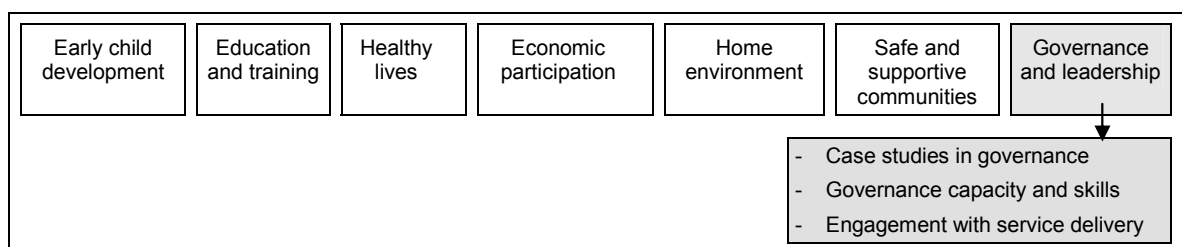


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# 11 Governance and leadership

## Strategic areas for action



Governance generally refers to the way the members of a group or community organise themselves to make decisions that affect them as a group. Governance therefore includes the structures and institutions that guide individual and group behaviour, and describes who has the authority to make decisions in a community, how those decisions are to be carried out and how different members of the community are included in the making, implementation and communication of those decisions. Leadership is critical to the development of a strong governance culture, and there can be specific cultural aspects to Indigenous leadership.

This report emphasises both Indigenous governance (the ways Indigenous people come together to undertake social, economic and cultural activities) and government governance (the way governments engage with Indigenous organisations and communities). Effective governance and leadership play an essential part in the social life and economic development of Indigenous people, and influence virtually all the indicators in the report framework.

Although governance is an important element of the framework, it is difficult to establish numerical indicators of governance. The proxy indicators in this strategic area are complemented by a qualitative discussion of the characteristics of good governance:

- case studies in governance — drawing on international and Australian research, the case studies in governance focus on six key determinants of good governance. These determinants have general application to Indigenous governance structures, while allowing for the unique cultures of different organisations and communities: governing institutions; self-determination; leadership; capacity building; cultural match; and resources (section 11.1)

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- governance capacity and skills — there is little quantitative data available on governance capacity and skills, but formal and informal governance training is one means for individuals, groups and organisations to build on their strengths and address their weaknesses in organisational management and community governance. This section reports data on participation in leadership, finance or management training, represented by the fields of management and commerce, business law, and economics and econometrics at the university and VET levels (section 11.2)
  - engagement with service delivery — service engagement is a broad concept that encompasses accessibility (including barriers to access) and appropriate delivery (including Indigenous cultural perspectives in designing and delivering programs). This section reports data on Indigenous people’s access to services and perceived barriers to access (section 11.3).

### *Attachment tables*

Attachment tables for this chapter are identified in references throughout this chapter by an ‘A’ suffix (for example, table 11A.2.1). These tables can be found on the Review web page ([www.pc.gov.au/gsp](http://www.pc.gov.au/gsp)), or users can contact the Secretariat directly.

## **11.1 Case studies in governance**

### **Box 11.1.1 Key messages**

- Six determinants have general application to good Indigenous governance, while allowing for the unique cultures of different organisations and communities:
  - governing institutions
  - leadership
  - self-determination
  - capacity building
  - cultural match
  - resources.
- These determinants also play a role in good government governance — the way governments engage with Indigenous people.

Hunt et al. (2008) and the NTER Review Board (2008) argued that resolving the difference between western and Indigenous approaches to governance is a critical first step in improving social and economic outcomes for Indigenous people. Consultations with both Indigenous people and governments for this report emphasised that good governance arrangements have a positive impact on Indigenous outcomes (SCRGSP 2007).

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What does ‘governance’ mean? A five year (2004–08) Indigenous Community Governance Project (ICGP) defined governance as:

...the evolving processes, relationships, institutions and structures by which a group of people, community or society organise themselves collectively to achieve the things that matter to them. To do this they need to make decisions about:

- their group membership and identity (who is the ‘self’ in their governance);
- who has authority within the group, and over what;
- their agreed rules to ensure authority is exercised properly and decision-makers are held accountable;
- how decisions are enforced;
- how they negotiate their rights and interests with others; and
- what arrangements will best enable them to achieve their goals.  
(Hunt et al. 2008, p. 9)

Identifying common principles or determinants that underpin governance and encouraging the application of these determinants is the key to strengthening Indigenous governance.

Drawing on the Harvard Project On American Indian Economic Development in the USA (the Harvard Project 2003-04), the ICGP and broad consultations with Indigenous communities and organisations, this report addresses the following six determinants of good Indigenous governance:

- governing institutions
- self-determination
- leadership
- capacity building
- cultural match
- resources.

The determinants are inter-dependent. No one principle in isolation will lead to good governance — all determinants are necessary for sustained success. Each determinant is discussed and supported by examples that demonstrate the depth of good governance in Indigenous communities and organisations. Many of the example of good practice have come from the biennial Indigenous Governance Awards, are a partnership project between Reconciliation Australia and BHP Billiton to encourage, reward and promote best practice in Indigenous governance. (Gary Banks, Chairman of the Productivity Commission and of the Steering Committee for the Review of Government Service Provision, was a judge for the 2006 and 2008 Awards.) Other examples are drawn from an intensive Centre for Aboriginal Economic Policy Research (CAEPR) study into Indigenous governance (Hunt et al. 2008).

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Any discussion on Indigenous governance also needs to look at *government governance*. That is, governments' engagement with Indigenous organisations and communities. The latter part of this section explores the relationship between government and Indigenous groups, organisations and communities.

## Indigenous governance

This section discusses the six agreed determinants of good Indigenous governance. The discussion draws on the ICGP and the Reconciliation Australia/BHP Billiton Indigenous Governance Awards. The Awards are open to all Indigenous community organisations incorporated under legislation and applications are assessed against a set of criteria (see [www.reconciliation.org.au/igawards](http://www.reconciliation.org.au/igawards) for the assessment criteria). The 2008 Indigenous Governance Awards winners were:

<b>Organisations established for less than 10 years</b>	<b>Organisations established for more than 10 years</b>
<ul style="list-style-type: none"><li>• <i>Winner</i> — Warakurna Artists Aboriginal Corporation (Warakurna Community, Ngaanyatjarra Lands, WA)</li><li>• <i>Highly commended</i> — Yawoorroong Miriuwung Gajerrong Yirrgeb Noong Dawang Aboriginal Corporation (Kununurra, WA)</li><li>• Murrijabree Aboriginal and Torres Strait Islander Association Inc (Deception Bay, Queensland)</li><li>• Tirkandi Inaburra Cultural and Development Centre Inc (Coleambally, NSW)</li></ul>	<ul style="list-style-type: none"><li>• <i>Winner</i> — Traditional Credit Union (Darwin, NT)</li><li>• <i>Highly commended</i> — South West Aboriginal Medical Service (Bunbury, WA)</li><li>• Yirra Yaakin Aboriginal Corporation (Perth, WA )</li><li>• Waltja Tjutangku Palyapayi (Aboriginal Corporation) (Alice Springs, NT)</li></ul>

## Governing institutions

Governing institutions establish the framework within which Indigenous bodies function. These 'institutions' are made up of both formal mechanisms (such as policies, rules, constitutions, legal and judicial systems) and informal ways of doing things (such as taboos, gender norms, religious beliefs, values, kinship and marriage systems) (Hunt and Smith 2006, p. 3).

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The West Central Arnhem Regional Authority (Interim Council) call it governing ‘two-ways’ (Hunt et al. 2008). Good corporate governance is coupled with Indigenous cultural values, relationships and systems of authority to produce governing order and good outcomes (Hunt et al. 2008; Hunt and Smith 2007).

Lack of recognition and support from the formal statutory and regulatory arrangements can undermine Indigenous governance structures. At the same time, formal arrangements can be ineffective without community support (see ‘self determination’ below).

Good governance requires both:

capable institutions with clear ground rules (constitutions, rules for decision making etc.) which are informed by culturally-endorsed standards of what constitutes right and wrong behaviour, of who has legitimate knowledge, and who has the ‘right’ or authority to represent community residents and regional interests (IGA 2006, p. 4)

and:

effective financial management and administrative systems so that organisations are managed in a professional way with integrity and consistency. (IGA 2006, p. 4)

Many of these features are illustrated in the approaches to decision making of the 2008 Indigenous Governance Awards applicants (box 11.1.2).

#### **Box 11.1.2 Decision making**

The role of the **Gannambarra Limited** Board is clearly defined. The Board is responsible for four clearly defined areas — legal, policy and planning, financial function, and staffing, while the General Manager makes day to day decisions regarding operational issues. Decisions at the Board level are made by consensus or through a democratic process.

Election for the **Anangu Pitjantjatjara Yankunytjatjara (APY)** Executive Board are supervised by the SA Electoral Commission. All decisions relating to development, use and management of the lands are made by the APY General Meetings in conjunction with the APY Executive Board. APY is required to consult with traditional owners having a particular interest in that portion of the lands, or otherwise affected by any development proposal. Decisions are generally made in a consensus manner based on extensive discussions and negotiations. However, in some cases, the majority make the decisions.

**Jarlmadanagah Burru Aboriginal Corporation** has a 12 member governing body, supported by a committee of elders who act as special advisors. Decisions are generally made by consensus and with the support of the committee of elders, who ensure that decisions are culturally appropriate.

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### Box 11.1.2 (continued)

**Traditional Credit Union** won the Indigenous Governance Award for an organisation that had been established for more than 10 years. The governing body is the Board of Directors. The Board are responsible for managing consistent, cohesive policies and processes. The Executive Officer is chosen by the Board. The Traditional Credit Union has a comprehensive delegations policy which sets the authorisation limits for decisions that can be made by Traditional Credit Union staff.

The **South West Aboriginal Medical Service (SWAMS)** Governing Committee holds regular meetings. Committee meeting papers are prepared for each meeting and the papers include recommendations for Governing Committee approval. Decisions made by the Governing Committee are done as a body corporate and individual Governing Committee members cannot make decisions or bind SWAMS unless otherwise approved by the governing committee.

More information on these and other successful Indigenous organisations can be found on the Reconciliation Australia website at: [www.reconciliation.org.au/igawards](http://www.reconciliation.org.au/igawards)

Source: Reconciliation Australia 2008 (unpublished).

Good governing institutions do not just spontaneously arise. They are the result of often lengthy processes of developing capacity and leadership (each discussed below) and ongoing training and development. Good governing institutions support ‘board and staff training and development ... [and] compulsory governance training for board members’ (IGA 2006, p. 44). The institutions of governance can be actively built, and building these institutions creates a strong internal ‘governance culture’, providing a strong foundation for sustained good governance (Hunt and Smith 2006, p. 3). Examples of governance training by the 2008 Indigenous Governance Award applicants’ are summarised in box 11.1.3.

### Box 11.1.3 Governance training

**Yawoorroong Miriwung Gajerrong Yirrgeb Noong Dawang Aboriginal Corporation** Governing Committees and Trustee Company Boards have undergone a Company Directors Training Course and two governance workshops since the organisation commenced operations in 2006.

**Ungooroo Aboriginal Corporation** insists that all Board members undertake governance training, and additional programs have been implemented to ensure the ongoing development of members of the governing body (for example, succession training). External consultants have assisted with the development of business plans and other capacity building strategies.

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**Box 11.1.3** (continued)

**Winnunga Nimmityjah Aboriginal Health Service Inc** has a business plan that includes governance issues (such as skills, education and training).

**Kura Yerlo Incorporated** provides governance workshops and training to all Board members.

**Victorian Aboriginal Child Care Agency Co-Op Ltd** has a governance training manual and requires board members to undertake governance training.

**Gannambarra Limited** has an induction/resource kit for new Directors. The kit includes the constitution, committee roles and responsibilities, information regarding funding agreements, organisational chart, staff positions and descriptions, purpose, philosophy and objectives, business plan and management reports.

**Waltja Tjutanku Palyapayi (Aboriginal Corporation)** Management Committee has undertaken Anangu Accounting, AAA Accounting training and governance training (such as the Introduction to Governance training for Aboriginal Board of Management members from the Office of the Registrar of Aboriginal Corporations). Executive members also receive professional development in governance and financial management.

More information on these and other successful Indigenous organisations can be found on the Reconciliation Australia website at: [www.reconciliation.org.au/igawards](http://www.reconciliation.org.au/igawards)

*Source:* Reconciliation Australia 2008 (unpublished).

Drawing on the Indigenous Governance Awards examples and research by the ICGP, some common characteristics of successful Indigenous governing institutions can be identified, many of which have close links with other determinants of good governance:

- clearly articulated vision, values, and goals, and the structures, processes and programs to achieve them
- legitimacy and authority of those with decision-making power (also see discussion of ‘leadership’ below)
- accountability of those in positions of responsibility
- stable institutional arrangements and effective administrative systems
- sound dispute resolution processes that provide fair and effective means of resolving disputes
- adequate capacity (including resources) to deliver core business (also see discussions of ‘capacity building’ and ‘resources’ below).

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## *Leadership*

Leadership has been described as ‘the process through which an individual influences group members to attain group or organisational goals’ (Smillie and Hailey 2001). Leadership is closely related to other determinants of good governance. Effective leadership depends on governing institutions that provide leaders with legitimacy and authority. In turn, effective leaders contribute to communities’ and organisations’ scope for self-determination. Sustained leadership also requires capacity building to build leadership skills, and is reliant on adequate resources for implementing decisions.

Indigenous leaders are critical to the development of a strong governance culture within organisations and communities. There is a specific cultural aspect to Indigenous leadership and, ‘visible’ Indigenous leaders of organisations are part of wider networks of community and regional leaders. These networks affect decision making processes and outcomes within organisations (Hunt et al. 2008). In his 1998 Williamson Community Leadership Program lecture, Patrick Dodson said:

For Aboriginal leaders, the social and moral obligation that comes with community leadership is life-long. Those who lead, who have authority, must care for and look after those who come behind. (Dodson 1998)

Different leadership models or styles are appropriate for different situations, and different attributes might be required for leadership in different governance contexts. Formal education is not necessarily a requirement for ‘people who contribute to the community, gain respect and act as role models’. It is most appropriate for Indigenous communities themselves to recognise, foster, promote and nurture this type of leadership (HOR 2004, p. 141).

Many Indigenous people who demonstrate this sort of leadership also take on formal roles leading Indigenous community organisations. At this level, more formal capacity building is required to build up leadership attributes such as:

- accountability and administration
- communication, consultation and representation
- negotiation, mediation and conflict resolution
- interacting with authorities at all levels of government
- integrity
- strategic policy and evaluation skills



- 
- cross cultural awareness.<sup>1</sup>

Leadership needs to be nurtured and leaders require training and support to help them fulfil their responsibilities. Box 11.1.4 provides examples of the 2008 Indigenous Governance Awards applicants' approaches to developing leaders' skills.

#### **Box 11.1.4 Leadership development**

**Aboriginal Rainforest Council** provides development and training for the governing body. Three members of the governing body have been supported in Indigenous leadership courses run by the Department Families, Housing, Community Services and Indigenous Affairs. Other development and training opportunities are provided through events such as the World Heritage Areas Indigenous Managers Network, conferences and workshops.

The **Aboriginal Employment Strategy** has a mentoring program. Staff are mentored by members of the executive leadership team.

**Gannambarra Limited** provides training and development programs for the governing body. Staff develop their skills through training, workshops or courses, to improve and build self esteem, confidence and their knowledge base.

The Ngaanyatjarra Arts Governance Training is a multi-year activity run by a collective of art centre organisations including **Papulankutja Artists Aboriginal Corporation**. Training is provided to each art centre's Executive Committee. The training program is conducted three and four times annually, drawing art centres together from across a huge area of the central and western desert. The 4-day program is a major element of each art centres' development program.

**Central Queensland Indigenous Development Ltd** provides all staff with opportunities for development and training. With the support of the organisation, all managers have recently completed certificate level training, with additional staff working towards graduate and post graduate qualifications.

**Laynhapuy Homelands Association Incorporated** has a membership and leadership structure that conforms on paper to the norms of good governance as laid out in the relevant legislative framework. Yet it actually operates in a way that is heavily imbued with Yolngu principles of governance (Hunt et al. 2008).

**Yarnteen Aboriginal and Torres Strait Islanders Corporation** Executive Director and Chair have an extremely sophisticated understanding of governance best practice and strategies. Governance is frequently discussed in board meetings. Governance training has been provided in-house; senior managers have participated in external leadership workshops; several board members and senior managers have presented

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<sup>1</sup> These characteristics were derived from the content of the Certificate in Leadership program conducted by the Australian Indigenous Leadership Centre.

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#### Box 11.1.4 (continued)

conference and workshop papers on the topic; and the Executive Director has undertaken the Australian Company Directors' Course (Hunt et al. 2008).

More information on these and other successful Indigenous organisations can be found on the Reconciliation Australia website at: [www.reconciliation.org.au](http://www.reconciliation.org.au)

*Source:* Reconciliation Australia 2008 (unpublished).

Sustained leadership requires succession planning, so new people can take over from current leaders over time. One of the key messages from the ICGP was that issues of leadership and succession are often neglected, to the detriment of communities and their organisations (Hunt et al. 2008, Hunt and Smith 2006). This is a particular issue for some Indigenous communities, where a small pool of current leaders face growing demands on their time and resources.

Box 11.1.5 provides examples of the 2008 Indigenous Governance Awards applicants' approaches to succession planning.

#### Box 11.1.5 Succession planning

**Yirra Yaakin Aboriginal Corporation** has three-year, two-year and one-year succession plans. No Board member can sit for more than two three-year terms, which ensures a healthy turn over and succession of the Board, whilst retaining valuable corporate memory.

**Tirkandi Inaburra Cultural and Development Centre Inc** has a designated position for a youth representative on the Management Committee. The young person is mentored and supported by other Management Committee members.

**Traditional Credit Union** identifies and prepares suitable employees through mentoring, training and job rotation, to replace key players — such as the general manager, senior management and other key positions. The organisation acknowledges that it often takes years of grooming to develop effective senior managers.

**Waltja Tjutanku Palyapayi (Aboriginal Corporation)** mentors Aboriginal trainees towards higher level positions within Waltja or in other organisations.

**The Koorie Heritage Trust** Board's Human Resources Governance Committee has a program for succession planning that involves developing people's skills to take on senior roles within the organisation.

More information on these and other successful Indigenous organisations can be found on the Reconciliation Australia website at: [www.reconciliation.org.au/igawards](http://www.reconciliation.org.au/igawards)

*Source:* IGA 2006; Reconciliation Australia 2008 (unpublished).

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Developing the next generation of leaders is a specific aspect of succession planning. Several 2008 Indigenous Governance Awards applicants have specific programs to develop youth leaders (box 11.1.6). Drawing on the Indigenous Governance Awards examples and research by the ICGP, some lessons for developing leadership and succession planning can be identified:

- training, leadership and personal and professional development builds competent and highly skilled staff (IGA 2006, p. 7)
- staggering elections, mentoring new board members, developing potential board members and board succession planning assists in board continuity and skill retention (IGA 2006, p. 44)
- developing the communication skills and self-confidence of young people by providing role models, mentoring and experience nurtures future leaders.

#### **Box 11.1.6 Developing youth leaders**

**Central Queensland Indigenous Development Ltd** employs young Indigenous people and mentors them through work progression. The organisation encourages these people to take part in leadership programs and youth development programs.

**Dharriwaa Elders Group** regularly invites younger members of the community to attend meetings and events and conducts an elders school program. Many elders are mentors in the community. The organisation convenes the Youth Subcommittee of the Walgett Interagency to improve youth services, and has had some success in encouraging new youth programs in Walgett in the past 2 years.

**Tirkandi Inaburra Cultural and Development Centre Inc** Management Committee has a designated position for a youth representative.

