

Working in Partnership
The Mining Industry and Indigenous Communities

**Central West NSW Regional Working in Partnership Workshop
Final Report**



**Department of Resources, Energy and Tourism
in Partnership with the Wiradjuri Condobolin Corporation Inc**

Prepared for

Department of Resources, Energy and Tourism
51 Allara Street
Canberra, ACT 2601

May 2011

Grant Sarra Consultancy Services
ABN 19492 613 302

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Summary

The Central West NSW Regional Working in Partnership Workshop's central aim was to provide a regional forum in which all stakeholders could meet to discuss issues relevant to the development of a regional multi-industry engagement strategy. Seventy people attended this event. Initial presentations were made on behalf of the Department of Resources, Energy and Tourism, the NSW Aboriginal Land Council and the Wiradjuri Study Centre, followed by a series of panel discussions.

The first panel discussion focused on the mining industry with representatives from Aklane Resources Ltd, Barrick Australia Ltd, and Peabody Energy Australia, during which various community, training and employment programs and initiatives were described. Ngali Aboriginal Building then spoke about their experience as an Indigenous business identifying and then realizing enterprise development opportunities in the region. The second panel discussion focused on Indigenous employment. Speakers from state and regional agencies and services and TAFE spoke of training programs and ways in which Indigenous Australians could have better access to employment and other economic activities.

During the morning of the second day there was an open and honest discussion with a panel of Wiradjuri Elders which included: Mr Stan Grant, Mr Ally Coe, Mr Neil Ingram, Mr Percy Knight, Mr Michael Wighton, and Ms Daphne Richtner. The discussion was preceded by a video showing a history of achievements driven by WCC and an insight into the future priorities and aspirations of the WCC, WSC and Wiradjuri people as a whole.

The final workshop session focussed on the Wiradjuri youth. During the session Clinton Scott-Knight, General Manager, Indigenous Social Inclusion Company (ISIC), along with Sheree Brandy, School Liaison Officer, Condobolin High School and young Wiradjuri students Bridget Kirby, Aaron Pawsey and Merv Wighton delivered the final workshop presentation. Percy, as the CEO of the WCC also contributed to the presentation. Their presentation focused on the Wiradjuri Youth Leadership programs and initiatives and the delivery methods used by the ISIC.

The workshop wrap-up highlighted:

- The need for a scope to develop a multi-industry regional strategy that detailed all available training, employment and economic development programs and initiatives. Also the resources and infrastructure training program required further discussion between SkillsDMC, TAFE Western NSW, the WCC and other interested community and industry stakeholders. This would require the review of the content, delivery methods and process. It would also require consideration how it could be improved to enhance content relevance and localised delivery.
- The Wiradjuri Study Centre provides a culturally appropriate and suitably located facility for the conduct of future training, workshops and forums involving the community, industry, the education sector and governments.
- Support for the development of a central west regional partnership committee, a regional action planning framework, and the Wiradjuri People's Engagement Protocol.
- The need for follow-up discussions to identify the steps needed to consolidate the outcomes of the workshop, and that this could be undertaken through informal half day locally-based half day workshops in Mudgee and Dubbo; Orange/Condobolin; and Nyngan/Cobar.

1. Introduction

The Working in Partnership (WIP) initiative was launched by the Australian Government on 3 August 2001. It is administered by the Department of Resources, Energy and Tourism (DRET) and seeks to promote long-term partnerships between Indigenous communities and the resources industry.

A key activity of WIP has been workshops which have brought together stakeholders in major regional centres which host mining activity to help the discussion of local issues and try to achieve local outcomes. Previous workshops have been conducted in:

Alice Springs, Northern Territory;
Kalgoorlie, Port Hedland, Geraldton and Broome, Western Australia;
Rockhampton, Townsville and Cloncurry, Queensland;
Musswellbrook, Wollongong, Cobar and Orange, New South Wales;
Traralgon and Horsham, Victoria; and
Burnie, Tasmania.

RET has also conducted a series of WIP-related forums in Adelaide, the Upper Hunter Valley, New South Wales, Geraldton in Western Australia and Mt Isa in Queensland.

In addition to promoting long term partnerships, WIP aims to support and encourage the ongoing cultural change between the resources industry and Indigenous communities throughout Australia. It seeks to build on relevant research which has been conducted in relation to sustainable mining practices. Further information can be accessed by contacting the Department directly (02 6243 71333) or through the WIP website at: <http://www.ret.gov.au/indigenouspartnerships>.

1.1 Central West NSW Regional Partnership Workshop

The Central West NSW workshop held at the Wiradjuri Study Centre (WSC) in Condobolin on 9-10 March 2011. The Central West NSW workshop was initiated by the Chief Executive Officer of the Wiradjuri Condobolin Corporation Inc (WCC), Mr Percy Knight on behalf of the Kalarie people of Condobolin and broader Wiradjuri Traditional Owner groups across the Central West region of NSW. Mr Knight had participated in the Orange workshop in 2006 and also delivered a presentation on the business achievements and future aspirations of the WCC at a Hunter Valley Working in Partnership forum held at Liddell, NSW in 2010.

In 2010 Mr Knight approached RET expressing an interest in hosting a meeting of the Central West mines that would coincide with the completion of the Wiradjuri Study Centre. It was agreed that the workshop would provide a valuable opportunity for industry groups and government to meet, engage and learn more about the Wiradjuri people and their culture.

1.2 Purpose of this Report

The report provides:

- an overview of the Central West NSW Regional Partnership Workshop, including its theme, aims, methodology and structure;
- details of workshop presentations; and
- details of agreed priorities and actions from the workshop.

2. Workshop Planning

2.1 Central Theme and Aims

Underpinning the workshop was WCC's desire to meet with the mining, agricultural, pastoral, transport and construction industries across the region, and key government agencies to explore the development of a regional multi-industry strategy focused on the training, employment and economic development of Aboriginal people in the Central West NSW.

The workshop's central aim was to provide a regional forum in which all stakeholders could meet to discuss issues relevant to the development of a regional multi-industry engagement strategy.

In addition to the aims used for sessions in previous workshops, the objectives of the workshop were to:

- continue to promote positive interactions and enhance relationships between the Wiradjuri people (and Local Aboriginal Land Councils), mining, agricultural, pastoral, transport and construction industries in the region as well as key government agencies;
- provide industry groups and government with a greater awareness and understanding of the Wiradjuri people, their culture, engagement protocols and social, cultural, economic and educational achievements and future aspirations;
- review the Skills DMC Resources and Infrastructure training package to consider relevance and consider possible modifications that could enhance its content and delivery and maximise Aboriginal people's participation and transition into long-term employment;
- provide industry with a greater awareness and understanding of Australian and NSW State government programs and partnership arrangements with the Kalarie people of Condobolin and broader Wiradjuri Traditional Owner groups across the Central West region of NSW;
- provide the government agencies with a greater awareness and understanding of industry partnership arrangements with the Kalarie people of Condobolin and broader Wiradjuri Traditional Owner groups across the Central West region of NSW ;
- showcase and promote the WSC and Local Aboriginal Land Councils as suitable venues for future industry-based workshops and localised training; and
- see more examples of good practice as a result of effective communication and interaction between mining companies and other industry groups, Aboriginal community groups and organisations and key Australian and NSW State government agencies.

As in previous workshops participants were encouraged to:

- put themselves into the shoes of other stakeholders to gain a better understanding and appreciation of their respective issues, priorities and aspirations; and
- not try to identify and solve all of the problems and issues that confront Aboriginal people throughout Australia.

Rather, they were encouraged to move beyond the general problems and issues, often discussed in the national context of Closing the Gap, and focus on the long-term mutual benefits that could be generated through an effective regional partnership approach specific to the Central West region of NSW.

The intention was to direct stakeholders' efforts towards a constructive regional-specific dialogue relevant to the Central West region but also in accordance with the six main themes of the Working in Partnership program:

- Employment
- Education and Training
- Business Opportunities
- Cultural Awareness
- Capacity Building
- Economic Empowerment

2.2 Methodology

In keeping with the workshop theme and the aims and approaches taken at earlier workshops in the series, the Central West NSW Workshop was designed to maximise the time available for participant discussion of key issues of interest and relevance.

The workshop agenda was organised into the following sessions:



Sessions allowed discussion to develop, while being channeled to focus on achieving the workshop's aims.

The two-day program was entirely flexible.

2.3 Workshop Participation

Prior to the workshop, extensive consultation with a broad cross section of industry, government and community stakeholder groups across NSW was conducted by the DRET's Coordinator for the WIP program, Mr David Abbott and Mr Grant Sarra from Grant Sarra Consultancy Services.

A total of 70 participants attended the workshop (**Appendix A**).

3. Workshop Overview

3.1 Introductions and Scene Setting

The workshop opened in a spirit of goodwill with Grant Sarra, the facilitator, acknowledging and paying respect to the Wiradjuri people, both past and present, as the traditional custodians of the land.

In accordance with the traditional lore and custom of Aboriginal people, Grant advised that it was not his place to speak on local peoples' cultural and other business as this was the sole responsibility of the Wiradjuri Elders.

Mr Stan Grant on behalf of the Wiradjuri people officially welcomed participants to the workshop in the traditional language of his people and then in English.

In his welcome Mr Grant explained that participants need to respect the lore of the country by respecting and honouring all people - being respectful, polite, patient and gentle and respecting all things living and growing on the land - looking after the land and the rivers as the land and the rivers look after us. He concluded his welcome by highlighting how wonderful it was to see people's footprints side-by-side on the soil of Wiradjuri land. He explained that this was an indication of people walking and talking together and encouraged participants to continue to work together for the betterment of all people.

Mr Des Mainwaring, the Mayor of the Lachlan Shire followed Mr Grant and welcomed participants to Condobolin.

