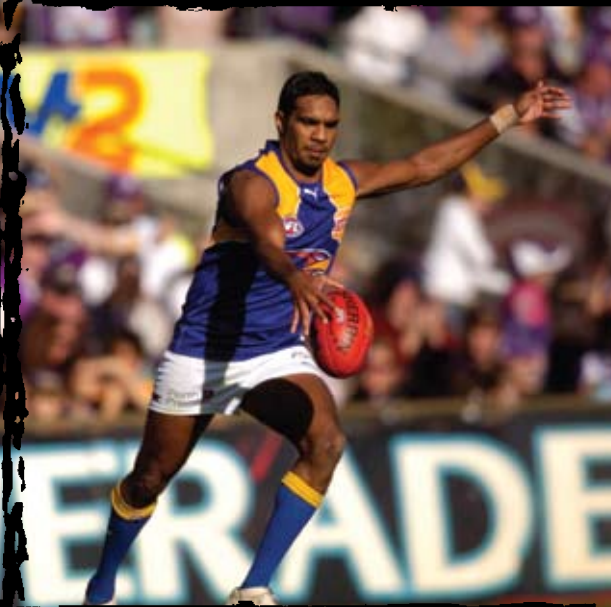


Training together – working together

Sustainable employment outcomes for Aboriginal people through training



Aboriginal workforce development strategy



Government of Western Australia
Department of Training
and Workforce Development



TRAINING WA
Careers. Skills. Opportunities.

From the Minister

As Minister for Training and Workforce Development, I have given a personal commitment to providing better training and workforce development opportunities for all Aboriginal people in Western Australia, through the ***Training together – working together*** initiative.

When commissioning this work, it was my intent to ensure that Aboriginal people in Western Australia are equipped to take advantage of the sustained economic growth our State is so privileged to be experiencing.

The strategies and recommendations in the report are the result of a comprehensive consultative process throughout the State, involving over 500 people, including Aboriginal people, industry and community representatives.

The Committee members who undertook the work were led by Dr Sue Gordon AM, and Mr Keith Spence, and I am very grateful for their tireless efforts in bringing this work to fruition.

I commend to you the ***Training together – working together*** Aboriginal workforce development strategy report, and look forward to working with the Western Australian community to provide effective and tangible outcomes for Aboriginal people.

Hon Peter Collier MLC
Minister for Training and Workforce Development



Title: *Training together – working together* : sustainable employment outcomes for Aboriginal people through training : Aboriginal workforce development strategy

SCIS no.: 1461368

ISBN: 978-0-7307-4363-7

Training together – working together

From the Co-chairs, Training together – working together committee

People in Western Australia with the right skills have considerable employment opportunities, now and for the foreseeable future. It is therefore timely that the **Training together – working together** committee has considered what needs to be done to ensure that the local Aboriginal population benefits from these opportunities. Despite continued demand for skills and labour in our State, Aboriginal people are disproportionately under-represented in the workforce by a factor of three compared to non-Aboriginal Australians. Many Aboriginal people are long term unemployed and experience a level of disadvantage that impacts on their living standards, life expectancy and health, and this flows on into families and communities.

The **Training together – working together** committee made six main findings:

1. There is a lack of connection and coordination between employers, job seekers and service providers, between State agencies and between State and Australian Governments that creates inefficiency and ineffectiveness.
2. There are job opportunities for Aboriginal people but employers do not know how to successfully engage with them. There is an opportunity to increase employer involvement and commitment to employing Aboriginal people.
3. One size does not fit all – locally responsive solutions are needed to address unique local issues.
4. Support for Aboriginal people transitioning from school to training, from training into jobs, from unemployment to employment is essential – relationship-based mentoring is the critical ingredient in helping individuals to make successful transitions into sustainable employment.
5. There are major individual and institutional barriers to Aboriginal participation in the workforce – a strategic, systematic response is needed to remove these fundamental barriers.
6. There is a need to raise awareness of Aboriginal employment opportunities and promote new Aboriginal role models.

Training together – working together

The ***Training together – working together*** Aboriginal workforce development strategy is designed to address these six main findings. It outlines a way forward over the immediate to long term and will serve as a public report card on the training and employment outcomes of Aboriginal people over the next three years. A whole of government approach over a longer period of time will be necessary to ensure that significant progress is made in many of these areas.

As co-chairs of the committee we offer sincere thanks to all those who have contributed to this strategy, particularly all those who participated in the regional consultations. Special thanks are due to members of the ***Training together – working together*** committee who oversaw the development of the strategy. We are also grateful to the members of the Secretariat of the State Training Board and the Department of Training and Workforce Development for their efforts and evident commitment to the development of the strategy.



Dr Sue Gordon AM
Co-chair
March 2010



Mr Keith Spence
Co-chair

Training together – working together

Contents

Executive summary	7
Strategic themes and recommendations	12
Connecting employers and Aboriginal job seekers to meet Western Australia’s growing work opportunities	12
Engaging local knowledge and capacity to achieve successful regional Aboriginal employment outcomes.....	12
Improving the transitioning of Aboriginal people to achieve sustained employment outcomes	13
Removing barriers to participation in the workforce	14
Raise awareness of Aboriginal employment opportunities and promote new Aboriginal role models	15
Part 1 – Introduction	16
<i>Training together – working together</i> Committee.....	16
Background.....	16
Committee work groups	17
Regional consultations.....	18
Western Australian economic overview.....	18
Aboriginal population in Western Australia	19
Aboriginal population by region.....	20
Distribution of Aboriginal and non-Aboriginal people in Western Australia 2006	21
Part 2 – public sector targets	22
Training WA	22
COAG ‘Closing the Gap’ targets	22
National Partnership on Indigenous Economic Participation	23
Western Australian public sector	24
Western Australian public sector commitment	24
Part 3 – private sector intentions	25
The Australian Employment Covenant	25
<i>Training together – working together</i> employer survey	25
Part 4 – what’s already happening?	28
Critical success factors in the recruitment and retention of Aboriginal employees .	28
Defining successful employment outcomes and sustainable good practice	28
Critical success factor model (figure 4).....	29
Element 1: Commitment – senior management support	30
Element 2: Identified partnerships/relationships to develop a ‘talent pipeline’	30
Element 3: Merit based employment and career development.....	31

Training together – working together

Contents

Element 4: Mentoring/role models	31
Element 5: Cross-cultural awareness training	32
Element 6: State/regional/area champions (if appropriate).....	32
Element 7: Work readiness support	33
Element 8: Realistic target setting and evaluation	33
Part 5 – the need to act: an Aboriginal workforce development strategy	35
Strategic theme 1 – Connecting employers with Aboriginal job seekers to meet the State’s growing work opportunities	36
Strategic theme 2 – Engaging local knowledge and capacity to achieve successful regional Aboriginal employment outcomes	38
Strategic theme 3 – Improving the transitioning of Aboriginal people to achieve sustainable employment outcomes	43
Strategic theme 4 – Removing barriers to participation in the workforce.....	48
Strategic theme 5 – Raise awareness of Aboriginal employment opportunities and promote new Aboriginal role models.....	55
Appendix 1 – <i>Training together – working together</i> committee members	58
Appendix 2 – Written submissions received by secretariat and forwarded to <i>Training together – working together</i> committee	59
Appendix 3 – <i>Training together – working together</i> employer case study contributors	61

Tables and figures

Figure 1 – <i>Training together – working together</i> Aboriginal workforce development strategy	11
Figure 2 – <i>Training together – working together</i> committee work plan structure....	17
Figure 3 – Aboriginal population by region, unemployment rate and labour market participation rate	20
Table 1 – Distribution of Aboriginal and non-Aboriginal people by region in Western Australia.....	21
Figure 4 – Critical success factors for successful, sustainable Aboriginal employment outcomes	29

Training together – working together

Executive summary

Against a backdrop of continued demand for skills and labour in Western Australia, Aboriginal¹ people remain among the most severely disadvantaged groups in the labour market. While it is encouraging that employers are becoming increasingly aware of the benefits of a more diverse and inclusive workforce, Aboriginal people continue to be a significantly underutilised labour resource in the economy. With the unemployment rate in Western Australia around 5%, the rate of Aboriginal unemployment remains at 18%² with the gap varying more widely in many regional and remote areas of the State.

The Hon Peter Collier MLC, Minister for Training and Workforce Development has therefore asked the State Training Board to develop an Aboriginal workforce development strategy for industry, community and government that will ensure that Aboriginal people have an improved opportunity to participate in the State's emerging and future skills requirements and job opportunities.

The Board's *Training together – working together* committee was established to lead the initiative. The work of the committee has been informed by a comprehensive state-wide engagement and consultation process with industry and Aboriginal communities. This was underpinned by:

- an assessment of the Aboriginal supply and demand outlook on a region by region basis;
- the identification of the critical success factors for sustainable Aboriginal employment outcomes and best practice employer models;
- an assessment of the range of support services in the regions and their effectiveness in transitioning Aboriginal people into employment; and
- the identification of the individual and institutional barriers to Aboriginal workforce participation.

The *Training together – working together* Aboriginal workforce development strategy is aimed at assisting Aboriginal people to participate effectively in the workforce and to ensure that the development and application of their skills is within a workplace context. It contains recommendations that will make better connections between employers and Aboriginal people and, through a more unified system of support, help individuals progress through the various transitions towards sustained employment, thereby reducing long-term welfare dependency.

1 The terms Aboriginal, Indigenous and Torres Strait Islander, and Indigenous in referring to the first Australians, are used interchangeably to maintain accuracy with respect to other preceding documents and initiatives. The term Aboriginal, more broadly used here, should be taken to mean Aboriginal, Indigenous and Torres Strait Islander peoples.

2 See Figure 3

Training together – working together

Executive summary

In framing the strategy, the committee's vision for employers, the training system and Aboriginal communities is to establish an approach that clearly puts Aboriginal people at the centre of industry and government workforce training and development planning and ensuring that the outcomes are meaningful, culturally appropriate and long-lasting.

The strategy is summarised in figure 1 on page 11. The overarching theme is one of making connections and joining the dots between employers, job seekers, communities, service providers and government.

Five main strategic themes have been identified as follows:

1. connecting employers and Aboriginal job seekers to meet Western Australia's growing work opportunities;
2. engaging local knowledge and capacity – recognising a one size fits all approach does not work;
3. improving the transitioning of Aboriginal people through quality mentoring and other support;
4. developing a strategic systematic response to individual and institutional barriers to Aboriginal participation in the workforce; and
5. raising awareness of Aboriginal employment opportunities and promoting new Aboriginal role models.

There is a lack of connection – we need to join the dots. While there are many isolated examples of good practices and programs, the overwhelming conclusion is that there is a confusing lack of connection and coordination between employers, job seekers and service providers, between State agencies and between State and Australian Governments, that create inefficiency and ineffectiveness.

There is an array of funding sources and programs available to support employers and Aboriginal people. While some of these are achieving good results, the programs are not integrated and lack synergy. Contractual arrangements sometimes pitch providers against one another. This competitive environment provides little opportunity or incentive for providers to work together to provide a more effective service to Aboriginal people. There is a need to simplify access to quality employment and training support services for employers and Aboriginal people, particularly at a regional level.

There are job opportunities for Aboriginal people but employers do not know how to successfully engage with them – there is an opportunity to increase employer involvement and commitment to employing Aboriginal people. Although an increasing number of companies have set Aboriginal employment targets as part of addressing their skills and labour needs, many of these companies do not have strategies to implement their policies.

Training together – working together

Executive summary

Companies are positive about jobs growth, particularly in the medium to long term, and they want to place Aboriginal people in those jobs. However, they often do not know how to do this or who best to assist them. Conversely, Aboriginal people are generally unaware of the job opportunities in their region, particularly those jobs that might be emerging and require a longer lead time in terms of work readiness and skills development.

Aboriginal people feel they are often overlooked in the forward planning and skill development required to take up these opportunities and they feel that they are more likely to be directed towards immediate and less sustainable jobs. Training and employment support service funding models are cited as a major cause of this by many stakeholders, including service providers.

One size does not fit all – locally responsive solutions are needed to address unique local issues. The committee's consultations across the State's regions highlighted that each region of Western Australia has its own distinct and unique issues that are most effectively addressed by locally tailored solutions.

The importance of transitions – transitional support achieves consistently more sustained employment results. Relationship-based mentoring has been identified as the critical ingredient in helping individuals to make successful transitions to sustained employment. While we found good examples of successful employers of Aboriginal people, many companies have little or no experience and there is a need to promote and showcase best practice enterprise examples to other employers, particularly small and medium enterprises. Some companies, usually large enterprises, mostly in the mining and construction sector, are successful in attracting and retaining Aboriginal people in the workplace. However, small to medium enterprises, while estimated to employ more than half of the Western Australian workforce³, are generally not employers of Aboriginal people because they are not resourced to make the upfront investment needed to be successful⁴.

There are major individual and institutional barriers to Aboriginal participation in the workforce – a strategic, systematic response is needed to remove these 'root-cause' barriers. Only around 20% of Aboriginal adults have completed year 12 or a post school qualification. The generally low standard of language, literacy and numeracy is one of the most significant barriers to employment, which must be overcome. Other major barriers include the lack of a driver's licence, transport, housing and accommodation. Without partnerships and connections between providers, Aboriginal people and their communities, and employers, Aboriginal people with significant personal barriers remain at high risk of disengaging, particularly as they transition in and out of education, training and the workforce.