**Yirra Yaakin Aboriginal Corporation** is proactive in identifying future leaders not only for Yirra Yaakin but for the Aboriginal Arts sector. The organisation acts as an arts agency to support and nurture new and established talent and is working with Austrade to look at formalising a role for product ready acts that are poised for international opportunities. An example of this is the mentoring of the Bardi Dancer troupe from North West of WA to self-manage international touring opportunities as they arise. Yirra Yaakin supported and facilitated a tour by the Bardi Dancers to Stonehenge as part of the Salisbury festival in the UK.

**Waltja Tjutangku Palyapayi (Aboriginal Corporation)** Senior management committee women mentor younger committee members. The organisation has nominated and supported staff for awards and leadership opportunities: New Apprenticeship Sponsorship Program, Alice Springs NAIDOC Apprentice of the Year, National Indigenous Youth Leadership Group, Charles Darwin University Indigenous Student of the Year and NT Training Awards.

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**Box 11.1.6** (continued)

**Murdi Paaki Regional Assembly and Community Working Parties** has established a Murdi Paaki Aboriginal Young Leaders Project. Through the program, young people have access to formal and informal training on leadership and governance, mentors and opportunities to meet with a variety of different leaders.

**Brisbane Indigenous Media Association** oversees the operations of 4 Triple A Training. This training empowers young people (many of whom are unemployed or at risk) by giving them communication skills, self-confidence and experience working in a professional team environment. The training includes face-to-face and on-line training for people in regional and remote areas. Senior staff are shadowed by junior staff members and skills transfer is strongly encouraged for all staff.

More information on these and other successful Indigenous organisations can be found on the Reconciliation Australia website at: [www.reconciliation.org.au/](http://www.reconciliation.org.au/)

*Source:* Reconciliation Australia 2008 (unpublished).

### *Self-determination*

Self-determination is a complex concept, with its roots in human rights. Wehmeyer (2002) states that ‘self-determined people are actors in their own lives instead of being acted upon by others’.

For many Indigenous people, self-determination has close links with issues of customary law, land rights and economic development. In this report, the focus is on Indigenous communities or organisations having the right and ability to determine their own priorities and design their own instruments of governance, within broad ‘external’ governing institutions. There is also a distinction between ‘self-determination’ and ‘selfishness’. The Indigenous Governance Awards have noted that the features of good governance include:

Limitation and separation of powers so that self-determination does not mean ‘selfish’ determination, by ensuring a separation between the powers and responsibilities of leaders and Boards, and the daily management of community businesses and services. (IGA 2006, p. 4)

Self-determination has significant practical, as well as philosophical and symbolic importance. The Harvard Project found that self-determination led to improved outcomes for North American Indigenous people:

When [Indigenous people] make their own decisions about what approaches to take and what resources to develop, they consistently out-perform [non-Indigenous] decision-makers. (Harvard Project 2003-04)

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The Aboriginal and Torres Strait Islander Social Justice Commissioner, Tom Calma, considered that much of the failure of service delivery to Indigenous people and communities was a direct result of the failure to engage with Indigenous people and to support and build the capacity of Indigenous communities:

Put simply, governments risk failure if they develop and implement policies about Indigenous issues without engaging with the intended recipients of those services. Bureaucrats and governments can have the best intentions in the world, but if their ideas have not been subject to the ‘reality test’ of the life experience of the local Indigenous peoples who are intended to benefit from this, then government efforts will fail. (Calma 2006)

The Human Rights and Equal Opportunity Commission strongly endorses the principle of free, prior and informed consent, which supports the full and effective participation of Indigenous peoples in decisions that directly or indirectly affect them (Calma 2006).

The ICGP found that the extent of self-determination in Indigenous organisations was dependent upon the external governing institutions:

The system under which Indigenous organisations and communities operate largely determines the extent to which Indigenous people can exert control over decision-making. (ICGP 2006, p. 5)

The Indigenous governance environment is as complex as the government environment, with ‘complex systems of representation and leadership, overlapping constituencies, networks of families and groups associated with organisations, and complex systems of mandate, accountability and authority’ (Hunt et al. 2008, Hunt and Smith 2006). Despite (or perhaps because of) this complexity, the ICGP found that successful governance structures should be based on locally relevant Indigenous relationships and forms of representation:

Working through Indigenous relationships and systems of representation thus becomes the basis for working out organisational structures, institutions and procedures. (Hunt and Smith 2006, p. 1)

The Indigenous Governance Awards made similar findings:

The relationship between the formal governance body and the wider community, and traditional decision-making arrangements must be clear for that body to have the legitimacy it needs to function. (IGA 2006, p. 44)

Box 11.1.7 illustrates some of the 2008 Indigenous Governance Awards applicants’ approaches to ensuring cultural legitimacy. The examples illustrate the potential for the following governance characteristics to contribute to self-determination:

- culturally legitimate participation and control of decision-making

- community participation in community governance institutions
- specific programs to meet the needs of specific communities, for example, community courts, community policing and Indigenous schools
- flexible funding arrangements that facilitate (and not hinder) the development of appropriate programs at the community level.

#### Box 11.1.7 Cultural legitimacy

**Jarlmadanagah Burru Aboriginal Corporation** governing board are supported by a committee of elders who act as special advisors to the governing body. The committee of elders ensure that cultural values are married into the organisation's decision making.

Members of **Magabala Books Aboriginal Corporation** are all Indigenous. The Board is made up of local Indigenous people who represent the members and the community.

**Brambuk National Park and Cultural Centre (Gariwerd Enterprises Pty Ltd)** is vested with great responsibility to ensure that the local culture is protected and preserved. The board of directors are all active Elders and Traditional Owners. Through their cultural and community knowledge Brambuk maintains cultural respect and sensitivity. Brambuk is also ROC (Respecting our Culture) accredited.

The **Aboriginal Rainforest Council** Board represents the 18 tribal groups of the Wet Tropics World Heritage Areas. Rather than have a board of 18 members which could be unwieldy, an arrangement has been made with the Giringun Aboriginal Corporation to provide 3 members to represent 9 of the southern tribal groups, and the remaining 9 northern tribal groups each elect one member. This makes for a total of 12 delegates representing the Wet Tropics region.

**Warakurna Artists Aboriginal Corporation** won the Indigenous Governance Award for an organisation that had been established for fewer than 10 years. It is an Aboriginal corporation with a constitution that reflects the priorities and aspirations of its members. Warakurna Artists is constitutionally and operationally obliged to return maximum benefits to its members, financially and organisationally. To achieve this, Warakurna Artists has built its business model on the cultural and creative energies of Warakurna residents.

More information on these and other successful Indigenous organisations can be found on the Reconciliation Australia website at: [www.reconciliation.org.au/igawards](http://www.reconciliation.org.au/igawards)

Source: Reconciliation Australia 2008 (unpublished).

### *Capacity building*

Governance capacity is having the capabilities that are needed to 'get things done'. Section 11.2 examines in greater detail some specific aspects of formal training in areas relevant to governance capacity.

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There are two important aspects to capacity building. The ‘public management’ approach emphasises the need to develop a community’s ability to meet accountability requirements, and has strong links with the ‘governing institutions’ and ‘leadership’ determinants of good governance. The ‘community development’ approach emphasises empowering communities to take responsibility and control over their own futures, and is closely linked with the ‘self-determination’ aspect of good governance (Gerritson 2001, Hunt and Smith 2007).

‘Capacity building’ also has close links to the ‘resources’ determinant of good governance. In this report, ‘capacity building’ focuses on the social factors that contribute to the knowledge, ability and commitment essential to good governance, while ‘resources’ focuses on the economic factors necessary to underpin successful governance arrangements.

The OIPC (Office of Indigenous Policy Coordination) red tape evaluation (OIPC 2006, pp. 45-46) examined the capacity of Indigenous organisations included in the study. The results might present an overly positive picture, as the majority of the organisations included were considered ‘more capable than average’. The evaluation found that only half the organisations indicated they were satisfied with the skills and staff they had available. Others noted a lack of resources for local skills training, poor recruitment outcomes, and inadequate succession planning, particularly in the replacement of key personnel (OIPC 2006). Inadequate financial management skills or processes were cited as a major risk for organisations. Less than 30 per cent of organisations employed Indigenous managers or senior staff, so that Indigenous capacity was not being developed (OIPC 2006).

The OIPC evaluation confirmed anecdotal evidence that, for many Indigenous organisations, ‘human capital’ is much more of an issue than basic administrative equipment. Box 11.1.8 provides some examples of capacity building by Indigenous organisations from the 2008 Indigenous Governance Awards.

The Registrar of Indigenous Corporations is an independent statutory office holder who administers the *Corporations (Aboriginal and Torres Strait Islander) Act 2006*. The Office of the Registrar of Indigenous Corporations (ORIC) supports and regulates the corporations that are incorporated under the Act. It does this in a variety of ways, for example, by advising them on how to incorporate, by training directors and key staff in good corporate governance, and by making sure they comply with the law and intervening when needed. An example of ORIC’s contribution to capacity building is provided in section 11.2.

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### Box 11.1.8 Building capacity

**Traditional Credit Union** won the Indigenous Governance Award for an organisation that had been established for more than 10 years. Traditional Credit Union supports opportunities for Aboriginal and Torres Strait Islander peoples in the remote communities. It provides services and education so that Aboriginal and Torres Strait Islander peoples in remote communities can have control over their financial security.

Traditional Credit Union provides training initiatives and support to Indigenous young people in work readiness and financial awareness and offers financial literacy counselling to all community members. The organisation is a member of the Corporate Leaders for Indigenous Employment Project which is part of the Indigenous Economic Development Strategy, and encourages a partnership between individual companies and the Australian government aimed at generating more jobs for Indigenous Australians. In remote Indigenous locations Traditional Credit union is 100 per cent staffed by people from the community who speak the local language.

More information on these and other successful Indigenous organisations can be found on the Reconciliation Australia website at: [www.reconciliation.org.au/igawards](http://www.reconciliation.org.au/igawards)

*Source:* Reconciliation Australia 2008 (unpublished).

### *Cultural match*

Cultural match, as noted by the ICGP, refers to the degree of ‘common ground’ that can be achieved between the types of governing structures and procedures a group want to develop, and the culturally-based standards and values of its members’ (CAEPR and RA 2004, p. 5). There are close links between the ‘cultural match’ and ‘governing institutions’ determinants of good governance.

While cultural match is essential for achieving legitimacy with Indigenous people, it is also essential that the organisation is functional, and it is able to achieve its objectives (see ‘governance institutions’). ‘What matters is not that things be done in the old ways. It is that things are done in ways — old or new — that win the support, participation, and trust of the people, *and get things done*. Some will be old. Some will be new’ (Cornell and Begay 2003). Approaches to cultural match by the applicants to the 2008 Indigenous Governance Awards are summarised in box 11.1.9.

### Box 11.1.9 Cultural norms

Mingaletta Aboriginal and Torres Strait Islander Corporation follows protocols of acknowledging and welcome to country and give respect, support and distance to sorry

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**Box 11.1.9** (continued)

business. There are times when protocols and cultural norms differ. If there is a serious cultural breach the community have the right to exclude the person/s from the organisation.

**Brisbane Indigenous Media Association** will incorporate a traditional 'Talking Circle' into their new building.

**Waltja Tjutangku Palyapayi (Aboriginal Corporation)** was established and is governed by senior traditional Aboriginal women. All organisational policies, programs, projects and activities follow the values and priorities of senior traditional Aboriginal women from across the Central Australian region. Waltja Management Committee meetings and other Waltja activities such as workshops are delivered in a place separate from the community. This allows for an evening program, driven by members, to take place which includes cultural activities (such as dancing and painting).

**Ungooroo Aboriginal Corporation** board members are local Wonnarua people with close ties to the community and their culture. Local elders are consulted when making decisions for the future development of Ungooroo and in the development of appropriate programs that will benefit the whole community.

**Indigenous Harvest Australia Cooperative Ltd.** has an enforceable code of conduct for harvesting that requires that members maintain appropriate cultural and environmental protocols, including requiring harvesters to have the permission of traditional owners. The Board has a voluntary royalty payment to traditional owners on the basis of the origin of harvested fruit.

The **West Arnhem Shire Transitional Committee (WASTC)** developed a number of formal and informal governance rules. This 'rule innovation' allowed members to create workable solutions to some of the problems caused by the disjunctions between the two cultures of governance. For example, a new rule was created which addressed a widely recognised kin-based behaviour that required certain kinds of avoidance and deferential behaviour to be observed between two classes of relatives. Failure to observe the avoidance rule would incur family and public censure, and perhaps, retribution. The new rule enabled the WASTC members who stood in such a kin relationship to each other to effectively suspend the accepted customary rule of kin avoidance and so behave differently in the meeting (Hunt et al. 2008)<sup>2</sup>.

More information on these and other successful Indigenous organisations can be found on the Reconciliation Australia website at: [www.reconciliation.org.au/igawards](http://www.reconciliation.org.au/igawards)

*Source:* Reconciliation Australia 2008 (unpublished).

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<sup>2</sup> The West Arnhem Shire Transition Committee (WASTC) represented each new shire council area during the early stages of local government reform in the NT. The WASTC and advised the government on issues related to the reform process. The reforms to NT local government were implemented on 1 July 2008. The West Arnhem Shire Council is now established, and is responsible for local government service provision for the West Arnhem region.

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Cultural match is more than symbolic — it can have a significant impact on a range of outcomes for Indigenous people. The Harvard Project on American Indian Economic Development found that ‘successful [Indigenous] economies stand on the shoulders of culturally appropriate institutions of self-government that enjoy legitimacy among tribal citizens’ (Harvard Project 2003-04).

The following successful approaches to address cultural match can be identified from the applicants to the Indigenous Governance Awards:

- ensuring specific sectors of their community (for example, language, skin or clan groups), especially elders, were represented on their board or were able to offer guidance/supervision
- using broad community consultation methods, and in particular consulting with elders about key issues
- consulting with the appropriate traditional owners where land, cultural heritage or cultural practices are concerned
- reflecting cultural norms in the design and operation of programs and projects, including the separation of men’s and women’s business where this is culturally required (IGA 2006).

### *Resources*

Resources, which encompass financial, physical and human resources, are major factors in successful governance arrangements (SCRGSP 2007). The ‘resources’ determinant has close links to capacity building (discussed earlier) but each of the determinants has a different focus — ‘resources’ focuses on the economic factors necessary to underpin successful governance arrangements; while ‘capacity building’ focuses on the social factors that contribute to the ‘knowledge, ability and commitment’ essential to good governance.

Indigenous organisations may gather resources from a range of sources, including self-generated funds (from Indigenous-owned businesses or royalties), donations from private corporations, charities or individuals (including their own members), and different levels of government. Many of these sources, including government funding, can be unpredictable or uncertain, making future planning and long term investment difficult. The OIPC red tape evaluation found that 66 per cent of grants from government programs continue year after year, with little change in the circumstances or risk profile of the funded organisations. However, annual applications were still required (OIPC 2006, p. 6).

‘Resources’ also has close links to the ‘self-determination’ aspect of good governance. Access to alternative sources of resources can give Indigenous

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organisations a degree of independence from government, and enable Indigenous organisations to run programs as Indigenous people want them to be run (IGA 2006, p. 41). The Indigenous Governance Awards noted that financial diversity and greater self-reliance were goals for many organisations. Box 11.1.10 provides examples of some 2008 Indigenous Governance Awards applicants pursuing financial independence.

#### **Box 11.1.10 Resources**

**Yirra Yaakin Aboriginal Corporation** is in the process of building an acceptable reserve ratio of between 1 and 5 per cent. The organisation has an earned income versus grants ratio of 60:40 per cent. It is one of the few arts organisations within Australia to have achieved a higher earned income than grants income.

**Ungooroo Aboriginal Corporation** aims to be financially self-sufficient and not reliant on funding bodies. The organisation is looking at creating different income streams such as hiring out a training and conference facility, hiring out vehicles, site work for the mines and facilitating training packages for different companies.

**Indigenous Harvest Australia Cooperative Ltd.** has a business loan from a commercial bank. In 2008-09 the organisation made a profit which was distributed to shareholders with a portion retained to expand the business, with a focus on further value adding and new product development.

**Winnunga Nimmityjah Aboriginal Health Service Inc** will increase its self funding from 10 per cent to 20 per cent over the next five years.

**Yarnteen Aboriginal and Torres Strait Islanders Corporation** has created a property investment vehicle (Yarnteen Pty Ltd) that enables the corporation to build an asset base for future investments. It currently owns land and warehouses at the Newcastle Port, 100 acres at Wollombi that it operates as a cultural and conference camp accessible to all Newcastle's Indigenous residents, and major residential property and buildings in town and interstate (Hunt et al. 2008).

More information on these and other successful Indigenous organisations can be found on the Reconciliation Australia website at: [www.reconciliation.org.au/igawards](http://www.reconciliation.org.au/igawards)

*Source:* Reconciliation Australia 2008 (unpublished).

The Larakia Development Corporation was included in the 2007 report as an example of an Indigenous organisation has been particularly successful at generating its own resources. Unable to rely on mining royalties, the Larakia people have established business ventures which provide the twin benefits of sustainable revenue streams into the future, and employment and skills transfer opportunities for the local Indigenous community (box 11.1.11).

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### **Box 11.1.11 Larrakia Development Corporation**

The Larrakia Development Corporation (LDC) was established in 2002. The LDC's first commercial operation (totalling over \$10 million and funded through commercial banks) was a residential housing development of 375 lots.

The LDC is debt free and LDC projects have paid financial dividends to the Larrakia people. Income is divided evenly between the Larrakia Development Trust (established to coordinate community projects for the Larrakia people) and the LDC. In addition, the LDC has generated employment and training opportunities for local Aboriginal people through its own development activities and its own employment placement agency.

In addition to Larrakia Homes and Larrakia Environmental Services, three new businesses have been established:

- Saltwater Constructions, a fully owned subsidiary that focuses on steel fabrication, construction and property maintenance
- Larrakia Turf Farm, which has around 10 hectares of turf farm and provides an opportunity for Larrakia people to undertake Certificates I and II in Horticulture
- Cox Peninsula Enterprises, which provides reliable and safe transportation to the people of Waigait and Belyuen.

The LDC has won numerous business and management awards and is recognised by many organisations, including Defence Housing, as being a well run and efficient partner.

The LDC demonstrates the power of establishing a commercial corporate body with profit motives to support the charitable objectives of an Indigenous Community Trust. It also highlights that good governance practices are attractive to commercial lending institutions.

*Source:* Larrakia Development Corporation (unpublished).

## **Government governance**

The 'governance of governments' matters to the governance of Indigenous communities and organisations (Hunt and Smith 2006, Hunt et al. 2008). The effectiveness of both Indigenous governance and the 'governance of governments' are linked. Indigenous organisations and communities are affected by their relationships with Australian, State, Territory and local government institutions, policies, legislation and procedures. To a lesser extent, governments are influenced by the governance arrangements of Indigenous communities and organisations.

Australian governments have made a number of collective commitments to improve government governance, including commissioning this report (COAG 2002), agreeing to the 'National Framework of Principles for Government Service

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Delivery to Indigenous Australians' (COAG 2004), establishing a national framework for reporting expenditure on Indigenous services (MCFFR 2008) and supporting the development of a national Indigenous representative body (Macklin 2008).

The outcomes of the COAG Indigenous community coordination trials (Morgan Disney et al 2007), the commencement of the *Corporations (Aboriginal and Torres Strait Islander) Act 2006*, and the Office of Indigenous Policy Coordination (2006) 'red tape' evaluation were all discussed in detail in the 2007 report. Such evaluations are crucial to inform the new arrangements in government governance in Indigenous affairs.

The Australian Government Office of Evaluation and Audit (Indigenous Programs) (OEA) conducts evaluation and performance audit reports of Indigenous programs. (The OEA only evaluates Indigenous specific programs and is not resourced to evaluate every Indigenous program delivered by the Australian Government. It does not evaluate mainstream programs serving both Indigenous and non-Indigenous people.) The OEA evaluations and audits are an important part of the Australian Government's accountability framework for Indigenous program delivery. The OEA has evaluated justice, family violence, small business, Community Development Employment Projects (CDEP), and homeownership programs (see <http://www.finance.gov.au/oea/publications-and-reports.html>). Many of these audited and evaluated programs have been included as 'things that work' case studies in this report (for example, see section 4.11).

