WORKING FROM OUR STRENGTHS: INDIGENOUS COMMUNITY ENGAGEMENT THROUGH ENTERPRISE DEVELOPMENT AND TRAINING

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Abstract

Community engagement is predicated on partnerships that respect and recognise all stakeholders’ knowledge, strengths and needs. Effective approaches to training and workforce development in remote and regional communities use a range of tools to negotiate each stage of its implementation. The focus on improving engagement is connected to having the flexibility to imagine alternative ways of working with people. The community engagement and training approaches need to be as diverse as the Indigenous communities and participants involved. Approaches must also be connected to Indigenous enterprise contexts and through actual projects or enterprises.

With Indigenous communities, training may involve not only training people but also supporting the development of the workplace that will potentially employ learners. Training, then, needs to incorporate existing knowledge and contextualise all learning for that
particular situation. Enterprise development training is an approach to Vocational Education and Training (VET) policy, design and delivery for Australian Indigenous communities that can incorporate the key features of best practice in designing and implementing learning and business partnerships. The role that VET can play in developing enterprise and providing employment outcomes, particularly in remote areas, has been recently explored through several projects. This paper considers the key learnings through these projects and the implications for effective community engagement negotiated through enterprise development and training with Indigenous enterprise owners and community members, industry partners and registered training organisations.

**Introduction**

Over the past five years a team of Indigenous and non-Indigenous partners representing local enterprise, industry and Registered Training Organisations (RTO) have worked to improve training delivery and community engagement models in Northern Australia. These partners are based across Northern Australia and work with Indigenous cultural tourism enterprise development training. This work all began with a vision – that of Indigenous people to create opportunities for personal / family gain and improvement, but also often the desire to follow a dream and destiny and to build opportunities for their community and other Indigenous people. Partners in this vision were members of industry and registered training organisations. The enterprise based training partnerships were based on an asset model of learning. This concept focuses on working from learners’ strengths and, often poorly recognised, knowledge to develop relevant skills.

This paper provides an examination of the elements of community engagement approaches implemented through a series of recent projects that were developed through a focus on enterprise development and training. The issues that project teams have explored include the recognition of diverse knowledge systems within the Recognition of Prior Learning (RPL) process, the role of digital literacies in sharing knowledge and work-based learning. The paper then discusses a range of relevant issues such as working in partnership, being community and enterprise centric and negotiating the national training frameworks as they relate to sustainable enterprise development. Essentially the paper focuses on the ways partnerships and relationships, rather than systems, can effect change in the Vocational Education and Training (VET) system.

At the start of this paper, the authors acknowledge all of the Indigenous and non-
Indigenous partners throughout these projects who have generously shared their ideas, learning and experience, who challenge us to expect more and persist in making positive Indigenous workforce outcomes happen.

**Significance**

Young, Guenther and Boyle (2007:7) have found there is a significant misalignment between the content and delivery models of VET and the prior skills, educational demands and aspirations of desert Indigenous people. VET programs struggle to adapt to and address the types of learning needs that arise as a result of language and cultural differences and the different ways work is constructed.

Training providers, Indigenous enterprise owners, government funders and industry partners are challenged with negotiating new ways of working that are focussed on meeting the aspirations of Indigenous people. These approaches must contribute to Indigenous workforce development and are linked to the priorities and contradictions in resolving Indigenous peoples’ cultural, social and economic sustainability, the national training frameworks and regionally based funding and governance structures.

As Mark Grose from Skinny Fish Music noted;

Often the jobs or occupations that are identified for training in Aboriginal communities are those that do not incorporate or relate to traditional knowledge, languages or skills. They target the weaker skill levels of participants rather than capitalising and building on their strongest skills such as performance, cultural work and Indigenous traditional and contemporary knowledge (interview 19/04/2005).

