

# Indigenous Higher Education Review

Sector Consultation

Thursday 9 February, 2012



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## 1 Executive Summary

The Federal Government is undertaking a review to improving access and outcomes for Aboriginal and Torres Strait Islander peoples in the higher education sector.

A Panel of Review has been established to conduct the review and provide a report and recommendations to Government.

Cox Inall Ridgeway, a specialist Indigenous consultancy, was engaged by the Panel to conduct consultations with the non-academic/university sector. Sixteen organisations and peak bodies took part in the consultation process.

### Consultation Outcomes and Insights

The key themes identified from the consultations are as follows:

- Cultural Awareness
- Support
- Co-ordination between secondary and tertiary
- Course structure

#### 1. Cultural Awareness

Feedback suggests that universities generally display a low level of awareness of Australian Indigenous culture and peoples and this often results in poor communication, little understanding of Indigenous communities, and the diverse needs of its current or future Indigenous students.

##### *Insight*

Provide cultural awareness/competency training for all staff as a way to improve relationships with Indigenous students and communities.

#### 2. Support

Appropriate levels of support are what have been identified as the key to successful outcomes for Indigenous students and to improving the overall completion rates. These are much more than financial and also include family and academic support

##### *Insight*

Consider the possibility of a national structure and approach which, would enable and support universities to work together to address issues of appropriate levels and types of support necessary for improving entry numbers as well as outcomes.

#### 3. Co-ordination between secondary and tertiary

The generally held view is that getting to future students at an earlier age at the secondary level, would assist in improving exposure and understanding of universities as well as smooth the transition pathway to university.

*Insight*

Consider more formal community contact (outreach) programs as well as implementing early intervention programs to address literacy and numeracy needs. The emphasis is on improved partnerships and relationships with and between universities, secondary schools and Indigenous families/communities.

**4. Course Structure**

The issue of course structure and content relates to the lack of diverse subjects available for potential Indigenous students to study. The point here is that what was appropriate for the 80's and 90's in teaching, nursing, etc. may now need to be broadened to give Indigenous students greater choices for future career prospects.

*Insight*

Through Federal Government funding arrangements to universities, consider the need for more diversified choices being available for potential Indigenous students, which is linked to future career pathway outcomes.

## 2 Situation Analysis

The Federal Government is committed to improving access to and outcomes for Aboriginal and Torres Strait Islander peoples in Australia's higher education sector.

In April 2011 the Government announced a Review to be chaired by Professor Larissa Behrendt, to inform the development of a strategic framework to enable the Government and the higher education sector to collectively address these issues and ensure parity in the sector.

Professor Behrendt chairs a Panel of experts which includes Professor Steve Larkin, Chair of the Indigenous Higher Education Advisory Council, Mr Robert Griew, Associate Secretary of the Department of Education, Employment and Workplace Relations, and Ms Patricia Kelly, Deputy Secretary of the Department of Innovation, Industry, Science and Research.

The Terms of Reference of the review are to provide advice and make recommendations in relation to:

- i. achieving parity for Aboriginal and Torres Strait Islander students, researchers, academic and non-academic staff;
- ii. 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;
- iii. the effectiveness of existing Commonwealth Government programs that aim to encourage better outcomes for Indigenous Australians in higher education; and
- iv. the recognition and equivalence of Indigenous knowledge in the higher education sector.

The review is designed to be broad-reaching and include face-to-face consultations, primarily conducted directly by the Panel, and a call for formal submissions.

Cox Inall Ridgeway, a specialist Indigenous consultancy, has been specifically asked to undertake consultations with non-education sector stakeholders to assist the Panel in reaching a broader audience, and to assist it in the completion of its work.

### 2.1 Report and Consultations

Consultations for the purpose of this report were undertaken in the last quarter of 2011, with a diverse group of participants representing the non-education sector. The consultations aimed to canvass the views of major industry employers, key peak and influential bodies, as well as key individuals.

Where possible, consultations were held face-to-face, however a small number were held over the phone. A list of those consulted is included as Appendix I.

