



SUBMISSION

THE NORTHERN TERRITORY COUNCIL OF SOCIAL SERVICE

Submission for the Department of Education, Employment and Workplace Relations *Remote Participation and Employment Services Review*

October 2011

The Northern Territory Council of Social Service (NTCOSS) is pleased to make this submission to the Department of Education, Employment and Workplace Relations *Remote Participation and Employment Services Review*. We welcome the opportunity to comment on this subject.

NTCOSS is a peak body for the Social and Community Sector in the NT and an advocate for social justice on behalf of people and communities in the NT, who may be affected by poverty and disadvantage. NTCOSS plays a coordination, advocacy, policy and sector development, and leadership and information role for the Social and Community Sector in the NT. NTCOSS undertakes policy work in range of areas that relate to this review including employment, education and servicing of remote communities and homelands.

Please note that NTCOSS has recently completed a report titled *Improving Indigenous Employment and Retention* that was informed by interviews with our members. We are very happy to send through a copy of this to the review.

NTCOSS believes that a strengths-based approach to economic participation, employment and community well-being is key. To achieve this we see that the views and contributions of directly affected communities is paramount, alongside best practice and evidence based approaches.

Please note that NTCOSS has recently completed a report titled *Improving Indigenous Employment and Retention* that was informed by interviews with our members. We are very happy to send through a copy of this to the review.

NTCOSS would like to acknowledge the assistance of a number of our member organisations, in the formation of this submission. Thank you to everyone who has shared their experience and expertise on this topic.

Yours sincerely

Wendy Morton
Executive Director
NT Council of Social Service

RECOMMENDATION OVERVIEW

1. Invest in place-based responses. NTCOSS believes that are essential to support families and children to live healthy productive and strong lives.
2. That non-accredited training be valued and recognised as measurable. For example, a well-being course could be measured as a benchmark, but currently such courses are not recognised as they are not accredited.
3. Job service providers to deliver job seeker centric support, person by person
4. Develop and implement a culturally safe framework to measure social outcomes in the development of pre-work training
5. Language Literacy & Numeracy (LNN) should be available in all communities. Currently it is only delivered from the 15 Remote Service Delivery (RSD) sites within the NT
6. That the Federal Government commit to equal and appropriate funding for remote youth development programs across the NT
7. That place-based youth-specific mental health solutions are sought across regional and remote communities of the NT
8. Rigorously map the range of options that could constitute work in each community
9. Establish and implement appropriate training program based on best-practice and culturally appropriate models on communities for the range of work required on communities (administration, counterparts for teachers and health workers etc, repairs and maintenance, construction and management etc) so that local people are qualified to undertake cost-effective local work rather than rely on outside contractors
10. Establish a pool of local Employment Brokers in each community
11. Establish and implement appropriate training program based on best-practice and culturally appropriate models on communities for interpreter positions

NTCOSS' submission focuses on remote Indigenous communities in the Northern Territory and has responded to *The Future of Remote Participation and Employment Servicing Arrangements Discussion Paper*, under headings and questions within, that are relevant to our policy work.

To 'close the gap' in opportunities for Indigenous Australians in the Northern Territory, adequate and appropriate services need to be accessible to all Aboriginal children and families to support the growing Aboriginal population in the Northern Territory.

The Northern Territory has the highest proportion of Aboriginal people living in discrete remote communities, approximately 45 per cent, with 81 per cent of its Aboriginal population living in remote or very remote areas.ⁱ Nationally there are 1,200 discrete remote Indigenous communities, with a total population of around 120,000 or 30% of the total estimated Indigenous population.ⁱⁱ In the NT there are 633 remote communities, 73 large to smaller communities. In addition there are 560 homelands, with approximately 10,000 people associated with them.^{iii iv}

NTCOSS believes that in order to support families and children to live healthy productive and strong lives, place-based responses are essential. NTCOSS welcomes and supports the additional services and resources for 21 communities in the Northern Territory ('Territory Growth Towns' including 15 Remote Service Delivery sites). Alongside these developments the delivery of services to other communities needs to be ongoing and well co-ordinated. NTCOSS supports a best-practice evidence-based approach to remote service delivery provision and supporting Indigenous people in homelands and other communities across the whole of the Northern Territory.

