Beyond 2020 – NAEN Conference 2019

INDIGENOUS PROGRAMS – MODELS FOR SUCCESS

Outline

Closing the gap

Business models – apprenticeships and traineeships

Models for success

Closing the gap

Environmental scan

❑670,000 first Australians nationally and 21% live in remote Australia

❑56% of the first Australian population is under the age of 25

❑employment outcomes for first Australians remain poor and are getting worse

❑60% of all first Australian 17- to 24-year-olds are not engaged in work or further education (26% for other young Australians)

❑employment rate for working age first Australians is 46% (76% for other Australians)

❑in remote and very remote areas 35% of the first Australian population of working age are employed (83% for other Australians)

Key drivers of disengagement from the labour force and education

❑profound or severe disability and mental health issues

❑substance abuse and gambling

❑trauma, suicide and health problems (e.g. foetal alcohol syndrome)

❑intergenerational welfare dependency and poverty

❑involvement in the criminal and justice system

❑childcare responsibilities of young Indigenous women

❑scarce labour market opportunities

Gap in school performance

❑low level of school attendance

❑cultural engagement - culture of high expectations in schools, strong student teacher and community relationships and support for culture

❑teacher quality - engage with students and the community

❑access to schools due to transport difficulty and climatic conditions - gap widens the greater the distance from from metropolitan or inner regional hubs

Remote communities offer unique challenges

❑weaker labour markets

❑geographic dispersion

❑language and cultural differences

❑service delivery challenges

❑Government payments are the main source of income in many communities

How to break the cycle of welfare dependency in remote Australia?

❑ grow the remote labour market by creating real subsidised jobs

❑ provide more incentives to jobseekers to participate in their communities and move off welfare and into work

❑ give communities more control and greater decision-making with less reliance on the national welfare system

❑ services to be delivered by Indigenous or local organisations

❑ improve the support available to jobseekers

Indigenous training and employment policy

❏ there are over 1,000 government programs across national and state governments addressing Indigenous disadvantage

❏ national Indigenous training and employment policy falls under the auspices of the Indigenous Advancement Strategy (IAS) which is the responsibility of the newly established National Indigenous Australians Agency

❏ other programs include Job Active, Schools Based Trainees and Apprentices (SBT), Vocational Training and Employment Centres (VTECs), CDEP/CDP, EPI, Tailored Assistance Employment grants, Australian Apprenticeships Incentives Programme, and Indigenous Cadetship Support

Indigenous Procurement Policy

This policy has been a gamechanger, with the Commonwealth Government driving demand for the services Indigenous businesses provide and tapping into the extraordinary capabilities of the Indigenous business sector. Indigenous businesses are booming.

Key Questions

Is the government policy appropriate?

Are there opportunities to improve the policy and programs?

Business Models – Apprenticeships and Traineeships

GTO market share of apprentices and traineeships

❑approximately 10% of apprenticeships/traineeships are based on the GTO model, which has fallen from 12.5% in 2004 and the peak of 18% in 1999

❑much of the decline is attributed to GTOs not being able to expand operations to meet the growth in demand in the market place in the 2000's, growth in organisations providing support to employers, and strong employment growth reducing demand for group training

❑since 2009, there has been a decline in the apprenticeship and traineeship market due to a reduction in the number of jobs in the industries that traditionally employ apprentices and trainees

GTO target markets

❑GTOs were originally conceived as intermediaries for small enterprises who were unable to commit to four-year apprenticeship and traineeship indentures and/or unable to offer a full breadth of on-the-job training required by an apprentice/trainee to complete their training

❑over time the rationale for group training has broadened to also focus on the needs of students from disadvantaged groups who may not otherwise receive the opportunities or support required to complete an apprenticeship or traineeship

❑some GTOs have less of a focus on pastoral care and provide group training as one of a range of commercial services to larger enterprises