This report presents the outcomes of those consultations and provides commentary as well as relevant insights, which may be of use to the Panel for the Review.

The key themes and issues are not presented in any order of priority or importance, nor are they the views of the consultant but the opinions and views as expressed by those interviewed.

In summary, the key themes and issues are identified as follows:

- Cultural Awareness
- Support
- Co-ordination between secondary and tertiary
- Course structure

Following is a discussion of these key themes and issues, noting some of the insights raised during consultations.

It is important to note that in the preparation of this report, we have undertaken to consult with key bodies however some bodies (listed at Appendix II) either declined the offer to be interviewed or were unavailable in the timeframe.

## **3 Key themes and issues**

### **3.1 Cultural Awareness**

The issue of 'cultural awareness' (or lack thereof) was raised by the vast majority of those consulted as a key factor supporting or inhibiting universities in being able to perform the function of recruiting Indigenous people into and in the university environment.

It is important to point out, that where 'cultural awareness' was raised, it means more than just the idea of conducting a 'cultural awareness' workshop for staff within the university.

For many, it is about how the university communicates with and understands Indigenous people, families and communities, how it actively seeks to build its own institutional capacity and develop relationships, and how it performs its professional duty in recruiting Indigenous people into the university environment.

This said, feedback suggests that universities generally display a low level of awareness of Australian Indigenous culture and peoples.

This lack of awareness is reflected in:

- Poor communication skills with communities
- Perception that universities are not culturally welcoming

- Low level of understanding of community, family and cultural issues faced by Indigenous students
- Little understanding about the diversity of the Indigenous community

University life also presents a range of barriers for Indigenous students that generally aren't faced by non-Indigenous students. For example, the difference of cultural responsibilities within family/community situations, the cultural structure of families and obligations/responsibilities within this setting, and the difficulties of dealing with the weight of pressure that comes with inter-generational dysfunction of families and communities.

Statistics show that a large percentage of the Indigenous students who do complete a university degree are often mature age students - suggesting they will have greater life experience and are more likely to have started a family first before pursuing further education. These different life circumstances suggest a more flexible and adaptable approach is required for Indigenous students.

Greater flexibility is also needed to recognise the diverse needs of Indigenous students. For example, an Indigenous student coming from a remote community will have significantly different needs to an Indigenous student coming from an urban community; hence the opportunities and support provided needs to be tailored to meet those needs.

Also, depending on their circumstances and as mentioned above, Indigenous students are likely to shoulder a lot more family and community responsibility than their non-Indigenous peers - these responsibilities often mean that Indigenous students are drawn away from the core aspects of their university studies.

Therefore, improving 'cultural awareness' across the university in the way it has been described earlier, will help to reduce some of those cultural barriers faced by Indigenous students and may lead to greater connections with the broader Indigenous community.

**Insight:** Providing 'cultural awareness' competency training for all staff may contribute to improving understanding and relationships between university, students and communities.

## 3.2 Support

Support is often identified by Indigenous students as what makes or breaks the students' experience. The decrease in overall completion rates suggests that something is lacking to keep students at university. Consultations identified three key support issues faced by Indigenous students:

- Family

- Academic
- Financial

**Family**, when referred to, often had a dual meaning; first it related to the idea that students (especially from rural, regional and remote locations) can feel isolated, lonely and dislocated from the usual family/community experiences. Second, it can also relate to the idea that universities need to do more in providing appropriate support in this area, including where existing support programs are in place, assessing whether these are accessed by Indigenous students and have an appropriate cultural fit.

Family and community support is considered crucial to improving student completion rates and, therefore, incorporating key family members into the moving away process for both secondary and tertiary education was seen as a positive way to assist.

Furthermore, in instances where secondary schools have brought remote kids into urban centres through boarding school initiatives, bringing the family into the schooling process is proving to be beneficial.

This suggests that improving understanding about the importance of family and the home for Indigenous students will enable universities to improve the support functions they provide.

