
Report and Business Plan

Expansion of the RATEP model

Prepared: 20 August 2004



Acknowledgements

“RATEP” deserves to become part of the lexicon. Just like “to do a Bradbury” has come to refer to instances of serendipitous accidental success (in honour of Stephen Bradbury’s famous speed-skating victory at the Winter Olympics when all before him fell at the last turn), to do a “RATEP” deserves to become synonymous with achieving an unheralded victory through persistence and commitment.

The word is now out on RATEP – not because of anything this project has done, but because even “doing a RATEP” often enough will eventually attract attention. It has been our good fortune to have the opportunity to understand, describe and suggest how the next phase of RATEP might develop.

To all those who have showed us that there is a positive future for Indigenous communities when local partners bring goodwill, skills and commitment – thank you.

Bruce Mortimer

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Consultants for the “Business Case for the Expansion of the RATEP Model” project.

26 August 2004

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1 Executive Summary

RATEP is an employment program. During the last 14 years nearly 250 community-based Indigenous people have been supported to gain qualifications that can give them a real job. Nearly 100 of them have become registered teachers, of whom three-quarters are still employed as teachers by Education Queensland. Some 66 RATEP graduates remain teachers in remote communities.

For most of these people, if it weren't for RATEP, gaining the job would not have been possible. Without RATEP there were insurmountable barriers – educational attainment barriers, educational access barriers, employment barriers and barriers to professional confidence.

The current partners – TNQIT, JCU and the Far North Education District – have found a way to help Indigenous communities and people break down these barriers. It has taken 14 years of commitment to achieve the current results. They have forged a partnership that provides individuals in communities with the support and flexibility to progress towards professional confidence.

However, RATEP is experiencing some pressure. Other players want to get involved. Government agencies are under pressure to achieve targets for Indigenous employment and community development. Queensland Health and individual communities such as Cherbourg, for example, are approaching sponsors, particularly central government agencies, to seek support for one-off RATEP-like initiatives. There is a risk of some initial take-off while lacking the sustainability learned through RATEP.

The alternative of a Statewide policy-driven program is equally problematic. It is an approach that undermines the core principles of RATEP's success.

The long-term vision is for communities to have a higher-level of responsibility for supporting their people into professional employment that provides individual opportunities and strengthens the capability of communities. Few communities have the social capital or other resources to implement this vision at this stage.

The opportunity for the RATEP model is to expand from its current 'employer-driven' approach (ie focused on the needs of a single employer) to become a regionally-driven approach with whole-of-government support. This preserves the importance of local, responsive partnerships while providing additional pathways for Indigenous people in rural and remote communities. The regionally-driven approach will build the capability amongst employers and providers to support communities as they seek to take more responsibility for their futures.

Expanding the RATEP model through the regionally-driven approach will require the investment of \$13.35m by Education Queensland over the next five years. This will fund the expansion of the program from its current 16 sites to 32 sites and the establishment of two additional regional hubs. The expansion also will require additional funding (or re-allocation of funding) for TAFE and universities. Other employers also will need to invest.

This business plan also proposes that the key principles of RATEP, including employer partnerships and support for Indigenous students through to professional confidence, be applied in urban (university-town) situations. It is recommended that \$80,000 be allocated to support the establishment of these improved mechanisms.

Education Queensland is the lead agency for the following recommendations, although their implementation will require collaboration with current RATEP partners, whole-of-government forums and with Indigenous communities and agencies.

Recommendation 1: Increase pathways

That employers and providers provide an increased range of RATEP-like pathways to professional employment in rural and remote Indigenous communities:

- pilot joint teaching-nursing sites in North Queensland
- explore other educational pathways – early childhood, special, secondary – with the current providers
- consult with other State government employer agencies including police and local government to identify opportunities for strengthening community-based employment pathways through the RATEP model
- support initiatives being undertaken by USQ and SQIT in health education

Recommendation 2: Create the regional RATEP model

That the regionally-driven RATEP model be established.

- develop the regional model in Far North Queensland, initially through a collaboration amongst educational and health providers and employers
- assess the viability of other regional models where there are local leadership and partnerships - explore initial opportunities in southern Queensland Toowoomba/Roma base) and Central Queensland
- implement communication protocols to exchange knowledge amongst the regional 'hubs'

Recommendation 3: Acquire sustainable funding

That funding be acquired to double the number of sites in rural and remote communities over the next five years.