Mr Mainwaring paid his respects to the Wiradjuri Elders – past and present - and congratulated Percy Knight and his team on the completion of the WSC. Mr Mainwaring explained that while Condobolin's population of 7000 had been declining it was now expected to increase with new projects developing across the region. He felt that the workshop was a great initiative for the WSC and Condobolin and expressed hope that it would result in positive future opportunities for the broader local community, but in particular, Aboriginal people wishing to secure meaningful training, real employment and business development opportunities across industry.

3.2 Working in Partnership – The Skills Shortage

Peter Stafford, Manager, Sustainable Mining, DRET provided a brief overview of the WIP program and discussed skill shortages that are expected to affect the Australian workforce in the coming years.

He noted that the Australian resources sector continued to grow highlighting the most recent Australian Bureau of Agriculture and Resource Economics (ABARE) report findings:

- 75 projects are at an advanced stage with an estimated total capital expenditure of \$109.6 billion. These included 41 advanced energy projects with a value of \$80 billion and 28 mineral mining projects valued at \$24 billion;
- 281 projects listed in the less advanced category which have a projected/estimated total capital expenditure of \$250 billion; and
- capital expenditure in the mining industry is likely to increase further in 2011.

Peter outlined the Commonwealth Government had set up a National Resources Sector Employment Taskforce to address the impending skills shortages and workforce needs of major resource projects over the next five years.

After extensive consultation the taskforce submitted a report to Government in July 2010 with recommendations focusing on:

1. A new approach – workforce planning and development.
2. Increasing the number of trade professionals.
3. Graduating more engineers and geoscientists.
4. Meeting the temporary skills shortage with temporary migrations.
5. Strengthening workforce participation.
6. Forging stronger ties between industry and education.
7. Addressing the need for affordable housing and community infrastructure.

In conclusion, Peter explained that given the impending skills shortages and potential disruptions to workforce turnover across Australia, the workshop was particularly important and timely. It provided a valuable opportunity to consider the development of a regional strategy which would allow local unemployed Aboriginal people to become appropriately skilled to take up permanent employment across industries in the Central West of NSW.

3.3 NSW Aboriginal Land Council

Councillor Craig Cromelin from the NSW Aboriginal Land Council (NSWALC) provided a brief overview of the organisation's regional structure and future directions and aspirations and an outline of some of the work it has done for the social, cultural and economic rights and interests of Aboriginal people across NSW.

NSWALC seeks to redress Aboriginal dispossession and disadvantage through the land claims process to improve the health and well-being of Aboriginal people through advocacy and a range of self-funded community benefit programs.

Councillor Cromelin highlighted a number of successful NSWALC initiatives as examples:

- \$200 million, 25 year joint venture project with the NSW government to provide safe water and sewage system to 60 Aboriginal communities which ensure that shires engage with these communities where previously shires did not cross their boundaries;
- \$30 million Education Endowment Fund which provides opportunities for Aboriginal primary, secondary and tertiary students throughout the State - with some 48 scholarships having been approved over the past three years in the Central West region;
- Books Behind Bars – in light of the alarming incidence of Aboriginal people being jailed in NSW, particularly young people, NSWALC is increasing the amount of books and educational materials available to inmates in the more than 30 prisons and correctional centres throughout the State as part of an ongoing campaign to improve prison conditions and highlight increasing incarceration rates; and
- NSWALC launched the first contemporary Aboriginal rights-based magazine in Australia - *Tracker Magazine* - which aimed to fill a vital gap in the media landscape for accurate and comprehensive reportage and analysis of Aboriginal issues. The monthly magazine is available in news agencies and to subscribers around the country and it is also proposed to directly mail the magazine to the homes of the 20,000 plus members in the New South Wales Aboriginal land rights network.

In closing, Councillor Cromelin explained that NSWALC's core business was land claims. Since the enactment of the NSW Aboriginal Land Act it had lodged 35,000 land claims with 24,000 still outstanding. NSWALC recognises the importance of securing land for preservation of cultural heritage, and in terms of future economic development and growth for Aboriginal people and communities across the State.

In this respect, NSWALC is keen to stay involved in the Central West NSW working in partnership dialogue generated from the workshop.

More information about NSWALC can be accessed by contacting them directly or through their website, at: <http://www.alc.org.au/> .

3.5 The Wiradjuri Study Centre

Percy Knight, Chief Executive Officer of the WCC commenced his presentation by paying his respect to the Wiradjuri Elders - past and present, and acknowledging the participation of the Lachlan Shire Mayor, Mr Des Mainwaring. Percy advised that Mr Mainwaring's presence at the workshop demonstrated a strong statement of intent and commitment by the shire to support the sustainable economic development of the Wiradjuri people in the shire.

He also paid his respect to NSWALC Councillors Craig Cromelin and Stephen Ryan for their attendance at the workshop and acknowledged their presence as a positive sign for the process of building relationships with sister communities across the wider Wiradjuri nation.

Percy explained that the WSC was a provision of the *Native Title Agreement* that the local Wiradjuri people have with Barrick Gold Corporation.

The philosophy and thinking behind the development of the centre was to promote the study and understanding of Wiradjuri culture. Important as this is, the WCC has developed a wider notion of a WSC and envisages it as becoming the foundation for cultural rejuvenation, social change and sustainable self-determination by the Aboriginal people of the wider Wiradjuri nation. The result will be a vibrant, independent, sustainable and self-determining Aboriginal community.

Through the WCC, the community has refused to take the 'sorry town' path and has decided to be proactive rather than reactive.

Percy explained that the conceptual thinking behind the WSC was holistic in nature. It is a crucial vehicle through which the WCC constitutional objective of supporting its people will come to fruition. Through the WSC, there will be activities which will **revitalise local Aboriginal culture**, give meaning and substance to a Wiradjuri world view and foster new attitudes among local Aboriginal people toward learning and self esteem, from which will come the energy of local people to establish culturally appropriate, sustainable economic wealth-creating activities.

In brief, this centre reflects a *New Beginning* for the Kalarie people of Condobolin.

The WSC is a pedagogical centre of learning. So, not only will it be able to provide culturally appropriate learning, more importantly, it will create an environment that is culturally sensitive to the learning needs and aspirations of the local Aboriginal people.

The WSC is proposed as an iconic centre for Aboriginal cultural understanding, learning, research, training and wellbeing. The process began with the construction of the building by teams of local Aboriginal people using materials they either made (e.g. compressed earth blocks), or are local to the region (e.g. cypress timber). Everything is consistent with sustainability and caring for country principles. It will be accessible to interested non-Aboriginal students and visitors. The WSC has the following components; Cultural Centre, Conservation and Environment Centre, Skills Development Centre, Indigenous Training, Wellness Centre, surrounding landscape and sporting facilities and a Yarn Up Space.

In addition to refusing to take the “Sorry Town Path” Percy expressed a desire to help young Wiradjuri people to understand that “*Misery was not their Friend*”, and encouraging them to make something positive of their lives by being proud of their ancestry and committing to the achievement of higher educational performance and outcomes which would ensure their future success.

Percy also expressed a strong interest and desire to forge new partnerships through the WSC with mining companies, other industry groups and government agencies, in particular, Western TAFE to continue to progress training, employment and economic development in the region.

Percy’s vision for the WSC is to see the centre used as a regional-based school of mining venue in a collaborative partnership arrangement with Western TAFE, mining and other industry training groups.

He concluded his presentation by explaining that everything about the WSC, starting from the locally made compressed earth bricks to its actual layout and design was about connecting the Wiradjuri people to their land and environment and allowing them to reflect on their earthly and spiritual journey – *coming from the land and going back to the land*.

More information about the WSC can be accessed by contacting the Wiradjuri Condobolin Corporation directly or through their website, at: <http://www.wiradjuricondocorp.com> .

3.6 Mining Industry Panel – Working with Indigenous Groups in the Central West

The mining panel session included presentations from Mike Sutherland, General Manager NSW, Alkane Resources, Richard Savage, Community Relations Manager Cowal Gold Mine, Barrick Gold and Robyn Williams, Cultural Heritage Liaison Officer representing Wilpinjong Coal Pty Ltd. Each presentation focused on individual company experiences relating to lessons learnt and benefits gained through their engagement with the various Wiradjuri groups.

Peak Hill Mine and the Tomingley Project

Mike Sutherland commenced his presentation with a brief overview of the Peak Hill Mine and the Tomingley Gold Project.

The Peak Hill Gold Mine is located 50 kilometres north of Parkes in central New South Wales and while it has ceased operations it now operates as a Tourist Mine providing a unique attraction in the town of Peak Hill. Alkane Exploration also discovered an extensive mineralisation north of Peak Hill near Tomingley. The Tomingley Gold Project hosts the Wyoming gold deposits, which occurs in Ordovician rocks. Alkane’s geological modelling has identified a bulk resource of 6.38 million tonnes grading 2.43 g/t gold at 0.75 g/t gold cut off (498,000 ounces) at Wyoming.

Mike explained that in the early development stages of the Peak Hill mine there were Native Title and land claim matters that had to be considered but the company did not have a written community engagement policy when it started negotiations. To resolve these matters, the company established a good working relationship with the Local Aboriginal Land Council. Local Peak Hill Aboriginal people were employed to conduct all cultural heritage site clearances and to work at the mine. When the mine closed many of the Aboriginal workers were able to find employment with other mines throughout Australia and in other industries.

In terms of community engagement for the Tomingley project the company has adopted a more inclusive approach. Some of the lessons learnt from the Peak Hill Aboriginal community engagement process, that now inform the Tomingley project, included the need to listen to the people so that they could explain their aspirations and what they wanted to get from the project,

The company approached the community to ask who they wanted to speak, and or, negotiate on the community’s behalf. It was advised that there were six registered Aboriginal organisations that would need to be involved in the process and benefit from opportunities that the project might bring.

The groups met with company management where details of the project were outlined and a Community Engagement Protocol was developed and signed by Alkane's Managing Director, Ian Chalmers and all six of the registered Aboriginal organisations. The Community Engagement Protocol describes the project details, ground rules for negotiation and lists the company and community aspirations for the project.