**Academic** relates specifically to support provided by the university to assist students in completing and achieving their studies. This issue was raised in the context of whether existing support services were being accessed, whether individuals involved in providing academic services had a sufficient level of understanding of Indigenous student needs and ways of learning, and that overall, it was leading to good experiences and ultimately, successful outcomes.

**Financial** is probably by far the most important of the three areas identified for improved levels of support. In most instances where feedback was received, it relates to the ability to access and receive funds which would cover normal living expenses and be more flexible around students being able to source other funding avenues without being penalised.

As far as financial issues go, this is a universal matter confronted by all students and although this was acknowledged, the specific issues raised for Indigenous students related to being able to access Indigenous-specific scholarships, cadetships, and flexible working arrangements during semester breaks. The issue of 'means testing', HECS debt and the allocation of financial resources between young and mature-aged Indigenous students, was also raised.

Additionally, communication about financial support available for students is also seen to be lacking. Although there are a number of scholarships available, there is a low level of awareness in the Indigenous community about this assistance. As the cost of university will often be used as an excuse for not enrolling, an increase in

awareness about financial assistance might encourage a greater number of students to enrol.

It becomes clear, nonetheless, that while in the hierarchy of needs, financial is the most pressing, the interconnectedness between **family, academic** and **financial**, was seen as an area needing greater attention from universities.

### *3.2.1 Indigenous student support units*

Despite the concerns identified in this area, all of those consulted spoke positively about the role of Indigenous support units. For example, support units are seen to be an effective avenue to receive tutorial assistance outside of university hours or for those undertaking remote education.

Nonetheless, one of the perceived issues with support units is that they are inconsistent and un-regulated. In particular, respondents raised concerns about the inconsistency associated with the funding provided to support units and how the funding is being spent.

This has resulted in varying levels of student support. For example, students at the University of Sydney found that while they had issues, theirs were considered small in comparison to others, and the support provided to them was actually far greater than those in other universities.

Indigenous student support units are still considered by those consulted to be the most effective support measure available for Indigenous students because they are designed to cater for the diverse needs of students, however room for improvement was noted.

The provision of more efficient and effective services was identified as being a key factor in the retention of students and ensuring students are better equipped to handle day-to-day requirements of a higher education degree.

Of further significance to the important issues already identified, it was thought fundamental that while the aim of the higher education provider is to ensure better access and outcome, universities needed to pay greater attention to aligning education outcomes with employment pathways and their own institutional Indigenous employment strategies.

This alignment needed to happen before, during and after the student experience through opportunities like work experience programs, summer school programs, scholarships, and graduate cadetships.

The important point, however, is to promote the links between education and employment more formally through university strategies and that having this life/education pathway overview, is integral to encouraging the ongoing development of students as well as university planning.

In addition to the above, a list of other issues were also raised in respect of better communication within and between universities and Indigenous support units - it was

suggested that cultivating a two-way relationship with current and former Indigenous students is a worthwhile exercise to pursue. It is believed that making use of students as advocates for Indigenous education will help to extend cultural awareness beyond the university, into Indigenous families, communities and the greater Australian public.

Additionally, staffing levels/positions being appropriately designed to provide the necessary academic and cultural support to students was also considered of importance.

Last, some discussion ensued about university admission requirements and while this may be somewhat contentious to some universities, it is important that universities recognise the need for alternative admission policies.

This was an issue strongly raised by the NSW Aboriginal Land Council, their point being that a process which involves both interviews and tertiary education scoring, is far more appropriate in identifying student's preparedness to undertake undergraduate studies. The better example here, relates to entry requirements for medical degrees at the University of Newcastle and the University of New England.

On a separate but related matter, comment was also made about student support units engaging more effectively with other university service providers as an important part of improving admission services for Indigenous students.

**Insight:** Stronger relationships between universities, communities and families.

**Insight:** Streamline entry admission requirements so that students are given the option to take alternative pathways through the system. For example, undertake a science program prior to entry into a medical degree.

**Insight:** Regular reviews of the universities and units to assess performance against student support goals provided to improve outcomes.