1. How can we provide services in a better way?

NTCOSS supports the assertion by the Federal Government that for effective and sustainable change to occur, it is essential that communities are empowered to identify issues and solutions in partnership with industry and governments at all levels. To achieve this, appropriate pathways need to be in place for this to happen in a meaningful way so that people and communities are able to be actively involved in decisions that affect them.

Often when the need for higher participation levels of Indigenous peoples is discussed the focus goes straight to Indigenous people rather than the work environments that they need enter in order to acquire and sustain employment. NTCOSS believes that emphasis should be placed in tandem on the adaptations that both Indigenous people and workplaces are most likely required to make to support sustained employment of Indigenous people in remote communities.^v This is outlined clearly in NTCOSS's recently completed report titled *Improving Indigenous Employment and Retention* along with a raft of other relevant points that was the result of an extensive consultation with our 70 member organisations across the Northern Territory (NT). An example of an adaptation that workplaces need to undertake is to become culturally safe.^{vi}

In relation to the key areas^{vii} that Economic development plans could focus on as detailed in the discussion paper we believe that to carry out such goals, effectively engagement with people and communities is key. Meaningfully harnessing the aspirations and supporting the development of community driven plans is essential.

Recommendation

1. Invest in place-based responses. NTCOSS believes that are essential to support families and children to live healthy productive and strong lives.

Building the capacity of individuals

In relation to 'building the capacity of individuals' NTCOSS believes that there is a need to appreciate the non-vocational elements required to build work readiness and capacity. Supporting the development of work readiness can require a significant amount of resources but it is important in order to prepare

someone for, and to support sustainable engagement in employment, this is important. Below are a number of areas NTCOSS wishes to raise in relation to 'building the capacity of individuals'.

Work-ready development and non-vocational training

Before building the capacity of potential employees the need to address a number of 'issues', such as poor English literacy, is crucial. Underlying this is often the less visible issues that also need to be worked on in order to build someone up enough to be prepared and empowered to take on other challenges. A member organisation referred to these as 'soft' issues. There are a range of 'soft' issues that need to be addressed for many people to get to a level where they can begin vocational training. Appropriate work-ready development programs create a strong basis for participants to be able to meaningfully engage with accredited training.

Work-ready development programs should be well designed, be delivered in a culturally appropriate way and be flexible. Like any training, to be effective it needs to have clear set outcomes, a structure and be able to be accountable. Work-ready development programs are essential to prepare people for work and should be acknowledged as so. If delivered without accreditation restrictions, this can allow for a trainer to spread learning out across different areas, appropriate to the needs of community members.

As an example, Tangentyere Council runs social inclusive courses where most people are stream 3 or 4. A trainer from a member organisation expressed that it takes "Two years between starting and even being employable"

Another member organisation expressed that the "Tangentyere model should be available remote" which includes non-accredited training such as a 10 week wellbeing course to work on supporting the whole person to assist them to move through some barriers to employment.

A model for a work-ready program needs to include a holistic view, which considers a range of issues, which brings in the vocational element when it is the right time. Systems as they currently stand do not support such a holistic approach.

Recommendation

2. That non-accredited training be valued and recognised as measurable. For example, a well-being course could be measured as a benchmark, but currently such courses are not recognised as they are not accredited
3. Job service providers to deliver job seeker centric support, person by person
4. Develop and implement a culturally safe framework to measure social outcomes in the development of pre-work training

Barriers to employment

There are many barriers to employment for people in remote Indigenous communities. In order to shift people into employment and support people to progress through and up workplaces these barriers need to be acknowledged and accountable measures in place to address them,

Language, Literacy and Numeracy

Incorporating Language, Literacy and Numeracy (LLN) into other training is critical to ensure that other learning makes sense. LLN should be built in to existing training programs that people are engaged with – which is inevitably more meaningful when taught in the context of practical learning – eg, mechanics courses, child care, etc.

Recommendation

5. Language, Literacy and Numeracy (LLN) should be available in all communities. Currently it is only delivered from the 15 Remote Service Delivery (RSD) sites within the NT

Interpreter services should be used by Job Service Providers so that they to know exactly what the needs of community members and a community are; otherwise people find it difficult to share their knowledge and aspirations effectively.

Progress people along careers paths

While many organisations, industry and government agencies employ some Indigenous people a significant number of these positions are entry-level positions. Indigenous people should have the opportunity to access meaningful support in order to map and track their development and movement through and up the various roles. To support this having plans in place that have been negotiated with the job seeker to map their aspirations is a key early step.

