

## Indigenous participation in pre-accredited training

### Reconnect

Reconnect is a pilot program which funds the provision of outreach, engagement and wrap-around support services to disengaged, high-needs learners who are experiencing barriers to learning. Reconnect aims to re-engage participants in training and learning, and facilitate pathways to further education and/or employment.

Funded training providers locate, engage and attract eligible individuals back into a learning environment using a variety of methods including direct outreach and referral.

The 'Skills First Reconnect Grant Program' information sheet contains a list of current *Skills First* Reconnect providers and their contact details.

Reconnect program information				
Program Round	Budget	Number of Providers	Timeframe	Eligibility criteria
2016 Back to Work Reconnect	\$14 million	15 LLOs 9 TAFEs 1 AEI  (26 RTOs)	Student registrations in <i>Back to Work</i> Reconnect occurred from 1 July 2016 to 1 March 2018.  An evaluation of the Back to Work is currently underway. This will inform future program delivery.	<ul style="list-style-type: none"> <li>• Disengaged early school leavers aged 15–24 who are not in education or training, including not enrolled in school</li> <li>• Disengaged young people aged 20–24 who may have Year 12 attainment but are long-term unemployed</li> </ul>
2017 <i>Skills First</i> Reconnect	\$20 million	17 LLOs 9 TAFEs 1 AEI  (27 RTOs)	Student registrations in 2017 <i>Skills First</i> Reconnect programs can occur from 1 July 2017 to 31 January 2019.	<ul style="list-style-type: none"> <li>• Disengaged young people aged 17–19 who have not attained Year 12 or equivalent (individuals must not be enrolled at school)</li> <li>• Long-term unemployed aged 20–64 without Year 12 or equivalent attainment</li> </ul>
2018 <i>Skills First</i> Reconnect	\$11 million	To be announced	Student registrations can occur from 1 July 2018 to 28 February 2020.	<ul style="list-style-type: none"> <li>• Disengaged young people aged 17–19 who have not attained Year 12 or equivalent (individuals must not be enrolled at school)</li> <li>• Long-term unemployed aged 20–64 without Year 12 or equivalent attainment</li> </ul>

## Indigenous Learn Locals and other Learn Locals focusing on delivery to Indigenous learners

### South Eastern Region

- Bnym Aboriginal Corporation in Gippsland
- Ngwala Willumbong Co-op Ltd

### South Western Region

- None in this region
- Note: SGAE have a CAIF project to improve engagement

### North Western region

- Mirrimbeena Aboriginal Education Group in Echuca
- Echuca Neighbourhood House (works closely with Mirrimbeena and other Aboriginal orgs)
- East End Community House in Mildura (has a large number of Indigenous students)
- Castlemaine Community House manages FLP program for 'Murnong Mamas' – an Indigenous catering enterprise.

### North Eastern

- Rumbalara Aboriginal Co-operative - currently registered
- Yorta Aboriginal Corporation - currently finalising paperwork
- Basin Community House works with Mullum around training in social enterprise and the CAIF 9 projects associated with the Indigenous cohort are joining the Basin's CAIF 10 Community of Practice for organisations delivering to the cohort.

## Capacity and Innovation Fund (CAIF)

The ACFE Board-funded CAIF program is 8 years old and has invested \$27 million to date. CAIF provides \$50,000 grants to Learn Local organisations (or \$150,000 to consortiums) to support innovative practice and capacity building in the Learn Local sector, and streamline the cost of regulation to the sector.

An analysis of CAIF projects will identify the successful products and programs created under CAIF, and share these across the sector as best practice.

**Table 1: CAIF 9 projects focusing on Indigenous cohorts**

Location (ACFE region)	Learn Local	Project name	Project description	Contact details
Hume	Albury Wodonga Community College	SUCCESS2	<p>This project will focus on forming new relationships and partnerships for young Koori cohorts by working towards improved Koori youth outcomes including:</p> <ul style="list-style-type: none"> <li>• strengthened young Koori cultural identity and self-pride;</li> </ul>	Kaye Callaghan, Manager NW Victoria (03 5440 3182)