- a submission to the Commonwealth Government to create additional tertiary places specifically for Indigenous students and remote-area Indigenous students
- place the RATEP model at the forefront of Whole-of-Government decision-making for Indigenous development (eg the Cape York Strategy and CEO's forum)
- encourage agencies to invest long-term savings from increasing local Indigenous employment into the RATEP model
- review distribution of IESIP funding to seek additional resources for RATEP
- increase the number of TAFE places available for RATEP students
- market the RATEP model to potential private-sector supporters

Recommendation 4: Improve links between RATEP and community planning

That the RATEP model become more fully integrated into community development planning.

- Include members of the Cape York Strategy Unit and the Cape York Institute on the steering committee for the North Queensland regional program
- Identify communities for piloting models for increased community ownership of the RATEP model (Hopevale and Cherbourg have been identified as possible sites)

Recommendation 5: Improve mainstream Indigenous retention and employment

That employer/provider partnerships be strengthened to improve retention and employment outcomes for Indigenous students in mainstream programs.

- pilot and evaluate a program of Indigenous student support through a partnership between an education district office and a provider collaboration.

2 Acronyms and Abbreviations

CYI	Cape York Insititute
CQU	Central Queensland University
DEST	Commonwealth Department of Education, Science and Training
DET	Queensland Department of Employment and Training
EDS	Executive Director, Schools – EQ’s district-level manager position
EQ	Education Queensland (Department of Education and the Arts)
FTE	Full-Time Equivalent – measures the number of participants (eg teachers or students) by summing their participation as a percentage of a full-time participation
IESIP	Indigenous Education Strategic Initiatives Program, administered by DEST
JEP	Justice Education Program (Queensland Police program for Indigenous people to enter constable training.
JCU	James Cook University
MCMC	Meeting Challenges, Making Choices – the Queensland Government’s partnership strategy with Cape York Indigenous communities
QH	Queensland Health
QPS	Queensland Police Service
RATEP	A Community Based Aboriginal and Torres Strait Islander Teacher Education Program previously known as Remote Area Teacher Education Program
SCH	Student Contact Hours – the funding and staffing model used in TAFE
SQIT	Southern Queensland Institute of TAFE
TAFE	Technical and Further Education
TC	Teacher Coordinator
TNQIT	Tropical North Queensland Institute of TAFE
USQ	University of Southern Queensland

3 Introduction

Alfred Lord Tennyson's warning: "The old order changeth, yielding place to the new ... Lest one good custom should corrupt the world" provides a useful point of reflection when contemplating the expansion of RATEP. The concern is not that RATEP faces 'corruption' if it fails to change – in fact more the reverse. The risk in expanding RATEP is that 'one good *intention*' - the intention to increase the resources and policy support for RATEP - might 'corrupt' its cornerstone, the commitment and goodwill amongst local partners.

The assumptions for this project are that RATEP is a successful program and that as such, it provides a framework for expansion in community-based Indigenous employment. These assumptions have not been challenged. However, it has become clear that there is more to 'expansion' than meets the eye.

RATEP is a successful program because of the commitment of the partners – the local employer (the Far Northern Education District), the providers (TNQIT and JCU) and the communities that have engaged in the program. In particular, the Teacher Coordinators (TCs) play the vital role in creating success. It is essentially a bottom-up model that is able to apply simple principles to adapt to different situations. It draws sustenance from the intrinsic motivation of those involved.

The risk of expansion is that those without this intrinsic knowledge and commitment to RATEP will make assumptions about how it can be expanded and that these assumptions will not align with RATEP's foundations. There is a temptation to look for 'silver bullets' when trying to address the challenges within Indigenous communities. If this tendency, along with a desire for undue haste, exacerbates the burden on these key people, the program will be at risk.

The opportunity is for organisational leaders to provide the resources and incentives for the current partners to better do what they already are doing very well, and to provide the inspiration for other partnerships to form and blossom.

This project has attempted to walk this line. It seeks to:

- acknowledge the desire for urgency in achieving targets amongst senior members of government, while reinforcing the need to preserve the interpersonal qualities of RATEP
- provide a conceptual understanding of RATEP to enhance its strategic profile within government, without raising expectations that might undermine the trust amongst partners
- focus executive decision-making on direction and resourcing while supporting flexibility in the way local employers, providers and communities choose to work together on a local whole-of-government level
- identify the direction for expansion without prescribing the solutions that must emerge from the practitioners and communities.

