

Developing Training Pathways to meet the needs of Aboriginal People with Disabilities





Description of Cover Art

The painting by the Nunga Art Group shows the diversity of indigenous people and diversity of people in the general community who are living in harmony with each other and with the sun and with the earth, birds, animals and trees.



The Northern Nunga Art Group

The Northern Nunga Art Group is made up of Aboriginal people with disabilities who work collectively to produce their artworks.



Developing Training Pathways to meet the needs of Aboriginal People With Disabilities

Final Report 2008

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Flinders University and Disability South Australia

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Summary

Aboriginal people with a disability, and their families/carers, lack access to appropriate services and supports, experience discrimination and dislocation from their communities, and have limited education and employment options.

The aims of this collaborative research project were to:

- scope existing training pathways for professionals and community members in the disability field and explore if training pathways meet the needs of Aboriginal clients, families/carers and service providers
- develop recommendations and an action plan for improved training pathways that are inclusive of, and responsive to, the needs of Aboriginal people with a disability.

This project identified four main areas of training that required development:

- an Aboriginal Personal Care Disability Workforce
- Aboriginal Health Worker Training in disability
- cultural awareness and education for non-Aboriginal students and workers in disability services pathways for Aboriginal community education about disability.

These areas were identified in consultation with consumers and family representatives, the Aboriginal Disability Network SA Committee, Health, Education and Employment Service Providers (Government and Non-Government) and Aboriginal organisations.

A project working party was established to guide the research process and assist in the discussion and development of the recommendations and action plan. Members of this working party included key people from Flinders University, the Aboriginal Health Council of South Australia, Disability SA and Tauondi College.

Representatives from Government and Non-Government service providers, including wherever possible, Aboriginal personnel, were sourced for their feedback on the project action plan and recommendations. A key recommendation was that training pathways for Aboriginal people in disability services be developed through the TAFE system in metropolitan Adelaide and also at the Tauondi (Aboriginal Community) College at Port Adelaide. This was considered the most culturally friendly and viable option for Aboriginal students undertaking study in the disability field, including certificate III and IV courses.

Key strategies identified for Aboriginal work force development in disability services included; cultural accessibility, support for training and education in the work place, such as peer support, mentoring and counselling, and financial support. The development of an Aboriginal work force strategy encompassing these elements and promoting training, education and employment linkages with a range of agencies and Aboriginal disability workers, is recommended by this report. Training in rural and remote areas for Aboriginal disability workers requires flexible training options, such as regionally based short intensive courses.



The report also recommends the development of a core unit on disability within the Aboriginal Health Workers professional training stream, in partnership with the Aboriginal Health Council of South Australia. To address the area of cultural awareness and learning for non-Aboriginal students and workers, the report recommends that an elective topic on disability and Aboriginal communities be developed and implemented at Flinders University. A draft topic is contained within this report, with the proposed titles of *Disability and Indigenous Service Provision* or *Disability and Health in Indigenous Communities*.

Finally, a recommendation of the report is the development of pathways for community education about disability to assist clients, family and community members to understand disability related issues, and gain knowledge of where and how to access support. Local community settings such as Tauondi College, Aboriginal Learning Centres, Health Services and community events are proposed as possible venues to facilitate this pathway.





Acknowledgements

The Project Officer wishes to acknowledge and pay respect to all Aboriginal and Torres Strait Islander people of South Australia, and to also acknowledge traditional ownership across the state. Thank you to the Project Working Party for their input, guidance and recommendations for the project. Likewise, a thank you to other agencies and service providers for their input, feedback and desire to work together to empower Aboriginal people with disabilities, families and communities. Finally, on behalf of the members of the Project Working Party, acknowledgement of the funding for this project from the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS).

Aboriginal Disability Network SA Committee

Special thanks to chairperson Ms Josephine-Judge Rigney and members of the committee for their input and support to the project and to their courage, strength and determination in being the voice and the champions for the rights of Aboriginal people with disabilities and their families in South Australia.

Project Working Party

Associate Professor Verity Bottroff, Head of Department of Disability Studies, Flinders University (Chair of the Working Party and Principal Investigator)

Mr Russell Ellis, Disability SA, Department for Families and Communities, and Flinders University (Project Officer)

Ms Vicki Hodgson, Manager, Aboriginal & Torres Strait Islander Services, Disability SA, Department for Families and Communities

Dr Inge Kowanko, Flinders Aboriginal Health Research Unit, Flinders University

Mr Christopher Birtwhistle, Office for Disability and Client Services, Department for Families and Communities

Professor Sally Borbasi, School of Nursing & Midwifery, Griffith University

Mr Alwin Chong, Senior Research and Ethics Officer, Aboriginal Health Council of South Australia
Mr Derek Mitchell, Tauondi College

Partnerships

Aboriginal Health Council of South Australia

Australian Council for Rehabilitation of the Disabled

Department of Disability Studies, Flinders University

Disability SA (formally known as Intellectual Disability Services Council and Julia Farr Services) and Office for Disability and Client Services, Department for Families and Communities

Drug & Alcohol Services SA

Flinders Aboriginal Health Research Unit, Flinders University

Griffith University

Julia Farr Association

Novita Children's Services

Panorama College of Technical & Further Education

Tauondi College Yunggoendi, First Nations Centre for Higher Education & Research, Flinders University.



Introduction

Aims and expected outcomes

The aims of this project were to:

- scope existing training pathways for professionals and community members in the disability field and explore if training pathways meet the needs of Aboriginal clients, families/carers and service providers
- develop recommendations and an action plan for improved training pathways that are inclusive of, and responsive to, the needs of Aboriginal people with a disability.

The expected outcomes of this project for Aboriginal people with a disability and their families were to:

- map the available pathways for professional development of Aboriginal people to gain knowledge, skills and where appropriate, employment in the disability field
- contribute towards improved education and training leading to better service delivery for Aboriginal people with a disability and their families
- identify the teaching methodologies and supports that will assist Aboriginal people, including those with a disability, to be engaged and successful, whichever training pathway they choose
- identify barriers that impede the above
- enhance the capacity of the workforce to respond more effectively to the needs of Aboriginal people with a disability
- empower families and communities to advocate on behalf of their members who have a disability.

Ethics

The research project was approved and funded by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) after meeting all ethical requirements. The project followed the guidelines for ethical research with Aboriginal people (National Health and Medical Research Council, 2003). It was approved by the Social and Behavioural Research Ethics Committee at Flinders University and the South Australian Aboriginal Health Research Ethics Committee (AHREC).

Definition of disability

The South Australian Disability Services Act (1993) defines disability as a feature that:

- is attributable to an intellectual, psychiatric, sensory, physical or similar impairment or to a combination of such impairments
- is likely to be permanent
- results in significantly reduced capacity in one or more major life activities, such as communication, learning, mobility, decision-making or self care
- results in need for support, whether or not of an ongoing nature.

Disability means that a person has difficulty in functioning or interacting with his or her environment. As a result of a disability a range of psychological, social and behavioural experiences might handicap the person.



Gething (1995) and Arriotti (1997) identified handicaps or barriers faced by Aboriginal people with disabilities which include; stigma, stereotyping, prejudice, discriminatory practices, inappropriate service provision, insensitivity to individual needs, poverty, distance from service provision, limited availability of appropriate aids and equipment.