			<ul style="list-style-type: none"> <li>• increased confidence from leadership and artistic training;</li> <li>• community connections and mentoring;</li> <li>• connections into education, training and employment; and</li> <li>• reduced risks of crime and increased community safety.</li> </ul>	
Gippsland	Bnym Aboriginal Corporation	BNYM KINAWAY - Business Training with an Indigenous cultural context	This project will focus on low education levels and unemployment among Indigenous people in the Latrobe Valley. The Project will have six phases: Pre-project - consultation with Federation Training, Council mentors, teachers and learners to verify knowledge gaps; Development - write course materials and assessment tasks, seek input from Learn Local peers and language teachers; Initiation - launch the project and recruit participants; Test - deliver course, undertake assessment tasks and get feedback from students; Revise - modify course based on learner feedback and consult with Learn Local peers on the feedback; Lessons learned - record lessons learned about the effectiveness of applying cultural context in the delivery of mainstream learning.	Robyn Downie, Manager SE Victoria (03 8765 5701)
Eastern Metro	Healesville Living and Learning Centre	Indigenous Engagement Project	This project will address the barriers that exist that prevent equitable access and positive engagement of indigenous learners. Consultations with HICSA staff and semi-structured interview techniques with indigenous community members will be used to identify the issues and their solutions. Program redesign to suit the learner cohort will be integral to success. The project is vital to the local indigenous community to build its future skill base, employment options, health, and its long term educational opportunities.	Julie Hebert, Manager NE Victoria (03 8392 9342)

Gippsland	Paynesville Neighbourhood Centre	Indigenous learners: Engagement and pathway development	This project proposes to address the under-representation of Indigenous workers by developing strategies to support LLOs to engage with local Indigenous communities and deliver quality, relevant and culturally appropriate programs in East Gippsland and Wellington. This will be achieved by researching successful engagement strategies; identify barriers; develop a course; capacity building for LLOs to ensure the development of relevant and culturally appropriate courses and programs and engage with local Indigenous communities	Robyn Downie, Manager SE Victoria (03 8765 5701)
Barwon South Western	Southern Grampians Adult Education Inc.	Innovative and Creative Learning and Training for the Guntijamara People	The project aims to address issues relating to indigenous learners by offering a traditional community learning process to close the gap, providing inclusion by focussing on cultural heritage through learning. They will work with the local indigenous groups, encouraging development of learning in their specific areas of interest and supporting small groups or individuals to engage in the relevant training possibilities initially pre accredited training and in time accredited training.	Georgina Ryder, Manager SW Victoria (03 5215 5204)
Eastern Metro	The Basin Community House	Skills for Indigenous Social Enterprise	Mullum Mullum Indigenous Gathering Place has identified a group of learners who are keen to participate in pre accredited training to develop some existing foundation skills. Both Learn Locals are experienced in flexible delivery and can liaise with MMGIP to ascertain the best learning approach to meet the needs of these disengaged learners. Providing a safe learning environment in a familiar setting at MMGIP the learners are more likely to commit and undertake the training. The leadership from MMGIP and their commitment to provide employment opportunities within their cultural group	Julie Hebert, Manager NE Victoria (03 8392 9342)

			within the social enterprise will be very positive.	
Western Metro	CommUnity Plus Services Ltd	Women Empowerment - pathway to education and employment	This project will address issues of access to education for women who have exited prison, and/or experienced family violence and other complex social needs. The course design, delivery and evaluation will include consultation with the women. Engagement will take place via consultations through focus groups, feedback during the intake assessment process and also consulting the service providers who have an existing relationship with these women. The consultation will be undertaken in various locations. The program developed will take into consideration the location of program and ensure the trainers have the skills and knowledge to work with this cohort. The program design and evaluation learnings will be shared with all the learn locals and the other organisations to improve and increase the courses for these women in their local catchment area.	Georgina Ryder, Manager SW Victoria (03 5215 5204)
Eastern Metro	Glen Park Community Centre Inc.	Linking Eastern Pathways	The project will focus on identifying and developing initiatives and resources which promote a healthy environment within Learn local providers to encourage participation from Women, including young mothers, women who have experienced or are experiencing family violence, women seeking to re-enter the workforce. The purpose is to identify and address barriers that reduce access for this priority cohort to achieve outcomes such as economic participation, education and training .The cluster would employ a project worker who would focus on 4 main areas: identifying gaps in the LLO processes, networks and resources which may act as barrier to access a LLO; Identifying external stakeholders who may have access to this cohort; creating a set of resources to assist us to work	Julie Hebert, Manager NE Victoria (03 8392 9342)

			together in accessing those networks and hard to reach learner; identification of the barriers experienced by Women to participate in LLO's.	
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**Table 2: CAIF 10 projects focusing on Indigenous cohorts**

