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'Can't be what you can't see':

The Transition of Aboriginal
and Torres Strait Islander
Students into higher education

Literature Review 2014



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Cover Artwork: **'Seeing Country'** by Yangkana Laurel

Yangkana Laurel is a Walmajarri artist and educator from the Kadjina Community in the Kimberley region of Western Australia on the edge of the Great Sandy Desert - part of Millijidee Station. Along with her sisters, brothers and mothers, Yangkana advocated to set up the remote Wulungarra Community School. Yangkana's commitment to education in this small community is replicated across the many universities we visited and encapsulated in the innovative models that support more Aboriginal and Torres Strait Islander students to transition to higher education.



‘Can’t be what you can’t see’: The Transition of Aboriginal and Torres Strait Islander Students into higher education

Literature Review 2014

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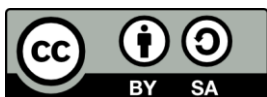
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“Can’t be what you can’t see”: The Transition of Aboriginal and Torres Strait Islander students into Higher Education: Literature Review

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Summary – Key Findings

The following summary highlights the findings and key data defined within the literature review. Detailed referenced analysis within each of the key areas is located within the body of the review.

Key Themes

- The importance of proactive, early, and targeted university outreach and career guidance in schools.
- The critical role of university enabling programs, Indigenous education centres, websites, outreach activities.
- Variations in reporting practices and requirements, population categorisation, data gathering and representations mean it is difficult to portray an accurate reality.

Headline Statistical Trends

- VET enrolment is higher than university, although there are variations in this pattern around the states and territories, especially those with a dominant mining sector.
- Statistics being measured from different baselines makes analysis and trend prediction difficult.

Key Barriers, Limitations

- Lack of ongoing funding; many projects are short term, often pilot programs with limited follow up, and not integrated, holistic or coming from an evidence-base; solid research lacking – often one-off research projects.
- Limited community input, engagement; need for a framework (*the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* [the *IHER*] (Behrendt, Larkin, Griew, & Kelly, 2012, pp. xv, xxv) proposes a strategic framework to enable government to identify key priorities, actions/opportunities, and monitoring and evaluation).
- Despite some very successful practice examples an overall lack of leadership and engagement by universities in embedding Indigenous perspectives, knowledges and pedagogies across courses and in individual units of work and creation of culturally safe work environments.
- Lack of leadership and engagement by universities in Indigenous cultural competency training for academic and professional staff to foster inclusive and culturally safe studying environments.
- With one or two exceptions and as a reflection of the above, lower completion rates among Aboriginal and Torres Strait Islander students than for non-Indigenous students, signalling the need for skills to negotiate higher education cultures.

Successful Practice Models

An appropriate or suitable methodology or framework is required to evaluate and determine successful practice for all Aboriginal and Torres Strait Islander peoples, with a particular focus on underrepresented groups in higher education. Factors to be included in this framework might include early identification of suitable students, involvement of community, recognising Indigenous Knowledges, collaboration with communities, and ongoing mentoring relationships and support.

Key Opportunities

- Identify principles of successful transition; “join the dots” to create workable transition programs.
- Evidence-based, evaluative and research driven programs.
- Sharing successful strategies and practices, and celebrating and communicating successes.
- Wider dissemination of information about scholarships, bridging programs and enabling courses.

Identified knowledge gaps in the literature

- Links between Indigenous pedagogy, the ways and approaches to teaching Indigenous studies and knowledge within disciplines and transitions to university, retention and completion of courses
- Gender/age differences, prisoners, people with a disability, rural and remote population, mining and education.
- Program evaluation that is robust and rigorous.

Introduction

The aim of the literature review has been to identify information in relation to the key enablers, constraints, knowledge gaps, and current initiatives to support under-represented groups, strategies to assist potential students to transition successfully into higher education and best practice examples for deeper analysis of factors affecting Aboriginal and Torres Strait Islander transition to Australian universities. The *Review of higher education access and outcomes for Aboriginal and Torres Strait Islander people: Final Report (IHER)*, published in September 2012 (Behrendt et al., 2012), reviewed and made recommendations on higher education access and outcomes for Aboriginal and Torres Strait Islander people. This literature review has contributed to this body of research through investigating the transition to higher education of Aboriginal and Torres Strait Islander students.

The literature review also aimed to provide a substantial evidence base from which to frame questions for qualitative interviews with key informants such as staff working within the university system, toward the development of recommendations for effective models to successfully transition Indigenous students into Australian universities.

The literature review has examined relevant research, policy and programs in peer-reviewed, non-peer-reviewed and grey literature (unpublished documents or reports highly relevant to the aim) relating to the transitioning of Aboriginal and Torres Strait Islander Australians into higher education, including case studies of promising practice models nationally and internationally.

Relevant literature was identified through database searches of A+ Education, the Australian Education Index, the Informit Indigenous Collection, Education Research Complete, ERIC and VOCED Plus. The library catalogues of Southern Cross University, the University of Notre Dame and the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) were searched for books, reports and journal articles. The websites of state and national government education departments, related organisations, and universities were searched for relevant research, policy and program material. Google Scholar was searched for relevant articles, books and reports. Search keywords included; Aboriginal; Torres Strait Islanders; Aboriginal Australians; Aboriginal education; Indigenous education; Maori education; Indians of North America; native Americans; higher education; universities; colleges; tribal colleges; transition; pathways; best practice; women; men; disabled; disability; prison.

Structure of the Literature Review

The literature review has been structured to respond to four key objectives of the project, these being to identify:

- 1) enablers and constraints of successful transition for Aboriginal and Torres Strait Islander students to university;
- 2) promising practice models being utilised to achieve successful transition;
- 3) why current initiatives are generally not reaching comparative targets for Indigenous transition to university; and,
- 4) current strategies being utilised to enable successful Aboriginal and Torres Strait Islander students to transition into University.

The literature review addresses each of these key themes within an overall structure that addresses:

- 1) A population profile for Aboriginal and Torres Strait Islander students;
- 2) The current situation for Aboriginal and Torres Strait Islander students;
- 3) Key enablers and constraints to transition to university;
- 4) Barriers to success identified within current strategies and models including means by which universities are addressing the constraints;
- 5) Opportunities for success based on best-practice successful models impacting on transitions.

Aboriginal and Torres Strait Islander Student Population Statistical Profile

The measurement, collection and reporting of statistics relating to Aboriginal and Torres Strait Islander peoples has varied and continues to vary over time. Several authors comment on, and statistical sources identify changes in methods of measurement and reporting, including questions about levels of self-identification by Aboriginal and Torres Strait Islander peoples. Thus the statistics included here should be regarded as providing an indication of trends, not a completely accurate picture. Walter (2010) refers to the lack of impartiality of Indigenous statistical data collection in Australia, a practice that she argues is, in reality, implicated by the political and racial values of statistical gatherers and framers of questions. Biddle and Cameron note the need for longitudinal and cross-sectional data in order to research and understand more fully what can influence and encourage Aboriginal and Torres Strait Islander students in moving from school to higher education (Biddle & Cameron, 2012, p. 32). During 2012 responsibility for higher education was moved from the Department of Employment, Education and Workplace Relations (DEEWR) to the Department of Industry, Innovation, Climate Change, Research, Science and Tertiary Education (DIICRSTE) with some resultant loss in equivalency of relevant statistics in the area of Aboriginal and Torres Strait Islander higher education. In September 2013 DIICRSTE became the Department of Industry and, as at November 2013, higher education statistics are still available from the departmental website. However, higher education functions are being transferred to the Department of Education, as noted on the departmental website “as part of the Machinery of Government changes” (Australia. Department of Industry, n.d.).

One of the aims of the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander people (IHER)* (Behrendt et al., 2012) was to examine the appropriate parity rate to be used in comparative statistics with the non-Indigenous population, such as those identifying an achievement 'gap'. The *Bradley Review of Australian Higher Education* (2008) and the *IHER* use a population parity rate of 2.2%, reflecting the proportion of the population between 15-64 years of age that is Aboriginal and/or Torres Strait Islander (based on 2006 ABS population statistics). DEEWR, however, used a parity rate of 3.1% to estimate the proportion of Australian students expected to be Aboriginal or Torres Strait Islander, "if Aboriginal and Torres Strait Islander peoples were represented according to their proportion of the higher education aged population" (Panel for the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander people, 2011, p. 3).

In 2010, Aboriginal and Torres Strait Islander students made up 1.4% of all enrolments in university and 1.1% of higher degree students yet comprised 2.2% of the working age population (Behrendt et al, 2012). These statistics place Aboriginal and Torres Strait Islander students well below the population parity rate applied by various agencies.

University students

The most recent full year of statistics for Indigenous students currently available from the Department of Industry is for 2012. These statistics depend on internal reporting of universities which vary by institution, and also on Aboriginal and Torres Strait Islander student self-identification.

Reporting methods have changed from area of study or discipline in the 1990s to provider in the 2000s, making long term comparisons difficult. Limited data are available online pre-2004, some are inconsistent and lack Indigenous student characteristics and socioeconomic status data (Pechenkina & Anderson, 2011, p. 5).

Students who self-identified as Aboriginal and Torres Strait Islander on enrolment made up 1.0% (12,632) of all university enrolments in 2012 (1,257,722), an increase from 11,807 in 2011 of 7.0%, and 1.1% of all commencements (509,766), an increase of 8.2% (5,381) from 2011 to 5,824 (Australia. Department of Industry Innovation Climate Change Science Research and Tertiary Education, 2013b). In 2010, 3.3% of the total university enrolments did not provide information regarding Aboriginal and Torres Strait Islander status. This figure is not provided for the 2012 statistics.

Overall state and territory figures for all Indigenous university students in 2012, including non-table A/B providers, are shown below. Numbers in some states have shown an increase on 2011 figures (NSW, Qld, Victoria, South Australia), while Western Australia, Tasmania, the Northern Territory and Australian Catholic University have shown a decrease:

New South Wales - 4,304

Victoria - 1,557

Queensland - 3,152
 Western Australia - 1,136
 South Australia - 777
 Tasmania - 364
 Northern Territory - 656
 Australian Capital Territory - 323
 Multistate (Australian Catholic University) - 373

(Australia. Department of Industry Innovation Climate Change Science Research and Tertiary Education, 2013a)

Nationally in 2011, 3,586 female Aboriginal and Torres Strait Islander students commenced university studies, an increase of 7.9% from 2010. In 2011, 1,795 male Aboriginal and Torres Strait Islander students commenced university studies, a 2.9% increase from 2010. The total number of female Aboriginal and Torres Strait Islander students in 2011 was 7,891, a 7.5% increase from 2010, and the total number of male Aboriginal and Torres Strait Islander students was 3,916, an increase of 4.6% from 2010.

In terms of retention, 80.1% Aboriginal and Torres Strait Islander higher degree research students in 2009 continued to be enrolled at university in 2010, compared to 83.9% of non-Indigenous students.

The number of Aboriginal and Torres Strait Islander students completing award courses in 2010 was 1,437, comprising 976 female students and 461 male students. This represents 0.5% of the 286,629 total award completions for all students. The highest completion numbers for Aboriginal and Torres Strait Islander students were in Society and Culture (419), Health (314), and Education (308).

Pechenkina, Kowal and Paradies (2011, p. 59) observed that Indigenous university commencing numbers have increased slowly since 2005, but “completions have fluctuated”. Their analysis of DEEWR higher education statistics from 2004-2008 found “no correlation between Indigenous student commencement numbers and Indigenous student completion rates” (p. 64), and a dual system within Australian universities: “those that have high commencement numbers and a high proportion of Indigenous staff, and those that have high completion rates with the Go8 dominating the second group” (p. 64). A lack of standardisation in the reporting of completions by higher education institutions, and the need for more accurate data was identified in a submission to the *IHER* (Pakeha, 2011).

The *IHER* noted that Aboriginal and Torres Strait Islander students experience a one in three dropout rate from university compared to one in five for all domestic students, and that overall completion rates were 22% less than for non-Indigenous (Behrendt et al., 2012, p. 87).

Vocational Education and Training

An analysis of Vocational Education and Training statistics on enrolments and on qualifications achieved (Ainley, Buckley, Beavis, Rothman, & Tovey, 2011, p. 42) during the period 1996-2008 showed a far higher rate of increase for Indigenous compared to non-Indigenous persons (700% compared with 227%). The data also showed that Indigenous young people aged between 15-19 years are more likely to be enrolled at Certificate II level than in higher qualifications. This high enrolment in Certificate II courses

“helps to reduce the gap between Indigenous and non-Indigenous young people in the attainment of Year 12 and Certificate II, although the difference does not fully compensate for lower retention rates and consequent attainment of Year 12 experience by Indigenous school students” (Ainley et al., 2011, p. 42).

The *Indigenous Higher Education Review* noted:

“Unlike the higher education sector, VET providers have a proven record of enrolling Aboriginal and Torres Strait Islander students in VET courses in numbers that reflect population parity. This can be both a benefit and a drawback... a benefit when higher-level VET courses are used as a launching pad into university for students without the existing academic preparedness for direct entry, and a drawback when VET acts as a diversion from higher education” (Behrendt et al., 2012, p. 40).

In 2010, there were 8 times as many Aboriginal and Torres Strait Islander students enrolled in VET compared to those enrolled in university (Taylor, Gray, Hunter, Yap, & Lahn, 2011, p. 9). In 2012 the number of all Indigenous VET students numbered 89,878 or 4.6% of the total national VET student population (1,943,195) and 15.3% of the total Indigenous population, which shows a gradual but steady increase since 2002 (4.1%). The number of students for whom Indigenous status was unknown in the 2012 statistics was 98,402 (National Centre for Vocational Education Research, 2013). Further, in 2012 6.4% of students who had completed training were studying at university (National Centre for Vocational Education Research, 2013).

A breakdown of 2012 figures by state and territory indicates that the Northern Territory has the largest percentage of the total Aboriginal and Torres Strait Islander population undertaking VET studies (41.7%), while New South Wales has the largest number overall.

New South Wales – 32,695 (5.5%)
 Victoria – 7,728 (1.2%)
 Queensland – 17,268 (5.9%)
 South Australia – 6,392 (4.5%)
 Western Australia – 12,814 (7.7%)
 Tasmania – 2,010 (4.7%)
 Northern Territory – 10,120 (41.7%)
 Australian Capital Territory – 851 (2.8%)

(National Centre for Vocational Education Research, 2013)

Table 1 shows a breakdown of VET qualifications completed by Indigenous students in 2011. Certificate IV can be a pathway into university, but in 2011 79% of Aboriginal and Torres Strait Islander VET completions were for Certificate I – III.

Qualifications	Completed by Indigenous status
Diploma or higher	1 228
Certificate IV	2 733
Certificate III	5 865
Certificate II	6 155
Certificate I	2 963
Total	18 944

Table 1: AQF (Australian Qualifications Framework) qualifications completed by Indigenous status 2011 (National Centre for Vocational Education Research, 2013)

Apprenticeships and traineeships

Indigenous people commencing apprenticeships and traineeships numbered 12,554 in 2011, an increase of 8.1% from 2010 (12,008), and 3.9% of all 2011 commencements (318,421). Indigenous completions in 2011 were 5,304, a growth of 9.5% from 2010 (4,683), and 2.9% of all completing apprentices and trainees.

The total number of Indigenous apprentices and trainees in 2011 was 15,039, and is shown below by state and territory (with percentages of total Indigenous enrolments):

New South Wales – 4,912 (32.7%)
 Victoria – 1,372 (9.3%)
 Queensland – 4,359 (29%)
 South Australia – 761 (5.1%)
 Western Australia – 1,788 (11.9%)
 Tasmania – 600 (4.0%)
 Northern Territory – 998 (6.6%)
 Australian Capital Territory – 249 (1.7%)

(National Centre for Vocational Education Research, 2012).

Year 12 students

Statistics show that retention of Aboriginal and Torres Strait Islander students to Year 12 is increasing, with a small percentage qualifying for university. In 2008 10% of Year 12 Aboriginal and Torres Strait Islander students gained a university entrance score compared to 46% of non-Indigenous (DEEWR 2008, cited in Behrendt et al., 2012, p. 6). More recent figures have been difficult to locate.

In 2012 Aboriginal and Torres Strait Islander Year 12 fulltime students enrolled in government, Catholic and independent schools across all states and territories in Australia numbered 6,357. This is an increase from the 2009 total figures of 5,324. The reported

Aboriginal and Torres Strait Islander Year 7/8 to Year 12 ‘apparent’ retention rate ¹ has increased from 36% in 2000 to 40.1% in 2006, and 51.1% in 2012 (Australian Bureau of Statistics, 2013b), but there are large disparities across states, territories and regions and in the measurement of such aspects. In Queensland, South Australia and Western Australia, Year 7 is the last year of primary school, but it is the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory. Northern Territory moved to include Year 7 in secondary school in 2008.

The Australian Bureau of Statistics points out that the increase in the ‘apparent’ retention rates of Indigenous students through to Year 12 is increasing at a faster rate than for ‘Other’ students (Indigenous status not stated or non-Indigenous), but this may be due to a number of factors: “an actual increase in the number of Indigenous students, an increase in the likelihood of Indigenous students to identify as such, or the improvement in Indigenous status data collection” (Australian Bureau of Statistics, 2011d). Students may identify or be identified as Indigenous in later years but may not have identified in Year 7, potentially contributing to an apparent growth in the retention rate (Long, 2009, cited in Ainley et al., 2011, p. 4). In 2012, the apparent retention rate from Year 7/8 to Year 12 was 52.9% for female students and 49.2 % for male students (Australian Bureau of Statistics, 2013b).

During the period 2002-2012 retention from Year 7/8 to Year 12 for Aboriginal and Torres Strait Islander students increased from 38% to 51.1% (compared with 76.3% to 81.3% for non-Indigenous students) (Australian Bureau of Statistics, 2013b). However, this rate of change, despite being very positive “is insufficient if the COAG targets for 2020 are to be reached” (Ainley et al., 2011, pp. 41-42). Biddle and Cameron (2012) point out in their analysis of available data that “statistical significance shouldn’t be confused with determinism” (p. 32); although the educational expectations of Indigenous students are lower than Indigenous students, within their population group a strong proportion of Indigenous students have educational aspirations. Biddle and Cameron noted that 74.1% of Aboriginal and Torres Strait Islander students expected to complete Year 12, with 47.1% expecting to move to post-school study. Participating in the Australian Indigenous Mentoring Experience (AIME) (2011) program in 2012, 91.1% of students completed Year 12 compared to the national figure of 71.8%; and 31% of Year 12 students progressed to university compared to 10% of students nationally. Biddle and Cameron identify a gap in data and research in relation to understanding the factors influencing the decisions of those who do not have higher education ambitions and lower test scores (p. 7).

Indigenous Engagement in Universities

The Commonwealth Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICSRTE) took over responsibility for tertiary education from

¹ Apparent retention rate is an “indicative measure of the number of school students who have stayed in school...expressed as a percentage of the respective cohort group against the cohort that those students would be expected to have come from, assuming an expected rate of progression of one Year a year” (Australian Bureau of Statistics, 2013b).

DEEWR in mid-2012. Following the federal election in September 2013 the department was renamed the Department of Industry and higher education is in the process of being transferred to the Department of Education (see Appendix B for details of federal government programs and responsibilities). The Australian government requires all higher education institutions to work towards advancing the goals of the National Aboriginal and Torres Strait Islander Education Policy (NATSIEP) (Australia. Department of Education Employment and Workplace Relations, 2012c). It provides funding for programs to support Indigenous students in areas such as study skills, counselling and cultural awareness; employment of Indigenous staff; and the operation of Indigenous education centres.

Table A Universities are required to submit an annual Indigenous Education Statement (IES) providing information on outcomes, achievements and constraints for the previous year, with details of plans to meet ongoing responsibilities for Indigenous student achievement in higher education. This information is used to determine eligibility for Indigenous Support Program (ISP) funding; to enable the department to assess and report on progress towards improving educational outcomes for Indigenous Australians as defined in the AEP; and to assess the effectiveness of government programs which support higher education providers in achieving improved outcomes for Aboriginal and Torres Strait Islander students (Australia. Department of Education Employment and Workplace Relations, 2011b).

Since 2005 the Australian Government has required evidence from universities about the implementation of strategies for Indigenous student access, participation, retention and success in higher education; Indigenous involvement in university governance; and Indigenous employment strategies. From 2011 the IES also requires details of expenditure of the previous year's Indigenous Support Program (ISP) grant, including the amount of the grant directed to the Indigenous education unit "where one exists" (Australia. Department of Education Employment and Workplace Relations, 2011b).

Table A. Australian universities are currently required to comply with the funding requirements outlined above, and the *Higher Education Support Act 2000* at varying levels. Programs include support for Indigenous students, Indigenous studies programs, Indigenous research, alternative entry pathways and enabling programs. University websites provide details of the resources and programs offered but details can be difficult to locate, although this is changing. As at November 2013, 26 university websites displayed direct links to Indigenous or Aboriginal and Torres Strait Islander education, services, support, commitment statements or Acknowledgements to Country on the opening homepage (see summary of university engagement in Appendix A), compared to 15 in April 2012, although inclusion of links on the front page varies according to changes throughout the academic year.

University Indigenous Education Statements include details of engagement and actual figures and statistics, providing an indication of university aims and achievements. Following government approval these statements are required to be published on the education

provider's website. However, these statements are not always published, are out of date, or are difficult to locate on university websites. Helpfully, the Australian National University, the University of New South Wales and the University of Southern Queensland include past IES statements on their websites. In addition to the IES, many universities websites publish Indigenous employment strategies, Indigenous or Aboriginal and Torres Strait Islander education strategic plans, reconciliation plans, engagement and advancement strategies.

The *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (IHER)* (2012), commissioned in 2011 by the Australian Government following a recommendation by the 2008 Bradley Review of Higher Education, is the first review to address the full scope of the provision of Indigenous higher education across Australia. Its aim was to examine "how improving higher education outcomes among Aboriginal and Torres Strait Islander people will contribute to nation building and reduce Indigenous disadvantage" (p. ix). The *IHER* found that although ISP funding has been successful in providing an incentive for universities to enrol Aboriginal and Torres Strait Islander students there have not been the same incentives targeted at retention and completion (Behrendt et al., 2012, p. 75). The *IHER* also found that there are inconsistencies, and great variability among universities as to how they account for, report on and deliver ISP funding.

The *IHER* made a total of 35 recommendations to the Federal Minister for Tertiary Education, Skills, Science and Research addressing the following main themes:

- Achieving parity for Aboriginal and Torres Strait Islander students and staff in the higher education sector.
- Unlocking capacity and empowering choices (for example the role of schools and university-school outreach; other pathways; enabling programs; and access to information).
- Aboriginal and Torres Strait Islander student success (provision of support through to completion and graduation by Indigenous Education Units and the faculties; and building professional pathways and responding to community need).
- Provision of Aboriginal and Torres Strait Islander-specific support to universities (the ITAS; support for Aboriginal and Torres Strait Islander students from regional and remote areas; financial support for Aboriginal and Torres Strait Islander students); Aboriginal and Torres Strait Islander knowledge and support (perspectives; higher degrees by research and research training; Aboriginal and Torres Strait Islander research capability).
- Supporting Aboriginal and Torres Strait Islander staff.

- University culture and governance

Indigenous Higher Education Centres

Indigenous education centres with Aboriginal and Torres Strait Islander staff began to be established in teacher education colleges and institutes of technology in the 1970s and 1980s, primarily through the efforts of the National Aboriginal Education Committee (NAEC) (Whatman & Duncan, 2005, p. 123). The first Indigenous-specific study program was established in 1973 within the Aboriginal Task Force (ATF) program at the School of Social Studies in the South Australian Institute of Technology, but there are discrepancies in the recorded number of Indigenous study programs since then (Trudgett, 2010, p. 353).

Originally established to provide “enclave support” (Patton, Hong, Lampert, Burnett, & Anderson, 2012, p. 13), Indigenous higher education centres are seen by some as central to Indigenous support, for determining strategies for education and leadership in higher education (Indigenous Higher Education Advisory Council, 2008), and for the provision of a ‘culturally safe’ environment for Aboriginal and Torres Strait Islander students (Behrendt et al., 2012, p. xx). Quoting Williams 1999, Bin Sallik (2003, p. 21) defines cultural safety as “an environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault challenge or denial of their identity...”. Nakata (2013) has criticised the widespread application of the notion of cultural safety in higher education which he sees as potentially diminishing and/or underestimating Indigenous students’ resilience and agency, and promoting the idea of Indigenous students as victims. Thirty-eight Table A universities throughout Australia have Indigenous Education Units (IEUs) currently funded through the Australian Government Indigenous Support Program (ISP), including the Batchelor Institute of Indigenous Tertiary Education (BIITE) which receives ISP funding to provide support for its fully Indigenous student body. Bond University (a Table B university) also provides an Indigenous higher education unit. The centres provide academic and personal support, services and facilities, mentoring, tutoring, as well as academic study programs and research skill development for Indigenous students. Facilities include dedicated study areas, computers, printers, scanners and photocopiers, refreshments, as well as an informal and culturally comfortable place where Indigenous students can drop-in and relax, or consult with academic and administrative staff. Some universities have more than one support centre serving different campuses, and most centres administer and provide information about alternative pathways, the Indigenous Tutorial Assistance Scheme (ITAS) and scholarships for Indigenous people. Many universities also offer separate Indigenous research centres in a range of subject areas such as health, medicine, law, economics and history.