The aspirations prepared by the Aboriginal registered organisations are to:

1. participate and contribute to the local community socially, culturally and economically;
2. be trained and ready to take advantage of employment opportunities;
3. participate in the identification and preservation of local Aboriginal culture; and
4. ensure that all employees and contractors working at the mine site are provided with cultural awareness training.

Mike advised that the Protocol had already allowed a number of community development projects to commence, with future plans for additional projects in hospitality, tourism and trades to be established once the project develops.

Another lesson learnt from the Peak Hill Mine experience was that while the company had initially been happy to fund a variety of local projects and initiatives they are now more focused on developing projects that can be sustained beyond the life of the mine to ensure that people have jobs.

Mike highlighted the importance of people needing to be work ready and how the company had established a partnership arrangement with Western TAFE to conduct Introduction to Mining Courses for Indigenous people wanting to work at Peak Hill. The program provided Aboriginal people with appropriate skills and experience at the inactive mine site so that they could become competent, are ready to take up full time employment in an active mine site.

With respect to the Tomingley project, Mike explained that the local Aboriginal people wanted to be directly involved in the archaeological survey work associated with the mine site and the 45 kilometre pipeline. Mike described this process as empowering the community as it was able to research local cultural history and find new things of significance that had potentially lain hidden for generations.

As the Tomingley project evolves, Alkane is also committed to working with the local schools and further with TAFE to determine what other jobs could be created and what training skills and or programs would be required, given that not everyone will want to work in the mine.

Mike also explained that Alkane may also consider handing over the Tourism Mine to the Aboriginal community so that they could operate it as their own tourism business. Mike concluded his presentation by re-emphasising his desire to see Aboriginal people employed across a range of roles at the Tomingley mine site.

Barrick Lake Cowal Gold Mine

Richard explained that Barrick is relatively high profile company in the region, given the location of the Cowal Gold Mine on Lake Cowal and the associated environmental and cultural considerations relevant to the lake.

- Cowal Gold Mine is one of Barrick's 26 mines
- It employs 295 direct employees and up to 150 contractors
- The mine produces 225,000 ounces per annum.
- It commenced construction in early 2004 with the first gold poured in April 2006.

Richard advised that one of the key elements to the success of the Lake Cowal project continues to be the level of local community support which was fundamental to the operation's ongoing success. It was not something the company took for granted.

Barrick's *Native Title Agreement*, signed in 2003, forms an important part of the Cowal Gold Mine's operations. There are a number of provisions in the Deed which include provisions relating to employment, education, training and business development. Under the provision of the Deed, Barrick recognise that many of the programs and initiatives cannot be Barrick's sole responsibility. In this regard they acknowledge the important need to work with the Wiradjuri people.

Barrick established an Employment Business Committee comprised of representatives from the company and the Wiradjuri community. The Committee continues to operate successfully as a collective partnership group with shared responsibilities and mutual accountabilities. Community programs and initiatives under the Agreement that are overseen by the Committee include:

Scholarships and Employment

- 23 university scholarships awarded to young Wiradjuri people between 2004 and 2010
- 7 scholarship were awarded in 2010
- 11 applicants have been received for 2011
- Barrick directly employs 18 Wiradjuri people with another three being employed by a hire company
- Two Wiradjuri trainees are engaged in warehousing and business administration courses as part of the Wiradjuri traineeship program, launched in 2010

Employment, Training and Business Committee

- The development and construction of the Wiradjuri Study Centre (although the actual construction of the centre has been entirely under the leadership, direction and management of the Wiradjuri Condobolin Corporation).
- Cleaning contract
- Milk supply and vending machines
- Freight contract
- Indigenous Employment Strategy and Cultural Appreciation Training for all employees and contractors

Richard explained that there were many lessons learnt during the process. In addition to developing a better understanding of the Kalarie people in terms of their community structure, culture and engagement protocols, the company had also been able to develop strong formal relationships with many other Wiradjuri people and organisations.

The company also acknowledge that it may be around to see the effects of some their programs and initiatives and have therefore, learnt that their partnership approach is about process - not just outcomes. Barrick accept that much of its work with the Wiradjuri people is about developing capacity, and therefore, recognise that while outcomes are important, the process by which to achieve those outcomes is equally, if not more important.

Richard concluded his presentation with an outline of the following benefits which he felt had been gained through Barrick's partnership with the Wiradjuri people.

These included:

- improved employment opportunities;

- improved socio-economic outcomes – WCC is having a wider socio-economic impact on Condobolin above and beyond their work with the mine;
- social licence to operate – we do what we say we will do;
- positive working relationship – not all smooth sailing – many challenges – key is ability to work through them;
- compliance with Deed requirements – mining industry and Aboriginal communities have not always had positive relationships;
- collaboration/Partnerships – positive outcomes can stem from partnering with like minded organisations and industries – equally partnerships need to work for both Parties – Wiradjuri traineeship phase 2 – industry partnership;
- broad consultation – WCC is one group but also consult and advertise scholarship and employment through various means (local paper / organisation etc direct consultation);
- long-term partnership approach; and
- Barrick's Indigenous Employment Strategy - reflects reality (not unrealistic), builds capacity, addresses barriers and is part of Barrick's human resources system.

Peabody Wilpinjong Mine

Robyn Williams commenced her presentation with an overview of the Peabody Energy Australia's Wilpinjong Mine and by explaining that the partnership between the North East Wiradjuri people and Peabody was like marriage - *with a 21 year life and no option for divorce – until it is finished.*

Wilpinjong mine is located 40 kilometres north-east of Mudgee in New South Wales. Approval for the mine was granted in February 2006 with the first coal railed from the site in October of that year. It is one of the smaller mines in NSW and while the community and the company have often stood toe-to-toe on some matters, they more often than not, work in partnership with each other for their mutual advantage.

The company is very committed to the process of Native Title and ensures that all company obligations are met. Both parties share information and work through the process together.

Robyn described her people's Native Title right under the Act as being the right to sit at the table and negotiate outcomes. She emphasised that she would hate to see companies and Traditional Owner groups have to go through a litigation process in which no one actually wins.

Robyn provided the following summary of the agreement between the North East Wiradjuri people and Peabody:

- Parties were able to negotiate the agreement in such a short time largely because of the advice and counsel the company and the North East Wiradjuri people had received from a very well respected mediator – the late Rick Farley.
- The parties negotiated a *Native Title Agreement* in three months by working closely with each other - initially meeting on a monthly basis and now meeting on a quarterly basis. The Agreement was signed on 12 December 2005 and marked by a ceremony at the Wilpinjong Coal Mine site.
- The first meeting of Aboriginal Cultural Heritage Liaison Committee was held immediately after ceremony to commence development of implementation plans.
- Advice was focused on the time beyond the negotiation period and the signing of an Agreement – keeping an eye on the end game and clearly articulating benefits.

- Rick Farley had urged both parties to maintain focus on how implementation of the agreement would be achieved through shared goals, shared responsibility for achieving goals and ownership of the Aboriginal Cultural Heritage Management Plan.
- The Agreement aim is designed to allow the company access to the identified mining area, protect Aboriginal Cultural Heritage and deliver significant benefits to the Native Title Party.
- The Aboriginal Cultural Heritage Management Plan is available on Peabody Energy Australia's website and consists of:
 - Protocol for consultation with local Aboriginal groups
 - Salvage Programme
 - Keeping Place for artefacts
 - Monitoring and Management Protocol
 - Schedule for a survey of the Escarpment
 - Baseline recording programme of Aboriginal rock art sites
 - General land management measures to protect Aboriginal cultural heritage
 - Details of Aboriginal cultural heritage training for Project employees

Robyn explained that both parties had a desire to achieve outcomes for the common good and managed their relationship through open and committed discussion - not by the letter of the Agreement.

Genuine friendships have developed between the parties and other benefits include:

- Training (TAFE, clerical, on-site operations)
- Real employment
- Business opportunities
- Property - transfer of land to North East Wiradjuri post-mining
- Protection of Aboriginal cultural heritage
- Skilled workforce
- Progressive land remediation and replacement of artefacts to original locations
- Company license to operate - being able to mine in accordance with its plan for the project
- Development of successful working model to achieve mining and Native Title objectives
- Enabling both parties to see a clear way forward and to experience shared wins along the way
- Robust plan for assisting future generations

Key requirements of the agreement for both parties include:

- shared commitment to execute agreed plan in agreed timeframes – shared success;
- realistic and achievable goals;
- a genuine desire to work in partnership for agreed - common goals;
- a shared sense of goodwill to deliver on each other's goals;
- allowances for continuous improvement – ongoing adoption of key learning to continue to improve plan and working relationship; and

- clear succession planning to enable the continuity of the plan.

According to Robyn, their agreement with Wilpinjong Mine had created a belief that mining and Native Title parties can coexist and benefit through a strategic partnership. She also highlighted the importance of sharing their information and positive experiences with other Wiradjuri Clan groups so that they too could become empowered to develop similar opportunities and benefits.

Robyn congratulated Percy and his team for the wonderful job that had been done in completing the WSC.

3.7 Transport, Agriculture and Building Industries

Unfortunately representatives from Linfox Logistics and AgriFood Skills Australia, who were scheduled to deliver presentations along with Paul Carr from Ngali Aboriginal Building, were unable to attend. However, they were keen to be kept informed of the outcomes from the workshop.

Paul Carr commenced his presentation with a very humble, moving and sometimes emotional outline of the challenges that he and other Wiradjuri young people had faced growing up and how he had decided to draw a sketch from the negatives in his life to build a positive outcome. He encouraged other people to do the same.

Prior to establishing his Ngali Aboriginal Building Company Paul explained that he had worked in the repairs and maintenance area in the NSW Housing Department for seven years. During that time he approached contractors to encourage them to go out with him to the Aboriginal communities in an effort to deliver what his company delivers today - but to no avail.