Guenther, Young, Boyle, Schaber, and Richardson, (2005) identified the importance of training systems responding to client demand rather than driven by the suppliers’ interests. In regional areas, a supplier driven programme may be typified by choosing courses based on the available teachers, using generic assessment from an alien environment or being driven by funding models rather than positive learning models. The importance of developing approaches to VET in Indigenous contexts, that develop employment opportunities and positive relationships with organizations that have the capacity and capability to support
community and family goals are well recognised (O’Callaghan 2005). Of value then, is to identify training approaches that reflect these priorities. Enterprise training is an approach to VET for Indigenous communities that has the potential to recognise Indigenous people’s strengths to build financial and culturally sustainable livelihoods in remote, regional and urban contexts. Effective approaches to VET need to be identified and developed that incorporate best practice in designing and implementing learning partnerships with Indigenous communities.

Effective approaches to enterprise development and training are necessarily informed by community engagement processes. These processes assess and recognise the areas of strength that exist in communities and community members. The approaches demonstrate that partners hear, and act on, the workforce development aims of Indigenous people in holistic and locally contextualized ways. The Australian Federal Government’s National Strategy for VET 2004-2010, *Shaping Our Future*, identified four national objectives and 12 strategies to meet the needs of the VET sector in Australia over 6 years. Indigenous Enterprise training and development projects target National Strategy Objectives 2 and 4 by aiming to ensure Indigenous Australians have the skills for viable jobs, a shared learning culture, increased business development and employment opportunities that lead to greater economic independence with employers and individual are at the core of VET. Indigenous people have identified the essential role of sustainable economic development in community independence, cultural maintenance, self-esteem and economic independence and the importance of engaging Indigenous people in productive economic activity.

The *Northern Territory Indigenous Economic Development Strategy* seeks to recognise the strength, resilience, diversity and cultural integrity of Indigenous people, and the high levels of disadvantage which impact the capacity of people, families and communities to engage in economic and social development activities. Indigenous enterprise training and development has operated in many cases to meet the aims of Indigenous people and communities.

**Literature review**

The development of models of community engagement around enterprise training is informed by the concepts of social enterprise and social partnerships in learning. Talbot, Tregilgas and Harrison (2002) describe social enterprise as
a means by which people come together and use market-based ventures to achieve agreed social ends. It is characterised by creativity, entrepreneurship, and a focus on community rather than individual profit. It is a creative endeavour that results in social, financial, service, educational, employment, or other community benefits.

Developing innovative and successful approaches to community engagement through training in remote and regional contexts with Indigenous people necessitates effective partnership and the recognition of diverse knowledge systems as they relate to the worlds of work and learning.

Social partnerships in learning have the potential to offer frameworks for understanding the roles and networks that underpin community engagement for training and workforce development. Seddon and Billett (2004) have described social partnerships as the localised networks that engage stakeholders in a local area in a network that works on issues and activities of local importance. Effective partnership work embraces and harnesses the contributions of local partners and external agencies, their interactions and the changes they make in the collective work of realising shared goals. The processes of working together allow...(c)ommunities to identify and represent their needs and secure quality partners and partnership arrangements that will enable them to achieve their objectives

and for government and other agencies to support those goals. Social partnerships in learning, are the interagency and interdisciplinary relationships used to; examine diverse knowledge systems, develop capacity building processes and understand the underlying relationships that facilitate connections, engagement and decision making between government, non-government, enterprise, community, stakeholders and individuals (Wallace 2008:7). These frameworks operate at and across all levels i.e. involving individuals, organizations and learning systems. Social partnerships in learning (Wallace 2008) and social enterprise development (Low and Chinnock 2008) research has indicated that while the aspiration may be to work in systems that are democratic and fair, the realities are that the interactions between systems can be subverted by powerful players and external agendas. Staff turnover, inadequate representation, changes in policy, evaluations systems and input driven economic process can all contribute to social partnerships that work against effective community engagement and capacity building through training and enterprise development.
Any approach to community engagement acknowledges these realities and develop proactive approaches for partners to manage them.