The degree of funding, reporting lines, staffing levels and types of service varies among institutions (Indigenous Higher Education Advisory Council, 2008). Staff in centres are administrative and academic, and Indigenous and non-Indigenous (Trudgett, 2010). Most centres also provide support to the growing number of externally enrolled Indigenous

students, for example 29% of commencing students in 2009, compared to 17% of all Indigenous and non-Indigenous domestic students (Panel for the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander people, 2011, p. 14).

While providing valuable support for Aboriginal and Torres Strait Islander students, some commentators indicate the need for increased support, and cultural safety through acknowledgement of indigenous identity, and for more Aboriginal and Torres Strait Islander staff members in centres. Trudgett (2010) highlights the need for more proactive advocacy, “welcoming and approachable” staff (p. 13), and more Indigenous staff members to have tertiary qualifications. Langton is critical of the centres, commenting that the enclave aspect of the units can be too comfortable for Aboriginal and Torres Strait Islander students, not encouraging “high achievement and excellence as the goal”, and that they “tend not to attract high quality staff with professional expertise” (Trounson, 2011). Bunda, Zipin and Brennan (2012) call for Indigenous support or education units to be fully resourced knowledge centres that connect across disciplines and the whole university, are staffed by Indigenous peoples, and recognise “community-qualified Indigenous Knowledges” (p. 14).

The *Indigenous Higher Education Review* (Behrendt et al., 2012) reported on a wide range of activities and characteristics of these units and found that “...there is no single best practice model for the units. Support must be tailored to best suit the student profile of the institution and be designed in close collaboration with the faculties” (p. 63).

Most centres are involved in outreach activities in their local and wider catchments. Knowledge of Indigenous education centres and their reputations are key factors in regional Indigenous students deciding to move into higher education (Powell & Lawley, 2008). One example of the impact and reach of centres is the *Jumbunna Indigenous House of Learning* at the University of Technology, Sydney (UTS), which was established in 1987 “after persistent lobbying by Aboriginal students” at the then NSW Institute of Technology. After one year of operation the centre's student enrolments increased from two students to 30, and by 1993, 275 Aboriginal and Torres Strait Islander students were enrolled at UTS (University of Technology Sydney, 2012).

University equity units also provide outreach to Indigenous school communities and populations. The Australian Government administers the Higher Education Participation and Partnerships Program (HEPPP) to Table A. universities aimed at assisting Australians from low socio-economic status SES backgrounds who have the ability to study at university. The Government provides funding to universities to encourage indigenous participation in study, and to develop partnerships with primary and secondary schools, VET providers, other universities, State and Territory governments, community groups, and other stakeholders (Australia. Department of Education Employment and Workplace Relations, 2011a).

Some studies have found (see T. Gale et al., 2010, p. Component A) that outreach in the formative years of middle school (Years 5-8) followed up by outreach in Years 10-12 is the most beneficial. Approximately 10 universities have programs targeting one or both of these cohorts. The *IHER* (Behrendt et al., 2012) observed the need for “intervening at an early stage and sustaining a peer support structure for the duration of the student’s schooling and higher education and beyond” (p. 173). It also noted the importance of building trust with families and communities, connecting pedagogies with the “lived experiences” of young Aboriginal and Torres Strait Islander students (p. 174).

Gale et al. (2010) were commissioned by DEEWR to examine university early intervention (pre-Year 11) or outreach programs particularly targeting low socioeconomic students, Indigenous students, and those from rural and remote areas. All universities were surveyed (26 responded) and seven case studies were examined in more detail. The research team developed a “Design and Evaluation Matrix for Outreach (DEMO)” (p. 12, Synopsis) for evaluating and designing outreach programs. The authors cautioned that there is “no simple formula” for approaching outreach and that the DEMO model should be used as a starting point (p. 19). The University of Wollongong (UOW) and the Queensland University of Technology (QUT) have used the DEMO matrix successfully to evaluate outreach programs (Austin & Heath, 2011; O'Brien, 2011).

Current Enabling Program Profiles

Enabling courses and programs provide a pathway for students without the standard required university entry qualifications to enter award courses by undertaking preparatory study. Currently, enabling courses, also known as ‘alternative entry schemes’, ‘access schemes’, ‘bridging courses’ and ‘preparatory courses’ are offered by most universities. Many courses are campus wide with a focus on teaching writing, computing skills and mathematical skills; negotiating the university culture; science or humanities specialisation; Aboriginal/Indigenous studies; and liaison with staff members and other students. The courses may run over a session/semester, or a complete academic year, and may be specifically designed for Indigenous students, or offered to all prospective students. It is important to note that students currently undertaking such courses do not qualify for ABSTUDY unless the unit can be accredited to an undergraduate degree course.

Opinions differ as to the success of enabling programs since they were established. In a 2004 review of Indigenous higher education enrolments and the impact of changes in ABSTUDY, the Australian Department of Education, Science and Training (DEST) noted an increase in enabling courses in the first half of the 1990s contributed to overall rapid growth in Indigenous undergraduate enrolment figures². However, enabling courses were also regarded as having low rates of transition into award courses (30-40%), thus lowering the completion success rates of Indigenous students (Australia. Department of Education

² Detailed figures are not available in published sources for this period but can be obtained from the relevant department for a fee.

Science and Training, 2004b, p. 16). Research and government reviews of enabling courses in the second half of the 1990s led to changes in policies and greater enrolment practices, with one outcome being greater focus on academic completions and progressions for funding through the Indigenous Support Program (p. 20). DEST argued that it was changes in Indigenous higher education enrolments between 1997 and 2000 that contributed to overall declines in enabling course enrolments, not so much the changes in ABSTUDY policy (Australia. Department of Education Science and Training, 2004b, p. 17). The National Tertiary Education Union (NTEU) and the Australian Vice Chancellors' Committee (AVCC) disagreed, and attributed declining enrolments largely to the ABSTUDY policy changes prior to 2000 (Powell & Lawley, 2008, p. 26). Powell and Lawley cited evidence that Indigenous students completing enabling courses were more likely to progress to and complete full award courses (AVCC, 2005; Farrington, DiGregorio and Page, 1999, cited in Powell & Lawley, 2008, p. 27).

Pre-programs or preparatory programs are short term and may be offered within one department or faculty, such as an orientation program directly targeting secondary school students, for example, the Indigenous Connections program offered by the James Cook University School of Education (Muloin & Sellwood, 2009). The University of New South Wales offers a number of pre-programs in law, business, social work and medicine enabling Aboriginal and Torres Strait Islander students to develop the academic skills necessary to participate in the subject area. The Indigenous centre Nura Gili funds the program for students (Behrendt et al., 2012, p. 180).

Several universities offer programs for Indigenous applicants to have their skills tested and assessed for university study. A recent development is the establishment of Colleges associated with universities offering university foundation studies to all prospective students as a means of gaining university entry, often in partnership with TAFE or VET institutions. For example, the UOW, the University of Queensland and SCU have established colleges recently.

In 2010, over half of Aboriginal and Torres Strait Islander students who entered university did so through enabling courses or special programs, not by virtue of their of their previous educational qualifications. Since December 2011 the Federal Government has allocated places for "sub-bachelor level courses", including enabling courses. This meant that universities had less control over allocating places based on demand (Behrendt et al., 2012, p. 49).

The *IHER* identified certain aspects of enabling programs critical to their success in building Aboriginal and Torres Strait Islander students' skills and knowledge and in offering an alternative university entry pathway to Aboriginal and Torres Strait Islander students, including (Behrendt et al., 2012, p. 178/183):

- Programs that succeed in assisting Aboriginal and Torres Strait Islander students to develop a wider sense of belonging in the university environment.
- Programs that provide intensive pastoral support.
- Programs that foster student readiness through flexible and tailored approaches, for example, a case management approach.

However, currently there is limited research into, or evaluation of the success and achievements of the variety of enabling programs, nor “targeted” reviews since their establishment in 1990 (Lomax-Smith, J, Watson, L & Webster, B. 2011, cited in the *IHER*, p. 54). The DEST 2004 paper refers only to government reviews, and reviews undertaken for NCVER have focused on enabling courses in the VET sector (Dawe, 2004; Phan & Ball, 2001). The *IHER* recommends that universities investigate their programs’ effectiveness, government funding conditions, and the collaboration of VET, universities and government in order to extend the “reach and effectiveness” of enabling programs (p. xix).

Bunda, Zipin and Brennan (2012) are critical of alternative pathways to university for Indigenous students introduced under the banner of ‘equity’ because they provide an “access bridge” but then expect Indigenous students to survive in an individualistic environment that works “against Indigenous collective impulses” (p. 3). Some students may not want to participate in such programs as they may want to be ranked equally with all other students without the benefits of affirmative action. For example, the *IHER* commented that Aboriginal and Torres Strait Islander students who are eligible for ABSTUDY may “choose to apply for mainstream student income support programs through Austudy and Youth Allowance” (Behrendt et al., 2012, p. 88).

Ford (2010) is critical of what she identifies as an enclave paradigm in the provision of higher education for Aboriginal and Torres Strait Islander peoples, particularly in the context of teaching a unit through an Indigenous pedagogical approach:

“My project was outside the paradigm of the enclave model. It was not premised on notions of enabling, bridging, study skills and knowledge deficits, academic support tutoring as assignment assistance and remediation. It was premised on notions of valuing **Tyikim** [**Mak Mak** people’s word for themselves] students’ ways of knowing, being and doing drawing on the epistemological and ontological energies of the students themselves along with those of the **Tyikim** teachers and community members (p. 164).”

Other programs/ support provided to Aboriginal and Torres Strait Islander Students

Australian Government

The Bradley Review (Australia. Department of Education Employment and Workplace Relations (DEEWR) & Bradley, 2008) recommended a range of improvements to funding for

higher education students. The resulting 2011 Review of Student Income Support Reforms has allocated more funds for students most in need of financial support. The *IHER* notes that these changes are still being implemented but that from submissions received it appears “that financial hardship remains an issue for Aboriginal and Torres Strait Islander students succeeding at and completing university courses” (p. 89).

ABSTUDY provides a means-tested living allowance and supplementary benefits supporting study in order to enable eligible secondary and tertiary Indigenous students and apprentices to stay at school or make the transition to undertake further study. It is managed and delivered by Centrelink (Centrelink, 2012). ABSTUDY was restructured in 2000 to align it with Youth Allowance and Austudy. This change was seen by some as contributing to a decline in Indigenous higher education enrolments, although the Department of Education, Science and Training disagreed (Australia. Department of Education Science and Training, 2004b; Powell & Lawley, 2008). In a submission to DEEWR on measuring the socio-economic status of higher education students the Indigenous Higher Education Advisory Council (IHEAC) (2010) challenged the categorisation of most Aboriginal and Torres Strait Islander students as lower socio-economic. The IHEAC argued that not all Indigenous students are in the lower socio-economic category, but many are subject to “multiple and complex disadvantage”. It found that they require financial support in other ways to assist their further study (2010, p. 2), however, because of the categorisation, only one-third of students received ABSTUDY support. Aboriginal and Torres Strait Islander students must meet the same income support eligibility requirements as non-Indigenous students, which does not acknowledge their “... multiple and complex disadvantage irrespective of SES” (Indigenous Higher Education Advisory Council, 2011, p. 2).

In January 2012 a number of changes to ABSTUDY and Youth Allowance were made, including lowering the age of independence to 22 (no longer subject to parental means testing if not living with parents), and the extension of self-supporting or independent status to students from areas classified as Inner Regional Australia (Centrelink, 2012). This is an Australian Standard Geographical Classification of areas which may have limited access to a “wide range of goods and services”, such as Bunbury, WA and Wagga Wagga, NSW (Australian Bureau of Statistics, 2011b). Additional factors determining independent status for Aboriginal and Torres Strait Islanders include “being 15 years or over and... considered an adult in a traditional community; have been in gaol for a cumulative period of at least six months” (National Welfare Rights Network (NWRN), 2012).

Mixed mode Away from Base (AFB) for higher education institutes is a mixed-mode delivery tertiary study program for Indigenous students in remote and rural areas, which aims to increase enrolments, retention, outcomes, employment prospects and quality of life. Mixed mode courses combine distance education in local communities with some face-to-face teaching on campus. The Australian Government provides funding for travel, meals, and accommodation for “eligible Indigenous students” studying with “eligible providers in the

higher education sector” in approved programs. Latest available figures (2009) indicated 15 higher education institutions across Australia, except Tasmania, received AFB funding (Australia. Department of Education Employment and Workplace Relations (DEEWR), 2011, p. 35).

ABSTUDY AFB provides assistance including students’ travel costs to attend approved courses requiring travel away from their permanent home or study location for a short time and the reasonable costs of accommodation and meals while away from home. It is administered by Centrelink and paid to the individual or their institution. Students cannot receive funding from both forms of AFB.

Outcomes of AFB funding are reportedly difficult to assess because of the performance indicators used, limited tracking of students, and student changes in institutions (Australia. Department of Finance Administration. Office of Evaluation Audit, 2005; Behrendt et al., 2012, p. 83). A submission to the *IHER* from the Northern Territory indicated that the published Australian Government higher education statistics did not always include the Away from Base statistics that providers submit (Pakeha, 2011). These often need to be obtained from individual institutions or from the relevant government department. Details of AFB eligibility requirements are outlined in the Indigenous Education (Targeted Assistance) Program Guidelines (Australia. Department of Industry Innovation Science Research and Tertiary Education, 2011).

The **Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS TT)** provides funding for eligible Indigenous students for tuition in their areas of tertiary study (“university award level courses”). The ITAS-TT scheme was introduced in its original form in 1989 as the Aboriginal Tutorial Assistance Scheme (ATAS). ATAS was reviewed in 2003 and renamed ITAS-TT in 2005. The program is managed by tertiary education providers for students who may be at risk of failing or not achieving sufficiently to continue. Recent research has identified a number of practices and issues associated with the current operation of the ITAS-TT scheme that render its operation problematic. These include under-utilisation of the scheme; the scheme’s unavailability to students completing bridging courses and literacy and numeracy programs; and onerous and complex reporting requirements (Australia. Department of Education Employment and Workplace Relations (DEEWR), 2011; Bunda et al., 2012; Powell & Lawley, 2008; Trudgett, 2010; Whatman, McLaughlin, Willsted, Tyhuis, & Beetson, 2008).

Tutorial support for Indigenous students is considered across the literature to be border-line or potentially at fail point. ITAS was considered necessary as a means to ensure continuation of students in their degrees, rather than a way to support Indigenous excellence in education. It also took into account that well performing students may also be from low socio-economic backgrounds or from regional and remote areas and require significant support to achieve at higher levels.

Universities report that ITAS inhibits flexibility and innovation (Behrendt et al., 2012, p. 76). The implementation and development of the ITAS Scheme at Queensland University of Technology (QUT) was reviewed by staff of the Oodgeroo Unit Indigenous centre which is responsible for its management (Whatman et al., 2008). The review found the administrative, funding and reporting requirements to be onerous and inflexible, with an emphasis on statistical outcomes at the expense of the quality of teaching and learning. The authors suggest the scheme is based on a deficit model of Indigenous students' educational outcomes (p. 124). They point out that QUT Indigenous students have high rates of completion and participation, yet only 25% use ITAS. The authors emphasise the need for further research and analysis of the uptake of ITAS, and the use of broader indicators such as students' understandings of success. However, the study identified the value of the ITAS scheme in building cultural awareness and understandings of Indigenous perspectives, and enhancing pedagogy among ITAS tutors. Funding is not provided for training and professional development of ITAS tutors.

An urgent need was identified in the *IHER's* Recommendation 13 to re-design and improve the delivery and efficacy of the Indigenous Support Program and the Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS – TT), across the Australian higher education sector (Behrendt et al., 2012). Specifically, it was recommended that significant reform of the ITAS-TT scheme in the form of a new funding model was necessary. Crucially, it also recommended that the scheme be redesigned to be more flexible; tailored to the needs of individual students; more locally relevant and targeted; have a greater emphasis on retention and completion rates; and be more inclusive of Aboriginal and Torres Strait Islander students not eligible for assistance under the scheme's existing funding guidelines.

The **Indigenous Cadetship Support (ICS)** (formerly the *National Indigenous cadetship project*) is an Australian Government program which aims to improve the professional employment prospects of Aboriginal and Torres Strait Islander peoples. It links Aboriginal and Torres Strait Islander tertiary students with employers in a cadetship arrangement involving full-time study, including negotiated work placements as part of study. The ICS provides up to \$7,050 per semester to employers to support cadets with a living allowance and study-related costs and offset employer administration costs. Other forms of assistance, including travel assistance for cadets who are studying or undertaking their work placement away from home, are also available. Cadets are paid a wage by their employer during their work placement. See <https://www.ics.deewr.gov.au/> for more details.

Aboriginal and Torres Strait Islander ranger programs are offered through partnerships with schools, colleges, universities, government departments and VET institutions. The Commonwealth government program **Working on Country** provides funding for a combination of education, vocational training and employment for Aboriginal and Torres Strait Islander peoples to undertake Natural Resource Management (NRM) work across Australia. Education and training is delivered in conjunction with Cultural Heritage

Management Training Providers in higher education institutions and private organisations (R. Ryan, Wilczynski, Watkins, & Rose, 2012).

The **Indigenous Ranger Cadetship** pilot program is an Australian government project aiming to assist Aboriginal and Torres Strait Islander young people complete school and encourage further study and training, leading to jobs and careers in land, sea and natural resource management. Twelve secondary schools in Western Australia, Northern Territory, South Australia, Queensland and New South Wales will receive funding to develop the skills of Indigenous students who are studying selected units from Certificate I and II in Conservation and Land Management in association with VET providers (See <http://education.gov.au/indigenous-ranger-cadetship-pilot-programme>).

Wowara Aboriginal College in Victoria offers a Cadet Ranger Program in conjunction with the Healesville Sanctuary and VET training, providing ‘hands-on’ and vocational training, incorporating cultural content from local Aboriginal Elders (See <http://worawa.vic.edu.au/our-school/education/cadet-ranger-program/>).

Mentoring and partnership programs

Australian Indigenous Mentoring Experience (AIME) is an Indigenous initiative that uses structured education-based mentoring to link university students in a one-on-one relationship with Indigenous high school students from Year 7 to Year 12. The program partners with high schools and universities to increase progression of Indigenous students through to Year 12 and on to university. It includes mentoring sessions for Years 9 and 10; Year 11 and 12 leadership programs; tutoring in learning centres in schools from Year 7; and outreach visits to universities for Indigenous students in Year 9 to Year 12 (AIME Mentoring, 2011).

The Aurora Project is an organisation that was established to address the recruitment and retention of staff working at Native Title Representative Bodies (NTRBs). It partners with the Castan Centre for Human Rights Law at Monash University, the Charlie Perkins Trust for Children & Students, universities, governments and philanthropic organisations. The Aurora Project also develops projects aimed at improving educational outcomes for Indigenous Australians. The Aspiration Initiative (TAI) is a residential “academic enrichment program” for Aboriginal and Torres Strait Islander secondary day students with high academic achievement and for those with high potential who may be at risk of underachieving. TAI is a 5½ year pilot program for 90 Year 8 state school students in NSW, Victoria and WA. It aims to address the transition from high school to university by building a peer support cohort of students as they move into university, and develop ‘cultural capital’ resources necessary to navigate university life. The TAI also receives funding from the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (Aurora Project, 2011a). The Aurora Project provides information about scholarships for Indigenous people on its website at <http://www.indigenousscholarships.com.au/> and publishes the *Indigenous*

students' guide to undergraduate scholarships in Australia and overseas (Aurora Project, 2009).

Yalari is a non-profit organisation that provides scholarships for 182 Indigenous students from regional, rural and remote communities throughout Australia to attend 29 boarding schools around Australia to complete their education to Year 12. Yalari is developing partnerships with universities and first round of Year 12 graduates in 2010 were offered full scholarships by the University of Queensland in 2010 (Annual Report 2010/2011, Yalari, 2010, p. 26).

Partnerships with industry

Native Title legislation introduced following the Mabo High Court decision requires provision for employment and training for Indigenous peoples in land use agreements (Pearson & Daff, 2011, p. 128). Industry based programs supported by state, territory and federal governments partner with higher education to provide education and training for Indigenous students. For example, a partnership between the Minerals Council of Australia NT, Batchelor Institute of Indigenous Tertiary Education (BIITE), Top End Training, IPA Personnel Pty Ltd, the Australian Department of Education, Employment and Workplace Relations, and the Northern Territory Departments of Education and Training, and Business and Employment delivered a mine specific training program at BIITE. In 2010, 29 Indigenous participants commenced the program, 24 graduated with a Certificate I in Resources and Infrastructure. Fifteen graduates gained employment with the mining companies and local businesses that participated in the program (Australia. Department of Education Employment and Workplace Relations, 2012a, p. 31).

Rio Tinto Alcan partnered with Charles Darwin University to provide work-integrated learning (WIL) for Indigenous employees. Pearson and Daff (2011) identified that academic staff lacked the instructional skills to deliver vocational training (p. 129). The Purarrka Indigenous Mining Academy (PIMA) was established in 2009, as an initiative of Ngarda Civil and Mining Pty Limited (Ngarda) and BHP Billiton, and is located at BHP Billiton's Yarrie Mine and partners with Pilbara TAFE, Pundulmurra Campus, South Hedland to provide VET mining qualifications (Indigenous Business Australia, 2009).

Tourism is another potential area for partnerships with industry (mining) and educational institutions to provide Indigenous employment and training, but although many mining companies have established Corporate Social Responsibility (CSR) policies, there are many opportunities that have not been explored (Buultjens et al., 2010).

Engineering Aid Australia, established in 1996, works with universities to fund summer schools and scholarships for Aboriginal and Torres Strait Islander high school students to complete school and undertake higher education studies in engineering or related courses (Engineering Aid Australia, 2011).

Under-represented cohorts within the Aboriginal and Torres Strait Islander population

Four specific groups of Aboriginal and Torres Strait Islander population have been identified as being under-represented in relation to higher education: women as primary carers, young men, prisoners and people with disabilities. Targeted data for these groups of population are limited and inconsistent, indicating the need for further research and analysis. Although literature relating to the experiences of these groups is scant, a discussion follows. Recent OLT-funded research by Oliver, Forrest, Rochecouste, Bennell, Anderson and Cooper (2013) studying the transition of Aboriginal and Torres Strait Islander students to higher education at four Australian universities was not able to identify these groups in their study which related to volunteer student participants.

Women who are primary carers

In 2010 females 66% of Aboriginal and Torres Strait Islander enrolled students (Behrendt et al., 2012, p. 8). The rate of participation of Aboriginal women in further education from their mid-thirties is higher than Aboriginal men or non-Aboriginal men and women (Doyle & Hill, 2012, p. 25). A profile of Aboriginal women indicates they are often single mothers who may defer education until their own children have completed schooling. The “cost and availability of culturally appropriate child care” can contribute to Aboriginal women’s decision to defer further study or employment (p. 10). Doyle and Hill also report the importance of access to information, peer and family networks, Indigenous Education Units, enabling courses and away from base courses in making the transition to further education (p. 40).

Enabling Aboriginal women to maintain cultural and family connections is given as an important factor in achieving educational success (White, 2007, cited in Doyle & Hill, 2012, p. 36). Larkins et al. (2011) studied a small group of disadvantaged Aboriginal and Torres Strait Islander young mothers in Townsville, Queensland, and found that motherhood was a “transformative experience” which gave the young women a sense of responsibility. They were found to be mostly already disengaged from education or had low expectations with limited future plans, and pregnancy was an option that “might provide some advantages” (p. 554).

Young men

James (2000) identified a preference for vocational training among boys from rural and regional areas, including Indigenous young men. In a study of the attitudes to schooling and the aspirations of young Indigenous students in Townsville Larkins et al. (2009) found that the young Indigenous males studied tend to prefer vocational training over academic education. Their preference was to go to TAFE, to take part in apprenticeships, or go straight into stable employment to fulfil traditional roles as family providers, often in parallel with

parental education levels (p. 16). This direction may also be due to lack of information and appropriate “stories” relating to higher education (p. 17). Craven et al. (2007) found in a study of the aspirations of rural and urban Indigenous and non-Indigenous students that Indigenous males showed a preference for skilled labour or semi-professional careers, compared to the preference of females for semi-professional and professional outcomes.