Paul explained that his passion was to do something positive for Aboriginal people and he therefore continued on with his dream. He decided to build up a small team of tradespeople to deal with repairs and renovations in local Aboriginal communities. He pulled together people that he knew were good at what they did in the building industry, but just didn't have the necessary qualifications and this led to the establishment of the Ngali Aboriginal Building Company. The impetus for his business was based on a need in Dubbo for Aboriginal people to get local jobs.

Paul proudly advised that the motto of the Ngali Company is – “**Working to house our mates**”.

Paul explained that he had also spent time working within the mining industry where he had learnt a number of important things e.g. eight day-on six day-off shift rosters and a zero tolerance to drugs which he now applies within his company.

The company has four contracts and employs 15 people, of which 13 are Aboriginal people. Paul emphasised the critical importance of ensuring that Aboriginal people who received training were given every chance to secure permanent employment beyond their training.

In this regard, his company's priority was to ensure that all of his employees are trained and qualified in a variety of skills before they leave so that they can secure permanent work in other areas if they choose. Paul emphasised the importance of this for all people in today's society, as people cannot be expected to improve their lives e.g. buy houses, pay off loans, provide education and healthy lifestyles for their children and so on, without long-term job security.

Paul acknowledged the support that he and his company had received, and continues to receive from key local government agencies in Dubbo. He re-emphasised the importance of job security and challenged companies to not worry about providing training if they did not have a job to offer at the completion of the training.

His advice to other Aboriginal people who wanted to start their own business and or take up employment within the mining industry was to not give up trying, keep sending in your resume, stand tall and proud of who you are and where you come from and just go for it.

In the absence of a Linfox representative, Percy Knight provided a brief overview of the partnership arrangement that the WCC had established with Linfox Logistics. Percy explained that WCC had won a major tender for the supply of freight, transport and logistical services associated with the Cowal Gold Mine site through a joint partnership with Linfox.

Under the tender agreement, the WCC is responsible for:

- Record keeping of orders
- Receipt and delivery validation
- Organising and facilitating overnight freight as and when required
- Scheduling of delivery data e.g., manifests
- Overseeing Quality Assurance
- Maintaining records and reporting upon freight movements

Percy advised that the project was the first of its kind for any Indigenous organisation in Australia and that he hoped that the partnership would help to take the WCC brand right around the nation.

3.8 Indigenous Employment Program and Job Services Australia

The Indigenous Employment and Job Services Australia panel included presentations from Alison Bentick, Account Manager, Danica Bunch, Senior Contract Manager and Brian Kelly Contract Manager, Disability Employment Services from the Department of Education, Employment and Workplace Relations (DEEWR) and Tony Aumuller, Regional Manager, State Training Services, NSW Department of Education and Training.

Alison presented a brief overview of the department's role and a summary of its Indigenous Employment Program including an outline of the benefits it provides to the community and employers. DEEWR is the lead Australian Government agency which provides national leadership in education and workplace training, transition to work and conditions and values in the workplace. DEEWR:

- works in collaboration with the states and territories and has offices and agencies throughout Australia and overseas which allow for an active, national and client-focused approach to the work which they perform; and
- employs just over 6,000 staff in Australia and overseas to develop policy and advise government, deliver programs and services. It provided information and guidance on everything from early childhood education through to employment and workplace relations.

Indigenous Employment Program

The objective of the Indigenous Employment Program (IEP) is to increase Indigenous Australians' employment outcomes and participation in economic activities, contributing to the Government's commitment to halving the gap between Indigenous and non-Indigenous employment outcomes within a decade.

Alison explained that the broad changes to the program made in 2009 were designed to build on the strengths of the previous legislation, place a greater emphasis on regional and place-based strategies, work experience placements, expanding career guidance, aspirational learning programs, support for Indigenous job seekers and complement the services provided by Job Services Australia and Commonwealth Employment Development projects.

The IEP supports a broad range of activities that are responsive to the needs of employers, Indigenous Australians and their communities. Support is available for activities that help to achieve the objective of the IEP and that offer value for money.

These could include activities that will:

- encourage and support employers to provide sustainable employment opportunities for Indigenous Australians;
- encourage and support Indigenous Australians to take up training and employment opportunities, stay in jobs and enhance their future employment prospects;
- assist Indigenous communities, industry bodies and groups of employers to develop Indigenous workforce and economic development strategies that support local and regional economic growth; or
- assist Indigenous Australians to develop sustainable businesses and economic opportunities in urban, regional and remote areas.

Alison concluded her presentation by explaining that the benefits of the IEP. It can:

- assist an Indigenous businesses or organisations to build their Indigenous workforce;
- assist an Indigenous business or organisation to develop better financial management, governance and capacity building strategies;
- support employers, especially small and medium businesses, including pre-employment training and mentoring;
- target regional areas and specific industries experiencing labour shortages; and
- provide assistance to develop plans to recruit and retain Indigenous employees.

More information on the Indigenous Employment Program can be accessed by contacting DEEWR directly or visiting their website: www.deewr.gov.au/indigenous

Job Services Australia

Danica complemented Alison's presentation by explaining the operations of Job Services Australia (JSA) and how JSAs contribute to the delivery of outcomes in accordance with the key government policy directions associated with Closing the Gap and social inclusion.

Danica explained that she and Brian Kelly worked in DEEWR's Orange office managing employment service providers across a range of programs including Job Services Australia, Disability Employment Services, Youth Connections and various industry engagement projects.

JSA is the Australian Government's national employment services which work to the needs of the individual. Launched in July 2009, the aim of JSA is to increase employment participation, build skills in demand and help individual job seekers, particularly disadvantaged job seekers, find sustainable employment. JSA represents a focus on the needs of employers, with emphasis placed on helping employers find work-ready job seekers. It is a simple effective employment service, and the result of extensive consultation and planning.

JSA is responsive to job seeker needs and provides the gateway for job seekers to access one-on-one assistance and tailored employment services. JSA providers work with jobseekers to determine goals, current skills and any additional training or support a jobseeker may need to help them to get and keep a job.

Centrelink assesses eligibility for these specialised services and makes appointments with local JSA providers.

Danica presented a map to illustrate the size of the Western NSW labour market region that she manages. She provided these comparative statistics:

- Unemployment Rate (15+): 5.8 % (Nationally: 5%)
- Job Seekers (15+): 17,333
- Average Job Seeker Age: 35 years (Nationally: 36 years)
- Average Job Seeker Unemployment Duration: 29 months (Nationally: 22 months)
- Working Age Population (15-64): 235,824



Danica explained that because of the current shortage of skilled workers experienced by industry, the Department was working closely with industries on a regional basis in an effort to deliver place-based solutions. The department has been working to assist industry and business to access the government education and employment services which can assist in developing pathways to employment from within communities.

To address the gaps, the Department is talking with industry and bringing together key stakeholders, which include other government departments, education and training providers and JSA providers, to act as a one-stop-shop for mining companies and provide solutions. JSA is also able to tap into a large range of complementary programs to ensure services are individual and tailored.

The service is designed to be responsive to employer needs, skills in demand in local communities and changing economic times. JSA will identify the requirements of businesses and ensure job seekers are trained and ready to meet their needs, at a time when needed.

Specifically, a local JSA provider can help employers with the following services, free of charge:

- candidate screening and short-listing support;
- work experience opportunities;

- skills training for jobseekers at levels suited to business needs – providers will be well connected with registered training organisations, accredited trainers, federal, state, territory and local government agencies, and community and health organisations;
- access to the Australian Government’s free online Australian JobSearch database to register vacancies and search for new staff directly; and
- provide opportunities for wage assistance and subsidies – employers may be able to receive wage subsidies to help support their business, for example if you are able to provide ongoing work opportunities to people who have not worked for a while.

According to Danica, the process was proving to be very successful in Condobolin as other mining companies from around the region were now looking to the WCC for inspiration and leadership to develop and implement Aboriginal Employment Strategies in their own areas. The process is also very rewarding as it is good to work with the providers and to see people actually getting jobs that allow them to build futures for their families and generate positive aspirations for young people.

She felt that the Central West Working in Partnership workshop was a fantastic initiative as it allowed key people and departments, who are generally delivering their messages on an individual basis, to come into the one room to consolidate their messages. The workshop also provided a valuable opportunity for government agencies and service providers to receive feedback from industry stakeholders on their successes.

How to access Job Services Australia:

For jobseekers:

- Contact the local Centrelink office. Centrelink will assess the applicant’s eligibility for these specialised services and make an appointment with your local JSA provider.

For employers:

- Visit www.jobsearch.gov.au and search for a provider.

Specialised services for people with disability or mental health conditions

Brian presented an overview of the Department’s Disability Employment Services which are designed to provide improved services for job seekers with a disability, injury, or health condition, their families and carers, and employers.

Disability Employment Services providers are organisations that are contracted by the Australian Government across Australia in more than 1,900 sites to provide a wide range of services and support to help people with a disability find and maintain sustainable employment.

Providers work with individuals to develop Employment Pathway Plans that are tailored to their needs. Plans include an outline of the services and assistance that the job seeker will receive. They will also help job seekers find and stay in a job. Once placed in a job, the provider will continue to support the job seeker for at least 26 weeks or longer if required.

JobAccess is a one-stop information shop on employment of people with disability for employers, employees, jobseekers and service providers including:

- disability at work;
- tools and solutions to remove workplace barriers;
- government support for employment of people with disability;

- recruiting people with disability;
- making workplaces accessible;
- assistance for your current employees with disability;
- financial assistance with assistive technology and wages; and
- disability awareness training for your staff and interpreting.

Brian outlined the following benefits of employing someone with a disability:

- reliability and higher levels of loyalty and retention;
- lower ongoing costs associated with staff turnover; and
- increased staff pride and morale.

Disability Employment Services include:

- \$1.7billion over three years for Disability Employment Services;
- professional recruitment advice and job matching; and
- the provision of ongoing support to employers and employees.