At the Indigenous program level, across all governments, many 'pilots' and 'trials' are commissioned, implemented, run their course and then cease, with no formal, public evaluation. Opportunities to learn from experience are lost. Often, monitoring and evaluation are hampered by inadequate data collections and poor performance information systems. For example, there is limited information on the use of mainstream services by Indigenous peoples (see the Indigenous Compendium of the Report on Government Services for available data (SCRGSP 2009)) and very little information on the barriers to access and use of services that Indigenous people face (see section 11.3 on Indigenous engagement with service delivery).

The determinants of good Indigenous governance are relevant to the way government engages with Indigenous people, organisations and communities:

- *Governing institutions* are the rules and regulation within which government agencies and individual officers have to operate.
- *Shared leadership* at the Ministerial, senior executive and planning levels, and at the level of service delivery, assists in achieving both process and impact outcomes (Morgan Disney et al 2007).

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- *Self-determination* refers both to Indigenous people as ‘...actors in their own lives instead of being acted upon by others’ (Wehmeyer 2002) and government officials having appropriate authority to act.
  - *Governance capacity* is having the capabilities that are needed to ‘get things done’ — staff engaged in whole of government initiatives need skills and knowledge about on how to do whole of government work (Morgan Disney et al 2007).
  - *Cultural match* refers to government staff who respect the protocols and processes in Indigenous communities (Morgan Disney et al 2007).
  - *Resources* are the economic factors necessary to underpin successful governance and program implementation.

The ICGP recommendations and key lessons from the COAG Indigenous community coordination trials both broadly reflect this report’s key determinants.

The Northern Territory Emergency Response<sup>3</sup> (NTER) (box 11.1.12), the Cape York Welfare Reform (CYWR) trial (box 11.1.13), the representative arrangements for Indigenous people in the ACT (box 11.1.14) and the governing arrangements established in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands (box 11.1.15) are examples of government governance in Indigenous affairs.

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<sup>3</sup> The NTER Review Board conducted an independent review of the first 12 months of the NTER and made recommendations on the future of the NTER. The recommendations included that quarantining of welfare payments should only apply on the basis of certain ‘triggers’ (such as child abuse, and school attendance), CDEP should be reformed, alcohol restrictions should remain in place but greater support should be given to people through supply, demand and harm reduction strategies, and ongoing treatment be provided to children with health issues identified in the child health checks (NTER Review Board 2008).

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### Box 11.1.12 Northern Territory Emergency Response (NTER)

The NTER was announced by the former Australian Government on 21 June 2007 in response to the *Ampe Akelyernemane Meke Mekarle: 'Little Children are Sacred'* report (Anderson and Wild 2007). Key elements of the NTER include quarantining of 50 per cent of welfare payments, changes to the CDEP program, alcohol, drug and pornography restrictions, increased policing, enforced school attendance, implementing programs aimed at supporting child development, health checks for all children, improving housing arrangements, and appointing managers of all government business in communities.

A review by the NTER Review Board (2008) reported a range of views on the NTER and its impact on Indigenous people. The NTER Review Board recommendations echo many of the lessons learnt from the COAG Indigenous community coordination trials (Morgan Disney et al. 2007). Some of the findings of the NTER Review Board correspond closely to the key determinants:

- *Governing institutions* — one of the more challenging factors in implementing the NTER was contending with the 'silo' mentality of departments involved with the implementation of the NTER. (The 'silo' mentality refers to the arbitrary boundaries created between mainstream government departments.)
- *Leadership* — there was a lack of coordination and communication within and between agencies in delivering their services to the communities.
- *Self determination* — the positive potential of the NTER had been diminished because of the manner in which it was imposed (that is, top down rapid imposition of the NTER). Genuine community engagement in designing, developing and implementing policies going forward is necessary to provide the basis for long term and sustainable change in the communities. Local Indigenous community members have been employed to provide community input into Government decision-making.
- *Capacity building* — governments must be willing to support Indigenous governance with equitable negotiation in agreement making for determining the delivery of services, housing and essential infrastructure to remote communities
- *Cultural match* — government business managers who took time to properly engage with the Indigenous people in whose community they were living (for example, including local people, even in small ways, in the ongoing planning) were considered by community members to be adding value to the life of the community. Ongoing implementation of the NTER involves government business managers and locally employed community members working together to maximise cultural match.
- *Resources* — significant government resources have been devoted to the NTER. Sustainability of resourcing into the future has been raised as an issue.

The NTER Review Board also recommended that quantitative and qualitative data should be collected in order to assess the impact and progress of the NTER upon communities.

Source: NTER Review Board 2008; FaHCSIA unpublished.

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### Box 11.1.13 Cape York Welfare Reform (CYWR)

The CYWR trial is a partnership between four communities (Aurukun, Coen, Hope Vale and Mossman Gorge), the Australian Government, the Queensland Government and Cape York regional organisations. Fifteen programs covering housing, education, social responsibility and economic opportunity are being implemented as part of the CYWR trial.<sup>4</sup> The development and implementation process for the CYWR trial exemplifies many of the key determinants.

- *Governing institutions* — during the development phase a Welfare Reform Steering Committee was established. The Steering Committee had representatives from each of the communities (Mayors), Cape York regional organisations, and Australian and Queensland governments. In the trial phase, in early 2008, a CYWR Board was established. The Board comprises one representative from each of the partners. The Board meets regularly to discuss implementation and progress of the trial and the Board members have equal and collective responsibility for the delivery of the trial.
- *Leadership* — the Cape York leaders and Elders in partnership with government ministers provide legitimacy and authority.
- *Self determination* — the CYWR project included a design and a community engagement process, which meant that communities were engaged in the designing and developing of the proposed reforms. In late 2007, the four communities involved in the design process (Aurukun, Coen, Hope Vale and Mossman Gorge) each gave their final agreement to participate in the CYWR trial.
- *Capacity building* — as part of the design phase, two engagement staff were based in each community (and one staff member had to be a local community person).
- *Cultural match* — restoring Indigenous authority is a key element of the CYWR trial. The Family Responsibilities Commission consists of a legally qualified Commissioner and six Local Commissioners for each of the four CYWR communities.
- *Resources* — the Australian and Queensland governments have committed substantial resources to the four year trial.

The CYWR trial commenced 1 July 2008 and will conclude on 31 December 2011.

Source: CYI 2007.

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<sup>4</sup> There are some similarities between the NTER and CYWR trial. The main difference is that the CYWR trial does not have automatic quarantining of 50 per cent welfare payments. Income management may apply if it is a recommendation by the Family Responsibilities Commission. (As an independent statutory body established to help rebuild social norms in the four CYWR communities.)



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### Box 11.1.14 **New representative arrangements for Indigenous people, ACT**

In 2004, the ACT Minister for Indigenous Affairs announced an opportunity for an Indigenous elected body to provide a broad representative voice for the ACT Indigenous community.

Between 2005 and 2007, the ACT Government worked with the local Indigenous communities to develop an appropriate model to reflect the expectations of the local Indigenous community and address outcomes expected by the ACT Government. Following comprehensive community consultations, the *Aboriginal and Torres Strait Islander Elected Body Act 2008* was passed by the ACT Legislative Assembly on 6 May 2008. The process undertaken to develop the representative arrangement reflect the key determinants outlined above:

- *Governing institutions* — seven members are elected to the Indigenous Elected Body every three years. The Elected Body is required to consult with and consider the views of the United Ngunnawal Elders Council. The United Ngunnawal Elders Council comprises representatives from the local traditional family groups.
- *Leadership* — the inaugural election for the Elected Body occurred in June 2008 with 13 local Indigenous people nominating. Seven successful candidates were officially declared on 2 July 2008. The Elected Body met on many occasions in the latter part of 2008 to set its agenda, plan a program of community consultations, develop protocols and a governance model.
- *Self determination* — the Indigenous Elected Body provides Indigenous people living in the ACT an opportunity to participate in the formulation, coordination and implementation of Indigenous government policies.
- *Cultural match* — the Elected Body is operating successfully both from the community perspective as well as from the point of view of ACT Government agencies.

Source: ACT Government (unpublished).

## 11.2 Governance capacity and skills

### Box 11.2.1 Key message

- Indigenous students were less likely than non-Indigenous students to enrol in university and VET courses relevant to governance in 2007:
  - 9.7 per cent of Indigenous university students compared with 29.2 per cent of non-Indigenous university students
  - 15.5 per cent of Indigenous VET students compared with 21.2 per cent of non-Indigenous VET students (table 11.2.1).

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Broadly, governance refers to the way that a society formally structures decision making, distributes authority and rights, and organises individual and collective behaviours (governance is further defined in section 11.1). Governance capacity is having the capabilities that are needed to ‘get things done’, and relates to both the social factors that contribute to the knowledge, ability and commitment essential to good governance and resourcing (see key determinants of good governance — see section 11.1).

Many studies have emphasised the importance of governance capacity to the social and economic development of Indigenous people (Hunt and Smith 2006, Hunt et al. 2008, Reconciliation Australia 2002, 2006). The Indigenous Community Governance Project (ICGP) found that governance capacity development is a major issue in Indigenous governance (Hunt and Smith 2007, p. 1). Hunt and Smith (2007) noted that governance capacity development requires a community development approach. In particular:

- ... investment in building governance capacity works most effectively when it is:
- part of the place-based work of building governance, so that governance practice and mentoring are ongoing
  - when it focuses on building effective and legitimate local institutions, and
  - when it is based on self-assessed governance priorities. (Hunt and Smith 2007, p. 6)

A House of Representatives (2004) inquiry into capacity building and service delivery in Indigenous communities and Gerritson (2001) have also supported the community development approach to building governance capacity.

Box 11.2.2 gives examples of accredited training programs in strengthening governance capacity and skills of Indigenous communities and organisations.

#### **Box 11.2.2 ‘Things that work’ — Office of the Registrar of Indigenous Corporations (ORIC)**

The Office of the Registrar of Indigenous Corporations (ORIC) provides a range of corporate governance training programs for Indigenous corporations and their governing committees/boards:

- **Combining dispute assistance and governance training** — the *Corporations (Aboriginal and Torres Strait Islander) Act 2006* includes a new function for the Registrar to assist with disputes. ORIC has found that poorly managed disputes can directly contribute to the failure of Indigenous corporations. ORIC is focusing on early regulatory intervention work. Members of ORIC’s newly formed Mediation and Dispute Resolution section work together with ORIC’s corporate governance

(Continued next page)

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### Box 11.2.2 (continued)

trainers to combine dispute assistance with governance training. Follow-up support is provided to ensure the sustainability of the outcomes and improve organisations' dispute management practices.

- The **'Managing in Two Worlds' program** was reported in the 2007 report. The program is managed and funded by Aboriginal Affairs Victoria in partnership with ORIC, Consumer Affairs Victoria and Swinburne University. The program aims to strengthen the management capacity of Victorian Aboriginal community organisations and improve service delivery in the community sector.

Until recently, the 'Managing in Two Worlds' program was limited to Introductory Workshops and a Certificate IV in Business (Governance). In 2007-08, The program was expanded to include a Diploma of Business (Governance). The Diploma is an accredited package of specifically tailored training for board members and staff of Indigenous community organisations.

Since March 2006, the program has delivered 16 three-day Introduction to Corporate Governance workshops with 388 participants from 116 organisations completing the workshop, including participants from other jurisdictions. Six Certificate IV in Business (Governance) courses have been delivered. Ninety students have undertaken certificate training and 86 have graduated (a 96 per cent completion rate). One national Diploma of Business (Governance) course has been delivered to 15 students, with 13 graduating (an 86 per cent completion rate). A second Diploma course has been delivered and 19 students were expected to graduate in April 2009.

The partnership model between ORIC and the Victorian Government has been used as a template for delivering the 'Managing in Two Worlds' program in other states. In 2007, ORIC partnered with the SA Government's Department of Premier and Cabinet and the Office of Consumer and Business Affairs to deliver the training (Victorian Government unpublished).

**Building Strong Corporations (BSC)** is a remote equivalent of the *Introduction to Corporate Governance* program produced by ORIC, in collaboration with the executive and staff of Ngaanyatjarra Pitjantjatjara Yankunytjatjara Women's Council. BSC is delivered in remote settlements or centres servicing remote settlements, targeting participants for whom English is a second language and where access to mainstream services may be limited. A BSC training workshop was held in Alice Springs in May 2007 with 27 participants.

Source: Registrar, ORIC, pers. comm., 22 December 2008.

This indicator complements the case studies in governance arrangements (section 11.1).

As there are few quantitative data available on governance capacity and skills, this section reports data on participation in particular types of training courses. Formal

and informal governance training is one useful means for individuals, groups and organisations to build on their strengths and address their weaknesses in organisational management and community governance. Information on participation in relevant training can also provide an indication of the available governance resources — people who have the motivation to seek knowledge in organisation and community governance.

While other forms of training are equally valuable, training in the areas of leadership, finance or management is potentially relevant to management, governance and the Australian business and government environment. Such training may also assist Indigenous people to function successfully in both Indigenous and non-Indigenous environments. For the purpose of this indicator, this type of training is represented by the fields of management and commerce, law, and economics and econometrics at the university and Vocational Education and Training (VET) levels.

Section 4.7 shows that Indigenous people are much less likely than non-Indigenous people to be studying at universities but more likely than non-Indigenous people to be studying at other types of colleges (including colleges of Technical and Further Education (TAFE)).

**Table 11.2.1 Students of governance-related courses: management, commerce, business law, economics and econometrics, 2007<sup>a</sup>**

	<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Governance-related courses</i>	<i>All courses</i>		<i>Governance-related courses</i>	<i>All courses</i>	
	no.	no.	%	no.	no.	%
University	906	9 370	9.7	288 035	985 896	29.2
Technical or Further Educational Institution (including TAFE Colleges)	10 983	70 902	15.5	299 766	1 416 524	21.2
<b>Total<sup>b</sup></b>	<b>11 889</b>	<b>80 272</b>	<b>14.8</b>	<b>587 801</b>	<b>2 402 420</b>	<b>24.5</b>

<sup>a</sup> Management, commerce, business, law, economics and econometrics defined as field of education codes, 08, 0909, and 0919, from the ABS Australian Standard Classification of Education (ASCED). <sup>b</sup> Totals do not include students whose genders are not known.

Source: DEST; NCVET (unpublished); table 11A.2.8.

- In 2007, 9.7 per cent of Indigenous university students studied courses relevant to governance compared with 29.2 per cent of non-Indigenous university students. At VET levels, 15.5 per cent of Indigenous students studied courses

relevant to governance compared with 21.2 per cent of non-Indigenous students (table 11.2.1).

- From 2004 to 2007, participation rates for governance training at university and VET levels, for both Indigenous and non-Indigenous students did not change significantly (table 11A.2.8).
- In 2007, for both Indigenous and non-Indigenous students at university and VET levels, those whose home addresses were in major cities were more likely than those in regional and remote areas to enrol in governance training. However, data for Indigenous students in remote areas need to be interpreted with caution as there are only small numbers of university students from remote areas.
  - At the university level, 11.6 per cent of Indigenous students from major cities and 4.1 per cent from very remote areas were enrolled in governance training, compared to 31.2 per cent and 16.9 per cent for Indigenous students, respectively (tables 11A.2.2 and 11A.2.5).
  - At the VET level, 19.2 per cent of non-Indigenous students from major cities and 12.4 per cent from very remote areas were enrolled in governance training, compared to 22.6 per cent and 17.7 per cent for non-Indigenous students, respectively (tables 11A.2.2 and 11A.2.5).

Data on governance training at university and VET levels by remoteness, sex and age groups can found in tables 11A.2.2 and 11A.2.3.

**Table 11.2.2 Number of students in selected courses (governance), by Indigenous status, Australia, 2007**

	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Unknown</i>	<i>Total</i>
<b>Training package</b>				
Certificate III in Local Government (Governance and Administration)	–	4	1	5
Certificate IV in Business (Governance)	296	77	12	385
Certificate IV in Local Government (Governance and Administration)	–	2	3	5
Diploma of Business (Governance)	36	2	1	39
<b>Courses</b>				
Certificate II in Introduction to Community Governance	13	–	4	17
<b>Governance</b>				
Certificate III in Community Governance Support	–	–	–	–

– Nil or rounded to zero.

Source: NCVET (unpublished); table 11A.2.7.

Training in local government is particularly relevant for people from discrete Indigenous communities, where Indigenous people and organisations perform many

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or all of the functions of local government (either as formal local government entities or more informally).

- In 2007, the participation of Indigenous students in Certificate IV in Business (Governance) was higher than that of non-Indigenous students (296 Indigenous participants compared to 77 non-Indigenous participants) (table 11.2.7).
- From 2003 to 2007, the number of Indigenous participants in Certificate IV in Business has fluctuated from 122 in 2003; 337 in 2004; 550 in 2005; 509 in 2006 and 296 in 2007 (table 11A.2.7).

Indigenous people may also undertake non-accredited training in leadership, finance or management, from which they may learn useful skills. A number of government programs, universities, colleges and other organisations run courses for Indigenous people on Indigenous leadership.

### 11.3 Engagement with service delivery

#### Box 11.3.1 Key messages

- A key lesson from the COAG Indigenous community coordination trials and the Northern Territory Emergency Response is that engagement with Indigenous communities is essential to achieve measurable improvements in economic, health, and social indicators. (Morgan Disney et al. 2007, NTER Review Board 2008).
- Rates of discharge from hospital against medical advice for Indigenous people were between 12.5 and 13.5 times as high as the rates for non-Indigenous people, in 2003–05, 2004–06 and 2005–07, in those jurisdictions for which data were available (figure 11.3.1).

Service engagement is a broad concept that encompasses accessibility (including barriers to access) and appropriate delivery (including Indigenous cultural perspectives in designing and delivering programs). In remote areas, there are additional barriers to access arising from the lack of services and long distances necessary to access those that do exist.

A review of the Northern Territory Emergency Response (NTER) echoed findings from the COAG Indigenous community coordination trials about community engagement. One of the lessons learnt from the COAG Indigenous community coordination trials was that it was essential to take time to engage the Indigenous community and that ‘...quick wins are not always possible when you are dealing with complex issues’ (Morgan Disney et al. 2007, p. 16). The NTER Review Board (2008) found that government initiatives were viewed more positively by

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community members when government officers took time to engage with the Indigenous people in whose community they were living (for example, including local people, even in small ways, in the ongoing planning). See box 11.1.12 for more information on the NTER.

A 2001 Report (CGC 2001) found that barriers to accessing mainstream programs included the way programs were designed, how they were presented and the cost to users. In remote areas, these barriers were exacerbated by the lack of services and difficulties caused by the physical distance to services. Cultural barriers can lead to reduced access to resources such as education, housing, medical care and social support.

Ineffective service delivery and low levels of access to mainstream programs (because of barriers to access) compound the levels of disadvantage experienced by Indigenous people (CGC 2001). For example:

- patients with chronic and life-threatening conditions are unable to make informed choices because they do not understand health professionals' explanations of what is making them ill, or how it can be treated (Coulehan et al. 2005; Lowell et al. 2005; Trudgen 2000).
- not understanding legal proceedings affects access to justice (Byrne 2003; Cooke 2002; Eades 1997; Koch 1985; Siegel 2002)
- miscommunication in the classroom hinders education (Lowell and Devlin 1998; Malcolm 1982).
- in 2005, there were 9867 births to Indigenous mothers but only 8555 registered births (ABS 2006, Laws et al. 2007). If births are not registered it can be difficult to obtain other forms of identification such as a driver's licence or passport later in life, which creates further barriers to accessing services.

The next part of this section presents survey data on perceived treatment when seeking health care, difficulty communicating with service providers, services located in discrete Indigenous communities and the use of mental health services by Aboriginal children. A more detailed presentation of these data was included in the 2007 report (see tables 11A.3.1 to 11A.3.7).