3 Small Business Development Corporation smallbusiness.wa.gov.au/small-business-statistics/

4 Chamber of Commerce and Industry *Training together – working together* Employer Survey – available at trainingwa.wa.gov.au

Training together – working together

Executive summary

There is a need to raise awareness of Aboriginal employment opportunities and promote new Aboriginal role models. Improved communication channels are needed with Aboriginal communities for example face to face communication is likely to be much more effective than digital techniques such as a website to make them aware of job opportunities and to showcase successful Aboriginal role models from a wide cross section of occupations. There are many prominent, successful Aboriginal people, such as doctors, nurses, social workers, artisans, engineers, environmental scientists, plumbers and carpenters, with inspiring success stories that should also be promoted. There is a need to de-bunk prevalent myths regarding Aboriginal employment. Employers and government organisations need to be educated on the business imperative, opportunities and benefits of Aboriginal employees.

Training together – working together

Executive summary

Sustainable employment outcomes for Aboriginal people through training

Halving the Aboriginal employment gap by 2020

Committing to Aboriginal employment and job-related training targets to meet the future skills requirements and job opportunities of Western Australia

Making connections

- Create an **Aboriginal Workforce Development Centre** that connects and coordinates data and programs across the State
- Create nine regional Hubs to directly link local Aboriginal people and employers together to meet the State's jobs growth opportunities
- Create an overarching governance group to recommend policy changes to address barriers that require a whole of government approach

Connecting employers and Aboriginal job seekers

- Linking Aboriginal graduates with job opportunities arising from major companies and their contractors across WA
- Creating an Aboriginal Workforce Development Centre that gathers and coordinates data across the State to monitor supply and demand requirements
- Increasing the proportion of employers, including SMEs, that employ and develop Aboriginal people to respond to future skills requirements and job opportunities
- Setting and meeting COAG Aboriginal employment targets across government agencies
- Leveraging the AEC initiative

Engaging local knowledge and capacity to achieve successful regional Aboriginal employment outcomes

- Creating Aboriginal Workforce Development Hubs in each of WA's nine regions
- Engaging local Aboriginal Communities in decision making
- Support the work that Ngaanyatjarra Council has carried out with DEEWR through training services in The Lands
- Help remote communities to develop the local capacity to take up local employment opportunities through training services

Removing barriers to participation in the workforce

- Developing and implementing an integrated training and employment focussed support strategy for offender transition into employment
- Increasing the number of Aboriginal people gaining and maintaining their motor vehicle driver's licence
- Addressing the language, literacy and numeracy skills gaps of Aboriginal people transitioning from school to the workplace
- Addressing housing and accommodation issues in the context of job and training opportunities

Improving the transitioning of Aboriginal people to achieve sustainable employment outcomes

- Assisting companies to develop the capacity to be successful employers of Aboriginal people through sharing best practice and the development of products in cultural awareness and mentoring in the workplace
- Developing and implementing a Statewide Mentoring Strategy for individuals transitioning to employment and for companies to retain Aboriginal people in the workforce
- Enabling timely and continuous training provision to respond to the needs of the job seeker and employer
- Improving the transition of young people from school to training and employment

Raise awareness of Aboriginal employment opportunities and promote new Aboriginal role models

- Proactive showcasing of personal success stories to promote positive role models to Aboriginal people across Western Australia

Figure 1 – *Training together – working together* Aboriginal workforce development strategy

Training together – working together

Strategic themes and recommendations

Connecting employers and Aboriginal job seekers to meet Western Australia's growing work opportunities

Recommendation 1: The Minister for Training and Workforce Development to establish the Aboriginal Workforce Development Centre (AWDC) to oversee the implementation of a more holistic, systematic, statewide approach to training of Aboriginal people that leads to successful employment outcomes. A mechanism should be established between the AWDC and the State Training Board for the Board to provide the AWDC with strategic advice and to monitor the progress of the Aboriginal workforce development strategy implementation.

Supporting strategies include:

- 1.1 Gather and coordinate data across Western Australia to establish a comprehensive, statewide picture of the supply and skills of potential Aboriginal employees and the job demand and skill requirements of employers.
- 1.2 Link Aboriginal graduates with job opportunities arising from major companies and their contractors across Western Australia.
- 1.3 Develop a strategy to increase the proportion of employers, including small to medium enterprises that employ Aboriginal people as a mitigation against future skills shortages.
- 1.4 Support industry initiatives, such as the Australian Employment Covenant to achieve improved Aboriginal employment outcomes.

Engaging local knowledge and capacity to achieve successful regional Aboriginal employment outcomes

Recommendation 2: The Minister for Training and Workforce Development to establish Aboriginal Workforce Development Hubs (Hubs) in each of Western Australia's nine regions to directly link local Aboriginal people and local employers. The Hubs would be established as independent, not for profit organisations with boards of management consisting of local Aboriginal leaders, employers, community representatives and service providers. Funding of up to \$500,000 per annum over a three year period would be provided to each Hub through contracting arrangements with the AWDC. Ongoing funding would be contingent upon a successful annual review of performance against agreed key performance indicators.

Supporting strategies include:

- 2.1 Allocate \$250,000 annually to the AWDC to support proposals from Hubs for specific projects in the region aimed at achieving sustained employment outcomes for local Aboriginal people.
- 2.2 Tenth Hub in the Lands – fund training services as a whole package across the Lands supporting the Ngaanyatjarra Council Employment Strategy to boost the number of job ready Aboriginal job seekers.

Training together – working together

Strategic themes and recommendations

Improving the transitioning of Aboriginal people to achieve sustained employment outcomes

Recommendation 3: The Aboriginal Workforce Development Centre to develop a statewide strategy to systematically strengthen mentoring arrangements for Aboriginal people in Western Australia. The strategy should align with the Western Australian Strategic Framework for Youth Mentoring proposed in the implementation plan for the National Partnership Agreement on Youth Attainment and Transitions. In tandem with this, the AWDC would promote the sharing of successful Aboriginal employment practices by companies through convening regular forums for the sharing of best practice.

Supporting strategies include:

- 3.1 Establish a specific employer section on the Department of Training and Workforce Development website to assist companies in their Aboriginal employment and workforce development plans.
- 3.2 Develop an evidence based approach to identifying and promoting good practice examples of mentoring and the ‘wrap around’ support services that lead to the effective transitioning of Aboriginal people from school to further education and/or sustained employment. These findings will form the basis of the statewide mentoring strategy to ensure that effective mentoring is available during education and training and before, during and post placement in the workplace.
- 3.3 Provide annual funding of \$500,000 to be disbursed by the AWDC, through the Hubs, to support local employers in developing Aboriginal people to become work ready. This would include on the job mentoring support, literacy and numeracy and driver’s licence programs.
- 3.4 Provide annual funding of \$500,000 to be disbursed by the AWDC, through the Hubs, to support local training providers to provide mentoring support to students to effectively transition them from training to employment.
- 3.5 Aboriginal School Based Traineeship programs to be linked up with local jobs and funding for mentoring is to be provided, through the Hubs, to address the life skills and personal development needs of young Aboriginal people.
- 3.6 Conduct a systematic review of State and Australian Government programs and funding mechanisms for Aboriginal training and transition support with a view to creating a system which has the job seeker and employer at its centre rather than the service provider.

Training together – working together

Strategic themes and recommendations

Removing barriers to participation in the workforce

Recommendation 4: The Minister for Training and Workforce Development to create an overarching across government group, at Director General level, to recommend policy changes to address barriers that require a whole of government approach, including issues of housing and accommodation needs to support training and employment.

Supporting strategies include:

- 4.1 The Department of Training and Workforce Development and the Department of Corrective Services to jointly develop and implement an integrated training and employment focused support strategy for offender transition into employment. The model should support a statewide expansion of the Auswest Specialist Education and Training Services (ASETS) through-care model and be packaged to meet the needs of Aboriginal male and female offenders. Both public and private prison providers need to be funded under the model.
- 4.2 The Department of Training and Workforce Development and the Department of Transport to allocate funding for programs and support services that will assist Aboriginal people to gain a driver's licence for the first time and support people who have lost their licence to gain an extraordinary licence for work purposes.
- 4.3 A statewide plan for housing and accommodation to be established to address the notable gap in the planning and funding of supported residential facilities for students in training, and housing for Aboriginal people transitioning to employment. The plan should map what currently exists and identify, on a region by region basis, the housing and accommodation needs of Aboriginal people transitioning from training into employment over the immediate, medium and long term.
- 4.4 The State Government to engage with the Australian Government to effect policy changes to recognise Aboriginal Elders in remote communities, currently on Community Development Employment Projects, as the Cultural Custodians of Country and to recognise these positions as jobs that Elders should be paid for.

Training together – working together

Strategic themes and recommendations

Raise awareness of Aboriginal employment opportunities and promote new Aboriginal role models

Recommendation 5: The Department of Training and Workforce Development, through the AWDC, to establish a marketing and promotional plan to raise awareness of Aboriginal employment opportunities and promote new Aboriginal role models.

Supporting strategies include:

- 5.1 Create a brand image and materials for the AWDC and Hubs based on the ***Training together – working together*** branding.
- 5.2 Create a web portal as a central communication point to support individuals, employers and service providers in Aboriginal training and employment.
- 5.3 Create a formal Aboriginal employment network to facilitate communication between employers and Aboriginal people about job opportunities.
- 5.4 Showcase personal success stories to promote positive Aboriginal role models to Aboriginal people across Western Australia.
- 5.5 Raise community awareness of employment opportunities through face to face contact with employers in dedicated Aboriginal employment road shows.



Training together – working together

Part 1 – Introduction

Training together – working together Committee

Background

The State Training Board's *Training together – working together* committee⁵ was established at the request of the Hon Peter Collier MLC, Minister for Training and Workforce Development on 1 September 2009. The committee was asked to provide the Minister with high level, strategic direction on actions to ensure that individual Aboriginal people and the Aboriginal workforce overall have the capacity and support to participate in the future skills requirements and job opportunities of industry in Western Australia.

The committee led the *Training together – working together* initiative through a Statewide engagement and consultation process with industry and Aboriginal communities.

Terms of reference

The terms of reference for the committee are to:

1. strengthen opportunities that enhance Aboriginal involvement in industry and Government decision making, both at a central and local level, about training and employment for Aboriginal people;
2. engage with key stakeholders of Government, industry and Aboriginal communities to ensure Aboriginal people are at the centre of industry workforce development plans and employment initiatives;
3. examine the current framework of training provision to identify best practice examples of training that lead to quality, sustained employment for Aboriginal people;
4. engage with industry to increase employer and industry commitment to, and contribution towards, employment and training outcomes for Aboriginal people;
5. examine underlying causes of skills and employment gaps and develop strategies to improve training and employment outcomes for Aboriginal people, particularly at local and regional levels;
6. identify critical success factors that will be a frame of reference for the future planning, delivery and coordination of employment and training programs for Aboriginal people; and
7. recommend to the Minister for Training and Workforce Development a plan for industry, community and Government to ensure that the needs of individual Aboriginal people and the Aboriginal workforce overall has the capacity and support to respond to the future skills requirements and job opportunities of industry.

⁵ A full list of committee members is provided in appendix 1

Training together – working together

Part 1 – Introduction

Committee work groups

The *Training together – working together* committee formed three work groups to undertake a body of work that focused on three key priorities. As shown in Figure 2 below these priorities are:

1. to identify industry areas of jobs growth and the workforce development plans required to employ Aboriginal people, on a region by region basis⁶;
2. to identify and promote enterprise best practice approaches to Aboriginal workforce development that leads to sustained employment and/or labour market participation⁷; and
3. to develop a best practice model for the coordination of services including transition services and support and training and employment, and identify the range of funding sources attached to those services to support Aboriginal people to transition into employment on a regional basis.

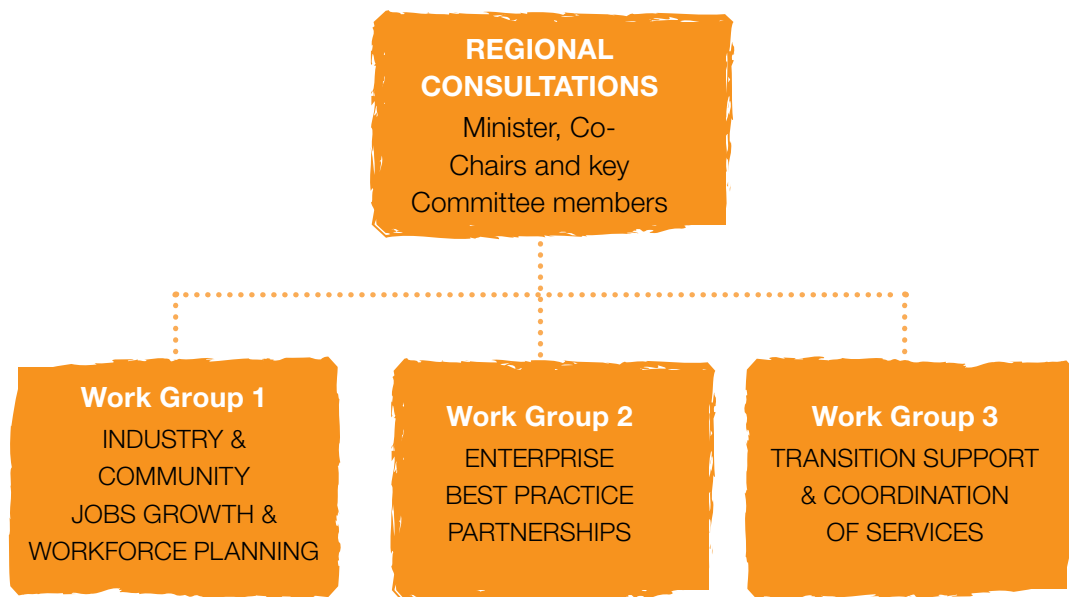


Figure 2 – *Training together – working together* committee work plan structure

6 See Part 3 for the results of the CCIWA Survey

7 See Part 4 for the outcome of this work

Training together – working together

Part 1 – Introduction

Regional consultations

In order to inform the work of the *Training together – working together* committee, the Minister for Training and Workforce Development and members of the committee conducted a statewide regional consultation process. This included eight public consultation forums and meetings held at Kwinana, Bunbury, Port Hedland, Albany, Broome, Geraldton, Midland and Kalgoorlie⁸. The consultation process also allowed stakeholders to provide feedback by telephone and written submissions⁹ through the Office of the State Training Board.