**Insight:** Student allowance levels seem to be inadequate raising the possibility that emphasis needs to be placed on students having access to other income streams, e.g. cadetships/scholarships and/or paid employment as part of university agreements.

**Insight:** Consider a national structure that can be implemented within all support units whilst the universities are addressing issues of cultural awareness.

### 3.3 Coordination between secondary and tertiary education

The important issue of improved co-ordination between secondary and tertiary institutions is not a new one and primarily relates to transition pathways to university for all potential students.

The issue as it relates to potential Indigenous students is twofold:

- how to make university studies a viable and attractive option?
- where Indigenous students enter university, how to make the first year and ensuing years, a positive experience?

There are no easy answers to these questions and the way in which universities respond will vary according to available resources, geographical location, and the implementation of innovative and successful access programs.

It was suggested by those consulted, that engaging with students in the secondary sector is a key aspect of early level engagement. For example, outreach programs and working with key education providers, including state and territory education groups would assist in targeting students from as early as Year 7.

It was also further commented upon, that although the current Australian school education system is managed by each state and territory with varying curriculum, there may be an opportunity through this review to raise the possibility that education providers understand the need that incorporating Indigenous learning styles into their methodology may increase retention of students during the earlier years of schooling and therefore improve other options later in life, including attending and completing successfully a university degree.

Additionally, there was further comment that engaging with students should commence around years 11 and 12, however, the generally held view is that the earlier the engagement the more time students have to be exposed, think about, and plan the types of subjects they will need to undertake in high school to allow them better opportunity to gain university admission in the future.

In addition to this, it is important to note that the current trend for Indigenous students in secondary institutions is to undertake vocational education training more so than opting for university studies.

There may be a variety of reasons as to why this is happening, including peer pressure, family life and socio-economic circumstances, but the reality is that the numbers of available Indigenous students to universities is from a smaller pool and universities may need to re-think its approach in this regard. For example, summer school programs at earlier ages, talented student listings, greater partnership/collaboration with potential feeder secondary schools and so on.

For those Indigenous students making the decision to enter university for the first time, the challenge for all universities is about doing enough to ensure that especially in the first year of studies, new Indigenous students have a positive overall experience which is more likely to lead to more satisfying ensuing years as well as developing the necessary required self-confidence to successfully complete degree studies.

The consultations undertaken strongly suggest that greater coordination between secondary and tertiary education outlets would improve student transition into university.

Another key matter is that tertiary education presents a barrier for Indigenous (and non-Indigenous) students who do not have strong literacy and numeracy skills. Statistics show that a majority of Indigenous kids are behind the national average in literacy and numeracy skills and this consequently, creates an additional hurdle for students wishing to enrol in university.

It was also thought, that pursuing strong and lasting relationships between universities and our secondary schools may, also help to make university seem more achievable. However, it is acknowledged that while university will not be for everyone, it is believed that more students would probably want to go to university if they understood that this is the path needed to achieve their goals.

In particular, providing students with advice on choosing subjects that will help them obtain an ATAR that will make university acceptance is seen as a useful exercise. Some kids are simply picking subjects that are not suited.

Orientation days and programs are seen to be important tools to introduce prospective students to the university system however, greater coordination between secondary and tertiary institutions will lead to more successful programs.

Although there are a few examples of universities trying to engage Indigenous students on a deeper level, best practice examples are few and far between. The UNSW Winter school program was raised as a good example of engaging students and results in a fair number of Indigenous students enrolling. This program is consistent which means that the schools involved continue to come back and share the information with their wider communities. The Engineering Summer School hosted through a number of universities is also seen as best practice.

Additionally, some universities run tertiary preparation programs, which are somewhat similar to bridging courses except they are not as rigorous. They are basically skills based workshops like writing which aim to equip students with the 'write' tools for university. These programs could have a huge impact on the system if they are extended to students at a much younger age. If universities really want to bridge the gap for Indigenous (and non-Indigenous) students then they must support this preparation aspect.