Larkins et al. (2009) found a higher percentage of young men (19.5%) felt they would be “happy/proud” to be teenage fathers than young women (9.1%) (p. 15), following traditional family roles. To counter the impact of government policies which place responsibility at the individual level and do not consider implicit inequalities and “power imbalances”, the authors recommended assistance for families and students in mapping pathways; changes in pedagogy and policy; and co-operation between vocational and educational sectors (p. 17). Recommendations for collaboration across educational sectors, with Aboriginal and Torres Strait Islander bodies and organisations, and government agencies was emphasised in the *IHER* (2012).

The mining industry actively supports and recruits Aboriginal and Torres Strait Islander people in some areas of Queensland and Western Australia, in conjunction with VET, universities and private providers. Indigenous enrolments are higher for males and tend to be in short “enabling” courses, or at the lower end of the certification spectrum (Taylor & Scambray, 2005, p. 87). Tiplady and Barclay (2007) identified a lack of consistent standards for reporting in this area as not all mining companies report details of the numbers of Aboriginal and Torres Strait Islanders trained, educated and employed through mining company sponsored programs, and not all companies collect such data (p. 71).

Young people not making the transition from VET

A small percentage of Indigenous students makes the transition from VET studies to university study. In 2010, only 3.8% Indigenous students enrolled in university study six months after completing VET training. This percentage has decreased from 6.5% in 2002, although it has not been a steady decline (National Centre for Vocational Education Research, 2011a). Of commencing students in 2009, 6% of Indigenous and 7% of non-Indigenous students entered on the basis of a VET Award course (Panel for the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander people, 2011), indicating that this is not a strong preference. Dual-sector institutions RMIT and Swinburne University had the highest transition of Aboriginal and Torres Strait Islander students from VET in 2010 institutions (*IHER*, p. 44), indicating a stronger pathway.

Transition from VET to university has been problematic for more than 25 years because of incompatibilities in “curriculum, pedagogy and assessment” (Australia. Department of Education Employment and Workplace Relations (DEEWR) & Bradley, 2008, p. 179). The *IHER* (p. 39, 44) identifies the continued problems and limited transition from VET, and recommends clearer definition of pathways to higher education.

People with disabilities

An accurate picture of the educational achievement and aspirations of Aboriginal and Torres Strait Islander persons with disabilities is difficult to obtain because of variations and limitations in definitions and statistics. The Australian Bureau of Statistics has defined disability since 1998 as “any limitation, restriction or impairment which restricts everyday activities and has lasted or is likely to last for at least six months” (Australian Bureau of Statistics, 2011a).

In 2009 over 4 million people reported having a disability, or 18.5 per cent of Australia's population (Australian Bureau of Statistics, 2010). In 1996, university students with disabilities were 1.9% of the student population, and in 2006, enrolment of students with disabilities in higher education rose to 3.6%, a figure that Ryan (2011) suggested is low in terms of the whole population of people with disabilities, and is probably also “under-reported” as students are required to “self-report” their disabilities (p. 74). Figures for disabled students are reported in higher education statistics, but they are not differentiated by Aboriginal and Torres Strait Islander status.

Statistics for Aboriginal and Torres Strait Islander Australians with disabilities are limited (O'Neill, Kirov, & Thomson, 2004). Before 2002 there were no surveys of the extent and nature of disabilities among the Australian population. The Productivity Commission (2011) based its inquiry report, *Disability care and support*, on the 2006 Census and the 2008 National Aboriginal and Torres Strait Islander Social Survey, although it claimed the statistics may be understated. Reasons suggested for this under-representation include non-response rates to census and surveys, and a difficulty for Indigenous peoples to relate to the concept of disability (Productivity Commission, 2011, p. 532).

The Productivity Commission estimated there were 26,000 Aboriginal and Torres Strait Islander Australians with a “profound or severe core activity limitation”, with the highest level of disability in remote areas. Although statistics are considered to be underestimated, they are higher than those for non-Indigenous Australians, and barriers to support are greater for Aboriginal and Torres Strait Islander peoples (Productivity Commission, 2011, p. 533). The most recent detailed ABS statistics show that in 2008 across Australia 162,943 or 50% of Aboriginal and Torres Strait Islander people aged 15 years and over had a disability or long-term health condition. These are broken down into categories of sight, hearing, speech (34.2%), physical (65.5%), intellectual (15.4%), psychological (15.7%), and type not specified (49%). Around one in 12 (8%) had a profound/severe core activity limitation: sight, hearing, speech (41.2%), physical (83.6%), intellectual (27.2%), psychological (27%), and type not specified (70%). These proportions do not add up to 100% because people may report more than one type of disability (Australian Bureau of Statistics, 2011c).

In 2008, approximately 42% of Aboriginal and Torres Strait Islander people with a disability or long-term health condition had left school at Year 9 or below compared with 26% of people without a disability. 18% of people with a disability had completed school to Year 12,

compared with 27% of those with no disability. 26% of Aboriginal and Torres Strait Islander people aged 25–64 years with a disability or long-term health condition had a post-school educational qualification at a Certificate III level or above in 2008, compared with 32% of those with no disability or long-term health condition. Indigenous persons with a disability and living in non-remote areas had a higher rate of post-school qualifications (30%) than those with a disability and living in remote areas (14%) (Australian Bureau of Statistics, 2011c).

In 2010, 42,111 students with disability were enrolled in higher education courses across Australia, or 4.5% of the higher education population (Australian Bureau of Statistics, 2010). However, these figures are not differentiated by Indigenous status. Year 12 school completion tends to be lower, as the rate of completion for disabled people aged between 15 and 64 was 33.3%, compared with 54.9% for the whole population. In 2010, 110 088 students with disability were enrolled in VET courses across Australia, which equals 6.1% of all VET students (around 1.8 million) (Council of Australian Governments (COAG), 2011, p. 40).

Health

Health is cited as one of multiple factors affecting the educational achievement of Aboriginal and Torres Strait Islander peoples. It is acknowledged that health is both affected by education levels, and has an impact on education levels attained (Boughton, 2000). However, it is noted that targeted research in this area is limited.

The Australian Bureau of Statistics (ABS) (2011c) reports that higher levels of educational attainment are associated with improved health outcomes of Aboriginal and Torres Strait Islander peoples, but cautions that research into the causal link between education and health is limited. Johnston et al. (2009) pointed out that a positive connection exists between education and health in the international literature, but that there was limited empirical research investigating this relationship with regard to Australian Indigenous peoples. Recent research (Carapetis & Silburn, 2011) has highlighted the importance of collaboration between education and health in the development of Indigenous children, but also indicate lack of research in this area.

However, connections between some aspects of Indigenous health and education are reported in the Australian literature. Atkinson (2008) identifies the impact on health and education of intergenerational trauma experienced by Aboriginal and Torres Strait Islander peoples. She discusses the use of “educare... a holistic imperative and an unambiguous response to the Aboriginal Australian context” (p. 121) in tertiary education, where education can be a tool to assist healing and in turn to assist learning.

Otitis media and resulting hearing loss are recognised as partial contributing factors to the educational performance of Indigenous students (Burrow, Galloway, & Weisssofner, 2009) and a barrier to educational achievement (Vanderpoll & Howard, 2011). The Productivity

Commission (2011) classified *otitis media* leading to deafness as a disability and estimated that Indigenous children under 15 were 3.8 times more likely to be deaf than non-Indigenous children (p. 534). This can lead to permanent hearing loss and language, verbal comprehension and literacy development (Jacobs, Sinclair, Williams, & Rowlands, 2002). Jacobs et al. estimated that 70-80% of Aboriginal and Torres Strait Islander children may experience *otitis media* (p. 14), with long lasting effects on education at all levels.

Access to health services is another potential barrier to education. The *National Aboriginal and Torres Strait Islander Social Survey* (Australian Bureau of Statistics, 2009) reported that Aboriginal and Torres Strait Islander young people had difficulty accessing health services: in 2008, around one in five (19% or 19,700). This is more common in remote areas (32%) than in non-remote areas (15%), that is, such as in major cities, regional centres and regional areas.

People in the prison system seeking higher education outcomes

At June 2013, the Australian Bureau of Statistics reported 8,533 average daily full-time adult prisoners identified themselves as Aboriginal and Torres Strait Islander (Australian Bureau of Statistics, 2013a), or just over one quarter (28%) of the total prisoner population, and 2% of the Aboriginal and Torres Strait Islander population over 18 years of age. The figure consisted of 7,754 (91%) male and 779 (9%) female prisoners with median ages of 30.4 years and 31.6 years respectively. This compares with 30,814 (71%) non-Indigenous full-time prisoners – 28,466 (92%) male and 2,346 (0.76%) female prisoners. The ABS cautions that these figures are dependent on the prison population self-identifying as Aboriginal or Torres Strait Islander (not all identified), and may not be fully accurate representations.

Limited data and research are available regarding higher educational aspirations, participation levels and achievements of Aboriginal and Torres Strait Islander prisoners. Correlations between low levels of education and high levels of incarceration among Aboriginal or Torres Strait Islander Australians are complex. The potential value of education in reducing imprisonment rates is recognised, although it is acknowledged that this is only one contributing factor (Australia. Senate Select Committee on Regional and Remote Communities, 2010, p. 31). The Senate Committee identified limited research into this area in Australia, citing mainly international literature in its paper, highlighting a need for further investigation and evidence based data driving policy and practice to enhance opportunities for prisoners seeking higher education opportunities.

The 1991 *Royal Commission into Aboriginal Deaths in Custody* recommended the development of a national strategy to “improve the opportunities for the education and training” for Indigenous peoples. In 1999 the Department of Education, Science and Training produced *A national strategy to improve education and training outcomes for adult Indigenous Australians in the custody of correctional authorities*. All State and Federal Governments agreed to this national policy (Australia. Department of Education Science Training, 1999). Specific

recommendations included access to funding through the Indigenous Education Strategic Initiatives Programme (IESIP), and the “lawful custody allowance” to assist Indigenous people in custody with full-time study costs, excluding tuition fees (Centrelink, 2008). This allowance still exists but there appears to be little evidence of its use (Australian Broadcasting Commission (ABC), 2011). The Open Learning Agency of Australia (OLA) was appointed to trial the delivery of educational services to Indigenous people in correctional services but, although the trial was completed, there is no evidence of its further application. Furthermore, Miller (2007) reported there was no evidence that “relevant government departments” endorsed the national strategy, or that there was any systematic monitoring or evaluation of the strategy (p. 206, n. 6).

Miller’s (2007) review of the provision of education for Aboriginal and Torres Strait Islander peoples in correctional services across all of Australia indicated limited data were available regarding the number of Indigenous prisoners undertaking education and training, nationally and in states and territories, and limited research into this area. The report noted inconsistencies in the provision of education and training for Aboriginal and Torres Strait Islander people in prisons nationally (Miller, 2007, p. 226). Currently, in most jurisdictions VET organisations work with correctional services departments to provide education and training for prisoners. However, provision continues to be inconsistent, varying by jurisdiction and by institution. Some universities offer distance learning for prisoners. Nulloo Yumbah, CQ University’s Aboriginal and Torres Strait Islander learning, spirituality and research centre delivers its Tertiary Entry Program in correctional centres, and supports inmates enrolled in other CQUniversity programs. TRACKS, a tertiary preparation program from the University of New England is delivered via distance education to Aboriginal and Torres Strait Islander men at the Woodford Correctional Centre in Queensland (IHER (2012), p. 172-3).

Limitations on the subject areas in which degrees can be undertaken and access to computers for online learning and practical classes are some of the barriers encountered by inmates who are studying (IHER, p. 173). Other barriers include staff attitudes. A 2005 study of VET and recidivism in Queensland correctional services found that while the value of education in reducing re-offending and improving employability of prisoners is recognised by policy-makers this attitude was not shared by all correctional services staff (Callan & Gardner, 2005, p. 36). In 2010 Aboriginal teachers made up only 6% of correctional educators in New South Wales, with an Aboriginal population of 26%. TAFE Correctional Educators called for a minimum of one Aboriginal teaching position in every NSW correctional facility (Usher, 2010, p. 17).

Recent research by Carnes (2011) identified a lack of independent research into Indigenous prisoner education worldwide, and specifically in Australia. Carnes’ PhD study of Aboriginal prisoner education in Western Australia highlighted five gaps: “provision of adequate resources and infrastructure; access to current technology; innovative, training programs; a

focus on cultural education; access to education” (p. 5), a situation that prevails despite multiple recommendations and committees of inquiry.

Rural and Remote Aboriginal and Torres Strait Islander Students

Universities

A study focusing on aspects of student characteristics and experiences in Australia’s regional higher education universities (Richardson & Friedman, 2011) found that Indigenous people are far more likely to enrol in regional universities than in metropolitan ones, a pattern that is replicated across the whole of Australia. Indigenous enrolments as a percentage of total enrolments increases with distance from the major population centre (p. 42) as follows:

- Very remote area – 2.8%
- Outer provincial area – 2.2%
- Inner provincial area – 1.5%
- Provincial city (25,000 – 50,000) 1.9%
- Provincial city (50,000 – 99,999) – 1.3%
- Major urban area – 1.5%
- State capital city – 0.7%

Indigenous students at remote higher education university campuses made up 60.9% of all students. The largest numbers of these enrolments occurred at state capital campuses, although their percentage of the total enrolment was smallest. These figures do not indicate the location origin of the Indigenous students.

Vocational Education and Training

In 2011, the geographic location of Aboriginal and Torres Strait Islander students undertaking vocational education and training (and the percentage of total numbers) was as follows:

- 24,179 (27.6%) were from outer regional areas;
 - 22,483 (25.6%) were from major cities;
 - 15,969 (18.4%) were from very remote areas;
 - 16,227 (18.5%) were from inner regional areas; and
 - 7,553 (8.6%) were from remote areas.
- (National Centre for Vocational Education Research, 2012)

These measures of remoteness are based on the Australian Bureau of Statistics ‘Remoteness Structure’ in the Australian Standard Geographical Classification (National Centre for Vocational Education Research, 2011a). Remoteness is calculated using the road distance to the nearest urban centre in each of the five classes based on population size. An interactive

map provided by the Australian Department of Health and Ageing indicates the five categories³.

Fordham and Schwab (2007) identified large regional variations in employment benefits for Aboriginal and Torres Strait Islander students completing Year 12 or obtaining a VET qualification, a position that was “not immediately explainable”, and called for more research in this area (p. 71).

Discipline Profile for Aboriginal and Torres Strait Islander Students across Australia

Universities

There is a clustering of Aboriginal and Torres Strait Islander students in certain discipline areas. The most popular subject areas for Aboriginal and Torres Strait Islander university students in 2011 were:

Society and Culture (all students 3,787 – 32.07% of all Aboriginal and Torres Strait Islander students; commencing students 1,746 – 32.44%);

Health (all students 2,344 – 19.9%; commencing students, 1,055 – 19.6%);

Education (all students 2,075 – 17.6%); commencing students, 803 – 14.9%);

Management and Commerce (all students 1,315 – 11.1%; commencing students, 570 – 10.6%);

Creative Arts (all students, 821 – 7%; commencing students 363 – 7.3%).

Increases in Aboriginal and Torres Strait Islander student numbers were recorded across all broad fields of education except *Food, Hospitality and Personal Services*; and *Mixed Field Programs*⁴. The largest increase was in *Management and Commerce* (up 16.6 per cent to 1 315 students); while *Agriculture, Environmental and Related Studies* decreased by 8.8% to 186 students.

Continuing Aboriginal and Torres Strait Islander university student enrolments in *Education* increased by 6.5% from 2010 to 11,807 (1.0% of all enrolments) and commencing, up 6.2% to 5,381 students (1.1% of all commencements) (Australia. Department of Industry Innovation Science Research and Tertiary Education, 2012b).

The *IHER* (2012) cites commissioned research by Anderson (2011, p. 86) identifying the need for more focus by schools and universities on improving the mathematics and science capabilities of Aboriginal and Torres Strait Islander high school students on order to broaden

³ <http://www.doctorconnect.gov.au/internet/otd/Publishing.nsf/Content/locator>

⁴ Mixed Field Programs provide general and personal development education.

their discipline choices in accounting and commerce, engineering, veterinary science. The *IHER* referred the responsibility for interventions in this area to universities (p. 87).

Vocational Education and Training

In 2010, the most popular subjects for Aboriginal and Torres Strait Islander VET students were:

Mixed field programs (generalist, such as bridging and enabling courses) – 19.1%;

Management and commerce – 15%;

Engineering and related technologies – 12.7%;

Society and culture – 11.9%;

Agriculture, environment and related studies – 8.6%;

Food, hospitality and personal services – 7.8%;

Architecture and building – 7.2%.

(National Centre for Vocational Education Research, 2011b)

Entry Pathways for Aboriginal and Torres Strait Islander Students

In 2010, 47.3% of Aboriginal and Torres Strait Islander commencing students entered university on the basis of their prior educational attainment (higher education course, secondary education, or VET award course). The remaining Aboriginal and Torres Strait Islander students' entrance was based on mature age special entry, professional qualifications, or other reasons involving an institution's assessment of a prospective student's individual circumstances (the largest percentage). For example, the University of Western Australia uses "special ATAR [Australian tertiary admission rank] provisions, enabling courses, and course specific intensive preparatory courses", and 75% of Indigenous students gained entry to this university's bachelor's degrees in this way. By contrast, 83% of all commencing domestic students entered university based on previous educational qualification (Behrendt et al., 2012, p. 49).

Entry via VET

Statistics show that the number of Aboriginal and Torres Strait Islander students continuing on to higher education through the VET system has declined since 2006. In 2012, 33.6% of Aboriginal and Torres Strait Islander students were enrolled in further study six months after completing VET training (35.9% in 2006): 4.9% in university study (8.8% in 2006), and 7.8% for non-Indigenous students (7.4% in 2006); 19.9% at a TAFE institute; and 11.3% with private providers (National Centre for Vocational Education Research, 2013).

The *IHER* (2012) pointed out that VET enrolments better reflect Aboriginal and Torres Strait Islander "population parity" (p. 40), and suggest reasons for the higher VET levels of study that university such as "method of study, its curricular content, or the career options", and the need to earn money. Geographical location is given as another potential reason, with only 44% of Aboriginal and Torres Strait Islander peoples living within one of the 49 cities and towns with a university campus (p. 41).

Reasons given by Aboriginal and Torres Strait Islander graduate students for undertaking VET training in 2011 were: “employment related outcomes” (81.1%); “further study outcome” (4.4%); and “personal development outcome” (14.5%). However, it appears that VET to higher education is not a strong pathway for most students as only 4.5% of non-Indigenous students indicated reasons for VET enrolment were for further study. In 2012, 4.6% of all TAFE students identified as Aboriginal and Torres Strait Islander (4.0% in 2006), 15.3% of the estimated resident Aboriginal and Torres Strait Islander population, compared with 13.1% in 2006. Compared with 3.6% in 2006, 3.9% of apprentices or trainees were Aboriginal and Torres Strait Islanders in 2012 (National Centre for Vocational Education Research, 2013).

Data indicate that the selection of courses at school by Aboriginal and Torres Strait Islander students tends to be less academic. In 2008, approximately 38% of Indigenous students undertook an academic course in Year 11/12, compared to 78% of non-Indigenous students (DEEWR, 2008 in Behrendt et al., 2012, p. 19). Milroy (2011) suggests this choice can be influenced by schools and/or teachers, and while VET has an important role, universities need to be more proactive and reach out to Aboriginal and Torres Strait Islander students. Milroy refers to the University of Western Australia’s program of “secondary outreach, transition and pathways for Aboriginal secondary students that start in Year 8 and go through to Year 12”, working with students to develop academic skills and aspirations (p. 39). The *IHER* suggested that VET can be a diversion from university study and that, at 17 years of age, more Aboriginal and Torres Strait Islander students are enrolled in VET than in school. Some students complete years 10 -12 of schooling at VET. The *IHER* (Behrendt et al., 2012, pp. 41-42) urged universities to encourage Aboriginal and Torres Strait Islander school students to undertake higher level VET qualifications.

Many Aboriginal and Torres Strait Islander VET students undertake qualifications that are too low, at Certificate III or below, to qualify for university admission (Bandias, Fuller, & Pfitzner, 2011; Behrendt et al., 2012). In 2011, 79.1% of Aboriginal and Torres Strait Islander VET students completed qualifications at Certificate I, II and III levels; while 20.9% completed qualifications at Certificate IV, diploma, graduate and advanced diploma, associate degree, bachelor’s degree and graduate certificate levels (National Centre for Vocational Education Research, 2013). The pathway from VET to universities is complex, with many barriers, for all students as well as for education providers, and is not well-researched (Bandias et al., 2011; Behrendt et al., 2012). Reasons for selecting VET in preference to university vary, and collaboration rather than competition between sectors may be more fruitful. Dual sector universities (TAFE and university) show some success in ‘mapping’ TAFE goals onto university degree programs and in transition to university (*IHER* (2012), p. 44, 47). The college model being established at some universities, for example Southern Cross University and Southern Queensland University, combines both sectors and offers associate degrees that can lead to university. Many VET institutions and universities offer ‘articulation pathways’, although as Bandias et al (2011) noted the low level of VET

qualifications limits access to this pathway for many Aboriginal and Torres Strait Islander students.

An ongoing effect of education of Aboriginal and Torres Strait Islander peoples at lower levels is on their potential employment in managerial positions involved with developing Indigenous health policies and programs. Fordham and Schwab (2007) have identified such an impact in health education with enrolments mainly at low certificate levels in VET and in diploma levels in higher education.

Entry via tertiary entrance

In 2012, 1.2% (3341) of applicants to university via Tertiary Admissions Centres (TAC) identified as Indigenous (Aboriginal, Torres Strait Islander, or both), an increase of 407 or 13.9% compared with 2011. Offers were made to 2520 Indigenous applicants, 311 (14.1%) more than in 2011. The 2012 offer rate for Indigenous applicants was 75.4%, 6.1% lower than the offer rate for applicants who did not identify as Indigenous. Of those who received an offer, 71.6% of Indigenous applicants accepted, similar to the 71.8% acceptance rate among non-Indigenous applicants (Australia. Department of Industry Innovation Science Research and Tertiary Education, 2012c). Indigenous status is gathered from a self-identification question on the TAC form and it is believed that many applicants do not identify at this point (Australia. Department of Education Employment and Workplace Relations, 2011d, p. 57).

Analysis of application to university via TACs by age indicates a higher proportion of Indigenous applicants aged 40-64. Indeed, as age increases so does the percentage of Aboriginal and Torres Strait Islanders applying to university as shown below in Table 2.

Age	Proportion of applications from Indigenous applicants	Proportion of Indigenous people in the general working age population
15 to 19	1.0%	4.2%
20 to 24	1.3%	3.2%
25 to 39	1.8%	2.4%
40 to 64	2.4%	1.7%
Average	1.2%	2.3%

Table 2: Indigenous applicants by age, 2012. Source DIIRSTE Undergraduate applications, offers and acceptances 2012.

The spread of Indigenous offers by state and territory is shown in Table 3. The figures do not include applicants whose Indigenous status is unknown.

State	Indigenous applications	Non-Indigenous
NSW/ACT	72.0%	82.9%
Vic.	76.4%	82.2%
Qld	80.5%	80.8%

WA	77.7%	85.8%
SA/NT	68.7%	78.0%
Tas.	79.9%	71.3%
Australia	75.4%	81.5%

Table 3: Offer rates by Indigenous status by state and territory 2012. Source: DIIRSTE, Undergraduate applications offers and acceptances, 2012.

The type of university that Aboriginal and Torres Strait Islander and non-Indigenous students applied to in 2012 is shown in Table 4, indicating more Indigenous applications to innovative research universities, and less to the Group of Eight universities. This is a government typology and the total includes non-aligned universities.

Type of university	Applications		Share (%)	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Innovative Research Universities	1,029	46,828	30.8%	17.4%
Group of Eight	651	81,943	19.5%	30.4%
Technology	538	53,808	16.1%	20.0%
Total	3,341	269,130	100.0%	100.0%

Table 4: Types of university applied to 2012. Source: DIIRSTE Undergraduate applications offers and acceptances, 2012

Although the Group of Eight universities in each state have a lower share of applications they claim to have “good success and completion rates” (submission no. 61, University of Western Australia, p. 1, in *IHER*, p. 49). However, as Pakeha (2011) pointed out, the reporting of completion rates is not standardised and varies across institutions.

Entry via pre-tertiary programs

In 2010, 4.7% of Aboriginal and Torres Strait Islander students entered university on the basis of their prior educational attainment, compared to 83% of non-Indigenous and over half of the Aboriginal and Torres Strait Islander students who gained entry to university did so through enabling or special entry programs (DIIRSTE, 2012 quoted in the *IHER*, p. 49). Most universities in Australia offer pre-tertiary or preparatory programs (see Appendix A for details).