Disability and Aboriginal people

There appear to be significant differences between European Australian and Aboriginal understandings of disability. Perception and understanding of disability by Aboriginal people must therefore be acknowledged and understood by service providers, and included as a priority in the design of effective models of service delivery to Aboriginal people with disabilities. Aboriginal people with a disability are perceived as normal members of family who face a particular challenge, for example, difficulty speaking or mobility issues.

Labelling and perception of different types of disability are therefore described and viewed differently by Aboriginal people compared to those categories and views offered by disability service providers in service delivery to Aboriginal people. The social model of disability, rather than the medical model, appears to fit more closely with the perception of disability by Aboriginal people and communities. It is not so much the disability itself, but the inability of a person to function as part of his or her community that can become the disability through cultural and social isolation or exclusion (Rees, 2003). In respect to the cultural and traditional roles of men, women and family, this inability to be culturally and socially part of the group might become the disability or barrier to the person, if they cannot function or keep up with the group.

Disability for Aboriginal people does exist within the holistic concept of the social, emotional, physical and cultural health of the entire community. As with health and education, the community and the extended family see disability as a shared issue, rather than an individualised issue. Family and kinship relations might take precedence over the concept of disability and have a strong impact on community perceptions of disability. Disability in Aboriginal communities may also be merged together with other conditions such as acute and chronic health issues, cultural grief and loss, mental and emotional trauma, economic and social deprivation, family violence and dysfunction, and educational issues.

Historically the first point of call for Aboriginal people with disabilities has generally been with Aboriginal Health Services and health workers. The problem with this is that the health worker may have expertise in health issues but not in the identification, diagnosis, intervention and understanding of different disabilities and how these affect the person. This can become stressful for the client, the family and also the worker and highlights the need for health and disability services to work closely together to meet the needs of clients, families and communities. It also highlights the need for Aboriginal health worker training in disability.



Project Design, Participants And Methods

Project design

The project design took into account that Aboriginal people often feel compromised and undermined through research processes; therefore discussion, reflection and collaboration with participatory strategies were used for this investigation.

A participatory 'action-oriented' research approach was adopted (Henry et al., 2002; Meyer, 2000). This incorporated flexibility to change as the inquiry proceeded and the valuing of collaboration with participants. Carrying out this investigation through scoping, mapping and consultation with permission of relevant Ethics Committees, and applying principles of self-determination through ownership, involvement and participation were important aspects of this project. These research strategies and the partnership with the Aboriginal Health Council of SA and Tauondi College ensured the cultural integrity of the work.

Table 1 provides an overview of the multiple methods and collaborative strategies in which information was collected, collated and considered in order to meet the project's objectives. These strategies were developed by members of the Working Party in a cyclic process of planning, implementing and reflecting on the project's design and outcomes.

This research project follows the principles for ethical research with Aboriginal people as outlined by the National Health and Medical Research Council (2003), including meaningful Aboriginal community involvement throughout the research, sustainable benefit of research to participants, and building in opportunities for capacity development during the research. The project working party comprised Aboriginal and non-Aboriginal people from the education, research and disability sectors. The Project Officer, Russell Ellis, is Aboriginal. Partnerships with a range of Aboriginal and other organisations were forged.





Table 1. Project Design

Project design component	Who	What	Frequency of meetings, number of people consulted
Project Working Party	Flinders University Tauondi College AHCSA Disability SA	<ul style="list-style-type: none"> Coordinated project Scoped broad issues Advised on design, implementation and layout of report Developed recommendations 	
Literature Review	Initial phases to scope issues via current literature available	<ul style="list-style-type: none"> SA Government Reports that related to disability and employment Reports of SA conferences and forums Scoped needs, gaps and barriers on project objectives 	Literature collected and collated (reports, articles and policies from last 10 years)
Consultation/ Participatory group	<ul style="list-style-type: none"> Aboriginal Consumer Group Aboriginal college AHCSA Tertiary Education (Flinders) TAFE Disability organisations (Govt and non-Government) Other Departments 	<ul style="list-style-type: none"> Identified and reflected on consumer needs Identified courses and mapped employment pathways Identified gaps in training for AHW on disability matters Mapped training pathways for AHW Identified gaps and training needs for non-Indigenous students/staff Identified gaps and training needs Mapped the course available Identified gaps and training needs for Aboriginal and non-Aboriginal staff Identified funding schemes for training/employment 	<p>Met x 3 times with 12 members</p> <p>Met x 2 with senior staff (3)</p> <p>Met x 4 times with Senior Policy/ethics officer (1)</p> <p>Met monthly with supervisor (1)</p> <p>Met with other faculties x 6 with staff (2)</p> <p>Met x 1 with 1 staff</p> <p>Met with staff (12 across various organisations) Dept of Health and DFEEST</p>



Project working party

The principal investigator, Associate Professor Verity Bottroff, coordinated the project and chaired the Project Working Party. This group comprised key education and service providers and researchers working with Aboriginal people who have a disability (members of the Project Working Party are listed above in the acknowledgements section). The Working Party provided overall guidance and advice to the project, as well as direction and mentoring for the Project Officer, Russell Ellis.

Core members of the group met regularly throughout the project, and provided direction on reviewing available information to identify needs and gaps for Aboriginal people in training and workforce development, planning of consultations and with whom to consult, then acting and reflecting on the information gathered over the 10 months of the Project.

Scoping phase

The first phase of the research project was a scoping exercise to determine what training pathways were currently available to meet the needs of Aboriginal people with a disability and their families in South Australia. The need for this phase became very obvious in the preliminary meetings of the Project Working Party. Across the key disability, health and tertiary education sectors represented on the Working Party, there were a number of initiatives that focused on improving the training of both Aboriginal and non-Aboriginal individuals to work more effectively with people who have disabilities within Aboriginal communities. However, not all of these initiatives were shared knowledge within this group.

The Project Officer investigated and mapped currently available pathways for Aboriginal people into tertiary education, training, professional development and employment in the disability and health fields.

Literature review

Available reports for the last ten years (1996-2006) and current (2007) policy documents relating to Aboriginal disability workforce development and training pathways were reviewed and the key issues identified. This project and report sourced feedback, information and recommendations from key reports and policy initiatives, with the aim to build on these through the participatory action oriented research process.

Community consultations across South Australia over a number of years have raised various concerns relevant to this project. The consultations have been in the form of community conferences, gatherings and forums such as the State Aboriginal Disability Conferences (2002 & 2005) and 'Talking Together, Working Together' Tauondi College Disability & Service Provider Forum (2003). This report has drawn on the consultation and feedback from Aboriginal people at these conferences, gatherings and forums and the subsequent reports and recommendations.



Consultation phase

An extensive consultation/participation process was undertaken with disability, health, employment and education service providers (government and non-government), Aboriginal organisations and community, consumer and family representatives to explore whether the current available pathways were in fact meeting the needs of Aboriginal people with a disability, their families, communities and service providers. Also explored during these consultations were teaching methodologies and supports that could assist Aboriginal people, including those with a disability, in whatever training pathway they chose. Barriers that were an impediment to the potential success of training pathways and gaps in the disability sector for Aboriginal people with a disability and their families were also considered (see Appendix 1).

Aboriginal Disability Network SA Committee

The Aboriginal Disability Network SA (South Australia) Committee was established in 2002 and is representative of Aboriginal people with disabilities and family carers from across the state. This includes metropolitan, rural and remote areas of South Australia. The committee acts in an advisory and advocacy role for Aboriginal people with a disability, families and family carers, providing a voice to government and disability service providers about disability related issues from different regions and communities across the state. Hence, this committee has an extremely important role, particularly since the demise of ATSIC.

