census of Population and Housing, 1996.

Figure 3   ALL VET QUALIFICATION RATES: RATIO OF INDIGENOUS RATE
               TO AUSTRALIAN AVERAGE RATE, 1996

Source: ABS, Census of Population and Housing, 1996.

PROGRAMS AND FUNDING

30.   Under the VET system, the States have primary responsibility for funding
and delivery of training to clients. However, the Commonwealth plays a major role in
collaboration with the Australian National Training Authority (ANTA), the States and
industry in setting the strategic framework for the VET system. The Commonwealth
provides a contribution to State expenditures through ANTA and also directly funds some
VET programs such as the employer incentives for New Apprenticeships.

31.   In the following sections, further detail of ANTA, VET programs and
funding is provided — to support the material set out in the Training chapter of the Report.

THE AUSTRALIAN NATIONAL TRAINING AUTHORITY

32.   VET is essentially a partnership between the Commonwealth, the States and
industry established through the Australian National Training Authority Agreement, which
sets out the roles and responsibilities for each party — including a major role for industry.
The Commonwealth and State Ministers for VET meet as the ANTA Ministerial Council to
make decisions on strategic training issues and to oversee ANTA's operations and
associated funding arrangements.

33.   Under the *Vocational Education and Training Funding Act 1992*, the Commonwealth provides funding to ANTA for distribution to the States and for national projects. The ANTA Ministerial Council decides on the allocation of these ANTA funds:

   (i) to the States for recurrent purposes;

   (ii) to the States for infrastructure purposes; and

   (iii) for National Projects — which may be managed by ANTA, the Department of Education Training and Youth Affairs (DETYA), a State or another party.

The Commonwealth Minister, although chair of the ANTA Ministerial Council, has no power to direct the allocation of ANTA funds.

34.   The Commonwealth also funds ANTA's operational costs and the National Programs administered by ANTA. Commonwealth funding through the *Annual Appropriation Act* to ANTA for National Programs was $43 million in 1999-2000. The National Programs provide support for:

   (i) the *Equity, Development and Innovation Program* which funds projects that will contribute to the achievement of equitable outcomes and innovation in VET, including support through a grant-in-aid for Adult Learning Australia. Funding is provided to States to improve outcomes for clients from disadvantaged groups or under-represented groups in mainstream programs or for projects specifically designed for clients from these groups. Indigenous people are included in these groups;

   (ii) *Group Training Schemes* which employ apprentices and trainees and manage their employment and training with a wide range of employers and training providers;

   (iii) *Training Package development*, comprising the development of competency standards linked to the AQF qualifications and assessment guidelines and supported by learning, assessment and professional development materials; and

   (iv) *Industry Training Advisory Bodies* which support the work of national and State industry advisory arrangements. Funds are provided to develop strategic industry advice and to improve industry awareness and participation in the VET system.

35.   As a Commonwealth authority, ANTA produces an Annual Report on its own operations and performance (including audited financial statements) for presentation to the Commonwealth Parliament.

36.   In addition, each State is required to contribute to the Annual National Report on VET which is prepared by ANTA and submitted to the Ministerial Council. This report provides information about the progress of national reforms and the performance of

the VET system. Once approved by the Ministerial Council, the Annual National Report is tabled in the Commonwealth Parliament. States are also required to provided audited statements of expenditure of Commonwealth funds to ANTA.

Funding of States

37.   Commonwealth funding to the States, provided through ANTA, represents about a third of the total public funding for the VET system. These funds supplement those contributed by the States and provide support for the provision of training places in the States by both public and private sector VET providers as well as national projects that promote a national identity for the VET system. A total of $918 million was legislated by the Commonwealth for recurrent and capital funding for calender year 2000 (subject to indexation) — under the *Vocational Education and Training Funding Act 1992* — for allocation by ANTA to the States, and for National Projects.

38.   Table 21 sets out the Ministerial Council distribution of the Commonwealth funds provided to ANTA in the year 2000.

Table 21   ANTA FUNDING ALLOCATIONS TO STATES, 2000

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	$m	$m	$m	$m	$m	$m	$m	$m	$m
Recurrent									
Main funding	239.4	172.4	118.0	65.9	56.4	20.1	14.2	8.1	694.4
Publications of TAFE stats									0.2
National projects									23.7
									718.4
Capital									
Main funding	59.2	42.5	28.9	15.3	13.6	4.4	2.7	5.2	171.8
Industry based skill centres									7.0
Skill centres for school students									4.0
Indigenous facilities									4.0
National project for new technologies									15.0
									201.8
Total (a)									920.2

(a)   Includes $1.844 million carry forward.

Source: *Vocational Education and Training Directions and Resource Allocations for 2000*, Report to the Ministerial Council, November 2000.

COMMONWEALTH MAINSTREAM TRAINING PROGRAMS

39.   Table 22 sets out funding for the major VET programs administered by DETYA — not funded through ANTA.

Table 22   COMMONWEALTH FUNDED MAINSTREAM VET PROGRAMS

	Estimated Actual 1999-00	Budget Estimate 2000-01
	$'000	$'000
New Apprenticeships Support	354 325	369 428
New Apprenticeship Centres	88 957	63 069
New Apprenticeship Implementation	56 372	13 988
New Apprenticeship Access Program	25 725	18 715
New Apprenticeship Workforce Development	0	8 900
Workplace English Language and Literacy Program	11 823	11 869
Australian Student Traineeship Foundation	20 379	20 559

Source: DETYA Budget Statements, 2000. DETYA submission.