A higher proportion of Indigenous applications were made directly to universities (2.5%), as opposed to applications through Tertiary Admission Centres. DEEWR (2011d) suggested that more applicants were entering from Indigenous admission schemes, or pre-tertiary programs, and were therefore more likely to self-identify as Aboriginal and Torres Strait Islander students (p. 62). The option of applying directly to universities was introduced in 2010. Table 5 shows the breakdown of applications made directly to universities by permanent home residence across Australia.

State	Non-Indigenous	Indigenous	Total **	% Indigenous
NSW/ACT	27,159	844	30,637	2.8%
Vic.	13,211	259	16,282	1.6%
Qld	8,888	345	10,218	4.0%
WA	15,841	325	16,616	2.0%

SA/NT	2,800	199	2,800	6.5%
Australia *	68,799	2,058	76,805	2.7%

All applications for the University of Tasmania are included in the Tertiary Admissions Centre (TAC) count. *The Australia total includes data that could not be assigned to a state.

**Applicants with an unknown Indigenous status are included in the total application count.

Table 5: Direct applications to universities by state and territory, 2012 (DIIRSTE Undergraduate applications offers and acceptances, 2012).

Figures vary by institution demonstrating the enabling dimensions of special considerations with respect to entry. The University of Western Australia, for example, estimated that 75% of Indigenous students enter under some form of special entry, and this figure increases to 80% for courses such as Medicine and Law (submission no. 61, University of Western Australia, p. 1, in Behrendt et al., 2012, p. 49; Milroy, 2011, p. 39).

Entry via scholarship programs

Scholarships to university are offered for Aboriginal and Torres Strait Islander students from universities, government, non-governments and industry sources, for study across a range of disciplines, at undergraduate and postgraduate levels (Aurora Project, 2011b). Limited data are available on the full numbers of scholarships awarded or on completion rates for scholarship supported study, indicating a need for further research in this area.

There are five categories of Commonwealth scholarships, most of which have complex interactions with Centrelink, and the *IHER* proposed that the variety, complexity and low take up rates of scholarships should be addressed, possibly by rolling the five categories into one (2012, p. 92).

The Commonwealth Scholarships Program (previously known as the Commonwealth Learning Scholarships (CLS) Program) was introduced in 2004 to assist students from low socio-economic backgrounds, particularly those from rural and regional areas and Indigenous students, with costs associated with higher education. Since 2010, the Commonwealth Scholarships Program has been open only to new students who are identified as being of low socio-economic status and Indigenous.

Commonwealth-funded Indigenous Access Scholarships provided eligible commencing students with a one off payment of \$4,659 in 2013. These scholarships assist Indigenous students from a regional or remote area (according to the Australian Standard Geographic Classification (ASGC) Remoteness Areas classification) to undertake an eligible enabling course, undergraduate course or graduate diploma (or equivalent post graduate course of study) in an area of National Priority (Australia. Department of Education Employment and Workplace Relations, 2012b).

To support and increase the number of Aboriginal and Torres Strait Islander teachers in schools, the Governor-General's Indigenous Student Teacher Scholarships are awarded to one teacher education student from each state and territory, offering \$25,000 per year in 2010, 2011, 2012 for up to four years, to assist with study costs. The More Aboriginal and

Torres Strait Islander Teachers Initiative (MATSITI) (2012) also provides teaching scholarships for Aboriginal and Torres Strait Islander students.

Industry areas such as mining offer tertiary scholarships, for example, the AIEF-BHP Billiton Iron Ore scholarships to Indigenous students to study in mining-related disciplines (Australian Indigenous Education Foundation, 2011). Indigenous Business Australia (IBA), a government body, provides scholarships for TAFE, VET and higher education study in the fields of commercial and economic management (Indigenous Business Australia, 2011).

The Aurora Project provides a directory and a website of Indigenous scholarships for study in Australia and beyond (Aurora Project, 2009, 2011b). See Appendix A for university website scholarship details.

Summary

Aboriginal and Torres Strait Islander students entering university through mainstream high school entry represent less than half of the Aboriginal and Torres Strait Islander university population. This can be increased through many of the available programs aimed at increasing pathways from secondary education. Those who are entering through enabling programs or bridging programs are not receiving ITAS (Indigenous Tutorial Assistance support). There is also a quota system in place whereby enabling centres are only supported to a certain degree, yet appear to enrol larger numbers of students who then do not make a successful transition.

The VET Sector attracts more Aboriginal and Torres Strait Islander students but has a greater emphasis on training, and does not provide significant pathway possibilities for Aboriginal and Torres Strait Islander students to university. It could be engaged more effectively to create 'free' bridging programs within the VET sector.

Government Programs of Relevance to Aboriginal and Torres Strait Islander Student Pathways

The Commonwealth government provides funding and policy direction to the states and territories for Aboriginal and Torres Strait Islander education. The development of Indigenous education strategies is currently the responsibility of the Standing Council on School Education and Early Childhood (SCSEEC), previously the Ministerial Council for Education Early Childhood Development and Youth Affairs (MCEECDYA). The most current working document is the *Aboriginal and Torres Strait Islander Action Plan 2010-2014* (Ministerial Council for Education Early Childhood Development and Youth Affairs (MCEECDYA), 2010).

Each state and territory and education department in Australia implements the Australian Government strategic plans through separate policies, programs, curricula and services for Aboriginal and Torres Strait Islander education. State and territory targeted programs focus

on increasing retention to Year 12, with funding and support for mentoring, tutoring, and scholarships. An Aboriginal and Torres Strait Islander education consultative body in each state and territory advises their respective government departments on Aboriginal and Torres Strait Islander education and supports local programs and initiatives. Details of government services and programs and related organisations offered are provided in Appendix B.

Implementation of a national school Australian Curriculum by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (2011) is underway. An Aboriginal and Torres Strait Islander Advisory Group is one of several groups contributing to the process, especially with respect to the embedding of Aboriginal and Torres Strait Islander perspectives, one of three cross-curriculum priorities.

The Commonwealth Government has direct responsibility for higher education, but the states and territories accredit curricula for teacher training, including Aboriginal and Torres Strait Islander content in pre-service teacher training programs. Responsibility for the accreditation of tertiary teaching programs has been met at a state and territory level, but national standards and procedures for the accreditation of initial teacher education programs are being implemented in conjunction with the Australian Curriculum through AITSL (Australian Institute for Teaching and School Leadership, 2011).

The government funded Job Services Australia (JSA) provides funding for employment and training organisations across Australia. Providers can receive outcome government funding for job seekers who complete Qualifying Education Courses that are accredited training or higher education, for full-time study, over 12 months. However, the *IHER* noted that JSA is not “designed to be a normal pathway to higher education” (Behrendt et al., 2012, p. 42) with less incentive for providers to place job seekers in longer term educational programs.

Key Enablers and Constraints to Aboriginal and Torres Strait Islander Transition to Tertiary Studies

Enablers to Transition to Higher Education within Current Models

Key Principles Identified in Successful Initiatives Enabling Aboriginal and Torres Strait Islander access to higher education

The role of governance

Strong Indigenous leadership in universities and VET institutions is seen as essential to creating a climate that increases the transition into and success of Aboriginal and Torres Strait Islander people in higher education. Aboriginal and Torres Strait Islander representation at high level management and decision levels in universities is limited (Moreton-Robinson, Walter, Singh, & Kimber, 2011). However, institutions such as Charles Darwin University, the University of Sydney, Central Queensland University and the

University of Queensland, have established positions of Pro-Vice-Chancellor responsible for Aboriginal and Torres Strait Islander education and engagement, developing and maintaining university-wide strategies.

It is important for universities to negotiate with Indigenous leaders and academics regarding moving forward with Indigenous education, and collectively share the professional responsibility for Indigenous education (Nelson, Clarke, & Kift, 2011). For example, in New Zealand, under the Treaty of Waitangi requirements, university Vice-Chancellors must negotiate with Maori senior academics with regard to Indigenous education at their institutions (Nelson et al., 2011). It has been suggested that declaring First Nation status for Indigenous people would strengthen the position of Aboriginal and Torres Strait Islander peoples in education, and minimise the need to compete with other equity groups within higher education (Nelson et al., 2011).

A leadership project carried out by six Australian higher education institutions aimed to improve educational leadership and Indigenous higher education outcomes with the development and trialling of an Institutional Leadership Paradigm (ILP). A values-based framework was established for transforming and improving the situation of indigenous students and staff, to strengthen the capacity of participating institutions to provide more culturally relevant teaching and learning programs within the higher education sector (Fasoli & Frawley, 2010). The ILP consists of a set of values that are central for transforming practices, structures and conditions (Fasoli, Ober, Frawley, d'Arbon, & White, 2008).

The *IHER* (2012) made several findings and key recommendations regarding the important role of university governance (p. 150):

- The need to improve the cultural understanding and awareness of staff, students and researchers, for example by way of cultural competency training
- The need to increase the number of Aboriginal and Torres Strait Islander people in senior management and highest level governance structures
- The need to increase the accountability of faculty leaders and senior managers to achieve negotiated parity targets and improved outcomes that reflected the university's geographical location and profile (for example by way of mission-based compacts)
- The need to develop more models for community engagement within university life, for example recognising the role of and engaging Elders in university business such as programs in place at the University of Western Sydney and Griffith University (p. 223-225).

The role of mentors

Larkins et al. (2009) identified the need for adult mentors to help young Indigenous people in their Townsville study overcome the barriers to achieving their high, but uninformed

educational aspirations. Examples of non-government mentoring projects and programs that have been developed for Aboriginal and Torres Strait Islander high school students include those that aim to build confidence and extend their knowledge of higher education options (AIME Mentoring, 2011); improve students' motivation and the use of mentoring as a strategy for schools (McCallum, Beltman, & Palmer, 2005); utilise trusted mentors to provide guidance and career support for Indigenous students (Australian Indigenous Education Foundation, 2011); raise expectations of and outcomes for Aboriginal and Torres Strait Islander students and provide school and community leadership (the Stronger Smarter Institute). The National Centre of Indigenous Excellence (NCIE) provides "pathways programs...in ... arts and culture, health and wellness, learning and innovation and sport and recreation" and facilities for young Aboriginal and Torres Strait Islander Australians (National Centre of Indigenous Excellence, n.d.).

Mentors continue to be a support mechanism to attract and retain Aboriginal and Torres Strait Islander students in universities. Groups such as National Aboriginal Sporting Chance (NASCA) and The Aspiration Initiative (TAI) also recognise the need to maintain continuing links and develop an ongoing community support network.

The Stronger Smarter Learning Communities Project works with schools and communities to achieve education success for Aboriginal and Torres Strait Islander students through leadership, challenging school cultures and pedagogy. An independent review of the project by the Queensland University of Technology, the University of Newcastle, and Harvard University over a three year period from 2011 to 2013 identified some changes in school "ethos" relating to Indigenous identity, leadership, staffing and community engagement as a result of the Stronger, Smarter program, but less evidence of increased "conventionally measured" attendance or achievement, or improved "coherence" in pedagogy and curriculum (SSLC Project Committee, 2011, 2013, p. 32). The SSLC Project Committee report indicated that with the focus on measurement of learning skills and testing, research that evaluates and assesses programs such as the Stronger Smarter Institute has almost ceased. Further, the SSLC Project Committee found there are limited benchmarks for measuring the progress of schools and students in the areas addressed by the program (p. 33). Apart from this review there appears to be limited evaluation of the processes, results and outcomes of mentoring programs. The *IHER* (2012) also notes the lack of independent evaluation and suggests the sharing of successful outcomes and strategies from such evaluation would be useful (p. 25).

The role of policy and program development

The development of Aboriginal and Torres Strait Islander education at all levels has been subject to Commonwealth and state and territory government policies throughout Australia's history. In 1989, the Australian Government introduced a *National and Aboriginal and Torres Strait Islander Education Policy* (NATSIEP), a joint policy endorsed by all state and territory governments (Australia. Department of Employment Education and

Training, 1989). The policy outlined 21 long term goals which included equality of access to all levels of education for Aboriginal and Torres Strait Islander peoples. It represented the beginning of the Australian Government's involvement in Aboriginal and Torres Strait Islander education policy-making, and included the provision of funding, development of programs, and overall responsibility for national policy in conjunction with state and territory governments. A major review of the national policy was undertaken in 1994 (Australia. Department of Employment Education and Training (1994) followed by the regular and ongoing release of revised policies, strategies and action plans.

Australian, State and Territory Governments lay out principles and targets for Indigenous education that include working towards improving the retention of Aboriginal and Torres Strait Islander students to Year 12, transitioning access to further education, and supporting students during higher education study (see Appendix B for details). The Australian Government has direct policy and funding responsibility for tertiary education in Australia, which was provided through the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICSRTE) from 2011 to 2012. Following the September 2013 federal election, responsibility for higher education is being transferred to the Department of Education. Government policy and program development and funding provision have shaped the provision of and access to higher education for Aboriginal and Torres Strait Islander peoples. Changes to programs and funding as a result of reviews and financial audits over the years have impacted on educational access and outcomes for Aboriginal and Torres Strait Islander peoples. For example, changes to ABSTUDY in 2000 to align it with Youth Allowance and New Start are believed by many commentators to have led to a decline in the numbers of Aboriginal and Torres Strait Islander students enrolled in tertiary education (Aboriginal Torres Strait Islander Commission, 1999; Australia. Department of Education Science and Training, 2004b; Australian Vice-Chancellors' Committee, 2005; National Tertiary Education Union, 2005; Powell & Lawley, 2008). See Appendix C: Aboriginal and Torres Strait Islander higher education policy timeline, for more detail on policies and programs.

In 2006, the *Review of Australian Higher Education: Discussion paper*, also known as the Bradley Review (2008), identified under-representation of Indigenous people in higher education (1.25% in 2006), and two key issues: school academic preparation and completion rates; and university retention. It recommended the establishment of sector-wide targets for participation of groups still underrepresented in higher education, including Aboriginal and Torres Strait Islander students. The *Review of higher education access and outcomes for Aboriginal and Torres Strait Islander people: Final report (IHER)* (Behrendt et al., 2012) built on the Bradley Review, and one of its terms of reference was to examine the effectiveness of existing Commonwealth Government programs in higher education for Aboriginal and Torres Strait Islander peoples. The *IHER* (2012) proposed reform of government funding to universities for Aboriginal and Torres Strait Islander education "in line with a set of principles aimed at delivering flexible, simplified, student-focused support within a strong

accountability and reporting framework” (p. xiii), a review of individual programs according to the principles, and the development of new guidelines in consultation with universities. The report did not specify responsibility for developing the set of principles.

Government funding enables, and in many cases requires, the development of tertiary education programs such as the Indigenous Education Statements (IES) to support the policy targets and receive funding. The statements:

“generally cover a commitment to reconciliation, cultural competency, embedding Aboriginal and Torres Strait Islander content and perspectives in university curriculum, objectives to improve institution’s recruitment and retention of Aboriginal and Torres Strait Islander students, Indigenous research objectives and key performance indicators to monitor the implementation of the strategy” (Behrendt et al., 2012, p. 147).

The role of cultural understanding and cultural competency in retaining and supporting students

Within the literature there is a growing focus on the development and inclusion of appropriate and relevant Indigenous Knowledges and pedagogies for teaching and learning, and supporting students, and as a tool to increase Indigenous engagement in higher education (Andreotti, Ahenakew, & Cooper, 2011; Battiste, 2002; Grieves, 2008; Nelson et al., 2011; University of South Australia David Unaipon College of Indigenous Education Research, 2009). This includes Aboriginal epistemologies and knowledges, and creating a culturally relevant and safe learning space for Aboriginal and Torres Strait Islander students. Butler and Young (2009) noted that the development of Indigenous pedagogical frameworks was limited. Several recent and significant studies identified a need to embed in university teaching practices the cultural understandings and competencies of Indigenous pedagogy and the infusion of Indigenous world views as part of wider higher education disciplines at university, and the successful transition of Indigenous students to higher education. Ma Rhea and Russell (2012) pointed out that there is no “consensus” on approaches to the philosophy and pedagogy of teaching Indigenous knowledge in universities, and suggest that as such knowledge is incorporated into other disciplines it is being “codified and standardised as it passes through the processes of knowledge production” (p. 21). As a result Indigenous knowledge is increasingly being separated from its local source. Gutierrez, Hunter and Arzubaga (2009) identified the value of “re-mediation” and a whole “ecology of learning” that focuses on “sociohistorical” and cultural learning, and disrupts the pathological approaches of remedial programs that focus on basic skills for “nondominant communities” (p. 13).

Investigating an impact or connection of Indigenous pedagogy with improving transition to higher education is an area of important ongoing research. Recent contributions include Dr Payi-Linda Ford’s (2010) Mirrwana/Wurkama model of Indigenous higher education utilising Indigenous knowledge systems such that narrative, relationality, discursiveness, political integrity, and indigenist research are all seen as principles of pedagogy. Syron and

McLaughlin (2010) identified the value of the Oodgeroo Unit at QUT in supporting Indigenous students in their first year of university via a program that recognises Indigenous Knowledges and experiences and assists Indigenous students to negotiate the cultural interface within the university. Carey and Russell (2011) described their work in the field of educating Aboriginal health workers through the privileging of Aboriginal cultural knowledges over other knowledges and as central to pedagogy. In a review of Indigenous teaching and learning projects, White, Frawley and Anh (2013) identified a need to develop paradigms for teaching and learning that align culturally and pedagogically with the practice of Indigenous Knowledges. Christie (2011) explored the impacts and effects on pedagogy when divergent knowledge traditions come together in academic teaching.

In a discussion about equity in universities Bunda et al. (2012) argued for listening and learning from Indigenous standpoints in the process of informing pedagogies and curriculum. The authors make a distinction between the Indigenous meaning of aspiration as "social *capacity*, or *agency*, to imagine and pursue more desirable futures" (from Appadurai 2006) and the equity view of aspiration "as desires that 'all individuals' presumably have for further education, gainful jobs, family, etc.", as expressed in the Bradley Review of Higher Education (2008) (Bunda et al., 2012, p. 15). They suggested that "*formal recognition ... of Indigenous ways of being, knowing and valuing*" by universities is required for the transformation to a "re-imagined ...desirable" university (p. 13).

Emerging from the literature are some further key principles:

- The need for all graduates of Australian universities to have the knowledge and the skills necessary to interact in culturally competent ways with Indigenous communities and recognising the central role of teaching and learning in this process, for example through graduate attributes, curriculum design, classroom activities and assessment practices (Universities Australia, 2011);
- active and supportive Indigenous education units in universities (Trudgett, 2010);
- targeted, early and appropriate career guidance and advice in schools (T. Gale et al., 2010);
- integrated services, cultural awareness and safety (Brown & Milgate, 2011) with holistic, inclusive and culturally supportive strategies (Fordham & Schwab, 2007).

The *IHER* (2012) identified some critical factors in ensuring that graduate attributes are developed, including making Aboriginal and Torres Strait Islander content available for curriculum development; creating learning and teaching frameworks for the development and delivery of Aboriginal and Torres Strait Islander content; ensuring that Aboriginal and Torres Strait Islander resources are available for all students and staff; and the need to develop and deliver cultural competency training for academics to be **able** to deliver and communicate Aboriginal and Torres Strait Islander content and work competently within these frameworks (pp. 193-4).

Barriers to Success/ Transition within Current Models

Numeracy and Literacy Skills

Low levels of numeracy and literacy continue to be seen as a barrier to university education for many Aboriginal and Torres Strait Islander students, and particularly in the areas of science, technology and mathematics (Behrendt et al., 2012, p. 19).

A follow up study to the Longitudinal Studies of Australian Youth (LSAY) research in 2007 found mathematics and reading test scores to be consistently lower for Indigenous young people than for non-Indigenous young people aged approximately 19 years, even after adjusting for “background factors such as socioeconomic status and locality” (Nguyen, 2010, p. 4). Scores were higher for Indigenous young people living in metropolitan areas compared to those living in non-metropolitan areas, with females scoring higher than males in reading, and males having higher scores than females in maths. Both of these patterns are consistent with non-Indigenous data. Nguyen’s analysis found that lower Year 12 completion rates among Indigenous young people can significantly be attributed to lower literacy and numeracy scores (p. 6).

However, Nguyen’s study also confirmed that exceptionally high achievement at school by Aboriginal and Torres Strait Islander students is not necessarily translating into higher education participation. “[O]nly 39% of Aboriginal and Torres Strait Islander students who scored in the highest reading quartile continued directly into tertiary study, compared to 65% of non-Indigenous students (Nguyen & NCVER 2010, p. 8, Table 7 quoted in the *IHER*, p. 20).

The Dusseldorp Skills Forum found higher literacy and numeracy benchmark achievements among Indigenous students up to Year 7 in metropolitan areas compared to remote areas, from 1999 to 2006, with an increase in the gap between Indigenous and non-Indigenous students in all regions (Long, Burke, & North, 2009, p. 42).

De Bortoli and Thomson (2010) analysed OECD-PISA (Programme of International Student Assessment) results relating to literacy and numeracy from 2000-2006 for Indigenous students, focusing on psychological and “contextual factors” such as home, parental and socioeconomic background, in comparison with non-Indigenous students. They note that school completion and transition to higher education is “strongly correlated with PISA achievement outcomes” (Hillman & Thomson, 2006; cited p. 2).

Access and Location

Nguyen (2010) and the *IHER* (2012) found that many high-achieving Indigenous youth are not participating in university study at the rate of their non-Indigenous counterparts, despite a large proportion of these young people aspiring to university study. Instead, a large proportion of them are undertaking VET studies. It is suggested that limited geographic access to higher educational institutions may be a partial explanation. VET institutions are more accessible in non-metropolitan areas where more than a third of high-

achieving Indigenous young people live (p. 8), or they go into employment. Indigenous student mobility and its impact on access to formal education was identified as an issue that is complex and unique but that is not taken into account in education policy (Prout & Yap, 2012).

The *IHER* (2012) (p. 79) noted that more Aboriginal and Torres Strait Islander students come from a remote location (8.1%) compared with non-Indigenous (0.9%). One of the major challenges in relocating to metropolitan areas to study is finding affordable housing. For many Aboriginal and Torres Strait Islander students from regional and remote locations, mixed mode study, and variations on such study, offer enabling choices to these students. The report discusses a variety of options that are available and being developed, for example "reverse block release" (p. 80) and mixed mode Away from Base.

Intergenerational perspectives on education

The intergenerational impact of policies and practices of denial, exclusion, segregation and assimilation in education for Aboriginal and Torres Strait Islander peoples has been two-pronged: parents, families and students thinking they cannot succeed in mainstream education, and teachers expecting and rationalising Indigenous failure (de Bortoli & Thomson, 2010; Gray & Beresford, 2008). Resistance to school by Indigenous students "...is more multilayered than commonly understood", as Gray and Beresford (2008) point out, including "socio-economic, psychological and school-based reasons" (p. 210). However, support for teachers in remote communities is also important in order that they feel connected and supported professionally, as evidenced in the work of the National Alliance for Remote Indigenous Schools (NARIS), an alliance of more than 170 schools in remote Indigenous communities across the Northern Territory, Western Australia, Queensland, South Australia and New South Wales together with the Australian Government and the Stronger Smarter Institute (NARIS National Alliance for Remote Indigenous Schools, n. d.).

In 1975, the national Aboriginal Consultative Group established by the Australian Schools Commission made a clear statement on the role of education:

"We see education as the most important strategy for achieving realistic self-determination for the Aboriginal people of Australia...as an instrument for creating a...community with intellectual and technological skills...with our own cultural values and identity. We wish to be Aboriginal citizens in a changing Australia" (Aboriginal Consultative Group, 1975, p. 3).

Many of the current generation of Indigenous students have support from their parents for education, because it was denied to them, and because they recognise the value of education, for example, as expressed above. However, both families and students may have limited experience of, and an unrealistic expectation of how to achieve success, particularly higher education, and greater outreach from career support and universities is required (Larkins et al., 2009). Herbert (2011) identified the need to change the discourse around Indigenous education from failure to success, to move from the past to the present and to allow healing to take place. Bok (2010) argued in her critique of the expectations of

"Can't be what you can't see": The Transition of Aboriginal and Torres Strait Islander students into higher education:
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aspirations for higher education and outreach programs that the lower socio-economic students in her study did not lack aspirations, but “they have levels of access to ‘scripts’ – comprising economic, social and cultural resources – that make it relatively difficult for them to produce the performances required to realise them” (p. 176).

Atkinson (2008) outlines the impact of intergenerational trauma of colonialism experienced by Aboriginal and Torres Strait Islander peoples. Over recent decades reports and inquiries have referred to the lack, inappropriateness, and inaccessibility of educational opportunities, and have identified the role of education as a way forward to address the trauma (Australia. Human Rights and Equal Opportunity Commission, 1997; Australia. Parliament House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs, 2011; Australia. Royal Commission into Aboriginal Deaths in Custody, Johnston, & Muirhead, 1991).