Conducting a review of research Miller (2005) found the key factors in implementing training that meets the aspirations of Indigenous Australians noted they include self development skills, completion of educational subjects and courses at all levels, employment, self determination and community development. These aspirations are the key starting point for developing and implementing a training plan with Indigenous people, training organisations and industry partners. Miller (2005) found seven key factors are associated with positive and improved outcomes from vocational education and training for Indigenous people that must be considered regardless of the location, time or context;

• community ownership and involvement
• the incorporation of Indigenous identities, cultures, knowledge and values
• the establishment of ‘true’ partnerships
• flexibility in course design, content and delivery
• quality staff and committed advocacy
• extensive student support services
• appropriate funding that allows for sustainability (Miller 2005:5)

In exploring partnerships and effective practices in delivering VET with rural and remote Indigenous communities, the Djama in VET (Henry et al: 1998) study found six interconnected issues in VET delivery with Indigenous communities that contribute to best practice. These resonate with Miller’s considerations and develop our understanding of key concepts at risk of tokenisation through a lack of deep engagement in their implications, for example, ensuring VET delivery is culturally appropriate by ensuring Indigenous community culture and knowledge are completely integrated and the relevant community has control over all aspects of VET delivery. The authors note training needs to be matched with current and developing work, embedded into community and community business and preferably taught by Indigenous trainers. The training must be based on meaningful partnerships between VET providers and community based enterprises where roles, practices and contexts related to training are justly negotiated. The learning relationships respect, and are sensitive
to Indigenous cultures and community development interests. Indigenous authority is of central importance in all aspects of the programme implementation. This is evident through the use of curriculum materials developed and tested for Indigenous communities, full participation of Indigenous Elders, employers and trainers, transparent processes and procedures to conduct the training and formal agreements that outline these principles and mutual responsibilities for all parties. Underlying these issues is the shared ownership of learning and relationships that underpin learning partnerships. An important element of these learning partnerships is the growing critical consumerism of the learning system.

Flamsteed and Golding (2005) have identified the issues for Indigenous enterprises that are different to the majority of non-Indigenous enterprises. They are more likely to be linked to subsidised or non-commercial community based activity and have a history of non-indigenous management or financial control. Being community rather than owner operated, enterprises emphasise usefulness and employment for community members rather than profit. Indigenous community enterprise members, while having a marketable product, have far less capacity to access the capital to develop their business than non-Indigenous business owners. This includes access to business services, commercial labour markets, business models and sites and learning through involvement in other Indigenous businesses. Flamsteed and Golding (2005) emphasised the importance of learning through business and incorporating learning opportunities that are linked to earning, context specific, developed in parallel to actual work and applied through practice in commercial business activities. They also noted the importance of incorporating resources that developed in terms of Indigenous entrepreneurs and enterprises and potential students and communities needs.

The challenge for enterprise training and development partnerships, then, is to make the enterprise and participants the centre of the programme, rather than the partnered associations, trainers or industry owners. These were effectively summarised by Harrison (2004) who points to the need for partners need to institute consultation processes for developing content and training delivery and establish equal relationships between all stakeholders based on long term mutual trust. Making Indigenous education locally and culturally relevant is a key challenge (Schwab 2006) in understanding how that engagement works or doesn’t.

**Approach**
Over the past 4 years a series of projects were undertaken by a partnership of Indigenous enterprise owners, Registered Training Organisations and Industry representatives to explore the role of accredited training and effective pedagogies. Key partners in these projects were Indigenous enterprise owners across northern and central Australia, the Kimberley College of TAFE, CHARTTES Training Advisory Council (an industry representative body), and Charles Darwin University (CDU). As part of the Indigenous Community Engagement project conducted at CDU, the core research team representing each of these stakeholders subsequently undertook a thematic analysis of the projects outcomes. This was an opportunity to identify the broader themes that explore the role of Indigenous community engagement through enterprise development and training asset-based models.

Thematic analysis examines all of the relevant data concerned, classifies the patterns across the data, catalogues these patterns into sub-themes, seeks feedback from informants and develops an argument for choosing these themes (Aronson 1994). The research team analysed the project reports, outputs and data of each project to identify the common themes that are developed through each project. The analysis process identified examples of similarity and variation and the themes that emerged as the projects developed in expertise and sophistication. In particular, the research mapped the key areas of engagement that made a difference to the outcomes of enterprise based approaches to training.