Client-centered approach

A client-centered approach is essential to mapping where someone is currently at in terms of their work-readiness, interest areas and aspirations. A number of NTCOSS member organisations spoken with expressed the importance of job service providers and employers simply asking people where someone is currently at in terms of their work-readiness, interest areas and aspirations and then putting measures in place to build the person build from where they are. Tailored support is key.

“Assessment before commencement” is a key part of one NTCOSS member organisation’s plan to employ and retain Indigenous staff in remote communities. It is important to seek and have measures in place to support their aspirations. They shared that when they asked potential employees what they wanted to develop and learn “99% said they wanted to learn how to read and write”.

One member highlighted that service providers “have to ask clients (job seeker) what they want to achieve, they have been given dollars to support their client so they have to work for the client”

Community development approach

Is a model of engaging of engaging with communities that can deliver a raft of meaningful outcomes and should be seen as a foundation on how to work with communities. Encompassing a strengths based approach is key; with a community development approach providing a range of points at which people can engage.

How can we provide services in a better way? - Discussion Points

How can governments at all levels work better together to ensure that services delivered in remote communities support jobs, participation and economic development?

Importance of relationships

Employment service providers need to build relationships with community members to be able to achieve good results. Community members will be reluctant to work or train with people they do not have a relationship with. This highlights the need for a role (job) for local a person to be a contact point.

Like teachers and health staff for example, when employment service providers come from outside the community, it is essential for them to build relationships with community members. Some staff may be able to live in the community and with community members, to be able to achieve good

results. However for some providers and programs that might not be workable, which makes regular visitation the key. Another way to ensure that workers are able to build relationships with people they work with is to have a counterpart from the community who can continue the work and broker relationships when the outside worker visits the community. Community members will be reluctant to work or train with people they don't know or trust.

Access to technology

There is a huge need for vital infrastructure that is consistent and reliable – particularly in the way of phones and Internet. Adequate investment in Internet capacity that allows for significant Internet access creates many options for a raft of community business to be enabled and in a cost effective way.

To enable people who live in their own communities and homelands adequate access to Internet, NBN e-health etc. is paramount.

Infrastructure for service providers

Often it is difficult for service providers to access such infrastructure in remote communities. Accommodation in remote communities can be very difficult to find places for service providers to stay. The issues of accommodation and infrastructure severely impact on the ability of service providers to function at all in remote communities.

How should social enterprises be established in the community? Should they be community driven in partnership with service providers?

It is important for assistance to be given to communities to own existing businesses such as community stores, garages etc. and establish training programs through them. business enterprises need to be community driven in partnership with service providers.

2. How can we improve results for people?

NTCOSS understands that there needs to be a range of activities for remote Australia supporting two broad approaches: one that provides skills essential for job readiness; and another that requires participation and builds social and life skills that contribute to a thriving community. In addition to this there are a number of other factors, as listed here below.

Apprenticeships and training

As one NTCOSS member organisation said “there is never any shortage of work [in remote communities], local people should be supported to do it”.

NTCOSS welcomes the Federal Government's investment of almost \$23 million in Indigenous Remote Service Delivery Traineeships for schools and child care services.^{viii} A multitude of benefits will flow from a cohort of people of being on apprenticeships and on tracked training programs. NTCOSS believes that these opportunities should be available NT wide (across remote communities in the NT) as they provide a raft of short, medium and long term benefits to individuals, communities and local remote economies.

One clear outcome of setting up apprenticeship opportunities for people in their own communities could be creating the capacity for repairs and maintenance and construction of houses and other infrastructure in a community to be undertaken by local people. In time this would provide cost-savings to the government through reducing the amount of spend on repairs and maintenance. Local people employed in local jobs is much more cost-effective than constantly relying on outside contractors to deliver services as the current mode of operandi stands. As NPY Women's Council expressed “on communities there is always

going to be utilities and assets to maintain, why aren't there trade schools on communities.”

In regards to delivering training NPY Women's Council and others have suggested that it be provided on either on a community for people from that community or on a community where people from that community and nearby communities come together for the training. They find that, for a range of reasons, training programs have better outcomes when not held in urban environments.

The same can be said for training programs as only some work requires an apprenticeship qualification others require certificates, while others degrees, instead.