<b>Location (ACFE region)</b>	<b>Learn Local</b>	<b>Project name</b>	<b>Project description</b>	<b>Contact details</b>
Gippsland	Bnym Aboriginal Corporation	Tracks to Work - Indigenous Work Transitions	This project is designed to prepare young Indigenous people for work in mainstream and Indigenous work environments. The project will be based in Morwell in the Latrobe Valley where there is a lower rate of workforce participation for Indigenous people of working age (61%) compared with non-Indigenous people (49.3%). This project is to support young people and is directed at work opportunities in the arts and recreational services industries where there are comparatively young workforces (31% aged under 30) in comparison with the majority of industries in the Latrobe Valley region (agriculture, forestry, fishing, transport, electricity and gas, water and waste) where the workforce trends towards older workers, aged 50+. Young Indigenous people are less likely than young non-Indigenous people to have had family members working and modelling work behaviour and commitment to working. The project has been developed in consultation with young Indigenous people studying VCAL and Certificate II in Mumgu-dhal tyama-tiyt at Federation Training and addresses their fears and concerns about entering the full time workforce. These include longstanding community and/or family distrust of government departments and services extending to authority figures in general, dealing with overt and covert racism and what that means in workplaces and the direct or indirect impact of family health issues on the working person. The project aims to help the young Indigenous participants' transition to work, to support them with learning the skills they say they need in their individual Tracks to Work	Robyn Downie, Manager SE Victoria (03 8765 5701)

			plans. It is expected that at least 75% of the participants will be undertaking full time or casual work by the end of the project. The project will continue the association that Bnym Aboriginal Corporation has with Federation Training (successfully engaging together to support Indigenous and vulnerable learners since 2015) in improving and developing further pathways to and from pre-accredited training and into work.	
State-wide	Centre for Adult Education	Teaching Culture: Preparing Aboriginal people to facilitate cultural training	Teaching Culture: Preparing Aboriginal People to Facilitate Cultural Training (Teaching Culture) is a project designed to support Aboriginal people prepare for formal pathways in facilitating cultural knowledge. This project will prepare and support pathways for Aboriginal people into teaching Aboriginal languages in schools (Department of Education and Training (DET) Aboriginal Language Program Training Initiative), teaching vocational programs for Indigenous cohorts in further education settings (Certificate IV in Training and Assessment) and options for self-employment in the delivery of cultural awareness/social inclusion programs (Cultural Understanding and Safety Training - DET). Led by the Centre for Adult Education (CAE) and delivered in partnership with the Victorian Aboriginal Education Association Incorporated (VAEAI) and Victorian Aboriginal Community Service Association Limited (VACSAL), Teaching Culture will use a strengths based framework to nurture the competitive advantage of Aboriginal people as the custodians of culture. The CAE will work with VAEAI and VACSAL to develop and deliver a pre-accredited training program that builds the confidence and competence of Aboriginal people to be able to facilitate cultural programs in a range of settings and which gives them the option to pursue further pathways that supports their vocational goals. There is an increasing demand on Aboriginal Australians to be able to share their cultural identity and experience within a range of settings including formal meetings and gatherings, in classrooms and other learning	

