

ANNOTATED BIBLIOGRAPHY OF RESEARCH ON ABORIGINAL EDUCATION AND TRAINING – JANUARY 2010

Title:	Cultural dimensions of Indigenous participation in education and training
Author:	Alfred Michael Dockery
Publication date:	2009
Description:	<p>This study examines the role of traditional Indigenous culture in shaping Indigenous Australians’ engagement with education and training. It provides an important innovation to the existing literature by explicitly attempting to measure ‘cultural attachment’ and to model its relationships with socio-economic outcomes. Key messages include:</p> <ul style="list-style-type: none"> • in non-remote areas, cultural attachment is complementary with both educational attainment and participation in vocational education and training. • whether individuals are living in remote or non-remote Australia, we can reject the view that there is a trade-off between maintenance of Indigenous culture and achievement in education and training. • there is evidence both of education and training being pursued to enhance objectives relating to cultural maintenance, and of cultural attachment itself having an enabling effect on Indigenous people. • however, those living in remote and very remote Australia are clearly disadvantaged in terms of their access to education and training, and this disproportionately affects Indigenous Australians with stronger attachment to their traditional culture.
Web:	http://www.ncver.edu.au/publications/2174.html
Title:	Brokering successful Aboriginal and Torres Strait Islander employment outcomes: Common themes in good-practice models
Authors:	Kristine Giddy, Jessica Lopez, Anne Redman
Publication date:	2009
Description:	<p>Helping Aboriginal and Torres Strait Islander job-seekers find and keep a job has been the focus of recent reforms announced by the Australian Government. This report describes seven essential characteristics of employment service organisations that lead to successful employment outcomes for their Indigenous clients. The report and accompanying guide (see related items) describe how these factors are implemented in practice, with the aim to enable other employment service providers to build their own capacity to provide positive employment outcomes for their Aboriginal and Torres Strait Islander clients.</p>
Web:	http://www.ncver.edu.au/publications/2127.html
Title:	Guide to success for organisations in achieving employment outcomes for Aboriginal and Torres Strait Islander people
Authors:	Kristine Giddy, Jessica Lopez, Anne Redman
Publication date:	2009
Description:	<p>Helping Aboriginal and Torres Strait Islander job-seekers find and keep a job has been the focus of recent reforms announced by the Australian Government. This guide describes seven essential characteristics of employment service organisations that lead to successful employment outcomes for their Indigenous clients. Based on a selection of good-practice examples, the guide describes</p>

Web:	how these factors are implemented in practice, with the aim to enable other employment services providers to build their own capacity to provide positive employment outcomes for their Aboriginal and Torres Strait Islander clients. http://www.ncver.edu.au/publications/2125.html
Title: Author: Publication date:	The literacy question in remote Indigenous Australia Inge Kral 2009
Description:	'The literacy question in remote Indigenous Australia'. The literacy debate rarely addresses the critical social and historical factors that also account for why literacy levels among remote Indigenous youth are lower than their mainstream counterparts. The focus on schooling obscures the less obvious fact that we must also be cognisant of the broader sociocultural factors associated with literacy acquisition, maintenance and transmission. This paper explores several factors that can contribute to the lower rates of literacy, many of which actually have little to do with the quality of teaching or resources, school attendance or lower expectations of competence. A version of this article was published in the National Indigenous Times, 30 April 2009 - http://www.nit.com.au/
Web:	http://www.anu.edu.au/caepr/Publications/topical/2009TI6.php
Title: Author: Publication date:	Working From Our Strengths: Recognising and building Indigenous learners' literacies through the Training and Assessment Training Package: Resource package Ruth Wallace 2009
Description:	This Adult Literacy National Project Innovative project is a report on a study that sought to understand ways to identify the relevant literacies required for engagement in high level qualifications that have acted as a barrier to Indigenous people's aspirations. The project team worked with Indigenous enterprise owners and learners who were undertaking or ready to undertake the Certificate IV in Training and Assessment in the Northern Territory. Together they examined the literacy issues that underpinned the recognition of a range of knowledge and skills and their relationship to undertaking the Cert IV TAA.
Web:	http://www.deewr.gov.au/Skills/LiteracyNet/GeneralResources/Indigenous/Pages/Non%20industry.aspx#wfos
Title: Authors: Publication date:	How young indigenous people are faring – Key indicators 1996-2006 Michael Long, Sue North, Gerald Burke 2009
Description:	The gap in participation in full-time education and employment between young Indigenous and non-Indigenous Australians mostly did not narrow between 1996 and 2006. Despite any improvements in the participation in full-time education and work among young indigenous Australians, frequently growth was as strong or stronger for non-Indigenous Australian. Teenagers were an exception – the growth in participation in school education among Indigenous teenagers narrowed the gap in full-time study and in overall full-time engagement in study and work between Indigenous and non-Indigenous Australians. Full-time employment also improved for young adults.
Web:	http://www.policypointers.org/Page/View/9525