Appropriate work arrangements

In response to the question of what work arrangements organisations had found to be the most successful in terms of recruitment and retention of Indigenous employees in remote communities, a number of member organisations listed the following. Please note that that these are quotes from members:

- Programs funded for 2 – 5 years, review at the end of the 2nd year and continue to fund for another 3 with clear and realistic goals to be achieved. This has many benefits. One is the we're not an unknown to a community, people know us and know that we're going to come back
- Deliver resourced on the job training and up-skilling so that the training has meaning”
- Rolling and planned succession planning
- Training groups of people (pool) for a job so that there are a number of people to draw from when a position needs to be filled. This need may arise if people need to travel away from their community for a range of reasons.
- Transparent work plans for people
- Tangible and transparent goal and purpose of the role, job, project etc.
- High expectations of staff alongside flexible work arrangements

NPY Women's Council expressed that for their staff they believe that for Indigenous employees in remote communities the following support structures are required to have around an employee

- Supervision (where appropriate, for example if working in community services)
- Case management (where required)
- Transparent work plans
- Administration
- Technological support and training
- Transparent Professional development that support people where they are at (with transparent performance reviews)
- Transparent expectations of the worker (job description)
- Wages that recognise workers strengths and skills. Acknowledging and remunerating 'assistants' fairly. Clear gap between the amount a Centrelink payment and salary as an incentive.
- Work space (what form this needs to take depends on the nature of the position)
- Malpa model (Indigenous staff from a community and staff from outside the community 'authorising outsider' paired as a work team)

Job Service Provider accountability

One concern that was raised by a number of members is the sense that job service providers are not accountable and that accountability of job providers is very important in order to support job seekers. Job seekers deserve best-practice support and the funding body (DEEWR) needs to be holding job service providers accountable. Job service providers need to ensure that they are fully

carrying out the requirements in their contract to provide adequate and providing appropriate ongoing support to job seekers.

Counterpart work is real work: NPY Women's Council's Malpa model

NTCOSS supports the use of the mentor system (known as 'malpa' in APY Lands; malpa means friend) where an Indigenous and non-Indigenous person share a role - teaching and learning from each other; mentoring each other. This way the non-Indigenous person learns culture, language, customs and gains knowledge about the community from their Indigenous mentor, while teaching them skills in the dominant culture. This creates employment opportunities in the community and increases community responsibility and ownership within community organisations and businesses.

Labour mobility

NTCOSS agrees that people should have the option of moving location to get a job. However, as people in remote communities often have strong cultural and family links to their communities, there is a need to maximise people's ability to stay in their community if they would like to.

There is a strong case for the benefits of decentralised living. NTCOSS believes in approaches and models that have an evidence-base. Evidence shows that decentralised living on large, small communities and homelands is associated with a range of economic, social, cultural and health benefits. If adequately resourced homelands provide a means to ameliorate social-economic disadvantage and are key to 'closing the gap'.

While some people may wish to undertake jobs where they can regularly return home they also may like to stay in their community or nearby homeland. There is a need to have a very innovative approach to what constitutes work in one's own community, and invest in meaningful opportunities in one's own community. One way that people can participate in employment in their own communities is through agencies' valuing and utilising innovative and appropriate approaches to work.

Young people

Young people (aged 15-24) living in remote areas need to have the innovative pathways and opportunities in their communities. There is currently limited funding for the 12-15 year age group to access training. The specific needs of young people are not addressed through current funding streams and there is a clear need to establish what funding streams do have youth-specific elements and build on these and develop additional ones where required.

As mentioned earlier NTCOSS welcomes the investment in Indigenous Remote Service Delivery Traineeships that have been developed in recognition of the significant barriers to employment and training experienced by young Aboriginal and Torres Strait Islander people in remote communities. The traineeships will combine practical work with structured training to give participants a nationally recognised qualification and the work experience they need to access employment opportunities in their communities. We believe opportunities for employment in one's own community is important for a range of reasons.

Experienced youth workers in remote communities have highlighted that shame is a major barrier in the willingness to participate in this program. For example, young men who, have been through male initiation rituals, but by Western standards are still thought of as 'youth', often find it shameful and inappropriate to return to school or classroom situations, as that is considered to be for 'boys'. This also highlights the need for effective cultural competency training.

There are often not high schools on remote communities, so even if students stay until the end of primary school, there is a significant gap between the ages of approximately 12 - 18 where young people are unable to locally access school or training. In addition, there is often there is also no youth program nor are there any youth workers present at a community. It is easy to see why young people so easily disengage from the education and training system on remote communities.