			<p>environments, as part of professional development workshops for both government and the corporate sector and in community events/festivals. While this demand is an important factor in improving the social and economic participation of Aboriginal Victorians and aligns with their vision for self-determination, for a significant number of Koories, there is still a prevailing disjuncture between the historical experience of colonisation, dispossession and communal loss and their ability to own and share their culture today. The continuing impact of intergenerational trauma is reflected across a range of key socio-economic measures including: * Child protection substantiation *NAPLAN minimum standards for reading and literacy *Year 12 completion rates *Unemployment rates and household income levels *Incarceration rates (both youth and adult) *Health outcomes including over-representation in family violence incidents (see: Victorian Government Aboriginal Affairs Report 2017)The Teaching Culture project will create a pre-accredited training program that strengthens Aboriginal Victorians in their identity, while also providing them with the foundation skills in planning, practicing and presenting group activities that embody their identity. This will allow the Learn Local sector to build the capability of Koorie Victorians by creating pathways options for them that fit a wider policy context. This includes DET's Marrung Aboriginal Education Plan, VAEAI's Wurreker Strategy and Tharamba Bugheen Victorian Aboriginal Business Strategy. The following outcomes will be achieved as part of the Teaching Culture project:*</p> <ul style="list-style-type: none"> <li>* Engagement of Aboriginal community controlled peak associations in Learn Local program design and delivery</li> <li>* Development of Teaching Culture pre-accredited training program including associated curriculum resource package for use by the Learn Local sector</li> <li>* 2 x Teaching Culture pilot programs (1 x metropolitan and 1 x regional Victoria)</li> <li>* Professional development on how to use the kit for Aboriginal community controlled</li> </ul>	
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			Learn Locals and LAECG members * Presentation of Teaching Culture project and learnings at VAEAI State-wide Conference 2019.	
Eastern Metro	Cire Services	Learning about the concept of country and cultural place	This project brings together elders and non-elders to prepare Indigenous students for successful learning outcomes by empowering them to create a range of indigenous place-based learning resources. Leveraging off the recent success of the Crash Through program delivered in partnership with Box Hill TAFE and the Brotherhood of St. Lawrence, this project expands the delivery of mentor-driven, project-based learning for Indigenous learners. In partnership with the Yorta Yorta Nation Aboriginal Corporation (YYNAC/ Yenbena RTO), Woori Farm School, and the Brotherhood of St Lawrence (BSL) this project will support Indigenous learners to improve their literacy and numeracy skills while developing culturally-informed, place-based learning resources that can be used to support future training offerings. Learners will be intensely supported by mentors drawn from the Yorta Yorta Nation, BSL, Cire and Box Hill TAFE, in a pedagogical environment that will maximize learner engagement and success. Students will thus be empowered to own their learning as they partake in the development of resources to transfer knowledge of "culture and country" to others. These resources will fill a gap in learning materials and could in turn be used to support place-based learning of indigenous and non-indigenous learners of all ages for example through pre-accredited courses on maintaining cultural places, conservation, or through cultural programming in Cire's children's services. The project will be driven by Indigenous agencies and services to ensure that learners feel welcomed, empowered and secure and that indigenous knowledges are promoted and respected. This project has several intended outcomes. 1. Improve engagement and relevance of learning for indigenous students engaged in the program by delivering high-quality content with intensive support by elder and non-	Julie Hebert, Manager NE Victoria (03 8392 9342)

			<p>elder mentors. 2. Improve literacy and numeracy skills for indigenous learners by empowering them to own their learning while developing resources that are culturally competent and reflective of indigenous knowledges of the land. 3. Improve community connectedness for indigenous learners by engaging them with mentors and by showing them that they can offer real value to others through the creation of the learning resources. 4. Improve Cire's relationship with Indigenous groups and services, including the Yorta nation thereby improving our ability to engage with indigenous learners. This outcome will leverage on the increase of indigenous learners who have engaged with Cire's services over the past year. 5. Create a useful toolkit of place-based resources for the transfer of indigenous knowledges to learners of all ages at Cire Services. These outcomes will be achieved by drawing on the significant expertise in indigenous education and engagement and place-based resource creation rested in the partnership group, including Lawry Mason (BSL), Anna-Louise Allen (Cire) and Sonya Cooper (Yenbena).</p>	
Grampians	Southern Grampians Adult Education Inc.	Deadly Pathways	<p>'Deadly' is an Indigenous term for 'Awesome'. Deadly Pathways has been developed as a key engagement and upskilling program to grow trust, encourage participation and inspiring change of mindset. Working as a team, developing leadership and mentoring within community. Building LLN and life skills. Implementing knowledge in Healthy mind and healthy body through interactive hands on activities. The program will run over the 12 months with learning activities implemented with an applied learning approach to suit the cohort. Training strategies will be based around Individual learning plans and objectives. Aboriginal and Torres Strait Islander people have a significant connection to family and country, these connections will be utilized to empower and inspire the Indigenous community into uplifting one another and completing projects in an applied learning format. The program builds on the learnings</p>	<p>Georgina Ryder, Manager SW Victoria (03 5215 5204)</p>