Title:	Working from Our Strengths: Indigenous Enterprise and Training in Action and Research
Authors:	Ruth Wallace, Cathy Curry and Richard Agar
Publication date:	2008
Description:	This paper provides an overview of a series of recent projects developed around enterprise development and training. The issues project teams have explored include the recognition of diverse knowledge systems within the Recognition of Prior Learning process, the role of digital literacies in sharing knowledge and work-based learning. The paper then foreshadows the future directions of this work; addressing a range of issues such as infrastructure, funding, technology and identifying relevant skills sets. Approaches to sustainable enterprise learning and production, professional development and support of successful Indigenous and non-Indigenous teachers are also discussed. Essentially the paper focuses on the ways partnerships and relationships, rather than systems, can effect change in the Vocational Education and Training (VET) system.
Web:	http://www.voced.edu.au/td/tnc_92.702
Title:	Pathways and barriers: Indigenous schooling and vocational education and training participation in the Goulburn Valley
Authors:	Katrina Alford, Richard James
Publication date:	2007
Description:	School and vocational education opportunities are explored for Indigenous people in the Victorian Goulburn Valley region, where educational participation and completion rates are poor. Strategies that could boost successful vocational education and training (VET) participation include an education entitlement fund, stronger early literacy and numeracy programs, individual case management and greater involvement of the community in planning education programs.
Web:	http://www.ncver.edu.au/publications/1734.html
Title:	Options for Warlpiri Education and Training
Authors:	Jerry Schwab
Publication date:	2007
Description:	Final Report to the Warlpiri Education and Training Trust Advisory Committee: Options for Education and Training, by R.G. Schwab, 15 September 2006. A comprehensive report exploring a variety of options for remote education and training.
Web:	http://www.anu.edu.au/caepr/Publications/topical/2007TI8.php
Title:	Education, Training and Indigenous Futures - CAEPR Policy Research: 1990-2007
Authors:	various
Publication date:	2007
Description:	During 2007 the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), through the Australian Education Systems Officials Committee (AESOC), commissioned a review of research undertaken by CAEPR staff and CAEPR Research Associates over the period 1990-2007. Specifically, AESOC requested that the review: <ul style="list-style-type: none"> • scan the entire research output of CAEPR since its inception in 1991 • scan the entire research output of CAEPR since its inception in 1991

<p>Web:</p>	<ul style="list-style-type: none"> • assess the relevance of each research publication, research project and CAEPR seminar presentation to Indigenous education and training. In particular, this assessment was to be made in terms of MCEETYA's policy framework for Indigenous education as documented in Australian Directions in Indigenous Education 2005-2008 • summarise the findings from this assessment in a report for use by Indigenous policy and planning staff in State and Territory government agencies, Catholic and other non-government school educational systems and associations as well as the Australian Government. MCEETYA also requested that the review be in a form useful to school principals and Indigenous community leaders in education and training • summarise each relevant research publication, project and seminar presentation cited in the report. <p>The Report</p> <p>Education, Training and Indigenous Futures CAEPR Policy Research: 1990-2007, by Adrian M. Fordham and R.G. (Jerry) Schwab [145 pages, 819 K PDF file]</p> <p>Executive Summary</p> <p>Executive Summary, by Adrian M. Fordham and R.G. (Jerry) Schwab [9 pages, 131 K PDF file]</p> <p>Collected Research Summaries</p> <p>Research Summaries, by Adrian M. Fordham and R.G. (Jerry) Schwab [393 pages, 5.1 Meg PDF file]</p> <p>http://www.anu.edu.au/caepr-old/education.php</p>
<p>Title:</p> <p>Authors:</p> <p>Publication date:</p>	<p>Aspects of training that meet Indigenous Australians' aspirations: A systematic review of research</p> <p>Cydde Miller</p> <p>2005</p>
<p>Description:</p> <p>Web:</p>	<p>Indigenous Australians participate in training for many reasons and achieve a range of outcomes. This systematic review of existing research focuses on the key factors required to ensure Indigenous people achieve the outcomes they aspire to personally and for their communities. It provides evidence to enable vocational education and training policy-makers and practitioners to act and move forward in developing training that meets the aspirations and needs of Indigenous Australians.</p> <p>http://www.ncver.edu.au/publications/1625.html</p>