Government programs aimed at transition to employment over education

Early streaming to vocational and training programs in secondary schools increases completion rates but limits the number of completed qualifications compared to non-Indigenous students, and "for many simply defers entry into unemployment" (Bandias et al., 2011; University of South Australia David Unaipon College of Indigenous Education Research, 2009, p. 56). Promotion of VET over higher education can divert potential students away from higher education. VET fees were \$4,000 to \$22,000 per year in 2013, and by comparison higher education fees ranged from \$6,000 for undergraduate study to \$37, 000 for postgraduate study (Australian Trade Commission, n.d.), requiring up-front payment or the provision of fee help in the form of the Higher Education Contribution Scheme (HECS). This causes a disincentive and added risk for some students.

Teachers and teacher pre-service training

The mandated inclusion stipulated by accreditation bodies of Aboriginal or Indigenous studies in pre-service teacher training in higher education institutions in Australia has been a lengthy process. In a review commissioned by the Department of Education, Science and Training, Craven et al. (2005) found unanimous support for mandatory Aboriginal Studies programs in undergraduate pre-service teaching courses among universities, but diverse views about the content, structure and implementation of such programs.

Morgan and Golding (2010) identified a need for common ground between Indigenous and non-Indigenous students, breaking the stereotypes, sharing knowledge, experiences and perspectives in pre-service teaching Indigenous studies programs. A recommendation to make Indigenous studies mandatory in all pre-service teaching curricula had by 2007 only been adopted in 50% of teaching pre-service programs in the country. Most states and territories now have compulsory pre-service training in Aboriginal education in early childhood, primary and secondary education courses (Lester, 2011; New South Wales Institute of Teachers, 2008). National standards and procedures for the accreditation of initial teacher education programs are being implemented by the Australian Institute for

Teaching and School Leadership (AITSL) in conjunction with the Australian Curriculum and incorporate a requirement for “broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages” (Australian Institute for Teaching and School Leadership, 2011, p. 7). The *IHER* (2012) has stressed the significance of teachers holding high aspirations for Aboriginal and Torres Strait Islander students.

Economic opportunities such as mining

Under Native Title legislation mining companies are required to provide for education, training and employment in Aboriginal and Torres Strait Islander communities, however, the outcomes of such arrangements with communities are complex. Sometimes funds are limited at early stages, restricting provision of such services, but also governments may reduce services in anticipation of industry responses to the promises in Native Title agreements (O’Faircheallaigh, 2011).

Government educational programs oriented towards mining tend to involve working with VET. For example, a TAFE foundations skills resource titled “Working with the Mining Mob” was developed in consultation with the Industry Skills Council to provide an introduction to the mining industry for Aboriginal people (Australia. Department of Education Employment and Workplace Relations, 2012a, p. 17). However, Taylor and Scambury (2005) found that 36% of Indigenous TAFE enrolments in the Pilbara region were concentrated in short enabling courses, with no formal certification attached, or were at a level lower than Certificate III. Higher VET enrolments in Queensland and Western Australia may suggest a stronger pull towards employment such as mining, but inconsistent data make assessment difficult (Pearson & Daff, 2011; Tiplady & Barclay, 2007). Data relating to the training and employment of Aboriginal and Torres Strait Islander peoples in mining are limited. Tiplady and Barclay (2007) have pointed out that mining companies do not always make their Indigenous employment figures publicly available.

Recent developments indicate mining companies are beginning to work with governments and educational institutions to address the need for improved literacy and numeracy skills among Aboriginal and Torres Strait Islander people in communities where there are mining agreements, and to work towards employment. In 2002, Education Queensland combined four schools in Weipa and Mapoon into one college with four campuses (Western Cape College), and Comalco made a public commitment to employ graduates from the college. Enrolments, attendance and academic achievement reportedly showed improvement (Tiplady & Barclay, 2007, p. 13). Western Cape College now offers academic school scholarships and together with RioTinto Alcan (RTA) has developed a VET strategy called Building our Local Talent (BOLT), encouraging pathways from school to work for students (Western Cape College, 2013).

Work integrated learning (WIL) is a strategy employed by universities to engage students in the workplace and is being developed for Aboriginal and Torres Strait Islander peoples in the

mining industry with the VET sector. Pearson and Duff (2011) evaluated a WIL project involving Charles Darwin University and Rio Tinto Alcan in the Northern Territory, noting that the WIL model needs review. They found that Australian higher education institutions lack the appropriate personnel to deliver the content required by the mining companies; the affected regions lack the required educational infrastructure; and that the need for increasing the literacy skills of Aboriginal and Torres Strait Islander peoples had been underestimated.

Opportunities/Strategies Identified to Overcome Barriers

The *IHER* (Behrendt et al., 2012) noted the importance for Aboriginal and Torres Strait Islander peoples of engaging with universities, and of being empowered “to make the choice to go into higher education...it is vital that universities are a place where they feel that they belong....The government and higher education providers need to work closely with Aboriginal and Torres Strait Islander communities to promote higher education as a natural pathway” (p. 52).

Existing strategies include the establishment of an entitlement fund to 12 years of education in order to offer alternatives to young Aboriginal and Torres Strait Islander students who leave school early; to invest in early literacy and numeracy programs and highly coordinated individual case management; to foster the greater involvement of the community in the planning and leadership of educational programs; and to give greater recognition of Aboriginal culture and language in mainstream education and training systems, the absence of which is significantly inhibiting Indigenous students’ engagement (Alford & James, 2007). Action 46 of the *MCEECDYA Action plan 2010 – 2014*⁵ and the “pathways to real post-school options” commits all governments to the development of a plan that details actions to close the gap in training, university and employment outcomes and to provide links between the school sector and the training, tertiary education and employment services sectors (Behrendt et al., 2012, p. 24).

The *IHER* (2012) and Hossain et al. (2008) emphasise the need for universities to more actively promote scholarships and pathway programs, and Indigenous role models sharing information and their experiences.

Enabling successful practice models

National Models

National Case Studies

National case studies presented in the literature provide examples of universities working with local communities where local engagement activities and the use of local knowledge are identified as key principles of good practice (T. Gale et al., 2010) designed to promote the transition of Aboriginal and Torres Strait Islander students into higher education. Another key principle of good practice involves outreach and active partnering by

⁵ MCEECDYA is now the COAG Standing Council on School Education and Early Childhood (SCSEEC).

universities and professional organisations with schools. Some successful examples of this are discussed below.

More Aboriginal and Torres Strait Islander Teachers Initiative (MATSIIT) (2012) is a four year project (2011-2015) that is part of a national strategy aiming to increase the number of Aboriginal and Torres Strait Islander students entering and remaining in the teaching profession. A 2012 evaluation by QUT and the Australian Council of Deans of Education Inc. of MATSIIT focused on retention, success, and rates of graduation of Aboriginal and Torres Strait Islander teacher education students (Patton et al., 2012). It identified the value of working strategically towards increasing the capacity for improving the learning experiences of Aboriginal and Torres Strait Islander teacher education students. The evaluation also highlighted the important role of Indigenous Education Units in supporting teacher education students.

Follow the Dream: Partnerships for Success is a program established in 2004 by the Western Australia Department of Education together with Kurongkurl Katitjin, the Centre for Indigenous Australian Education and Research at Edith Cowan University, and the Graham (Polly) Farmer Foundation (Melville, 2004). The program targets Aboriginal students with high aspirations as they commence their secondary education through individualised case management in the areas of academic acceleration, longitudinal subject selection, career and transition support. Students are encouraged to complete Year 12 and achieve results that enable entrance into tertiary studies. A longitudinal study found the program had made “tremendous strides” and recommended its continuation for a further 5 years, or until “no longer needed” (Partington et al., 2009). **Follow the Dream** currently operates in 27 public schools throughout Western Australia, supporting approximately 800 students, including secondary students in VET (Western Australia. Department of Education, 2013).

The Australian Indigenous Doctors’ Association, **Yaga Bagaul Dungan**, has developed a best practice framework in relation to the recruitment and retention of Indigenous medical students. Its 2010 headline targets included the establishment of specific pathways into medicine for Indigenous Australians; the full implementation of the Committee of Deans of Australian Medical Schools Indigenous Health Curriculum Framework; and an extra 350 Indigenous students to be enrolled into medical degrees. **Barawul Yana**, a research project undertaken by a consortium from Monash University, James Cook University and the University of New South Wales identified appropriate ways to recruit, retain and support Indigenous medical students (Arkles et al., 2007).

In 2007, after noting that Indigenous enrolments had not increased since 2003, James Cook University developed two outreach programs to engage with and target Indigenous prospective students living in the region. The **Indigenous CONNECTIONS** program works with Year 12 students to identify pathways to higher education, to develop peer support, familiarisation, information, and an understanding of the options. A longitudinal aspect of

the Indigenous Connections program was to provide mentoring and ongoing contact with participants once they have enrolled at university (Australia. Department of Education Employment and Workplace Relations, 2009). **UNIPREP TI** (Thursday Island) for mature-aged students (Muloin & Sellwood, 2009) was successful in increasing university preparatory skills and self-confidence of the participants, resulting 53% of participants enrolling in university, despite funding and access challenges in the project.

The **Indigenous Education Projects Unit** at the Queensland University of Technology runs indigenous education partnerships and projects in schools to work towards goals of the National Aboriginal and Torres Strait Islander Education Policy. These include developing a national network of Learning Communities, the Focus School Next Steps Initiative and the Wannik Tailored Professional Learning Package (TPLP) for early childhood teachers (Queensland University of Technology, 2013). The **Stronger Smarter Institute** operates a leadership program with school and community leaders to create high expectations learning environments and to improve outcomes for Indigenous students, their families and communities (The Stronger Smarter Institute, n.d.).

The Aspiration Initiative (TAI) is an academic enrichment residential program launched in 2011 for Aboriginal and Torres Strait Islander secondary day students performing at or above the national average. The program promotes university study, develops skills and information to make informed decisions, and a supportive student cohort and skills to navigate through university (Aurora Project, 2011a).

The University of Western Australia Indigenous Science and Engineering Camp is an annual residential program offered by the University of Western Australia's School of Indigenous Studies to Aboriginal and Torres Strait Islander students in Years 9 and 10. The camp is designed to encourage students to study science and mathematics through to Year 12 and to progress into university studies that lead to careers in science, engineering and technology. The camp is supported by Woodside and the Australian Government through the Aspire UWA Indigenous Program and there are no attendance or travel costs (The University of Western Australia, 2013).

The **University of New South Wales (UNSW) Winter School** is a program for Aboriginal and Torres Strait Islander students in Years 10, 11 and 12 who are considering further studies beyond high school, operated through the UNSW Indigenous education centre, Nura Gili. The week-long residential program is designed to provide students with the opportunity to experience what university life is all about, through participation in academic lectures and tutorials, presentations, study sessions, team building activities, interacting with university staff, current students and fellow applicants, cultural activities and more. There is no cost to students to participate in the program (University of New South Wales, 2013).

The **QUT YuMi Deadly Maths** program is a mathematics program that is contextualised for Indigenous school students, and is built around home language, representations and whole-

of-school change. The program aims to build confidence, competency and progression to further education in Aboriginal and Torres Strait Islander school students in mathematics, which is identified by the *IHER* as a key area. Improved NAPLAN numeracy results for students participating in the project are an immediate outcome (Queensland University of Technology, 2010).

The **What Works** website provides information for schools that is designed to help them develop and improve educational outcomes for Indigenous students. Case studies are included, and details of a three step process: building awareness, forming partnerships and working systematically (What Works, 2012). *Stepping up: What works in pre-service teacher education* (2009), a workbook for pre-service teacher education, was written specifically for higher education.

International Models and Case Studies

Aotearoa New Zealand

A number of programs and institutions focus on improving the educational success achievements and outcomes of Māori students at both secondary and tertiary level, and teaching in a Māori cultural context. Many of these initiatives have been led and developed by Māori people following the expansion of Māori rights through the *Treaty of Waitangi Amendment Act, 1985*, and the Waitangi Tribunal (Smith, 1999). Affirmative action programs have operated at universities in Aotearoa New Zealand to reserve a percentage of places in certain study programs for Māori students. For example, 10% of places in Law at Victoria University of Wellington are reserved for people of Māori descent. Medical schools at the University of Auckland and the University of Otago have entry schemes that make provision for special entry for limited numbers of Māori and Pacific Islander students (Durie, 2005). An affirmative action program introduced in 1972 at the University of Auckland medical school that aimed to increase the proportion of indigenous Māori population and those of Pacific Islander ancestry, had a graduation rate of 78% (out of 147 applicants) by 1997. Although the program has been controversial, it has enabled more Māori students to attend medical school than would have been possible through standard admittance procedures (Collins, White, & Mantell, 1997)

Te Kotahitanga is a professional development program for teachers developed by the New Zealand Ministry of Education and the University of Waikato, focusing on secondary school teachers taking responsibility for cultural relationships with Māori students, with high expectations for their achievements (Bishop, Berryman, Cavanagh, & Teddy, 2009).

Tatou Tatou/Success for All (Curtis et al., 2012), an empirical study at the University of Auckland investigating techniques improving Māori student success in degree level health education programs, found a need for Māori student support programs to focus on fostering cultural bonding between Māori students and their peers, and for educators to develop relational trust and demonstrate cultural safety (p. 6). This research also identified

the importance of having tutors who are Māori and who act as positive role models, and also for the creation of Māori peer support networks. Of particular emphasis was the need to encourage “cohort cohesiveness”, student *whanaungatanga* (supportive and collaborative relationships and networks) across all years and academic programs using Kaupapa Māori frameworks in the design of activities which are “Māori-focussed, Māori-led and Māori-appropriate” (p. 32).

Aotearoa New Zealand has three *Wānanga*, publicly-owned tertiary degree granting institutions under the *Education Amendment Act*, 1989, that provide education in a Māori cultural context: Te Whare Wānanga o Awanuiārangi, Te Wānanga o Aotearoa and Te Wānanga o Raukawa. They offer community education programmes, Certificates and Diplomas, Bachelors, Masters and Doctoral degrees. Awanuiārangi has 95% Māori students and is currently the only PhD granting institution of the three *Wānanga*. A recent review by the New Zealand government education qualifications body found that Māori student achievement results at the *Wānanga* exceed the “national Māori achievement statistics” in education (New Zealand Qualifications Authority, 2012, p. 8). Some *Wānanga* are multi-campus institutions, and offer mixed-mode delivery. Open *Wānanga* (a subsidiary of Te Wānanga o Aotearoa) provides home-based learning to students throughout Aotearoa New Zealand who cannot attend classes on campus. These are Māori community initiated educational alternatives, and although being developed under legislation, the institutions have had to fight for state support and infrastructure funding (Smith, 2012).

Ako Aotearoa (n.d.) is New Zealand's National Centre for Tertiary Teaching Excellence which focuses on Māori and Pacific educators, providing teaching resources, a research register, and information about community projects.

North America

The **Posse Foundation** (2011) in the United States identifies disadvantaged public high school students with extraordinary academic and leadership potential who may be overlooked by traditional university/college selection processes, working with them to develop skills and pathways for higher education. The program is built around the concept of supportive multicultural teams or cohorts for students through university, a model on which *The Aspiration Initiative* in Australia is based. **Posse** partners with universities and colleges provide scholarship funding for those students identified to take part in the program.

Upward Bound (US Department of Education, 2012) is a United States program aimed at supporting low SES students in preparation for university (college), providing tutoring, counselling, mentoring, cultural enrichment and other programs.

In Canada, higher education institutions address transition and retention of Aboriginal students with programs whereby universities teach in elementary and secondary schools, provide financial aid, peer-mentoring, and the development of research programs in

consultation with Aboriginal populations. However, institutions acknowledge that although these programs show some results they take time and more effort is required (Lewington, 2011).

Many universities in Canada have senior administrative or academic positions representing Aboriginal concerns; a smaller number have an Aboriginal person on the board of governors; and many have a committee to advise on the administration on Aboriginal matters (Holmes, 2006). Canada has a First Nations University with three main campuses, as well as offering programs in First Nations communities across Saskatchewan and Canada, allowing students to remain in their communities while taking university programs. The university provides accredited degrees specialising in Indigenous knowledge, as well as cultural and traditional advisory services and learning through ceremony with local Elders. In 2013, the university's tenth anniversary, 750 First Nations full-time students registered, an increase of 10% from 2011 (<http://www.fnuniv.ca/>).

Tribally controlled colleges and universities operated by native North American tribes provide accredited degrees and vocational training and include native Indian cultures in the curricula. Thirty-seven colleges aim to develop campus cultures that preserve, enhance, and promote American Indian and Alaskan languages and traditions. First established in the 1960s, the colleges are located primarily in areas not well served by state institutions, often on reserves. Most are privately funded and offer two-year associate degrees; some offer bachelor degrees or offer full degrees by distance learning or through transfer at other institutions. Between 1997 and 2002, student enrolment at tribal colleges grew by 32% compared to 16% in higher education overall (American Indian Higher Education Consortium, 2012; Schmidt & Akande, 2011). AIHEC (American Indian Higher Education Consortium), HACU (Hispanic Association of Colleges and Universities), and NAFEO (National Association for Equal Opportunity in Higher Education) are part of a collaborative pilot program using a mentor model to match universities with minority serving institutions in the United States to develop successful intervention strategies for students (<http://www.msistudentsuccess.org>).

Native Hawaiian culture has a strong focus at the University of Hawai'i and support units within the universities function as faculties, providing space for Elders to teach students in a range of courses (Ridgeway, 2012). At the University of Hawai'i, Hilo, the Hanakahi Council advises the Chancellor and Administrators, faculty, staff and students in relation to Hawaiian culture, research, community collaboration, student and staff programs, and acts as an advocate for native Hawaiians at the University (University of Hawai'i, 2013).

Appendix A: Indigenous engagement in Australian universities

University website; Indigenous links	Indigenous education /research centre	Indigenous education statement/policy/action plan ⁶	Indigenous student support services/scholarships	Indigenous entry options/pathways
	WESTERN	AUSTRALIA	UNIVERSITIES	
University of Notre Dame http://www.nd.edu.au	Nulungu Centre for Indigenous Studies http://www.ndcis.org.au/	Broome Campus of Reconciliation http://www.nd.edu.au/broome/about/reconciliation.shtml	Indigenous Scholarships http://www.nd.edu.au/scholarships/indigenous.shtml http://www.nd.edu.au/scholarships/broome.shtml ITAS Support http://www.nd.edu.au/broome/current-students/itas.shtml	Pathways http://www.ndcis.org.au/teaching.htm#PATH
University of Western Australia University Indigenous Commitment http://www.uwa.edu	School of Indigenous Studies http://www.sis.uwa.edu.au/ Centre for Aboriginal Medical and Dental Health http://www.sparhc.uwa.edu.au/camdhs	Indigenous Employment Strategy http://www.sis.uwa.edu.au/employment Equity and Diversity Policy with Indigenous Employment and Career Policy http://www.equity.uwa.edu.au/welcome	Aboriginal Orientation Course http://www.sis.uwa.edu.au/courses/aboriginal-orientation Outreach Programs http://www.sis.uwa.edu.au/outreach Indigenous News and Events	Indigenous Entry (accessible from Indigenous Commitment page) http://www.sis.uwa.edu.au/courses Provisional Entry Scheme for Indigenous Students

⁶ The Department of Industry (previously the Department of Industry Innovation Science Research and Tertiary Education and Department of Education, Employment and Workplace Relations (DEEWR)) requires an Indigenous Education Statement providing information on education plans and achievements. This is also used to determine eligibility for Indigenous Support Program (ISP) funding.

du.au/indigenous		ome/policies/uwa_indigenous_employment_and_career_policy Indigenous Education Statement http://www.stats.uwa.edu.au/_data/page/186431/2013_UWA_Indigenous_Education_Statement.pdf	http://www.sis.uwa.edu.au/news-events Scholarships http://www.sis.uwa.edu.au/courses/scholarships	http://www.sis.uwa.edu.au/courses/provisional
Curtin University http://www.curtin.edu.au/ Centre for Aboriginal Studies, Acknowledgement to traditional Nyungar owners	Centre for Aboriginal Studies http://karda.curtin.edu.au/	Indigenous Governance Policy and Principles for Implementation, updated 2010. Employment of Indigenous Australian Peoples Procedures, 2002. Available from http://policies.curtin.edu.au/ Reconciliation plan http://about.curtin.edu.au/curtins-reconciliation-action-plan.htm	Student support http://karda.curtin.edu.au/students/index.cfm Scholarships http://karda.curtin.edu.au/students/scholarships.cfm	Bridging courses http://karda.curtin.edu.au/courses/bridging-courses.cfm Indigenous Tertiary Enabling Course http://courses.curtin.edu.au/course_overview/undergraduate/Indigenous-enabling
Edith Cowan University http://www.ecu.edu.au Indigenous Matters http://www.ecu.edu.au/about-ecu/indigenous-matters	Kurongkurl Katitjin http://www.ecu.edu.au/schools/kurongkurl-katitjin/overview	Indigenous Education Statement http://www.ecu.edu.au/about-ecu/indigenous-matters/statements/indigenous-education-statement Statement of Commitment http://www.ecu.edu.au/about-ecu/indigenous-matters/statements/statement-of-commitment Reconciliation Action Plan http://www.ecu.edu.au/about-ecu/indigenous-	Indigenous Orientation Course http://www.ecu.edu.au/future-students/non-school-leavers/our-courses/view?id=C11 Guide for Indigenous Students Copy downloaded from http://www.ecu.edu.au/future-students/non-school-leavers/how-to-get-into-ecu/entry-pathways/indigenous-entry	Indigenous Entry: Indigenous Student Intake Test (ISIT) & Indigenous University Orientation Course (IUOC) http://www.ecu.edu.au/future-students/non-school-leavers/how-to-get-into-ecu/entry-pathways/indigenous-entry

		matters/reconciliation-action-plan		
Murdoch University http://www.murdoch.edu.au/	Kulbardi Aboriginal Centre http://kulbardi.murdoch.edu.au	Indigenous Consultative Group (Note nothing in minutes since 2007) http://www.murdoch.edu.au/hr2/eeo/eeo_icg.html	Indigenous Student Support (includes ITAS and Scholarships) http://kulbardi.murdoch.edu.au/Student-support/	Entry Pathways (via Kulbardi Site) http://kulbardi.murdoch.edu.au/Kulbardi-courses/Kulbardi-pathways-into-university/ K-Track Indigenous Pathway to University Kulbardi Wangkiny Indigenous Pre-Media Program
	NEW	SOUTH	WALES	UNIVERSITIES
Southern Cross University http://www.scu.edu.au Applying - Indigenous Students http://scu.edu.au/futurestudents/index.php/28/	Gnibi College of Indigenous Peoples http://www.scu.edu.au/schools/gnibi/index.php	Indigenous Employment Strategy 2011-2015 Downloaded from http://scu.edu.au/admin/hr/	Indigenous Australian Student Support - includes Indigenous Tutorial Assistance Scheme (ITAS) http://scu.edu.au/gnibi-indigenous-studies/index.php/5 Scholarships http://scu.edu.au/scholarships/index.php/6	Future students http://scu.edu.au/futurestudents/index.php/63 Testing and Assessment Program http://scu.edu.au/students/index.php/8/
Charles Sturt University	Centre for Indigenous Studies (CIS), Dubbo http://www.csu.edu.au/faculty/e	Indigenous Education Strategy http://www.csu.edu.au/faculty/educ	Indigenous Student Services http://www.csu.edu.au/for/indigenous	Darrambal Skills Assessment Program http://www.csu.edu.au/for/indig

http://www.csu.edu.au Quick Links for Indigenous students http://www.csu.edu.au/for/indigenous-students	ducat/cfis/	at/cfis/education-strategy Reconciliation Statement http://www.csu.edu.au/faculty/education/cfis/reconciliation Indigenous Board of Studies http://www.csu.edu.au/acad_sec/academic-manual/docs/b3-2-1.pdf	-students/support-services Scholarships http://www.csu.edu.au/for/indigenous-students/scholarships	enous-students/darrambal Pathways - Indigenous Student Services http://www.csu.edu.au/for/indigenous-students/support-services
Macquarie University http://www.mq.edu.au/ Welcome to Country http://www.mq.edu.au/about_us/university_profile/welcome_to_country.jsp	Warawara - Department of Indigenous Studies http://www.warawara.mq.edu.au/	Indigenous engagement http://www.mq.edu.au/on_campus/diversity_and_inclusion/indigenous_australians/ Indigenous advancement strategy Downloaded from http://www.mq.edu.au/about_us/offices_and_units/social_inclusion/our_strategies/indigenous_advancement/ Indigenous Education Statement Downloaded from http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_indigenous_studies/	Department of Indigenous Studies: Student Support http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_indigenous_studies/student_support/ Scholarships http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_indigenous_studies/student_support/scholarships/	Alternative entry program http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_indigenous_studies/alternative_entry/ Indigenous cadetships http://www.mq.edu.au/on_campus/diversity_and_inclusion/indigenous_australians/indigenous_cadetship_support_program/
University of Newcastle http://www.newcastle.edu.au/	The Wollotuka Institute http://www.newcastle.edu.au/about-our-university/indigenous-collaboration/the-wollotuka-	Indigenous Education Statement Downloaded from http://www.newcastle.edu.au/about-our-university/indigenous-	Indigenous Student Support and Development - Includes ITAS and Scholarships http://www.newcastle.edu.au/about-	Yapug tertiary preparation/ pathway program http://www.newcastle.edu.au/students/foundation-

stle.edu.au/ Indigenous links under Community and Alumni/About UoN	institute Umuliko Indigenous Higher Education Research Centre http://www.newcastle.edu.au/research-and-innovation/centre/umuliko/about-us	collaboration/the-wollotuka-institute Reconciliation Statement http://www.newcastle.edu.au/about-uon/our-university/indigenous-collaboration/uon-reconciliation-statement	uon/our-university/indigenous-collaboration/student-engagement-and-experience	studies/yapug/
University of New England http://www.une.edu.au Acknowledgement of Country and related links.	Indigenous studies http://www.une.edu.au/current-students/resources/academic-schools/school-of-humanities/study-areas/indigenous-studies /	Indigenous Education Statement 2010 Available through site search - Copy saved Reconciliation Statement Approved 2005, for review 2006 http://www.une.edu.au/current-students/support/student-support/oorala/une-reconciliation-statement	Oorala Aboriginal Centre – Student support Includes ITAS and Scholarships http://www.une.edu.au/current-students/support/student-support/oorala/student-support	ISP (Internal Selection Program) http://www.une.edu.au/current-students/support/student-support/oorala/courses-at-oorala TRACKS Tertiary preparation program http://www.une.edu.au/courses/2012/courses/TRACKS