- The ABS 2004-05 National Aboriginal and Torres Strait Islander Health Survey found that the majority of Indigenous adults (76.8 per cent) believed that the quality of health care treatment they had received in the last 12 months was the same as that received by non-Indigenous people (table 11A.3.2).
- The ABS 2002 National Aboriginal and Torres Strait Islander Social Survey (NATSISS) found that Indigenous people living in remote areas were more

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likely to report difficulty communicating with service providers (18.1 per cent) than Indigenous people living in non-remote areas (7.4 per cent) (table 11A.3.5).

- The 2002 NATSISS also found that Indigenous people living in remote areas were approximately five times more likely than Indigenous people in non-remote areas to have difficulty both understanding and being understood by service providers (table 11A.3.5).
- The 2000-01 Western Australian Aboriginal Child Health Survey (WAACHS) found that, even though there was a high proportion of Aboriginal children at high risk of clinically significant emotional and behavioural difficulties, very few children had had contact with mental health services (Zubrick et al. 2005).

The ABS 2006 Community Housing and Infrastructure Needs Survey (CHINS) collected data from 1187 discrete Indigenous communities. Data show that:

- 245 out of 1187 communities reported that a primary school was located within the community. Of the 245 communities with primary schools, 212 were located in very remote Australia (ABS 2007)
- 755 discrete Indigenous communities were located 100 kilometres or more from the nearest hospital. Ten of the 1187 discrete Indigenous communities reported that a hospital was located within the community (ABS 2007).
- 894 communities reported roads as the main mode of transport to get into towns that provided major services (ABS 2007). The ABS 2006 Census found that 30.7 per cent of Indigenous households living in remote areas had no motor vehicle compared with 5.9 per cent of non-Indigenous households living in remote areas. In very remote areas, 52.7 per cent of Indigenous households had no motor vehicle compared with 8.1 per cent of non-Indigenous households (table 11A.3.11).

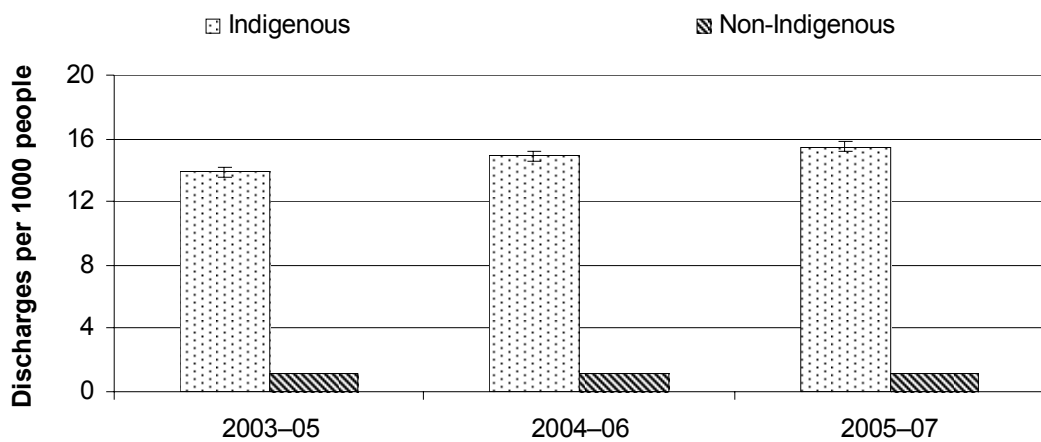
Data on access to clean water and functional sewerage and electricity services in discrete Indigenous communities can be found in section 9.2. Information about Aboriginal primary health care centres and state-funded community health centres located in discrete Indigenous communities and whether any Indigenous health workers had visited or worked within these communities is reported in section 7.1. Information on Indigenous people working in education can be found in section 6.3.

The National Hospital Morbidity Database provides information on the rate at which Indigenous people discharge themselves from hospital against medical advice. These data do not provide the reasons why some Indigenous and non-Indigenous people choose to discharge themselves against medical advice and if there were differences between Indigenous and non-Indigenous people's reasons. These data do not provide information on the nature of the person's medical



condition. In the absence of research to the contrary, it may be possible that the Indigenous and non-Indigenous differences in discharge against medical advice may be a reflection of socioeconomic differences such as Indigenous people's lower average incomes, employment status, education levels, and greater remoteness. Cost and access to private health insurance and private hospitals may also be a factor.

**Figure 11.3.1 Rates of discharge from hospital against medical advice, per 1000 people, NSW, Victoria, Queensland, WA, SA and public hospitals in the NT<sup>a, b, c, d, e</sup>**



<sup>a</sup> Data are based on State/Territory of usual residence. <sup>b</sup> Data are presented in two-year groupings due to small numbers each year. <sup>c</sup> Rates are directly age standardised using the Australian 2001 Standard population. <sup>d</sup> Rates are presented with error bars showing 95 per cent confidence limits. <sup>e</sup> Non-Indigenous includes Indigenous status not stated.

Source: AIHW National Hospital Morbidity Database (unpublished); table 11A.3.8.

Figure 11.3.1 compares the rates of discharge from hospital for Indigenous and non-Indigenous people for NSW, Victoria, Queensland, WA, SA and public hospitals in the NT. For Indigenous people, rates of discharge from hospital against medical advice were 12.6, 13.5 and 12.9 times as high as the rates for non-Indigenous people, in 2003–05, 2004–06 and 2005–07.

### Case studies on service engagement

The following case studies (boxes 11.3.2 to 11.3.3) provide examples of initiatives to improve service engagement. These include acknowledging Indigenous cultural perspectives in designing and delivering programs, and improving communication between Indigenous people and health services. Information on culturally appropriate justice practices for Indigenous people can be found in chapter 4, section 4.12.

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### Box 11.3.2 'Things that work' — improving service delivery

The **Aboriginal Birth Certificate Registration project** was initiated because the absence of a birth certificate was preventing young Aboriginal people from participating in organised sporting activities. The Western Region of NSW Sport and Recreation worked with the Registry of Births, Deaths and Marriages, and members of the Indigenous community in Dubbo to identify practical solutions to the problem. The success of this program was recognised in the awarding of a Gold Medal in the 2008 NSW Premier's Public Sector Awards (NSW Government unpublished).

**Local Indigenous Community Partnership Projects** (Victoria) are place based projects led by a Departmental Secretary in partnership with local Indigenous communities. The aim of the partnership is to find locally based solutions to community concerns or issues:

- In Mildura, the local partnership project arranged for the bus service to pick students up from the public housing estate rather than the main highway (addressing safety concerns) and changed the bus timetable so students could arrive before school and participate in the Book and Breakfast Program.
- In Whittlesea, community members identified the need for early childhood services that were culturally appropriate for the growing Aboriginal community. The local partnership project worked to establish an interim kindergarten (launched in December 2008) (Victorian Government unpublished).

The **Improving Care for Aboriginal and Torres Strait Islander Patients** program (ICAP) (Victoria) aims to improve identification of, and quality care for, Indigenous patients in Victoria. A number of results have flowed from ICAP including improved relationships between health services and Indigenous organisations, and increasing numbers of formal and informal partnerships between health services and Indigenous organisations.

- The Royal Children's Hospital has developed a new model of care to improve accessibility and cultural appropriateness of services for Aboriginal children and their families. Formal partnerships between the Royal Children's Hospital and the relevant Aboriginal organisations is a component of the strategy. The strategy enables seamless movement from hospital to community and ongoing linkage to services for families with difficulties accessing hospital services.
- Ballarat Health Services (BHS) and the Ballarat and District Aboriginal Co-operative have a strong working relationship. BHS ICAP plan is integrated into hospital strategic planning structures. The plan is also underpinned by an Aboriginal Health Taskforce Committee comprising representation from the hospital and the co-operative (Victorian Government unpublished).

The **'Keeping Our Mob Safe'** national emergency management strategy for remote Indigenous communities was implemented by the Queensland Department of Community Safety. The strategy has improved emergency response service delivery for Indigenous communities in Queensland.

(Continued next page)

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### Box 11.3.2 (continued)

Ambulance stations are located in six Queensland Indigenous communities, which service their own and surrounding communities. Field Offices staffed by permanent Queensland Ambulance Service (QAS) paramedics operate in a further four communities. The Field Officers serve the local community, surrounding communities and related homelands/outstations, enhancing the capacity to respond to healthcare emergencies. Field Officers also provide training in pre-hospital care to health centre and clinic staff, security officers, Indigenous health workers, and other nominated members of the community, and injury prevention and first aid training to community members in homelands/outstations. Over 500 residents and community workers across Indigenous communities participated in QAS sponsored First Aid Training in 2007-08.

State Emergency Service (SES) units and Rural Fire Brigades are community-driven volunteer organisations operating in Torres Strait Islander and Aboriginal communities to provide emergency response capacity for their community and surrounding areas in case of flood, cyclone or fire. In 2007-08, SES and Rural Fire Brigade training was provided to over 150 volunteers in Indigenous communities. Improving emergency response services has also provided employment opportunities for local Indigenous people. In Yarrabah, Mornington Island and Palm Island, local Indigenous people are employed to provide ambulance services. Two Indigenous trainers work with communities in Cape York and the Torres Strait on emergency management issues and the Queensland Fire and Rescue Service employs two local permanent Indigenous Liaison Officers who are also Auxiliary Fire-fighters, to work with Woorabinda and Cherbourg Aboriginal Shire Councils (Queensland Government unpublished).

### Box 11.3.3 'Things that work' — acknowledging Indigenous cultural perspectives in programs

The **Northern Territory Aboriginal Interpreter Service** has been operating for approximately seven years and currently employs 180 interpreters. The NTER Review Board (2008) recommended that a local employment strategy be developed to increase the number of Indigenous people employed as interpreters. One hospital eye theatre clinic, has regularly used the interpreter service, enabling patients to understand the procedure and give informed consent before surgery. This practice has assisted 80 Indigenous patients who have had surgery and approximately 1200 patients who have attended outpatient eye clinics since 2003 (NTER Review Board 2008; NT Government unpublished).

(Continued next page)

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### Box 11.3.3 (continued)

The **Let's Start** project (NT) promotes resilience. Part of the project is targeted at Indigenous preschool and early primary school-aged children and their parents. The project promotes positive parent–child interaction, improves children's social and emotional skills and helps build their capacity to negotiate the transition to school. About 40 schools in the Darwin, Darwin rural regions, at Jabiru and on the Tiwi Islands participate in the project.

Parents have reported satisfaction with the project, and improvements in children's behaviour. The project has also led to the training of Indigenous personnel and the provision of effective news and information for communities and practitioners, Indigenous parents, teachers and health providers.

The project was successful because it used a differentiated strategy of engagement in the diverse social settings of remote communities, fringe communities and suburbs in large towns and major centres. The project highlighted the need to train Indigenous people in strategies for early intervention (CRCAH 2008).

## 11.4 Future directions in data

### Case studies in governance arrangements

There has been significant progress in examining good Indigenous governance since the first report in 2003. The introduction of the Indigenous Governance Awards has helped identify and highlight the many examples of good practice. The ICGP by CAEPR and Reconciliation Australia has provided academic rigour to the examination of current governance practices. Among governments, the OEA and the OIPC Indigenous Red Tape evaluation help identify aspects of government governance that can assist or impede Indigenous governance. The report by the NTER Review Board and the COAG community coordination trial evaluations have identified some significant lessons for government governance. That said, there is still more to be done before future reports can include an objective measure of 'governance'.

### Engagement with service delivery

There are few data on barriers to accessing services, particularly for Indigenous children and youth. The key challenges are to improve existing collections, such as Indigenous specific surveys and longitudinal studies of Indigenous children to collect information on service engagement for young people. The Australian Survey

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of Social Attitudes (AuSSA) is a biennial survey which began in 2003. AuSSA is managed by the Australian Demographic and Social Research Institute at the Australian National University. The AuSSA could be expanded to include questions on difficulties experienced by Indigenous people in communicating with police and legal services.

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# 11A Governance and leadership — attachment

The tables in this file accompany the report, *Overcoming Indigenous Disadvantage: Key Indicators 2009*, prepared by the Steering Committee for the Review of Government Service Provision. Background and definitions are available in the report, which is available on the Review website ([www.pc.gov.au/gsp](http://www.pc.gov.au/gsp)).

This file is available in both Microsoft Excel and Adobe PDF formats on the Review website ([www.pc.gov.au/gsp](http://www.pc.gov.au/gsp)). Users without Internet access can contact the Secretariat to obtain these tables (details inside the front cover of the report).

## Attachment contents

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### 11A.1 Case studies in governance

No attachment tables

### 11A.2 Governance capacity and skills

<b>Table 11A.2.1</b>	Number of students studying management, commerce, law, economics and econometrics, by State and Territory
<b>Table 11A.2.2</b>	Number of students studying management, commerce, law, economics and econometrics, by remoteness
<b>Table 11A.2.3</b>	Number of students studying management, commerce, law, economics and econometrics, by age
<b>Table 11A.2.4</b>	Total number of students, by State and Territory
<b>Table 11A.2.5</b>	Total number of students, by remoteness
<b>Table 11A.2.6</b>	Total number of students, by age
<b>Table 11A.2.7</b>	Number of students in selected governance courses
<b>Table 11A.2.8</b>	Students of governance-related courses: management, commerce, business law, economics and econometrics

### 11A.3 Engagement with service delivery

<b>Table 11A.3.1</b>	Reasons for not going to a hospital in the last 12 months, Indigenous people aged 18 years and over, by remoteness, 2004–05
<b>Table 11A.3.2</b>	Indigenous people's perception of their treatment when seeking health care in the previous 12 months, compared to treatment of non-Indigenous people, 2004–05
<b>Table 11A.3.3</b>	How Indigenous people felt after they had been discriminated against because of their Indigenous status, 2004-05
<b>Table 11A.3.4</b>	What Indigenous people did after they had been discriminated against because of their Indigenous status, 2004–05
<b>Table 11A.3.5</b>	Communication with service providers, Indigenous persons aged 15 years or over, by sex, 2002
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<b>Table 11A.3.7</b>	Communication with service providers, Indigenous persons by age, 2002
<b>Table 11A.3.8</b>	Discharges from hospital against medical advice, by Indigenous status and sex (excluding mental and behavioural disorders), NSW, Victoria, Queensland, WA, SA and public hospitals in the NT,
<b>Table 11A.3.9</b>	Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by State/Territory, 2006
<b>Table 11A.3.10</b>	Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by State/Territory, 2001
<b>Table 11A.3.11</b>	Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by remoteness, 2006

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<b>Table 11A.3.12</b>	Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by remoteness, 2001
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Table 11A.2.1

Table 11A.2.1 Number of students studying management, commerce, law, economics and econometrics, by State and Territory (a)

	Indigenous			Non-Indigenous			Not stated			Total						
	Males	Females	Unknown	Total	Males	Females	Unknown	Total	Males	Females	Unknown	Total				
<b>2002</b>																
<b>University</b>																
Total	na	na	na	na	80 814	75 742	na	156 556	4 683	4 554	na	9 237	85 875	80 727	na	166 602
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>																
Total	2 872	6 169	na	9 046	103 787	196 893	na	300 969	24 696	35 249	na	60 947	131 355	238 311	1 296	370 962
<b>2003</b>																
<b>University</b>																
Total	na	na	na	na	84 957	79 103	na	164 060	2 968	2 463	na	5 431	88 295	82 039	na	170 334
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>																
Total	2 905	6 189	na	9 103	104 931	197 102	na	302 517	24 129	34 069	na	59 221	131 965	237 360	1 516	370 841
<b>2004</b>																
<b>University</b>																
NSW	131	162	na	293	41 569	39 872	na	81 441	2 311	1 959	na	4 270	44 011	41 993	na	86 004
Victoria	49	34	na	83	35 816	36 008	na	71 824	1 448	1 315	na	2 763	37 313	37 357	na	74 670
Queensland	104	167	na	271	24 646	24 402	na	49 048	792	504	na	1 296	25 542	25 073	na	50 615
WA	31	31	na	62	13 109	12 666	na	25 775	1 609	1 723	na	3 332	14 749	14 420	na	29 169
SA	18	35	na	53	8 619	8 056	na	16 675	2	5	na	7	8 639	8 096	na	16 735
Tasmania	7	12	na	19	1 510	1 382	na	2 892	3	2	na	5	1 520	1 396	na	2 916
ACT	21	17	na	38	4 113	3 718	na	7 831	1	-	na	1	4 135	3 735	na	7 870
NT	12	20	na	32	300	463	na	763	2	2	na	4	314	485	na	799
Multi-State	1	5	na	6	709	638	na	1 347	13	9	na	22	723	652	na	1 375
Total	374	483	na	857	130 391	127 205	na	257 596	6 181	5 519	na	11 700	136 946	133 207	na	270 153

Table 11A.2.1

Table 11A.2.1 Number of students studying management, commerce, law, economics and econometrics, by State and Territory (a)

	Indigenous			Non-Indigenous			Not stated			Total							
	Males	Females	Unknown	Total	Males	Females	Unknown	Total	Males	Females	Unknown	Total					
	<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>																
NSW	693	1 800	na	2 495	30 221	61 811	na	92 119	10 597	15 738	na	26 898	41 511	79 349	652	121 512	
Victoria	173	358	na	533	29 747	47 873	na	77 769	7 977	10 968	na	18 989	37 897	59 199	195	97 291	
Queensland	656	1 635	na	2 293	12 169	28 954	na	41 141	1 236	1 661	na	2 933	14 061	32 250	56	46 367	
WA	757	967	na	1 724	6 465	12 410	na	18 881	2 082	2 829	na	4 912	9 304	16 206	7	25 517	
SA	197	428	na	625	8 074	13 893	na	21 967	967	1 605	na	2 572	9 238	15 926	-	25 164	
Tasmania	81	154	na	239	2 911	5 178	na	8 169	69	174	na	267	3 061	5 506	108	8 675	
ACT	22	43	na	66	1 719	3 392	na	5 115	237	260	na	506	1 978	3 695	14	5 687	
NT	280	649	na	929	472	1 169	na	1 644	20	35	na	57	772	1 853	5	2 630	
Total	2 859	6 034	na	8 904	91 778	174 680	na	266 805	23 185	33 270	na	57 134	117 822	213 984	1 037	332 843	
<b>2005</b>																	
<b>University</b>																	
NSW	112	157	na	269	38 700	37 090	na	75 790	6 047	5 236	na	11 283	44 859	42 483	na	87 342	
Victoria	44	39	na	83	36 005	35 753	na	71 758	2 001	2 054	na	4 055	38 050	37 846	na	75 896	
Queensland	79	149	na	228	27 954	25 865	na	53 819	486	182	na	668	28 519	26 196	na	54 715	
WA	32	29	na	61	13 498	12 968	na	26 466	1 505	1 502	na	3 007	15 035	14 499	na	29 534	
SA	14	34	na	48	8 627	8 071	na	16 698	39	30	na	69	8 680	8 135	na	16 815	
Tasmania	11	16	na	27	1 522	1 557	na	3 079	-	2	na	2	1 533	1 575	na	3 108	
ACT	17	10	na	27	4 064	3 629	na	7 693	-	-	na	-	4 081	3 639	na	7 720	
NT	6	16	na	22	306	402	na	708	-	-	na	-	312	418	na	730	
Multi-State	2	3	na	5	836	719	na	1 555	4	6	na	10	842	728	na	1 570	
Total	317	453	na	770	131 512	126 054	na	257 566	10 082	90 12	na	19 094	141 911	135 519	na	277 430	

Table 11A.2.1

Table 11A.2.1 Number of students studying management, commerce, law, economics and econometrics, by State and Territory (a)