More information about JobAccess can be accessed through the DEEWR website www.deewr.gov.au or by contacting DEEWR's Orange office.

State Training Services

Tony commenced his presentation by explaining that, in the context of the workshop, his Department was keen to dovetail into the discussions around ideas and solutions relevant to any regional strategy that may be developed as result of the workshop. He also introduced Barry Williams, Aboriginal Programs Manager and Michael Cooper, Aboriginal Training Coordinator who are both based in Dubbo and provide services to the region.

State Training Services (STS) is part of the NSW Department of Education and Training. Tony described it as an agency that operated at the strategic level in the vocational educational and training areas. The agency does not have a large budget and therefore seeks to maximise their opportunities and outcomes when they engage with industry and employers.

Tony acknowledged that other providers, including TAFE, who do a fantastic job in vocational, education and training across the region and advised that his agency was focused on complementing or building on things relevant to particular projects and development needs in the region e.g. up-skilling workers, improving their productivity or assisting people gaining employment in the labour market.

STS manages activities and programs that seek to address the NSW Government's policies on the State's future skills needs. It includes:

- a 50% drop in 20-64 year olds without Certificate III level or above qualifications between 2009 and 2020;
- a 100% increase in people achieving diploma and advanced diploma qualifications between 2009 and 2020; and
- 4,000 new apprenticeships and 2,000 new cadetships in the public sector by 2012.

To meet these goals the Department of Education and Training, through the programs and services of STS has implemented these vocational education and training strategies:

- matching training delivery with areas of economic and occupational growth;
- delivering high quality training throughout NSW;
- developing tailored solutions to workforce needs including customised training programs and workplace delivery;
- implementing more flexible learning options and new delivery models;
- improving information for employers and workers on access to skills training to increase productivity and participation;
- targeting specific population groups for increased participation and implement workforce re-entry initiatives; and
- working with employers to increase demand for, and investment in skills and to drive innovation in training.

State Training Services manages the vocational education and training (VET) market in NSW by:

- developing training programs that target specific industries and industry needs, equity groups, jobseekers and existing workers;
- focusing on NSW economic priorities and strategies e.g., skills shortage areas, green skills;
- ensuring the quality of the VET industry through professional development workshops and regulation of registered training organisations;
- managing and regulating the apprenticeship and traineeship system in NSW; and
- encouraging and creating financial and working partnerships with industry, training organisations and other government departments to achieve the most effective VET outcomes.

It funds:

- registered training organisations to provide approved vocational training; and
- other eligible groups for the development of training, skills development and other vocational education initiatives.

Aboriginal Training Coordinators

State Training Services (STS) have four Aboriginal Training Coordinators and one Aboriginal Assistant Training Advisor located in the New England, Illawarra, Western NSW and Western Sydney State Training Services Centres.

Aboriginal Training Coordinators undertake a variety of tasks and activities which include:

- providing advice and support to apprentices, trainees and employers concerning their obligations under the Apprenticeship and Traineeship Act 2001;
- liaising with key STS stakeholders and assisting with the development of training and employment strategies for Aboriginal and Torres Strait Islander people;
- providing advice to internal and external clients on developments and regional initiatives relating to Aboriginal training, employment and economic development;

- providing advice to Aboriginal communities about the Australian Quality Training Framework (AQTF);
- overseeing the promotion and coordination of the Way Ahead for Aboriginal People mentoring program; and
- assisting with the project administration of the New Careers for Aboriginal People, Aboriginal Enterprise Development Officer programs and the Elsa Dixon Aboriginal Employment Program.

For more information about STS contact them directly through their Orange office or through their website: www.training.nsw.gov.au or email: westernnswstc@det.nsw.edu.au

3.9 Resources and Infrastructure Training

The final session on day one consisted of a joint presentation delivered by Kirrily Rourke, Head Teacher – Mining, TAFE Western Institute, NSW and David Ellis, Executive Officer, SkillsDMC, National Industry Skills Council, Sydney focusing on resources and infrastructure training in the region.

Kirrily advised that the TAFE Introduction to Mining for Indigenous Communities Course incorporated the Certificate II Resources and Infrastructure – Work Preparation Program and included the Mining Simulator. The course was designed to reflect the role of entry level employees in operations within the resources and infrastructure industry. A number of courses have been, or were in the process of being conducted across the region including; Condobolin, Mudgee, Narromine, Orange, Parkes, Peak Hill, and Dunedoo. TAFE's goal has always been to work closely with the local Aboriginal communities and mining companies to determine exactly what people want to get out of the training and what mining companies require of people to gain employment within the mining industry.

The Certificate II Resources and Infrastructure - Work Preparation Program (previously a Certificate I Program) includes two core units and six elective units:

Mandatory Units

- Work safely and follow Occupational and Health and Safety policies and procedures
- Conduct local risk control

Elective Units

- Communicate in the workplace
- Contribute to quality work outcomes
- Participate in environmental work practices
- Read and interpret maps
- Collect and prepare samples
- Plan and organise work
- Carry out measurements and calculations; use hand and power tools
- Operate small plant and equipment
- Operate light vehicles
- Handle and safely dispose of non toxic materials
- Read and interpret plans and specifications
- Operate personal computer

Kirrily explained, that an important part of preparing participants for work in the resources and infrastructure industry was to ensure participation in practical work and ability to apply safety, communication, quality and risk assessment knowledge and skills.

TAFE programs are designed to be as realistic to the industry as possible. They try to get participants to be mentally, emotionally and socially prepared for work e.g. talking about working safely, turning up every day, not being hung over or tired, not having their head somewhere else, and understanding what is like to work away from their family, do 12 hour shifts and different types of shift work and not turning up to work under the influence of alcohol or drugs. Participants are kitted out in mining boots and gear, taken on mine site tours and industry is invited to come and speak to them, where possible, to enhance their exposure to the industry.

Kirrily also advised that TAFE's mining simulator, based in Orange, provides another important dimension to the course in that it provides participants with practical experience in driving heavy machinery.

Participants in the course may also undertake training and assessment in five machinery competencies, which include:

- Follow OHS policies and procedures
- Conduct backhoe loader operations
- Conduct excavator operations
- Conduct wheeled front end loader operations
- Conduct skid steer loader operations

Training Plans for Indigenous people undertaking Introduction to Mining can also be tailored to suit the requirements of the following industry sectors:

- Metalliferous
- Coal
- Extractive
- Drilling
- Drilling oil and gas
- Civil construction

David commenced his presentation by highlighting common skills required across industries and how new cross-industry training skills and qualifications could be developed to build sustainable communities and support and stimulate cross-industry employment.

David explained that SkillsDMC, AgriFood Skills Australia and the NSW Department of Education & Training had jointly run a pilot training program in the North West NSW regional area. The training model was designed to provide people who live in regional areas with cross-industry skills useful to obtain local jobs, and also offer flexibility of employment for seasonal activities. These include job seekers, long-term unemployed, school leavers, Indigenous and disadvantaged individuals who would otherwise find obtaining employment in their communities difficult.

The program was trialed in Narrabri and offered skills training in three areas that were considered relevant to: mining, agriculture and local government/civil infrastructure

David presented a video of the program which illustrated the following key messages:

- Drought, difficult financial times and the mining boom have all combined to change the economic and social landscape.

- North West NSW is home to a diverse range of industries. It has recently experienced a boom in mining and gas exploration and this combined with a thriving agricultural sector and growing infrastructure commitments meant there has never been a more pressing need for skilled labour.
- Local businesses in the area are in desperate need of a constant pool of skilled labour – but the seasonal nature of some industries makes it difficult for locals to maintain ongoing employment.
- Skilled workers were often abundant when there was a good harvest but once that finished people would move on and leave skills gaps in the region.
- The region needed a cross-industry qualification which could provide entry level for individuals who wanted to maintain full time employment across industries and throughout seasonal cycles.
- When people leave they take their families with them which adversely affects the broader community.
- To keep good people in the area all season required people to be trained in cross-industry skills so that they can move from industry to industry within the area so that they don't have to leave.
- The pilot program, funded by the NSW Department of Education and Training, STS, aimed to stabilise the community – to grow and sustain the local community and keep the people within the community, and to demonstrate how cross-industry training can meet cyclical regional skill demands and support continuity of employment.
- Provides participants with a better chance of gaining new skill but also being employed in the local area.
- Business saw that a model was needed to support a sustainable community both for employers and employees – if employees could find employment all year round they were more likely to stay in the community and with a broad skills base in the community employers would have the confidence to develop business and maintain growth.
- Need for people with similar types of practical skills to be developed e.g. basic work safety policies and procedures, licenses to operate front end loaders or backhoes, apply chemicals under supervision and how to operate small plant and equipment.
- Students are provided with on-the-job training at local business across industries.

This was the first time in Australia that such a program had been delivered and as an outcome, local businesses are now employing the graduates. David explained that the success of the pilot program shows that when regional enterprises and local government come together they can help to build a sustainable skills base to support the growth of industry and the community.

The joint presentation by Kirrily and David generated considerable discussion. It became obvious that the existing resources and infrastructure training program and delivery process required further consideration and discussion, and due to lack of time, it was agreed that an additional meeting would need to be convened. The facilitator suggested that at that meeting key Aboriginal community and industry stakeholders, SkillsDMC and TAFE Western NSW representatives come together to:

- review the existing program content and consider additional cultural and industry aspects that could be included to modify and continuously improve the program's content; and
- assess and evaluate the delivery process and consider ways to enhance the program's delivery at the local Aboriginal community level.

4. Introduction and Review of Day One

Participants agreed that as a result the presentations and discussions from day one, a number of key themes had emerged. These included:

1. an interest in developing a Multi-Industry Aboriginal Training, Employment and Economic Development Strategy specific to the Central West of NSW;
2. the need for the existing resources and infrastructure training program to be further considered and discussed at a meeting with Aboriginal community and industry stakeholders, SkillsDMC and TAFE Western NSW representatives;
3. a genuine enthusiasm and interest to investigate ways to increase the future use of the WSC and Local Aboriginal Land Council training facilities as suitable venues for localised industry-based training; and
4. consideration of the establishment of a regional partnership committee and action plan to ensure responsibility is taken to follow up any priorities and actions that arise from the workshop.