New Apprenticeships Centres

40.   New Apprenticeships Centres have been contracted by the Commonwealth to provide streamlined New Apprenticeships Support Services to employers and new apprentices, including:

(i)   providing information on New Apprenticeships;

(ii) administering New Apprenticeships Support Services, including processing Commonwealth incentive payments;

(iii) marketing and promoting New Apprenticeships; and

(iv) working with State training authorities and other organisations to provide a streamlined service to employers and new apprentices.

41.   In the first contract round ended November 1999, 60 New Apprenticeships Centres at more than 200 sites had been established (including about 120 sites in rural areas), and those New Apprenticeships Centres had achieved 280 000 New Apprenticeship commencements. Expansion of rural site numbers to 200 is planned for the second contract round ended November 2002.

New Apprenticeships Employer Incentives Program

42.   Under the New Apprenticeships scheme (which includes traineeships) employer incentives are aimed at improving the work skills and competitiveness of the Australian workforce — by encouraging employers (in public, private or community sectors) to offer ongoing employment and structured accredited training opportunities which

will allow all Australians to acquire or expand their working skills. Financial incentives are provided to employers to induce them to participate in structured training.

43. Incentives for employers include commencement, progression and completion payments:

(i) to be eligible for a *commencement incentive* an employer must offer employment in an approved Certificate II, III or IV New Apprenticeship under a training agreement registered with a State Training Authority;

(ii) employers are eligible for a *progression incentive* when a new apprentice proceeds from Certificate level II training to Certificate level III or IV training;

(iii) employers are eligible for a *completion incentive* when the new apprentice successfully completes their accredited training and specified period of employment, and receives an industry recognised certificate of competency.

44. DETYA provides a 'start up' incentive payment of $1250 for each apprentice or trainee employed, and a progression payment of $1250 when a trainee progresses from Certificate Level II to III or IV or when an apprentice progresses from Year 2 to Year 3 of their apprenticeship. Recommencement payments of $750 for employers are also available. Group Training Companies are also eligible to receive an additional $1000 for each trainee they employ.

45. ***Assistance for New Apprentices with Disabilities.*** Incentives are also available under new apprenticeships to employers of disabled new apprentices. DETYA provides assistance to eligible employers of disabled apprentices and trainees.

46. ***Living Away from Home Allowance.*** Financial assistance is also available to new apprentices. The Living Away from Home Allowance has been established for first year new apprentices who need to move away from their parental or legal guardian's residence to take up or remain in a New Apprenticeship.

47. ***Rural and Regional New Apprenticeships Incentive.*** The Rural and Regional New Apprenticeship Incentive commenced in 1999 to add to New Apprenticeships and boost training in rural areas. Assistance is available to support employers in rural areas to train new apprentices in defined trades and occupations identified to be experiencing skill shortages in non-metropolitan areas.

New Apprenticeships Access Program

48. The New Apprenticeships Access Program provides pre-apprenticeship and pre-traineeship assistance to people who are disadvantaged in the labour market and require preliminary training before they can successfully participate in a New Apprenticeship. Funding is granted on the provision that there is a real likelihood that the participant will attain an apprenticeship or traineeship as a result of the training provided.

49.   Assistance under the Access program is available to disadvantaged clients, including:

- the long term unemployed;

- early school leavers;

- Indigenous people;

- people with disabilities;

- people from non-English speaking backgrounds with literacy and numeracy difficulties;

- sole parents and people returning to the work force after a long period of absence; and

- women seeking training for non-traditionally female jobs.

New Apprenticeships through Group Training Expansion Program

50.   Additional Commonwealth assistance is also available to encourage the take-up of additional new apprentices by Group Training Companies. The program funds Group Training Companies prepared to recruit additional apprentices and trainees under the New Apprenticeships program.

Workplace English Language and Literacy Program

51.   The Workplace English Language and Literacy (WELL) Program aims to provide workers with English language and literacy skills that are sufficient to enable them to meet the demands of their current and future employment and training needs.

52.   Those eligible to apply for WELL funding include:

- companies which are able to manage training or resource development;

- enterprises, including Government Business Enterprises;

- English language and literacy training providers;

- representative bodies such as Industry Training Advisory Bodies, employer groups and trade unions;

- local governments; or

- Registered Training Organisations.

53.   In 1998-99, WELL funding of $11.8 million supported 340 projects at 420 work sites. The WELL projects completed in 1998-99 reported some 22 000 people were trained. Of these, four per cent were Indigenous Australians.

Australian Student Traineeship Foundation

54.   The Australian Student Traineeship Foundation (ASTF) is a Commonwealth-funded, independent, industry-led body — responsible for supporting the expansion and enhancement of joint school industry programs. These programs provide students in secondary schools with the opportunity to gain vocational competencies before they graduate from school.

55.   Indigenous young people are identified as a priority group in the funding arrangements for ASTF.

56.   The ASTF provides a range of funding and other support to establish, expand and enhance school industry programs, including apprenticeships and traineeships for school students and the promotion of VET in Schools in primary industry and regional areas. Currently specific areas for ASTF funding include school industry programs, but two designated priority areas in 1999 and 2000 are (a) rural and remote communities, and (b) Indigenous young people.

57.   The ASTF is aiming:

  (i) to increase the relevance of school industry programs to industry;

  (ii) to increase employer participation in programs;

  (iii) to expand school-based options for potential early leavers through vocational education programs; and

  (iv) to provide improved research and analysis of relevant issues.

58.   Within these aims, the ASTF takes account of the National Training Framework, existing State programs, the needs of industry, government and non-government school sectors, and regional differences.