Committee meetings are held quarterly and information is passed on directly to the Aboriginal and Torres Strait Islander Services of Disability SA and the Office for Disability and Client Services. This team has a direct link to the Directors and responds to recommendations from the Minister for Disability. The network committee provides facilitation at key conferences and forums, both of which have generated discussion and recommendations relevant to this project.

The Project Officer met with the committee on two occasions and shared information and generally 'talked up' about key areas of disability services for Aboriginal people, as identified from the project research. Members of the committee also provided direct responses in an interview about issues related to the project (see Appendix 2).

Consultation with Disability Service Providers and Organisations

The Project Working Party consisted of key people from Flinders University, (Department of Disability Studies and Flinders Aboriginal Health Research Unit); Disability SA; Aboriginal & Torres Strait Islander Services; Aboriginal Health Council of South Australia; Tauondi Aboriginal Community College. The research from the scoping phase was documented and presented to this Working Party and also to other key stakeholders for feedback and discussion, and the collaborative development of recommendations and an action plan. These stakeholders, comprising a cross section of representatives from both government & non-government indigenous & non-indigenous service providers, were consulted for their feedback and recommendations of key themes associated with the aims of the study.



Development of recommendations and action plan

Information gathered in the scoping, literature and policy review and consultation phases of the project was taken back to the Working Party for discussion, development of recommendations and an action plan for training pathways that are inclusive of, and responsive to, the needs of Aboriginal people with a disability.





Findings And Discussion

Literature review

Listed below are summaries of the key reports of recent South Australian projects that scoped the need for an Aboriginal disability workforce and the training and employment pathways in the sector, for example, Aboriginal health worker training in disability, cultural learning and awareness for non-indigenous students, and community learning about disability for Aboriginal families and communities. Each report involved extensive discussions between service providers, clients and families.

State Aboriginal Disability Conference 2002 Report: 'Gathering People, Linking Voices'

This project and report sourced feedback, information and recommendations made at the 2002 State Aboriginal Disability Conference, and aimed to build on these.

The conference was a coming together for Aboriginal people with disabilities, their families, carers, support staff and senior staff of disability services, both State and Commonwealth Government Departments. Community members, including elders, also attended. The conference provided a forum for people across the state to meet, 'talk up' and share experiences about disability and to communicate directly with disability service providers on a local, state and national level.

The lack of Aboriginal people with education, training and employment in the disability field in South Australia was identified as a key issue.

Disability services need to employ Aboriginal workers that understand families, kinship, importance of being part of your community, knowing our ways of doing things and mostly listen to us. (Conference participant, 2002, p. 20)

Two of the recommendations for moving forward from this conference involved the need for:

- service providers to recruit Aboriginal workers to work with individuals, families, and the community
- training and employment for Aboriginal youth to be carers in disability services.

The 2005 State Aboriginal Disability Network Conference was held in September in Adelaide. This Conference was a follow up to the 2002 Conference. At the time of writing the 2005 conference report had not been published.

The 'Need to Know' Report, 2003

The 'Need to Know' Report (Rees, 2003) provided a comprehensive study into disability and the Aboriginal communities of South Australia. Information was gathered in direct consultation with communities, consumers, families and service providers across the state. The report was produced by the Aboriginal Health Council of South Australia, in partnership with Flinders University (Department of Disability Studies) and the Disability Services Office.



Two of the key recommendations from the 'Need to Know' Report that related to this project were:

- to develop an Aboriginal Disability Services Coordinator position within Aboriginal Disability Services in the Department of Human Services
- that service delivery to Aboriginal communities considers the formation of local Aboriginal Disability Coordinating Teams that include an Aboriginal Health Worker, an Aboriginal Family Worker, a representative from Options Coordination (now Disability SA), a community representative and any other member as determined by the team.

This project and report followed up on the information and recommendations from 'The Need to Know Report'.

'Talking Together, Working Together' Aboriginal & Disability Service Provision Forum, Tauondi College, October 2003, Proceedings Report

'Talking Together, Working Together' was a forum to bring together consumers, community and service providers to address issues and make recommendations about services and service provision to communities and Aboriginal people with disabilities.

A series of workshops was held to identify practical steps and strategies to enhance and expand on disability service provision to Aboriginal people across the state. From these workshops a list of strategies, recommendations and ways forward were developed and documented for future reference in planning, policy, services and programs. This research report has drawn on the recommended ways forward from this forum.

Policy Documents

The following policy documents relevant to improving Aboriginal disability workforce training and employment pathways were identified. They were considered during the discussion phase along with key reports and other project data.

Statement of Reconciliation 1999. This statement of reconciliation acknowledges the history of Aboriginal and Torres Strait Islander people and ensures the commitment of the Department for Families and Communities to develop policies and work in partnership to build culturally appropriate services (Appendix 3).

Statement of Intent 2005. This statement emphasises a commitment from agencies to provide Aboriginal and Torres Strait Islander people, friendly disability services in line with the cultural inclusion framework (Appendix 4).

Standard 13 Aboriginal and Torres Strait Islander Cultural Inclusion Policy (under development). This document complements the Statement of Intent policy and is a new draft policy under development for the progression of the National standards of which there are currently twelve. These standards have been developed to ensure disability services will be delivered in a culturally respectful framework of recognition, protection and continued advancement of inherent rights, culture and traditions of Aboriginal and Torres Strait Islander people.



Public Employment Commissions Aboriginal Employment Strategy

(<http://www.decs.sa.gov.au>). This strategy was developed to enhance the quality of Aboriginal education and the achievement of Aboriginal students to ensure that Aboriginal education includes:

- more innovative and cohesive services
- participation, retention and attendance
- literacy and numeracy
- culturally appropriate curriculum and teaching.
- Aboriginal Employment includes:
 - recruitment
 - retention
 - career pathways
 - promotion
 - monitoring and reporting.

In addition, the alignment of DECS services to support each Aboriginal learner in;

- sites
- districts
- Aboriginal education and employment services group.

Cultural Inclusion Framework 2006 (<http://www.sa.gov.au>). A three-part guide to assist agencies in the public sector in delivering culturally inclusive programs to Aboriginal people in South Australia.

Department for Families and Communities (State Government of South Australia) Cadetship program 2006. This program is a one off initiative and has employed three Aboriginal people undertaking tertiary study in Social Work, Nursing, and Psychology. The degree of success of this program will need to be evaluated.

Key themes from the literature/policy review

The four main recurring themes identified from the literature review were:

- development of an Aboriginal workforce in disability services
- Aboriginal health worker training in disability
- cultural awareness and education for non-indigenous workers in disability service provision for Aboriginal people
- provision of disability awareness and knowledge of support services for Aboriginal people and communities.

These themes were confirmed as priorities and explored further through consultation with the Aboriginal Disability Network SA Committee, as follows.

Consultation: Development of an Aboriginal workforce in disability services

Members of the Aboriginal Disability Network SA Committee conveyed that there should be more Aboriginal workers in the field with professional training and qualifications in disability. This was viewed to be important in the provision of better quality services for Aboriginal people with disabilities, families and communities:



There should be more Aboriginal Disability workers and there would be more cultural awareness if this was the case (committee member).