4.1 Introducing the Wiradjuri Elders

Day two commenced with an open and honest discussion with a panel of Wiradjuri Elders which included: Mr Stan Grant, Mr Ally Coe, Mr Neil Ingram, Mr Percy Knight, Mr Michael Wighton, and Ms Daphne Richtner. The discussion was preceded by a video showing a history of achievements driven by WCC and an insight into the future priorities and aspirations of the WCC, WSC and Wiradjuri people as a whole.

Ally began by welcoming participants to the WSC and thanking them for participating in the workshop. He explained that he and Percy, for last seven or eight years had been saying that we (the Wiradjuri people) have a story to tell, but even to this day, he didn't think that they were quite ready to tell their story until such time that they completed the creation of the partnerships required to ensure the future sustainability of the WSC.

In reference to Aboriginal community and mining negotiations, Ally explained that when Aboriginal people go into negotiations, they talk about the life of the mine and more often than not, depending on the mining company, they will be told that it is likely to be about ten to fifteen years. As an Aboriginal community in Condobolin, what happened was that we, as a community, asked ourselves what was going to happen to the community and our operations in fifteen years when the mine was actually finished.

We then focused our attention on ensuring that our operations could be sustained beyond the closure of the mine.

Ally went on to explain that in the early days of their negotiations around the Cowal Gold mine there was a word that would always come up as part of the discussions between the mining company and the Aboriginal community. That word, he explained was "royalties", and whenever it was mentioned it always seemed to conjure up an image of money. The community decided that they would sit down and look at other operations around Australia to look at the impacts of royalties and the damage that the royalty situation created for some of those communities. Percy became involved from day one and all discussions with the mining company were centered on economic development, employment and training opportunities and what the community could get out of the arrangement that could target young Wiradjuri people in our community.

Ally explained that when the WCC was established it was not going to be seen as just another Aboriginal organisation. Rather, it was to be an organisation run like a business. As a business, the WCC had experienced some very tough times over the last seven years competing for contracts that came from the mine. He acknowledged Percy's valuable role and contribution to the WCC and how, through the organisation's economic development focus, they were able to secure a trucking contract (Linfox partnership), an Australia Post contract (the first of its kind between Australia Post and an Aboriginal community) and a cleaning contract at the mine site.

Ally concluded his presentation by explaining that the WCC had successfully won these contracts even though - *we didn't own a truck, a motor bike or a broom* - but that didn't stop us. As an organisation, we

were aware of the need to overcome the barriers and hurdles, but as a business, the WCC accepted these challenges front on and treated them as the new beginning for our community.

Stan Grant Senior followed Ally's presentation by telling about his experiences in education and how he came about writing and teaching his traditional Wiradjuri language. He explained that as a younger man he had been challenged to start writing his language by his own people and how, at that time, he didn't feel confident in his capacity to do the job. When English and grammar was being taught at school, Stan advised that he would be outside smoking in the school yard. In this respect, he felt within himself, that he would be challenged to write anything, including his own language.

He eventually met a man called John Rudder, who he described as being the greatest non-Indigenous man that he had ever met. Stan explained that after a short period of time, he and John became very good friends and that John had worked with him for three years, not charging a cent, teaching the language of the Wiradjuri people. They have now been working together since 1997 preparing Wiradjuri language learning materials.

Stan explained that Percy had eventually approached him to start bringing the Wiradjuri language back into the WSC and since then, the centre was now being promoted as a language hub for the Wiradjuri language, including the preservation, maintenance and teaching.

He also highlighted that just about every school in Wiradjuri country was now teaching some part of the traditional language. He concluded his presentation by emphasising the importance of the traditional language to the young Wiradjuri people present in the audience and encouraged them to continue it on in their futures.

Following Stan, Percy explained that the WCC and WSC initiatives and programs were all about a reconciliation process.

He described reconciliation as being about attitudes and how, in the current world we live he recognised that we can change some attitudes but we can't change all people's attitudes. In this respect, the WSC initiatives and programs were designed not only for Wiradjuri children but also non-Indigenous children. Percy explained that he wanted to see all children (Indigenous and non-Indigenous) running around their school play ground singing Waltzing Matilda, Advanced Australia Fair and other forms of music, including Rap in the Wiradjuri language, so that we can create a generation of human beings and adults that won't have the negative attitudes of the past.

Reconciliation is not just about holding hands and walking across a bridge - it is a process which is going to take generations to change.

Percy emphasised the importance of this process being embraced by the young Wiradjuri people and how they were the current Elder's succession plan. The WSC Language Hub is designed for our young Wiradjuri people and for them to encourage non-Indigenous people to come along and access our language programs so that they can develop their understanding of the Wiradjuri people and culture and how we operate.

Neil commenced his discussion by explaining how he had decided some eighteen months ago, to take time away from his work to find himself again. He explained that to work in an organisation for too long you can become bitter and twisted and that this was not good for you or the organisation.

When he took the time out, he sat down on the riverbank and found himself. He explained that there were three things that he found as being important to us as people within our environment. These elements were - *fire*, *water* and *talking* amongst ourselves. He explained that as you sit there under the tree and watch the wind blow through it you start to think and have understanding as memories come back to you. These memories are good as they connect you back to your land and reconnect you to your spirit.

After six months he was over the feeling of being lost and again felt that he had a lot more to offer his community. Neil advised that the most important thing for him, based on his experience of working and being an Aboriginal person, is to consult with Aboriginal people and respect the Aboriginal people's worldview.

Aboriginal people's worldview is totally different to the western worldview which is about the political, economic or social point of view. Our worldview is about our environment and the importance of our land and environment to us as people. Neil explained that the Wiradjuri people have an enormous responsibility to show respect for country and that custodianship is about protecting country, being responsible and accepting your obligations.

The Aboriginal worldview on the environment is that the environment dictates the lore, the rules and the policies - and we as people fit into it. Whereas, the western viewpoint is that man makes the rules, the laws, and the policies - and the environment must fit into that. In this respect, the values are totally different.

From an educational perspective, Neil explained that too much emphasis was being placed on English and we seemed to be forgetting about important things like our culture and our heritage. He felt that Aboriginal people needed to come to a place of healing. He explained how many people speak of Aboriginal people as living in the past. This was untrue, as the past lives within us, the past is still strong within the minds of our old people, it is passed down to our younger generations and there is still a lot of unfinished business, hence the need to come to a place of healing.

That place of healing, Neil advised, will allow people to talk about yesterday and today about their pay, about their strengths and their capacity and allow them to share that information and tell their stories, so that they can go back to helping each other. In the past on the mission, our people would sit at the front of each house and talk to each other – we would solve all the problems around domestic violence, grog, no money or where we were going to get our next feed from – we solved all that by talking with each other – we don't do that any more. We need to come to a place where we can talk, build on our strengths, develop our ideas, determine what's best for our people and plan for our future instead of having other people come in and make the decisions for us.

He described this latter approach as *seagulling - where all types of providers come into a place, fly in low, shit on us and then fly away.*

He explained that self determination and capacity building were both very important but unless we restore our heritage and culture within us, and especially among our young people, we can't go forward. We need to engage education as being very important as it allows us to operate at the same level as all Australians.

Neil went on to discuss his thoughts around the Closing the Gap program and asked what did it mean? He explained that within health, we talk about the life expectancy of Aboriginal people 15-20 years less than other Australians, we talk about disease within Aboriginal communities being three times worse than other parts of our community and we talk about access, but that is not the point.

It should be more about making things right so our people can have access to quality programs opposed to ticking the box – those days are finished. It is about time we start focusing on our outcomes, it is time we start looking at where we come from because our values are different – the days are gone where people come in and say, I know what is right for you.

In conclusion, Neil referred to how he had seen other Aboriginal communities where things were changing for the better, where you could see a phenomenon taking place, because Elders were taking control.

The Elders are now saying, *feeling good is not good enough anymore, because I can feel better.*

We as Wiradjuri people need to do the same - come together as a community. We need to sustain a process and we need to get back to a place where people can talk and share information again. The WSC

provides that place - as well as being an ideal study and learning centre - it helps people get to that place of healing.

At the completion of the Elders discussion panel, Stan advised that the Wiradjuri Elders were also in the process of finalising their own Wiradjuri Engagement Protocol to help industry and government to engage more effectively with the Wiradjuri people.

In response to the discussions by the Elders, the following question was raised:

Question: *We are constantly told that Indigenous outcomes for education are well below the rest of Australia, which is a huge concern - How do we get Indigenous community members, Elders and parents to be involved in school education?*

Response: Ally emphasised how the same question had been asked many times over many years. With respect to today's education system, there needs to be an acknowledgement that before Captain Cook came, Aboriginal people already had a sound education system in place that was based on survival – if we didn't learn our lore we would not have survived. When the new education system came it was very different to what we knew – we were always going to struggle. While he admitted that he did not yet know how to create a balance between the two systems of education, he was of the view, that it could possibly be done through a process that first, gave due respect to Aboriginal people's education and learning methods and sought to combine the best elements from both systems.

With respect to outcomes and how they were measured by government within the education system, Ally referred to a group of young unemployed Aboriginal people who had completed a training program (19 started and 16 finished) in mining. All the participants who had completed their training course came together with the various funding agencies, training providers and companies to celebrate their achievement and graduate with their certificate. Various departmental people spoke about the significance of the outcome and how wonderful it was to get 16 out of 19 people to complete the course and so on. In response, a young spokesperson for the group took the microphone and said that he wanted to speak about the other outcome – the outcome that he personally, got from the course. This young man explained that it wasn't so much about the grades or the certificates of attainment that he had received that night. He looked at his fellow participants and explained that before the course he would walk past them in the street. The best outcome for him, having completed the course, was that he would now pull them up in the street to ask them how they were going – something he had not done before. To Ally, that young man's statement changed the way he looked at measuring program outcomes and suggested that the education system should perhaps reassess how they go about measuring their outcomes.