59.   *WADU.* In November 1999, a National Vocational Learning Strategy for Young Indigenous Australians named WADU (a word meaning 'together in partnership and trust' from the Kaurna People of Adelaide Plains in South Australia) was launched. WADU is a joint initiative of the ASTF and the Aboriginal and Torres Strait Islander People's Advisory Council to ANTA.

60.   The ASTF Aboriginal and Torres Strait Islander Strategy, operating together with WADU, aims to develop effective school, industry and community partnerships at the local level — to increase opportunities for Indigenous students to access and complete vocational education courses that incorporate structured workplace learning. Through WADU, the ASTF provides funding for national and demonstration projects to implement

innovative workplace learning experiences for Indigenous secondary students. Eight projects commenced in 1999 and a further six have been funded in 2000.

61.   The ASTF has allocated a total of $451 000 to date, to implement the Indigenous-specific WADU strategy as part of the VET in Schools program.

STATE TRAINING POLICIES AND PROGRAMS

62.   The following sections detail some of the more important State policies and programs in training — based on information received from States in their submissions, consultations with States and relevant agencies, and other research. The links between State and Commonwealth VET programs are also covered where relevant.

NEW SOUTH WALES

State Activity and Commonwealth Mainstream Programs

63.   ***New apprenticeships implementation.*** In New South Wales, the implementation of New Apprenticeships is supported through New Apprenticeships Centres and by the State Training Authority, and the New South Wales Department of Education and Training.

64.   In NSW, apprenticeships and traineeships are administered under the *Industrial and Commercial Training Act, 1989.* Industry Advisors provide support and advice to employers, and apprentices and trainees, as well as approving training arrangements. Aboriginal Program Officers in Industry Training Services Centres provide advice and support to Indigenous clients on apprenticeships and traineeship employment opportunities.

65.   During 1999 in New South Wales:

  (i) 129 Indigenous people were approved for apprenticeships out of a total of 14 802 — a share of just under one per cent.

 (ii) 663 Indigenous people were approved for new entrant traineeships out of a total of 21 626 (three per cent); and

 (iii) 80 Indigenous people were approved in existing worker traineeships out of a total of 9 793 (0.8 per cent).

66. ***New Apprenticeship Access Program (NAAP).*** The New Apprenticeship Access Program provides for places in training where there is a real likelihood that an apprenticeship or traineeship will eventuate. The NAAP is administered on behalf of the Commonwealth Department of Education, Training and Youth Affairs (DETYA) by the NSW Department of Education and Training. The budget for the NAAP program in 2000 was about $3 million.

67. During 1999, 92 Indigenous students participated in the component of the program administered by NSW DET out of a total of 1 289 students (about seven per cent). The amount of funding allocated to support Indigenous students was $0.13 million.

68. The primary aim of NAAP is to provide training for people who are disadvantaged in the labour market and need preliminary training before they can successfully participate in an apprenticeship or traineeship. Indigenous Australians and Australian-born South Sea Islanders are eligible for assistance under this program.

69. Training under this program is intended to be flexible to meet the needs of the participants as well as supporting a vocational outcome. The training includes a mix of modules in numeracy, literacy, occupational, health and safety, training in life skills and communication and jobseeking skills.

70. The NSW Government Charter for Equity in Education and Training is incorporated into this program, as well as the provision of additional support for Indigenous students through, for example, mentors. It is intended that mentoring support will lead to improved participation and outcomes for Indigenous participants.

71. ***Small Business Professional Development Program.*** This program aims to find ways to help small business take more control of its own training needs and solutions.

72. The NSW Department of Education and Training was funded under the program to manage the implementation and evaluation of four projects. The total funding for the four projects was around $0.13 million and involved about 60 Indigenous participants.

State Activity and Commonwealth Indigenous-specific Programs

73. ***IESIP***. New South Wales receives approximately $3.9 million annually from the Commonwealth through IESIP to support TAFE NSW programs. Approximately $2.5 million of this is allocated directly to the TAFE Institutes for course provision using an Annual Student Contact Hour (ASCH) formula.

74. TAFE Institutes also receive seed funding to recruit key Aboriginal personnel such as Aboriginal Development Managers, Aboriginal Coordinators and Aboriginal Student Supporters. In 2000, approximately $0.65 million was allocated for these purposes. The seed funding for employment is generally for a one-year period. It is accepted practice amongst Institutes that they will absorb these salaries into their general operational accounts over time.

75.   In 2000, the Department allocated $0.25 million for the provision of TAFE programs in correctional centres for Aboriginal inmates.   In addition, NSW committed approximately $0.15 million in 2000 for the purposes of Aboriginal specific TAFE curriculum development. Curriculum is a critical factor in Indigenous TAFE in New South Wales, given the relatively high number of Indigenous TAFE enrolments in the State.

76.   ***Capital Infrastructure Program (Indigenous component).***   This program provides Commonwealth sourced capital funding through ANTA to the States for the VET sector.   The major component of the program provides funding for major buildings and equipment.

77.   In the 1995-96 Commonwealth Budget, it was announced that $15 million over the period 1996-98 would be allocated for capital investment in training facilities for Indigenous people. New South Wales received about $4.5 million.

78.   The following projects received infrastructure funds under this scheme:

  (i) Tranby Aboriginal Co-operative College ($2.4 million);

 (ii) Aboriginal Dance Theatre Redfern ($1 million);

(iii) Booroongen Djugun Aboriginal Corporation ($0.5 million); and

(iv) Yarnteen Aboriginal and Torres Strait Islander Corporation ($530 000).