The committee considered that by training more Aboriginal workers this would be of value to young Aboriginal people as well as their communities:

Training as a care worker is a good opportunity for young Aboriginal people to be more confident, competent and gain respect from others (committee member).

Members of the committee expressed the view that training for Aboriginal workers should happen in their own communities as this would make people feel more comfortable:

Aboriginal people would generally be more comfortable getting that training in their own community (committee member).

Training venues could be at an Aboriginal Community College, Aboriginal Learning centre or hub, a TAFE college or with a private agency. Workers need to be trained and gain knowledge in all different types of disability according to feedback from the group. Disability issues identified by committee members also included culturally aware services, first aid, manual handling techniques, brain injury, intellectual disability and sensory disabilities (vision and hearing).

Aboriginal Health Worker training in disability

People on the committee were unanimous in feeling very strongly that Aboriginal Health Workers should have professional training and qualifications in disability service provision. An understanding of disability issues was considered to be very important knowledge for these Health Workers. Disability and health were identified as related areas but requiring different knowledge and training:

Understanding of health and disability roles which are different (committee member).

Cultural awareness and education for non-indigenous workers in disability service provision for Aboriginal people.

The committee was unanimous in recognising the importance of culturally appropriate services to indigenous people with disabilities. It is evident that Aboriginal and Torres Strait Islander people are receiving services or support from non-indigenous workers who may not have an understanding of cultural issues and protocols:

Cultural appropriateness of services to people which would be very much included in training for non-Aboriginal workers and for mainstream agencies (committee member).

Need to provide disability awareness and knowledge of support services for Aboriginal people and communities

The committee identified that community awareness of disability, how and where to get help, were important issues for Aboriginal people with disabilities and their families.



Current education, training and employment pathways for Aboriginal people in the disability sector

The current available pathways, gaps and barriers were identified through the scoping and discussion processes with education, training and service providers.

Training available in Metropolitan Adelaide

Tauondi College has on offer two courses that relate to direct care (Personal Care Worker).

- A pre-vocational course offers a work ready attainment and it is held over 3 weeks of 102 hours duration with on the job training and possible employment opportunities available. Tauondi College works in partnership with Government and non-Government disability agencies to facilitate this process, for example, Disability SA, Spastic Centres of SA, Leveda and Minda.
- Further training is available for the attainment of a Certificate III level in disability work. This course offers blocks of theory and practice within field placements at disability organisations and is held over 12 months.

Community Services Certificate III in Disability work is also offered in the southern metropolitan area by Panorama TAFE. Panorama TAFE delivers a Certificate IV in Disability work and it is envisaged that Tauondi College may also offer this level course in the near future.

Training available in Rural and Remote Areas

Due to low student numbers the country areas offer Certificate III & IV courses in external mode only. TAFE colleges in country South Australia such as Murray Bridge, Berri, Clare, Gawler, Mt Gambier, Whyalla and Renmark may advertise these courses on their websites. However, these courses are only provided when there is enough demand for places from students.

Training Issues: It was identified that access to training information may be an initial barrier for Aboriginal people. In addition, these courses may not be available within a reasonable distance or only offered externally. The latter situation can be viewed as a gap for Aboriginal people seeking qualifications to work in country disability services.

For remote communities in 2006, training to fill current service positions was provided via the funded organisations or by specific funding sources to attend an Aboriginal college in Alice Springs or Adelaide, providing courses in disability care work. However, future strategies have yet to be identified.

Gap: Limited training opportunities, particularly classroom-based courses for rural and remote students.

Recommendation

Make available a training pathway for Aboriginal people to access Disability and other Certificate III & IV Courses in TAFE and/or other settings. This may require flexibility in delivering courses with low student numbers.



Employment opportunities for Aboriginal personal carers and disability workers

Research and consultation with Aboriginal communities across the state, and with service providers, indicated that there is a lack of Aboriginal people who are working in the field of Aboriginal Disability Services. There is a distinct lack of trained and qualified Aboriginal disability/personal care workers across the Government and Non-Government sectors. Pathways to training, education and employment are limited for Aboriginal workers in disability as are culturally accessible / inclusive pathways across the sector.

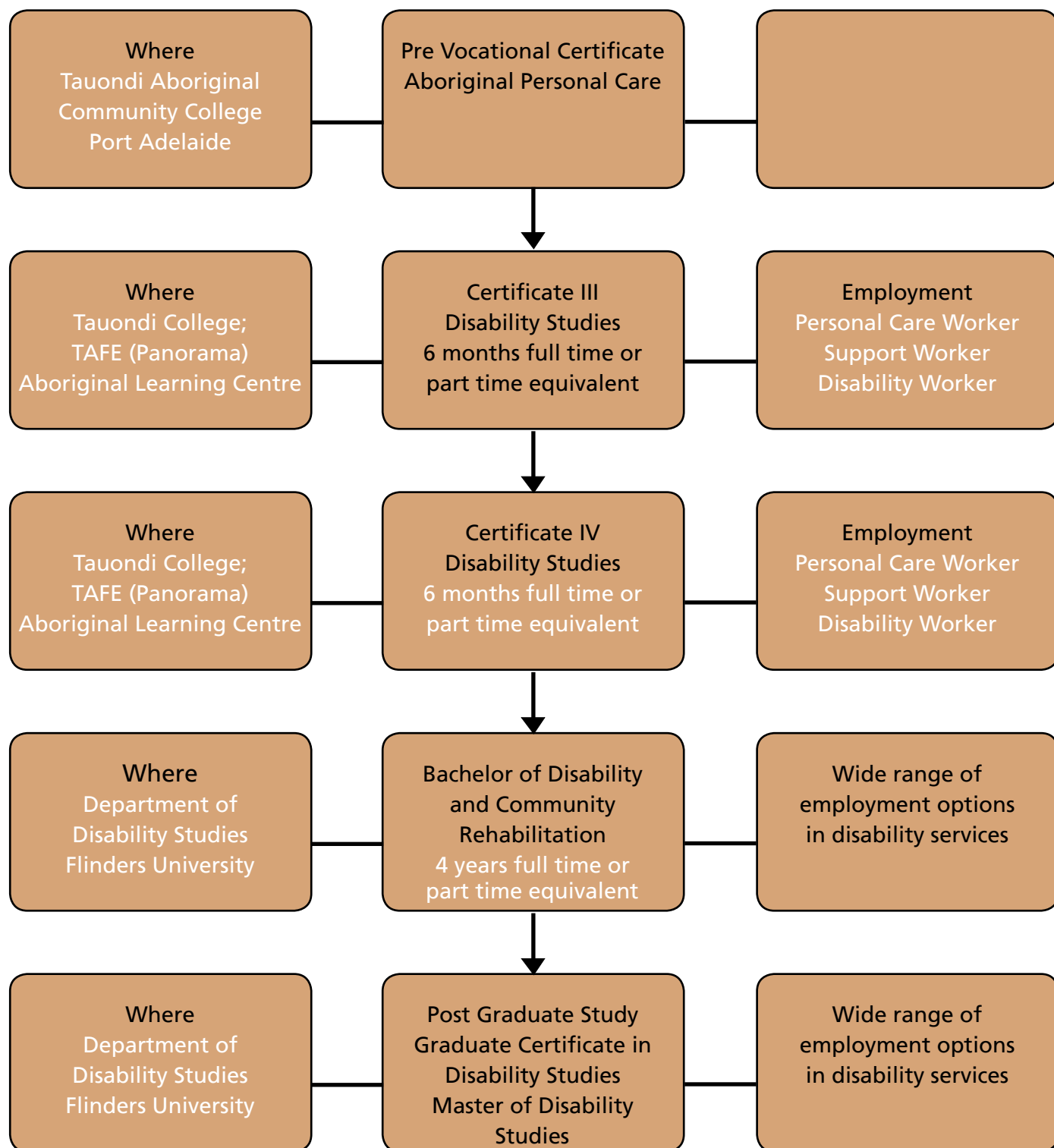
In 2002 the Department for Families and Communities, Office of Disability and Community Services (ODACS) surveyed disability funded agencies to determine the number of Aboriginal staff who worked in personal care and other work areas. Twenty-eight agencies responded (Government and non-Government Sectors) and the reported outcome indicated that 17 Aboriginal people were employed out of 3,239 staff. This result indicates that few Aboriginal people are employed as Personal Care Staff and that there is a need to develop a workforce strategy to recruit, train and employ Aboriginal people for the disability sector. Furthermore, the literature arising from consultation with consumers and Aboriginal organisations highlighted this as an urgent need (AHCSA, 2003).