Another matter of great concern raised by many of those consulted has been the drop in literacy and numeracy levels nationally and this issue is one that has a significant impact on the ability of students to transition into more formal academic programs within secondary and post-secondary education institutions.

Again while there are no straight forward answers, it would appear that failings in this regard are happening at the primary and secondary years and as a consequence, Indigenous kids are ill-prepared for university demands and levels when that time comes.

Clearly this is an issue bigger than this report, however, it is important to note the extent of concern raised by many of those consulted.

Last, it was further suggested that since funding is provided by the Federal Government to universities this might provide some leverage in getting base-agreement with each institution on better pathways to university courses. A number of universities do have academic programs in place that incorporate Indigenous components, however, most of these subjects are normally elective.

**Insight:** Early intervention education programs to establish more formal approaches to literacy and numeracy may need to be considered.

**Insight:** Consider more formal community contact programs as part of outreach initiatives, in order to maximise exposure to education at an early age as well as engender community and family participation in future student learning.

**Insight:** Stronger relationships with secondary schools will assist students to match subject choices to future careers and university courses

**Insight:** Improve social inclusion through broadening the scope of stakeholders involved in outreach and orientation programs.

### 3.4 Course structure

The relevance of the current education system is considered to be a key issue impacting Indigenous completion rates at a tertiary level.

This can be partly attributed to the model of mass education, which was appropriate for the time of its introduction, however classes are now considered too big and content too broad. Creating more space to allow one-on-one time between teachers and students is viewed as a beneficial exercise.

The highest completion rates for Indigenous students can be found in those universities, which offer block release mode programs. However, there is a lack of diversity in the subjects available for students wishing to study through these programs. Students are being 'pigeon holed' into specific faculties such as education and nursing. At present, a student wishing to study through a block release program cannot undertake courses such as architecture or economics. These processes are currently limiting the options available for students.

Furthermore, interest in attending university could be increased if more courses were tailored to cater to the needs of the Indigenous community. A relatively small number of courses have a substantial cultural component, and only one includes it as a mandatory subject. For those universities who do incorporate Indigenous culture in the curriculum, it is generally offered as an elective.

The NSWALC hopes that Charles Sturt University could offer more degrees and create more support bases and centres for students across the regions.

This lack of preparation for new teachers means that they come out of university with misconceptions and therefore are not significantly prepared to teach Indigenous and Torres Strait islander kids. Changing the minds and perceptions of teachers can have a significant impact of the students' overall experience.

From both of the consultations, there was a strong support for community based education especially for those students who are not ready to leave the home and greater community. It could also be highly beneficial for those who do not enjoy school. However, home school learning will only work if the correct support systems are in place.

It is important to note that this option comes with its own difficulties as well. An example of a distance education program in Dubbo was raised to demonstrate that although the teachers are engaging with these students, personal experience suggests that they're not actually doing the work. If it's implemented over a broad area, it needs to be regulated somehow to ensure that the distance education method is not simply a box ticking method for those waiting until they are seventeen.

For example, Charles Darwin University ran a program some years back ("Growing our own") which had great success in the community in which it was piloted. It was based on the premise that local Indigenous teachers are best placed to plan and deliver the best curriculum for Indigenous students. Therefore, on a weekly basis, academic staff from CDU flew to the community to deliver the Bachelor of Teaching and Learning degree to those in early childhood centres. Although it was expensive, it achieved good results but cost was considered to be one of its impediments.

**Insight:** Through Federal Government funding arrangements to universities, consider the need for more diversified choices being available for potential Indigenous students, which is linked to future career pathway outcomes.

## 4 Best practice – Here and Abroad

First, it should be said that this is not a comprehensive assessment of how things are done in overseas jurisdictions and we know there will be more examples of good practice in other countries dealing with issues of access and equity for local Indigenous people.

Nonetheless, we make some comment about practices in Hawaii and we further give a brief descriptor of those Australian examples which those interviewed have said are good examples of best practice which might be considered as part of the purpose of the review into Indigenous education.