Issues raised through the consultation process highlighted many common themes such as the personal barriers to employment that Aboriginal people experience, issues of transition for Aboriginal people from school to further education, training and employment or from one job to the next, and employers experiencing difficulty finding and linking Aboriginal people to available jobs.

Western Australian economic overview

Extensive research has identified that Western Australia will not have sufficient workers – both skilled and unskilled, to meet the future demands of industry.¹⁰

In total, there are currently more than \$100 billion worth¹¹ of resource projects either committed or under consideration for Western Australia during the next few years. These projects alone are likely to create more than 40,000 jobs in construction and 12,500 permanent jobs.¹²

In addition, the flow on effect is likely to lead to a significant increase in demand for both skills and labour in all industries and regions throughout Western Australia. Strong growth in the resources sector can lead to other industries being ‘crowded out’ of the labour market when trying to attract staff.

Access Economics has predicted a significant increase in employment for Western Australia, with more than 350,000 new jobs estimated to be created by 2019-20.¹³

8 Feedback from all of the regional consultations is available at stb.wa.gov.au

9 A list of organisations that provided written submissions to *Training together – working together* is included in appendix 2

10 Chamber of Commerce and Industry *Training together – working together* Employer Survey – available at trainingwa.wa.gov.au

11 Department of Training and Workforce Development, *A skilled workforce for the future – Issues paper 2009*

12 *ibid.*

13 *ibid.*

Training together – working together

Part 1 – Introduction

Aboriginal population in Western Australia

In 2006, Aboriginal people comprised approximately 3% of the Western Australian population. According to the 2006 Census¹⁴, there were 58,710 Aboriginal people in Western Australia¹⁵, with approximately 35% being located in major cities and 25% living in very remote areas of the State. The remaining Aboriginal population is spread through regional and remote areas.

The ABS 2006 Census reports that the Aboriginal population is much younger than the non-Aboriginal population with 56.5% being under the age of 25.

The Aboriginal unemployment rate is consistently higher than that for non-Aboriginal people and was 14.3% at the 2006 Census, over three times that of non-Aboriginal Western Australians.

In terms of employment, 42.3% of the adult population was employed and 32.5% of these were employed in the private sector.

Less than 20% of Aboriginal adults had completed Year 12 with the same proportion having post school qualifications. In comparison, over double the proportion of non-Aboriginal people had completed Year 12 and had a post school qualification. School attendance rates also remain lower for Aboriginal students compared to non-Aboriginal students. Semester 1, 2009 data shows that the Aboriginal Years 8–12 attendance rate was 66.91% compared with the non-Aboriginal Years 8–12 attendance rate at 89.30%¹⁶.



¹⁴ ABS, 2006 Population Census

¹⁵ The ABS 2006 Census undercount for Aboriginal people in Western Australia is estimated to be nearly 20,000

¹⁶ Department of Training and Workforce Development

Training together – working together

Part 1 – Introduction

Aboriginal population by region

Figure 3 identifies the Aboriginal population in Western Australia by region, showing actual numbers of people identified as Aboriginal in the ABS 2006 Census and identifying the percentage total of the regional population this represents. For each region a comparison of unemployment rates and labour force participation rates is also given.

In all regions of Western Australia Aboriginal rates of unemployment are significantly higher than for non-Aboriginal people and levels of workforce participation are lower.

Kimberley

Population: 12,324 (42.1%)
 Aboriginal v non-Aboriginal unemployment rate: 7.2% v 2.2%
 Aboriginal v non-Aboriginal participation rate: 52.3% v 81.8%

Pilbara

Population: 5,633 (13.7%)
 Aboriginal v non-Aboriginal unemployment rate: 16.8% v 1.9%
 Aboriginal v non-Aboriginal participation rate: 49.8% v 84.1%

Mid West

Population: 5,782 (10.1%)
 Aboriginal v non-Aboriginal unemployment rate: 17.7% v 4.3%
 Aboriginal v non-Aboriginal participation rate: 46.8% v 66.9%

Metro

Population: 21,205 (1.5%)
 Aboriginal v non-Aboriginal unemployment rate: 16.2% v 3.5%
 Aboriginal v non-Aboriginal participation rate: 47.7% v 66.6%

South West

Population 2,608 (1.9%)
 Aboriginal v non-Aboriginal unemployment rate: 13.3% v 3.5%
 Aboriginal v non-Aboriginal participation rate: 55.8% v 65.3%

Great Southern

Population 1,714 (3.3%)
 Aboriginal v non-Aboriginal unemployment rate: 16.5% v 3.7%
 Aboriginal v non-Aboriginal participation rate: 44.1% v 63.2%

Wheatbelt

Population: 3,027 (4.4%)
 Aboriginal v non-Aboriginal unemployment rate: 23.6% v 3.5%
 Aboriginal v non-Aboriginal participation rate: 47.9% v 65.9%

Goldfields

Population 4,963 (9.6%)
 Aboriginal v non-Aboriginal unemployment rate: 11.8% v 3.2%
 Aboriginal v non-Aboriginal participation rate: 49.6% v 74.9%

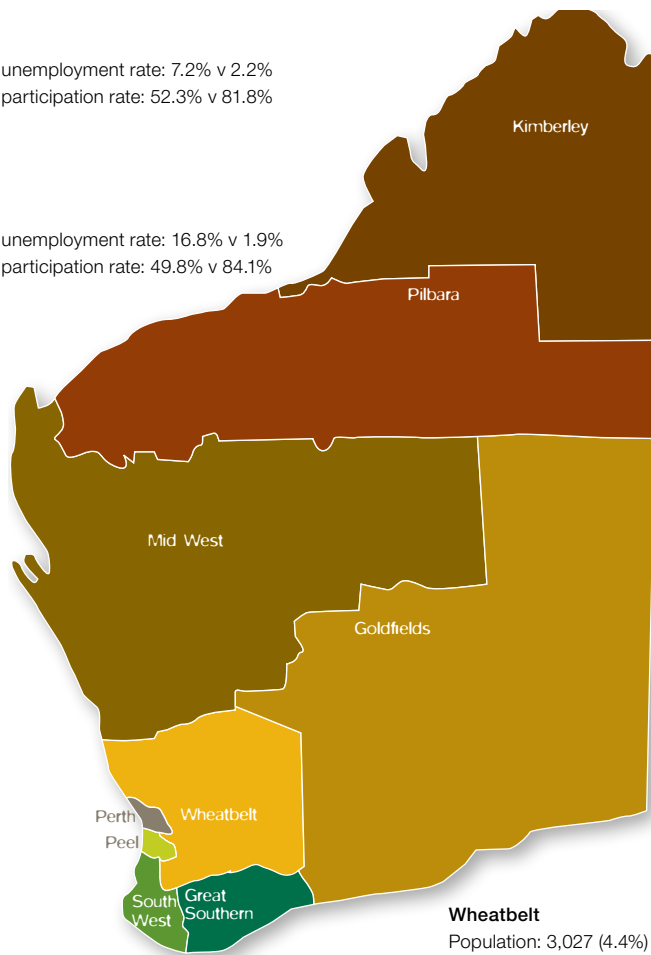


Figure 3 – Aboriginal population by region, unemployment rate and labour market participation rate

Training together – working together

Part 1 – Introduction

Distribution of Aboriginal and non-Aboriginal people in Western Australia 2006

Table 1 shows the population distribution in a number of areas across Western Australia. Its purpose is to illustrate that population demographics vary significantly from area to area and this will impact on how services are provided and resourced. It serves to underline an early conclusion of the committee that each region is different and will require different tactics to address issues.

For example, the Aboriginal population in Perth is 21,321 people, which represents 1.5% of the total population, whereas the Aboriginal population in Derby is 4,431 but represents 63.3% of the total population for that town.

Table 1 – Distribution of Aboriginal and non-Aboriginal people by region in Western Australia¹⁷

Indigenous geographic classification	Indigenous	Non-Indigenous	Indigenous proportion of population by percentage
Perth	21,321	1,335,638	1.5%
Broome	3,560	7,650	27.3%
Kununurra	4,336	3,774	53.5%
Narrogin	8,456	300,358	2.6%
South Hedland	5,660	30,396	13.1%
Derby	4,431	2,083	63.3%
Kalgoorlie	5,220	42,710	9.9%
Geraldton	5,496	44,989	10.1%

¹⁷ ABS, 2006 Population Census (Population Distribution, Aboriginal and Torres Strait Islander Australians, 2006)

Training together – working together

Part 2 – public sector targets

Training WA

The work of the committee is aligned with the vision and policy framework of the Training WA plan¹⁸, the State Government's training plan, and the commitment to achieve a total of 30,000 enrolments in job related training for Aboriginal students between 2009 and 2012. The committee has, in collaboration with industry and Aboriginal people, developed a comprehensive view of actions that are currently being taken to address workforce development needs of Aboriginal people to allow them to take advantage of those models that are achieving success in the labour market.

COAG 'Closing the Gap' targets

In December 2007, the Council of Australian Governments (COAG) agreed to a partnership between all levels of government to work with Indigenous communities to achieve the target of 'Closing the Gap' in Indigenous disadvantage.

A National Indigenous Reform Agreement has been established to frame the task of 'Closing the Gap' in Indigenous disadvantage. It sets out the objectives, outcomes, outputs, performance indicators and performance benchmarks agreed by COAG. It also provides links to those national agreements and national partnership agreements across COAG, which include elements aimed at 'Closing the Gap' in Indigenous disadvantage.

The foundation of the 'Closing the Gap' strategy is the identification of, and commitment to, targets addressing Indigenous disadvantage. There are six main targets:

1. close the gap in life expectancy within a generation;
2. halve the gap in mortality rates for Indigenous children under five within a decade;
3. ensure all Indigenous four years olds in remote communities have access to early childhood education within five years;
4. halve the gap for Indigenous students in reading, writing and numeracy within a decade;
5. halve the gap for Indigenous students in Year 12 attainment or equivalent attainment rates by 2020; and
6. halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade.

¹⁸ *Training WA: Planning for the future 2009 – 2018* Department of Training and Workforce Development

Training together – working together

Part 2 – public sector targets

Achieving the goal of halving the difference between Indigenous and non-Indigenous Year 12 retention is not such an aspirational goal. It requires only a minor improvement in Indigenous Year 12 retention between 2008 and 2020 than was achieved between 1998 and 2008. The narrowing of the gap 1998-2008 has been greatest in WA, Qld and SA.¹⁹

In 2008, COAG requested the development of an urban and regional strategy to coordinate the delivery of services to Indigenous Australians. The *National Urban and Regional Service Delivery Strategy* is a plan for action developed by the Australian, State and Territory governments. The strategy recognises that without achieving significant gains in urban and regional locations, it will not be possible to 'Close the Gap' nationally on any of the COAG targets. The strategy requires jurisdictions to leverage Indigenous specific and mainstream funding agreed by COAG, and other existing resources, to improve outcomes for Indigenous Australians in urban and regional areas.

To ensure consistency across the development of national partnership agreements, COAG has agreed to a set of principles for service delivery and for investment in remote areas. These principles are a guide for all COAG reforms, and all governments are expected to take these principles into account in designing policies and providing services.

COAG recognises that an unprecedented level of cooperation and coordination between the Australian and State and Territory governments is needed to deliver on this commitment to 'Close the Gap'. COAG also recognises the need to work closely with the corporate and not-for-profit sectors. Meeting the targets can only be achieved through sustained multi-sectoral effort where all parts of the Australian community play a role.

In order to meet the COAG employment targets both public and private sector employment outcomes for Aboriginal people in Western Australia need to improve.

National Partnership on Indigenous Economic Participation

The COAG National Partnership Agreement on Indigenous Economic Participation, which contributes to the 'Closing the Gap' targets agreed in the National Indigenous Reform Agreement, has been established by the Australian Government and the States and Territories contributing to the COAG target to halve the gap in employment outcomes. The Agreement involves complementary investment and effort by the Australian Government and the States and Territories to significantly improve opportunities for Aboriginal people to engage in private and public sector jobs.

¹⁹ Indigenous students and completion of year 12, Michael Long, CEET Annual Conference 2008

Training together – working together

Part 2 – public sector targets

This National Partnership consists of the following four key elements:

Element 1: Creating real sustained employment in areas of government service delivery that have previously relied on subsidisation.

Element 2: Strengthening current Government procurement policies to maximise Indigenous employment.

Element 3: Incorporating Indigenous workforce strategies into all new major COAG reforms contributing to the 'Closing the Gap' targets.

Element 4: Reviewing all public sector Indigenous employment and career development strategies to increase employment to reflect population share by 2015.