University of New South Wales http://www.unsw.edu.au/	Nura Gili Centre for Indigenous Programs http://www.nuragili.unsw.edu.au/ Indigenous Law Centre http://www.ilc.unsw.edu.au/ Indigenous Policy and Dialogue Research Unit http://ipdru.arts.unsw.edu.au	Nura Gili Strategic Plan 2011-2015 Indigenous Education Statement 2010-2012 Downloaded from http://www.nuragili.unsw.edu.au/about-us	Nura Gili Indigenous Current Students – Support (academic, administrative, ITAS; includes Scholarships) http://www.nuragili.unsw.edu.au/current-students	UNSW Indigenous Admission Scheme http://www.nuragili.unsw.edu.au/unsw-indigenous-admission-scheme UNSW Enabling programs http://www.nuragili.unsw.edu.au/unsw-enabling-programs Pre-programs (Business, Education, Law, Medicine and Social Work) http://www.nuragili.unsw.edu.au/pre-programs-0
University of Sydney http://sydney.edu.au INDIGENOUS link	Koori Centre http://sydney.edu.au/koori/	Wingara Mura – Bunga Barrabugu strategy http://sydney.edu.au/strategy/wingara_mura/index.shtml Aboriginal and Torres Strait Islander participation http://sydney.edu.au/about/indigenous/	Student Support http://sydney.edu.au/koori/studentsupport/index.shtml Yooroang Garang student support, Cumberland Campus http://sydney.edu.au/health_sciences/yooroang_garang/ Scholarships http://sydney.edu.au/koori/scholarships/index.shtml ITAS http://sydney.edu.au/current_students	Cadigal Alternative Entry Program http://sydney.edu.au/current_students/student_services/cadigal.shtml

			/student_services/itas.shtml	
University of Technology, Sydney http://www.uts.edu.au Indigenous Australians	Jumbunna House of Learning http://www.jumbunna.uts.edu.au/students/index.html	Indigenous Education Strategy http://www.gsu.uts.edu.au/policies/indigenous-education-strategy.html Indigenous Education Statement 2008 http://www.jumbunna.uts.edu.au/pdfs/about-us/UTSIES2008ReportforWebsite.pdf	Jumbunna House of Learning – support and services http://www.uts.edu.au/future-students/indigenous UTS Library – Indigenous Students http://www.lib.uts.edu.au/students/discover-your-library/specialised-services/indigenous-students Scholarships http://www.uts.edu.au/future-students/indigenous/getting-uts/scholarships	Indigenous entry schemes and pathways http://www.uts.edu.au/future-students/indigenous/getting-uts/indigenous-entry-schemes-and-pathways Direct entry program http://www.uts.edu.au/future-students/indigenous/getting-uts/direct-entry-program
University of Western Sydney http://www.uws.edu.au	Indigenous opportunities http://www.uws.edu.au/indigenous_edu/education Badanami Centre for Indigenous Education http://www.uws.edu.au/indigenous_edu/education/badanami_centre_for_indigenous_education	Indigenous education policy http://www.uws.edu.au/indigenous_edu/education/indigenous_education_policy Badanami Centre Strategic plan http://www.uws.edu.au/data/assets/pdf_file/0011/182477/BAD2555_StratPlan_2001-13_LORES.pdf	Student Support http://www.uws.edu.au/indigenous_edu/education/support Scholarships http://www.uws.edu.au/indigenous_edu/education/scholarships	Pathways http://www.uws.edu.au/indigenous_edu/education/access
University of Wollongong http://www.uow.edu.au/	Indigenous Studies Unit http://lha.uow.edu.au/arts/isu/index.html Woolyungah Indigenous Centre	Indigenous Perspectives and Reconciliation http://www.uow.edu.au/about/ipar/reconciliation/index.html Indigenous Employment Strategy	Student facilities http://www.uow.edu.au/wic/currentstudents/studentservices/index.html ITAS http://www.uow.edu.au/wic/currentst	Alternative Admissions Program http://www.uow.edu.au/wic/futurestudents/altadmissionprogram/index.html

	http://www.uow.edu.au/wic/index.html	2008-2011 http://staff.uow.edu.au/content/groups/public/@web/@eed/documents/doc/uow045510.pdf	udents/itas/index.html Scholarships http://www.uow.edu.au/wic/currentstudents/scholarships/index.html	
		VICTORIA	UNIVERSITIES	
Deakin University http://www.deakin.edu.au	Institute of Koorie Education http://www.deakin.edu.au/ike/index.php	Indigenous education statement http://www.deakin.edu.au/vice-chancellor/assets/resources/deakin-university-indigenous-education-statement-2009.pdf	Student support http://www.deakin.edu.au/ike/studsup.p.php ITAS http://www.deakin.edu.au/ike/atas.php	Scholarships http://www.deakin.edu.au/ike/scholarships.php
La Trobe University http://www.latrobe.edu.au	Indigenous Education at La Trobe http://www.latrobe.edu.au/indigenous/education	Indigenous education statement, 2011 Downloaded from http://www.latrobe.edu.au/indigenous/education	Indigenous Australian student services http://www.latrobe.edu.au/indigenous/student-services	Scholarships http://www.latrobe.edu.au/scholarships/search-result Filter by Personal circumstance - Indigenous
Monash University http://www.monash.edu.au/ Information for: Indigenous students	Monash Indigenous Centre http://artsonline.monash.edu.au/mic/	Indigenous education statement http://www.opq.monash.edu.au/up/planing/monash-ies-submission-2011.pdf	Indigenous students http://www.monash.edu.au/study/life/indigenous/ The Yulendj Indigenous Engagement Unit http://www.monash.edu.au/study/life/indigenous/about.html Scholarships	Pathways for Indigenous students http://www.monash.edu.au/study/life/indigenous/pathways.html

			http://www.monash.edu.au/study/life/indigenous/scholarships.html	
RMIT University http://www.rmit.edu.au/ Acknowledgement of country Aboriginal and Torres Strait Islander information and resources	Koori Cohort of Researchers http://www.rmit.edu.au/kooricohort	Indigenous education statement 2011 Downloaded copy from http://www.rmit.edu.au/staff/strategy	Ngarara Willim Centre http://www.rmit.edu.au/browse;ID=5hmzprui21ly Scholarships http://www.rmit.edu.au/browse;ID=iz5xg5ddp39jz ITAS http://www.rmit.edu.au/browse;ID=gz2zs3u0n0wf	Aboriginal and Torres Strait Islander access scheme http://www.rmit.edu.au/browse;ID=7mdc07c5l3qp
Swinburne Institute of Technology http://www.swinburne.edu.au/	Indigenous Programs http://www.swinburne.edu.au/indigenous/	Social Inclusion Action Plan http://www.swinburne.edu.au/chancellery/vc/documents/Social%20Inclusion%20Action%20Plan.pdf	Scholarships http://www.swinburne.edu.au/indigenous/scholarships.htm ITAS http://www.swinburne.edu.au/indigenous/ITAS.htm	Special Entry Access Scheme http://www.swinburne.edu.au/studentoperations/admissions/seasons.html
University of Melbourne http://www.unimelb.edu.au/	Murrup Barrak: Melbourne Institute for Indigenous Development http://www.murrupbarak.unimelb.edu.au/ Onemada: VicHealth Koori Health Unit http://www.onemda.unimelb.edu.au/	Indigenous Education Statement 2012 Downloaded copy from http://www.murrupbarak.unimelb.edu.au/content/pages/indigenous-student-programs Reconciliation Action Plan http://www.murrupbarak.unimelb.edu.au/content/pages/university-melbourne-reconciliation-action-plan-rap	Current students http://www.murrupbarak.unimelb.edu.au/content/pages/current-students Scholarships http://www.murrupbarak.unimelb.edu.au/content/pages/indigenous-scholarships-financial-aid	Access Melbourne http://www.futurestudents.unimelb.edu.au/admissions/entry-requirements/other-entry-options/access-melbourne Future students http://www.murrupbarak.unimelb.edu.au/content/pages/future-students

	Wilin Centre for Indigenous Arts, VCA http://vca-mcm.unimelb.edu.au/wilin	Indigenous Employment Plans http://www.murrupbarak.unimelb.edu.au/content/pages/indigenous-employment-plans		
University of Ballarat http://www.ballarat.edu.au/ Indigenous matters http://www.ballarat.edu.au/about-ub/indigenous-matters	Aboriginal Education Centre http://www.ballarat.edu.au/centres/aboriginal-education-centre	Reconciliation Action Plan http://www.ballarat.edu.au/about-ub/indigenous-matters/reconciliation-action-plan Deadly Careers@UB http://www.ballarat.edu.au/staff/working-at-ub/deadlycareers	Student Information http://www.ballarat.edu.au/centres/aboriginal-education-centre/student-information Scholarships http://www.ballarat.edu.au/current-students/assistance,-support-and-services/scholarships	Special Entry Access Scheme http://www.ballarat.edu.au/future-students/apply/domestic/how-to-apply/applying-through-vtac/special-entry-access-scheme-seas
Victoria University http://www.vu.edu.au/	Moondani Balluk Academic Unit http://www.vu.edu.au/industry-and-community/community-partnerships/indigenous-partnerships/moondani-balluk-academic-unit	Indigenous Education Statement 2013 Downloaded from http://www.vu.edu.au/about-us/vision-mission/acknowledgement-of-country/moondani-balluk-academic-unit	Moondani Balluk Academic Unit – Student Support http://www.vu.edu.au/about-us/vision-mission/acknowledgement-of-country/moondani-balluk-academic-unit	Special Entry Access Scheme http://www.vu.edu.au/courses/how-to-apply/access-equal-opportunity Indigenous Australian applicants http://www.vu.edu.au/courses/applying/eligibility-requirements/indigenous-australian-applicants
	SOUTH	AUSTRALIA	UNIVERSITIES	
Flinders University http://www.flinders.edu.au/	Yunggorendi First Nations Centre for Higher Education and Research	Indigenous Education Statement 2011 Downloaded from http://www.flinders.edu.au/yunggorendi	Yunggorendi Current Students http://www.flinders.edu.au/yunggorendi	Indigenous Admissions Scheme http://www.flinders.edu.au/yunggorendi

s.edu.au/ Our commitment to Indigenous communities	http://www.flinders.edu.au/yunggorendi/ Poche Centre for Indigenous Health and Well-being http://www.flinders.edu.au/medicine/sites/poche.adelaide/	endi Indigenous Employment http://www.flinders.edu.au/yunggorendi/indigenous-employment.cfm Values statement http://www.flinders.edu.au/yunggorendi/values-statement.cfm	di/current-students/ Tjilbruke Student Services http://www.flinders.edu.au/yunggorendi/	gorendi/prospective-students/ias.cfm Prospective Students http://www.flinders.edu.au/yunggorendi/prospective-students/ Indigenous Pathways Brochure http://www.flinders.edu.au/yunggorendi-files/documents/FU-Indigenous%20pathways-brochure1.pdf
University of Adelaide http://www.adelaide.edu.au/ Information about: Indigenous Education http://www.adelaide.edu.au/learning/strategy/indigenous-education/	Aboriginal and Torres Strait Islander Education: Wirltu Yarlu http://www.adelaide.edu.au/wirltu-yarlu/ Yaitya Purrana Indigenous Health Unit http://health.adelaide.edu.au/population-health/yaitya/ Centre for Aboriginal Studies in Music (CASM) http://music.adelaide.edu.au/casm/	Indigenous Education Statement 2012 Downloaded from http://www.adelaide.edu.au/wirltu-yarlu/about/ Tarrkarri Tirkka (Future Learning) Integrated Aboriginal and Torres Strait Islander Education Strategy http://www.adelaide.edu.au/learning/strategy/indigenous-education/ Aboriginal and Torres Strait Islander Employment Strategy http://www.adelaide.edu.au/hr/atsies/	Wirltu Yarlu Student Services http://www.adelaide.edu.au/wirltu-yarlu/services/ Scholarships and cadetships http://www.adelaide.edu.au/wirltu-yarlu/scholarships/	Wiltu Yerlo University Preparatory Program http://www.adelaide.edu.au/wiltu_yerlo/foundation/ Aboriginal and Torres Strait Islander Access Entry Scheme http://www.adelaide.edu.au/wirltu-yarlu/future-students/atsi/
University of South Australia http://www.unisa.edu.au/	David Unaipon College of Indigenous Education and Research	Indigenous Education Statement 2012 Downloaded from http://www.unisa.edu.au/documents	Indigenous Student Services http://www.unisa.edu.au/Study-at-UniSA/Indigenous-students/	Indigenous Special Entry http://w3.unisa.edu.au/isu/specialentry/default.asp

Study at UniSA > Indigenous students	http://www.unisa.edu.au/ducier/	/eass/ducier/unisa202012iesfinal.pdf Indigenous engagement http://www.unisa.edu.au/About-UniSA/Indigenous-education/	Scholarships http://www.unisa.edu.au/ducier/scholarships/default.asp	Future Students http://www.unisa.edu.au/isu/futurestudents/default.asp
Australian Catholic University http://www.acu.edu.au Information for Indigenous Students	Centre for Indigenous Education and Research http://www.acu.edu.au/about_faculties_schools_institutes_centres/centres/centre_for_indigenous_education_and_research/ With centres in Brisbane, Sydney, Canberra, Ballarat/Melbourne.	Indigenous Education Statement 2012 Downloaded from http://www.acu.edu.au/about_faculties_institutes_and_centres/centres/centre_for_indigenous_education_and_research/about_the_centre/our_strategic_approach On same page: Indigenisation Thematic Map Statement of Commitment to Reconciliation Indigenous Employment Strategy 2009-2011	Student Support http://www.acu.edu.au/about_faculties_institutes_and_centres/centres/centre_for_indigenous_education_and_research/support_student Scholarships http://www.acu.edu.au/about_faculties_institutes_and_centres/centres/centre_for_indigenous_education_and_research/scholarships	Aboriginal and Torres Strait Islander Special Access Scheme http://www.acu.edu.au/study_at_acu/alternate_entry/atsi_special_entry_scheme
		QUEENSLAND	UNIVERSITIES	
Bond University http://www.bond.edu.au/	Nyombile Indigenous Support Centre http://www.bond.edu.au/student-resources/nyombile-indigenous-support-centre/index.htm	"As a private, not-for-profit University, we don't receive any government funding for our Indigenous education initiatives..." , Pro Vice-Chancellor, Pathways and Partnerships http://www.bond.edu.au/about-bond/news-and-events/news/BD3_028054	Nyombile Indigenous Support Centre http://www.bond.edu.au/student-resources/nyombile-indigenous-support-centre/index.htm Scholarships http://www.bond.edu.au/degrees-and-courses/scholarships/australian-	Alternate entry http://www.bond.edu.au/faculties/university-pathways/about-university-pathways/index.htm

			applicants/BD3_016159	
Central Queensland University http://www.cqu.edu.au Information about Indigenous engagement	Office of Indigenous Engagement http://www.cqu.edu.au/engage/office-of-indigenous-engagement		Current Students http://www.cqu.edu.au/about-us/locations/cquni-mackay/support ITAS http://www.cqu.edu.au/engage/office-of-indigenous-engagement/indigenous-tutorial-assistance-scheme-itas Scholarships http://www.cqu.edu.au/study/scholarships/search?CategoryVar=Indigenous&StatusVar=Active	Tertiary Entry Program (TEP) http://www.cqu.edu.au/study/special-programs/enabling-programs/tep
Griffith University http://www.griffith.edu.au/ Future students > Information for > Indigenous students	Office of Indigenous Community Engagement, Policy and Partnerships http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/indigenous-community-engagement-policy-partnerships/about-icepp Griffith University Council of Elders http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/indigenous-community-engagement-policy-partnerships/griffith-university-	Indigenous Education Statement http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/learning-teaching/indigenous-education-statement Indigenous Employment Strategy http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/indigenous-staff	GUMURRII Student Support Unit http://www.griffith.edu.au/gumurrii-student-support-unit ITAS https://app.secure.griffith.edu.au/gumurrii/ Scholarships http://www.griffith.edu.au/scholarships/categories/aboriginal-and-torres-strait-islander-scholarships	Future students http://www.griffith.edu.au/gumurrii-student-support-unit/future-students Alternative Entry Program http://www.griffith.edu.au/gumurrii-student-support-unit/future-students/alternative-entry-program

	council-elders			
James Cook University http://www.jcu.edu.au Spotlight: Aboriginal and Torres Strait Islander Information	School of Indigenous Australian Studies http://www.jcu.edu.au/sias/ Indigenous Health Unit http://www.jcu.edu.au/ihu/	Indigenous Education Statement 2009 Downloaded from http://www.jcu.edu.au/sass/JCU_085824.html	Indigenous students support http://www.jcu.edu.au/austindigenousinfo/support/index.htm http://www.jcu.edu.au/ihu/students/isp/index.htm http://www.jcu.edu.au/sias/jcu_091102.html Indigenous Scholarships http://www-public.jcu.edu.au/scholarships/studenttype/indigenous/index.htm	Pathways and preparation http://www.jcu.edu.au/austindigenousinfo/pathways/index.htm Tertiary Access Course http://www.jcu.edu.au/sias/JCUDEV_002310.html RATEP (community-based teacher education pathway) http://www-public.jcu.edu.au/education/ratep/index.htm
Queensland University of Technology http://www.qut.edu.au/ Acknowledgement to the Traditional Owners	Oodgeroo Unit http://www.qut.edu.au/about/ooodgeroo Indigenous Studies Research Network http://www.isrn.qut.edu.au/research/isrnresearch.jsp	Indigenous Education Statement 2012 Downloaded from http://www.qut.edu.au/about/ooodgeroo Indigenous Education Strategy http://www.equity.qut.edu.au/everyone/legislation/policiesplans/indigenousused.jsp Reconciliation statement Downloaded from http://www.qut.edu.au/about/the-university/acknowledgement-of-traditional-owners	Indigenous Student Services through Oodgeroo Unit http://www.qut.edu.au/about/ooodgeroo Scholarships, cadetships , ITAS http://www.qut.edu.au/about/ooodgeroo	Centralised Assessment Selection Program (CASP) http://www.qut.edu.au/study/applying/undergraduate-applications/special-entry-programs/indigenous-australians-centralised-assessment-selection-program
University of	Aboriginal and Torres Strait	Strategic plan 2013-2017	Current Indigenous Students	Alternative Entry

Queensland http://www.uq.edu.au/	Islander Studies Unit http://www.atsis.uq.edu.au/index.html	Downloaded from http://www.atsis.uq.edu.au/about	http://www.atsis.uq.edu.au/current-students.html Learning support, Indigenous Tutorial Assistance Scheme (ITAS) http://www.atsis.uq.edu.au/learning Scholarships http://www.atsis.uq.edu.au/scholarships	http://www.atsis.uq.edu.au/applying-to-uni
University of Southern Queensland http://www.usq.edu.au/ Acknowledgement of First Peoples and further information	Centre for Australian Indigenous Knowledges http://www.usq.edu.au/caik	Indigenous Education Statements 2011-2013 Downloaded copy from http://www.usq.edu.au/about-usq/about-us/plans-reports/indigenous-education-statements	Current Students Indigenous Support http://www.usq.edu.au/current-students/support/indigenous-support/student-support Scholarships http://www.usq.edu.au/caik/future-students	Indigenous Higher Education Pathways Program (IHEPP) http://www.usq.edu.au/degrees/indigenous-higher-education-pathways-program
University of the Sunshine Coast http://www.usc.edu.au/	Buranga Centre http://www.usc.edu.au/study/support-and-services/indigenous-student-support/buranga-centre-resources.htm	Reconciliation Action Plan 2012-2014 http://www.usc.edu.au/university/governance-and-executive/strategy-quality-and-planning/reconciliation-action-plan	Indigenous student support http://www.usc.edu.au/study/support-and-services/indigenous-student-support/ Scholarships http://www.usc.edu.au/study/scholarships/indigenous-and-australian-south-sea-islander-students	Indigenous Alternative Entry Program http://www.usc.edu.au/study/support-and-services/indigenous-student-support/indigenous-direct-entry-and-access-scheme-ideas
		TASMANIA	UNIVERSITIES	
University of	Riawunna Centre	The way forward: Indigenous	Riawunna Student Support	Murina Preparation Pathway

Tasmania http://www.utas.edu.au/ Study – I am a: Aboriginal and Torres Strait Islander student	http://fcms.its.utas.edu.au/arts/riawunna/	Higher Education Strategies 2012-2014 Downloaded from http://www.utas.edu.au/riawunna/guick-links/the-way-forward-strategies-for-2012-2014	http://www.utas.edu.au/riawunna/support-services Scholarships http://www.utas.edu.au/riawunna/scholarships	http://www.utas.edu.au/riawunna/support-services/murina-preparation-pathway
		ACT	UNIVERSITIES	
Australian National University http://www.anu.edu.au/ Reconciliation	Centre for Aboriginal Economic Policy Research http://caepr.anu.edu.au National Centre for Indigenous Studies http://law.anu.edu.au/ncis/ Australian Centre for Indigenous History http://acih.anu.edu.au/ The Centre for Native Title Anthropology http://ippha.anu.edu.au/welcome-centre-native-title-anthropology	Indigenous Education Statements 2004-2012 http://unistats.anu.edu.au/performance/ippic/ies/ Copy of 2012 IES saved Reconciliation http://reconciliation.anu.edu.au/	Tjabal Indigenous Higher Education Centre http://indigenous.anu.edu.au/ Scholarships http://indigenous.anu.edu.au/node/61	Future students http://indigenous.anu.edu.au/future-students
University of Canberra http://www.canberra.edu.au/	Ngunnawal Indigenous Higher Education Centre http://www.canberra.edu.au/ngunnawal	Indigenous Education Statement 2008 Copy downloaded http://www.canberra.edu.au/ngunnawal	Ngunnawal Indigenous Higher Education Centre http://www.canberra.edu.au/ngunnawal	Ngunnawal Foundation Program http://www.canberra.edu.au/ngunnawal

ra.edu.au/ Reconciliation action plan	nnawal	wal/ies 2010 Indigenous employment plan <a href="http://www.canberra.edu.au/ngunna
wal/atsi-employment">http://www.canberra.edu.au/ngunna wal/atsi-employment	al Scholarships <a href="http://www.canberra.edu.au/scholarsh
ips/special-category/indigenous-
students">http://www.canberra.edu.au/scholarsh ips/special-category/indigenous- students	nnawal/studying
	NORTHERN	TERRITORY	UNIVERSITIES	
Charles Darwin University http://www.cdu.edu.au/ Australian Centre for Indigenous Knowledges and Education Current Students: indigenous Student Support	Australian Centre for Indigenous Knowledges and Education (ACIKE) – joint initiative with Batchelor Institute http://www.cdu.edu.au/acike	Indigenous Education Statement 2010 Copy downloaded from <a href="http://www.cdu.edu.au/indigenouse
adership/">http://www.cdu.edu.au/indigenouse adership/ Statement of Commitment to Reconciliation Charles Darwin University Strategic Plan	Office of Indigenous Academic Support <a href="http://www.cdu.edu.au/study/indigaca
dsupport.html?ID=4">http://www.cdu.edu.au/study/indigaca dsupport.html?ID=4 Indigenous Scholarships <a href="http://www.cdu.edu.au/scholarships/i
ndigenous-scholarships.html">http://www.cdu.edu.au/scholarships/i ndigenous-scholarships.html	Indigenous Alternative Entry Program <a href="http://www.cdu.edu.au/study/in
digenous-alternative-entry.html">http://www.cdu.edu.au/study/in digenous-alternative-entry.html Preparation for Tertiary Success Program <a href="https://www.cdu.edu.au/acike/p
ts">https://www.cdu.edu.au/acike/p ts
Batchelor Institute of Indigenous Tertiary Education https://www.batchelor.edu.au/ Acknowledgement	About Batchelor Institute <a href="https://www.batchelor.edu.au/p
ps/about-batchelor-institute">https://www.batchelor.edu.au/p ps/about-batchelor-institute Australian Centre for Indigenous Knowledges and Education (ACIKE) – joint initiative with CDU <a href="http://www.batchelor.edu.au/ab
out/acike/">http://www.batchelor.edu.au/ab out/acike/	<u>Training, Teaching and Learning Plan</u> <a href="http://www.batchelor.edu.au/about/
learning-engagement/">http://www.batchelor.edu.au/about/ learning-engagement/	Student services <a href="http://www.batchelor.edu.au/students
/student-services/">http://www.batchelor.edu.au/students /student-services/ Scholarships <a href="https://www.batchelor.edu.au/scholar
ships/scholarships-batchelor-institute">https://www.batchelor.edu.au/scholar ships/scholarships-batchelor-institute	Recognised Prior Learning (RPL) <a href="https://www.batchelor.edu.au/st
udents/student-services/rpl/">https://www.batchelor.edu.au/st udents/student-services/rpl/ Preparation for Tertiary Success (PTS)

of country	Research http://www.batchelor.edu.au/research/			
Universities Australia Indigenous Policy & Advocacy, Submissions & reports, Media Centre http://www.universitiesaustralia.edu.au/category/indigenous				

Appendix B: Government policies, procedures and practices

Current Commonwealth, state and territory legislation and programs relevant to Indigenous higher education are documented here. Although higher education is primarily a Commonwealth government responsibility, state and territory programs contribute to, and impact on, Indigenous transitions to higher education, for example, programs and funding arrangements, scholarships to support Indigenous students through to Year 12 completion.