Case Studies

These five case studies represent a development of thinking and practice across industries and regions about enterprise development and training. They each demonstrate a different aspect of Indigenous community engagement for community goals. These include;

- the role of digital literacies in sharing knowledge and work-based learning
- infrastructure issues such as funding, technology and skills sets
- approaches to sustainable enterprise learning and production,
- professional development and support for successful Indigenous and non-Indigenous teachers;
- approaches that focus on partnerships and relationships rather than systems to effect change in the VET system.
The number of enterprises or cottage industries that can be developed in remote areas are limitless, and in these case studies included accommodation, tours, transport, construction, fishing, bush tucker, agriculture, horticulture, catering, arts and craft. The key individual findings are reported here while the broader themes that cut across projects are discussed later.

Our ART, Our PLACE, Our WAY – Sharing Art Centre Knowledge

In 2004 the project team, funded by Workplace English Language and Literacy, Department of Education, Science and Training (DEST), now the Department of Education, Employment and Workplace Relations (DEEWR) developed resource tools that interpreted the work undertaken by Indigenous artists in remote art centres to the relevant competences and qualifications. This project sought to make the training system more applicable to Indigenous art centres and artists. Central to the project, was representing Indigenous artists’ expertise, workplace learning, competence and contexts in a teaching and assessment tool mapped to the relevant national qualifications. The project focused particularly on building capacity in English Language and Literacy through the project rather than a barrier to participation and demonstration of competence. The resources and learning tools were stored on a CD-ROM format and copies distributed to art centres and training providers. As a result of considerable interest by Indigenous artists and art centre management, the resource will be extended to Indigenous art centre management and operations.

Top End Groove – Indigenous Tourism E-Learning

A national Indigenous Engagement project, funded by ANTA, was conducted in 2006 with Indigenous Tourism Operators from the Top End of Australia through which Indigenous enterprise operators, trialled and developed e-learning and e-business tools and information for the establishment phase of an enterprise. Through the workshops, key issues in using digital technologies were identified by successful enterprises and training partners. Key in this process was an exploration and negotiation of ways e-tools can be used to support enterprise development training. The outcomes were analysed and presented as a website www.topendgroove.com.au. This website is a work in progress, Indigenous tourism operators now being trained as administrators of the website so they can manage their own material and web content, create blogs and gain online feedback from visitors to their business.

Make It Real – Training For Enterprise
From 2004-2006, a national DEST project on successful Indigenous enterprise and training partnerships. Developed to explore policy and practices that would support enterprise training models with Indigenous people in the long term and to achieve high level outcomes for Indigenous people and communities. Five in-depth case studies of Indigenous enterprises were conducted across Australia and another sixty case studies analysed for issues related to good practice and strategies for developing businesses. This project brought together a unique knowledge source of VET professionals and Indigenous Community leaders who have been involved in establishing innovative and collaborative training partnerships in communities. The focus was to gain an insight into why these training enterprise partnerships were successful and to share the information and guiding principles for other enterprises and training providers. It is also significant that the project sought to ensure a strong Indigenous voice through active participation from design to implementation. These findings and tools were presented in multimedia format on CD-ROM.

**Working from Our Strengths: Using e-learning to recognise knowledge and competence in Indigenous enterprise training and development**

This 2007-8 Australian Flexible Learning Framework, project enhances practitioners’ ability to work in flexible ways with diverse client groups and developing innovative and flexible approaches to assessment and skills recognition. This project identifies the VET industry-specific English based literacy inherent in the Certificate IV in Training and Assessment, and recognises a range of cultural, workforce, digital, visual and other literacies. These literacies are necessary to engage in workforce learning and development or to establish and sustain a viable enterprise that offers ongoing and valued employment in regional and remote Indigenous communities. Participants have identified the literacies evident in their learning and workplaces and the ways these were identified or developed over their studies. Each participant has identified the need to develop expertise and qualifications as a trainer, supervisor or assessor in their industry area to build their enterprise opportunities and capacity within their homeland/ outstation/ community. The final product outlines a series of guidelines for recognising and assessing competence in a range of literacies and provides examples of approaches and tools to recognise and assess the identified literacies.