Western Australian public sector

Current situation

The Office of Equal Employment Opportunity (OEEO) published the *Equity and Diversity Plan for the Public Sector Workforce 2006 – 2009* in December 2009.

The report states in relation to the employment of Aboriginal Australians in the public sector that:

"The representation of Indigenous Australians fell to 2.3% in 2009, compared to 3.3% the previous year. This decrease may be attributed to changes in data collection methods and a lower response rate this year for the sector. Over the last five years representation levels for this group have remained relatively unchanged and below the government objective."

Western Australian public sector commitment

Through the National Partnership on Indigenous Economic Participation, the Western Australian public sector aspires to contribute to halving the gap in employment outcomes between Aboriginal and non-Aboriginal Western Australians within a decade.

To address this, the Public Sector Commission has set a 3.2% Aboriginal employment target across State Government agencies over the next decade and recently established a cross-agency steering group overseen by a high level governance group to implement strategies that will improve opportunities for Aboriginal people to find and retain employment in the public sector.

The Commission also has a working partnership with the Electrical, Utilities and Public Administration Training Council to develop a workforce development plan for the public sector to assist in the achievement of the State's targets.

Other key elements of the National Agreement on Indigenous Economic Participation will see significant opportunities for the employment of Aboriginal people. Changes to State and Australian Government procurement policies and a requirement for all major infrastructure construction projects under COAG reforms to have Aboriginal workforce development and employment plans will have a positive impact on the employment and economic participation of Aboriginal people in Western Australia.

Training together – working together

Part 3 – private sector intentions

If the objective of halving the gap in employment outcomes between Aboriginal and non-Aboriginal people is to be achieved, it is important that the private sector plays its part. The committee found during the course of its work that there are private sector initiatives, both nationally and locally, aimed at helping business to employ more Aboriginal people and that many individual employers are committed to doing the same. The committee developed links with the Australian Employment Covenant, which was establishing itself in Western Australia during the course of the *Training together – working together* consultations and their aims are outlined below.

The Australian Employment Covenant

The Australian Employment Covenant (AEC) is a private sector initiative that is challenging Australian business to create employment opportunities for Aboriginal Australians by committing to providing jobs for them. AEC's target is to have employers commit to providing 50,000 jobs to help close the gap between Aboriginal and non-Aboriginal Australians. The Australian Government is supportive of this initiative in line with its 'Closing the Gap' targets.

The goals of the AEC are:

1. short term, skills based training programs based on employers' needs to prepare job seekers;
2. placement of 50,000 Aboriginal people into work with sustained employment; and
3. the provision of 50,000 workplace mentors, the heroes, to provide support to new workers.

Training together – working together employer survey ²⁰

To gauge Western Australian employer views on their current and future skills needs and to find out what Aboriginal workforce development plans employers have in place, the committee commissioned the Chamber of Commerce and Industry of Western Australia to survey its members over the short (immediate), medium (12–18 months) and longer (up to three years) term.

²⁰ Chamber of Commerce and Industry Training together – working together Employer Survey – available on the Aboriginal Workforce Development Centre web portal at www.trainingwa.wa.gov.au

Training together – working together

Part 3 – private sector intentions

Although employers reported strong growth across a broad range of occupations, 43% of enterprises surveyed believe skills shortages have, and will continue to have, some effect on their organisation. Ongoing skills shortages in Western Australia provide business with an imperative to actively pursue Aboriginal employees as a means for addressing their future skills requirements.

It was clear from the responses to this report that while some employers are already successful in recruiting and retaining Aboriginal employees, many businesses, and critically, small and medium sized enterprises, need more support.

Key findings:

- Overall, the survey results indicate that respondents employed an average of 10 Aboriginal workers, although there was a large variation.
- Larger sized organisations had the greatest number of Aboriginal employees. On average, large sized respondents employed 41 Aboriginal workers, compared to an average of just two workers in medium sized employers.
- Smaller sized respondents did not employ any Aboriginal workers.
- By industry, mining respondents employed the largest number of Aboriginal workers, with an average of 82 workers employed by respondents in this sector (or nearly 7% of the average workforce). This was followed by the construction sector, where respondents employed an average of 17 Aboriginal workers (or 11% of the average workforce).
- Organisations operating in regional areas of Western Australia were also more likely to employ Aboriginal workers.
 - The largest number of Aboriginal workers were employed by organisations with operations in the Wheatbelt, with respondents employing an average of 136 Aboriginal workers.
 - Similarly, respondents operating in the East Kimberley region employed an average of 96 Aboriginal workers.
 - An average of 70 Aboriginal workers were employed by respondents in the Pilbara.
- By contrast, the survey results indicate that businesses in the Perth metropolitan area on average employed just 13 Aboriginal workers.
- Only 17% of employers had an Aboriginal employment target in place. Overall, targets generally ranged from 4 – 70% of respondents' workforce, with most aiming to achieve this target by 2014.
- Looking forward, respondents were expecting to employ an increasing number of Aboriginal workers. In 12-18 months time, respondents were expected to employ an average of 19 Aboriginal people, with this number expected to rise to 33 within three years.

Training together – working together

Part 3 – private sector intentions

- Respondents across the board expected the number of Aboriginal workers employed by their organisation to increase. However, those operating in the mining sector were still expected to employ the largest number of Aboriginal people, with an average of 116 in the next 12-18 months, rising to an average of 190 three years from now. Similarly, respondents from the construction sector expect to employ an average of 28 Aboriginal workers in the next year and a half, rising to an average of 39 Indigenous Australians three years from now.
- Although the Aboriginal employment is expected to increase in the future, the majority of respondents did not have a strategy in place to support Aboriginal employment.
- Only 28% of employers had a policy or plan specifically aimed at supporting Aboriginal employment. These types of programs were most common among respondents from the mining sector, with almost 70% indicating that they had an Aboriginal employment policy in place. Approximately one third of respondents from the construction, healthcare and social assistance sectors also had a targeted Aboriginal employment plan underway.
- Similarly, the survey respondents from regional areas of the state were most likely to have an Aboriginal employment plan. A majority of respondents operating in the Pilbara (72%), Goldfields – Esperance (70%), East Kimberley (80%), Gascoyne and West Kimberley (75% each) and Mid West (54%) regions have a plan to support employment of Aboriginal people.
- The key features of the survey respondents' policies to support Aboriginal employment included training and education (82%), mentoring for Aboriginal employees (54%), career development (51%), Aboriginal apprenticeships (44%), and competitive wages (41%).

Training together – working together

Part 4 – what's already happening?

Based on case study input from employers²¹ in Western Australia, research into existing literature and agreement on the definition of successful employment and sustainable good practice, the *Training together – working together* committee developed a model comprising eight critical success factors in the employment of Aboriginal people.

The following discussion acknowledges these organisations in order to demonstrate that there are examples of successful work being carried out around the State. The employer responses also highlight that employers are developing successful programs in isolation and that there is no formal mechanism for companies to share knowledge and learn from others. A coordinated approach is required to pull this information together and to replicate where appropriate, methods and models that are already proven to work.

Critical success factors in the recruitment and retention of Aboriginal employees

The *Training together – working together* committee recognised that an important element of its work was to identify examples of employers undertaking Aboriginal workforce development that lead to sustainable employment and/or labour market participation.

A set of case studies from companies currently committed to employing Aboriginal people was gathered from across industry sectors. Sectors include tourism, hospitality, media, communications, logistics, contracting support services, civil construction, engineering and mining. Key themes were distilled from these case studies resulting in the identification of eight critical success factors. Existing literature and research was also considered in developing the model presented below.

Defining successful employment outcomes and sustainable good practice

For the purposes of identifying critical success factors in employing Aboriginal people, the NCVET (2008)²² definition for a successful employment initiative is adopted. That is *'a successful employment initiative for Aboriginal and Torres Strait Islander employment can be described as initiatives that lead to employment either directly or indirectly by overcoming barriers and creating pathways towards employment or further training. They may also produce social, personal or community outcomes that lead to employment some time in the future, if not immediately. For example, outcomes such as greater social harmony are not strictly employment outcomes, but increase the likelihood of employment in the future.'*

²¹ Case study contributors are listed in appendix 3

²² Brokering Successful Aboriginal and Torres Strait Islander employment outcomes: Common themes in good-practice models, Kristine Geddy, Jessica Lopez and Anne Redman, NCVET (2008)

Training together – working together

Part 4 – what's already happening?

Critical success factor model (figure 4)

It is not assumed in this model that all employers will be able or expected to provide all of the elements of support, and/or take the actions identified to successfully employ and retain Aboriginal staff. Government and other key stakeholders should be involved where appropriate for example work readiness or mentoring.

It does, however, appear to be crucial that all of the elements identified below are addressed in some manner. Exactly how each element is addressed will depend on a number of factors including the size and location of the business, the industry sector and skills requirements of an organisation.

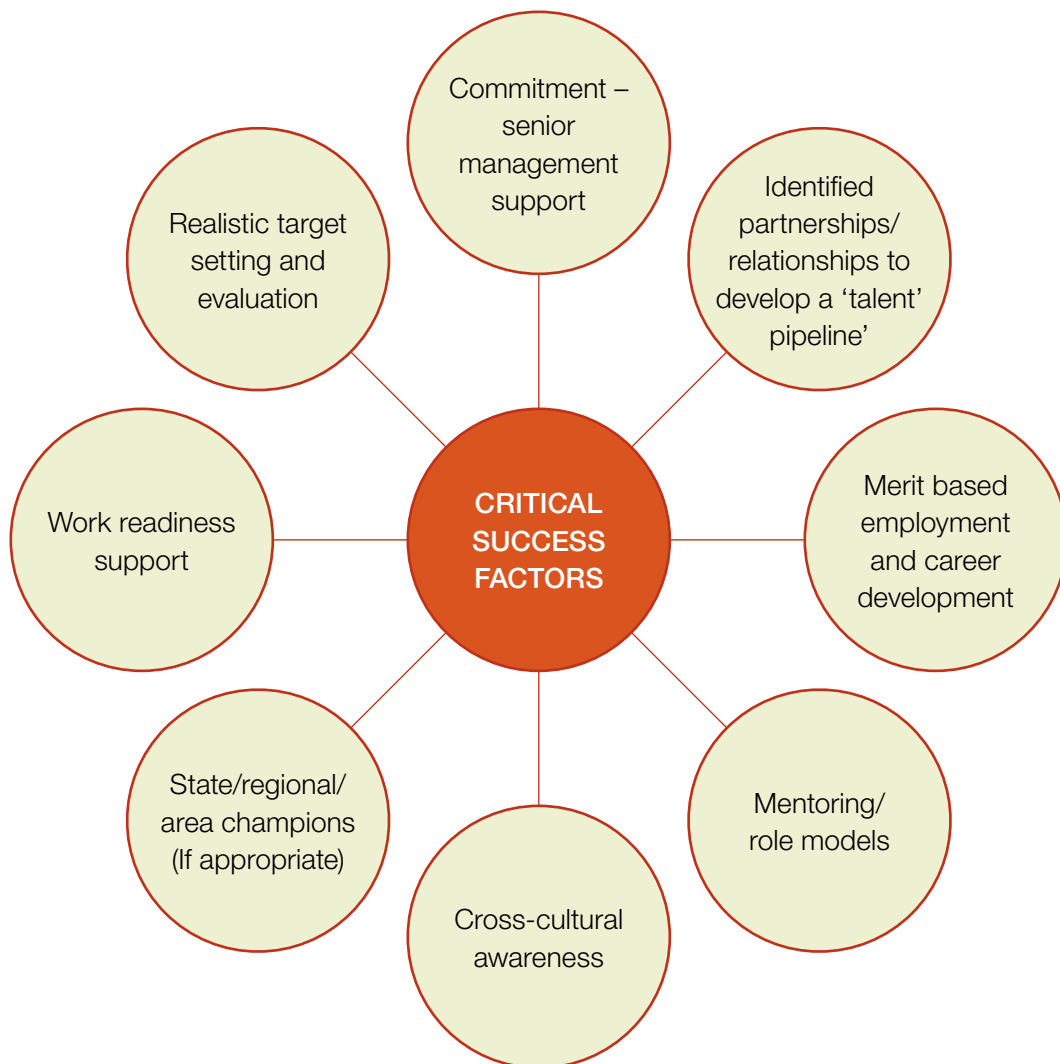


Figure 4 – Critical success factors for successful, sustainable Aboriginal employment outcomes

Training together – working together

Part 4 – what's already happening?

Element 1: Commitment – senior management support

The most senior person in an organisation must visibly support and champion an Aboriginal employment strategy.

Burswood Entertainment Complex

'It is absolutely crucial to have the support of the CEO and executive team in order to implement the Aboriginal employment program at Burswood. The Aboriginal program coordinator meets with the CEO every six weeks to brief him on a number of aspects of the program.'

Christine Ross, Aboriginal Program Coordinator

Compass Group Australia

'A key factor in the sustained growth and success of our Indigenous Engagement Strategy is the management commitment and leadership shown by our Managing Director and his executive team. Executive support was particularly important when we launched our Indigenous Engagement Strategy in 1998 as we relied heavily on this support to quickly gain momentum.'

Bert Giancristofaro, General Manager – Human Resources

Element 2: Identified partnerships/relationships to develop a 'talent pipeline'

Organisations must actively seek and build strong partnerships and relationships with local organisations in which Aboriginal people are involved. This could be any of the following: Aboriginal community organisations; Job Services Australia; Aboriginal service providers²³; sports clubs; charitable organisations; schools; and TAFE. Without this organisations find it difficult to engage with Aboriginal people who are potential employees.