❑services can range from a single service in a local community to a regional or national provider with multiple services
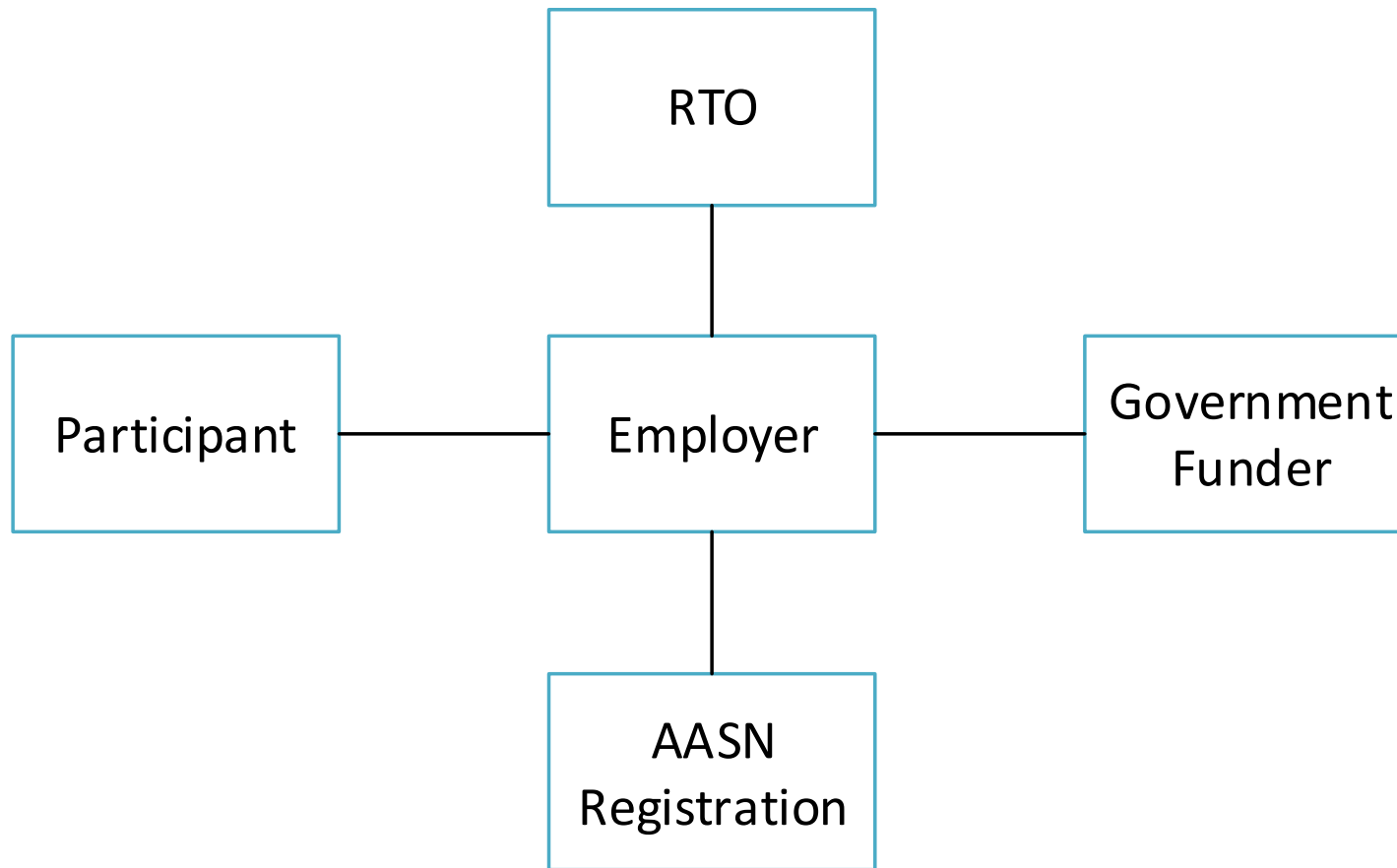
Direct Employment Model