**Working from Our Strengths – Recognising and building literacy through the Training and Assessment competencies**
This project conducted over 2007-8 built on the work of Indigenous enterprise operators across northern Australia to develop effective strategies to ensure relevant, quality training and qualifications are implemented that support economic independence and knowledge management at a local and national level. Funded by DEST, the project used e-learning tools and technologies to support Indigenous enterprise operators’ needed to map the development of training plan with their current and potential staff. Participants undertook recognition of prior learning (RPL) and current competence (RCC) processes that reflect the work undertaken in locally based enterprises and Aboriginal businesses using digital photographs, videos and stories, e-portfolios and web-based conferencing. The qualifications delivered related to the work in participating remote Indigenous enterprises; tourism, business and frontline management. The final product, a CD-ROM/DVD resource outlined the process for developing a training plan with an Indigenous enterprise team, ways to use e-tools to collect evidence to apply for undertake RPL and Recognition of Current Competence (RCC) and examples of successful e-applications for RPL and training plans.

Findings and Discussion

The important features of training and enterprise development have been outlined previously. The challenge is to translate these principles into deep and meaningful action rather than being tokenised without changing any tangible activities and behaviours. These are analysed through key themes across the projects. These projects’ outcomes challenges VET providers to move to a model that works from Indigenous participants’ strengths and is based on strong, sustainable social partnerships in learning. They demonstrate the responsibility of trainers and training providers in the community engagement process, before, during and after training had occurred. In these partnerships the priorities of enterprise, training and Indigenous partners developed with the success of their enterprises and partnerships.

Community engagement approaches were developed through the projects around defining and implementing quality training programmes facilitated by expert trainers/learning facilitators over a long term partnership, this made a significant difference to enterprise success. Effective training programmes were developed though shared knowledge and trust, assumed Indigenous people had considerable knowledge and competence to bring to the training relationship and focused on positive elements and outcomes. Trainers with high skill levels in relevant areas and appropriate cross-cultural knowledge were identified and
supported to develop sound learning relationships. It was important to link delivery of training (and assessment) to actual industry practice, relating both directly to work on the ground. Enterprise owners all emphasized the importance of the Indigenous family, clan or tribal group leading the direction and processes of the enterprise and training. The engagement needed to be based on strong partnerships with family groups and enterprises, where Indigenous participants have essential knowledge management roles. Engagement started from the assumption that the relationship was about building a strong business in line with best business practice and Indigenous cultural and social priorities. Approaches to engagement and relationship building were connected to Indigenous enterprise contexts and steeped in reality through actual projects or enterprises. By being context driven, engagement processes sought to establish in all participants’ minds and actions that the centre of the relationship was the students’ community and business, while the training provider or institution was remote.

The case studies highlighted the importance of community ownership of learning partnerships. This challenged training providers and other stakeholders to take a holistic approach to engagement in the partnership and continually ensured enterprise owners maintained responsibility for the learning contract. It was not the role of training providers to generate enterprise ideas, rather they played an important role in sharing what is possible and how the VET system can help. Seeing what other people do was a great way to stimulate the imagination, as projects develop through sharing. Some of the learning was undertaken with other Indigenous enterprise peers through a community of practice. This reduced the emphasis on the trainer as the only expert. In successful partnerships, facilitators, mentors and partners walked together with Indigenous enterprises, this is achieved in a number of ways.

Trainers developed training experiences and materials in response to the area of need or interest identified with the enterprise and student. Training providers had a role to make people aware of a range of options but the vision had to come from the community. This changed the way a training team in a learning partnership was constructed, including trainers, community leaders, Aboriginal development officers and industry partners. Partners varied between the enterprises, however the members of each enterprise viewed them as being essential to their enterprises success. Industry support and business partners, where possible, were essential to enterprise development and sustainability. There are many ways this can
happen, but all emphasized the importance of the Indigenous family, clan or tribal group leading the direction and processes of the enterprise and training.