The tertiary system in Hawaii demonstrates an effective understanding and incorporation of the Indigenous culture into its institutions. The support units within the universities are more like faculties and space is created for Elders to come and teach students in a range of courses.

The director of Indigenous support is in fact considered one step down from their equivalency of a vice-chancellor. The Hawaiian Indigenous culture is incorporated throughout the entire university and therefore engages staff at all levels of the structure.

This brief descriptor raises the question: *Can the Batchelor Institute be considered an example of best practice?* The idea of an all-Indigenous school will have its critics and advocates and in Australian society there is no guarantee that something of this sort would succeed. Indeed, at a recent community meeting in Dubbo, a similar proposal was put forward, however, a number of local Indigenous community members argued that this would defeat previous years of activism against segregation. This concept consequently also raises the question of do Indigenous students want to go to a segregated school?

Furthermore, comment was also made by some of those consulted that in regard to identifying what works best for the engagement of Indigenous students also requires making this work for the students and not just the university's preferred approach. It was also strongly urged, that a culturally appropriate framework and practices, needs to be established across the general learning environment.

Successful outcomes for Indigenous students also need to be judged on the students' capacity to enter into university life, and later, the workforce on the same playing field as other students and graduates.

**Insight:** Identifying good practice in some universities may be part of the solution. If something is working well with student outcomes, then links need to be established to allow the dissemination of good practice for student engagement across the higher education sector.

**Insight:** Students enrolled in undergraduate programs are required to participate in programs that are already established and have a set of core subjects. It is important that access to higher education programs is available for Indigenous students and it is equally important that programs are established through VET and other sectors such as Batchelor College – these then become stepping stones into the more formal higher education system.

**Insight:** Continue to support the various pre-university preparatory programs as a way of gaining informed future student choices about entering university and undertaking undergraduate programs.

#### 4.1 Best Practice Examples

While the consultations have been undertaken with a diverse group of bodies and individuals, there has been a generally consistent view of best practice examples attempting to improve opportunities for access to universities in Australia.

**Engineering Aid Australia:** has teamed with universities to bring Indigenous high school students to summer schools as an introduction to this profession. Young people who continue their studies and take up an engineering career are supported through a range of scholarships.

More information is available at: <http://www.engineeringaid.org/about-us/>

**The Stronger Smarter Institute:** delivers quality leadership programs for school and community leaders to enhance the teaching of Indigenous school students; is a hub of a growing network of schools and individuals who are engaged in creating “stronger smarter” realities for Indigenous children.

**Next Steps Project:** The Focus School Next Steps Initiative is a \$30 million Australian Government funded initiative designed to improve educational outcomes for Aboriginal and Torres Strait Islander students in the areas of attendance, engagement, literacy and numeracy. The Stronger Smarter Institute has been engaged by the Australian Government to facilitate the Initiative. The Institute’s high expectations approach to Indigenous education will effect positive change for almost 8,000 Aboriginal and Torres Strait Islander students in 102 schools across Australia.

**Wannik Project:** The Department of Education and Early Childhood Development (DEECD) through the Wannik strategy and incorporating the broader Early Childhood agenda through Aboriginal Early Years has contracted the Stronger Smarter Institute to develop a Tailored Professional Learning Package (TPLP) for its Koorie Education Workforce (KEW). The Institute's project team is working closely with its strategic partner Swinburne University of Technology and the DEECD's Wannik Unit.

More information is available at: <http://www.strongersmarter.qut.edu.au/index.jsp>

University of Newcastle Indigenous Medical Entry Program

Bachelor of Medicine – Joint Medical Program

The Joint Medical Program (JMP) actively encourages applications from Aboriginal and Torres Strait Islander people for its Bachelor of Medicine degree either at the University of Newcastle or in Armidale at the University of New England (Northern NSW). The JMP provides support to Aboriginal and Torres Strait Islander medical students at both University campuses.

The key attribute of this initiative is the more open and flexible approach for entry admission into the degree course as done by each of the universities which is proving to be successful in improving both entry and outcomes to the course.