	Indigenous			Non-Indigenous			Not stated			Total							
	Males	Females	Unknown	Total	Males	Females	Unknown	Total	Males	Females	Unknown	Total					
	<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>																
NSW	724	1 910	na	2 634	28 653	56 643	na	85 322	7 967	11 621	na	19 688	37 344	70 174	126	107 644	
Victoria	208	371	na	582	31 976	50 037	na	82 039	3 713	5 299	na	9 022	35 897	55 707	39	91 643	
Queensland	683	1 755	na	2 438	11 632	29 050	na	40 690	1 805	3 019	na	4 847	14 120	33 824	31	47 975	
WA	1 221	1 023	na	2 244	7 587	12 764	na	20 351	1 716	2 290	na	4 006	10 524	16 077	-	26 601	
SA	206	464	na	671	7 922	13 967	na	21 931	926	1 503	na	2 443	9 054	15 934	57	25 045	
Tasmania	73	127	na	201	3 022	5 346	na	8 387	72	174	na	262	3 167	5 647	36	8 850	
ACT	28	47	na	75	1 704	3 476	na	5 197	218	406	na	636	1 950	3 929	29	5 908	
NT	403	868	na	1 271	510	1 240	na	1 750	11	22	na	33	924	2 130	-	3 054	
Total	3 546	6 565	na	10 116	93 006	172 523	na	265 667	16 428	24 334	na	40 937	112 980	203 422	318	316 720	
<b>2006</b>																	
<b>University</b>																	
NSW	127	182	na	309	40 994	38 733	na	79 727	3 524	3 198	na	6 722	44 645	42 113	na	86 758	
Victoria	42	45	na	87	39 460	38 125	na	77 585	2 350	2 181	na	4 531	41 852	40 351	na	82 203	
Queensland	86	167	na	253	28 955	26 592	na	55 547	448	171	na	619	29 489	26 930	na	56 419	
WA	28	32	na	60	13 847	13 312	na	27 159	1 761	1 798	na	3 559	15 636	15 142	na	30 778	
SA	21	37	na	58	9 121	8 519	na	17 640	72	45	na	117	9 214	8 601	na	17 815	
Tasmania	12	17	na	29	1 694	1 721	na	3 415	4	4	na	8	1 710	1 742	na	3 452	
ACT	14	11	na	25	3 956	3 617	na	7 573	-	-	na	-	3 970	3 628	na	7 598	
NT	8	20	na	28	361	430	na	791	-	-	na	-	369	450	na	819	
Multi-State	4	3	na	7	935	723	na	1 658	3	5	na	8	942	731	na	1 673	
Total	342	514	na	856	139 323	131 772	na	271 095	8 162	7 402	na	15 564	147 827	139 688	na	287 515	

Table 11A.2.1

Table 11A.2.1 Number of students studying management, commerce, law, economics and econometrics, by State and Territory (a)

	Indigenous			Non-Indigenous			Not stated			Total						
	Males	Females	Unknown	Total	Males	Females	Unknown	Total	Males	Females	Unknown	Total				
	<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>															
NSW	793	2 313	na	3 109	31 381	64 023	na	95 433	6 954	9 788	na	16 830	39 128	76 124	120	115 372
Victoria	262	427	na	689	33 898	51 374	na	85 290	3 212	4 051	na	7 272	37 372	55 852	27	93 251
Queensland	547	1 753	na	2 300	11 676	30 227	na	41 905	1 917	3 637	na	5 558	14 140	35 617	6	49 763
WA	1 126	1 028	na	2 155	7 134	12 723	na	19 857	1 956	2 310	na	4 266	10 216	16 061	1	26 278
SA	215	437	na	653	7 492	13 170	na	20 711	711	1 097	na	1 824	8 418	14 704	66	23 188
Tasmania	74	172	na	246	3 066	5 877	na	8 989	53	119	na	173	3 193	6 168	47	9 408
ACT	25	42	na	68	1 973	3 722	na	5 720	225	353	na	610	2 223	4 117	58	6 398
NT	297	759	na	1 057	456	1 176	na	1 633	12	18	na	30	765	1 953	2	2 720
Total	3 339	6 931	na	10 277	97 076	182 292	na	279 538	15 040	21 373	na	36 563	115 455	210 596	327	326 378
<b>2007</b>																
<b>University</b>																
NSW	122	183	na	305	44 150	42 046	na	86 196	4 396	3 830	na	8 226	48 668	46 059	na	94 727
Victoria	43	53	na	96	44 649	41 785	na	86 434	3 248	2 778	na	6 026	47 940	44 616	na	92 556
Queensland	109	163	na	272	27 839	26 740	na	54 579	458	216	na	674	28 406	27 119	na	55 525
WA	31	34	na	65	14 626	13 859	na	28 485	1 859	1 829	na	3 688	16 516	15 722	na	32 238
SA	25	46	na	71	9 721	9 259	na	18 980	206	125	na	331	9 952	9 430	na	19 382
Tasmania	14	20	na	34	1 866	1 805	na	3 671	4	3	na	7	1 884	1 828	na	3 712
ACT	13	11	na	24	3 619	3 544	na	7 163	-	-	na	-	3 632	3 555	na	7 187
NT	14	19	na	33	382	450	na	832	-	-	na	-	396	469	na	865
Multi-State	4	2	na	6	1 022	673	na	1 695	-	-	na	-	1 026	675	na	1 701
Total	375	531	na	906	147 874	140 161	na	288 035	10 171	8 781	na	18 952	158 420	149 473	na	307 893

Table 11A.2.1

Table 11A.2.1 Number of students studying management, commerce, law, economics and econometrics, by State and Territory (a)

	Indigenous			Non-Indigenous			Not stated			Total						
	Males	Females	Unknown	Total	Males	Females	Unknown	Total	Males	Females	Unknown	Total				
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>																
NSW	1 008	2 739	na	3 753	37 024	68 352	na	105 401	4 247	5 822	na	10 120	42 279	76 913	82	119 274
Victoria	301	513	na	814	36 227	54 644	na	90 889	1 880	2 747	na	4 630	38 408	57 904	21	96 333
Queensland	676	1 770	na	2 448	13 129	30 473	na	43 627	2 203	3 949	na	6 195	16 008	36 192	70	52 270
WA	940	925	na	1 865	6 732	12 492	na	19 224	2 664	2 968	na	5 632	10 336	16 385	-	26 721
SA	237	435	na	676	8 212	14 295	na	22 546	679	1 005	na	1 695	9 128	15 735	54	24 917
Tasmania	73	173	na	246	3 559	6 487	na	10 064	65	135	na	203	3 697	6 795	21	10 513
ACT	28	49	na	77	1 952	3 770	na	5 722	227	401	na	628	2 207	4 220	-	6 427
NT	332	772	na	1 104	805	1 488	na	2 293	11	26	na	37	1 148	2 286	-	3 434
Total	3 595	7 376	na	10 983	107 640	192 001	na	299 766	11 976	17 053	na	29 140	123 211	216 430	248	339 889

(a) Management, commerce, business, law, economics and econometrics defined as field of education codes, 08, 0909, and 0919, from the ABS Australian Standard Classification of Education (ASCED).

(b) Totals include students whose genders are not known.

- Nil or rounded to zero (including null cells). na Not available.

Source : DEST; NCVET (unpublished).



Table 11A.2.2

Table 11A.2.2 Number of students studying management, commerce, law, economics and econometrics, by remoteness (a)

2004	University	Indigenous			Non-Indigenous			Unknown			Total			
		Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
	Major cities	256	309	565	119 318	115 232	234 550	5 679	4 979	10 658	125 252	120 521	na	245 773
	Regional	97	136	232	10 453	11 244	21 697	490	523	1 014	11 040	11 903	na	22 943
	Remote	22	38	60	620	729	1 349	12	16	28	654	783	na	1 437
	Not stated	-	-	-	-	-	-	-	-	-	-	-	na	-
	Australia	374	483	857	130 391	127 205	257 596	6 181	5 519	11 700	136 946	133 207	na	270 153
	<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>													
	Major cities	na	na	na	na	na	na	na	na	na	na	na	na	na
	Inner regional	na	na	na	na	na	na	na	na	na	na	na	na	na
	Outer regional	na	na	na	na	na	na	na	na	na	na	na	na	na
	Remote	na	na	na	na	na	na	na	na	na	na	na	na	na
	Very remote	na	na	na	na	na	na	na	na	na	na	na	na	na

Table 11A.2.2

Table 11A.2.2 Number of students studying management, commerce, law, economics and econometrics, by remoteness (a)

	Indigenous						Non-Indigenous						Total								
	Males			Females			Males			Females			Males			Females			Unknown		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Unknown	Total	
<b>2005</b>																					
<b>University</b>																					
Major cities	217	292	509	121 192	114 597	235 789	9 480	8 390	17 870	130 889	123 280	na	na	254 168							
Regional	84	132	216	9 726	10 775	20 501	589	607	1 196	10 400	11 514	na	na	21 913							
Remote	16	29	45	593	682	1 275	13	15	28	623	726	na	na	1 348							
Not stated	-	-	-	-	-	-	-	-	-	-	-	na	na	-							
Australia	317	453	770	131 512	126 054	257 566	10 082	9 012	19 094	141 911	135 519	na	na	277 430							
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>																					
Major cities	na	na	na	na	na	na	na	na	na	na	na	na	na	na							
Inner regional	na	na	na	na	na	na	na	na	na	na	na	na	na	na							
Outer regional	na	na	na	na	na	na	na	na	na	na	na	na	na	na							
Remote	na	na	na	na	na	na	na	na	na	na	na	na	na	na							
Very remote	na	na	na	na	na	na	na	na	na	na	na	na	na	na							
<b>2006</b>																					
<b>University</b>																					
Major cities	238	341	579	128 883	120 295	249 178	7 782	6 975	14 757	136 904	127 611	na	na	264 515							
Regional	89	147	236	9 897	10 802	20 699	360	411	770	10 346	11 359	na	na	21 705							
Remote	14	26	41	543	675	1 218	20	17	37	577	718	na	na	1 295							
Not stated	-	-	-	-	-	-	-	-	-	-	-	na	na	-							
Australia	342	514	856	139 323	131 772	271 095	8 162	7 402	15 564	147 827	139 688	na	na	287 515							
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>																					
Major cities	1 102	1 738	2 841	60 987	105 483	166 548	8 906	11 897	20 890	70 995	119 118	166	166	190 279							
Inner regional	619	1 210	1 830	18 466	40 106	58 636	2 509	4 244	6 803	21 594	45 560	115	115	67 269							
Outer regional	745	1 920	2 669	9 596	24 698	34 319	1 480	2 392	3 881	11 821	29 010	38	38	40 869							

Table 11A.2.2

Table 11A.2.2 Number of students studying management, commerce, law, economics and econometrics, by remoteness (a)

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
Remote	235	737	972	1 502	4 145	5 648	236	459	695	1 973	5 341	1	7 315
Very remote	603	1 248	1 852	748	1 983	2 731	310	441	752	1 661	3 672	2	5 335
<b>2007</b>													
<b>University</b>													
Major cities	269	352	621	137 485	128 690	266 176	9 928	8 560	18 488	147 682	137 602	na	285 284
Regional	91	151	241	9 874	10 799	20 673	230	208	438	10 194	11 157	na	21 352
Remote	16	28	44	515	672	1 186	13	13	27	544	713	na	1 257
Not stated	-	-	-	-	-	-	-	-	-	-	-	na	-
Australia	375	531	906	147 874	140 161	288 035	10 171	8 781	18 952	158 420	149 473	na	307 893
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>													
Major cities	1 170	1 988	3 164	64 982	109 078	174 123	7 317	10 015	17 393	73 469	121 081	130	194 680
Inner regional	670	1 235	1 907	20 793	42 605	63 439	2 344	3 512	5 878	23 807	47 352	65	71 224
Outer regional	791	2 040	2 833	11 223	25 938	37 172	1 301	2 159	3 469	13 315	30 137	22	43 474
Remote	289	809	1 100	1 828	4 351	6 182	150	311	465	2 267	5 471	9	7 747
Very remote	621	1 188	1 809	825	2 003	2 829	162	291	454	1 608	3 482	2	5 092

(a) Management, commerce, business, law, economics and econometrics defined as field of education codes, 08, 0909, and 0919, from the ABS Australian Standard Classification of Education (ASCED).

(b) Totals include students whose genders are not known. Excludes data with remoteness region as 'other'.

- Nil or rounded to zero. na Not available.

Source: DEST; NCVET (unpublished).

Table 11A.2.3

Table 11A.2.3 Number of students studying management, commerce, law, economics and econometrics, by age (a)

	Indigenous			Non-Indigenous			Unknown			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
<b>2004</b>												
<b>University</b>												
Less than 18	17	27	44	3 553	3 982	7 535	173	226	399	3 743	4 235	7 978
18-30	197	264	461	91 469	98 072	189 541	4 107	4 141	8 248	95 773	102 477	198 250
31-40	93	107	200	23 842	17 539	41 381	1 299	881	2 180	25 234	18 527	43 761
41-50	50	68	118	9 490	6 495	15 985	503	227	730	10 043	6 790	16 833
Over 50	17	17	34	2 037	1 117	3 154	99	44	143	2 153	1 178	3 331
Total	374	483	857	130 391	127 205	257 596	6 181	5 519	11 700	136 946	133 207	270 153
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>												
18-30	na	na	na	na	na	na	na	na	na	na	na	na
31-40	na	na	na	na	na	na	na	na	na	na	na	na
41-50	na	na	na	na	na	na	na	na	na	na	na	na
Over 50	na	na	na	na	na	na	na	na	na	na	na	na
Other	na	na	na	na	na	na	na	na	na	na	na	na

Table 11A.2.3

Table 11A.2.3 Number of students studying management, commerce, law, economics and econometrics, by age (a)

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	
<b>2005</b>													
<b>University</b>													
Less than 18	8	19	27	3 805	4 027	7 832	252	274	526	4 065	4 320	na	8 385
18-30	187	246	433	96 099	98 530	194 629	7 543	7 292	14 835	103 829	106 068	na	209 897
31-40	77	110	187	21 097	16 054	37 151	1 572	1 026	2 598	22 746	17 190	na	39 936
41-50	34	67	101	8 650	6 319	14 969	569	357	926	9 253	6 743	na	15 996
Over 50	11	11	22	1 861	1 124	2 985	146	63	209	2 018	1 198	na	3 216
Total	317	453	770	131 512	126 054	257 566	10 082	9 012	19 094	141 911	135 519	na	277 430
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>													
18-30	na	na	na	na	na	na	na	na	na	na	na	na	na
31-40	na	na	na	na	na	na	na	na	na	na	na	na	na
41-50	na	na	na	na	na	na	na	na	na	na	na	na	na
Over 50	na	na	na	na	na	na	na	na	na	na	na	na	na
Other	na	na	na	na	na	na	na	na	na	na	na	na	na
<b>2006</b>													
<b>University</b>													
Less than 18	15	27	42	4 092	4 594	8 686	313	315	628	4 420	4 936	na	9 356
18-30	202	276	478	104 687	103 951	208 638	5 918	5 832	11 750	110 807	110 059	na	220 866
31-40	74	121	195	20 242	15 701	35 943	1 265	862	2 127	21 581	16 684	na	38 265
41-50	39	73	112	8 370	6 321	14 691	539	327	866	8 948	6 721	na	15 669
Over 50	12	17	29	1 932	1 205	3 137	127	66	193	2 071	1 288	na	3 359
Total	342	514	856	139 323	131 772	271 095	8 162	7 402	15 564	147 827	139 688	na	287 515
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>													

Table 11A.2.3

Table 11A.2.3 Number of students studying management, commerce, law, economics and econometrics, by age (a)

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
18-30	1 381	3 069	4 450	46 454	83 312	129 828	5 098	7 723	12 844	52 933	94 104	85	147 122
31-40	717	1 224	1 941	16 996	30 042	47 053	2 900	3 702	6 613	20 613	34 968	26	55 607
41-50	463	873	1 338	12 120	26 823	38 958	2 302	3 702	6 031	14 885	31 398	44	46 327
Over 50	198	395	593	8 625	14 325	22 961	1 985	2 435	4 433	10 808	17 155	24	27 987
Other	580	1 370	1 955	12 881	27 790	40 738	2 755	3 811	6 642	16 216	32 971	148	49 335
<b>2007</b>													
<b>University</b>													
Less than 18	20	18	38	4 714	5 269	9 983	321	385	706	5 055	5 672	na	10 727
18-30	225	281	506	113 868	112 143	226 011	8 393	7 430	15 823	122 486	119 854	na	242 340
31-40	71	137	208	19 491	15 158	34 649	949	671	1 620	20 511	15 966	na	36 477
41-50	42	77	119	7 815	6 290	14 105	404	240	644	8 261	6 607	na	14 868
Over 50	17	18	35	1 986	1 301	3 287	104	55	159	2 107	1 374	na	3 481
Total	375	531	906	147 874	140 161	288 035	10 171	8 781	18 952	158 420	149 473	na	307 893
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>													
18-30	1 416	3 058	4 476	49 112	83 647	132 801	3 674	5 174	8 867	54 202	91 879	63	146 144
31-40	720	1 311	2 034	18 260	32 298	50 571	2 231	2 985	5 228	21 211	36 594	28	57 833
41-50	470	943	1 415	13 317	29 381	42 714	1 727	3 211	4 953	15 514	33 535	33	49 082
Over 50	260	435	699	9 872	16 731	26 617	1 532	2 217	3 755	11 664	19 383	24	31 071
Other	729	1 629	2 359	17 079	29 944	47 063	2 812	3 466	6 337	20 620	35 039	100	55 759

(a) Management, commerce, business, law, economics and econometrics defined as field of education codes, 08, 0909, and 0919, from the ABS Australian Standard Classification of Education (ASCED).

(b) Totals include students whose genders are not known.

na Not available.

Table 11A.2.3

**Table 11A.2.3 Number of students studying management, commerce, law, economics and econometrics, by age (a)**

<i>Indigenous</i>			<i>Non-Indigenous</i>			<i>Unknown</i>			<i>Total</i>			
<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Unknown</i>	<i>Total</i>

Source: DEST; NCVET (unpublished).