Training providers must provide high quality training with trainers who have high level content skills, technological and cross cultural knowledge. Training outcomes and products used, with industry support need to generate income and employment and be linked to actual industry practice. The partners need to demonstrate their commitment to long term economic and industry outcomes; this includes relevant government support programmes such as Community Development Employment Programme employment and management. The partnership must have a commitment to income generation and independence for Indigenous participants, community development and social outcomes at its core.

Working with Indigenous enterprises is based on long term interactions based on trust and commitment. Partnerships with Elders and local experts were significant in recognising students’ knowledge, competence in a range of contexts and supporting the integration of learning into the everyday work environment. It is only after having a clear idea about participants’ aims for their enterprise that the trainer could negotiate the training plan, even when the trainer disagrees with that assessment. The most successful enterprise training programmes started with what the individuals wanted to achieve and then worked back to the training system, deciding which units would be appropriate, which should be delivered together, when, who else might need to get involved and how it could it lead to a full qualification. This tailor-made approach to developing a training plan took considerably longer than a standard qualification, was progressive over the life of the partnership and achieved better outcomes for all stakeholders. This was evident in workforce outcomes, completed studies, continued studies and extension of the programme to other enterprise partners.

Enterprise development training was framed by social learning partnerships that work across diverse knowledge systems and unequal power structures. Being able to accurately understand, describe and support frameworks for social partnerships in learning will make a significant difference in moving from a check list for effective training to being able to actualise the concepts described. Indigenous enterprise development training is part of core business and can be effectively developed with mainstream and Indigenous specific programmes that focus on building successful enterprise. Training was discussed, negotiated in the context and with the people who will participate in the training. Training was linked to
diverse knowledge sets and experiences, this requires partnership with the people who recognise, understand and own this knowledge. These partnerships were developed so that the shared professional decisions are valued and recognised.

Some of the programmes had underpinned the initial engagement and negotiation of training with activities that built self esteem through understanding self talk, comfort zones, goal setting and motivation. This, combined with ongoing customised training and mentoring, had a significant impact on individuals, and through their sharing a business and community. Students have the opportunity to discuss and analyse the ideas that have impacted on their learning engagement in the past and actively develop strategies to address those challenges. It also acted as a vehicle for developing strong relationships built on mutual understanding and trust for future training. Indigenous trainers have been key in implementing this approach successfully.

Workplace based learning and assessment was a key component of VET delivery where work, learning and assessment were well integrated. In the enterprise development workplaces, learning was based on the requirements of working in the Indigenous community context and cultural domains. Training was implemented according to students’ individual needs and their involvement in work and cultural responsibilities and obligations. Through work based learning, assessment was conducted by assessors strongly connected to the relevant enterprise’s work context. In this way, training was customized to reflect the needs of the Indigenous client group. Trainers, trainees and employers negotiated the learning projects to match appropriate workplace activities. Training activities and resources were developed over time and become part of the learning culture and resources in the community. In this environment, student support was characterised by initially integrating the principles described Langton et al (1998), not an additional activity.

Enterprise owners and trainers involved in training had expressed frustration in the previous lack of recognition of their knowledge and competence and the overriding emphasis on Standard English Literacy in assessment resources. We found the existing resources were inappropriate for Indigenous people who had worked at a high level of competence within their community, had established and sustained successful enterprises. Many people wanted to take up competencies in the Certificate IV Training and Assessment to extend their enterprise’s viability and offer remote appropriate training, supervision and assessment services to RTOs and industry. Qualifications were not the final aim of training; employment
and personal outcomes needed to be the focus of any training framework. The exceptions were when the qualification was required for a specific job. Training outcomes and assessment were more relevant and successful where delivered on the job, particularly in remote areas, where industry ‘context’ is very different from anywhere else. There was a need for training providers to be creative in exploring a range of training packages combinations that are customized to clients’ needs. That is, programs that consider clients’ long term needs first, and secondly the other issues such as who will fund it, what will be delivered, who will deliver it. Training frameworks developed understood the flexibility of National Training System and ways to adapt the relevant training package to meet enterprises’ requirements. The framework reflected the enterprise’s goals rather than a single qualification or unit of competence.