Australia Post

'Links are built at a local level with relevant organisations. In the Perth area Australia Post has an informal arrangement with Swan District Football Club to take on young people who are training with them. They are initially given a two week trial and if they like it they are offered a part time job. This works well for both organisations because Australia Post has a good number of part time positions available and for the boys and the football club because it means they still have time to train.'

Lennett Sandy, Aboriginal Employment Coordinator

²³ Aboriginal run organisations that provide a range of support, training and employment services to local communities

Training together – working together

Part 4 – what's already happening?

GHL Contracting

GHL provides work experience for students from local schools in the Pilbara region. GHL, with Rio Tinto, has previously conducted a traineeship program for Indigenous people with them obtaining gainful employment as an end result.'

Sigrid English, Human Resources Manager

Element 3: Merit based employment and career development

Organisations must be committed to providing 'real jobs' for Aboriginal employees and be clear that Aboriginal applicants will be successful in gaining employment on merit. Organisations may need to review their recruitment processes to ensure they are designed to allow Aboriginal people to prove themselves. Career development programs may range from on the job training and professional development to structured academic qualifications.

Carey Mining

'Be genuine, don't just employ an Indigenous person for "statistics", you must ensure they are suitable for the position. Affirmative action needs to be balanced with merits of the job. Be prepared to take a risk sometimes, but don't be deterred if that risk doesn't always pay off.'

Daniel Tucker, Managing Director

Element 4: Mentoring/role models

Many organisations, either formally or informally, provide some sort of skills mentoring through career and skills development. It is also crucial that a form of cultural/life-skills mentoring is provided for new Aboriginal employees. The extent and length of this support will be dependent on the individual situation. The exact nature of the mentoring relationship will also vary, but mentors should be Aboriginal people and consideration must be given to the cultural relationship between the chosen mentor and the person they will be supporting.

BIS Industries Limited

'Each Indigenous employee is supported by the Indigenous Development Team, also through formal and informal mentoring support, to empower Indigenous employees in the workplace, with their families and their community. Therefore, employment and training in BIS is addressing Indigenous unemployment in a variety of roles aligned to the industrial services domain using local labour resources which makes good business sense for a stable local workforce.'

Jill Abdullah, Indigenous Development Manager Western and South Australia

Training together – working together

Part 4 – what's already happening?

Element 5: Cross-cultural awareness training

This must be applicable to all employees with a focus on promoting two-way understanding of different cultures, which promotes a positive culture within the organisation. Where possible and reasonable, employers should try to accommodate Aboriginal cultural obligations. Expectations and procedures must be clearly agreed by the employer and employee when employment commences.

Burswood Entertainment Complex

'The Cultural Awareness Program is vitally important for ensuring all staff employed at Burswood have an understanding of Aboriginal people and the culture. We cover historical as well as contemporary issues and working alongside Aboriginal employees and the positive aspects of employing Aboriginal people. Line Managers need to be aware of the challenges that are faced daily by Aboriginal people that they sometimes have no control over. Our Aboriginal employees are constantly reminded of the need for a strong work ethic and to demonstrate punctuality, attendance and participation in their respective workplaces.'

Christine Ross, Aboriginal Program Coordinator

Goolarri Media Enterprises

'All non-Indigenous employees receive cross-cultural training when they start at Goolarri Media and they are also matched with senior Indigenous mentors from within the organisation. This relationship is about teaching the non-Indigenous staff members about Indigenous culture and ways, so that they are aware of, and appreciative of, the situation Indigenous people are coming from.'

Jodie Bell, Chief Executive Officer

Element 6: State/regional/area champions (if appropriate)

In large or multi-site organisations a champion should be appointed in each State/region/area with specific key performance indicators, to drive the Aboriginal employment process across different parts of the business. In small to medium enterprises, Government should play a role in driving Aboriginal employment strategies and promoting best practice.

ACCOR

'...we have been able to secure a large amount of support from our Accor network. In order for us to maintain this support and ensure that the initiative is 'front of mind', we have identified five key State champions who are responsible for driving our commitment and supporting the region with various aspects'

Felicia Giordimaina, Diversity Coordinator

Training together – working together

Part 4 – what's already happening?

Element 7: Work readiness support

Aboriginal employees will be provided with the opportunities to develop the skills that they require to engage in the workforce. This will depend on the situation but may include additional tailored support to provide appropriate levels of literacy and numeracy, support to prepare resumes and to obtain birth certificates, police clearance and driver's licences.

Rio Tinto (Argyle Diamond Mine)

'In partnership with community stakeholders, the Argyle Diamonds' Work Readiness team has implemented workplace preparatory training programs that bridge this [skills] gap. An innovative approach teaming vocational education, core curriculum subjects and close mentoring has seen an increase in youth retention at school and greater employment options.'

Kevin McLeish, Chief Operating Officer

Element 8: Realistic target setting and evaluation

Organisations must set a realistic target for Aboriginal employment, which is tied to the other elements in this model, which can be increased over time. Organisations should not expect a 100% success rate in retaining Aboriginal staff. Aboriginal employment strategies and models should be evaluated regularly to allow organisations to tailor and improve their processes to suit the individual organisation's situation.

Sinclair Knight Merz

'Due to the following two key factors, SKM's ability to offer employment to Indigenous Australians is very limited; over 90% of SKM staff hold university degrees as [we are] a professional services organisation across all technical fields. Employment opportunities primarily require suitable tertiary qualifications and very low numbers of Indigenous secondary students achieve Year 12 completion to meet university entrance requirements. As a consequence, SKM's longstanding commitment, as recently encapsulated in SKM's Reconciliation Action Plan, is to take the two following key actions:

- 1. Work closely with Beacon Foundation to increase Indigenous school retention to Year 12.*
- 2. Provide Indigenous students in tertiary education support through the company's National Indigenous Cadetship Program. To date 34 cadets have accessed this facility across our Australian offices.'*

Bill Lawson, Manager – Indigenous Strategy

Training together – working together

Part 4 – what's already happening?

DEEWR Indigenous Employment Program (IEP) funding

Most of the companies that provided case studies also mentioned that they received support from the Federal Government through their Indigenous Employment Program (IEP).

The objective of the reformed Indigenous Employment Program (IEP) is to increase Indigenous Australians' employment outcomes and participation in economic activities, contributing to the Government's commitment to halving the gap between Indigenous and non-Indigenous employment outcomes within a decade.

The IEP supports a broad range of activities that are responsive to the needs of employers, Indigenous Australians and their communities. Support is available for activities that help to achieve the objective of the IEP and that offer value for money. These could include activities that will:

- encourage and support employers to provide sustainable employment opportunities for Indigenous Australians;
- encourage and support Indigenous Australians to take up training and employment opportunities, stay in jobs and enhance their future employment prospects;
- assist Indigenous communities, industry bodies and groups of employers to develop Indigenous workforce and economic development strategies that support local and regional economic growth; or
- assist Indigenous Australians to develop sustainable businesses and economic opportunities in urban, regional and remote areas.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

The Aboriginal workforce development strategy outlined in Part 5 is a set of recommendations designed to support Aboriginal people to participate effectively in the workforce and to ensure that the development and application of their skills is within a workplace context. The strategy aims to translate training and employment support into positive outcomes for Aboriginal people, enterprises, business and the wider community.

The overall aim of the Aboriginal workforce development strategy is to minimise long term welfare dependency by providing policies and strategies that are relevant to Aboriginal people seeking to work and employers looking for work ready people.

The issues raised throughout the consultation process provided the foundation for the **Training together – working together** committee's consideration of the 'big picture' issues and areas for action required to make a significant impact on the engagement and participation of Aboriginal people in the labour market.

To provide a framework for the strategy the committee developed a vision for a way forward. The vision for employers, the training system and Aboriginal communities is about establishing an approach that clearly puts Aboriginal people at the centre of industry and Government workforce training and development plans and ensuring the outcomes are meaningful, culturally appropriate and long-lasting.

The five major strategic themes for action that form the basis of the Aboriginal workforce development strategy are:

1. connecting employers with Aboriginal job seekers to meet the State's growing work opportunities;
2. engaging local knowledge and capacity to achieve successful regional Aboriginal employment outcomes;
3. improving the transitioning of Aboriginal people to achieve sustained employment outcomes;
4. removing barriers to participation in the workforce; and
5. raising awareness of Aboriginal employment opportunities and promoting new Aboriginal role models.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

Strategic theme 1 – Connecting employers with Aboriginal job seekers to meet the State's growing work opportunities

The committee found that there is a lack of connection between employers with jobs vacancies and Aboriginal job seekers. There is a need to form partnerships and connections between employers, job seekers and service providers, between State agencies and between State and Australian Governments. At statewide level, policy initiatives and just in time data on jobs growth and the supply of work ready Aboriginal people needs to be gathered and available to support statewide workforce planning and development across the public and private sectors.

Feedback from the consultation forums and reports from employer groups including the *Business Council of Australia, 2009 report*²⁴ show that employers still find it difficult to successfully implement Aboriginal employment programs.

Some feedback from regional consultations

- Training has a lack of pathways to employment (Albany).
- Need more of a 'one-stop-shop' for employers and employees (Broome).
- Lack of coordination – groups working in silos – lots of organisations don't know what is happening in the community (Bunbury).
- Pathways planning [needed] – unskilled to skilled and school to TAFE to work and further education (Geraldton).
- A 'one-stop-shop' should be established where anyone can access knowledge of best practice models, funding sources and an inventory of who is doing what (Midland).
- Need a resource centre which is a 'one-stop-shop' to include: business, corporate and community – should do career planning leading to job pathways (South Hedland).

Recommendation 1: The Minister for Training and Workforce Development to establish the Aboriginal Workforce Development Centre (AWDC) to oversee the implementation of a more holistic, systematic, statewide approach to training of Aboriginal people that leads to successful employment outcomes. A mechanism should be established between the AWDC and the State Training Board for the Board to provide the AWDC with strategic advice and to monitor the progress of the Aboriginal workforce development strategy implementation.

Supporting strategies include:

- 1.1 Gather and coordinate data across Western Australia to establish a comprehensive, statewide picture of the supply and skills of potential Aboriginal employees and the job demand and skill requirements of employers.
- 1.2 Link Aboriginal graduates with job opportunities arising from major companies and their contractors across Western Australia.

24 Many Connections, One Goal – Closing the Gap, Business Council of Australia (2009)

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

- 1.3 Develop a strategy to increase the proportion of employers, including small to medium enterprises that employ Aboriginal people as a mitigation against future skills shortages.
- 1.4 Support industry initiatives, such as the Australian Employment Covenant, to achieve improved Aboriginal employment outcomes.

The Aboriginal Workforce Development Centre

To ensure better connections between employers and Aboriginal people the committee recommends the formation of the Aboriginal Workforce Development Centre (AWDC), within the Department of Training and Workforce Development to connect and coordinate data and programs across the regions and on a statewide basis.

The AWDC will be responsible for monitoring supply and demand and implementing strategies for developing graduates and linking them with employers who have job vacancies, particularly with major companies and their contractors responsible for key projects in the State. Planning around the additional skills requirements for those jobs, particularly where long training lead times may be required, is a key facilitation role that the AWDC will be required to undertake.

The AWDC will also take a lead role in encouraging and supporting businesses to train and employ Aboriginal people. The AWDC will leverage opportunities provided by the Australian Employment Covenant to identify and support employers and link Aboriginal people to available jobs.

In order to provide the AWDC with high level strategic direction and to ensure the progress of the Aboriginal workforce development strategy, a link will be established between the AWDC and the State Training Board. The Board will have an ongoing role in monitoring the development of the AWDC. A link between the AWDC and the Aboriginal Education and Training Council will also be made.

The AWDC will be integrated into the Department of Training and Workforce Development's overall workforce development strategy to ensure that Aboriginal participation in the workforce forms part of the workforce development of the State.

The AWDC will be responsible for the allocation of funding to employers, training providers and Aboriginal corporations both at a statewide and regional level.

The AWDC will make provision for the employment of a number of Aboriginal people to lead by example.

Key functions of the Aboriginal Workforce Development Centre

- Develop the Western Australian Aboriginal Workforce Development Plan.
- Provide policy advice and develop state-wide initiatives to improve sustained job outcomes for Aboriginal people.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

- Improve transitions of Aboriginal people into sustained employment.
- Work with relevant government agencies and stakeholders to remove barriers to Aboriginal participation in the workforce.
- Gather and coordinate data across Western Australia to establish supply and demand requirements.
- Work with major companies to identify statewide job opportunities and future skills requirements, and make connections between employers and individual Aboriginal job seekers.
- Facilitate sharing of best practice Aboriginal employment practices with employers.
- Assist service providers by providing funding to develop products in cultural awareness and mentoring in the workplace.
- Develop and maintain a ‘one stop shop’ web portal as a central communication point to support individuals, employers and service providers in Aboriginal training and employment. This would include information for stakeholders at a statewide and regional level.
- Set performance standards and targets for regional Hubs through funding agreements.
- Identify best practice and facilitate sharing of best practice across Hubs.

Strategic theme 2 – Engaging local knowledge and capacity to achieve successful regional Aboriginal employment outcomes

The committee recognises that a ‘one-size-fits-all’ approach is unlikely to be successful. The regional consultations revealed that while there were many common issues, there were equally many issues that were distinct to each region. Strategies to address these issues will be most successful if they are tailored to suit the local situation by locally based people.