For those children and young people who are not attending school, there needs to be early recognition of why that is, and an attempt to fill those gaps through alternative education, engagement with youth programs, etc. The Western models of education that are bestowed upon these communities make assumptions that all children are school-ready, which is often not the case. In the same way that adults often need a great deal of support to become work-ready, as do children to be prepared for school. Without support, and a best-practice educational environment that adequately addresses the need to make education relevant, culturally appropriate and accessible young people in these contexts are likely to find the formal education system challenging.

Youth development programs on remote communities can fill the gaps between accessing education and training. Engaging and socialising young people through development programs which complement formal education and training systems are effective in improving overall community functionality, and young people's confidence and participation.

Youth suicide occurs at a disturbing rate in the NT. Despite this, mental health services for young people are chronically under-resourced. There is a headspace in Alice Springs and Palmerston, but other regional and remote centres are serviced predominantly by fly-in fly-out services that are both infrequent and extremely limited in their capacity to provide ongoing support to young people. Place-based youth mental health solutions for regional and remote areas are crucial if we are to better support young people to make strong, proactive and positive decisions about their lives.

Recommendation

6. That the Federal Government commit to equal and appropriate funding for remote youth development programs across the NT
7. That place-based youth-specific mental health solutions are sought across regional and remote communities of the NT

Finding effective incentives to participate

A number of member organisations have raised the fact that incentives rather than punitive measures are more effective to enable and support participation. Incentives for people to participate in employment opportunities can come in the form of:

- Projects, and activities within, that have clear benefits to the community
- Meaningful work that is based on valuing the participants cultural background and their knowledge
- Work opportunities that people are interested in
- Paying award or above award wages that value the strengths that people bring to their work
- Opportunities to engage in activities that are of interest and community lead
- Opportunities where Aboriginal people are viewed as and acknowledged as leaders in activities and can share with and teach others their knowledge
- Being able to be in a work environment that high expectations with appropriate flexibility
- Culturally safe workplace that aims for mutual respect between Aboriginal people and others
- Reliable work arrangements that are in place from short to long term

As demonstrated above, incentives can come in a range forms. Some may require funding, however a significant number can come without funding and instead require a shift in how organisations, industry and government conduct their work practice.

Are there any participation activities that should be unique to remote communities?

NTCOSS believes that there are participation activities that should be unique to remote communities.

Creative and innovative approaches to the concept of 'work'

With innovative thinking about participation activities that can be created, that are unique to remote communities, a range of options are possible. For many positions, they simply build on what is already present in the community and formalise existing 'work'. For some positions this will possibly require tailored upskilling of people, starting from where they are at, so that where required, they could meet qualifications so that their potential employment opportunities widen. For example these jobs could include positions as interpreters, cultural brokers, maintenance workers, local counterparts to outside employees, liaison roles for organisations, industry and government between them, the community and its members.

While social enterprise ideas such as community bakeries are important and should be supported, there is a need to see beyond Western concepts of work, and to value community roles. For example, resourcing to fund local approaches to childcare could better value the work of many community members, rather than the current trend of Government imposition of Western systems of childcare.

Employment brokers

A number of member organisations put forward the idea of 'Employment Brokers' – who live and work in community, employed by DEEWR as intermediaries, who would help drive what the elders/broader community want to see happen in their community.

There could also be such a role that particularly focussed on the specific needs of young people. A community-based brokerage position working with young people might identify barriers to training and employment, occupational strengths, and provide a mentoring role for young people transitioning from training to employment.

Interpreter work/training on remote community

Interpreter services are regularly required by NGOs, industry and government agencies in communities so they are a natural job opportunity for people on communities. There will be some translation work where it may be more appropriate to have someone from another community.

Recommendation

8. Rigorously map the range of existing work that could constitute work in each community
9. Establish a pool of local Employment Brokers in each community
10. Establish and implement appropriate training models on communities for interpreter positions

How can we improve results for people? - Discussion Points

What assistance and support would be most effective in helping people in remote communities who want to move to take up jobs and stay in them?

Some ways identified for this to be done include:

- Encourage service providers and employers to allow cultural leave for employees and job seekers.
- Have high expectations but build work commitments up slowly.
- Offer flexible working hours
- Train several people to do the same job, so there is always someone else to call on if someone is unable to attend work on a particular day.