79.   An amount of $8 million was set aside for 2000-2001 for a ***VET Infrastructure for Indigenous People Program, which*** is a sub-component of the Infrastructure Program. The purposes of this program are:

  (i) to encourage the creation of a broader and more diversified training market;

 (ii) to enhance the quality of VET training through the provision of industry standard training facilities and equipment to non-public providers;

(iii) to increase direct industry and community involvement in the provision of training, including encouraging financial involvement; and

(iv) to provide off the job training facilities to create additional training places, particularly additional Apprentices and Trainees, and to facilitate upskilling of existing workers.

State VET Programs

80.   ***Contracted Training Provision (CTP) Program.***   This program provides opportunities for private and public registered training organisations to deliver vocational

training to meet industry skill needs in NSW. Training purchased under this program is directly related to immediate job opportunities, upgrading the skills of existing employees, or maybe the first stage of a broader program of training.

81.   The CTP Program has an open access policy and encourages participation from the whole of the community, with emphasis on individuals from those groups that have been disadvantaged in education and training including Indigenous peoples.

82.   Registered Training Organisations (RTOs) are able to factor special costs into their tender price, to reflect the increased cost of providing additional training/support for people with special needs. The NSW Government Charter for Equity in Education and Training is also incorporated into the CTP program, which means mentoring support is available for Indigenous students.

83.   During 1999, 782 Indigenous students (5 per cent of the total) participated in the CTP program through private training organisations. Funds allocated to support Indigenous students under the program with private training organisations in 1999 amounted to $1.5 million.

84.   *NSW Apprenticeship and Traineeship Training Program (ATTP).* The ATTP provides high quality, accessible training to registered trainees and apprentices in selected trades and regions where open market arrangements are approved. Other objectives include creating opportunities for those who may otherwise be disadvantaged in their access to vocational training.

85.   The payment of equity assistance is available under the program to apprentices and trainees who have been assessed as needing additional support. Assistance includes mentoring for Indigenous people, as the NSW Government Charter for Equity in Education and Training is incorporated into ATTP.

86.   During 1999, 571 Indigenous students (4 per cent of the total) participated in the program through private training organisations. Funds allocated to support Indigenous students with private training organisations under the program in 1999 amounted to $1 million.

87.   *The 2000 by 2000 NSW Public Sector Traineeship Strategy* was established in 1999 as a whole of government initiative to significantly increase the number of trainees employed in the NSW public sector. Its goal was to facilitate the employment of 2000 trainees in NSW public sector agencies by the year 2000.

88.   The NSW Department of Education and Training was the lead agency supporting the strategy, providing assistance and advice to agencies in the employment of trainees.

89.   NSW public sector agencies were encouraged to employ Indigenous trainees in both targeted and non-targeted traineeship positions. To meet the needs of Indigenous communities the NSW Department of Education and Training employed more than 40 Aboriginal education assistants under new entrant traineeship arrangements.

90.   As part of the Strategy, the NSW Government also provided an additional incentive of a $5000 part-wage subsidy to NSW public sector agencies to support the employment of new entrant trainees in rural and regional areas of NSW.

91.   ***Group Training Program.*** Group training organisations employ apprentices and trainees and manage the provision of their on the job training by host employers. The Group Training Program is administered under the Joint Commonwealth State Policy for Group Training. The program funds selected group training companies to achieve equity and other government policy targets.

92.   The Group Training Program has a recurrent budget of $3.28 million split equally between ANTA and the New South Wales State Government. A total of 28 companies were funded under the policy in 1998-99, employing apprentices and trainees across New South Wales in a broad range of industry areas.

93.   Since the adoption of an outcomes based funding model in 1995, employment of Indigenous apprentices and trainees has been encouraged through incentives.

94.   During 1998-99 a total of 220 Indigenous apprentices and trainees (3 per cent of the total) participated in the program. Funds allocated to support Indigenous students under the program with group training companies in 1998-99 amounted to $82 500.

State Administered Indigenous-specific Programs

95.   ***The Elsa Dixon Aboriginal Employment and Career Development Program*** and ***The Local Government Aboriginal Employment and Career Development Program*** provide employment and career development opportunities for Aboriginal people in State and Local Governments respectively. The State Government allocated $2.8 million to these programs in 1999-2000.

96.   In 1999-2000 the Elsa Dixon Program resulted in a total of 44 Aboriginal people being employed in seven public sector agencies. Under the Local Government Program, 42 Aboriginal people were employed in 21 local councils across NSW.

97.   Participating State departments and local councils contribute annually, so that after three years of funded employment, participants' wage costs are met entirely by their employers.

98.   ***The New Careers for Aboriginal People (NCAP) Program*** is delivered through community organisations and assists Aboriginal people to obtain employment and accredited training. The program is entirely State funded. An amount of $1.1 million was provided in 1999-2000 and a similar level of funding was provided in 2000-2001. An estimated 1 800 people were assisted under this program in 1999-2000.

99.   ***Training for CDEP.*** The New South Wales Department of Education and Training identified CDEP as a key client for Aboriginal VET services in NSW. In 2000, TAFE NSW provided VET services to the majority of CDEP schemes operating in NSW. TAFE NSW supported more than 50 training initiatives for CDEP schemes in 1999-2000.

100.   Most TAFE NSW Institutes are involved in the delivery of a wide variety of training programs for CDEP schemes. These programs vary both in terms of industry areas and the levels of qualifications, from certificates to traineeships and apprenticeships. Flexible delivery is a key consideration in providing training for CDEPs — therefore training activity has been delivered both on the job and off the job.