Commonwealth Government

Changes to government departments and portfolio responsibilities occurred in 2012 and in 2013 following the September federal election. The majority of higher education functions have transferred to the Department of Education but at the time of writing details and sources were still located on the Department of Industry (previously DIICRSTE) website. Some Indigenous programs are being transferred from individual departments to the Department of Prime Minister and Cabinet.

Department of Prime Minister and Cabinet

http://www.dpmc.gov.au/indigenous_affairs/index.cfm

Responsibilities being transferred to the Department of Prime Minister and Cabinet include policy and related program areas covering Indigenous early childhood reform; Aboriginal and Torres Strait Islander School policy; the *Indigenous Education (Targeted Assistance) Act*; the Indigenous Support Program (Higher Education); the Commonwealth Scholarships Program (Higher Education); the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI); regional and place-based strategies and related programs (<http://indigenous.gov.au/changes-to-the-delivery-of-indigenous-programmes/>). These changes have resulted in the relocation, duplication and inaccessibility on departmental websites of some material relevant to this research project.

Department of Industry - Indigenous Higher Education

<http://www.innovation.gov.au/HIGHEREDUCATION/INDIGENOUHIGHEREDUCATION/Pages/default.aspx>

The departmental website includes information about ATSIHEAC, research and reviews, policy and programs, legislation, awards and scholarships, however, this website is in transition and some links are inactive (12 November, 2013).

The **Aboriginal and Torres Strait Islander Higher Education Advisory Council (ATSIHEAC)** provides advice to the Australian Government on enhancing outcomes for Aboriginal and Torres Strait Islander people in higher education and research. The council replaced the Indigenous Higher Education Advisory Council (IHEAC) in December 2012 and is responsible for implementing the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* <http://education.gov.au/aboriginal-and-torres-strait-islander-higher-education-advisory-council>

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People was released in September 2012 (Behrendt et al., 2012)

The full report, submissions, commissioned reports and fact sheets are available at:

<http://www.innovation.gov.au/highereducation/IndigenousHigherEducation/ReviewOfIndigenousHigherEducation/Pages/default.aspx>

The Review aimed to provide advice and make recommendations in relation to:

- achieving parity for Aboriginal and Torres Strait Islander students, researchers, academic and non-academic staff;
- best practice and opportunities for change inside universities and other higher education providers (spanning both Indigenous specific units and whole-of-university culture, policies, activities, and programs);
- the effectiveness of existing Commonwealth Government programs that aim to encourage better outcomes for Indigenous Australians in higher education; and
- the recognition and equivalence of Indigenous knowledge in the higher education sector.

The Review proposed a strategic framework to enable the Government and the higher education sector to collectively address higher education access and outcomes for Aboriginal and Torres Strait Islander people to ensure parity in the sector.

The way forward: an Aboriginal and Torres Strait Islander higher education strategy and evaluation framework

<http://www.innovation.gov.au/highereducation/IndigenousHigherEducation/ReviewOfIndigenousHigherEducation/Pages/FactSheets/TheWayForward.aspx>

Department of Education <http://education.gov.au>

Note on website: This website is currently being updated to reflect Machinery of Government changes (November 24, 2013).

Indigenous and Equity includes ATSIHEAC, Elders and Leaders Award, Indigenous staff scholarships.

Higher Education Statistics: Performance indicators and data

Using Higher Education Statistics Collection data, the Department calculates performance indicators for Indigenous higher education. These indicators enable each provider to assess its progress from year to year, and to compare its performance with other providers, states/territories and national data. Performance data include State, National and University performance: student participation and achievement, student completions, applications, offers and acceptances.

<http://education.gov.au/higher-education-statistics>

Indigenous schooling

<http://education.gov.au/indigenous-schooling> includes programs, scholarships and the **Aboriginal and Torres Strait Islander Education Action Plan 2010-2014** <http://education.gov.au/aboriginal-and-torres-strait-islander-education-action-plan-2010-2014-0>

The Indigenous Education Statement (IES)

The government requires an Indigenous Education Statement providing information on education plans and achievements. This information is also used to determine eligibility for Indigenous Support Program (ISP) funding.

The Indigenous Support Program (ISP)

The Indigenous Support Program (ISP) provides grants to higher education providers to assist them to meet the needs of their Indigenous students and to advance the goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP). The types of activities supported under the ISP include the establishment of Indigenous Education Units, assistance with study skills, personal counselling and cultural awareness activities. On 18 September 2013, responsibility for this program is transferring to the Department of Prime Minister and Cabinet.

Higher Education Support Act 2003 - Other Grants Guidelines

<http://www.comlaw.gov.au/Details/F2012L00281>

Indigenous Student Scholarships

The Commonwealth Scholarships Program (CSP) assists Aboriginal and Torres Strait Islander students from low socio-economic backgrounds, particularly those from rural and regional areas, with costs associated with higher education. The scholarships program changed in 2010 and is now only available to commencing Aboriginal or Torres Strait Islander students. The CSP continues to support students who were awarded a Commonwealth Scholarship prior to 1 January 2010 under transitional arrangements provided they maintain their eligibility. On 18 September 2013, responsibility for this program is transferring to the Department of Prime Minister and Cabinet.

Indigenous Staff Scholarships

Indigenous Staff Scholarships provide professional development opportunities to Aboriginal and Torres Strait Islander staff working at universities. Up to five national scholarships are awarded each year.

<http://www.innovation.gov.au/HigherEducation/IndigenousHigherEducation/IndigenousStaffScholarships/Pages/default.aspx>

The Indigenous Education (Targeted Assistance) Act 2000

On 18 September 2013, responsibility for the *Indigenous Education (Targeted Assistance) Act 2000* was transferred to the Department of the Prime Minister and Cabinet.

http://www.dpmc.gov.au/indigenous_affairs/index.cfm

Program Guidelines 2013. The *Indigenous Education (Targeted Assistance) Act 2000 Program Guidelines 2013* outline the Indigenous Education and Training Program elements for clients and providers. The Guidelines set out Indigenous Education and Training Program objectives, administrative requirements and funding arrangements.

The Indigenous Education (Targeted Assistance) Act Annual Report

The annual IETA Report is required under the relevant legislation, the *Indigenous Education (Targeted Assistance) Act 2000*. The report tracks the progress of national programs and projects funded through IETA. Data and information concerning these national programs and projects are provided through annual performance reports agreed and required under each education provider's Indigenous Education Agreement. The 2009 annual report was published by in 2011 (Australia. Department of Education Employment and Workplace Relations (DEEWR), 2011). As at November 24, 2013, a more recent annual report was unable to be located on any government website.

Study Assist <http://studyassist.gov.au/sites/StudyAssist/> provides information for students, including information for Aboriginal and Torres Strait Islander students, about Australian Government assistance for financing tertiary study.

Abstudy provides help with costs for Aboriginal and Torres Strait Islander Australians who are studying or undertaking an Australian apprenticeship, and is administered by Centrelink. <http://www.humanservices.gov.au/customer/services/centrelink/abstudy>

The **Indigenous Tutorial Assistance Scheme** provides funding for supplementary tuition to Indigenous students studying university award level courses, and some specified Australian Qualifications Framework accredited vocational education training courses at ITAS funded institutions, but not for basic literacy, numeracy, enabling and bridging courses.

<http://www.innovation.gov.au/HigherEducation/IndigenousHigherEducation/Pages/IndigenousTutorialAssistanceSchemeTertiaryTuition.aspx>

Indigenous Tutorial Assistance Scheme Vocational Education and Training provides funding for eligible non-government Vocational Education and Training (VET) institutions to assist Indigenous students undertaking VET courses leading to the attainment of a Certificate Level III or above qualification. Eligible students may receive up to two hours tuition per week for up to 34 weeks per academic year.

<http://www.innovation.gov.au/HigherEducation/IndigenousHigherEducation/Pages/IndigenousTutorialAssistanceSchemeVocationalEducationAndTraining.aspx>

Queensland

Department of Education and Training

Queensland Government Indigenous Education and Training Futures

<http://deta.qld.gov.au/indigenous/indigenous-education.html>

Closing the Gap Education Strategy

<http://deta.qld.gov.au/indigenous/pdfs/closing-gap-13072011.pdf>

Addendum to Closing the Gap Education Strategy, March 2011

<http://deta.qld.gov.au/indigenous/pdfs/ctg-addendum-14032011.pdf>

Queensland Indigenous Education Consultative Committee (QIECC)

<http://qiecc.eq.edu.au/>

The QIECC consults with Indigenous communities and directly advises the Queensland Minister for Education and Training on issues concerning or related to Indigenous training, education and higher education.

Scholarships <http://deta.qld.gov.au/indigenous/scholarships.html>

Indigenous Vocational Education and Training

<http://deta.qld.gov.au/indigenous/training/index.html>

TAFE Queensland - Indigenous students

<http://www.tafe.qld.gov.au/students/indigenous/index.html>

New South Wales

NSW Department of Education and Communities: Aboriginal Education

<http://www.schools.nsw.edu.au/learning/yrk12focusareas/aboriginal/>

NSW Aboriginal Education Policy

https://www.det.nsw.edu.au/policies/students/access_equity/aborig_edu/PD20080385.shtml

Connected Communities is a Department of Education and Communities strategy operational from the beginning of 2013 which aims to position schools as community hubs. It broadens the influence of the community and school leadership, to play a role in the delivery of key services and in supporting children and young people from birth through school into further training, study and employment.

<http://www.schools.nsw.edu.au/connected-communities/index.php>

NSW Aboriginal Education Consultative Group Inc

<http://www.aecg.nsw.edu.au/>

The NSW Aboriginal Education Consultative Group Inc. is a non for profit Aboriginal organisation that provides advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint. The NSW Aboriginal Education Consultative Group Inc. promotes respect, empowerment and self-determination and believes the process of collaborative consultation is integral to achieving equity in education and is fundamental to the achievement of equality.

NSW TAFE: Services for Indigenous students

<https://www.tafensw.edu.au/services/indigenous/index.htm>

TAFE NSW has the largest Indigenous enrolment of any training provider in Australia.

Victoria

Department of Education and Early Childhood Development - Aboriginal strategies

<http://www.education.vic.gov.au/about/programs/aboriginal/Pages/default.aspx>

Balart Boorron: The Victorian Plan for Aboriginal Children and Young People (2010-2020)

<http://www.education.vic.gov.au/about/programs/aboriginal/Pages/aboriginalbb.aspx>

Wannik Education Strategy

<http://www.education.vic.gov.au/about/programs/aboriginal/Pages/wannik.aspx>

Koorie Transitions Coordinators

<http://www.education.vic.gov.au/about/programs/partnerships/Pages/partnernationalyouthprog.aspx>

Koorie Transitions Coordinators across Departmental Regions support Koorie students and develop relationships with Koorie young people and their families to increase the number who remain in education or training, improve aspirations to succeed at school, and support strong post-school pathways. Contact the Wannik Unit at wannik@edumail.vic.gov.au or (03) 9637 2000.

TAFE Projects

<http://www.education.vic.gov.au/about/research/Pages/aboriginal1.aspx>

"Can't be what you can't see": The Transition of Aboriginal and Torres Strait Islander students into higher education:
Literature Review: 20/12/13 OLT ID SI11-2138 (UNDA; SCU; BIITE)

Indigenous Projects <http://www.education.vic.gov.au/about/research/Pages/aboriginal1.aspx>

Victorian Aboriginal Education Association Inc. (VAEI) provides an advocate role for the Victorian Koorie community and representation in relation to all education and training policy, strategy and program development at the local, state and national levels.

<http://www.vaeai.org.au/>

Tasmania

Aboriginal Education Services

https://www.education.tas.gov.au/parents_carers/schools-colleges/Programs-Initiatives/Pages/Aboriginal-Education-Services.aspx

Tasmania's Aboriginal Education Framework (2012-2015)

Alma Lily Stackhouse Scholarship: A bursary of \$3000 per year to support a Year 10 Tasmanian Aboriginal student to complete Years 11 and 12. The applicant must originate from the Furneaux Islands or other remote areas of Tasmania and be pursuing a tertiary pathway to University or other tertiary-level study.

The Lucy Beeton Aboriginal Teacher Scholarship: provide a financial incentive/support for Aboriginal people to undertake a teaching qualification at the University of Tasmania. Three bursaries of \$6000 each are awarded annually.

It's your choice <http://www.yourchoice.tas.gov.au/>

Includes polytechnics, academic and apprenticeship areas. Not restricted to indigenous students.

Tasmanian Aboriginal Education Association is the body that advises the Tasmanian Department of Education.

South Australia

South Australia Department for Education and Child Development, Aboriginal Education and Employment Services

<http://www.aboriginaleducation.sa.edu.au>

DECD Aboriginal Policy 2013-2016

South Australian Aboriginal Education and Training Consultative Body (SAAETCB): Aboriginal voices in education and training. SAAETCB is an Aboriginal community based committee that provides advice to South Australian government education and Catholic education bodies

<http://www.saaetcb.org.au/>

TAFESA Aboriginal Support

<http://www.tafesa.edu.au/services/aboriginal-support>

Western Australia

Department of Education and Training: Aboriginal Education

<http://www.det.wa.edu.au/aborinaleducation/detcms/portal/>

Follow the Dream: Partnership for Success is a voluntary program for high achieving Aboriginal secondary school students. The program provides after school tuition and individualised mentoring, support and case management to assist and support students to continue achieving excellent outcomes at school, complete year 12 and obtain university entry.

<http://www.det.wa.edu.au/aboriginaleducation/detcms/navigation/teaching-and-learning/follow-the-dream/?oid=Category-id-7168798>

Aboriginal Perspectives Across the Curriculum (APAC)

Includes lesson plans, teaching resources, mind maps

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/>

Policy Directions

<http://www.det.wa.edu.au/aboriginaleducation/detcms/navigation/policies-and-research/policy-directions/>

Western Australian Aboriginal Education and Training Council (AETC) is an independent organisation that advises the Western Australian Minister for Education and Training on policies relating to Aboriginal education and training <http://www.aetcwa.org.au/>

Rob Riley Awards

The prize promotes excellence in Aboriginal education generally and provides incentive and acknowledgement for Aboriginal students achieving at a very high level. Prizes of \$5,000 are awarded in January each year to the leading public school Aboriginal Year 12 TER student and the leading public school Aboriginal VET in Schools student.

<http://www.det.wa.edu.au/aboriginaleducation/detcms/navigation/aboriginal-education-branch/rob-riley-awards>

Aboriginal Independent Community Schools is an association of thirteen independent schools operating in Western Australia.

<http://aics.wa.edu.au/>

Northern Territory

Department of Education and Training: Indigenous education

<http://www.det.nt.gov.au/parents-community/students-learning/indigenous-education>

Northern Territory Indigenous Education Council (NTIEC)

An Indigenous representative advisory body appointed by the Minister for Education and Training to provide advice and make recommendations to the NT Government and Australian Government Ministers on education for Indigenous students in the Northern Territory.

More Indigenous Teachers Initiative (MITI) aims to increase the number of Indigenous teachers in Territory schools through cadetships, scholarships and fellowships.

<http://www.det.nt.gov.au/grants/funding/scholarships/more-indigenous-teacher>

Australian Capital Territory

ACT Government Education and Training: Indigenous education

http://www.det.act.gov.au/teaching_and_learning/curriculum_programs/indigenous_education

Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013

http://www.det.act.gov.au/_data/assets/pdf_file/0020/153236/ATSI_Strategic_Plan.pdf

ACT Aboriginal and Torres Strait Island Education: Annual reports from 2001

[Indigenous/Aboriginal and Torres Strait Islander education performance reports](#)

Miscellaneous

AussieEducator: Indigenous Education is an independent website providing national details and resources relating to Indigenous education.

<http://www.aussieeducator.org.au/education/specificareas/indigenous.html>

Appendix C: Aboriginal and Torres Strait Islander higher education policy timeline

National milestones in higher education; Australian government legislation, reports, policies; and international conventions

1965: **Freedom rides** through NSW country towns draw attention to racism and discrimination in education; organised by Charles Perkins and the Student Action for Aborigines (SAFA) (Cadzow, 2010, p. 25).

1966: **Charles Perkins** the first known Aboriginal male to graduate, with a BA from the University of Sydney (Cadzow, 2010, p. 24; Cleverley & Mooney, 2010, p. 31).

1966: **Margaret Valadian**, the first Aboriginal woman to graduate with a BA, from the University of Queensland.

1966: **UNESCO Convention against Discrimination in Education** was ratified by Australia. The Convention called for higher education to be equally accessible to all, and recognised “rights of national minorities to carry on their own education activities” (Ellis, 2001, p. 58).

1967: A **National Referendum** passed to amend the Australian Constitution: section 127 to count Aboriginal and Torres Strait Islander peoples in the national census; and section 51(xxvi), enabling the Commonwealth Government to enact “special laws” in relation to Aboriginal and Torres Strait Islander peoples, including education.

1968: **Tertiary Aboriginal Studies course** established by Max Hart at Western Teachers’ College, South Australia.

1969: **Two national seminars** focusing on Aboriginal education identified the need for better pathways between the school and tertiary sectors, traineeships leading to apprenticeships and more scholarships for higher education, specialised pre-and in-service teacher education programs for teachers of Indigenous students (Malin & Maidment, 2003, p. 87).

1969: The **Aboriginal Study Grants Scheme (ABSTUDY)** was introduced for Indigenous students in tertiary studies from the beginning of the 1969 academic year. Eligible full-time students received a Living Allowance, with higher rates for partnered students and those with dependent children. Also paid were compulsory course fees, a book and equipment allowance, and travel costs for students who needed to study away from home. ABSTUDY was extended to mature age secondary students to enable them to advance to matriculation studies and to gain entry into tertiary education.

1970: **Aboriginal Secondary Grants Scheme (ABSEG)** was introduced to support Aboriginal and Torres Strait Islanders in secondary education to enable them to progress to tertiary studies.

1972-1975: **Whitlam Labor government** in power. Used the referendum to make major changes in Aboriginal affairs (Attwood & Markus, 2007), including financial support for education (Ellis, 2001, p. 59).

1973: **ABSEG** was extended to include all Aboriginal and Torres Strait Islander students attending secondary school.

1973: **ABSTUDY** administration included in *Student Assistance Act, 1973*.

1973: **Aboriginal Task Force (ATF), first tertiary program and Aboriginal support unit for Indigenous students**, established at the South Australian Institute of Technology (SAIT) with Commonwealth Department of Aboriginal Affairs funding. It attracted students from other parts of the country (Ellis, 2001, p. 61), and became a model for the establishment of three more units in colleges of advanced education in Western Australia, Queensland and South Australia (Brooks, 1994, pp. 29-30).

1975-6: **ABSTUDY** was extended to enable special courses to be established for Aboriginal and Torres Strait Islanders in remote areas and to provide “specialist instructors” (Australia. Department of Industry Innovation Science Research and Tertiary Education, 2011).

1975: **Aboriginal Consultative Group (ACG)** established to advise the Commonwealth Schools Commission on Aboriginal education.

1977: **National Aboriginal Education Committee (NAEC)** grew out of the ACG.

1979: **NAEC sponsored project report. *The education and employment of Aboriginal and Torres Strait Islander Teachers*** released. Major recommendations included that a thousand Indigenous teachers be trained by 1990 (Hughes & Willmot, 1982) <http://matsiti.edu.au/1000-teachers-by-1990/>

1980: **National Aboriginal Education Committee Policy on Indigenous education** emphasised cultural heritage, Indigenous studies for all Australian people, promotion of cross-cultural understanding, skills acquisition, and Aboriginal peoples’ involvement in managing their own education.

1983-1991: **Hawke Labor government in power.** The Australian Government’s Indigenous education programs were restructured, and in 1991 the Aboriginal Education Direct Assistance (AEDA) Program (later the Indigenous Education Direct Assistance (IEDA)) was established to support the implementation of the broad aims of the National Aboriginal and Torres Strait Islander Education Policy (Australia. Department of Education, 2004).

1984: **Aboriginal and Torres Strait Islander Studies Unit** established at the University of Queensland.

1985: ***Report of the Committee of Review of Aboriginal Employment and Training Programs*** [the Miller report] made recommendations for changes to Aboriginal education and training. The report became a blueprint on how government training and employment programs for Aboriginal and Torres Strait Islander peoples would be delivered, contained a comprehensive package of recommendations designed to rationalise Aboriginal economic development policy and programs around a general theme of increasing Aboriginal economic independence (M. Miller, 1985).

1985: **Review funded by the Commonwealth Tertiary Education Commission in collaboration with the National Aboriginal Education Committee to examine Indigenous Higher Education Centres** [the Jordan report] (Jordan & Howard, 1985). This study reports a “500 per cent increase” in the number of Indigenous students enrolled in higher education since 1973, attributing the increase to

the support and “special entry conditions” of the centres (Ellis, 2001, p. 62). It is seen to have influenced government policy and contributed towards an increase in Aboriginal and Islander support units in higher education institutions from 19 in 1984 to 58 in 1989 (P. Gale, 1998).

1985: ***Report of the House of Representatives Select Committee on Aboriginal education*** [the Blanchard report] (Australia. House of Representatives Select Committee on Aboriginal education, 1985). Highlights the educational disadvantage experienced by Indigenous Australians and “represents a shift in policy from 'welfare' towards 'equity' in education by the then Hawke Labor Government”. The Jordan and Blanchard Reports are seen to contribute to a subsequent shift in government policy in the mid to late 1980s. This shift led to substantial increases in the allocation of resources to tertiary education institutions, and an increase in the number of Aboriginal and Torres Strait Islander students enrolled in tertiary education (P. Gale, 1998).

1985: **Aboriginal Participation Initiative (API)**, a program of funding additional places for Indigenous people in higher education was introduced (Dawkins, 1988; Ellis, 2001).

1987: **Aboriginal Employment Development Policy** (Australian Government, 1987) was developed as a result of the *Report of the Committee of Review of Aboriginal Employment and Training Programs*. The broad objectives of this policy were to achieve: (1) employment equity with other Australians, that is to increase the proportion of Aboriginal people aged 15 and above who are employed from 37% to around 60%; (2) income equity with other Australians, that is a doubling of the median income of Aboriginals; (3) equitable participation in primary, secondary and tertiary education; and (4) a reduction of Aboriginal welfare dependency to a level commensurate with that of other Australians, that is a reduction in Aboriginal dependency on the unemployment benefit from the current level of around 30% of the working age population to only 5%.