Title:	Education and labour market outcomes for young Indigenous people
Authors:	Sheldon Rothman, Tracey Frigo, John Ainley, Australian Council for Educational Research (ACER)
Publication date:	2005
Description:	This briefing paper focuses on the findings from the 1995 and 1998 Longitudinal Surveys of Australian Youth (LSAY) cohorts of the Year 9 Indigenous students. It looks at attitudes of Indigenous students to, and their engagement with, school, their achievement in reading, comprehension and mathematics, their participation in Year 12 and subject choice in Year 12, their transition from school, their post-secondary education, training and employment, and their satisfaction with life and work.
Web:	http://www.ncver.edu.au/publications/1901.html
Title:	Australian vocational education and training statistics: Indigenous Australians' training experiences 2004 - First findings
Author3:	NCVER
Publication date:	2005
Description:	More than 58 000 Indigenous Australians undertook some publicly funded vocational education and training (VET) in 2003. This publication presents the first findings of a national survey conducted across five different regions, which investigated Indigenous people's experiences with training. The project aimed to provide insight into two broad questions: What individual, community and economic benefits do Indigenous Australians get from training? What encourages Indigenous Australians to start and stay in training? Also provided are five brochures summarising the findings for each of the regions (major cities, inner regional, outer regional, remote and very remote), as well as further documentation about the survey itself.
Web:	http://www.ncver.edu.au/publications/1546.html
Title:	Indigenous Australians in vocational education and training: National research strategy for 2003-2006
Authors:	NCVER & AITAC
Publication date:	2004
Description:	Developed in conjunction with the Australian Indigenous Training Advisory Council of the Australian National Training Authority Board, this research strategy aims to contribute to the achievement of the vision and objectives of 'Partners in a learning culture: National strategy from 2000 until 2005'. This report builds on work about Indigenous peoples' engagement with vocational education and training (VET), and the extent VET helps to achieve desired outcomes for individuals and communities. Research undertaken as part of this strategy aspires to underpin practical outcomes to improve training, employment, social and individual outcomes for Indigenous people.
Web:	http://www.ncver.edu.au/publications/1503.html
Title:	Exploring locality: The impact of context on Indigenous vocational education and training aspirations and outcomes
Authors:	Susan Gelade, Tom Stehlik
Publication date:	2004

Description:	The impact of urban, regional, and remote location on Indigenous vocational education and training (VET) students' aspirations and outcomes is examined in this report. It finds the availability of desired courses, teaching staff, and community attitudes to learning in the various locations influence the success of outcomes of Indigenous students. However, successful outcomes other than those related to employment or further education can emerge from VET. Accordingly, the authors suggest benefits such as improved literacy and confidence, and community wellbeing should be considered when formulating Indigenous learning approaches.
Web:	http://www.ncver.edu.au/publications/1477.html
Title:	An Indigenous school and learning community in the ACT? Opportunity, context and rationale
Author:	Dale Sutherland
Publication date:	2003
Description:	In an effort to move towards a whole-of-government approach to service delivery to Indigenous communities, the Council Of Australian Governments has developed a Reconciliation Framework that is designed to advance the process of reconciliation and address Indigenous disadvantage. Incorporating the concept of shared responsibility, it formulates the basis for a new way of doing business in partnership with Indigenous communities. This initiative is being trialled in 10 Indigenous communities across Australia including the Indigenous community in the ACT, under the rubric of Indigenous Community Co-ordination Pilots. This paper examines a number of reasons why an Indigenous school is a viable option for consideration in the context of the Indigenous Community Coordination Pilot in the ACT. The paper provides an overview of current policy formulation with a specific emphasis on the concept of social capital and how it might be used to facilitate both learning and the establishment of networks within and around the school that support the educational process. It reviews the principles underpinning recent initiatives in Indigenous education that have worked to encourage improved participation, engagement and outcomes. It advocates the development of an urban Indigenous educational philosophy based in the lived experience and culture of Indigenous people living in contemporary urban environments, and in their aspirations for the future. The key points of the discussion are then synthesised in order to inform the development of a model that moves beyond the traditional parameters and concept of the school to bring together the school, parents, families and community in an Indigenous learning community.
Web:	http://www.anu.edu.au/caepr/Publications/DP/2003DP258.php
Title:	Pathways to Employment for Indigenous Youth
Authors:	DEWR Issue Brief
Publication date:	2003
Description:	This issue brief examines the labour market experience of Indigenous youth, their job search behaviour and the success of labour market programs in addressing employment disadvantage. It does this by considering administrative data in conjunction with data collected in a longitudinal survey conducted by the Department of Employment, Workplace Relations and Small Business.
Web:	http://www.anu.edu.au/caepr/system/files/Publications/topical/DEWRbrief4.html