101.   The demand for training among CDEP communities continues to outstrip supply because CDEP schemes do not have the financial capacity to purchase training, despite recommendations of the 1997 Independent Review of CDEP (the Spicer Report).

102.   In general, New South Wales has a number of specific program and public sector human resource responses to training need. However, most NSW Indigenous communities with CDEP schemes lack access to work activities outside their immediate community through local government, private contracting etc. In some more remote locations Government tendering may be the only major opportunity for facilitating training and employment and the NSW Aboriginal Communities Development Program is designed to meet that need.

VICTORIA

Roles and Strategic Direction

103.   The Office of Post-compulsory Education, Training and Employment is the State Government Agency responsible for training services in Victoria.

104.   The Victorian Aboriginal Education Association Incorporated (VAEAI) in partnership with the Office of Post-compulsory Education, Training and Employment, has undertaken a review of training and further education matters that impact on Aboriginal and Torres Strait Islander peoples. The draft recommendations address the requirements of the Indigenous community for training — to support self determination and to meet the aspirations of individual Koories through:

> (i)   recognition of the significance of Koorie identity and the need to support this identity;

> (ii) better defining and extending the roles of Koorie advisory structures;

> (iii) strengthening the influence of the Koorie community at State, Regional and local levels in the State Training System with respect to planning and policy advice;

> (iv) developing culturally appropriate training delivery and service standards for Koorie students; and

> (v)   meeting the diverse aspirations of individual Koorie students of all ages.

105.   To obtain better outcomes from training, including employment outcomes, the review recommended initiatives that will improve the connectivity of the Koorie community with Government, RTOs providing training to the Koorie community, and employers.

106.   The VAEAI is recognised as a training board in its own right and produces an annual State Training Plan for Indigenous people in Victoria.

107.   There have been quite significant improvements in participation rates of Indigenous people within the VET system — including Victoria. In line with this growth, Koorie education units have been established on all major TAFE campuses and provide Indigenous support officers. While participation has expanded, a gap still exists, however, in terms of outcomes and types of courses into which Indigenous people have been directed. A variety of processes have been initiated to engage industry and to look at regional economic development patterns so that this increased participation is spread across courses.

108.   A key strategic focus for VAEAI is the notion of partnership involvement in decision making and policy setting. It is the point at which most leverage has attempted to be exerted on the Victorian VET system to improve Indigenous outcomes.

Funding Allocation

109.   Training funds may be allocated based on a combination of factors — including enrolment (population) data, student outcomes data, socio-economic status of the students and the extent to which existing programs/services appropriately meet the needs of Aboriginal and Torres Strait Islander peoples.

110.   Victoria takes the following into account when measuring need:

(i) input from Aboriginal and Torres Strait Islander peoples;

(ii) location and size of the Aboriginal and Torres Strait Islander population;

(iii) outcomes achieved by Aboriginal and Torres Strait Islander people (including students) in areas of education, training and employment — where outcomes may include retention, attendance, completion and participation rates as well as literacy and numeracy achievement levels; and

(iv) the extent to which existing programs/services appropriately meet the specific and diverse needs of Aboriginal and Torres Strait Islander peoples.

State Administered Indigenous-specific Programs

111.   Victoria delivers a range of Indigenous-specific training programs and initiatives, which included in 1998:

(i) funding of $5.3 million through TAFE institute profiles and the open tender process for training that specifically targeted Indigenous peoples;

(ii) funding of $1.3 million through IESIP to support Koorie programs;

(iii) funding of about $24 000 for computer and Internet training for retail enterprises run by Indigenous people;

(iv) funding of about $70 000 to provide training in land conservation and restoration;

(v) funding for Koorie liaison officers, teacher support positions and the VAEAI;

(vi) establishment of a Koorie liaison officers' network;

(vii) development of Koorie community training centres and culturally sensitive learning materials with local Koorie communities; and

(viii) the undertaking of a Koorie pathways research project, reporting on pathways between education, employment and training.

112.   In addition $2.34 million was allocated to pre-apprenticeship training for disadvantaged people in the labour market through the Managing Diversity Policy.

QUEENSLAND

Strategic Direction

113.   The Department of Employment, Training and Industrial Relations (DETIR) is responsible for setting VET policy directions in Queensland.

114.   *Skilling Australia - the Queensland Vocational Education and Training Strategy (2001-2004)* acknowledges that changes in Queensland's demographic and economic base have meant that the composition of the Queensland labour force — and the skills that labour force requires — has undergone enormous change. While the *Education 2010 Strategy* proposes to address these changes with new core skills, the *Skilling Australia Strategy* recognises that students of today's schooling will not predominate in the labour force until after 2020. For Queensland to respond to economic and social change, those already in the workforce, including Indigenous people, need to be equipped with skills for the new workplace and community development.

115.   *Skilling Australia* indicates that the Queensland VET system is firmly committed to building relationships between industry, government, community, training providers and clients.   Through this collaboration, Queensland had led the way in

implementing national training reforms, expanding the training market, and implementing school-based apprenticeships and traineeships and other training options. To achieve its vision of 'Queenslanders reaching their potential through vocational education and training', the Queensland training system intends:

- to increase the skills and qualifications of Queenslanders;

- to embrace the information technology and biotechnology age;

- to expand innovative and collaborative business practices; and

- to build on the quality of VET.