Some feedback from regional consultations

- We need to look at regional models, because of the cultural diversity within Broome and the surrounding areas (Broome).
- One size does not fit all. Some models don’t always fit everywhere, different models for different regions (Bunbury).
- One size doesn’t fit all, we need to look at our client group and tailor training to their specific needs (Midland).
- We need a new regional authority – now there is little regional communication (South Hedland).

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

Recommendation 2: The Minister for Training and Workforce Development to establish Aboriginal Workforce Development Hubs (Hubs) in each of Western Australia’s nine regions to directly link local Aboriginal people and local employers. The Hubs would be established as independent, not-for-profit organisations with boards of management consisting of local Aboriginal leaders, employers, community representatives and service providers. Funding of up to \$500,000 per annum over a three year period would be provided to each Hub through contracting arrangements with the AWDC. Ongoing funding would be contingent upon a successful annual review of performance against agreed key performance indicators.

Supporting strategies include:

- 2.1 Allocate \$250,000 annually to the AWDC to support proposals from Hubs for specific projects in the region aimed at achieving sustained employment outcomes for local Aboriginal people.
- 2.2 Tenth Hub in the Lands – fund training services as a whole package across the Lands supporting the Ngaanyatjarra Council Employment Strategy to boost the number of job ready Aboriginal job seekers.

Aboriginal Workforce Development Hubs

The recommendation to create Aboriginal Workforce Development Hubs in each of Western Australia’s nine regions is in response to the recognition that each community has its own unique requirements.

It will be the responsibility of the Hubs to develop local strategies to engage local Aboriginal people in structured skills development, allowing them to benefit from job opportunities as they arise.

The Hubs will be independent, not-for-profit, legal entities. Each Hub will be required to establish a board of management comprising of Aboriginal leaders, employers, community representatives and service providers. The Board will develop a case management model to engage, develop and support Aboriginal people through the various transitional pathways into sustained employment and career opportunities with annual plans for the short, medium and long term.

The Board of Management will be shaped to suit local issues and they will have links with the Australian Employment Covenant.

Contractual arrangements with the Department of Training and Workforce Development will be in the form of service agreements with agreed key performance indicators to reflect the unique needs of communities in the region.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

Funding will be provided to the Hubs over a three year period and reviewed annually on a performance basis. These funds will provide the Hubs with administration and other operating costs including the ability to allocate resources to individual Aboriginal clients, Aboriginal corporations and companies for capacity building and support services on a needs basis and will include mentoring services, literacy and numeracy provision and other engagement and work readiness support.

It is expected that Hubs will leverage alternative sources of additional funding through partnerships and connections with the local community.

Key functions of the Aboriginal Workforce Development Hubs

- Connect Aboriginal job seekers and employers at a local level.
- Act as the central contact and information point for Aboriginal job seekers in the regions.
- Act as a central contact and information point for local employers, particularly small and medium enterprises recruiting Aboriginal people.
- Utilise regional data, provided from the AWDC to track regional supply and match this to local job opportunities.
- Develop strategies to engage local Aboriginal people in structured skills development to allow them to benefit from job opportunities as they arise, including linking into offender programs.
- Develop a case management approach with key service providers, employers and individuals to support the transition of Aboriginal job seekers into employment with driver's licence and language, literacy and numeracy needs as key elements (also refer to Recommendation 4).
- Implement structured mentoring services and provide guidance for employers on where to access information on employing Aboriginal people.
- Facilitate communication between key service providers at a regional level.
- Maintain agreed brand identity of all promotional materials at a regional level.

CDEP reforms to create sustained jobs

As part of the Community Development Employment Projects (CDEP) reforms, the Australian Government, and State and Territory governments will create around 2,000 sustainable jobs from appropriate CDEP activities that are currently supporting the delivery of government services. This number comprises around 1,280 jobs supporting Australian Government service delivery and around 720 jobs in State, territory and local government services.

CDEP is being reformed to focus on providing better work readiness training, on the job work experience and assistance to take up jobs outside CDEP. In Western Australia, remote communities such as the Ngaanyatjarra Council are implementing plans to better position their communities to benefit from these reforms.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

All jobs created will be in rural and remote areas of Australia in locations and sectors where jobs have not been funded through similar measures. The jobs created from this measure will be sustainable, ongoing and continue to be identified as employment opportunities for Indigenous people.

Supporting the reforms to CDEP activities in remote communities will require partnerships and connections with the communities. Aboriginal community involvement and decision making in the training and employment services support they require is essential.

The Department of Education, Employment and Workplace Relations (DEEWR) and the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) play a strong role in supporting these communities through the CDEP reforms. The regional Hubs will need to be aware of the COAG reforms and National Partnership Agreements that have been established to reduce Aboriginal disadvantage and improve service delivery in remote communities.

COAG is implementing new models of service standards, roles and responsibilities and service delivery parameters that the Hubs will need to take into account when providing support to remote communities.

Training and employment services must be provided in consultation and agreement with the Aboriginal communities and where possible a single government interface to a broad range of government services including early childhood, health, housing and welfare services must be adopted.

Many communities have their own employment and economic development plans and have highlighted to the committee the importance of their communities having control over the decision made around the types of programs and services to ensure the vision and plans of those communities are integrated and appropriately supported.

The Lands – a ‘Tenth Hub’

With up to 2,000 Ngaanyatjarra-Yarnangu people living in the Lands, the committee recognises the unique geographical and employment challenges. The Lands cover some 9.8 million hectares of Western Australia and consists of twelve autonomous communities spanning parts of the Gibson, Great Victoria and Great Sandy deserts. These Lands adjoin the Northern Territory and South Australia and are entirely within the State of Western Australia.

Traditional owners of the Lands have maintained a continuous association with their country, comprise the majority resident population and provide the entire regional infrastructure such as roads, roadhouses, stores, health clinics and aerial services.

The Ngaanyatjarra Council takes responsibility for CDEP, municipal services, infrastructure repairs and maintenance, building and essential services in the communities. Functions such as CDEP and municipal services are sub-contracted to each community, based on community need and priority.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

Other than CDEP and welfare, the only economic driver on the Lands is the delivery of community services. Service providers are the main employers. These include the Department of Education (Schools), the Ngaanyatjarra Health Service and the Shire of Ngaanyatjarraku. The Ngaanyatjarra Council and the 12 Community Councils, including community stores, roadhouses and the art centres are the other major employers on the Lands.

A study commissioned by the Council found that there are an estimated 350 jobs in the Lands but that Aboriginal people fill less than 20% of these. The study found that while there are more Aboriginal job seekers than jobs, there are more jobs than there are Aboriginal people with the skills to fill them.

The Council's employment strategy recognises that issues affecting Aboriginal people in the Lands, including poverty, trauma and apathy are key obstacles to getting more people into jobs. These issues are also confronting to non-Aboriginal workers and employers, and impact on the day to day functions of community service workers and their capacity to support the training and employment of Aboriginal people.

The Ngaanyatjarra Council has already carried out a substantial amount of work to implement the Ngaanyatjarra Council Employment Strategy. In line with the CDEP reforms, the strategy is aimed at boosting the number of job ready Aboriginal job seekers from CDEP and unemployment into sustainable jobs across the Lands.

Key elements of the Ngaanyatjarra Council strategy include:

- establishing an employer advocacy and support service to complement the (Council's) management of CDEP employment outcomes. This is to include a coaching and mentoring service for community service providers and their staff;
- forming a Ngaanyatjarra Training and Employment Board to set employment targets and foster collaboration between Government and funded employment service providers. This will make sure resources are used to best effect; and
- adopting a training plan that uses a five step approach and allows for different levels of capacity among Indigenous job seekers.

The committee acknowledges the need for Aboriginal people in remote communities to gain the skills necessary to take up local jobs. The work of the Ngaanyatjarra Council identifies that most of the local jobs in the Lands are government positions. The Ngaanyatjarra employment strategy aims to provide local Aboriginal people with appropriate training to allow them to enter the government workforce and be supported to enable them to move upwards in employment.

The Ngaanyatjarra Council has advised the committee that to implement the strategy and to achieve sustainable outcomes the training services provided by the State Government needs to be funded as a whole package across the Lands. This will ensure that resources are used to best effect and that training is targeted, integrated and underpinned by a strong vision and commitment from the community.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

To this end, the committee consider that a tenth 'Hub' should be supported in the Lands. This would be funded using the existing allocation of resources but reshaped and funded as a whole package. To ensure a single interface for Government services and support, the Hub would be run by the Ngaanyatjarra Council on the model developed by the communities.

The committee through its consultation process found that a 'one size fits all' approach is not appropriate and that many remote communities have their own vision and employment objectives. The committee has recommended that based on the outcomes of the model in the Lands, and with the reforms to CDEP, that similar funding and service models could be implemented in partnership with other remote communities.

Strategic theme 3 – Improving the transitioning of Aboriginal people to achieve sustainable employment outcomes

Providing support to Aboriginal people before, during and after transitions from school to training, from training to employment, or from training to higher education is a critical element for success. The individual often needs holistic support, tailored to their specific circumstances and needs. Support is also needed to assist employers to support their Aboriginal workforce. This can be achieved by the dissemination of best practice knowledge and practical on the ground mentoring support if needed.

Some feedback from regional consultations

- Flexible funding to assist with the transition from school to work or unemployment to work (Albany).
- We need to build the work ethic – work culture within our communities; need to build more foundation and employability skills; need to provide more financial managements skills to people when they have a full time job (Broome).
- Have to train the trainers so the right people can do the training and make things work. Empower the Elders and experienced community members (Bunbury).
- Unless there is a specific job, the training is not enough; the timing and sequencing of the training relevant to job availability is important (Geraldton).
- Mentoring programs and funding to assist with transitions through job providers network (Geraldton).
- Mentors must be of a good and appropriate quality. Develop a mentor team and they have a connection with the employer and family. Need mentor with experience in the industry (Kalgoorlie).
- More focus on mentors who have skills and are aligned to industry [and an] organised mentoring program that can be accessed from one agency rather than independent silo approach currently used (Kwinana).

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

- We need to research models that are a great success and can be expanded and replicated in other industry sectors (Kwinana).
- Mapping what is happening across Western Australia and documenting it is very important. We need to know what others are doing and build on it, lifting our productivity. This will help facilitate access to best practice and avoid reinventing the wheel. This information base will help facilitate an information sharing network and improve access to funding. (Midland).
- Best practice models required (aren't any currently) (South Hedland).

Recommendation 3: The Aboriginal Workforce Development Centre to develop a statewide strategy to systematically strengthen mentoring arrangements for Aboriginal people in Western Australia. The strategy should align with the Western Australian Strategic Framework for Youth Mentoring proposed in the implementation plan for the National Partnership Agreement on Youth Attainment and Transitions. In tandem with this, the AWDC would promote the sharing of successful Aboriginal employment practices by companies through convening regular forums for the sharing of best-practice.

Supporting strategies include:

- 3.1 Establish a specific employer section on the Department of Training and Workforce Development website to assist companies in their Aboriginal employment and workforce development plans.
- 3.2 Develop an evidence-based approach to identifying and promoting good practice examples of mentoring and the 'wrap around' support services that lead to the effective transitioning of Aboriginal people from school to further education and/or sustained employment. These findings will form the basis of the statewide mentoring strategy to ensure that effective mentoring is available during education and training and before, during and post placement in the workplace.
- 3.3 Provide annual funding of \$500,000 to be disbursed by the AWDC, through the Hubs, to support local employers in developing Aboriginal people to become work ready. This would include on the job mentoring support, literacy and numeracy and driver's licence programs.
- 3.4 Provide annual funding of \$500,000 to be disbursed by the AWDC, through the Hubs, to support local training providers to provide mentoring support to students to effectively transition them from training to employment.
- 3.5 Aboriginal School based traineeship programs to be linked up with local jobs and funding for mentoring is to be provided, through the Hubs, to address the life skills and personal development needs of young Aboriginal people.
- 3.6 Conduct a systematic review of State and Australian Government programs and funding mechanisms for Aboriginal training and transition support with a view to creating a system which has the job seeker and employer at its centre rather than the service provider.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

Sharing best practice

The sharing of successful practices was an important consideration in supporting successful transitions and good practice mentoring. The hosting of regular forums for employers and providers to discuss the common factors essential to achieving success was raised by employers. These sharing sessions need to be backed up with an online portal to assist companies to build capacity to be successful.

The case studies, gathered and analysed by the *Training together – working together* committee of successful employers (see Part 3) and case studies by NCVER, of providers who have demonstrated successful practice will be available on a web portal. The role of the AWDC will be to capture evidence of good practice from employers and providers. These good practices will underpin the ongoing development of the strategic framework for mentoring and underpin the sharing sessions across the state.

Statewide strategic framework on mentoring

The committee agrees that there is a need for a statewide approach to mentoring as proposed in the Youth Attainment and Transition National Partnership Agreement. A paper produced by the Office of Youth identifies a number of mentoring programs operating to support specific groups but there is a lack of coordination and resource allocation to support this.

The committee recommends that a statewide strategic framework on mentoring for Aboriginal people is implemented in Western Australia to address the complex issues around attainment and transition. The framework will need to cater for differing groups of Aboriginal people. Responses and solutions will differ for young people who are already disengaged, the long term unemployed and will consider the special needs of offenders.

The committee is aware of the particular needs of Aboriginal offenders and is keen to ensure that the successful reintegration of offenders back into the community and employment forms part of a statewide framework for mentoring. A cross agency response to developing programs for prisoners has also been recommended by the committee.

