The pathway into employment for Anangu is not straightforward. How can VET facilitate?
Anangu Pitjantjatjara Yankunytjara Lands (APY Lands)

Anangu is a Pitjantjatjara and Yankunytjatjara word meaning being Pitjantjatjara or Yankunytjatjara
APY Lands
- Ownership and proud history
- Government policies
- Location

Work
- Story of work is one of change
- Implications of different world views
- Limited marked economy

Pathways into employment
- VET outcomes mixed
Education Manager, TAFE SA with responsibilities for the TAFE SA program in the APY Lands
“In those early days I was growing up still, I was still young and I followed in my father’s, grandfather’s footsteps as a ngangkari. I am talking about the days before hospitals. We were looking after our people in the bush and that was the role of the ngangkari. And obviously in those days we weren’t getting paid for our work, it was something we did – not for money; it was part of looking after our people.”

Rupert Langkatjukur Peter, 1941 – 2012
(Ngaanyatjarra Pitjantjatjara Yankunytjatjara Women’s Council 2013)
Engagement in the economy is valued and viewed as a solution to disadvantage.

The Australian Government will provide job seekers in Remote Australia with “pathways to real employment and end sit-down money”.

Employment pathways
• Transition from school into the workforce?
• Career progression

(Prime Minister Abbott: Statement to the House of Representatives – Closing the Gap 2015)
In 2011
- population of 2,500 and 460 job seekers
- high proportion of younger people
- 6 main communities with a number of smaller communities and homelands
- 89 Anangu were placed into CDEP conversion positions created by the State and Commonwealth governments
- Jobs on the APY Lands are limited
- traineeships became available at the Voyages Indigenous Tourism Australia (Voyages) at Yulara
Work on the APY Lands
- Work places: schools, clinics, stores, art centres, garage, rangers, pastoral, TAFE SA, community offices, aged, home and community care
- Recruitment practices based on interest and not qualifications
Cross cultural interface
Aboriginal community and the workplace

- ‘Working for’ and ‘working’
- Relatedness
- Identity
- Inter-relationship between country, family and culture
- Kinship versus hierarchy, ‘boss’
- Humbug and the pressure of sharing

(Austin-Broos 2006; McRae-Williams 2008; Nakata 2007)
Workplaces on the APY Lands

• Jobs available (89 CDEP conversions in 2011)
• Labour supply exceeds demands (approx. 450 job seekers)
• Workplace characteristics
  • Anangu in worker positions
  • Recruitment
  • Power imbalance
  • Non-Anangu live to work
  • English
  • Value systems
  • Retention
  • Cultural values

(Dockery 2013; Gray, Hunter & Howlett 2013; Biddle 2009; Gray, Hunter & Lohoar 2012; Davies et al 2010)
TAFE SA Training on the APY Lands

1. Outcomes focussed
   • Qualifications delivered
   • Enrolments by qualification
   • Completions by qualification

2. Characteristics
   • Lower level qualifications
   • High number of Anangu in training
   • Recruitment practices
   • VET in SACE
   • Methodology - application of learning on the job
   • Relationship between trainer and participant
   • Pathways into employment from education and training

(Camm & Pattison 2014; Miller 2006; Karmel et al 2014; Guenther & McRae-Williams 2014)
### TAFE SA in the APY Lands Semester 2, 2014

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Nominal Hours</th>
<th>Number of students</th>
<th>% students/ qualification level</th>
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<tbody>
<tr>
<td>AC00024</td>
<td>Certificate I in Education and Skills Development</td>
<td>7,690</td>
<td>117</td>
<td>Units only = 36.6%</td>
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<td>Certificate IV = 5.3%</td>
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TAFE SA in the APY Lands
Semester 2, 2014

• majority of students are enrolled in Certificates I and II
• Literacy and numeracy thought the Certificate I in Work Preparation
  and Certificate I in Skills for Vocational Pathways
• Community Services and Health sector dominates
• Certificate I in Hospitality, VET in SACE
• Nominal hours illustrates part time delivery pattern
• Training Needs Analysis
  – Most important aspect to training ‘relevance to job’
  – Literacy support
  – Workforce capacity
The pathway into employment for Anangu is not straightforward. How can VET facilitate?