Programs for Indigenous People

116. In addition to general training courses, apprenticeships and traineeships, some VET in Queensland is specifically designed for the needs of Indigenous peoples. In particular, the following training is provided:

(i) tutorial assistance and literacy and numeracy help;

(ii) traineeships developed specifically for Indigenous students in different industries — including Hospitality, Tourism, Guiding and Tour operations, and Construction; and

(iii) courses tailored to suit the local communities and delivered by both private providers and TAFE to Indigenous communities — in fields such as Health Care, Office Administration, Hospitality, Community Recreation and Business.

117. There are plans to fund courses in Work Access, Office Procedure Skills, Computer Based Technology, Domestic Travel and Tourism, and Engineering. DETIR is also currently investigating the future training needs of Indigenous communities.

118. *VET in Schools.* The VET in Schools project commenced in Queensland in 1998-99. One of the aims of the project was to overcome the disadvantages of geographical and socio-cultural isolation and enhance the employment and training prospects of Indigenous students from rural and remote communities. Outcomes of this project highlighted the significant barriers faced by Indigenous students in VET participation, including the academic nature of the post-compulsory curriculum and its assessment. Essentially, the project highlighted that pathways in VET are often limited because of:

(i) geographical isolation;

(ii) dropping out of school before Year 11;

(iii) poor literacy and numeracy skills limiting students to courses that lead to lower qualifications; and

(iv) limited availability of jobs in specific industries.

119.   In response to these issues in VET, the *Review of Education and Employment Programs for Aboriginal and Torres Strait Islander Peoples in Education Queensland*, released in February 2000, proposed that:

  (i)   the involvement of Indigenous students in VET can be improved by establishing links to local employer bodies and the CDEP, and developing or adapting courses to match local career opportunities (for example, in mining and cultural tourism);

 (ii)   VET modules for students under 15 years need to be developed and tried out (for example, the Literacy in the Workplace Module) in conjunction with the Australian Qualifications Framework;

(iii)   a targeted program is needed to increase the number of Indigenous students in school-based apprenticeships; and

 (iv)   as part of the compact process under the *Partners for Success* Strategy, Education Queensland through individual schools, will work cooperatively with the community, local industries, training providers and government departments to provide VET options for students, proposed by the Indigenous community, where possible, thereby raising the skills of the community in general.

WESTERN AUSTRALIA

Strategic Direction

120.   The Western Australian Department of Training and Employment is the State agency responsible for assisting Indigenous people and communities to acquire training, skills and jobs. The Department has two key roles:

  (i)   to strategically manage the Western Australian vocational education and training system; and

 (ii)   to facilitate the delivery of employment services throughout Western Australia.

121.   The Western Australian VET system:

  (i)   provides access to training places;

 (ii)   facilitates progression through to nationally recognised qualifications;

(iii)   provides appropriate material to facilitate different learning styles;

(iv) enhances skill levels in relation to requirements of community and industry needs;

 (v) ensures access to courses to develop numeracy and literacy skills; and

(vi) provides skills training in formats appropriate to individual lifestyles.

The Department's objectives in regard to employment services also include the provision of work-based training opportunities.

Training of Indigenous People

122.   The Department provides services to Indigenous persons both through mainstream programs and through specifically targeted programs. Training is specifically targeted to Indigenous persons through:

 (i) the location of delivery — for example, onsite delivery training to Indigenous communities;

 (ii) selection of content — for example, skills necessary for maintaining facilities in local communities; and

(iii) style of delivery — for example, flexible entry and exit to enable participants to meet their cultural and family obligations.

123.   Western Australia employs Aboriginal Program Coordinators, Aboriginal Student Service Officers and Aboriginal Program Assistants, using IESIP funding, to address the issues of mentoring and appropriate customised learning materials and support for the students that come to the training providers.

124.   Western Australia is also focussing on issues related to remote areas such as climate, accommodation for teachers and student/teacher ratios. The wet season in remote areas restricts access to only six months of the year. The State is trying to bring training to Indigenous students in their homelands, by looking at better ways of flexible delivery such as online to communities, rather than asking students to move to regional towns and cities.

Funding

125.   The ANTA contribution to VET funding in Western Australia represents about 28 per cent of total funding (about $95 million), with the majority of funding ($241 million) provided by the State Government (70 per cent) and revenue collection (2 per cent) primarily from student fees.

126.   Commonwealth funding allocated by ANTA to Western Australia is based on the Annual VET Plan submitted by the Department. ANTA funding contributes to the provision of services to Indigenous persons through the TAFE system, and through specifically funded initiatives.

SOUTH AUSTRALIA

127.   The Department of Education, Training and Employment (DETE) is the State government agency which manages the provision of training services in South Australia.

Major Training Programs

128.   The *Aboriginal Education Program* provided through DETE has a number of goals directed at achieving equitable and appropriate educational outcomes for Indigenous students. Core performance targets in this context include increased attendance, increased retention and increased attainment.

129.   The program is offered through major TAFE Institutes throughout South Australia and programs are delivered through TAFE campuses and community centres. Certificates have been developed in response to training needs identified by South Australian Aboriginal Communities and organisations in conjunction with the MCEETYA national priorities.

130.   Customised training and flexible delivery styles including the Aboriginal Study Centre Program, cater for full time and part time students who are able to choose from a wide range of certificates or recognised training. These programs are also provided to Indigenous people in detention centres.

131.   Grants are not provided to community organisations through this program. Monies are allocated to TAFE Institutes on the basis of an Annual Hour Curriculum (AHC) formula through a Purchase Agreement.