Title:	Labour Market Programs and Indigenous Australians
Authors:	DEWR Issue Brief
Publication date:	2003
Description:	This issue brief examines the appropriateness, quality and effectiveness of labour market programs for Indigenous Australians by considering administrative data on program participation in conjunction with data collected in a longitudinal survey conducted by the Department of Employment, Workplace Relations and Small Business.
Web:	http://www.anu.edu.au/caepr/Publications/topical/2003TI6.php
Title:	Indigenous Job Search Behaviour
Authors:	DEEWR Issue Brief
Publication date:	2003
Description:	This issue brief examines job search behaviour of Indigenous job seekers and identifies the characteristics of successful job search behaviours of respondents to a longitudinal survey conducted by the Department of Employment, Workplace Relations and Small Business.
Web:	http://www.anu.edu.au/caepr/Publications/topical/2003TI5.php
Title:	Creating a sense of place: Indigenous peoples in vocational education and training
Authors:	Chris Robinson, Paul Hughes
Publication date:	1999
Description:	The changing nature of indigenous involvement in vocational education and training (VET) over the past decade is one of the most remarkable transformations seen in Australia's educational history. The number of indigenous peoples in VET has grown from just a few thousand in the 1980s to almost 45 000 in 1998. Inequality between indigenous peoples and other Australians in overall participation in VET has now been eliminated. VET providers, particularly TAFE, have opened their doors to indigenous peoples. They have responded and are enrolling in VET courses in record numbers. They are staying in the programs and successfully completing them in greater numbers than ever before. However, there are still many issues that need to be addressed such as balancing representation across courses, improving pass rates and employment outcomes and reducing withdrawal rates. This study suggests strategies that focus on more appropriate provision of courses and improving the outcomes achieved by indigenous students.
Web:	http://www.ncver.edu.au/students/publications/382.html
Title:	Succeeding against the odds: The outcomes attained by Indigenous students in Aboriginal community-controlled adult education colleges
Authors:	Deborah Durnan and Bob Boughton
Publication date:	1999
Description:	The report represents the results of the first comprehensive quantitative study of the outcomes achieved by Indigenous peoples

Web:	enrolling in VET courses in colleges within the Aboriginal community-controlled adult education sector. It shows what a valuable contribution the Aboriginal community-controlled adult education sector has been making to the improvement in Indigenous education and training. http://www.ncver.edu.au/students/publications/433.html
Title:	Trends in Indigenous participation in health sciences education: the vocational education and training sector, 1994-97
Authors:	Jerry Schwab and Ian Anderson
Publication date:	1999
Description:	While there is evidence in recent years of increasing levels of participation in post-secondary education by Indigenous students, until now it has been unclear to what degree that trend has carried over into the health field. This paper reports the results of an exploratory study of recent (1994-97) Indigenous participation in health sciences education and training in the vocational education and training (VET) sector.
Web:	http://www.anu.edu.au/caepr/Publications/DP/1999DP179.php
Title:	Why Only One in Three? The Complex Reasons for Low Indigenous School Retention
Author:	Schwab, R.G.
Publication date:	1999
Description:	During the period 1994-98, less than one in three Indigenous students in Australia progressed to Year 12. Such low retention rates have long been recognised in Australia as a significant problem, with profound implications in a range of social arenas. This Monograph provides a review and analysis of Indigenous retention rates, drawing on the outputs of rigorous empirical research, national data and State-level case studies tracing some of the possible factors - including literacy, numeracy and attendance - that influence the rates at which Indigenous young people leave school before reaching Year 12. The Monograph includes a series of recommendations for policy interventions to directly address the unacceptably low Indigenous retention rates in Australia today.
Web:	http://www.anu.edu.au/caepr/Publications/mono/1999RM16.php
Title:	Alternative VET pathways to indigenous development: Review of Research
Author:	Bob Boughton
Publication date:	1998
Description:	This publication reports on a research project which set out to analyse recent research and policy documents on indigenous peoples' development needs and aspirations, and was aimed at assessing the extent to which current developments in vocational education and training research and policy were sufficiently informed by this separate but related body of literature. The report argues that current policy settings and research on the educational needs of indigenous Australians have been overly influenced by human capital theory and economic rationalist policy.
Web:	http://www.ncver.edu.au/publications/195.html