Training and career pathway model for Aboriginal people in disability work

Diagram 1 (below) depicts the available training pathways and employment options for people considering careers in disability work for Aboriginal people. The diagram provides a step-by-step process into study and work related areas.





Barriers and facilitation of Aboriginal workforce development

The literature and consultation with members of Aboriginal communities and service providers identified factors that support or hinder Aboriginal participation in education, training and employment pathways in the disability sector.

Cultural accessibility

Cultural accessibility is dependent upon an environment whereby Aboriginal people can learn together. The curriculum needs to take into account the learning styles of Aboriginal people, for example, an emphasis on shared learning and group problem solving. There also need to be links into employment in support of Aboriginal people and their community.

Disability services are rarely considered as an employment option for Aboriginal people. The mainstream disability courses were not seen as attractive for Aboriginal people because they lacked cultural awareness and accessible pathways. Few Aboriginal people work in the sector, therefore, this option is not fully promoted through community networks. However, it was identified that there have been Aboriginal people trained in disability services, for example, the Flinders University Disability and Community Rehabilitation Course has had two graduates, one of whom also graduated with a Master Degree in Disability Studies, and is currently working in a senior position within the disability sector.

Support for training through the workplace

The Aboriginal community, consumers and families have identified recruitment, employment and retention of Aboriginal Workers in Disability Services as a gap in the service provider sector. The view of the Project Working Party was that students and workers were more likely to participate fully and complete Vocational Training and Adult Learning if there was an opportunity to be employed (e.g. as a support worker / personal carer) and also an opportunity for a supported career pathway. Other disability service agency representatives, at a wider project committee meeting in June 2006, further supported this position.

Evidence from the 2005 State Disability Conference highlighted the need for trained Aboriginal Support Staff, which was affirmed by the sector, in responses to the Aboriginal Personal Care Workforce Survey Report. This conference was conducted by the Disability Services Office (Department of Families and Communities) as a response to the issue. As a result, the Pre-Vocational Certificate in Aboriginal Personal Care was developed and implemented by Tauondi College, in collaboration with Julia Farr Services and an advisory group consisting of IDSC, CARA, Leveda, Minda, Aboriginal Disability Unit and Ageing and Community Care. Tauondi College was approached to develop a course, which would equip people to work in the disability services sector, and this led to the implementation of the Pre-Vocational Certificate in Aboriginal Personal Care.

The Disability SA 2006 Scholarship Program employed three Aboriginal Workers in the areas of Social Work, Nursing and Psychology, while studying at an undergraduate level at University. Although it is too early to evaluate the outcomes of this model, it does appear to have potential in facilitating employment of an Aboriginal workforce.



This model considers the principles of employment and retention of Aboriginal Workers, in combination with vocational training and education, and can be incorporated into Aboriginal Health and Allied Health pathways.

Within the Disability SA program a network of Aboriginal staff was also created as part of the peer support infrastructure for Aboriginal workers who were working for a mainstream government agency. This is a valuable strategy to strengthen the retention of Aboriginal employees.

Cadetships and Scholarships can offer financial support while also combining education and Vocational Training with job placement and the possibility of further employment. Disability SA has, in partnership with Tauondi College, worked to address workplace and employment opportunities and to create a pathway for the employment of Aboriginal workers in the disability sector.

As part of the Pre-Vocational Certificate in Aboriginal Personal Care, students undergo a work training / orientation placement at Disability SA to gain insight and experience into the role of a personal care worker or disability support worker. Each student is buddied with an experienced worker and mentored through this induction process, which provides a pathway to Community Services Certificate III in Disability Studies. Students have the option to continue to Certificate III level at Tauondi College.

Disability SA has offered two positions for Aboriginal Personal Care workers who have achieved Certificate III level and has arranged for the employment of two additional workers with other disability service provider agencies. Industry liaison and partnership building with potential employers was proposed as a recommendation of the Project Working Party to facilitate work placement and employment opportunities via MOUs or other agreements. This would require the role of an officer or person to consult, discuss and negotiate recruitment and employment strategies for Aboriginal workers with a range of service providers.

Gap: There is a lack of linkages and coordination between Government and Non-Government service providers in the area of employment of Aboriginal workers in Disability Services.

Recommendation

Create the position of a Liaison Person within the disability services industry whose role would be to consult with service providers in Disability, Health and Education to address the following:

- access and recruitment of students and workers into the sector
- refine partnerships within the industry for student placements and employment pathways.

Peer support, mentoring and counselling

Aboriginal people prefer learning and employment settings that are inclusive of other Aboriginal people and delivered in a culturally appropriate context of learning. This includes an Aboriginal training provider located close to learning and social hubs for Aboriginal people. For example, Tauondi College and other Aboriginal Learning Centres offer a range of health and related courses.



Research carried out for this project has indicated that learning programs and workplaces with an infrastructure for personal and cultural mentoring and support, and those which are culturally sensitive to the needs of Aboriginal people, are likely to be more successful. Those programs that enabled a group of people to participate together in learning and vocational training were shown to be successful in reducing the isolation and shame factor of being 'the only Aboriginal person in the group'. Facilitation of successful participation in other learning and training programs will require these issues of shame, even mistrust, similar to that experienced by Aboriginal clients and families when accessing mainstream or government services to be addressed.

Provision of peer support and mentoring is a strong support strategy for students and workers. Two examples included the Tauondi Aboriginal Community College that utilised this strategy in its pre-vocational program and in Port Augusta, with the Aboriginal Health Division Enrolled Nursing Cadetship Program, where a group of 12 nursing students completed a vocational training program in 2006 and were then employed together in the region.

The entire process of supporting students and workers needs to be nurtured by a culturally sensitive and responsive infrastructure, which supports students in a whole range of areas and offers individual support and guidance with employment and career pathways. Personal and cultural support might come from a variety of sources including peers, elders, staff and family. The employer can also facilitate mentoring with Aboriginal & Torres Strait Islander employees of Disability SA who are matched with indigenous and non-indigenous mentors as a support in the workplace.

Students or workers can have access to personal and cultural counselling services, which are provided by TAFE, Universities and employers. Employees of Disability SA are encouraged to utilise the range of Indigenous and Non-Indigenous counselling choices that are available.