Stan responded by highlighting the fact that as Aboriginal people, we already have Doctors, Lawyers, Barristers, Dentists, Magistrates and many other professional Aboriginal people in positions around Australia. Somewhere, someone has missed the point - sure there are some of our children that need help but government also need to acknowledge that many of our people are very high achievers. He alluded to the operations of the WCC and the establishment of the WSC that Percy managed, highlighting how wonderful it was and that it in itself was a major achievement by an Aboriginal man.

Neil responded by stating that Aboriginal people have done very well and perhaps together, we need to have a closer look at the educational curriculum and get Aboriginal input into that, we need to look at the content and make it relevant to Aboriginal people; and we need to have a look at how the education system measures its outcomes to ensure they are not just measuring performance against their own outcomes. Neil explained that it was perhaps a little bit more than that - just measuring performance against what the system has currently got to measure, it is perhaps also about making sure that the content and process was relevant so that the performance of Aboriginal children can be more accurately measured.

Aboriginal children need to be nurtured by their families, within our kinship system, from early childhood, through primary school, through to high school and beyond, so the education system perhaps needs to engage more with the Aboriginal community, Elders and parents. We can't keep blaming us as the victims of circumstance – we need to start looking closely at the system, the content and the process. We don't

want the system to be dumbed-down either. Rather, we need it to become more culturally relevant, interesting and responsive.

4.2 Wiradjuri Youth Presentation

Clinton Scott-Knight, General Manager, Indigenous Social Inclusion Company (ISIC), along with Sheree Brandy, School Liaison Officer, Condobolin High School and young Wiradjuri students Bridget Kirby, Aaron Pawsey and Merv Wighton delivered the final workshop presentation. Percy, as the CEO of the WCC also contributed to the presentation. Their presentation focused on the Wiradjuri Youth Leadership programs and initiatives and the delivery methods used by the ISIC.

ISIC is 100% Aboriginal owned and operated business that is a strategic initiative of the WCC. It is a social inclusion company designed to provide Indigenous young people with the right tools for access, participation and engagement and is also focused on creating involvement and development in employment, education and training. Clinton pointed out that social inclusion had always been the vision of the WCC, long before the government had started talking about notions of closing the gap, and this was the reason behind the establishment of the ISIC. He explained that it had always been acknowledged within the WCC that to actually close the gap, the organisation would need to form a social inclusion process.

He explained that social inclusion can be achieved through education, training and employment and targeting the Wiradjuri youth at an early age and giving them the tools that they need to be socially inclusive.

Cultural appreciation is a big part of what the WCC and ISIC are all about. Clinton explained that in addition to educating mainstream Australians about Indigenous history, issues, culture, lore and customs ISIC recognise the equal importance of educating our own mob. ISIC is committed to talking to our young people about their culture and what is like to be an Aboriginal person. This way they can become role models in their community, roles models in their school and to be equipped with the knowledge and skills along with the answers to questions when Aboriginal issues arise so that they can help to educate their peers, friends and teachers.

Key components of ISIC's Cultural Appreciation Program include:

- Indigenous History
- Stolen Generations
- Native Title
- Diversity
- Current Issues
- Economic Reforms
- Health
- Closing the Gap
- Engaging Individuals and Communities

Clinton also explained that ISIC preferred to use the term “cultural appreciation”, opposed to the term “cultural awareness”. He explained that cultural awareness were very strong words, in that, it will take a lifetime to become culturally aware. Cultural appreciation, on the other hand, provides for people to have an appreciation of what has taken place in the past, to gain an understanding of why past issues have an impact on people today so that can develop strategies which allow people to walk together and leave some of those issues in the past.

Clinton explained that the management and delivery of traineeship programs is nothing new as many training organisations already deliver these programs, but ISIC's program differs in that their priority is to have Aboriginal people teaching Aboriginal people. All of ISIC's staff are qualified trainers and assessors and they teach in a way that is relevant to their participants so that Aboriginal people can teach Aboriginal people to teach other Aboriginal people.

He advised that while ISIC is not currently a registered training provider, they partner with registered training organisations to deliver certified training, and where the expertise is available ISIC staff deliver the training. Key components of ISIC's Traineeship Program include:

- Cultural Appreciation
- Job Ready Training
- Certified Vocational Training
- Mentoring
- Personal and Professional Development
- Mediation

In terms of establishing a competitive advantage, ISIC provides a comprehensive employment and training opportunity for Indigenous people, as well as opportunity and structure for public and private sector organisations to employ Indigenous Australians. In providing this comprehensive program, ISIC has the opportunity to develop a range of supporting education and training products and establish a schedule of services all designed to support Indigenous people in the workplace.

Mentoring was also a big part of ISIC's role and ISIC makes a commitment to the Wiradjuri youth and to the people who are part of their program not only to provide the best professional and education advice but to also be there to support students in all aspects of their lives.

When we deal with Indigenous students and programs we recognise that it is not a 9 to 5, or a Monday to Friday job and therefore, commit to always being there to answer enquiries and deal with issues, as and when they arise.

Key components of ISIC's Mentoring Program are that:

- each trainee being assigned a mentor based on gender, hobbies and interests. Mentors are sourced from local communities, professional organisations and the education systems;
- mentors play a vital role in ensuring that trainees' social and emotional well being stay intact.
- mentors play a role in opening communication pathways between trainees and their peers, parents, schools and this program; and
- trainees undergo mentor training so in return they can become mentors to the primary school aged children with whom they will be conducting activities.

Clinton advised that 16 out of 16 of ISIC's 2010 year 12 students had graduated from their program, and all had received a nationally recognised qualification and obtained their year 12 certificate. 14 of those students had either commenced, or are in the process of being offered fulltime employment across a variety of industries.

To highlight the success of ISIC's program, Clinton presented the following findings taken from a Commonwealth government report relating to Indigenous student participation and performance. The report found that:

- Less than half the literacy and numeracy targets had been met;

- The retention rate in Year 12 was 39.8%;
- Attendance at primary school drops to as low as 85% and 64.3% at secondary level;
- Only 69% of Indigenous vocational education and training graduates had jobs;
- Only 1,191 Indigenous students completed university degree courses;
- Little progress has been made in employing Indigenous staff in schools.
- In 2004, there was a decrease in total Indigenous university student numbers. This was the first decrease since 2001 (down by 1% over 2003); and
- Total domestic student numbers decreased in 2004 (down by 0.4% over 2003).

In 2010 ISIC implemented a pilot program in Condobolin and Erindale College in Canberra with 35 students in years 10, 11 & 12 participating, with 16 of these students enrolled in year 12. Clinton advised that ISIC's Indigenous School Based Program had expanded by 300% with 6 schools across the region now participating. These include: Condobolin, Parkes, Forbes, Queanbeyan, Erindale and Melba Copeland. This will mean that by 2013 ISIC could be looking at 100 Indigenous kids successfully graduating from high school and therefore, well on their way to building pathways into fulltime meaningful employment.

As part of ISIC's certificate training, students are required to undertake a Certificate II in Community Recreation. The Certificate II program requires the successful achievement of fifteen units of competency consisting of five compulsory core units, compulsory stream units and elective units. Certification is delivered by qualified ISIC trainers and assessors. The on-the-job training component of the program requires trainees to attend work with the WCC one day per week. Their work environment includes the local primary schools where they conduct outdoor activities for primary aged students under the supervision of ISIC staff.

Work duties include:

- Create lesson plans
- Set up and prepare activities
- Facilitate, instruct and coach students
- Monitor and supervise activities
- Pack up and evaluate sessions

ISIC's Indigenous School-Based Traineeship Program is a start-to-finish program that sees Indigenous students employed one day a week with ISIC and completing a nationally recognised qualification (Certificate II in Community Recreation). All on-the-job and off-the-job components are completely managed, facilitated and supervised by Wiradjuri staff. The program is complete with numerous support mechanisms accompanied by personal and professional development.

Key components of ISIC's Indigenous School-Based Traineeship Program model include:

- Weekly mentoring
- Community engagement
- Job placement and on-the-job training
- Cultural appreciation
- Job Ready Program
- Leadership

- Certified Vocational Training

Clinton concluded the presentation by explaining that the ISIC model was completely transferable and could be implemented in any school or workplace anywhere across Australia.

Student Presentations

Bridget Kirby saw her participation in ISIC program as an opportunity to be involved with other Aboriginal students and to be taught by Aboriginal teachers. It gave her an opportunity to work with primary school children and to become a good role model for them.

Bridget advised that she had a dream of achieving something better for herself and the Indigenous School-Based Training Program has been a great stepping stone for her. Bridget explained that she had always considered herself as a leader and the program has provided her with the opportunity to demonstrate that. She explained how the other trainees she had worked with the previous year on the program referred to her as Mum (only because she wasn't around) to try and make sure that she would do the right thing. She was eventually offered the opportunity to take on the responsibilities of the senior coach where she was responsible for ensuring that all of the trainees were doing the right thing. This gave her more confidence in her ability. Bridget advised that while she had now left school she has volunteered to help the program – because she would like to see her mob succeed.

In response to Bridget's presentation, Clinton advised that she was a great participant with a lot to offer future participants in the program, and proudly announced that she had been offered a job with ISIC, that morning, where she will be able to complete a Certificate IV qualification in Training and Assessing and become a valuable asset to the ISIC and the WCC.

Arron Pawsey advised that he had lived in Condobolin for two years and was currently enrolled in year ten at the Condobolin High School. He explained his thoughts on leaders as not just someone who was loud and bossy, but someone who was confident in themselves and not afraid to try.