Table 11A.2.4

Table 11A.2.4 Total number of students, by State and Territory

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
<b>2002</b>													
<b>University</b>													
Total	na	na	na	na	na	na	na	na	na	na	na	na	na
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>													
Total	31 846	27 962	59 882	654 180	639 687	1 294 753	187 680	149 034	340 788	873 706	816 683	5 034	1 695 423
<b>2003</b>													
<b>University</b>													
Total	na	na	na	na	na	na	na	na	na	na	na	na	na
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>													
Total	30 951	27 178	58 233	671 461	661 018	1 334 729	177 825	151 622	334 606	880 237	839 818	7 513	1 727 568
<b>2004</b>													
<b>University</b>													
NSW	884	1 582	2 466	130 186	153 533	283 719	4 782	5 579	10 361	135 852	160 694	na	296 546
Victoria	358	551	909	108 253	125 542	233 795	3 867	3 184	7 051	112 478	129 277	na	241 755
Queensland	752	1 305	2 057	81 175	94 839	176 014	2 153	2 345	4 498	84 080	98 489	na	182 569
WA	436	812	1 248	38 156	48 519	86 675	2 750	2 920	5 670	41 342	52 251	na	93 593
SA	178	377	555	28 551	36 286	64 837	40	70	110	28 769	36 733	na	65 502
Tasmania	82	151	233	8 797	8 819	17 616	107	112	219	8 986	9 082	na	18 068
ACT	330	595	925	1 707	3 358	5 065	5	6	11	2 042	3 959	na	6 001
NT	102	111	213	13 967	14 058	28 025	6	-	6	14 075	14 169	na	28 244
Multi-State	69	220	289	3 831	8 479	12 310	33	67	100	3 933	8 766	na	12 699
Total	3 191	5 704	8 895	414 623	493 433	908 056	13 743	14 283	28 026	431 557	513 420	na	944 977
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>													



Table 11A.2.4

Table 11A.2.4 Total number of students, by State and Territory

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	
	NSW	8 300	8 523	16 827	172 058	184 552	356 854	82 325	59 657	143 805	262 683	252 732	2 071
Victoria	2 233	1 867	4 105	209 325	192 641	403 020	39 016	33 754	73 583	250 574	228 262	1 872	480 708
Queensland	7 002	5 916	12 927	124 668	110 989	235 882	18 367	10 476	29 975	150 037	127 381	1 366	278 784
WA	1 858	2 097	3 955	45 719	44 179	89 916	7 913	9 467	17 391	55 490	55 743	29	111 262
SA	5 685	3 925	9 613	45 415	42 382	87 818	16 101	12 905	29 035	67 201	59 212	53	126 466
Tasmania	651	527	1 182	20 467	15 661	36 241	622	454	1 122	21 740	16 642	163	38 545
ACT	4 063	3 506	7 571	6 231	5 656	11 901	111	71	184	10 405	9 233	18	19 656
NT	200	280	481	10 043	10 563	20 622	561	636	1 222	10 804	11 479	42	22 325
Total	29 992	26 641	56 661	633 926	606 623	1 242 254	165 016	127 420	296 317	828 934	760 684	5 614	1 595 232
<b>2005</b>													
<b>University</b>													
NSW	833	1 580	2 413	119 998	145 504	265 502	14 551	14 725	29 276	135 382	161 809	na	297 191
Victoria	329	560	889	107 115	125 842	232 957	4 908	4 197	9 105	112 352	130 599	na	242 951
Queensland	640	1 201	1 841	84 377	98 106	182 483	927	671	1 598	85 944	99 978	na	185 922
WA	388	730	1 118	39 925	50 361	90 286	2 869	2 907	5 776	43 182	53 998	na	97 180
SA	170	377	547	28 890	36 891	65 781	82	76	158	29 142	37 344	na	66 486
Tasmania	87	163	250	8 420	9 144	17 564	62	144	206	8 569	9 451	na	18 020
ACT	297	542	839	1 734	3 341	5 075	-	3	3	2 031	3 886	na	5 917
NT	83	111	194	13 736	13 981	27 717	-	-	-	13 819	14 092	na	27 911
Multi-State	74	205	279	5 334	9 921	15 255	20	45	65	5 428	10 171	na	15 599
Total	2 901	5 469	8 370	409 529	493 091	902 620	23 419	22 768	46 187	435 849	521 328	na	957 177
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>													
NSW	9 516	9 907	19 461	186 951	206 067	393 401	81 867	65 373	149 203	278 334	281 347	2 384	562 065
Victoria	2 337	2 003	4 343	209 442	193 900	403 587	28 411	22 513	51 123	240 190	218 416	447	459 053

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Table 11A.2.4

Table 11A.2.4 Total number of students, by State and Territory

	Indigenous			Non-Indigenous			Unknown			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
	Queensland	7 357	6 161	13 524	126 688	110 095	237 075	22 443	16 746	39 799	156 488	133 002
WA	1 905	2 247	4 153	46 800	47 323	94 253	7 822	9 436	17 307	56 527	59 006	115 713
SA	6 149	4 062	10 211	48 834	42 447	91 290	15 874	12 681	28 593	70 857	59 190	130 094
Tasmania	651	545	1 197	21 395	16 083	37 519	527	439	991	22 573	17 067	39 707
ACT	5 152	4 222	9 378	6 378	5 301	11 684	119	79	198	11 649	9 602	21 260
NT	184	274	459	10 425	10 720	21 165	470	839	1 340	11 079	11 833	22 964
Total	33 251	29 421	62 726	656 913	631 936	1 289 974	157 533	128 106	288 554	847 697	789 463	1 641 254
<b>2006</b>												
<b>University</b>												
NSW	901	1 627	2 528	128 557	156 668	285 225	7 225	7 817	15 042	136 683	166 112	302 795
Victoria	358	612	970	111 158	130 930	242 088	4 813	3 823	8 636	116 329	135 365	251 694
Queensland	642	1 276	1 918	84 959	101 587	186 546	852	720	1 572	86 453	103 583	190 036
WA	369	783	1 152	40 022	51 095	91 117	4 171	4 444	8 615	44 562	56 322	100 884
SA	205	428	633	30 082	38 507	68 589	108	71	179	30 395	39 006	69 401
Tasmania	84	170	254	8 672	9 656	18 328	68	109	177	8 824	9 935	18 759
ACT	321	585	906	1 733	3 425	5 158	1	3	4	2 055	4 013	6 068
NT	70	111	181	13 840	13 873	27 713	-	-	-	13 910	13 984	27 894
Multi-State	79	233	312	5 602	10 557	16 159	19	40	59	5 700	10 830	16 530
Total	3 029	5 825	8 854	424 625	516 298	940 923	17 257	17 027	34 284	444 911	539 150	984 061
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>												
NSW	11 260	11 126	22 407	210 844	220 113	431 399	63 456	47 344	111 519	285 560	278 583	565 325

Table 11A.2.4

Table 11A.2.4 Total number of students, by State and Territory

	Indigenous			Non-Indigenous			Unknown			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
	Victoria	2 528	2 087	4 616	218 316	193 192	411 706	28 484	26 092	54 770	249 328	221 371
Queensland	7 436	6 397	13 833	129 792	108 941	238 754	23 419	17 287	40 718	160 647	132 625	33 293 305
WA	6 046	4 021	10 071	51 084	43 801	94 895	18 890	13 348	32 270	76 020	61 170	46 137 236
SA	2 336	2 563	4 912	49 662	49 921	99 758	7 767	9 228	17 043	59 765	61 712	236 121 713
Tasmania	708	559	1 267	22 450	17 124	39 677	581	293	883	23 739	17 976	112 41 827
ACT	193	229	428	10 654	11 107	21 787	486	824	1 367	11 333	12 160	89 23 582
NT	5 592	4 705	10 307	6 078	5 262	11 352	128	97	225	11 798	10 064	22 21 884
Total	36 099	31 687	67 841	698 880	649 461	1 349 328	143 211	114 513	258 795	878 190	795 661	2 113 1 675 964
<b>2007</b>												
<b>University</b>												
NSW	959	1 784	2 743	138 697	167 878	306 575	6 312	5 944	12 256	145 968	175 606	na 321 574
Victoria	353	663	1 016	117 105	137 639	254 744	6 400	4 682	11 082	123 858	142 984	na 266 842
Queensland	704	1 372	2 076	83 729	104 751	188 480	908	798	1 706	85 341	106 921	na 192 262
WA	331	720	1 051	42 309	53 965	96 274	4 387	4 455	8 842	47 027	59 140	na 106 167
SA	225	424	649	31 431	40 357	71 788	301	211	512	31 957	40 992	na 72 949
Tasmania	98	202	300	8 893	10 189	19 082	48	101	149	9 039	10 492	na 19 531
ACT	327	664	991	1 782	3 825	5 607	-	1	1	2 109	4 490	na 6 599
NT	77	99	176	12 113	13 848	25 961	1	-	1	12 191	13 947	na 26 138
Multi-State	96	272	368	5 856	11 529	17 385	10	21	31	5 962	11 822	na 17 784
Total	3 170	6 200	9 370	441 915	543 981	985 896	18 367	16 213	34 580	463 452	566 394	na 1 029 846
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>												
NSW	12 186	11 877	24 096	230 375	233 342	464 226	33 011	27 090	60 667	275 572	272 309	1 108 548 989
Victoria	2 672	2 358	5 030	233 266	207 235	440 613	14 234	12 921	27 240	250 172	222 514	197 472 883
Queensland	7 902	6 836	14 749	123 315	108 122	231 715	22 542	17 651	40 637	153 759	132 609	733 287 101

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Table 11A.2.4

Table 11A.2.4 Total number of students, by State and Territory

	Indigenous		Non-Indigenous			Unknown			Total				
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
WA	6 224	4 076	10 300	55 501	44 242	99 743	18 061	14 233	32 294	79 786	62 551	–	142 337
SA	2 130	2 326	4 456	50 963	53 383	104 477	6 265	7 258	14 052	59 358	62 967	673	122 998
Tasmania	790	666	1 456	23 831	17 789	41 687	427	322	757	25 048	18 777	75	43 900
ACT	150	243	393	10 914	10 993	21 907	546	1 137	1 685	11 610	12 373	2	23 985
NT	5 745	4 663	10 409	6 771	5 382	12 156	192	68	260	12 708	10 113	4	22 825
Total	37 799	33 045	70 902	734 936	680 488	1 416 524	95 278	80 680	177 592	868 013	794 213	2 792	1 665 018

(a) Totals include students whose genders are not known.

– Nil or rounded to zero (includes null cells). **na** Not available.

Source: DEST; NCVET (unpublished).

Table 11A.2.5

Table 11A.2.5 Total number of students, by remoteness

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
<b>2004</b>													
<b>University (a)</b>													
Major cities	1 892	3 138	5 030	364 334	415 823	780 157	11 522	11 204	22 726	377 749	430 165	na	807 914
Regional	968	1 787	2 755	47 602	73 000	120 601	2 162	2 993	5 155	50 732	77 780	na	128 511
Remote	331	779	1 110	2 688	4 610	7 298	58	86	145	3 077	5 475	na	8 552
Not stated	—	—	—	—	—	—	—	—	—	—	—	na	—
Australia	3 191	5 704	8 895	414 623	493 433	908 056	13 743	14 283	28 026	431 557	513 420	na	944 977
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>													
Major cities	na	na	na	na	na	na	na	na	na	na	na	na	na
Inner regional	na	na	na	na	na	na	na	na	na	na	na	na	na
Outer regional	na	na	na	na	na	na	na	na	na	na	na	na	na
Remote	na	na	na	na	na	na	na	na	na	na	na	na	na
Very remote	na	na	na	na	na	na	na	na	na	na	na	na	na

Table 11A.2.5

Table 11A.2.5 Total number of students, by remoteness

	Indigenous						Non-Indigenous						Total					
	Males		Females		Total		Males		Females		Total		Males		Females		Total	
<b>2005</b>																		
<b>University (a)</b>																		
Major cities	1 736	3 054	4 790	361 452	415 974	777 426	20 904	19 301	40 205	384 092	438 329	na	822 421					
Regional	858	1 750	2 608	45 581	72 609	118 190	2 463	3 379	5 843	48 903	77 738	na	126 641					
Remote	307	665	972	2 496	4 508	7 004	51	88	139	2 854	5 261	na	8 115					
Not stated	—	—	—	—	—	—	—	—	—	—	—	na	—					
Australia	2 901	5 469	8 370	409 529	493 091	902 620	23 419	22 768	46 187	435 849	521 328	na	957 177					
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>																		
Major cities	na	na	na	na	na	na	na	na	na	na	na	na	na					
Inner regional	na	na	na	na	na	na	na	na	na	na	na	na	na					
Outer regional	na	na	na	na	na	na	na	na	na	na	na	na	na					
Remote	na	na	na	na	na	na	na	na	na	na	na	na	na					
Very remote	na	na	na	na	na	na	na	na	na	na	na	na	na					
<b>2006</b>																		
<b>University (a)</b>																		
Major cities	1 824	3 245	5 069	375 431	436 313	811 744	15 623	14 686	30 308	392 878	454 244	na	847 121					
Regional	912	1 832	2 743	46 777	75 505	122 283	1 563	2 242	3 805	49 251	79 579	na	128 831					
Remote	293	748	1 041	2 417	4 480	6 897	72	99	171	2 782	5 327	na	8 109					
Not stated	—	—	—	—	—	—	—	—	—	—	—	na	—					
Australia	3 029	5 825	8 854	424 625	516 298	940 923	17 257	17 027	34 284	444 911	539 150	na	984 061					
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>																		
Major cities	7 993	7 712	15 721	375 289	368 297	744 101	78 258	67 812	146 647	461 540	443 821	1 108	906 469					
Inner regional	5 993	5 165	11 168	166 412	150 464	317 123	30 633	23 977	54 832	203 038	179 606	479	383 123					
Outer regional	9 795	8 752	18 561	109 275	92 298	201 759	19 421	12 871	32 451	138 491	113 921	359	252 771					

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Table 11A.2.5

Table 11A.2.5 Total number of students, by remoteness

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
	Remote	3 452	3 535	6 992	18 583	15 219	33 827	3 520	2 111	5 649	25 555	20 865	48
Very remote	8 299	6 167	14 476	8 562	6 439	15 002	2 526	1 498	4 026	19 387	14 104	13	33 504
<b>2007</b>													
<b>University (a)</b>													
Major cities	1 930	3 414	5 344	391 327	460 647	851 974	17 260	14 790	32 050	410 517	478 851	na	889 369
Regional	943	2 012	2 954	48 127	78 770	126 897	1 033	1 342	2 375	50 103	82 124	na	132 227
Remote	298	774	1 071	2 461	4 564	7 025	73	82	155	2 832	5 419	na	8 251
Not stated	–	–	–	–	–	–	–	–	–	–	–	na	–
Australia	3 170	6 200	9 370	441 915	543 981	985 896	18 367	16 213	34 580	463 452	566 394	na	1 029 846
<b>Technical or Further Educational Institution (including TAFE Colleges) (b)</b>													
Major cities	8 463	8 007	16 482	392 657	378 908	772 138	51 246	47 813	99 729	452 366	434 728	1 255	888 349
Inner regional	6 200	5 532	11 743	175 360	158 275	333 879	20 341	16 158	36 737	201 901	179 965	493	382 359
Outer regional	10 110	8 779	18 917	110 898	96 900	208 026	13 876	9 987	24 010	134 884	115 666	403	250 953
Remote	4 310	3 859	8 174	19 002	15 851	34 882	2 710	1 684	4 422	26 022	21 394	62	47 478
Very remote	8 179	6 386	14 567	9 253	6 719	15 975	2 598	1 462	4 065	20 030	14 567	10	34 607

(a) Differences between the sum of components and totals are due to rounding differences in allocating students to ASGC Remoteness categories.

(b) Totals include students whose genders are not known. Excludes data with remoteness region as 'other'.

– Nil or rounded to zero. na Not available.

Source: DEST; NCVET (unpublished).

Table 11A.2.6

Table 11A.2.6 Total number of students, by age

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
<b>2004</b>													
<b>University</b>													
Less than 18	116	276	392	14 492	20 577	35 069	502	725	1 227	15 110	21 578	na	36 688
18-30	1 648	2 826	4 474	299 994	352 496	652 490	9 549	10 049	19 598	311 191	365 371	na	676 562
31-40	810	1 376	2 186	62 076	68 255	130 331	2 343	2 130	4 473	65 229	71 761	na	136 990
41-50	477	912	1 389	28 251	39 017	67 268	1 044	1 052	2 096	29 772	40 981	na	70 753
Over 50	140	314	454	9 810	13 088	22 898	305	327	632	10 255	13 729	na	23 984
Total	3 191	5 704	8 895	414 623	493 433	908 056	13 743	14 283	28 026	431 557	513 420	na	944 977
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>													
18-30	na	na	na	na	na	na	na	na	na	na	na	na	na
31-40	na	na	na	na	na	na	na	na	na	na	na	na	na
41-50	na	na	na	na	na	na	na	na	na	na	na	na	na
Over 50	na	na	na	na	na	na	na	na	na	na	na	na	na
Other	na	na	na	na	na	na	na	na	na	na	na	na	na



Table 11A.2.6

Table 11A.2.6 Total number of students, by age

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
<b>2005</b>													
<b>University</b>													
Less than 18	88	224	312	15 037	21 367	36 404	601	701	1 302	15 726	22 292	na	38 018
18-30	1 551	2 758	4 309	299 692	352 642	652 334	18 053	17 150	35 203	319 296	372 550	na	691 846
31-40	713	1 297	2 010	57 918	66 558	124 476	3 013	2 781	5 794	61 644	70 636	na	132 280
41-50	401	884	1 285	27 060	38 835	65 895	1 274	1 589	2 863	28 735	41 308	na	70 043
Over 50	148	306	454	9 822	13 689	23 511	478	547	1 025	10 448	14 542	na	24 990
Total	2 901	5 469	8 370	409 529	493 091	902 620	23 419	22 768	46 187	435 849	521 328	na	957 177
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>													
18-30	na	na	na	na	na	na	na	na	na	na	na	na	na
31-40	na	na	na	na	na	na	na	na	na	na	na	na	na
41-50	na	na	na	na	na	na	na	na	na	na	na	na	na
Over 50	na	na	na	na	na	na	na	na	na	na	na	na	na
Other	na	na	na	na	na	na	na	na	na	na	na	na	na
<b>2006</b>													
<b>University</b>													
Less than 18	111	259	370	15 487	22 478	37 965	1 043	1 188	2 231	16 641	23 925	na	40 566
18-30	1 599	2 916	4 515	314 665	371 973	686 638	12 549	11 974	24 523	328 813	386 863	na	715 676
31-40	742	1 361	2 103	57 664	67 655	125 319	2 263	2 132	4 395	60 669	71 148	na	131 817
41-50	407	935	1 342	26 649	39 605	66 254	1 032	1 241	2 273	28 088	41 781	na	69 869
Over 50	170	354	524	10 160	14 587	24 747	370	492	862	10 700	15 433	na	26 133
Total	3 029	5 825	8 854	424 625	516 298	940 923	17 257	17 027	34 284	444 911	539 150	na	984 061
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>													
18-30	15 548	11 597	27 158	323 028	241 169	564 501	45 044	31 579	76 746	383 620	284 345	440	668 405

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Table 11A.2.6

Table 11A.2.6 Total number of students, by age

	Indigenous			Non-Indigenous			Unknown			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Unknown	Total
	31-40	6 585	6 224	12 818	112 498	115 675	228 325	27 762	19 272	47 125	146 845	141 171	252
41-50	3 967	4 559	8 534	84 479	114 092	198 713	23 758	19 902	43 781	112 204	138 553	271	251 028
Over 50	1 778	2 489	4 269	66 931	80 026	147 101	19 717	15 880	35 707	88 426	98 395	256	187 077
Other	8 221	6 818	15 062	111 944	98 499	210 688	26 930	27 880	55 436	147 095	133 197	894	281 186
<b>2007</b>													
<b>University</b>													
Less than 18	114	230	344	17 163	24 563	41 726	539	616	1 155	17 816	25 409	na	43 225
18-30	1 711	3 167	4 878	331 000	394 267	725 267	14 998	12 624	27 622	347 709	410 058	na	757 767
31-40	728	1 416	2 144	56 977	68 981	125 958	1 716	1 656	3 372	59 421	72 053	na	131 474
41-50	415	993	1 408	26 049	40 438	66 487	816	927	1 743	27 280	42 358	na	69 638
Over 50	202	394	596	10 726	15 732	26 458	298	390	688	11 226	16 516	na	27 742
Total	3 170	6 200	9 370	441 915	543 981	985 896	18 367	16 213	34 580	463 452	566 394	na	1 029 846
<b>Technical or Further Educational Institution (including TAFE Colleges) (a)</b>													
18-30	16 317	11 800	28 134	338 164	245 423	583 921	29 767	22 654	52 618	384 248	279 877	548	664 673
31-40	6 816	6 394	13 224	118 493	121 267	239 949	18 592	14 322	33 059	143 901	141 983	348	286 232
41-50	4 169	4 896	9 075	89 471	122 303	211 954	15 778	14 972	30 877	109 418	142 171	317	251 906
Over 50	1 982	2 677	4 666	71 888	88 755	160 804	14 305	12 910	27 315	88 175	104 342	268	192 785
Other	8 515	7 278	15 803	116 920	102 740	219 896	16 836	15 822	33 723	142 271	125 840	1 311	269 422

(a) Totals include students whose genders are not known.

– Nil or rounded to zero. na Not available.

Source: DEST; NCVET (unpublished).