More information is available at:

<http://www.newcastle.edu.au/joint-medical-program/indigenous-students/>

## 5 Conclusion

In conclusion, it is our view that while the mosaic for improving Indigenous access and outcomes is large, structurally complex and involves many stakeholders, the review itself is timely and will play a significant part in shaping the offerings of the tertiary sector and its relevance to the needs of Indigenous people.

It is also widely acknowledged that the hard work has already been done by universities and Indigenous support units over many years that have created a solid platform from which to work from.

It is also pleasing to note the strong desire of non-sector industry stakeholders wanting to play their part in improving educational outcomes for Indigenous people at the tertiary level and seeing this review as timely.

There is an overall positive view that while there have been significant improvements in this area over the past two decades, society has become more sophisticated and technologically driven, creating a whole raft of new demands of our education and learning institutions and their ability to adapt to the changing environment, not just in Australia but throughout the world.

Some of the circumstances of Indigenous people and communities has not changed too dramatically relative to national and global backdrop, however, the growing demands to make our institutions more relevant to the needs of the strategic directions of the country, including a skilled and knowledgeable workforce, place even greater pressure upon those institutions in working out where Indigenous people fit into this new mosaic.

Those consulted also held the view that we need to act in a way which does not leave Indigenous people behind and committed themselves to doing what they could to actively ensure that Indigenous people got access to good education and as a consequence, employment.

Finally, while the insights and anecdotal findings in this report are far reaching much will depend upon what investment is made by governments over the next ten and twenty years and how universities and Indigenous people respond to the new challenges.

A key requirement is to instil in our Indigenous kids the belief that they can succeed and that the society they live in, believes in them. Key amongst this is that our teachers reinforce the possibilities and opportunities for Indigenous students in succeeding at university and in life.

This report is provided to the Panel of Review for its consideration.

<ends>

**Appendix I**  
Organisations consulted



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Organisation	Representatives	Date and location
National Centre for Indigenous Excellence (NCIE)	Carla McGrath	SYD 09/12/2011
NSWALC Education Endowment Fund	Steven Ryan Chair person	SYD 09/12/2011
Southern Zone - NSW Aboriginal Land Council	Yuseph Deen Acting Zone Director	ACT 13/12/2011
Law Council of Australia	Nick Parmeter: Director, Civil Justice Division.	ACT 13/12/2011
Australian Indigenous Doctors Association	Romlie Mokak Chief Executive Officer	ACT 13/12/2011
Reconciliation Australia	Simon Gordon General Manager, Policy, Research and Government Affairs	ACT 13/12/2011
Minerals Council of Australia	Dr Gavin Lind: Executive Director, Minerals Tertiary Education Council. Therese Postma: Assistant Director, Social Policy.	ACT 14/12/2011
Australian Industries Group	Megan Lilly Director of Education and Training	MELB 19/12/2011
Rio Tinto	Simon Nish Manager of Indigenous Programs and Community Engagement	MELB 19/12/2011
Australian Council of Trade Unions	Sheena Watts Indigenous Officer	MELB 19/12/2011
Wesfarmers	Rosie Southwood Manager Aboriginal Affairs	MELB 19/12/2011
Principals Australia	Liz Furler Chief Executive Officer	Teleconference 20/12/2011
Parents Council Australia	Ian Dalton Executive Director	Teleconference 20/12/2011
Australian Chamber of Commerce and Industry	Stephen Bolton Senior Advisor for Education and Training	Teleconference 20/12/2011
National Students Union	Frank Gafa Indigenous Officer	Teleconference 20/12/2011
Aurora Project	Richard Potok	Teleconference 22/12/2011

## **Appendix II**

Organisations which declined to participate



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Organisation	Representatives
Aboriginal Education Consultative Group (AECG)	Cindy Berwick, President Raymond Ingray, Executive Officer
Business Council of Australia	Graham Bradley, Chairperson Claire Thomas, Policy Director
The Koorie Heritage Trust	Sharon Paten, CEO
Central Australian Land Council	David Ross, Director