Financial supports (Cadetships and Scholarships)

A Cadetship generally refers to a grant of financial assistance and support to the participant in a vocational learning / educational program which has a study component and an employment / vocational component. A Scholarship generally refers to a grant of financial assistance to the student to assist with professional development and study at a tertiary level with Undergraduate, Graduate and Post Graduate courses.

There are several options of financial support available for Aboriginal people wishing to study and work in the disability field. Some options may also include a paid work component (see Appendix 5). Courses at TAFE and at Tauondi College are also Abstudy approved courses.

Literacy and numeracy

Identified through the scoping with educational organisations was the situation where many Aboriginal people who attended adult vocational courses may not have completed secondary schooling, due to a range of social, historical and cultural reasons. Hence, for training and employment success it may be necessary to facilitate courses that consider literacy and numeracy as an identified need, in particular, for those staff preparing for work or already in the workplace. Educational standards and requirements, particularly in literacy, are essential skills for employment in the field whether as a support worker or case manager (e.g. client notes and reports) and also in educational settings at a tertiary level. There appears to be a considerable gap in the



expectations of academic and professional writing and study from a Certificate IV level to a Bachelor Degree level. While Aboriginal students can be assisted at University via Yunggoendi and ATSiS tutoring, it is important that literacy skills be consolidated and developed at a Pre-Vocational, and Certificate III and IV level. Tauondi College is assisting students with literacy at a Pre-Vocational and Certificate III level with literacy support via its IVEC Program, which includes support with enrolment, counselling and assessment.

Other issues associated with disadvantage

Police checks and criminal history checks are essential for workers in human service professions, particularly personal carers and care workers, and by law these checks are undertaken by all employers in the government and non-government sectors. However, this can and does frequently present as a barrier for potential Aboriginal employees who may have committed or been accused of minor criminal offences or indiscretions. Obviously people who have been convicted of serious offences or violent crimes, such as rape, spouse or child abuse, would not be suitable in human service roles such as personal care workers, support workers or in environments where the client group may already be at risk or vulnerable. Statistics indicate on all social and economic scales that Aboriginal people are for example, more at risk of incarceration, and lack educational opportunities through exclusionary policies and practices. Therefore training, recruitment and retention strategies need to be developed in conjunction with an understanding of these differences in building an Aboriginal Disability and Health Workforce.

Training and employment pathways in Aboriginal community settings

There was a preference for training in the disability field for Aboriginal people to be carried out in their own communities, whether rural, remote or metropolitan areas. This was also the preferred model of learning for students in the Health and Allied Health sectors.

The concept of building and developing local infrastructures of community support is also supported by literature presented in the 'Cultural Inclusion Framework', for culturally inclusive services across all areas of the Department of Families and Communities (State Government of South Australia). The Aboriginal Learning Centre model indicated success and demonstrated that it was essential to provide culturally friendly and accessible pathways for Aboriginal workers. It is important to provide the opportunity for students and workers to participate in supported learning programs in their own community.

Currently there are Aboriginal Learning Centres at Port Augusta (Pika Wiya Health Service) and Port Lincoln, with plans to develop a metropolitan centre at a location such as Muna Paeindi Health Service in the northern region of Adelaide under discussion. These venues could be utilised to deliver disability certificate programs for people in their local communities, in particular, for people in rural communities, as this would remove the burden and expense of travelling to Adelaide for training. Travelling from country or remote areas has proven to be costly in terms of transport and accommodation for students to access programs such as those conducted by Tauondi College. Utilising local venues would enable Aboriginal people to complete their studies and vocational training in their own communities and contribute to the development of local infrastructure and self-governance.



Gap: Limited availability of training, education and employment options in the disability sector, which are supportive of the cultural needs of students and workers, taking into account the social, educational and physical barriers for Aboriginal people.

Recommendation

- Development of culturally accessible and inclusive education, training and employment pathways for Aboriginal and Torres Strait Islander workers in disability. This needs to include training in local communities.

Cultural accessibility of mainstream educational and vocational programs has been a barrier for training, education, employment and retention of Aboriginal people to acquire qualifications in the disability sector. Therefore, the recognition of cultural diversity, cultural and personal support, mentoring and tutoring, as identified in this research project, are considered key strategies for training, education and employment of Aboriginal people to enter into a career in the disability field.

Gap: There are no Aboriginal learning hubs in northern, eastern and southern metropolitan regions of Adelaide as well as country areas for Aboriginal people to acquire disability qualifications.

Recommendations

- Development of culturally accessible, culturally and socially inclusive education, training and employment pathways for Aboriginal and Torres Strait Islander workers in disability.
- Adoption of a coordinated approach to education, employment and training of an Aboriginal workforce by development of linkages and coordination among agencies, education and learning centres in both government and non government sectors.

Key elements for development of better training and employment pathways in the disability sector for Aboriginal people

In considering the above findings, it was determined that development of better training pathways and career opportunities for Aboriginal people in the disability service sector requires:

- an Aboriginal Disability Workforce Strategy
- training/education linkages with Aboriginal Training Organisations (e.g. Tauondi College, Aboriginal Learning Centres through Aboriginal Health Council of SA) and a TAFE course developed with Disability SA
- employment linkages with disability service organisations to provide on the job training and pathways into ongoing employment
- marketing strategy to promote a career of choice into disability services work.



Cultural awareness and learning for non-indigenous students and workers

A key theme of the research project was the identified need for training and learning pathways for non-indigenous students and workers to understand cultural and disability issues for Aboriginal and Torres Strait Islander people with disabilities, their families and communities. Service providers and disability agencies have acknowledged the importance of delivering services to Aboriginal and Torres Strait Islander people with cultural sensitivity and competence.

The acknowledgement of cultural diversity amongst South Australian Aboriginal communities, respect for traditions and protocols are seen as very important and in relation to disability; consumers, families and communities, have also asked for this need to be met.

Through the development of an education pathway at Flinders University in the Disability and Community Rehabilitation course, it was proposed that a cultural elective topic be formulated to meet the needs of Aboriginal people with disabilities, their families and communities.

Flinders University elective topic

The Project Officer, in consultation with the Project Working Party, developed the following draft topic for students studying the Bachelor of Disability and Community Rehabilitation Course and other related courses at Flinders University. Examples of titles for this draft topic were 'Disability and Indigenous Service Provision', and 'Disability and Health in Indigenous Communities'. However, these titles would be canvassed to key stakeholders, including Aboriginal consumers, for their opinions and other suggestions before presentation to the relevant university committees.

The educational aims of this topic are to:

- present an overview of Aboriginal culture in pre and post invasion contexts, its influence in the social history of disabilities in Aboriginal communities and how this relates to the present day.
- examine cultural issues such as family kinship, social protocols, gender issues, and the concept of cultural diversity within Aboriginal society.
- introduce students to aspects of cultural awareness and how these relate to the provision of disability and health services to Aboriginal people with disabilities and their families.
- develop an understanding of how Aboriginal people perceive disabilities.
- examine the issues, including gaps and barriers, associated with service provision for Aboriginal people with disabilities and their families.
- provide an overview of Aboriginal Health issues as Health and Disability, which are intrinsically linked for Aboriginal people.
- examine contemporary health and disability issues for Aboriginal people and the role of non-Aboriginal workers in these areas.