132.   The *State Government Traineeship Program* is a joint State-Commonwealth funded initiative.

133.   The annual placement target is 1200 traineeships placed in government departments and agencies — with a distribution of 800 in metropolitan areas and 400 in country areas. Within these two overall targets, specific targets are set for traineeship placements for Indigenous people.

134.   Trainees are placed in quite diverse settings, ranging from schools through to community libraries, programs and projects with communities.

TASMANIA

Strategic Direction

135.   The Office of Vocational Education and Training (OVET), a division of the Department of Education, is responsible for purchasing and regulating training services

along with policy and planning for VET. The VET system in Tasmania is governed by the *Vocational Education and Training Act 1994*.

136.   Tasmanian priorities for VET in 2001 include:

(i) the further expansion of VET in Schools and School-based New Apprenticeships for senior secondary students;

(ii) a focus on increasing the depth of students programs resulting in higher levels of completion of modules, units of competency and AQF qualifications;

(iii) the coordination of work placements in industry and a continued focus on achieving quality in structured workplace learning programs;

(iv) recognition of the key role of industry and the need to facilitate greater employer involvement in programs and enhanced partnership arrangements between schools, industry and VET providers at the national, State and local levels; and

(v) the introduction of specific strategies to improve access for students in rural and remote areas and for educationally disadvantaged students.

137.   ***The Aboriginal Education Unit*** — located within the Department of Education — assists education districts, schools and colleges with the implementation of the Aboriginal Education Strategic Plan for 1997-2002. The unit manages a project across all 6 school districts which encourages retention of Indigenous students in Years 9-12 and which emphasises to these students and their communities the importance of staying on at school to Years 11 and 12. It also emphasises that colleges have programs to offer all students and in particular that VET in Schools programs may offer useful and appropriate pathways to higher education, VET, and/or employment.

138.   For Indigenous people, the key directions in 2001 under the Tasmanian VET Equity Strategy are:

(i) to develop a State response to *Partners in a Learning Culture*;

(ii) to direct a proportion of State priority funding for eco-tourism to higher level courses for Indigenous peoples;

(iii) to implement strategies funded through the National English Literacy and Numeracy Strategy (VET section); and

(iv) to seek to increase State financial input into Indigenous training.

Programs for Indigenous People

139.   ***VET in Schools.*** The articulation of pathways between schooling and training providers was a major strategic recommendation in the 1995 MCEETYA task

force. Since that time, the MCEETYA Taskforce on VET in Schools has consulted and researched widely to arrive at a new framework agreeable to all school systems and authorities that is focussed on improving the transitions of all young people from school to work and further study. MCEETYA in accepting the Taskforce report has endorsed the following vision for VET in Schools programs in the 2001-2004 quadrennium:

> VET in Schools assists all young people including Indigenous students to secure their own futures by enhancing their transition to a broad range of post school options and pathways. It engages students in work related learning built on strategic partnerships between schools, business, industry and the wider community.

140.   VET in Schools is a significant and growing area of training addressed through the school system in Tasmania. Since 1992, school and college student enrolments in Certificate courses have increased from zero to 2932 students.

141.   As part of its 1998 priorities involving the expansion of employment-based training, Tasmania undertook development work to assist schools with target groups including major projects across schools and colleges through the VEGAS program, supported by the Commonwealth DETYA[2].

142.   Initiatives to lift participation and outcomes of Aboriginal and Torres Strait Islander peoples in 1998 were expanded. As part of the Aboriginal Program, TAFE-based Indigenous VET officers provided statewide assistance to Aboriginal and Torres Strait Islander students. Consultations were undertaken with the Indigenous community and regional advisory committees to determine courses to be offered and raise awareness of the program. The numbers of students participating in transition courses increased and more students made the shift to mainstream study. Staff support, a focus on delivery of 'taster' courses and effective role models offered by successful students, contributed to the result. Planning for an ANTA-funded Aboriginal Cultural and Learning Centre at Risdon Cove in Hobart also commenced.

AUSTRALIAN CAPITAL TERRITORY

Policy Approach in Training

143.   The Office of Training and Adult Education, part of the Department of Education and Community Services, manages the VET system in the ACT.

144.   Achieving satisfactory outcomes for Indigenous (and non-Indigenous) students is the primary focus of VET policy direction in the ACT, although participation is also considered important. In terms of program delivery, 'one size does not fit all'. It is recognised that training programs need to be delivered in flexible ways, and that sufficient

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[2]   ANTA Annual National Report 1998, vol 2, p 89.

support must be available to keep students in VET programs. There is a significant loss of Indigenous students from programs. The ACT VET system is looking at ways to tailor training programs to meet the specific needs of students, so that Indigenous participation can be maintained.

145.   In the main, due largely to the disadvantages of diseconomies of scale, the ACT Government tends to use a mainstream service provision model with a focus on improving Indigenous access to, and ensuring the appropriateness of, mainstream services. On the basis that the Indigenous people represent about 1 per cent of the ACT population, the estimated cost of programs and services used by the Indigenous population of the ACT is approximately $17.6m.

Employment Related Training

146.   Within the general mainstream framework, the ACT has implemented a number of programs and services to meet Indigenous training and employment needs. In 1999, 62 Indigenous people were employed under the Commonwealth's New Apprenticeships program. Programs funded through the ACT Office of Training and Adult Education include the ACT Adult Language Program; Literacy and Numeracy Program; Training for Industry Program; and Adult and Community Education.

147.   The ACT funds programs to provide unemployed Indigenous people with skills to enable them to achieve sustainable jobs in the security industry, the sport and recreation industry, and arts and cultural heritage industry.