NAEN

Participant

GTO

Employer

Secondary School

RTO
Higher Ed
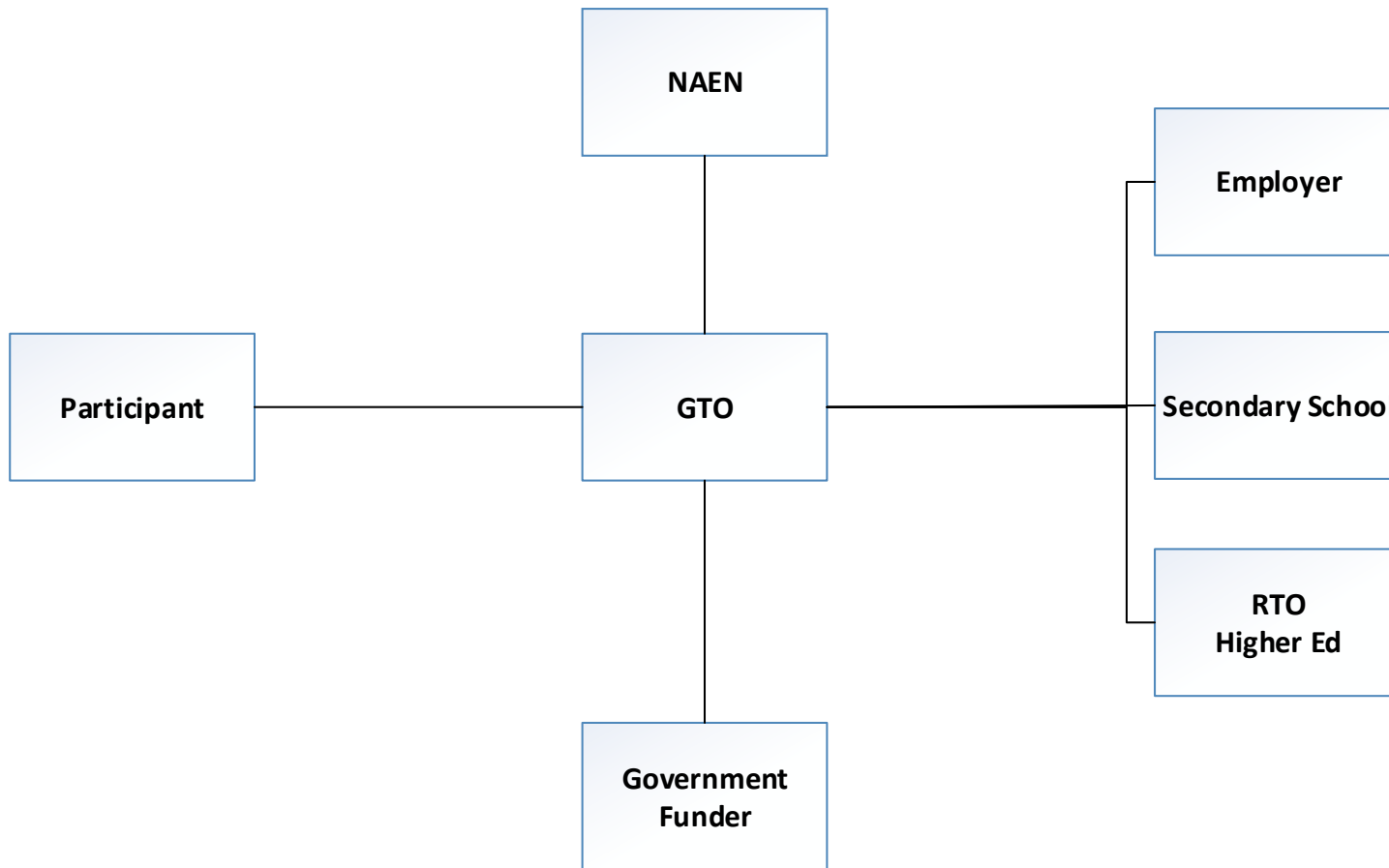
Government
Funder

Group Training Organisation (GTO) Model
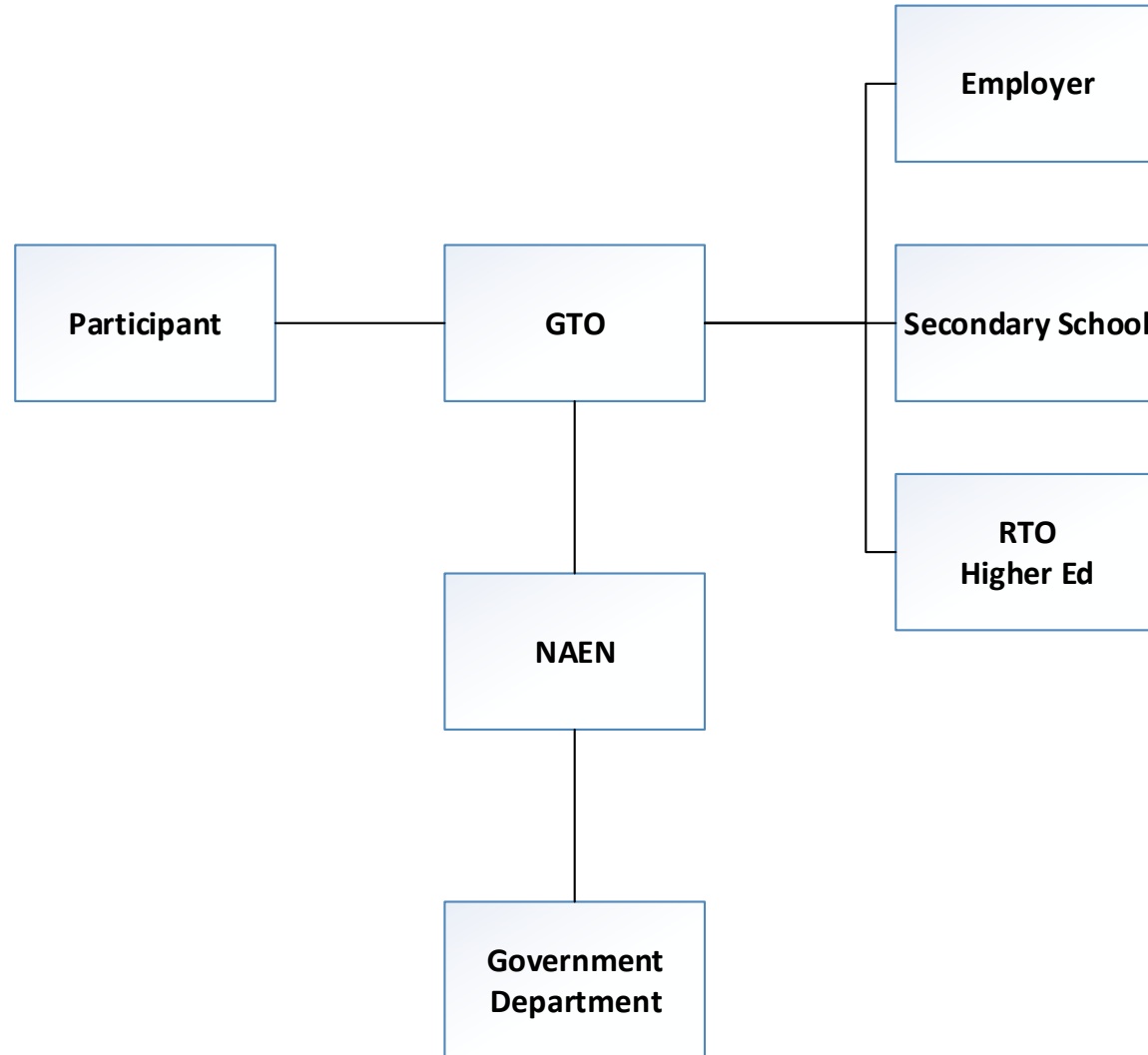
GTO Brokerage Model

GTO Funding Streams

Funding streams for GTOs include:

❑employer payment for job placement and support services

❑government funding for commencement and completion milestones

❑government wage incentive for employers to recruit apprentices and trainees

Government funding

❑ there is a need to adapt to government policy and funding business rules to achieve performance targets) otherwise you will not be successful with funding submissions (i.e. follow the $)

❑ government funding is reducing as a major source of funding and at best it provides a partial subsidy

❑ smaller GTOs are typically more reliant on government funding

❑ government funding is higher for more disadvantaged job seekers as the workload is higher

Key Questions

Key advantages of the GTO model include pastoral care for disadvantaged groups and support for small business. Is there an opportunity to reverse the decline and increase the market share for GTOs?

What is the future of the GTO model?

How important is government funding to GTO sustainability?

Models for success

KRA 1 - Get the basics working - Employment Service Provider (ESP)

There are three core operational teams:

❑registration/recruitment, job placement/sales and marketing, and employment support/mentoring

The key process steps include:

❑job seeker contacts ESP

❑registration team determines program, eligibility, funding level, level of support required and job capacity

❑job placement team commence job search process and obtains employment

❑employment support team provides post placement support

❑outcomes achieved and/or exit program

Key Questions

What are the key issues to resolve to get the basics working?