			<p>and outcomes of our CAIF 9 program by diversifying and increasing the level of learning previously undertaken. A stronger focus will be made in the areas of LNN and career pathing. The key outcome is to further enhance a strong trusted relationship with community that leads to access for the delivery of skills and knowledge required by individuals to be able to appropriately determine their vocational goals, access further education and/or employment, achieve personal success in these area and becoming leaders in the ATSI and wider community. Deadly pathways will be a program delivered to the Aboriginal and Torres Strait Islander people on the Gunditjmara land to assist in the development of pathways through pre-accredited training into personal development, cultural empowerment, further education and employment. This is a unique program which is culturally safe and tailored to the individual needs of Gunditjmara community members to encourage learning with 'brain warming' and hardening skills to prepare them for their pathway. We will continue to grow trust between the ATSI community and SGAE through the Indigenous Program Coordinator, who has developed a positive and inclusive relationship with the local Indigenous community on a coordinator basis. Success will be measured by multiple means. Such as LLN, soft skills and growing employability. Learning lessons from the CAIF 9 project has highlighted the need for short but active sessions to maintain engagement.</p>	
Loddon Mallee	Echuca Neighbourhood	Let's begin	<p>The project is a different approach to learning for Aboriginal people it is an innovative and effective way to assist Koori learners to overcome barriers to learning and gaining employment. It will broaden Aboriginal and non-Aboriginal networks and break down racial stereotyping and greatly assist in giving the learner a range of possibilities that are achievable. Volunteering outdoors in a park like atmosphere has a different connotation to returning to learning/training. It introduces the cohorts to an unknown world, one of</p>	<p>Kaye Callaghan, Manager NW Victoria (03 5440 3182)</p>

			<p>community participation and involvement. Learning through volunteering and without any pressure the learner will regain self-esteem and the confidence to move forward. Creating an interest in volunteering outside their own community and sharing their culture will provide community links and pathways to non-accredited and accredited learning, providing the first steps to re-kindle interest learning. It will open new ground for sharing their knowledge and provide a culturally sensitive supportive environment. Using the Mirrimbeena bus several local field trips will be included in the project. Visits to nursing homes, volunteering at the Echuca Rotary Club's two day Annual Steam Rally in June and other local events. We will be taking full advantage of the volunteer opportunities the Golf Club has to offer recognising the skills and knowledge of each participant to create future combined learning opportunities. The project is designed around practices and strategies best suited to meeting the needs of low-skilled and disengaged Aboriginal people including support to overcome family barriers using mentors and the wisdom of the Elders. This project is new and different as is learning almost totally out of the class room. It immediately involves the participant in community participation flowing on to sharing, caring, understanding and looking at their life situation. It offers an alternative and is a positive step forward to reduction in antisocial and criminal behaviour.</p>	
Eastern Metro	The Basin Community House	Indigenous Community of Practice	<p>The project aim is to establish a Community of Practice of Indigenous organisations and Learn Local providers delivering quality pre accredited training. The basic principles of this Community of Practice (COP) are to provide a culturally appropriate forum (online &amp; in person) where members can teach and learn from each other. The improved design, common goal and sense of purpose of this Community of Practice is to develop and share resources to stakeholders which will maximise opportunities for Indigenous community members/learners to participate in pre-</p>	<p>Julie Hebert, Manager NE Victoria (03 8392 9342)</p>

			<p>accredited training which will lead to further study or employment. Sharing of knowledge and the development of new practices within the COP will support partner organisations to disseminate these practices. A shared vision will be a priority to improve the design and development of pre-accredited programs and student engagement strategies specifically for Indigenous learners. Research shows that Indigenous learners thrive whilst learning in their own community/gathering place. The Community of Practice will identify and encourage participation of learners through innovative programming to create best practice models for increased attendance and outcomes for Indigenous learners. A project worker/workers will be employed to coordinate the COP meetings, online resourcing and development, field trips, training sessions, sharing of A Frames to the A Frame Exchange, mentoring and evaluation. Their role will also entail networking to recruit other members from Indigenous organisations and adult education providers who are delivering training to Indigenous learners to the COP. The COP members will agree on the Terms of Reference to identify determined goals and practices. It is envisaged an online forum will be used for sharing of information/A Frames/resources and sharing of testimonials. The COP will agree on operating principles to clarify expectations of members. Formal notes/minutes will be taken, respectful discussions, privacy and confidentiality and goals will be set at each meeting. All members will be encouraged to participate and share their experiences and knowledge. We have learnt that successful Indigenous development practice is more successful if built on an equal partnership. Partnerships are based on trust, positive attitudes, respect and transparency. One of the key criteria in forming an Indigenous Partnership is that Aboriginal &amp; Torres Strait Island (A&amp;TSI) partners have active roles in decision making and program development. We also need to recognise that a "one size fits all" is not an approach for all partners. In</p>	
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			<p>our development of this submission we have gathered information from Consortium partners of resources and reports which have been the results of previous CAIF grants. For example a report for Governance for Koorie Elders from Echuca Neighbourhood House. The procurement of these resources to a common central site for practitioners would be extremely beneficial for existing and new partners working with Indigenous communities. We know the success of this COP will be ensuring joint development of programs, goals and practice methodologies to collaborate and achieve innovative learning programs for Indigenous students within a culturally safe learning environment.</p>	
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