Title:	Making a difference: The impact of Australia's indigenous education and training policy
Authors:	Chris Robinson and Lionel Bamblett
Publication date:	1998
Description:	The National Aboriginal and Torres Strait Islander Education Policy was adopted almost a decade ago. This publication reviews and addresses how the policy came about and, more importantly, what it has achieved since its inception.
Web:	http://www.ncver.edu.au/publications/190.html
Title:	Indigenous participation in health sciences education: recent trends in the higher education sector
Authors:	Jerry Schwab and Ian Anderson
Publication date:	1998
Description:	The focus of the exploratory research detailed in this paper is on Indigenous participation in health sciences education and training. While there is evidence in recent years of increasing levels of participation in higher education in general by Indigenous students, until now it has been unclear to what degree that trend has carried over into the health fields. The research was undertaken in order to identify and analyse available data pertaining to Indigenous health training participation in higher education with an aim to assist policy makers in shaping workforce development efforts in the various health fields. The research articulates with a broad base of policy study, strategy and framework documents relevant to the continuing development of an Indigenous health workforce.
Web:	http://www.anu.edu.au/caepr/Publications/DP/1998DP171.php
Title:	A Critical Survey of Indigenous Education 1986 - 1996
Authors:	Matthew Gray, Boyd Hunter and Jerry Schwab
Publication date:	1998
Description:	Indigenous education policy in Australia today has evolved alongside an awareness of the need to improve Indigenous educational outcomes in order to secure the future prospects of the Indigenous population. This paper provides a summary and overview of Indigenous people within the education system. A cohort analysis of changes in educational participation and the level and type of educational qualification over the last three censuses for the Indigenous and non-Indigenous populations provides a basis for considering ways to improve educational and other Indigenous economic outcomes.
Web:	http://www.anu.edu.au/caepr/Publications/DP/1998DP170.php
Title:	A critical survey of Indigenous education outcomes, 1986 - 1996
Authors:	Matthew Gray, Boyd Hunter and Jerry Schwab
Publication date:	1998
Description:	Indigenous education policy in Australia today has evolved alongside an awareness of the need to improve Indigenous educational outcomes in order to secure the future prospects of the Indigenous population. This paper provides a summary and overview of Indigenous people within the education system. A cohort analysis of changes in educational participation and the level and type of