Mentoring – providing holistic support

The committee identified in the early stages of its work that mentoring is the most crucial element in transitioning Aboriginal people into employment and ensuring that they remain in the labour market. Mentoring was also mentioned consistently during the statewide consultations as contributing to successfully supporting Aboriginal people into work.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

The committee's view is supported by research undertaken by the NCVER²⁵ to identify good practice models of employment and training support. The research showed the importance mentoring provides in effectively transitioning a person from school to training and work. The NCVER report also identifies that effective mentoring is based on a trusting and respectful relationship that provides highly personalised attention to the needs of the individual throughout the various transitional phases.

Successful mentoring forms part of an integrated support service that works side by side with the person during training and before work placement. This support can then be extended to post placement for up to twelve months depending on the needs of the individual.

Mentoring forms part of a holistic approach to working with the individual which recognises and addresses the interrelated factors which can act as a barrier to employment. The case studies examined by the NCVER research showed that those organisations that achieved the best outcomes for their clients provided holistic support to address the various obstacles often faced by Aboriginal people.

These obstacles were also consistently raised during the committee's consultation process and include:

- low levels of education and relevant training, including English language, literacy and numeracy needs;
- lack of broad life and work experience;
- poor health;
- problems with alcohol, drugs and gambling;
- low aspirations to work and a lack of role models;
- geographical isolation, transport and reluctance to leave their community;
- challenges involved in balancing family and community obligations with the demands of training and work; and
- access to organised childcare.

Youth transitions

Young Aboriginal people are particularly at risk of falling through the cracks during school and during the transition from leaving school to work and/or further education. This is evident by the proportion of 19 year old Aboriginal people who have not completed Year 12 and/or Certificate II level. Non-Aboriginal completion rates have increased from 65.1% to 70.9% in Western Australia from 2001 to 2006 compared to rates of 25% to 31.6% for 19 year-old Aboriginal people²⁶. These rates for Aboriginal people are the lowest across all states except the Northern Territory.

²⁵ Brokering Successful Aboriginal and Torres Strait Islander employment outcomes: Common themes in good-practice models, Kristine Geddy, Jessica Lopez and Anne Redman, NCVER (2008)

²⁶ ABS 2006 Census

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

The Western Australian *Acts Amendment (Higher School Leaving Age and Related Provisions) Bill 2005* requires students to participate in education, training or approved employment or combinations of these options until the end of the year that they turn 17 years of age. Since these changes have been implemented, participation rates have improved but there is a long way to go to halve the gap in attainment rates for Aboriginal students in Year 12 or equivalent.

In 2009, the State Government developed an implementation plan for the National Partnership Agreement on Youth Attainment and Transitions. The plan outlines a suite of reforms to improve career and transition outcomes for all 15-24 year olds in Western Australia and includes specific performance indicators for young Aboriginal people.

The committee acknowledges the significant system-wide reform that the Department of Education and the Department of Training and Workforce Development (previously the Department of Education and Training) have invested in increasing participation and attainment rates for Aboriginal people over the past three years. In particular, the participation and transitions support services in all school districts have been a feature of these reforms.

These support services include the introduction of a case brokerage approach for identified Aboriginal students, with individualised support provided by participation coordinators for at risk 15-17 year olds, to transition them through education, training and full time employment. A significant component of the coordinators role is to make referrals and liaise with other service providers, businesses, community organisations, parents or carers and the school.

The retention and participation of Aboriginal students is further addressed through the Department of Education's education and training participation plans. Individual district offices and schools identify and negotiate the best programs for funding for local areas and include provision for mentoring programs in regional centres, support for sporting academies and senior school engagement programs.

Community based courses are also available to meet the needs of students who have disengaged from mainstream schooling but who need to continue to develop their literacy, numeracy, social and life skills in a safe and secure environment.

Research has highlighted that issues around education and training attainment is complex and solutions need to recognise the interrelationship between a wide range of factors at the community level.

Despite the range of mentoring and support programs available, the committee received continued feedback about the gaps in provision and the lack of continuity in the funding of programs that were working.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

Public colleges raised the challenges of extending their mentoring support beyond the training system and workplace. Their ability to reach out to students once they have disengaged is limited by the available funding and is a key attributing factor to Aboriginal people falling through the cracks and being at risk of not re-engaging.

Aboriginal School based training

Aboriginal school based training was introduced by the Department of Training and Workforce Development as a school-to-work transition initiative supporting Aboriginal students as they progress through the various pathways such as school based traineeships or apprenticeships and to complete their Western Australian Certificate of Education. Although enterprise and vocational education coordinators work across school districts to support school based training, the committee found that a more targeted case management approach with improved mentoring support and links with employers with real jobs is required.

Similarly, while the committee found evidence of successful practice in the workplace, mentoring resources were not always available to support the Aboriginal trainee or employee beyond the workplace.

The committee recognises that mentoring is an important and effective strategy in supporting and guiding young people through a range of issues and stages in their lives and that the quality of mentoring with standards and benchmarks are key elements to successful mentoring programs.

Strategic theme 4 – Removing barriers to participation in the workforce

There are major individual and institutional barriers to Aboriginal participation in the workforce. To address the 'root-cause' to these barriers, the committee has identified the need to implement a high level strategic and systematic response to these issues.

We know there is a need to act. There are around 78,000 Aboriginal people in Western Australia, comprising approximately 3.2% of the population. Although many Aboriginal people have access to life opportunities and a good standard of living, many experience much higher levels of unemployment than non-Aboriginal people. Long-term, generational unemployment is a major attributing factor to the unacceptable levels of disadvantage many Aboriginal people experience.

We know that only approximately 20% of Aboriginal adults have completed Year 12 or a post school qualification and that those who do not complete Year 12 are less likely to have the same opportunities as those who do. While most Aboriginal students in metropolitan and regional areas meet the minimum reading standards, the proportion achieving at least the minimum standard of literacy and numeracy skills decreases as the level of remoteness increases.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

Some feedback from regional consultations

- Government agencies, including licensing, transport and police, need to work together to come up with a policy that assists those who have lost their drivers licence and community needs education programs on motor vehicle drivers licence and how important it is to have one and keep it (Albany).
- Training within prisons so that on release individuals can contribute to communities especially trades, drivers licences, literacy and numeracy (Broome).
- Change in culture from CDEP (Bunbury).
- Prison rehab programs are training young people in many trades but companies not employing, there is also the issue with police checks (Geraldton).
- Need to set up a hostel for communities to stay if seeking training and employment opportunities in the major regional centres (Kalgoorlie).
- Numeracy and literacy skills of Aboriginal people are an issue.
- There is not always somewhere for remote students trained in Perth to return home to; need more mobility programs (Midland).
- There is potential to lose kids after Year 12 if there is no place to move to – accommodation (Midland).
- Housing – evictions when earning too much (South Hedland).
- Driver's licences – people lose these usually due to non-payment of fines (South Hedland).

Recommendation 4: The Minister for Training and Workforce Development to create an overarching, across-government group, at Director General level, to recommend policy changes to address barriers that require a whole of government approach, including issues of housing and accommodation needs to support training and employment.

Supporting strategies include:

- 4.1 The Department of Training and Workforce Development and the Department of Corrective Services to jointly develop and implement an integrated training and employment focused support strategy for offender transition into employment. The model should support a statewide expansion of the Auswest Specialist Education and Training Services (ASETS) Through-care model and be packaged to meet the needs of Aboriginal male and female offenders. Both public and private prison providers need to be funded under the model.
- 4.2 The Department of Training and Workforce Development and the Department of Transport to allocate funding for programs and support services that will assist Aboriginal people to gain a driver's licence for the first time and support people who have lost their licence to gain an extra-ordinary licence for work purposes.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

- 4.3 A statewide plan for housing and accommodation to be established to address the notable gap in the planning and funding of supported residential facilities for students in training, and housing for Aboriginal people transitioning to employment. The plan should map what currently exists and identify, on a region by region basis, the housing and accommodation needs of Aboriginal people transitioning from training into employment over the immediate, medium and long term.
- 4.4 The State Government to engage with the Australian Government to effect policy changes to recognise Aboriginal Elders in remote communities, currently on Community Development Employment Projects, as the Cultural Custodians of Country and to recognise these positions as jobs that Elders should be paid for.

Overarching governance group

There are major gaps in policy to address these systemic barriers. Addressing these barriers is important for the successful transition to employment for Aboriginal people and important in breaking the long term cycle of welfare dependency, incarceration and unemployment experienced by Aboriginal people.

The committee recommends that an overarching governance group with an across-department approach is required. The governance group should comprise a leading Aboriginal spokesperson, the Public Sector Commissioner, the Directors General of the Department of Training and Workforce Development, the Department of Education, and the Department of Transport, the Chair of the State Training Board, senior representatives of the Australian Government Department of Education, Employment and Workplace Relations and the Australian Government Department of Families, Housing, Community Services and Indigenous Affairs. An employer who has a proven track record of success in providing sustainable employment opportunities for Aboriginal people in Western Australia should also be represented on the governance group to ensure employer perspectives are considered in the development of policy.

The governance group will need to form a link with the Department of Indigenous Affairs as the lead agency responsible for the monitoring and reporting of the National Indigenous Reform Agreement and associated national agreements and partnerships which form an important part of the building blocks for Aboriginal economic participation.

The governance group will report policy issues that need to be addressed with State and Australian Government Ministers, through the Minister for Training and Workforce Development. The Minister will engage with the Commonwealth as required, to effect policy changes that currently hinder or prevent Aboriginal people from achieving positive and sustainable outcomes.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

A key priority identified by members of the committee is the need for the Minister to approach the Federal Minister for Housing, Community Services and Indigenous Affairs to effect policy changes to recognise Aboriginal elders in remote communities, currently on CDEP, as the Cultural Custodians of Country. The committee felt strongly that these roles need to be recognised as jobs and that the elders in these communities should be paid to undertake these roles.

The committee agreed that policy changes to CDEP are needed to support the provision of government services that can be converted into mainstream employment (as in the Northern Territory) and for both State and Australian Governments to consider the legitimate role Aboriginal Law men and women have in upholding traditional law and culture, by having their role recognised as a ‘real’ job. The committee acknowledges that connection to culture is critical for the emotional, physical and spiritual wellbeing of Aboriginal people and must be recognised in policies and actions intended to overcome Aboriginal disadvantage.

Supporting offenders to transition to employment

Levels of disadvantage in Aboriginal communities continue to be perpetuated by the significant over representation of Aboriginal people in the Western Australian prison system. Aboriginal prisoners are predominantly males who have a poor work history and who experience ongoing social exclusion including homelessness, mental illness and substance abuse. Aboriginal youth make up around 75% of juvenile offenders.

Many offenders have been widely disadvantaged by their inability to access education, training and employment. National literacy surveys consistently show that there are a substantially larger proportion of offenders than people in the wider community who have serious literacy and numeracy needs. Consequently, a large proportion of Aboriginal offenders need significant help to successfully achieve the outcomes of vocational programs that lead to employment.

The committee convened an advisory group of representatives from the Department of Training and Workforce Development, the Department of Corrective Services, Acacia Prison and Outcare to inform the committee of the policy and programs required to support prisoners in the transition to work. The group made a number of recommendations including the support for a statewide expansion of the Auswest Specialist Education and Training Services (ASETS) Through-care model that has demonstrated successful outcomes working with offenders and is recognised as best practice.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

The ASETS program uses a target marketing approach that identifies sectors of industry that have demonstrated an acceptance of offenders and who are willing to provide sustainable employment. It takes the concept of prison industries – where prisoners work within industrial workshops inside the prison – and other prisoner work experience programs to a new level by acknowledging and addressing the special needs of this group and integrating the work of outside agencies, training providers and employers to achieve the standards required for accredited qualifications.

The model is a major initiative for the successful reintegration of prisoners to the community as it provides clear coordination, integrated services and practical, accredited training that leads to jobs and further educational opportunities.

The advisory group recommended that the Department of Training and Workforce Development and the Department of Corrective Services jointly develop a business model to implement and fund an integrated training and employment focused support strategy, including infrastructure needs, for offender transition into employment.

The model needs to support a statewide expansion of the ASETS Through-care model and be packaged to meet the needs of Aboriginal male and female offenders. Both public and private prison providers need to be funded under the model.

The strategy needs to provide targeted and integrated training that responds to the particular needs of the offender and in the context of industry growth and the employment market on a regional basis.

The work between the two agencies needs to be a collaborative arrangement that is overseen by a high level joint working group.

The State Government has moved to identify the barriers that contribute to the cycle of disadvantage experienced by offenders with the recent establishment of the Community Development and Justice Standing Committee. The Standing Committee is examining the efficiency and effectiveness of prisoner education, training and employment strategies. It is important that this work informs Australian and State government policy and that through an overarching governance group, the system wide barriers that offenders experience are also addressed.

Driver training and licensing issues

The lack of available driver training impacted the take up of employment and this was consistently raised during the consultations. So too was the effect that driving laws have on remote communities that leads to unlicensed driving, and driving offences generally, which not only contribute to the over-representation of Aboriginal people in prisons but then becomes a major barrier to many employment opportunities.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

The committee determined there was an urgent need to allocate funding for programs and support services that will assist Aboriginal people to gain a driver's licence for the first time and support people who have lost their licence to gain an extraordinary licence for work purposes.