Table 11A.2.7

Table 11A.2.7 Number of students in selected governance courses

	Indigenous	Non-Indigenous	Unknown	Total
2003				
Training Package				
Advanced Diploma of Local Government (Governance and Administration)	–	1	–	1
Certificate I in Local Government (Governance and Administration)	1	26	4	31
Certificate II in Local Government (Governance and Administration)	194	72	51	317
Certificate III in Local Government (Governance and Administration)	11	112	43	166
Certificate IV in Business (Governance)	122	26	62	210
Certificate IV in Local Government (Governance and Administration)	2	207	52	261
Diploma of Business (Governance)	26	1	–	27
Diploma of Local Government (Governance and Administration)	2	65	31	98
Governance Skills for Local Tourism Associations - Bruny Island	–	–	–	–
Governance Skills for Local Tourism Associations - River Run	–	–	–	–
Courses				
Certificate II in Introduction to Community Governance	5	4	–	9
Certificate III in Community Governance Support	–	17	6	23
2004				
Training Package				
Advanced Diploma of Local Government (Governance and Administration)	–	1	–	1
Certificate I in Local Government (Governance and Administration)	–	9	–	9
Certificate II in Local Government (Governance and Administration)	80	145	48	273
Certificate III in Local Government (Governance and Administration)	5	90	53	148
Certificate IV in Business (Governance)	337	34	51	422
Certificate IV in Local Government (Governance and Administration)	2	83	85	170
Diploma of Business (Governance)	3	4	1	8
Diploma of Local Government (Governance and Administration)	4	45	3	52

Table 11A.2.7

Table 11A.2.7 Number of students in selected governance courses

	Indigenous	Non-Indigenous	Unknown	Total
Governance Skills for Local Tourism Associations - Bruni Island	1	10	—	11
Governance Skills for Local Tourism Associations - River Run Courses	1	6	3	10
Certificate II in Introduction to Community Governance	18	—	2	20
Certificate III in Community Governance Support	5	2	7	14
2005				
Training Package				
Advanced Diploma of Local Government (Governance and Administration)	—	—	—	—
Certificate I in Local Government (Governance and Administration)	—	—	—	—
Certificate II in Local Government (Governance and Administration)	48	96	8	152
Certificate III in Local Government (Governance and Administration)	—	65	27	92
Certificate IV in Business (Governance)	550	49	61	660
Certificate IV in Local Government (Governance and Administration)	1	65	79	145
Diploma of Business (Governance)	—	—	—	—
Diploma of Local Government (Governance and Administration)	2	49	6	57
Governance Skills for Local Tourism Associations - Bruni Island	—	—	—	—
Governance Skills for Local Tourism Associations - River Run Courses	—	—	—	—
Certificate II in Introduction to Community Governance	46	2	—	48
Certificate III in Community Governance Support	17	16	—	33
2006				
Training Package				
Advanced Diploma of Local Government (Governance and Administration)	—	—	—	—
Certificate I in Local Government (Governance and Administration)	—	—	—	—
Certificate II in Local Government (Governance and Administration)	1	4	1	6

Table 11A.2.7

Table 11A.2.7 Number of students in selected governance courses

	Indigenous	Non-Indigenous	Unknown	Total
Certificate III in Local Government (Governance and Administration)	–	20	1	21
Certificate IV in Business (Governance)	509	80	44	633
Certificate IV in Local Government (Governance and Administration)	1	28	33	62
Diploma of Business (Governance)	21	–	–	21
Diploma of Local Government (Governance and Administration)	–	–	–	–
Governance Skills for Local Tourism Associations - Bruny Island	–	–	–	–
Governance Skills for Local Tourism Associations - River Run	–	–	–	–
Courses				
Certificate II in Introduction to Community Governance	32	2	–	34
Certificate III in Community Governance Support	–	–	–	–
2007				
Training Package				
Advanced Diploma of Local Government (Governance and Administration)	–	–	–	–
Certificate I in Local Government (Governance and Administration)	–	–	–	–
Certificate II in Local Government (Governance and Administration)	–	–	–	–
Certificate III in Local Government (Governance and Administration)	–	4	1	5
Certificate IV in Business (Governance)	296	77	12	385
Certificate IV in Local Government (Governance and Administration)	–	2	3	5
Diploma of Business (Governance)	36	2	1	39
Diploma of Local Government (Governance and Administration)	–	–	–	–
Governance Skills for Local Tourism Associations - Bruny Island	–	–	–	–
Governance Skills for Local Tourism Associations - River Run	–	–	–	–
Courses				
Certificate II in Introduction to Community Governance	13	–	4	17
Certificate III in Community Governance Support	–	–	–	–

Table 11A.2.7

**Table 11A.2.7 Number of students in selected governance courses**

	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Unknown</i>	<i>Total</i>
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– Nil or rounded to zero. **na** Not available.

Source: NCVET (unpublished).

Table 11A.2.8

Table 11A.2.8 **Students of governance-related courses: management, commerce, business law, economics and econometrics (a)**

	Indigenous			Non-Indigenous			Governance-related students			Students all courses				
	Governance-related students		Students all	Governance-related students		Students all	Governance-related students		Total students	Non-Indigenous		Total students	Indigenous	
	students	courses	Rate	students	courses	Rate	students	courses	Rate	students	rate	students	rate	rate
no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
<b>2002</b>														
University	na	na	..	156 556	na	..	na	na	na	na	na	na	..	..
TAFE	9 046	59 882	15.1	300 969	1 294 753	23.2	310 015	2.9	97.1	2.9	97.1	1 354 635	4.4	95.6
<i>Total (b)</i>	9 046	59 882	15.1	457 525	1 294 753	..	466 571	1.9	98.1	1.9	98.1	1 354 635	4.4	95.6
<b>2003</b>														
University	na	na	..	164 060	687 985	23.8	..	..	..	..	..	..	..	..
TAFE	9 103	58 233	15.6	302 517	1 334 729	22.7	311 620	2.9	97.1	2.9	97.1	1 392 962	4.2	95.8
<i>Total (b)</i>	9 103	58 233	15.6	466 577	2 022 714	23.1	475 680	1.9	98.1	1.9	98.1	2 080 947	2.8	97.2
<b>2004</b>														
University	857	8 895	9.6	257 596	908 056	28.4	258 453	0.3	99.7	0.3	99.7	916 951	1.0	99.0
TAFE	8 904	56 661	15.7	266 805	1 242 254	21.5	275 709	3.2	96.8	3.2	96.8	1 298 915	4.4	95.6
<i>Total (b)</i>	9 761	65 556	14.9	524 401	2 150 310	24.4	534 162	1.8	98.2	1.8	98.2	2 215 866	3.0	97.0
<b>2005</b>														
University	770	8 370	9.2	257 566	902 620	28.5	258 336	0.3	99.7	0.3	99.7	910 990	0.9	99.1
TAFE	10 116	62 726	16.1	265 667	1 289 974	20.6	275 783	3.7	96.3	3.7	96.3	1 352 700	4.6	95.4
<i>Total (b)</i>	10 886	71 096	15.3	523 233	2 192 594	23.9	534 119	2.0	98.0	2.0	98.0	2 263 690	3.1	96.9
<b>2006</b>														
University	856	8 854	9.7	271 095	940 923	28.8	271 951	0.3	99.7	0.3	99.7	949 777	0.9	99.1
TAFE	10 277	67 841	15.1	279 538	1 349 328	20.7	289 815	3.5	96.5	3.5	96.5	1 417 169	4.8	95.2
<i>Total (b)</i>	11 133	76 695	14.5	550 633	2 290 251	24.0	561 766	2.0	98.0	2.0	98.0	2 366 946	3.2	96.8
<b>2007</b>														

Table 11A.2.8

**Table 11A.2.8 Students of governance-related courses: management, commerce, business law, economics and econometrics (a)**

	Indigenous			Non-Indigenous			Governance-related students			Students all courses		
	Governance-related students	Students all courses	Rate	Governance-related students	Students all courses	Rate	Total students	Indigenous rate	Non-Indigenous rate	Total students	Indigenous rate	Non-Indigenous rate
University	906	9 370	9.7	288 035	985 896	29.2	288 941	0.3	99.7	995 266	0.9	99.1
TAFE	10 983	70 902	15.5	299 766	1 416 524	21.2	310 749	3.5	96.5	1 487 426	4.8	95.2
<i>Total (b)</i>	11 889	80 272	14.8	587 801	2 402 420	24.5	599 690	2.0	98.0	2 482 692	3.2	96.8



Table 11A.2.8

**Table 11A.2.8 Students of governance-related courses: management, commerce, business law, economics and econometrics (a)**

Indigenous			Non-Indigenous			Governance-related students			Students all courses		
Governance-related students	Students all courses	Rate	Governance-related students	Students all courses	Rate	Total students	Indigenous students	Non-Indigenous students	Total students	Indigenous students	Non-Indigenous students

(a) Management, commerce, business, law, economics and econometrics defined as field of education codes, 08, 0909, and 0919, from the ABS Australian Standard Classification of Education (ASCED).

(b) Totals do not include students whose genders are not known.

na Not available. .. Not applicable.

Source: DEST; NCVET (unpublished).

Table 11A.3.1

Table 11A.3.1 Reasons for not going to a hospital in the last 12 months, Indigenous people aged 18 years and over, by remoteness, 2004–05 (a)

	Remote (b)			Non-Remote (c)			Total		
	Estimate ('000)	Proportion (%)	RSE (%)	Estimate ('000)	Proportion (%)	RSE (%)	Estimate ('000)	Proportion (%)	RSE (%)
Cost	0.2	2.4	59.8	0.9	4.5	32.1	1.1	4	28.5
Personal reasons (d)	2.2	32.8	13.6	7.8	39.1	9.7	10.0	37.5	8.1
Logistical reasons (e)	2.8	41.7	12.7	6.0	30.1	11.7	8.8	33.0	8.8
Other reason(s)	1.9	27.5	31.8	5.3	26.7	19.7	7.1	26.9	17.6
Decided not to seek care	0.5	7.3	19.0	3.0	15.1	12.2	3.5	13.2	9.7
<b>Total (f)</b>	<b>6.7</b>	<b>100.0</b>	–	<b>19.8</b>	<b>100.0</b>	–	<b>26.5</b>	<b>100.0</b>	–

(a) Remoteness areas are derived from the Australian Standard Geographical Classification (ASGC) developed by the ABS. The ASGC Remoteness classification identifies a region in Australia as having a particular degree of remoteness. Remoteness areas comprise five categories: major cities, inner regional, outer regional, remote, and very remote. The degree of remoteness of an area is determined using the Accessibility/Remoteness Index of Australia (ARIA). For more information on how ARIA is defined see the Information Papers ABS Views on Remoteness, 2001 (Cat. no. 1244.0) and Outcomes of ABS Views on Remoteness Consultation, Australia (Cat. no. 1244.0.00.001).

(b) Includes 'remote' and 'very remote' categories of the ASGC.

(c) Includes 'major city', inner regional' and 'outer regional' categories of the ASGC.

(d) Personal reasons include: too busy (work, personal or family responsibilities), discrimination, service not culturally appropriate, language problems, dislikes service or health professional, afraid, embarrassed, or felt service would be inadequate.

(e) Includes transport/distance, service not available in area, waiting time too long, or service not available at the time required.

(f) Components do not add to the total as persons may have reported more than one reason for not going to the doctor, dentist, other health professional, hospital.

– Nil or rounded to zero.

Source: ABS 2004-05 National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) (unpublished)

Table 11A.3.2

**Table 11A.3.2 Indigenous people's perception of their treatment when seeking health care in the previous 12 months, compared to treatment of non-Indigenous people, 2004–05 (a)**

	<i>Estimate</i>	<i>Proportion</i>	<i>RSE</i>
	'000	%	%
Worse than non-Indigenous people	9.5	3.7	10.9
The same as non-Indigenous people	198.4	76.8	1.3
Better than non-Indigenous people	12.9	5.0	9.9
Only encountered Indigenous people	4.7	1.8	13.4
Did not seek health care in last 12 months	13.4	5.2	10.9
Don't know / not sure	18.0	7.0	7.3
<b>Total (b)</b>	<b>258.3</b>	<b>100.0</b>	<b>–</b>

(a) Indigenous people aged 18 years and over.

(b) Includes 'refusals' and 'not stated' responses.

– Nil or rounded to zero.

Source: ABS 2004-05 NATSIHS (unpublished).

Table 11A.3.3

**Table 11A.3.3 How Indigenous people felt after they had been discriminated against because of their Indigenous status, 2004-05 (a)**

	<i>Estimate</i>	<i>Proportion</i>	<i>RSE</i>
	<i>'000</i>	<i>%</i>	<i>%</i>
Felt angry	27.2	67.4	3.9
Felt sad	11.2	27.8	7.9
Felt sorry for the person who did it	12.5	30.9	8.5
Felt ashamed or worried about it	6.8	16.8	10.0
Felt sick	4.8	11.8	10.9
Other feeling	4.8	11.9	11.7
No feeling	2.6	6.3	20.8
<b>Total (b)</b>	<b>40.4</b>	<b>..</b>	<b>–</b>

(a) Indigenous people aged 18 years and over who felt discriminated against in any situation. That is, not just when seeking health care.

(b) Includes 'refusals' and 'not stated' responses.

.. Not applicable. – Nil or rounded to zero.

Source: ABS 2004-05 NATSIHS (unpublished).

Table 11A.3.4

**Table 11A.3.4 What Indigenous people did after they had been discriminated against because of their Indigenous status, 2004–05 (a)**

	<i>Estimate</i>	<i>Proportion</i>	<i>RSE</i>
	<i>'000</i>	<i>%</i>	<i>%</i>
Tried to avoid the person/situation	13.2	32.8	7.4
Tried to change the way you are or things that you do	3.6	8.9	14.4
Tried to do something about the people who did it	12.0	29.8	8.1
Talked to family or friends about it	15.2	37.7	5.6
Kept it to yourself	7.3	18.2	10.4
Just forgot about it	11.3	28.0	7.8
Did anything else	2.2	5.5	15.5
No action	1.8	4.3	23.3
<b>Total (b)</b>	<b>40.4</b>	<b>..</b>	<b>–</b>

(a) Indigenous people aged 18 years and over who felt discriminated against in any situation. That is, not just when seeking health care.

(b) Includes 'refusals' and 'not stated' responses.

.. Not applicable. – Nil or rounded to zero.

Source: ABS 2004-05 NATSIHS (unpublished).

Table 11A.3.5

Table 11A.3.5 Communication with service providers, Indigenous persons aged 15 years or over, by sex, 2002

	Males			Females			Persons		
	'000	Proportion (%)	RSE (%)	'000	Proportion (%)	RSE (%)	'000	Proportion (%)	RSE (%)
<b>Non- remote</b>									
Communication with service providers									
Has difficulty understanding	2.3	2.4	20.7	3.6	3.4	19.4	6.0	2.9	15.2
Has difficulty being understood	2.8	2.8	20.3	1.9	1.7	15.8	4.6	2.3	14.2
Has difficulty understanding and being understood	2.0	2.0	16.9	2.5	2.3	22.0	4.5	2.2	17.6
<b>Total experiencing difficulty</b>	<b>7.1</b>	<b>7.3</b>	<b>12.5</b>	<b>8.0</b>	<b>7.5</b>	<b>12.5</b>	<b>15.1</b>	<b>7.4</b>	<b>10.4</b>
No difficulties	90.5	92.7	1.0	99.4	92.5	1.0	190.0	92.6	0.8
<b>Total (a)</b>	<b>97.6</b>	<b>100.0</b>	–	<b>107.5</b>	<b>100.0</b>	–	<b>205.1</b>	<b>100.0</b>	–
<b>Remote</b>									
Communication with service providers									
Has difficulty understanding	1.4	3.7	20.9	1.6	4.0	16.7	3.0	3.9	15.3
Has difficulty being understood	1.6	4.3	22.7	1.5	3.9	27.6	3.2	4.1	23.2
Has difficulty understanding and being understood	3.6	9.4	15.3	4.3	10.8	12.9	7.8	10.1	12.6
<b>Total experiencing difficulty</b>	<b>6.6</b>	<b>17.5</b>	<b>12.2</b>	<b>7.4</b>	<b>18.7</b>	<b>10.3</b>	<b>13.9</b>	<b>18.1</b>	<b>10.0</b>
No difficulties	31.0	82.3	2.6	31.8	80.6	2.5	62.8	81.4	2.3
<b>Total (a)</b>	<b>37.6</b>	<b>100.0</b>	–	<b>39.5</b>	<b>100.0</b>	–	<b>77.1</b>	<b>100.0</b>	–

Table 11A.3.5

Table 11A.3.5 Communication with service providers, Indigenous persons aged 15 years or over, by sex, 2002

	Males			Females			Persons		
	'000	Proportion (%)	RSE (%)	'000	Proportion (%)	RSE (%)	'000	Proportion (%)	RSE (%)
<b>Total</b>									
Communication with service providers									
Has difficulty understanding	3.7	2.8	15.1	5.2	3.6	14.3	9.0	3.2	11.3
Has difficulty being understood	4.4	3.2	15.4	3.4	2.3	15.3	7.8	2.8	12.8
Has difficulty understanding and being understood	5.5	4.1	11.2	6.8	4.6	11.7	12.3	4.4	10.3
<b>Total experiencing difficulty</b>	<b>13.6</b>	<b>10.1</b>	<b>8.9</b>	<b>15.4</b>	<b>10.5</b>	<b>8.4</b>	<b>29.1</b>	<b>10.3</b>	<b>7.5</b>
No difficulties	121.5	89.8	1.0	131.3	89.3	1.0	252.8	89.6	0.9
<b>Total (a)</b>	<b>135.2</b>	<b>100.0</b>	<b>-</b>	<b>147.0</b>	<b>100.0</b>	<b>-</b>	<b>282.2</b>	<b>100.0</b>	<b>-</b>

RSE Relative standard error.

(a) Includes not stated responses.

- Nil or rounded to zero.

Source: ABS 2002 National Aboriginal and Torres Strait Islander Social Survey (NATSISS) (unpublished).

Table 11A.3.6

Table 11A.3.6 Communication with service providers, Indigenous persons aged 15 years or over, by State and Territory, 2002

Estimate	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Communication with service providers</b>									
Has difficulty understanding	'000	2.7	0.5	2.7	1.8	0.2	—	0.6	9.0
Has difficulty being understood	'000	2.2	0.5	1.3	1.2	0.2	—	1.7	7.8
Has difficulty understanding and being understood	'000	1.1	0.4	2.5	3.6	0.2	—	3.0	12.3
<b>Total experiencing difficulty</b>	<b>'000</b>	<b>6.0</b>	<b>1.5</b>	<b>6.5</b>	<b>6.6</b>	<b>0.6</b>	<b>0.1</b>	<b>5.2</b>	<b>29.1</b>
No difficulties	'000	77.8	16.0	69.5	32.9	10.3	2.4	30.7	252.8
<b>Total (a)</b>	<b>'000</b>	<b>83.8</b>	<b>17.4</b>	<b>76.0</b>	<b>39.6</b>	<b>10.9</b>	<b>2.6</b>	<b>36.2</b>	<b>282.2</b>
<b>Proportion</b>									
<b>Communication with service providers</b>									
Has difficulty understanding	%	3.2	2.7	3.5	4.6	1.8	1.8	1.6	3.2
Has difficulty being understood	%	2.6	3.1	1.7	3.0	1.9	1.4	4.6	2.8
Has difficulty understanding and being understood	%	1.3	2.5	3.3	9.1	1.9	1.3	8.3	4.4
<b>Total experiencing difficulty</b>	<b>%</b>	<b>7.1</b>	<b>8.3</b>	<b>8.6</b>	<b>16.7</b>	<b>5.6</b>	<b>4.5</b>	<b>14.4</b>	<b>10.3</b>
No difficulties	%	92.9	91.7	91.4	83.1	94.4	95.5	84.9	89.6
<b>Total (a)</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>



Table 11A.3.6

Table 11A.3.6 Communication with service providers, Indigenous persons aged 15 years or over, by State and Territory, 2002

RSE	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Communication with service providers									
Has difficulty understanding	% 27.5	26.7	19.9	16.5	31.9	42.5	51.0	26.9	11.3
Has difficulty being understood	% 27.1	24.0	18.4	18.6	29.7	46.8	49.4	41.7	12.8
Has difficulty understanding and being understood	% 26.3	26.1	28.5	12.6	40.1	49.2	47.4	22.7	10.3
<b>Total experiencing difficulty</b>	<b>% 17.3</b>	<b>15.2</b>	<b>17.7</b>	<b>9.4</b>	<b>24.9</b>	<b>33.3</b>	<b>30.6</b>	<b>21.5</b>	<b>7.5</b>
No difficulties	% 1.3	1.4	1.7	1.9	4.9	2.0	1.4	3.7	0.9
<b>Total (a)</b>	<b>% -</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

(a) Includes not stated responses.

- Nil or rounded to zero.

Source: ABS 2002 NATSISS (unpublished).