❑People

❑Process

❑Systems

❑Governance

KRA 2 - Business strategy

❑ define the market you are operating in

❑ define what your business model is

❑ develop a program strategy which is tailored to the operating environment

❑ develop a capability that is tailored to delivered the program

❑ achieve a balance between 'playing the game' to access government funding and focusing on delivering long-term client outcomes

Case Study 1 – National Corporate Model

❑ Maxima has developed a national capability and program working with large corporate employers (e.g. QANTAS, Australia Post and the big 4 banks) under the SBT program to place Indigenous participants into work placement and paid employment

❑ The program started as a regional program with QANTAS at the Adelaide Airport and expanded into other parts of SA and then went national

❑ The large corporate employers are seeking applicants who are more employable (right fit for the job) and less disadvantaged (i.e. stream A)

❑ Government funding has not been critical to success (i.e. not the catalyst)

Key Questions

What are the key issues in formulating an appropriate business strategy?

What are the key issues in implementing the business strategy?

KRA 3 - Cultural strategy – a balanced approach

Indigenous job seekers have to manage two cultures:

❑mainstream Australia with an employment focus

❑Indigenous

A balanced approach is required:

❑good parenting and mutual obligations

❑dealing with the family situation and trauma

Engaging job seekers and employers

❑Indigenous employees often act as 'role models' and non-Indigenous employees tend to focus more on management and administration processes

❑non-Indigenous staff must be culturally sensitive

❑work supervisors need to be coached on how to manage Indigenous workers and the employer's expectations for productivity and performance

Indigenous staffing strategy

Indigenous programs require a higher level of mentoring and support and culturally appropriate service delivery to ensure credibility with the Indigenous community and employers and role models for the job seekers. This can be achieved by:

❑get the right job roles (e.g. mentors) and put support processes in place (e.g. cultural awareness training)

❑GTO directly employs permanent Indigenous staff

❑GTO engages Indigenous staff on a contractor or casual basis

❑GTO partners with an Indigenous service provider

Engagement with Indigenous communities

❏ build credibility with Indigenous communities there is a clear requirement to be seen to have made a long-term commitment to the community (i.e. here to stay)

❏ mutual respect to parents, other family members and elders in the community (family is everything)

❏ care factor - 'people don't care what you do or how much you know but how much you care'

❏ keep turning up, be authentic (open and honest), don't come once and expect any change

❏ listen to the community and do not tell them what they need

❏ build the cultural awareness of staff including a deep understanding of Indigenous culture

❏ understand what you are trying to achieve – build resilience and change the culture

Case Study 2 – HVTC Bega Hospital project

❑advertise Indigenous only positions

❑encourage the use of Indigenous employees with tier 1 and 2 contractors

❑get the Indigenous community involved to provide a support network (elders and parents) work out the logistics to get the person to work on time

❑build a relationship with the job seeker and understand personal issues (e.g. drugs and alcohol)

❑early engagement and warning for HVTC intervention (e.g. onsite mentor at 7am each day to resolve attendance or performance issues)

❑modify arrangements to best suit the job seeker where possible

❑host employer was supportive to achieve employment outcomes not chasing government funding

Key Questions

What are the key issues to resolve in developing a culturally appropriate service delivery model?

What are the pitfalls ('do nots')?

What strategies are the most effective?

KRA 4 – Mentoring and support

- ❑ everyone starts off with a clean sheet

- ❑ tough love combined with compassion and a depth of understanding of the family dynamics

- ❑ do not treat everyone the same

- ❑ many participants are a first-generation worker in the family, and they often require a higher level of support as they do not have a role model at home (i.e. hand holding and ease them into it)

- ❑ communication is the key

- ❑ do not push for answers

- ❑ set standards (e.g. 'sorry' business is one day leave only) and teach the job seeker to take responsibility (you can't run away from problems) and build resilience (get comfortable with being uncomfortable)

- ❑ role model is typically someone they don't want to let down

Case Study 2 – South Sydney Rabbitohs and Gavin Lester (Apprenticeship Ambassador)

❑ NRL education, training and employment program provides pathways for elite athletes and promotes the importance of employment, particularly in the VET sector

❑ Rabbitohs are based in an Indigenous heartland in Redfern, Sydney

❑ **Show video - https://www.youtube.com/watch?v=MngD3JuVz0g**

❑ **Gavin Lester to discuss his experience in delivering mentoring and support services**

Good news stories

http://naen.com.au/good-news-stories/