Web:	educational qualification over the last three censuses for the Indigenous and non-Indigenous populations provides a basis for considering ways to improve educational and other Indigenous economic outcomes. http://www.anu.edu.au/caepr/Publications/DP/1998DP170.php
Title:	Current patterns of Indigenous participation in higher education
Authors:	Jerry Schwab, Lynette Liddle and Linda Roach (Eds)
Publication date:	1997
Description:	Indigenous participation in higher education has increased steadily in recent years, yet a closer look at those increases reveals significant differences when Indigenous students are compared with other Australian students.
Web:	http://www.anu.edu.au/caepr/Publications/briefs/1997IB16.php
Title:	Indigenous TAFE graduates: patterns and implications
Authors:	Jerry Schwab
Publication date:	1997
Description:	<p>Technical and Further Education is now recognised as one of the most significant and popular avenues for Indigenous participation in education, yet a reliable statistical portrait of Indigenous participation in TAFE has never been readily available. Even less has been known about the success stories in this sector; the Indigenous students who have completed TAFE studies. The Graduate Outcomes Technical and Further Education Australia 1995 provides for the first time a range of important insights into the experience of Indigenous TAFE graduates, yet the findings of that survey have not been widely accessible and the analysis of data related to the Indigenous graduates has thus far been negligible. This paper focuses on comparisons between Indigenous and non-Indigenous TAFE graduates and reveals some important similarities and differences between the two graduate groups. Among the key findings are:</p> <ul style="list-style-type: none"> • a wide variation in the distribution of Indigenous TAFE graduates, often disproportionate to the Indigenous population, among the various States and Territories; • an over-representation of Indigenous graduates among recipients of basic Certificates, coupled with an under-representation among recipients of more specialised Trade Certificates, Advanced Certificates, and Associate Diploma and Diploma qualifications; • a comparatively higher likelihood of employment among non-Indigenous graduates; • increased employment opportunities for Indigenous TAFE graduates when compared to other Indigenous people; • somewhat more Indigenous respondents indicated they were looking for full-time work than did non-Indigenous graduates; • relatively low levels of institutional recognition of prior learning for both Indigenous and non-Indigenous graduates; • a relatively higher proportion of Indigenous graduates who indicated they undertook their course of study for 'personal development' reasons; • a higher likelihood for Indigenous graduates to have received some form of support from an employer or business during the final semester of study; and • nearly half of the non-Indigenous graduates were undertaking further study at the time of the survey.
Web:	http://www.anu.edu.au/caepr/Publications/DP/1997DP138.php

Title:	After 20 years, where are the independent indigenous schools?
Authors:	Issue Brief 15 / 1997
Publication date:	1997
Description:	<p>The recent National Review of Education for Aboriginal and Torres Strait Islander Peoples (in 1995) called for research and analysis of the immediate and long-term complexities of building community-controlled education for Indigenous Australians. In spite of over 20 years of Government promotion of self-determination in education as a pathway to better educational outcomes for Indigenous Australians:</p> <ul style="list-style-type: none"> • less than 2 per cent (1,350) of Australia's 83,411 Aboriginal and Torres Strait Islander students were enrolled in independent community-controlled Indigenous schools in 1994 • most Indigenous students attended government schools (88.0 per cent) or Catholic schools (8.5 per cent).
Web:	http://www.anu.edu.au/caepr/Publications/briefs/1997IB15.php
Title:	The importance of education in improving indigenous employment outcomes (CAEPR Discussion Paper)
Authors:	Boyd Hunter, Linda Roach, Melissa Lucashenko and Maureen Mackenzie-Taylor (ed.)
Publication date:	1996
Description:	One of the major labour market disadvantages experienced by Indigenous people is their relatively low levels of education. In the 1991 Census, Indigenous people were more than ten times less likely to have a degree and tertiary qualification than other Australians. There are similarly low levels of education for both males and females in most post-secondary qualification categories.
Web:	http://www.anu.edu.au/caepr/Publications/briefs/1996IB12.php
Title:	Estimating the social rate of return to education for Indigenous Australians
Authors:	Raja Jununkar and Jin Liu
Publication date:	1996
Description:	<p>This paper compares estimates of the social rate of return to education for Indigenous Australians with those for non-Indigenous Australians. The social rate of return measures the net benefits to society of educating its citizens. If education is treated as an investment by society in its people, then Australian society will be made better off by an increase in educational investment as long as the social rate of return is higher than that for other public investments. This paper provides a discussion of the concept of the social rate of return to education and some estimates for Indigenous Australians.</p> <p>Higher levels of education, in general, lead to an increased probability of finding employment and higher levels of income in employment. Hence, an increased level of education for an Indigenous person would be of advantage in economic terms; the private rate of return to education is likely to be quite high. In addition, we argue that increasing education has important social benefits (so-called 'externalities') for Indigenous people and society in general: improved education would lead to better nutrition, better living conditions, better access to health services, and hence a longer and healthier life. This means that productivity would be higher for</p>

Title:	Aboriginal Employment Equity by the Year 2000
Authors:	Jon Altman (Ed.)
Publication date:	1991
Description:	The papers in this volume, which are a selection of papers presented at an Academy of the Social Sciences in Australian workshop in March 1991, examine the employment status of Australian Aborigines and assess the prospects of meeting the target of Aboriginal employment equity by the year 2000 set by the Federal Government's Aboriginal Employment Development Policy (AEDP).
Web:	http://www.anu.edu.au/caepr/Publications/mono/1991RM2.php