The topic will be taught through lecture and tutorial modes and will include guest speakers and field trips. The focus of this topic will be to maximize quality of life of Aboriginal people with disabilities and their families. Resources for the topic will include a Book of Readings, Group Work Activities and Work Placements.



On completion of this topic students will be able to:

- demonstrate an understanding of the social political history of Aboriginal Australia pre and post invasion and the influence of this in the social history of Disability and Health for Aboriginal people.
- demonstrate an understanding of good cultural practices when working with Aboriginal people with disability and/or health issues, and their families.
- demonstrate an understanding of cultural diversity in relation to Aboriginal people.
- identify what are the disability and health issues for Aboriginal people and how to deal with these.
- identify the strategies that will assist in developing a partnership with families to maximize the quality of life for Aboriginal people with disability and/or health issues.

The proposed topic would be a 4.5 unit elective topic, making it available across other curricula at Flinders University where there are elective subjects available. The topic would be available across all first year courses for students at the university. For example, students in the Behavioural or Health Science streams could access the elective topic. A person who is not enrolled in a course at the university could pay to audit the topic (currently \$55.00). A 4.5 unit topic would be for a period of 13 weeks and would comprise 13 x 3 hour lectures, tutorials and seminars or equivalent activities. A 4.5 unit topic is generally assessed with assignments approximately 4,500 words or equivalent.


In the classroom the topic would contain a strong emphasis on scenarios, case studies and group work. It is also proposed that the course have a strong practical learning component and use fieldwork and practical experience in a range of community and employment settings.

It is suggested that other agencies such as the Office of Disability and Client Services, the Aboriginal Health Council, Yunggoendi and the Aboriginal and Torres Strait Islander Disability Unit, might consider joint partnerships with the University in delivering the topic. Staff from these agencies would be Aboriginal and have experience and knowledge of Disability and Health issues for Aboriginal people. It is expected that Aboriginal people would have the major role in delivering the topic.

The project working party identified a need to investigate the possibility of support to the topic from Yunggoendi, First Nation Higher Education and Research, Flinders University as they offer four cultural awareness subjects, which are currently being delivered across different curricula and faculties at the University. Cultural subjects from the Yunggoendi curriculum could also be utilised in the topic. The proposal for this new topic would need to be submitted to the University for approval, and if successful, would then become available in accordance with university protocols and procedures.

This proposed topic could be extended into a 6 unit topic for students undertaking postgraduate studies in the disability field as well as allied areas, for example, education, medicine and speech pathology. In a recent review (Nov. 2007) of the Master Degree and Graduate Certificate Courses in Disability Studies, the development of such a topic was one of the recommendations of the Review Committee.

... disability in the indigenous community/communities...is a very broad and comprehensive issue. Definitions of disability are partly culture-based. Attitudes toward



disability, treatment of people with a disability, and how disability is 'managed' all vary greatly cross-culturally.

The Committee suggests that the introduction of a topic addressing these issues would be beneficial because disability within the Aboriginal community, other ethnic communities, and the culturally and linguistically diverse (CALD) element of our community is an important issue for disability services and providers as well as an issue for those communities. Social inclusion is an important and growing issue for the community at large as well. (Graffam, Chairperson of the Review Committee, 2007, p. 9)

Pathways for health worker training in disability

People with a disability often access Aboriginal health services or other agencies that employ Aboriginal health workers, yet these workers are generally inadequately trained to support the needs of clients with disabilities. The need for a pathway for Aboriginal health workers to gain formal training in disability was identified in the Need to Know Report (Rees, 2003) and the following recommendations were made:

- Consultation with community, consumers, agencies and service providers has highlighted Aboriginal Health Worker training in disability as a key issue, and a service gap, urgently required to meet the needs of Aboriginal and Torres Strait Islander people with disabilities, their families and carers.
- The SA Aboriginal Health Council in association with the Disability Services Office investigate the inclusion of a disability awareness training module in the professional training curriculum for Aboriginal Health Workers.
- The SA Aboriginal Health Council in association with the Disability Services Office investigates the feasibility of incorporating an elective stream within the Health Workers training curriculum that would enable graduates to specialise in disability services.

Consultation with the Aboriginal Disability Network SA Committee also identified Health Worker Training in disability as a key issue and an unmet need for Aboriginal people with disabilities, their families, carers and community in South Australia.

A recommendation of this project was the inclusion of a core unit on disability within the Aboriginal health workers professional training stream. At the time of writing, such a proposal was before the Aboriginal Health Council of South Australia for consideration of a time frame for this to occur.

Pathways for community education about disability

A number of the pathways outlined above, or a combination of these pathways, could be utilised for community education about disability, for both indigenous and non-indigenous people. For example, Aboriginal family members, who do not wish to pursue a career pathway but wish to have more understanding about the condition of a family member or friend, be able to help the person with a disability in the home, within their own community or a range of other settings.

A recommendation of the project was to develop and facilitate pathways for community awareness and learning about disability issues in Aboriginal communities across the state. It would be possible to make pathways available for people in a range of settings such as Tauondi College, Aboriginal Learning Centres or Health Services, at TAFE, university, or at community days. Recognition of attendance at such courses could be provided, for example, a 'Certificate of Attendance'.



Recommendations And Action Plan

Development of an Aboriginal Disability Workforce requires:

- A pathway for Aboriginal people to access Disability and other Certificate III & IV Courses in TAFE and other settings, both government and non-government.
- Development of culturally accessible and inclusive education, training and employment pathways for Aboriginal and Torres Strait Islander workers in disability, including training in local communities.
- Adoption of a coordinated approach to education, employment and training of an Aboriginal workforce by development of linkages and coordination among agencies, education and learning centres in government and non-government sectors.
- Creation of the position of a Liaison Person within the Disability Services industry whose role would be to consult with service providers in Disability, Health and Education to refine partnerships within the Industry for student placements and employment pathways for Aboriginal and Torres Strait Islanders.

Aboriginal Health Worker training in Disability

Education and training for Aboriginal Health Workers in disability via the introduction of a core module within the Health Workers professional training stream.

Cultural awareness and learning for non indigenous students and workers in disability services

- To develop and implement a cultural disability elective topic for people wishing to work with Aboriginal people and their communities.
- Propose that other agencies such as the Aboriginal & Torres Strait Islander Services (Disability SA, Department for Families and Communities), the Aboriginal Health Council and Yunggoendi consider joint partnerships in delivering the Flinders University topic.

The rationale for this proposal is that staff from these agencies and organisations would be Aboriginal with experience and knowledge of Disability and Health issues for Aboriginal people.

Pathways for community learning about disability

- To develop and facilitate pathways for community awareness and learning about disability issues in Aboriginal communities across the state.



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Appendix 1

Interview schedule of topics and issues to be discussed for the scoping phase: Training and service provision for Aboriginal people with a disability

How is the organisation (person) currently involved in training and/or service provision for Aboriginal people with a disability?

What does the organisation (person) do specifically in training and /or service provision?

What information is available on these services?

How successful are the services (e.g. evaluations)?

Any difficulties/barriers encountered?

Any improvements that could be implemented?

Any gaps in this service area?

What knowledge does the organisation (person) have of other work being carried out in this field?

Any other contacts that you could recommend to gain further information?