Frequency of visitation to communities

There is a need for employment providers to regularly visit communities, and workplaces, as a means to better understanding the provider, and the needs of the job seeker, and their relationship.

What are the best ways to motivate people in remote communities to participate?

Please refer to the **Finding effective incentives to participate** section above on page 10.

In addition it is crucial to focus education, training and employment in remote communities on areas that are of innate interest to people. Organisations such as NPY Women’s Council have created employment through establishing positions for Aboriginal mentors, workers and assistants in their remote programs. In addition schools have Aboriginal education workers and health services have Aboriginal health workers. Rangers programs run by the Land Councils have also had great success establishing and supporting Indigenous employment and participation in remote communities. To support these workers culturally appropriate, accountable, accessible and strengths based ongoing training that value the knowledge of participants is key.

3. How do we get more community ownership and responsibility? - Discussion Points

How should communities have a bigger say in the delivery of participation and employment services?

It is important to gather ideas from the community about what kind of training, employment and business initiatives they would like to see, prior to making changes to programs and suggesting initiatives, rather than just imposing new programs, businesses and jobs on communities. No amount of training will get a person work ready if the desire to do a particular job is not there.

Consultation needs to be genuine this will not happen quickly, as community leaders need time to discuss ideas amongst themselves before coming to a decision. When being forced to make a decision on the spot, a ‘yes’ response more often than not comes from politeness, not because they agree with what is being suggested. This can then result in a lack of participation when the program is rolled out.

Government representatives and consultants should partner with an existing community organisation that already has relationships in the community rather than coming in ‘cold’ and trying to have conversations with people with whom they are not familiar.

How can communities provide support for young people to engage with education, training and employment?

Please refer to the **Young people** section on page 8.

ⁱ Australian Bureau of Statistics, *Housing and Infrastructure in Aboriginal and Torres Strait Islander Communities*, Australia, 2006 (cat. 4710.0), page 18.

ⁱⁱ Professor Jon Altman, Economic Development and Participation for Remote Indigenous Communities: Best Practice, Evident Barriers, and Innovative Solutions in the Hybrid Economy, Centre for Aboriginal Economic Policy Research

Australian National University, Presentation to Ministerial Council for Aboriginal and Torres Strait Islander Affairs (MCATSIA), Sydney, 28 November 2003.

ⁱⁱⁱ *Why the Northern Territory Government needs to support Outstations/Homelands in the Aboriginal, Northern Territory and National Interest* Submission to the Northern Territory Government Outstation Policy Discussion Paper

Jon Altman et al <http://caep.r.anu.edu.au/Subjects/Northern-Territory-Government>

^{iv} http://www.aph.gov.au/Senate/committee/indig_ctte/reports/2008/report1/c02.htm

^v This is true for urban work environments too however as the review is focused on remote communities that is what is referred to here.

^{vi} Cultural safety is defined as ‘an outcome of health practice and education that enables safe service to be defined by those who receive the service’.³ Strategies aim to create an environment that is ‘safe for people: where there is no assault, challenge or denial of their identity, of who they are and what they need’, where there is ‘shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening’.

Cultural awareness education and cultural safety training, The Royal Australian College of General Practitioners (RACGP) National Faculty of Aboriginal and Torres Strait Islander Health in February 2010. RACGP National Faculty of Aboriginal and Torres Strait Islander Health, April 2011 and Williams R. Cultural safety – What does it mean for our work practice? *Australian and New Zealand Journal of Public Health* 1999;23:213–4.

^{vii} DEEWR discussion paper pg 8. The list of suggested Economic development plans key areas are:

- encourage employers to develop productive partnerships with Indigenous Australians and local employment service providers to increase Indigenous employment, particularly in emerging and growth industries like resources and mining, tourism and green jobs
- improve access to finance to support Indigenous business start-ups and business growth
- better align Indigenous business support programs to provide a client-centred, business-focused approach to supporting initiatives
- increasing private sector engagement and partnerships with Indigenous businesses to increase the role of Indigenous business in the Australian economy, and increase the use of Indigenous employment and businesses through Government procurement to maximise Indigenous economic outcomes from Government investment.

^{viii} <http://www.deewr.gov.au/Indigenous/Youth/Programs/Pages/IndigenousRemoteServiceDeliveryTraineeships.aspx>