Table 11A.3.7

Table 11A.3.7 **Communication with service providers, Indigenous persons by age, 2002**

		15-24	25-34	35-44	45-54	55+	Total
<b>Estimate</b>							
Communication with service providers							
Has difficulty understanding	'000	2.3	2.6	1.7	1.3	1.0	9.0
Has difficulty being understood	'000	2.0	2.4	1.6	0.9	0.9	7.8
Has difficulty understanding and being understood	'000	3.6	3.0	2.0	1.2	2.6	12.3
<b>Total experiencing difficulty</b>	<b>'000</b>	<b>7.9</b>	<b>8.0</b>	<b>5.3</b>	<b>3.4</b>	<b>4.5</b>	<b>29.1</b>
No difficulties	'000	74.7	63.0	52.4	35.0	27.6	252.8
<b>Total (a)</b>	<b>'000</b>	<b>82.7</b>	<b>71.1</b>	<b>57.8</b>	<b>38.4</b>	<b>32.2</b>	<b>282.2</b>
<b>Proportion</b>							
Communication with service providers							
Has difficulty understanding	%	2.8	3.6	3.0	3.4	3.2	3.2
Has difficulty being understood	%	2.4	3.4	2.8	2.3	2.8	2.8
Has difficulty understanding and being understood	%	4.3	4.2	3.4	3.1	8.0	4.4
<b>Total experiencing difficulty</b>	<b>%</b>	<b>9.5</b>	<b>11.2</b>	<b>9.2</b>	<b>8.7</b>	<b>14.1</b>	<b>10.3</b>
No difficulties	%	90.2	88.6	90.7	91.3	85.8	89.6
<b>Total (a)</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>RSE</b>							
Communication with service providers							
Has difficulty understanding	%	29.3	17.7	17.0	20.5	21.5	11.3
Has difficulty being understood	%	22.0	23.5	17.1	24.1	37.3	12.8
Has difficulty understanding and being understood	%	18.8	14.8	13.9	20.1	11.1	10.3
<b>Total experiencing difficulty</b>	<b>%</b>	<b>14.6</b>	<b>10.9</b>	<b>9.5</b>	<b>12.2</b>	<b>11.1</b>	<b>7.5</b>
No difficulties	%	1.5	1.4	1.0	1.2	1.8	0.9
<b>Total (a)</b>	<b>%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

(a) Includes not stated responses.

- Nil or rounded to zero.

Source: ABS 2002 NATSISS (unpublished).

Table 11A.3.8

**Table 11A.3.8 Discharges from hospital against medical advice, by Indigenous status and sex (excluding mental and behavioural disorders), NSW, Victoria, Queensland, WA, SA and public hospitals in the NT, (a), (b), (c), (d), (e), (f)**

<i>Unit</i>	<i>Indigenous</i>	<i>Other(e)</i>	<i>Rate ratio (h)</i>
<b>2003-05</b>			
<i>Male</i>			
no.	5 375	23 939	
% (f)	3.00	0.41	
Rate per 1000 (g)	14.8 (14.4 to 15.3)	1.3 (1.3 to 1.3)	11.6 (11.2 to 12.0)
<i>Female</i>			
no.	5 593	17 974	
% (f)	2.34	0.27	
Rate per 1000 (g)	13.1 (12.8 to 13.5)	0.9 (0.9 to 1.0)	14.0 (13.6 to 14.5)
<i>Persons</i>			
no.	10 968	41 913	
% (f)	2.62	0.34	
Rate per 1000 (g)	13.9 (13.6 to 14.2)	1.1 (1.1 to 1.1)	13.9 (13.6 to 14.2)
<b>2004-06</b>			
<i>Male</i>			
no.	5 830	25 096	
% (f)	3.03	0.42	
Rate per 1000 (g)	15.9 (15.4 to 16.4)	1.3 (1.3 to 1.3)	12.0 (11.7 to 12.4)
<i>Female</i>			
no.	6 050	19 184	
% (f)	2.37	0.28	
Rate per 1000 (g)	14.0 (13.0 to 14.4)	1.0 (1.0 to 1.0)	14.3 (13.8 to 14.7)
<i>Persons</i>			
no.	11 880	44 280	
% (f)	2.65	0.35	
Rate per 1000 (g)	14.9 (14.6 to 15.2)	1.1 (1.1 to 1.2)	13.0 (12.7 to 13.3)
<b>2005-07</b>			
<i>Male</i>			
no.	6 040	26 721	
% (f)	2.97	0.43	
Rate per 1000 (g)	16.3 (15.9 to 16.8)	1.4 (1.4 to 1.4)	11.7 (11.3 to 12.1)

Table 11A.3.8

**Table 11A.3.8 Discharges from hospital against medical advice, by Indigenous status and sex (excluding mental and behavioural disorders), NSW, Victoria, Queensland, WA, SA and public hospitals in the NT, (a), (b), (c), (d), (e), (f)**

<i>Unit</i>	<i>Indigenous</i>	<i>Other(e)</i>	<i>Rate ratio (h)</i>
<i>Female</i>			
no.	6 467	20 406	
% (f)	2.38	0.29	
Rate per 1000 (g)	14.8 (14.4 to 15.2)	1.0 (1.0 to 1.0)	14.3 (14.4 to 15.2)
<i>Persons</i>			
no.	12 507	47 128	
% (f)	2.63	0.35	
Rate per 1000 (g)	15.5 (15.2 to 15.8)	1.2 (1.2 to 1.2)	12.8 (12.5 to 13.1)

(a) Categories are based on the International Statistical Classification of Diseases and Related Health Problems, 10th Revision, Australian Modification.

(b) Data are based on state/territory of usual residence.

(c) Indigenous data are reported for the following jurisdictions: NSW, Victoria, Queensland, WA, SA and NT.

(d) Data are presented in two year groupings due to small numbers each year.

(e) Other includes hospitalisations identified as not Indigenous as well as those with a not stated Indigenous status.

(f) Percentage of hospitalisations for which patients were discharged against medical advice in the period

(g) Directly age standardised using the Australian 2001 standard population.

(h) Rate ratio is calculated by dividing the Indigenous rate by the non-Indigenous rate.

*Source:* AIHW National Hospital Morbidity Database (unpublished).

Table 11A.3.9

**Table 11A.3.9 Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by State/Territory, 2006 (a)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
<i>NSW</i>				
Less than 1	%	9.2	10.3	10.3
1 to less than 2	%	45.6	55.6	55.3
2 to less than 3	%	18.3	19.6	19.6
3 or more	%	4.0	2.7	2.7
No motor vehicles at dwelling	%	22.9	11.9	12.1
Total households	%	100.0	100.0	100.0
	no.	53 319	2 184 331	2 237 650
<i>Victoria</i>				
Less than 1	%	11.9	12.5	12.5
1 to less than 2	%	50.3	61.6	61.5
2 to less than 3	%	15.9	14.9	14.9
3 or more	%	3.1	1.8	1.8
No motor vehicles at dwelling	%	18.8	9.2	9.3
Total households	%	100.0	100.0	100.0
	no.	13 119	1 702 783	1 715 902
<i>Queensland</i>				
Less than 1	%	10.7	14.6	14.5
1 to less than 2	%	45.0	59.1	58.6
2 to less than 3	%	18.5	17.0	17.1
3 or more	%	5.3	1.5	1.6
No motor vehicles at dwelling	%	20.5	7.8	8.2
Total households	%	100.0	100.0	100.0
	no.	43 047	1 300 668	1 343 697
<i>WA</i>				
Less than 1	%	13.5	17.7	17.6
1 to less than 2	%	42.6	61.0	60.6
2 to less than 3	%	15.6	13.5	13.6
3 or more	%	5.1	1.0	1.1
No motor vehicles at dwelling	%	23.2	6.7	7.1
Total households	%	100.0	100.0	100.0
	no.	16 751	662 144	678 895
<i>SA</i>				
Less than 1	%	11.2	13.9	13.8
1 to less than 2	%	45.0	59.4	59.2
2 to less than 3	%	17.0	15.8	15.8

Table 11A.3.9

**Table 11A.3.9 Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by State/Territory, 2006 (a)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
3 or more	%	4.1	1.3	1.3
No motor vehicles at dwelling	%	22.7	9.7	9.9
Total households	%	100.0	100.0	100.0
	no.	9 191	555 686	564 877
<i>Tasmania</i>				
Less than 1	%	18.4	17.1	17.2
1 to less than 2	%	54.2	58.4	58.2
2 to less than 3	%	14.9	14.5	14.5
3 or more	%	1.9	1.1	1.1
No motor vehicles at dwelling	%	10.6	8.9	9.0
Total households	%	100.0	100.0	100.0
	no.	7 589	167 577	175 166
<i>ACT</i>				
Less than 1	%	13.0	12.3	12.3
1 to less than 2	%	54.7	62.4	62.3
2 to less than 3	%	17.3	16.8	16.8
3 or more	%	1.8	1.5	1.5
No motor vehicles at dwelling	%	13.2	7.0	7.1
Total households	%	100.0	100.0	100.0
	no.	1 732	112 243	113 975
<i>NT</i>				
Less than 1	%	6.1	17.2	15.1
1 to less than 2	%	24.9	57.8	51.6
2 to less than 3	%	14.5	16.2	15.9
3 or more	%	10.1	1.4	3.0
No motor vehicles at dwelling	%	44.4	7.4	14.3
Total households	%	100.0	100.0	100.0
	no.	10 021	43 019	53 040
<i>Australia</i>				
Less than 1	%	10.7	13.0	12.9
1 to less than 2	%	44.7	58.8	58.5
2 to less than 3	%	17.4	16.8	16.8
3 or more	%	4.7	1.9	1.9
No motor vehicles at dwelling	%	22.6	9.5	9.8
Total households	%	100.0	100.0	100.0
	no.	154 836	6 729 071	6 883 907

**Table 11A.3.9 Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by State/Territory, 2006 (a)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
(a)	The ratio of adults to motor vehicles is calculated by dividing the number of persons aged 18 years and over in the household by the number of registered motor vehicles owned or used by household members, garaged, parked at or near the dwelling on census night.			

*Source:* ABS (unpublished) derived from the *2006 Census of Population and Housing*.

Table 11A.3.10

Table 11A.3.10

**Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by State/Territory, 2001 (a)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
<i>NSW</i>				
Less than 1	%	6.8	8.3	8.3
1 to less than 2	%	41.2	52.9	52.7
2 to less than 3	%	22.4	22.9	22.9
3 or more	%	5.2	3.3	3.4
No motor vehicles at dwelling	%	24.4	12.5	12.8
Total households	%	100.0	100.0	100.0
	no.	44 909	2 094 980	2 139 889
<i>Victoria</i>				
Less than 1	%	10.0	10.8	10.8
1 to less than 2	%	50.0	60.9	60.8
2 to less than 3	%	18.8	16.8	16.8
3 or more	%	3.7	2.1	2.1
No motor vehicles at dwelling	%	17.5	9.4	9.4
Total households	%	100.0	100.0	100.0
	no.	10 640	1 592 754	1 603 394
<i>Queensland</i>				
Less than 1	%	6.9	10.8	10.7
1 to less than 2	%	39.9	57.6	57.0
2 to less than 3	%	23.1	20.7	20.8
3 or more	%	5.9	1.9	2.0
No motor vehicles at dwelling	%	24.2	9.0	9.5
Total households	%	100.0	100.0	100.0
	no.	36 600	1 190 118	1 226 718
<i>WA</i>				
Less than 1	%	9.9	14.4	14.3
1 to less than 2	%	39.0	60.8	60.3
2 to less than 3	%	18.8	16.0	16.1
3 or more	%	6.3	1.2	1.3
No motor vehicles at dwelling	%	26.0	7.5	8.0
Total households	%	100.0	100.0	100.0
	no.	15 835	620 756	636 591
<i>SA</i>				
Less than 1	%	9.1	12.0	12.0
1 to less than 2	%	42.2	58.6	58.4
2 to less than 3	%	20.4	17.8	17.8
3 or more	%	5.9	1.4	1.4



Table 11A.3.10

Table 11A.3.10

**Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by State/Territory, 2001 (a)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
No motor vehicles at dwelling	%	22.4	10.2	10.4
Total households	%	100.0	100.0	100.0
	no.	8 014	539 569	547 583
<i>Tasmania</i>				
Less than 1	%	13.4	13.4	13.4
1 to less than 2	%	53.7	58.1	57.9
2 to less than 3	%	18.2	17.0	17.0
3 or more	%	2.5	1.3	1.3
No motor vehicles at dwelling	%	12.2	10.3	10.3
Total households	%	100.0	100.0	100.0
	no.	6 970	162 612	169 582
<i>ACT</i>				
Less than 1	%	9.5	10.0	10.0
1 to less than 2	%	51.9	61.6	61.4
2 to less than 3	%	21.4	19.1	19.2
3 or more	%	3.3	1.8	1.8
No motor vehicles at dwelling	%	13.8	7.4	7.5
Total households	%	100.0	100.0	100.0
	no.	1 506	105 616	107 122
<i>NT</i>				
Less than 1	%	4.5	13.6	12.0
1 to less than 2	%	22.5	56.5	50.3
2 to less than 3	%	16.0	20.1	19.4
3 or more	%	11.1	1.8	3.5
No motor vehicles at dwelling	%	45.9	8.0	14.8
Total households	%	100.0	100.0	100.0
	no.	9 373	42 464	51 837
<i>Australia</i>				
Less than 1	%	7.8	10.5	10.5
1 to less than 2	%	40.8	57.3	57.0
2 to less than 3	%	21.1	19.6	19.7
3 or more	%	5.7	2.3	2.4
No motor vehicles at dwelling	%	24.6	10.2	10.5
Total households	%	100.0	100.0	100.0
	no.	133 910	6 349 502	6 483 412

Table 11A.3.10

**Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by State/Territory, 2001 (a)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
(a)	The ratio of adults to motor vehicles is calculated by dividing the number of persons aged 18 years and over in the household by the number of registered motor vehicles owned or used by household members, garaged, parked at or near the dwelling on census night.			

*Source:* ABS (unpublished) derived from the *2006 Census of Population and Housing*.

Table 11A.3.11

**Table 11A.3.11 Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by remoteness, 2006 (a), (b)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
<i>Major cities</i>				
Less than 1	%	10.1	10.4	10.4
1 to less than 2	%	49.4	58.7	58.6
2 to less than 3	%	17.6	17.9	17.9
3 or more	%	3.8	2.3	2.3
No motor vehicles at dwelling	%	19.2	10.6	10.8
Total households	%	100.0	100.0	100.0
	no.	61 840	4 649 033	4 710 873
<i>Inner regional</i>				
Less than 1	%	12.1	17.3	17.1
1 to less than 2	%	48.8	59.8	59.5
2 to less than 3	%	17.7	14.7	14.8
3 or more	%	3.6	1.0	1.0
No motor vehicles at dwelling	%	17.8	7.3	7.6
Total households	%	100.0	100.0	100.0
	no.	37 939	1 345 083	1 383 022
<i>Outer regional</i>				
Less than 1	%	12.6	20.4	20.1
1 to less than 2	%	44.5	58.3	57.6
2 to less than 3	%	17.7	13.7	13.9
3 or more	%	4.5	0.9	1.1
No motor vehicles at dwelling	%	20.8	6.7	7.4
Total households	%	100.0	100.0	100.0
	no.	32 762	623 797	656 559
<i>Remote</i>				
Less than 1	%	10.4	25.0	23.4
1 to less than 2	%	35.2	55.4	53.3
2 to less than 3	%	17.7	13.0	13.5
3 or more	%	6.0	0.7	1.2
No motor vehicles at dwelling	%	30.7	5.9	8.6
Total households	%	100.0	100.0	100.0
	no.	10 045	84 795	94 840
<i>Very remote</i>				
Less than 1	%	4.9	25.6	19.1
1 to less than 2	%	16.4	49.3	38.9
2 to less than 3	%	13.9	15.9	15.3
3 or more	%	12.0	1.0	4.5

Table 11A.3.11

**Table 11A.3.11 Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by remoteness, 2006 (a), (b)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
No motor vehicles at dwelling	%	52.7	8.1	22.3
Total households	%	100.0	100.0	100.0
	no.	12 250	26 363	38 613
<i>Australia</i>				
Less than 1	%	10.7	13.0	12.9
1 to less than 2	%	44.7	58.8	58.5
2 to less than 3	%	17.4	16.8	16.8
3 or more	%	4.7	1.9	1.9
No motor vehicles at dwelling	%	22.6	9.5	9.8
Total households	%	100.0	100.0	100.0
	no.	154 836	6 729 071	6 883 907

(a) The ratio of adults to motor vehicles is calculated by dividing the number of persons aged 18 years and over in the household by the number of registered motor vehicles owned or used by household members, garaged, parked at or near the dwelling on census night.

(b) Households that did not state the number of motor vehicles owned or used by household members, garaged, parked at or near the dwelling, have been excluded when calculating proportions.

Source: ABS (unpublished) derived from the *2006 Census of Population and Housing*.

Table 11A.3.12

**Table 11A.3.12 Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by remoteness, 2001 (a), (b)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
<i>Major cities</i>				
Less than 1	%	7.6	8.5	8.4
1 to less than 2	%	45.8	57.0	56.9
2 to less than 3	%	21.7	20.4	20.4
3 or more	%	4.7	2.8	2.8
No motor vehicles at dwelling	%	20.2	11.3	11.4
Total households	%	100.0	100.0	100.0
	no.	50 996	4 246 437	4 297 433
<i>Inner regional</i>				
Less than 1	%	8.5	13.3	13.2
1 to less than 2	%	45.5	58.6	58.3
2 to less than 3	%	21.9	18.5	18.5
3 or more	%	4.3	1.3	1.3
No motor vehicles at dwelling	%	19.8	8.3	8.6
Total households	%	100.0	100.0	100.0
	no.	31 294	1 333 128	1 364 422
<i>Outer regional</i>				
Less than 1	%	8.8	16.3	15.9
1 to less than 2	%	40.7	57.4	56.6
2 to less than 3	%	22.0	17.5	17.7
3 or more	%	5.2	1.2	1.4
No motor vehicles at dwelling	%	23.3	7.6	8.3
Total households	%	100.0	100.0	100.0
	no.	29 954	648 524	678 478
<i>Remote</i>				
Less than 1	%	8.2	21.5	20.3
1 to less than 2	%	33.3	54.7	52.8
2 to less than 3	%	21.4	16.5	16.9
3 or more	%	6.5	1.0	1.5
No motor vehicles at dwelling	%	30.6	6.3	8.5
Total households	%	100.0	100.0	100.0
	no.	9 181	93 026	102 207
<i>Very remote</i>				
Less than 1	%	4.0	22.0	16.5
1 to less than 2	%	14.6	48.1	37.9
2 to less than 3	%	14.2	19.7	18.0
3 or more	%	13.4	1.3	5.0

Table 11A.3.12

**Table 11A.3.12 Proportion of households by ratio of adults to motor vehicles in household by household type (excluding households that did not state number of motor vehicles), by remoteness, 2001 (a), (b)**

	<i>Unit</i>	<i>Indigenous households</i>	<i>Other households</i>	<i>Total households</i>
No motor vehicles at dwelling	%	53.8	9.0	22.7
Total households	%	100.0	100.0	100.0
	no.	12 485	28 387	40 872
<i>Australia</i>				
Less than 1	%	7.8	10.5	10.5
1 to less than 2	%	40.8	57.3	57.0
2 to less than 3	%	21.1	19.6	19.7
3 or more	%	5.7	2.3	2.4
No motor vehicles at dwelling	%	24.6	10.2	10.5
Total households	%	100.0	100.0	100.0
	no.	133 910	6 349 502	6 483 412

(a) The ratio of adults to motor vehicles is calculated by dividing the number of persons aged 18 years and over in the household by the number of registered motor vehicles owned or used by household members, garaged, parked at or near the dwelling on census night.

(b) Households that did not state the number of motor vehicles owned or used by household members, garaged, parked at or near the dwelling, have been excluded when calculating proportions.

Source: ABS (unpublished) derived from the *2006 Census of Population and Housing*.