Appendix 2

Interview schedule for members of the Aboriginal Disability Network SA Committee

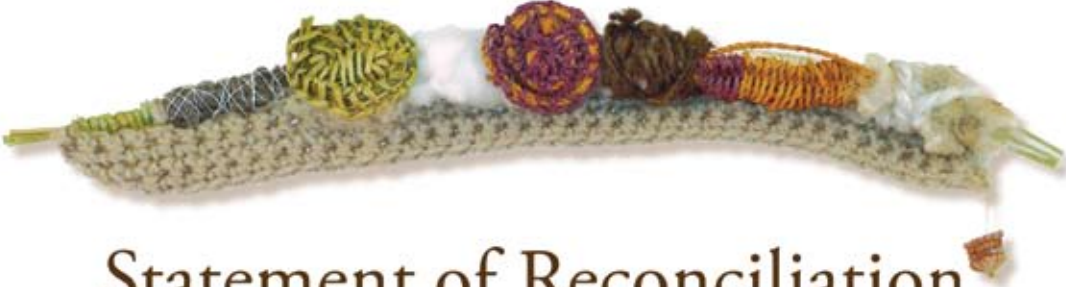
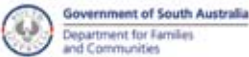
These questions are relevant to consumers, family and paid support worker/carers.

Do Health Workers need to know about Disability?

- What things do Health Workers need to know about disability?
- What things would you want to see in an elective subject for Health Worker
- Training?
- Do we need more Aboriginal people as Disability Workers, e.g. in Disability SA and in other agencies that provide disability services?
- If yes/no: why would this be a good/not so good situation?
- Do you think it would be good for Aboriginal people to have professional training and qualification as disability workers?
- Where do you think people should be trained as Disability Workers (e.g. at Tauondi College / at University/ at a TAFE college in their own community / in mainstream agencies
- Why do you think this?



Appendix 3



Statement of Reconciliation

The Department for Families and Communities acknowledges the history of Aboriginal and Torres Strait Islander peoples and commits to working with Aboriginal and Torres Strait Islander Australians to achieve:

'A united Australia which respects this land of ours; values the Aboriginal and Torres Strait Islander heritage and provides justice and equity for all' (*Vision of the Council for Aboriginal Reconciliation*).

We recognise Aboriginal and Torres Strait Islander people as the first Australians, with unique cultures, languages and spiritual relationships to the land and seas. We are strongly committed to improving the cultural, spiritual and family well being of Aboriginal and Torres Strait Islander people in this State.

The Department is committed to the principles of the South Australian Government's Cultural Inclusion Framework. These principles are to build:

- A culturally competent workforce;
- Culturally inclusive program and service design including accountability and reporting mechanisms; and
- Culturally inclusive inter agency collaboration.

We will:

- Develop policies and deliver services that are appropriate, relevant and meet the needs of Aboriginal and Torres Strait Islander individuals, families and communities.
- Work in positive and practical ways with Aboriginal and Torres Strait Islander communities to achieve integrated services which provide long term sustainable outcomes.
- Identify champions to promote and raise awareness of Aboriginal and Torres Strait Islander issues within the Department, across government and in the broader community.
- Increase the number of Aboriginal and Torres Strait Islander people employed in the Department, including in decision making positions.
- Demonstrate leadership in reconciliation.

For the Department for Families and Communities, reconciliation means working with our people, Aboriginal and Torres Strait Islander customers and their communities to deliver inclusive and sustainable outcomes.

L. W. O'Brien *A. B. Power AM* *A. Tongere AM JP* *A. Tongere AM* *Sue Vardon AO*

Mr Lewis O'Brien
Kaurna

Ms Valmai Power AM
Kaurna, Yarnli, Lajli Lajli


Mr George Tongere AM JP
Anakartjari/Anshana

Mrs Maude Tongere AM
Anakartjari/Anshana

Sue Vardon AO
Chief Executive,
Department for Families
and Communities

Reconciliation artwork: Various cultural materials and techniques from Indigenous and non-Indigenous Australians are interwoven as a symbolic gesture of working together.

Appendix 4



**AN ABORIGINAL & TORRES STRAIT ISLANDER
FRIENDLY DISABILITY SERVICE**


STATEMENT OF INTENT


*AS DESCENDANTS OF THE TRADITIONAL OWNERS OF THIS COUNTRY
WE REQUEST DISABILITY AGENCIES TO;*

- ✓ Respect and acknowledge us as people belonging to specific clan groups with strong ties to ancestral lands.
- ✓ Consult and form partnerships with Aboriginal organisations to ensure appropriate planning and delivery of service.
- ✓ Be aware of our cultural ways of healing/wellbeing and ensure these practise be included in our care plans.
- ✓ Have participation in our decisions on life choices.
- ✓ Support our need for social interaction and to maintain our strong kinship connections within Aboriginal Society.
- ✓ Create employment for Aboriginal people within the disability sector.
- ✓ Make agencies more accessible, inviting and Aboriginal friendly.
- ✓ Have a non-judgemental approach when communicating.
- ✓ Plan and deliver services according to cultural traditions of individual Aboriginal client's cultural beliefs.
- ✓ Ensure all workers in their employ are highly trained, understand and respect our cultural ways and diversity.
- ✓ Structure a complaints procedure that is appropriate to our way of dealing with grievances.

STATEMENT OF COMMITMENT

Disability services will be delivered in a cultural respect framework of recognition, protection and continued advancement of inherent rights, culture and traditions of Aboriginal & Torres Strait Islander Peoples,


Josephine Judge-Rigney


Peter Smith



Appendix 5

Financial supports and strategies that enable accessible and supportive pathways to education, training and employment in disability work

DFEEST SA Public Sector Cadetships

This cadetship was intended to combine formal vocational study with practical work experience and employment opportunities in community based services, which would include disability. Cadets must complete a nationally recognised qualification at Certificate IV to Advanced Diploma level. For example, Aboriginal students undertaking the Community Services Certificate IV in Disability work at Tauondi College or TAFE would be eligible to apply.

Under the cadetship \$8,000 per participant is allocated to meet the costs of formal training and agreed support mechanisms between the Training Centre, the employer and the participant. The participant must enter into an employment or training contract which covers paid work placement and training components of the cadetship. Participants would need to be aligned with a disability agency, e.g. Julia Farr Services at the commencement of Certificate IV.

Eligible agencies include State and Local Government bodies. Employers wanting to participate in this cadetship scheme must meet criteria of cadetship, provide appropriate paid work placement, and support the cadet with supervision, mentoring, on the job training, and other mechanisms.

Aboriginal Allied Health Program Cadetships

These cadetships are funded by the Department of Employment and Work Relations. The Aboriginal Health Division (AHD) has offered, and would in the future offer, Certificate IV Allied Health Cadetship Program. Students doing Certificate IV in Disability Studies would meet the eligibility criteria for inclusion in this program which has been modelled on a similar successfully implemented program in Queensland.

Scholarships

The Aboriginal Health Division offers six scholarships per year for students undertaking Health and Allied Health undergraduate courses at a University level. Students studying the Bachelor of Disability and Community Rehabilitation at Flinders University are eligible to apply for this scholarship which amounts to \$5,000 per year per student for study assistance. One person commencing the Bachelor Degree was awarded this in 2006.

Yunggoendi / Flinders University

First Nation Centre for Higher Education and Research, Yunggoendi, provides a range of student support services for Indigenous students at Flinders University. These include orientation programs, enrolment assistance and access to tutoring with Aboriginal and Torres Strait Islander tutors. Students also have access to counsellors and student support officers for personal or cultural support.