The Fortescue Metals Group (FMG) model was highlighted as an example of good practice where under a memorandum of understanding with the State Government, FMG trained two of its own staff to become driving instructors. This training provided a pathway for vocational students to move into employment on mine sites. FMG also provides support and assistance to those people who have lost their licence to gain extraordinary licences for the purposes of work.

The committee sees a need for statewide examination of good practice approaches to driver licence training and support. Policy and legislative barriers also need to be addressed. The committee sees benefit in a partnership arrangement between the Department of Training and Workforce Development and the Department of Transport to map and monitor what driver training programs exist and fund gaps in that provision as needed.

Housing and accommodation requirements

Housing and accommodation is another key barrier to training and employment for Aboriginal people. Overcrowding and the lack of available housing for people as they transition to work are significant issues raised during the consultation.

Supporting the need for residential facilities, the committee received a number of submissions to increase the level of supported accommodation for Aboriginal students and to implement housing models that support and transition Aboriginal people into employment.

Members of the committee visited the Pundulmurra Village in Port Hedland and the Wattle Grove facility in the metropolitan area and recognised the value and strategic importance of upgrading those facilities. The committee also acknowledges the work underway to establish a residential Aboriginal Skill Development Centre in the southern Wheatbelt region. It has however, been recognised that training and employment service providers, seeking to broker successful employment outcomes for Aboriginal people, have been frustrated by barriers to training that are imposed by the lack of accommodation facilities available to their clients. Existing facilities need to be upgraded and new facilities constructed to meet this demand.

The committee found there was a limited supply of supported accommodation for vocational students across the State and that while the school and university sectors receive Australian Government funding for residential facilities, the policy does not extend to the vocational training sector. This disparity needs to be examined.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

A statewide plan for Aboriginal housing and accommodation is required to address the notable gap in the planning and funding of residential facilities. The plan needs to map what currently exists and identify, on a region by region basis, the residential needs of Aboriginal people transitioning from training into employment over the immediate, medium and long term. The Minister for Training and Workforce Development needs to inform the Australian Government of the State's requirements to effect reforms to funding policy through COAG.

Addressing language, literacy and numeracy needs

A key target of the COAG National Indigenous Reform Agreement is to halve the gap for Aboriginal students in reading, writing and numeracy within a decade. These reforms are part of a range of strategic platforms Governments are implementing to address Aboriginal disadvantage.

In Western Australia, the Department of Training and Workforce Development, under the Indigenous Training Support program, provides funding to public colleges and private training providers to support the literacy and numeracy needs of Aboriginal people.

Through COAG, national partnerships including the Implementation Plan for the National Partnership Agreement on Youth Attainment and Transitions also provide a range of personalised programs to support young people at risk who may also require literacy and numeracy development.

Support through public colleges and regional participation and transition coordinators also provide programs and services targeting the literacy and numeracy needs of Aboriginal students.

Despite these programs and services, a theme raised consistently during the consultation forums was the continued and fundamental need to better address the language, literacy and numeracy skills gaps of Aboriginal people.

What the committee found is that particularly during training and the transitioning to employment a 'one size fits all' approach to literacy does not work. There are some exemplars in adult literacy and numeracy provision including the workplace English language and literacy programs provided in the workplace and the Courses in Applied Vocational Study Skills (CAVSS) program provided in many public colleges. The committee found that often programs for Aboriginal people are not in the personal and/or work context of the individual and that the individual's learning and work preferences, motivations and outcomes are not taken into account.

Attendees at the Kwinana and Bunbury regional meetings highlighted the need for flexible on the job work related literacy training as a preferred option for many Aboriginal people who are often technically highly skilled but lack the confidence to participate in literacy training outside the workplace.

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

The committee acknowledges the Department of Training and Workforce Development's response to the feedback received during the consultation process and that it intends to review and reshape the literacy and numeracy strategies for Aboriginal people in the training sector.

Aboriginal students with poor literacy and numeracy skills are most at risk of disengaging as they transition from school to further education and training or work. Aboriginal people with poor literacy and numeracy skills form the bulk of the Aboriginal population in prisons. To address the individual and institutional barriers around the literacy and numeracy needs of Aboriginal people – in school, in the community, in the workplace and in prisons – the committee feels a strategic, system-wide response is needed if real improvements are to be made.

The committee is recommending that to address the language, literacy and numeracy barriers, a whole of government approach is required.

Strategic theme 5 – Raise awareness of Aboriginal employment opportunities and promote new Aboriginal role models

Engaging employers and government, and inspiring Aboriginal people to participate in the labour market, is central to the success of the Aboriginal workforce development strategy. It is vital that strategies are implemented which effectively market the business imperative to employers to employ Aboriginal people. It is also crucial that better communication channels are developed with Aboriginal communities; to showcase Aboriginal role models talking about their training and employment experiences and how their lives have benefited from training and employment. There is also a need to educate employers and Aboriginal job seekers to 'de-bunk' prevalent myths on both sides regarding employment.

Some feedback from regional consultations

- Promote and support success (Broome).
- Increased promotion (marketing) radio/television/word of mouth and through Indigenous Employment Agencies (Geraldton).
- Aboriginal people need to be made more aware of training and employment opportunities (Kalgoorlie).
- We need to identify champions in the community and people who have a cultural understanding – mentors (Kwinana).
- Expose them to careers at a younger age; this can be difficult in the metro area (Midland).
- Need a PR strategy (South Hedland).

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

Recommendation 5: The Department of Training and Workforce Development, through the AWDC, to establish a marketing and promotional plan to raise awareness of Aboriginal employment opportunities and promote new Aboriginal role models.

Supporting strategies include:

- 5.1 Create a brand image and materials for the AWDC and Hubs based on the ***Training together – working together*** branding.
- 5.2 Create a web portal as a central communication point to support individuals, employers and service providers in Aboriginal training and employment.
- 5.3 Create a formal Aboriginal Employment Network to facilitate communication between employers and Aboriginal people about job opportunities.
- 5.4 Showcase ‘personal success stories’ to promote positive Aboriginal role models to Aboriginal people across Western Australia.
- 5.5 Raise community awareness of employment opportunities through face to face contact with employers in dedicated Aboriginal employment roadshows.

Through the ***Training together – working together*** initiative a brand has been introduced and it is advisable that the branding across the Hubs is consistent with this brand.

The branding will need to incorporate the visual elements of the ***Training together – working together*** brand and retain the words ‘***Training together – working together***’ as a tagline for all materials produced for the Centre and Hubs.

Through the AWDC a web portal will need to be created as a central communication point to support individuals, employers and service providers in Aboriginal training and employment. The portal will incorporate individual, employer and service provider information in three clearly separated strands on the one site.

Through the portal the Centre will showcase personal success stories to promote positive role models to Aboriginal people across Western Australia and build upon the case studies of successful companies already developed by the work of the ***Training together – working together*** committee. Showcasing good practice providers of mentoring will also be a feature of the portal.

This portal will sit within the Department of Training and Workforce Development website trainingwa.wa.gov.au

Training together – working together

Part 5 – the need to act: an Aboriginal workforce development strategy

Engaging a leading Aboriginal personality will help to promote the ***Training together – working together*** initiative, the AWDC and Hubs. It is also important that wrapped around this leading figure are a set of role models who showcase Aboriginal people succeeding in different walks of life. These people will become the ***Training together – working together*** employee role models, along with the leading community figure.

The AWDC will work with Aboriginal media including Noongar radio, National Indigenous TV, Goolarri Media and Koori Mail to publicise the Aboriginal role models and the Hubs. An approach to key mainstream television media about networks donating free air time to promote employers and their Aboriginal employees and the Hubs could also be considered. Mainstream print and radio media should also be included.

The AWDC, through the Hubs, will need to raise community awareness of employment opportunities through face to face contact with employers and through dedicated Aboriginal employment roadshows.

The AWDC will engage large companies to participate in the roadshows and through the local Hubs draw upon local small to medium enterprises to participate and promote awareness of their company and future job opportunities. Roadshows can be used on a regular basis as an additional direct recruitment drive for companies, the format of which will be driven at the local level to best engage local communities with the employers present.

Training together – working together

Appendix 1 – Training together – working together committee members

COMMITTEE MEMBERS					
1	Ms	Jill	Abdullah	Indigenous Employment Manager Western and South Australia	BIS Industrial Logistics
2	Mr	John	Alexander	Board Member	Fairbridge
3	Mr	Bert	Beevers	Managing Director	Durack institute of Technology
4	Mr	Kevin	Brahim	State Manager	DEEWR
5	Ms	Vanessa	Davies	Assistant Director Indigenous and Cultural Affairs	Acacia Prison SERCO Australia
6	Mr	Larry	Davies	State Chair	ACPET
7	Mr	Neil	Fernandes	Managing Director	Central Institute of Technology
8	Mr	Preston	Thomas	Chair	Kanpa Community
9	Ms	Carol	Garlett	Chair	Aboriginal Education and Training Council
10	Dr	Sue	Gordon AM	Member	State Training Board (Committee co-chair)
11	Mr	Glen	Kelly	Chief Executive Officer	South West Aboriginal Land and Sea Council
12	Mr	Damir	Kucan	Executive GM HR	Burswood Entertainment Complex
13	Mr	Kevin	McLeish	Chief Operating Officer	Argyle Diamond Mine
14	Mr	Peter	Moore	Chief Operating Officer	Water Corporation
15	Dr	Ruth	Shean	Director General	Department of Training and Workforce Development
16	Ms	Margaret	Quartermaine	Director	Marr Mooditj RTO
17	Mr	John	Scott	Managing Director	C Y O'Connor College of TAFE
18	Mr	Keith	Spence	Chair	State Training Board (Committee co-chair)
19	Mr	Ian	Trust	CEO	Wunan Foundation Inc

NOTE

Dr Barry McKnight, Managing Director, Pilbara TAFE until December 2009 was a committee member from September to December 2009.

Training together – working together

Appendix 2 – Written submissions received by secretariat and forwarded to Training together – working together committee

WRITTEN SUBMISSIONS			
1	Ian Hill	Chair	Construction Training Fund
2	Ralph Dawson	Executive Director	Construction Training Fund
3	Tony Wiltshire	General Manager	Pilbara Aboriginal Contractors Association
4	Patrick Walker	Director General	Department of Indigenous Affairs
5	Wayne Collyer	Managing Director	Polytechnic West
6	Matthew Tukaki	General Manager, Government and Public Sector and regional Manager Australia	Drake
7	Steve Florisson	Principal	Wongutha-CAPS
8	Lisa Cunningham	Chief Executive Officer	David Wirrpanda Foundation
9	Steve Cook	Manager – Group Training	ABN (Dale Alcock)
10	Anne Gisborne	President	State School Teachers' Union of WA
11	Nancy Rees		Australian Technical College – Pilbara
12	Barbara Powell	A/CEO	Town of Kwinana
13	Kim Brunswick		Pilbara Training Camp
14	Ian Andrews	Executive Director	Community Services, Health & Education Training Council
15	Jessica Houston	Media and Marketing	South Metropolitan Youth Link (SMYL)
16	Terry Durant	General Manager Client Services and Communications	Challenger Institute of Technology
17	Robert Isaacs	(Mr Isaacs response to Ministerial letter provided by Cliff Gillam, ED, Workforce)	Department of Housing
18	Elaine Toovey	Resettlement Co-ordinator	Acacia Prison
19	Paddi Creevey	Chair	Challenger Institute of Technology
20	Liz Harris	Managing Director	Challenger Institute of Technology

Training together – working together

Appendix 2

WRITTEN SUBMISSIONS			
21	Craig Edmonds	Indigenous Recruitment & Development Advisor	BHP Billiton – Nickel West
22	Shane Eeles		Horizon Power
23	Malcolm Smith	Principal	Western Media Consultants
24	Sameh Gowegati	CEO	South Metropolitan Youth Link (SMYL)
25	Danny Lester	CEO	Aboriginal Employment Strategy
26	Alan Stewart	Coordinator	Wiluna Regional Partnership Agreement
27	Imogen Wilmot	A/Manager Industry Training	Department of Treasury and Finance
28			Department of Education and Training
29	Kevin Brahim	State Manager – Western Australia	Department of Employment, Education and Workplace Relations (DEEWR)
30	Allan Jones	Executive Director	Financial, Administrative & Professional Services Training Council
31	Rod Ogilvie	MD	ICP WA
32	John McIlhone	Local Employment Coordinator	Department of Employment, Education and Workplace Relations (DEEWR)
33	Ken Wyatt	Director General	Office of Aboriginal Health
34	Patricia Lewis	A/Manager	The Ngumbu Aboriginal Corporation
35	Russell Lewis		Indigenous Land Corporation
36	Ralph Dawson	Executive Director	Construction Training Fund
37	Maree Gaffney/ Wayne Bergmann		Kimberley Land Council

Training together – working together

Appendix 3 – Training together – working together employer case study contributors

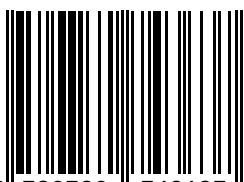
	INDUSTRY	COMPANY
1	Tourism	ACCOR
2	Mining	Argyle Diamond Mine
3	Logistics	Australia Post
4	Logistics	BIS Industrial Logistics
5	Leisure	Burswood Entertainment Complex
6	Mining	Carey Mining Pty Ltd
7	Hospitality/catering	Compass Group
8	Mining (contractor)	GLH Contracting Pty Ltd
9	Media	Goolarri Media Enterprises Pty Ltd
10	Construction	John Holland
11	Engineering	SKM

Training together – working together

Notes



ISBN-13 978-0-7307-4363-7



9 780730 743637