1988: ***Report of the Aboriginal Education Policy Task Force***. Hughes, Paul (*chair*). The report outlined the current situation in Aboriginal education, a national Aboriginal education policy, including proposed objectives, and strategies for schooling and for tertiary education, the development and implementation of a policy, and a summary of recommendations (Hughes & Australia Aboriginal Education Policy Task Force, 1988).

1988: **ABSTUDY and ABSEG amalgamated into the current Aboriginal and Torres Strait Islander Study Assistance Scheme (ABSTUDY)** with two components, ABSTUDY Tertiary and ABSTUDY Schooling (Australia. Department of Industry Innovation Science Research and Tertiary Education, 2011) and funded under the *Higher Education Funding Act 1988*.

1988: Commonwealth Government’s ***Higher Education: a Policy statement*** committed to Aboriginal participation and graduation targets and a Task Force to develop a National Aboriginal Education Policy (Ellis, 2001, p. 59).

1988: **Higher Education Equity Program (HEEP)** included focus on needs of Aboriginal people and others under-represented in higher education.

1989: ***National Aboriginal Education Policy (NAEP)***, later *National Aboriginal and Torres Strait Islander Education Policy (NATSIEP)* came into effect on January 1, 1990. The policy identified 21 goals to work towards the aims of involving Aboriginal people in educational decision-making; equity of education access and participation; equitable and appropriate outcomes. Programs introduced

“Can’t be what you can’t see”: The Transition of Aboriginal and Torres Strait Islander students into higher education:
Literature Review: 20/12/13 OLT ID S111-2138 (UNDA; SCU; BIITE)

included **Aboriginal Student Support and Parent Awareness Program (ASSPA)**, **Aboriginal Tutorial Assistance Scheme (ATAS)**, **Vocational and Educational Guidance for Aboriginals Scheme (VEGAS)**. Gale argues that the funding focus was on allocation of places, but not on “staff development, Aboriginal and Islander academic career development, or course and curriculum development” (P. Gale, 1998). Endorsed by all state, territory and Commonwealth governments, it is also known as the Joint Policy Statement (Australia. Department of Employment Education and Training, 1989).

1989: **Higher Education Contribution Scheme (HECS)** introduced fees for higher education study with options for students to defer payment contribution and pay through taxation when income reached a certain level, or pay fees up front.

1989: **Aboriginal Education Centre** established at University of Sydney, renamed the Koori Centre in 2002.

1990: ***A fair chance for all*** paper by Australian Department of Employment, Education and Training (DEET) reviewed under-represented groups in higher education (Ellis, 2001, p. 59).

1990: ***Aboriginal Education Strategic Initiatives Program (AESIP)***, introduced as a result of the 1989 NATSIEP, provided supplementary assistance to education providers to enhance indigenous education outcomes in accordance with the National AEP's goals, including funding for bridging courses. It supplements mainstream education funding and is provided through the *Aboriginal Education (Supplementary Assistance) Act 1989* (Australia. Department of Education Employment and Training, 1995).

1991-1996: **Keating Labor government** in power.

1991: ***Report of the Royal Commission into Aboriginal Deaths in Custody (RCIADIC)***. (Australia. Royal Commission into Aboriginal Deaths in Custody et al., 1991). Addressing the RCIADIC recommendations relating to Aboriginal Literacy Strategy and the Aboriginal Languages Education Strategy to progress teaching of Aboriginal languages in TAFE and higher education institutions, the federal government provided additional AESIP funding in 1993-1995.

1993: **Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA)** established and agreed to undertake a review of the NATSIEP.

1993: **AUSTUDY /ABSTUDY Supplement** introduced - a voluntary loans scheme providing additional funding for living and study expenses.

1994: **Aboriginal Higher Education Association** formed; renamed Indigenous Higher Education Association in 1996.

1995: ***Final Report of the National Review of Education for Aboriginal and Torres Strait Islander peoples*** (Chair: Manduwuy Yunupingu)(Yunupingu, 1995). The report identified that educational inequality still existed for Indigenous Australians and called for all governments to “reaffirm their commitment’ to the policy” (Ellis, 2001, p. 60).

1995: **Commonwealth Government's response to the *National Review of Education for Aboriginal and Torres Strait Islander People***. Provided additional Aboriginal Education Strategic Initiatives

Program (AESIP) funds; expanded tutorial assistance, particularly in rural and remote areas; additional funding for higher education to encourage enrolments in a broader range of disciplines;

1995: **MCEETYA. National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples (NATSIEP), 1996-2002.** (Ministerial Council for Education Employment Training and Youth Affairs (MCEETYA), 1995). This revised strategy aggregated the 21 original NATSIEP goals into seven priorities for action, including a Collaborative Action Plan with a range of key agreed outcomes for each priority for each sector of education. It was accepted “in principle” by all governments (Ellis, 2001, p. 60).

1995: **NSW Aboriginal Education Policy** revised recommending a focus on improving Aboriginal student outcomes and educating all students about Aboriginal cultures and histories.

1996-2007: **Howard Liberal/National coalition government** in power.

1996: **A review of support funding for indigenous Australian students in higher education** recommended a focus on EFTSU funding, links between funding, outcomes and student load, review support services (Ham, 1996).

1996: **Government funding for Indigenous students increased** with target for full time equivalents rising by 40% from 4,406 in 1992 to over 6,000 in 1996 (Ellis, 2001, p. 60).

1996: **IESIP (Indigenous Education Strategic Initiatives Programme)** funded by the *Indigenous Education (Supplementary Assistance) Act 1989* (Cth), was a restructured AESIP with aims:

- to increase the participation of Indigenous people in education decision-making
- to ensure equal education access for Indigenous people)
- to ensure equity of participation in education for Indigenous people
- to achieve equitable and appropriate educational outcomes for Indigenous
- to encourage the development of education services that are culturally appropriate for Indigenous people

1996: **HECS contribution amount increased**; income threshold for repayments lowered; courses were divided into three HECS bands according to cost of delivering courses and potential benefit to graduates. Band 1 fields of study increased by approximately 30 per cent, on Band 2 fields by 90 per cent and Band 3 fields by 120 per cent. Lack of data prior to the 1989 introduction of HECS has made it difficult to assess the initial financial impact of fees (Andrews, 1999). HECS caused little change to the low SES participation in higher education (including Indigenous Australians) because participation was dependent on other factors such as family history and support, role models, geography, cultural differences, and peer group (Andrews, 1999, p. 21).

1996: **ABSTUDY** government policy changes included targeting the **Away-From-Base (AFB)** funding, directly affecting Aboriginal students. A compromise was reached following Indigenous education support centres lobbying the government, and the funding continued but under a new formula that restricted attendance hours at AFB courses (Cleverley & Mooney, 2010, pp. 215-217).

1996-7: **Commonwealth Government provided funding for establishment of six Indigenous Higher Education Centres** to focus on research and advanced teaching at University of Newcastle, University of South Australia, QUT and University of Queensland, University of Western Australia,

Northern Territory University, Curtin University of Technology; additional funding provided in 2001, encouraging self-funding (Australia. Department of Education Training and Youth Affairs, 1999, pp. 91-92).

1997: **ABSTUDY funding cuts** led to reduction in income for many Indigenous students; service delivery was transferred to Centrelink.

1997: **IESIP triennium funding** provided direct to education and training providers in the preschool, school and VET sectors under three elements: Supplementary Recurrent Assistance (SRA); Transitional Project Assistance (TPA); and Strategic Results Projects (SRP). SRA was allocated on a per capita basis. Numbers are calculated annually and there is a loading for geographically remote education providers. The remaining IESIP budget is allocated to TPA and SRP (McRae et al., 2000).

1997: ***Bringing them home: Report of the National Inquiry into the separation of Aboriginal and Torres Strait Islander children from their families*** was released, documenting the impact on their education of the separation of Aboriginal and Torres Strait Islander children from their families. The report recommended that the history of Aboriginal and Torres Strait Islander child removal policies and the ongoing effects be included in school curricula. (Australia. Human Rights and Equal Opportunity Commission, 1997).

1998: **Indigenous Support Funding program** higher education revised funding formula based on academic success (award courses completed and student load), and participation (EFTU) (Australia. Department of Education Training and Youth Affairs, 1999).

1999: **Batchelor Institute of Indigenous Tertiary Education** became independent of the Northern Territory Government with an Indigenous director.

1999: ***Higher education: indigenous education strategies; 1999-2001*** released by Department of Education, Training and Youth Affairs (DETYA).

2000: **National Indigenous English Literacy and Numeracy Strategy (NIELNS)** established.

2000: **ABSTUDY** changes to align it with Youth Allowance (YA), Austudy, Newstart and eligibility criteria and rates of payment for Pensioner Education Supplement (PES) with other PES (Australia. Department of Education Science and Training, 2004b) came into place. The changes are believed by some to have resulted in a drop in Indigenous enrolments (National Tertiary Education Union, 2005), particularly for mature age students (Aboriginal Torres Strait Islander Commission, 1999), while DEST attributed the decrease to other factors, such as a decline in enabling centre enrolments in favour of other courses (Australia. Department of Education Science and Training, 2004b).

2000: **Australian Senate. *Katu kalpa: Report on the inquiry into the effectiveness of education and training programs for indigenous Australians***. (Australia. Senate Employment Workplace Relations Small Business and Education References Committee, 2000). The inquiry examined 10 years of reports into Indigenous education and found mixed results. Among other things the report recommended government review and monitoring of changes to funding and equity targets (Ellis, 2001, p. 65).

2000: **MCEETYA Taskforce on Indigenous Education, *Achieving educational equality for Australia's Aboriginal and Torres Strait Islanders***. A discussion paper released by the Ministerial Council for Education Employment, Training and Youth Affairs (MCEETYA Taskforce on Indigenous Education, 2000).

2002: ***National Report to Parliament on Indigenous education and training, 2001***. This was the first in a series of annual reports to document “the progress of Indigenous education and training” in the four main sectors of education and training in Australia – pre-school, schooling, VET and higher education (Australia. Department of Education Science and Training, 2002).

2003: The **Indigenous Support Program (ISP)** established under the *Higher Education Support Act 2003* to provide funding to higher education providers for the “establishment and management of Indigenous Education Units, assistance with study skills, personal counselling and cultural awareness activities” (Australia. Department of Industry Innovation Science Research and Tertiary Education, 2012a).

2005: **Australian Government Indigenous education specific funding for quadrennium 2005-2008**: ATAS (Aboriginal Tutorial Assistance Scheme) renamed ITAS (Indigenous Tutorial Assistance Scheme) provides funding for students in schools, VET and higher education. Indigenous Education Direct Assistance (IEDA) were brought under Indigenous Education (Targeted Assistance) legislation, following a 2003 review, redirecting resources to programs with improved outcomes; focus on retention and completion of high school; tertiary tuition for 4,000 students, and focus on students in remote locations. Greater accountability applied, with evaluation of performance data from educational institutions (Australia. Department of Education Science and Training, 2004a).

2005: **ABSTUDY**: a means-tested living allowance for eligible Australian Apprentices under ABSTUDY was introduced. It also exempted from income assessment the value of Commonwealth Trade Learning Scholarships and Tools for your Trade initiative (Australia. Department of Industry Innovation Science Research and Tertiary Education, 2011).

2006: **Indigenous Higher Education Advisory Council (IHEAC). *Improving Indigenous outcomes and enhancing Indigenous culture and knowledge in Australian higher education***. This was the first report of the IHEAC (established in 2005) and was prepared for the IHEAC by Professor Richard James and Marcia Devlin of the Centre for the Study of Higher Education, University of Melbourne. It was presented to Julie Bishop, Minister for Education, Science and Training in the Howard Government. It included the IHEAC Strategic Plan 2006-2008 presenting seven key priority areas for collaborative action including pathways with schools and TAFE; increased Indigenous student enrolment, retention, and research; enhanced roles for Indigenous culture, knowledge and studies; increased Indigenous employment; and Indigenous participation in university governance. The document also called for an “independent study of the roles of Indigenous Education and Support Centres” reviewing their “missions”, naming, reporting lines, outcomes, relationships with funding support initiatives and Indigenous academic curricula development.

2007-2013: **Rudd/Gillard Labor Government in power**

2007: ***National Report to Parliament on Indigenous education and training*** noted a decrease in the proportion of Indigenous students who achieved a Year 12 Certificate, from 51.3% in 2001 to 44.3%

in 2007, and for Indigenous higher education students, a 25% increase in enrolments in Bachelor and above courses and a fall of 36% in below Bachelor degree courses (Australia. Department of Education Employment and Workplace Relations, 2011c).

2008: **Review of Australian Higher Education: Discussion paper** [the Bradley Review]. The paper identified under-representation of Indigenous people in higher education (1.25% in 2006), and two key issues: school academic preparation and completion rates; university retention. It recommended the establishment of sector-wide targets for participation of groups still underrepresented in higher education, including Aboriginal and Torres Strait Islander students. (Australia. Department of Education Employment and Workplace Relations (DEEWR) & Bradley, 2008).

2009: **The Indigenous Education (Targeted Assistance) Act Annual Report, 2009**. The first in a series of reports required under Section 17A of the *Indigenous Education (Targeted Assistance) Act 2000* (IETA), provides details of national programs and projects, including funding details, across the four education sectors – preschool, schooling, vocational education and training and higher education (Australia. Department of Education Employment and Workplace Relations (DEEWR), 2011).

2009: A **Review of Australian Directions in Indigenous Education 2005–2008** was undertaken by MCEECDYA. It recommended that a National Aboriginal and Torres Strait Islander Education Action Plan with specific teaching and learning outcomes be established.

2009: **National Education Agreement (NEA)**, a new funding framework for schools that defined Australian, State and Territory roles and responsibilities, objectives, outcomes, performance benchmarks and indicators for reporting. The agreement articulated the commitment of all Australian governments to ensure that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy. It included some targets for Indigenous participation, attendance and achievement in education (Council of Australian Governments (COAG), 2010).

2010: **Ministerial Council for Education Early Childhood Development and Youth Affairs (MCEECDYA). Aboriginal and Torres Strait Islander Action Plan 2010-2014**. Included “pathways to real post-school options”, and proposed collaboration with higher education institutions to increase Aboriginal and Torres Strait Islander participation in higher education (Ministerial Council for Education Early Childhood Development and Youth Affairs (MCEECDYA), 2010).

2011: **COAG. National Indigenous Reform Agreement: Closing the gap** addressed six specific targets focusing on the "Building Blocks" of early childhood, schooling, health, economic participation, healthy homes, safe communities and governance and leadership (Council of Australian Governments (COAG), 2012).

2012: **ABSTUDY** taxable items include living allowances for students and apprentices over 16, additional assistance. Non-taxable items include living allowances for students and apprentices under 16; rent assistance; allowances for remote area, pharmaceuticals, incidentals, fares, school fees, relocation, thesis, lawful custody; Away From Base entitlement, Pensioner Education Supplement, Commonwealth supported places assistance, Masters and Doctorate course fees; Commonwealth, relocation and student start-up scholarships; lump sum additional assistance; crisis

payment (Australia. Department of Industry Innovation Science Research and Tertiary Education, 2011).

2012: **Review of higher education access and outcomes for Aboriginal and Torres Strait Islander people: Final report** was released. The report builds on the Bradley Review which identified the need to address access and outcomes in higher education for Aboriginal and Torres Strait Islander people (Behrendt et al., 2012).

2013-: **Abbott Liberal/National Party Coalition in power**. Changes to government responsibilities include the Department of Prime Minister and Cabinet establishing control of some Indigenous education support programs and policies, and the transfer of higher education to the Department of Education.

State and territory government Indigenous education policies

Australian Capital Territory

2006: **ACT Department of Education and Training, Aboriginal and Torres Strait Islander Strategic Plan 2006–09** introduced.

2010: [Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010–2013](#)

New South Wales

1982: **NSW Aboriginal Education Policy**. The first inclusive policy, developed in consultation with the NSW Aboriginal Education Consultative Group (NSW AECG) and the NSW Teachers Federation. The policy recommended the inclusion of Aboriginal perspectives into the curriculum; the development of Aboriginal Studies units; consultation and participation with Aboriginal communities; and opportunities for Aboriginal children to “experience success in school life” (NSW Department of School Education. Aboriginal Education Unit, 1982).

1987: **NSW Aboriginal Education Policy** made mandatory in all schools.

1996: **Revised NSW Aboriginal Education Policy** focused on three main themes, with a broader scope that all students, schools and staff in the Department of School Education: “promoting the educational achievements of Aboriginal students...to improve educational outcomes for Aboriginal students...enhancing the knowledge and understanding of all students about Aboriginal Australia”, and recommended compulsory Aboriginal education units in pre-service teacher training (NSW Department of School Education. Aboriginal Education Unit, 1996).

2008: **Revised NSW Aboriginal Education Policy**, following a 2004 review. This revision focuses on better Aboriginal student outcomes; collaborative decision-making with Aboriginal communities; providing Aboriginal cultural education and competencies for all staff, and Aboriginal education for all students. It further broadens its scope to include TAFE, community education and pre-schools.

2009: **NSW Aboriginal education and training strategy, 2009-2012** sets targets, focus areas, strategies and outcomes for the 2009 revised *Aboriginal Education Policy* (NSW Aboriginal Education and Training Directorate, 2009b).

Northern Territory

1972: **Bilingual education in the NT began** as a Federal Labor initiative a few hours after Gough Whitlam's government had been elected.

1979 – 1985: **NT Aboriginal education policy** was the responsibility of the Superintendent, Aboriginal Education Policy.

1986: **Two separate Superintendent Aboriginal Education positions were created**, one for schools in Darwin and surroundings, and one for Alice Springs and surroundings.

1990: **Aboriginal education policy was incorporated into the Schools Policy area.**

1998: The **Country Liberal Party** made a decision to withdraw the Bilingual Education program. Although this policy was challenged the number of schools offering bilingual education began to reduce.

1999: the **Aboriginal Education Branch** was created following two reviews. The branch was renamed the Indigenous Education Branch, in relation to the new peak body, the Indigenous Education Council of the Northern Territory.

1999: **NT Department of Education** released *Learning lessons: An independent review of indigenous education in the Northern Territory*.

2000: **NT Indigenous Education Strategic Plan 2000-2004**

2005: **NT government announced bilingual education was back on the government's agenda.**

2006: NT Indigenous Education Strategic Plan 2006-2009 endorsed bilingual education for the next 5 years.

2008: **Minister for Education and Training** announced that all schooling in Northern Territory schools was to be conducted in English only for the first four hours of every school day, as a response to poor NAPLAN performance of students in remote schools with bilingual programs (Australian Broadcasting Corporation Four Corners, 2009).

2010: **NT Aboriginal and Torres Strait Islander Education Action Plan (2010-2014)** was released.

2013: The Northern Territory government commissioned a review of Indigenous Education (Northern Territory Department of Education and Children's Services, 2013).

Queensland

2000: **Department of Education. Review of education and employment programs for Aboriginal and Torres Strait Islander peoples in Education Queensland**

<http://education.qld.gov.au/publication/production/reports/pdfs/2000-03-revedempltprogs.pdf>

2008: **Queensland Studies Authority (QSA) launched the QSA Australian Indigenous languages policy**

2009: *Indigenous education strategic directions 2009–2012*

South Australia

2005: **Department of Education and Children's Services, DECS Aboriginal Strategy 2005-2010**

2012: **South Australian Certificate of Education (SACE) Aboriginal Education Strategy 2012-2016**

Tasmania

2010: ***Closing the Gap on Aboriginal Education Outcomes 2010–2014: a strategy for Aboriginal student success through school improvement***

Victoria

1990: ***Partnership in Education: Koorie Education Policy*** prepared by the Department of Education and Early Childhood Development Victoria (DEECD) and the Victorian Aboriginal Education Association Incorporated (VAEAI).

2001: ***Yalca: A Partnership in Education and Training for the New Millennium.***

2008: **Wannik: Education strategy for Koorie students**

Western Australia

2001: **Aboriginal Education and Training, WA DET, *Creating the vision 2001-2004: Aboriginal education strategy (A strategy for the accelerated education outcomes for Aboriginals and Torres Strait Islanders).***

2011: **Aboriginal Education Plan for WA Public Schools 2011-2014**

School leaving age

Leaving age is set by state and territory governments. Most were set at 15 or 16 until changes shown below.

2006: **Queensland** : “students are required to participate in ‘learning or earning’ for two years after completing compulsory schooling, or until they turn 17 or until they attain a Senior Secondary Certificate or a Certificate III (or higher) vocational qualification”.

2007: **South Australia** - students who have turned 16 are required to remain at school or undertake an approved learning program until they turn 17 or gain a Senior Secondary Certificate or equivalent or a Certificate II (or higher) vocational qualification.

2008: **Western Australia, Tasmania** - students are required to remain at school or undertake an approved combination of training and employment until the end of the year in which they turn 17.

2010: **NSW, ACT, Victoria, Northern Territory** - school leaving age increased to 17 through participation in a combination of fulltime education, training or employment.

2010: The **Council of Australian Governments (COAG)** agreed to a Compact with Young Australians which included the implementation of a National Youth Participation Requirement from 1 January 2010. This includes a mandatory requirement for all young people to participate in schooling until they complete Year 10 and participate full time in education, training or employment, or a combination of these activities, until the age of 17 (Australian Curriculum Assessment and Reporting Authority, 2011).

Scholarships

1960s: **Abschol**, a committee of the National Union of Australian University Students, established to support university scholarships for Aboriginal students.

1990: **Aboriginal Education Council (NSW)** introduced a tertiary education scholarships program for Aboriginal students (Cadzow, 2010).

1999: **The Minerals Council of Australia** funded twenty scholarships to young Aboriginal and Torres Strait Islander students to “study, improve the skills at work and enhance their employment opportunities” over four years ("New Scholarship Programme for Indigenous Students," 1999).

2003: **Indigenous staff scholarships (ISS) Program** funded by the Federal government provides 5 scholarships a year to enable Indigenous staff (academic or general) to take 12 months leave to undertake study. The scholarships are aimed at Indigenous staff who have actively encouraged Indigenous students to participate in higher education and complete their studies.

http://www.deewr.gov.au/Indigenous/SiteCollectionDocuments/higherEducation/Programs/indigenousStaffScholarships/Chapter3_Indigenous_staff_scholarships2009.pdf

2004: **Commonwealth learning scholarships program** (later Commonwealth scholarships program) was introduced to provide financial support to eligible Indigenous students to assist with the costs associated with higher education in the form of two scholarships: one for general education costs and one for accommodation costs.

<http://www.healthinfonet.ecu.edu.au/key-resources/funding?fid=14>

2007: **Endeavour Research Fellowships for Indigenous Australians** introduced by the Federal Government to provide financial support for Indigenous postgraduate students and postdoctoral fellows to undertake short-term research (4–6 months) in any field of study in the Asia-Pacific or Middle East. <http://www.innovation.gov.au/InternationalEducation/Indigenous/Pages/default.aspx>

2009: **Australian disability and Indigenous peoples' education fund** was established to provide students with small grants to support their learning.

<http://members.optuszoo.com.au/~frankhbentick/ADIPEF/ADIPEF.htm>

2009: **Indigenous undergraduate and postgraduate scholarships** directory and website (Aurora Project, 2009, 2011b).

2010: **Commonwealth Scholarships Program (CSP)**, which assists Aboriginal and Torres Strait Islander students from low socio-economic backgrounds and from rural and regional areas with costs associated with higher education, **became available only to commencing** Aboriginal or Torres Strait Islander students.

<http://www.innovation.gov.au/HigherEducation/StudentSupport/CommonwealthScholarships/Pages/default.aspx>

2011: **Student income support** reforms introduced changes to ABSTUDY, Austudy and Youth Allowance. The **Student Start-up** replaces the CSP's Commonwealth Education Costs Scholarship (CECS) and the **Relocation Scholarship** replaced the CSP's Commonwealth Accommodation Costs Scholarship (CAS), both administered by Centrelink.

<http://www.innovation.gov.au/HigherEducation/StudentSupport/Pages/StudentIncomeSupportReforms.aspx>

2012: The special workforce participation independence arrangements for **ABSTUDY** and Youth Allowance that applied to students from Outer Regional, Remote and Very Remote areas was extended to students from Inner Regional areas.

2013, September: **Abbott Liberal/National party coalition government in power.** The Department of Education became responsible for schooling, higher education and indigenous equity. However, the Department of Prime Minister and Cabinet took responsibility for many indigenous policies and programs including the **Commonwealth Scholarships Program (CSP).**

http://www.dpmc.gov.au/indigenous_affairs/index.cfm

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