He went on to explain that if you are confident in yourself, then others will follow. He humbly advised that he wanted to become a participant in this year's ISIC program because he loved playing sport and he saw a lot of last year's kids wearing their flash shirts. They would often talk to him about the program and he thought that it would be something that he would like to do, so he decided to join them.

He also knew that it would provide a chance for him to learn something different, and a chance to learn more about his culture. He hopes that he can stick with the program so that he can get his year ten certificate, get a qualification and learn a lot of other things about himself.

Aaron concluded his presentation by explaining that when he finished school he hoped to develop a career as a professional football player, but if he didn't achieve this goal, he wanted to have an education to fall back on.

Clinton explained that it was often difficult for the young people to stand up in front of their class and speak, but when the students were asked who would like to come and talk at this forum, Aaron was the first one to volunteer. His presentation today was a great effort and shows that he is a great leader who is already showing positive signs that he is destined to do great things in his own life.

Merv Wighton didn't deliver a presentation on the day but was happy to attend the workshop and offer support to Bridget and Aaron. Percy advised that, despite Merv not delivering a presentation, he too had a great story to tell in that he was doing exceptionally well in the program and that he also had been the recipient of a number major awards.

When asked by the facilitator to explain how he felt about the WSC, Merv responded by saying that the centre was cultural and earthy. It made him feel really good and he was glad that someone had thought about putting something like the WSC in Condobolin as it made him feel proud.

More information about ISIC and their programs can be accessed by contacting the WCC directly or through the WCC website: <http://www.wiradjuricondocorp.com>

Following the Wiradjuri Youth Leadership presentation, Sheree explained that for her, the ISIC program and process allowed for young Indigenous people who were usually left out, to come in and engage with other kids which in turn, builds up their confidence and allows them to build up relationships with each other – and that this was a very good thing.

Percy re-emphasised that the young Wiradjuri people were their Elder's succession plan. They will eventually become adults and we want them to continue what has been started.



Percy explained that demographically, what appeared to be happening was that non-Indigenous young people were tending to move away from small towns like Condobolin, while the

Indigenous populations appear to be expanding and staying because this is their country. If this remains the case, the WCC wants to continue to see the emergence of the social inclusion programs, not only within their organisation, but also in Local Land Councils and other Aboriginal organisations like medical and housing services.

Percy explained that the capacity to build leadership was paramount as it would provide our young people with employment, business and other real options so that they can make informed decisions about what they want to do with their lives. He also acknowledged that some of the young Indigenous people may also choose to move away from their community to experience new things. He explained that when he left the community as a young man many people thought that it was because he just wanted to play football, but that was only part of the reason. He realised at the time that he had to move as there were limited opportunities for local employment.

Now that the WCC is involved in developing opportunities for training, employment and business it will allow young Wiradjuri people to stay in their country if that is what they decide to do. In this regard, the young people are an essential part of the WCC's new beginning and because what we are doing, everything is now very real for our young people – it is no longer rhetoric.

Percy concluded by drawing attention to Aboriginal pedagogy, it is here today, it is living in the style in which we communicate, learn and laugh with each other - we see it everyday – Aboriginal pedagogy is real and it is just fantastic.

5. Conclusion - Workshop Priorities and Actions

By the completion of the Central West NSW Workshop, participants had acknowledged that the existing partnership approach across the region, while sound, would require an ongoing and pro-active commitment from all stakeholders. This will ensure that the following agreed priorities and actions from the workshop were effectively and efficiently developed and managed in the short to medium term:

5.1 Training, Employment and Economic Development for Aboriginal people in the Central West NSW

- Participants agreed there was scope to develop a multi-industry regional strategy that detailed all available training, employment and economic development programs and initiatives and sought to efficiently coordinate and or streamline their delivery to maximise Aboriginal community, government and industry-based outcomes across the Central West of NSW.

5.2 Resources and Infrastructure Training

- Participants agreed that the resources and infrastructure training program required further discussion between SkillsDMC, TAFE Western NSW, the WCC and other interested community and industry stakeholders. They would review the content, delivery methods and process and consider ways how it could be improved to enhance content relevance and localised delivery.
- It was agreed, that as part of the resources and infrastructure program review, the inclusion of ISIC cultural-based programs and delivery methods be considered in an effort to continuously improve the program content, delivery method and process.

5.3 Future Use of the Wiradjuri Study Centre and LALCs

- It was agreed that the Wiradjuri Study Centre was a culturally appropriate, adequate and suitably located training venue for the conduct of future industry and government-based training, workshops and forums.
- It was acknowledged that Local Aboriginal Land Council training facilities across the Central West region of NSW should also be considered as venues for future industry and government-based training, workshops and forums.

5.4 Central West Partnership Committee and Engagement Protocol

- Participants agreed that the development of a Central West Regional Partnership Committee, a Partnership Engagement Protocol and a Regional Action Planning Framework would need to be considered to ensure responsibility is taken to follow up on the priorities or actions detailed in the final report.
- It was agreed that the final workshop report and a DVD be provided to participants and follow-up meetings with interested community, government and industry stakeholder groups be convened to review and discuss the report's findings.

The following actions were also acknowledged:

- During the consultation process and at the workshop, the Mudgee Local Aboriginal Land Council had expressed interest in the conduct of a similar Working in Partnership Forum.
- The Wiradjuri People's Engagement Protocol was an innovative and positive initiative of the Wiradjuri Elders.

Appendix A Workshop Participants and Invitees

| Indigenous Representatives | ORGANISATION |
|---|--|
| Percy Knight, Terry Williams | Wiradjuri Condobolin Corporation |
| Mr Stan Grant Mr Ali Coe Mr Ralph Smith Mr Neil Ingram Mr Michael Wighton Mrs Daphne Richter | Wiradjuri Elders |
| Councillor Craig Cromelin Councillor Stephen Ryan | NSW Aboriginal Land Council |
| Phil Thompson, Rick Powell Annette Steel Lesly Ryan, Sheila Couley Renee Clements, Elaine Ohlsen Rebecca Sheppard Annette Ohlsen | Local Aboriginal Land Councils <ul style="list-style-type: none"> • Narromine • Orange • Nyngan • Cobar • Condobolin • Murrin Bridge |
| Industry Representatives | COMPANY |
| David Ellis | Skills DMC |
| Robyn Williams | Wilpinjong Coal |
| Mike Sutherland | Alkane Resources Ltd |
| Richard Savage | Barrick Australia Ltd |
| Nedra Burns | Cadia Valley Operations (Newcrest Mining Ltd) |
| Jen Hartin | Kimberley Metals Ltd |
| Paul Carr, Shayne-Maree Carr | Ngali Aboriginal Building |
| Government Agency/Business | ORGANISATION |
| Kylie Tarleton, Kirrily Rouke, Margie Fixter, Rebecca Wilcox, Dennis Mews | TAFE |
| Tim Lukins, Gillian McMillan, Sheree Brandy, Bridgette Kirby, Aaron Pawsey, Mervyn Wighton | Condobolin High School |
| Deborah Nay | Condobolin Primary School |
| Lisa Austin, Felicity Taylor-Edwards | Centacare |
| Diane Moisis, Margie Westmacott | Central West Community College |
| Rebecca Brydon | Summit Employment |

| | |
|--|---|
| Fiona Doyle | Sureway Employment & Training |
| Luke Stephenson | Local Employment Training Solutions |
| Haylie Howath, Christine Rieken | Australian Business Apprenticeships Centre |
| Genya Cole | Vision Communicators |
| Alison Bentick, Danica Bunch, Brian Kelly, Fieona Shields | Department of Education, Employment and Workplace Relations |
| Tony Aumuller, Barry Williams, Maxine Greenfield, Michael Cooper | NSW DET |
| Darren Smith | Regional Development Australia |
| Kendall Clarke, Laga Van Beek | Wagga ICC |
| Cr Des Manwaring | Lachlan Shire Council |
| Bill Tatnell | NSW Department of Premier & Cabinet |
| Greg Lamont | Narromine Shire Council |
| Gerry Gillespie | Department of Environment, Climate Change and Water |
| Clinton Scott-Knight | Indigenous Social Inclusion Company |
| Neville Merrit | Gilgandra CMA |
| Peter Stafford, Jarrod Mahoney, Michael Tyquin | Department of Resources, Energy and Tourism |

Appendix B Participant Comments

For you, and/or your organisation, what was the 'take home message'?

- Communication / Interface
- Clarity is key - need consistency in approach to achieve regional needs & aspirations
- Get involved & contribute
- How to articulate back to the government about work that is happening here, get further resources and think of ways to disseminate the excellent work
- Strategic partnerships, working together, elders & youth engagement, local needs, passion to drive
- All about partnerships & communication
- Flexibility is needed in training
- Strategic work to be done
- Communication between everyone
- When European communities might leave the Indigenous community stays because of country

Do you think there would be benefits to run this workshop in other regions in the future?

- Yes
- Absolutely
- In other areas in the central west i.e. Mudgee, Dubbo.
- Yes -> if ideas are captured for each group/rep to work with

Any other comments?

- Absolutely great concept
- Another well expressed & structured grant sarra event – Well done
- Good exchange of ideas
- Grant was excellent
- Very insightful
- More information on mining policies & procedures & there Aboriginal people teaching the relevant skills
- This will work with this model
- Review session times – so as to avoid “ time overruns ” – encouraging discussions
- The facilitator was good; however I felt that there was not enough focus on drawing people into commitment around the development of a regional Aboriginal training strategy for identified key sector employment such as mining and agriculture.
- It would have been good if people had been broken into smaller working groups over both days to explore how their organisation/agency might be actively involved in a coordinated manner; the same obviously applies for use of the Wiradjuri Study Centre. I didn't hear much discussion between sessions either amongst participants around this. It would have been good if the workshop had concluded with this sort of process.

Participants Comments

Working in Partnership -The Mining Industry and Indigenous Communities

Central West NSW Regional Partnership Workshop

Wednesday 9th and Thursday 10th March 2011