Schedule 2: Indigenous Opportunities

1. Governance Structure

Schedule Leaders:

- Professor Wendy Brady (CDU) Head of School, School of Australian Indigenous Knowledge Systems
  Paul Fitzsimons (CDU), Director, RemoteLink
- Leon Morris (DCM) A/ Executive Director Office of Indigenous Policy

This schedule will be governed by a Schedule Team jointly chaired by the Schedule Leaders and comprising up to six members selected to encompass the priorities, goals and strategies in the areas being addressed by the Schedule.

It is proposed that arrangements be loose as areas for collaboration are explored and developed. Sub-groups may be formed to address specific issues and these will meet on an as-needs basis and report to the Schedule Leaders.

2. Context & Issues

Context
The Northern Territory Government (NTG) is committed to working with Indigenous communities with mutual respect and shared responsibility to achieve sustainable outcomes for Indigenous Territorians in the key areas of health, education, employment, housing, safety and infrastructure.

Charles Darwin University has pledged its commitment ‘to implementing the strategies of Closing the Gap through collaborative research, evaluation, workforce development and training wherever possible under the Partnership Agreement.’

This schedule aims to provide better opportunities for Indigenous Territorians in the key areas of:

- Sustaining and expanding Indigenous employment and business activity
- Building individual and organisational capacity to engage in economic activity
- Increasing engagement in improved service delivery
This schedule will be informed by the work of other schedules in key areas of health, education, employment, governance, safety and infrastructure, and will adopt a whole of community, whole of government' approach.

In creating opportunities for Indigenous Territorians, this schedule will research, recognise and showcase the critical role of Indigenous knowledge systems, including language and culture, to underpin a mix of both mainstream and non-mainstream economic activity.

Issues
The Indigenous Opportunities Schedule will address the most appropriate and sustainable employment and training approaches to promote and advance Indigenous engagement in all sectors of the economy.

In the current context of a commitment by the Australian and NT Governments to Closing the Gap, and a substantial reform agenda including review of the NTER, COAG reform, CDEP reform and new Local Government arrangements, there is an opportunity to address organisational and individual capacity issues that may have constrained Indigenous employment and entrepreneurial activity, especially in regional and remote communities.

Shared Strategic Priorities -
This Schedule will be primarily motivated by a focus on overcoming barriers to, and fostering opportunities for, Indigenous employment and engagement in economic activity

A. Delivery of vocational training and higher education for skills development (building individual capacity).
   • CDU has a crucial role in skills development through its substantial initiative in literacy and numeracy training, development and delivery of specialised courses, and fostering and nurturing of Indigenous students through higher education.
   • Both the NTG and CDU recognise the importance of developing a seamless approach to skills development that links training and support programs to employment and business outcomes
     Building better bridges between VET and higher education courses, including provision for recognition of prior learning (RPL) are also potential tools for engaging Indigenous Territorians in skills development.

B. Supporting existing and emerging local enterprises.
   • Existing activities at the local community level, such as ranger groups, service delivery, art centres and tourism ventures, can be assisted through research, advice and strategic partnerships to build capacity, improve competitiveness in the marketplace and provide opportunities for transmission of cultural values to young Indigenous Territorians.
• Emerging economic opportunities – including building on Indigenous cultural practice, building a local economy and engaging in the mainstream economy – can be assisted through targeted research, advice and strategic partnerships

C. Governance and organisational capacity
• The capacity of local organisations to sustain existing activity and engage in new and emerging activity can be assisted through targeted research, advice and strategic partnerships targeted towards specific needs

3. Goals
(a) in the next year:
- Confirm the Schedule Team, priorities and sub-groups
- Identify key areas of attention for research, advice and strategic partnerships in relation to the shared strategic priorities above:
  A. Individual capacity
  B. Supporting existing and emerging local enterprises
  C. Governance and organisational capacity
- Identify opportunities for creating and developing linkages relating to Government policy development and other approaches through the Partnership.
- Develop a whole of Territory plan for vocational training and higher education which will
  o reduce current duplication of offerings of NT RTO’s
  o more effectively respond to Indigenous community needs and aspirations
  o measure training delivery by reference to employment and business outcomes

b) in the next three years:
- Under consideration

5. Strategies
• Undertake/complete skill audits to determine current capacity (individual and organisational);
• Identify gaps in skills and capacity (individual and organisational);
• Delivery of training and other capacity building programs to meet the identified gaps - this will require a re-thinking of current funding arrangements: among other things, to make training delivery to smaller cohorts economic (by measuring and rewarding outcomes rather than inputs);
• Expansion of the Yolgnu Studies on Protocols program offered to teachers employed by DET under the Commonwealth Government intervention. To be expanded in partnership with Larrakia Nation, Yolngu and Arrente;
• Expansion of the cross-cultural training offered by the School of Australian Indigenous Knowledge Systems to NTG employees.

6. Key Performance Indicators

The development of this schedule is still in the formative stage. Acknowledging this point, it is proposed to link the KPIs to the Year 1 strategies only:

• Formalisation of the governance structure of the Schedule and confirmation of the composition of the Schedule Team;

• Substantial progress on the development of a whole of Territory plan for vocational training and higher education