148.   The costs of provision of group training and employment services with priority for Indigenous persons is divided evenly between the Commonwealth and the ACT.

149.   ***Chubb Security.*** One of the most successful programs in the ACT is an employment related training program conducted by Chubb. Features of the program include program design, program delivery and the ongoing support and monitoring of the students and a guaranteed job at the end of the program which has resulted in a 100 per cent success rate.

150.   ***Restart.*** In 1998-99, the ACT Government ran a range of employment programs under the umbrella program *Restart* which was aimed at mature-age unemployed people forty years and older, and targeted identified groups including Indigenous people. The programs included Upskilling and Information Technology for Mature Aged people, and covered areas such as vocational skills training, job search and matching, and job placement assistance.

151.   ***Open Access Centres.*** At the same time, the ACT Government funded Open Access Centres (OAC) to provide job search facilities and training to assist unemployed ACT residents become 'job ready'. Although open to all residents who were not receiving Commonwealth Newstart or Youth Allowance, priority was given to disadvantaged sectors of the labour market, including Indigenous people.

152.   Commonwealth funded programs include:

(i) WADU — a national vocational learning strategy for young Indigenous people which provides a mentoring process to encourage Indigenous students in VET;

(ii) Certificate in General Education for Adults;

(iii) Certificate in General Construction; and

(iv) Study and Work Programs for Indigenous men and Indigenous women.

NORTHERN TERRITORY

Strategic Direction

153.   The Northern Territory does not have a unified TAFE system. All of the colleges and institutes are separately governed. Each of those institutions have separate IESIP agreements with the Commonwealth, and they negotiate these agreements themselves. They are therefore in a better position to address very specific problems that relate to their clientele in the Northern Territory.

154.   The Northern Territory Employment and Training Authority (NTETA) has a strategic role in the provision of training services in the Northern Territory. NTETA's overall strategic directions for the Territory focus on:

(i) developing and implementing training and employment initiatives which support major economic development;

(ii) consolidating VET in Schools delivery;

(iii) strengthening Adult and Community Education;

(iv) streamlining and focusing advice to establish training needs;

(v) improving regional and remote delivery of training needs; and

(vi) raising training delivery standards.

155.   NTETA's specific training strategies for Indigenous Australians include:

(i) improving access to VET in remote communities;

(ii) improving literacy and numeracy skills;

(iii) improving access to New Apprenticeships opportunities;

     (iv) developing infrastructure provision in the Territory so that Indigenous people can access equipment, facilities and information technology to levels provided in major urban centres;

     (v) developing Indigenous business participation — especially in the tourism, hospitality, retail, cultural and IT industries; and

     (vi) eliminating barriers to employment and increasing retention in employment.

Training Issues

156.   ***Indigenous needs and delivery costs.*** In the Northern Territory, around 28 per cent of the population identify as Indigenous people. The unique training needs of the Indigenous people form a major component of vocational education and training effort.

157.   In the Territory, costs of delivering training to Indigenous people are high. The Indigenous VET participation rate is currently about 3 to 4 per cent higher than the Indigenous population share. In 1999, 75 per cent of delivery to Indigenous people was in remote locations. Each hour of delivery in the Northern Territory in a remote location is funded at least to an extra $3.50 per hour per student.

158.   A common complaint of the training organisations in the Territory is that there are nowhere near enough resources to do justice to the needs of the Indigenous people. RTOs are constrained by a number of issues, including nominal hours and industry remuneration rates. Training organisations regularly seek extra public funding to meet the high costs of delivery, which occur because of the particular circumstances, which arise in communities.

159.   ***Infrastructure issues.*** A lack of infrastructure affects the Territory's ability to deliver online services at the level required.

160.   There are also language issues involved in areas where online delivery is possible, because people's capacity for English determines the effectiveness of communication through interactive video. If 'flexible' delivery is to be effective, it is crucial that an effective personal relationship be established between the service provider and the students in remote communities. This significantly increases the costs of the 'flexible' delivery mode in the Territory.

161.   The importance of communications infrastructure for delivery to remote areas is recognised by NTETA, and plans are in hand to extend Internet access to reach more remote communities.

162.   Also, the establishment of open learning centres in regional areas is supported, reflecting a commitment to enhancing equity and access to training for Indigenous peoples.

163.   ***Future planning.*** Significant barriers exist to efficiency gains in the Northern Territory due to the small dispersed population, diseconomies of scale and a large

itinerant, Indigenous population. However, future productivity improvements are expected through outcomes-based funding and applying a productivity dividend to the Northern Territory's public training organisations — Batchelor Institute of Indigenous Tertiary Education, Casuarina Senior College, Centralian College and the Northern Territory University.

164.   NTETA will continue to foster partnerships between community organisations, industry and other agencies in addressing the training needs of Indigenous people.

165.   Underpinning all planning is the need to link training plans to Indigenous aspirations and accurately reflected training requirements[3].

Key Training Programs

166.   Industry Training Plans for 1998 have improved coverage of target groups under-represented in industries. Programs such as ***Recognition of Prior Learning, Assessor Training,*** and ***Workplace Training Category 1*** have been made available in remote areas and to Indigenous organisations.

167.   ***Flexible response funding*** is a remote delivery funding mechanism based on community preference, which ensures that people in remote communities can access relevant training. In 1998, some 90 000 annual hours curriculum were contracted on community preference principles and 70 per cent of funding for new programs in 1998 was allocated to remote area communities.

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[3] ANTA Annual National Report, vol.2.