Enterprise training recognises the importance of working with local community knowledge about governance, cultural knowledge, land ownership, and enterprise owners’ priorities for the business and their lives. Digital knowledge systems and resources offered considerable opportunities to work in new ways. Technology has become increasingly intuitive and accessible in remote areas, making the use of ICT more viable. Digitally based resources supported people to learn and demonstrate competence across language and knowledge systems. The use of technology in training was negotiated rather than mandated which resulted in unexpected use of technology to share ideas and implement the outcomes into the enterprise’s’ business plan. Key to this is the role of Indigenous people in the development of the resources, using software and hardware resources within the enterprise and collecting evidence through an e-portfolio. The optimal use of multimedia is used in the normal operation of the enterprise and any training built the capacity and resources for that enterprise. Visual and audio means were used to demonstrate competence that has hitherto unrecognised by assessors and ensure students are assessed fairly and accurately.

Implications

The research described suggests some new directions to explore in partnership with RTOs, trainers, Indigenous enterprise owners and industry partners. Any training enterprise development training is framed by social learning partnerships that work across diverse knowledge systems and unequal power structures. Effective training is first and foremost about good partnerships, investing in the development of strong partnerships before, during and after training periods will improve the training and its outcomes, in the long term. Being
able to accurately understand, describe and support frameworks for social partnerships in learning will make a significant difference in moving from a checklist for effective training to being able to actualise the concepts described. Indigenous enterprise development training is part of core business and can be effectively developed with mainstream and Indigenous specific programmes that focus on building successful enterprise. Training is discussed, negotiated in the context and with the people who will participate in the training. Training is linked to diverse knowledge sets and experiences, this requires partnership with the people who recognise, understand and own this knowledge. These partnerships need to be developed so that the professional decisions are valued and recognised, this may be through investigating the developments in the Training and Assessment qualifications and associated payments.

Training can be negotiated within a framework that incorporates employment outcomes, teaching, assessment and learning strategies, units and resources. The framework can include a number of approaches that can build better approaches to training with Indigenous people and enterprises. Skills sets may be a better starting point for designing training plans and qualifications that fit Indigenous enterprise owners’ priorities. By analysing the work in context and as it develops over time, skills sets can be established that are then matched to competencies. Digital resources offer the opportunity for people to demonstrate their competence through audio, visual and written forms, that can be flexible, mapped by Indigenous people to their knowledge systems and expectations and to more accurately represent Indigenous people’s knowledge. As effective resources are developed and used by businesses they will form the examples for future training and development, and their developers becomes the future trainers. What is important then is ensuring people involved in training have digital literacies and the confidence to work across a range of emerging technologies.

Policy and funding structures need to be developed that focus on the outcomes of the training first, rather than the training itself. The place based approach which has been used by a range of state and federal governments to implement community development recognises the importance of investing in people, within locally negotiated frameworks, that work across and with existing structures and systems and investment in physical and human capital, such as networks (Steuart 2003) Enterprise partners need to work with government to develop participatory evaluation models to identify the impact of enterprise training programmes including economic, education and social determinants of health.
Conclusion

This paper has described a positive future, the challenges for policy and RTOs are opportunities to explore best practice and be partners in sustainable and inclusive training and enterprise development with Indigenous people. Community engagement and enterprise are not based on an idyllic view of the ways people and systems interact rather the focus is on building the capacity of partners to engage in complex and diverse relationships. Investment in those relationships in the long term supported the next stages community engagement such as tools to recognise diverse knowledge systems and examples of training delivery that walked alongside enterprise development. As people develop their awareness of these processes and the language to identify and discuss the ways community engagement operates, partnerships can continue to grow that manage change and complexity effectively and for the long term benefit of Indigenous learners, enterprise owners and workers.

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