It is within this context that the project has delivered the expectations of its brief:

1. models of viable and sustainable programs for community-based pre-employment tertiary training for delivery in a range of situations
2. options for how communities and groups of communities can best organise for sustainable programs
3. formulae/models for the best way of funding/resourcing programs in various situations.

4 Background

Attachment A provides a statistical summary of RATEP in terms of enrolments and employment outcomes. It also provides a definition and critical success factors as provided by one of the current partners.

From 1993 to July 2004, 233 students had graduated with any of a Certificate III, Certificate IV or Diploma level educational qualification from TNQIT. Of these 233, some 97 had continued their tertiary education to achieve registered teacher status. Currently some 73 RATEP graduates are employed as teachers in Queensland schools, of whom 66 are employed in rural or remote communities.

The following explains the RATEP model.

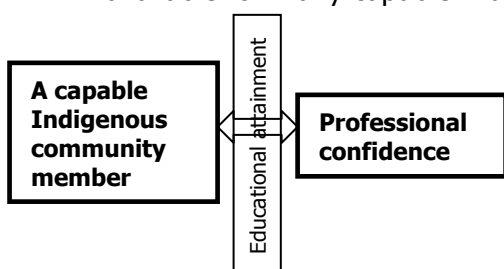
4.1 What is the RATEP Model?

4.1.1 RATEP is about getting a job

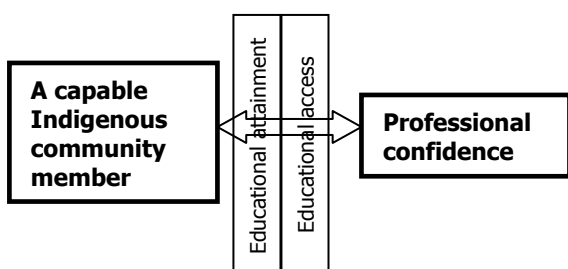
RATEP is an employment program. From the perspective of participants this is critical. They can see a direct link between their enrolment in RATEP and a job – a real job that provides them with real options. It creates the option to work in their communities and provide for their families. Graduates also have the option to gain employment outside their community.

"I've done lots of courses, but so what ... none of them lead to a job. If I get through RATEP I can get a real job."
RATEP student, Yarrabah

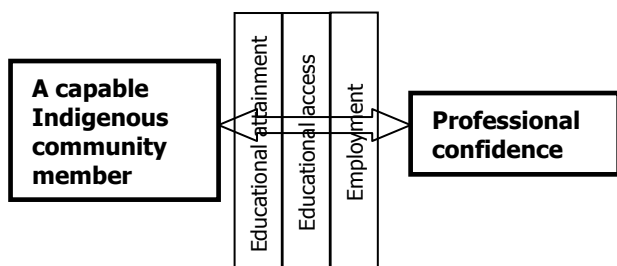
At the moment, these opportunities effectively are not available for many capable Indigenous people in rural and remote areas. The gaps between their current circumstance and opportunities for professional employment are too great.



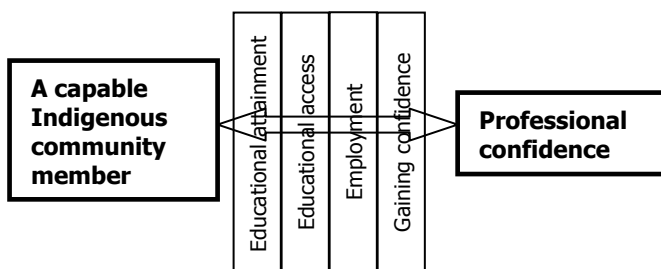
The initial gap is their educational attainment. Too few have completed secondary schooling and gained an OP score. Hence, there is an attainment gap between their current level of formal education and access to tertiary studies.



Then there is the gap of being able to access tertiary programs. The financial challenge of moving to a university town places this option beyond the reach of many Indigenous people. Distance education is an option, but students are confronted with poor quality study environments and support.



Then there is the gap between formal qualifications and professional employment. For example, in teaching, employment is merit-based according to professional criteria. The application of these criteria often inadvertently discriminates against applicants from non-mainstream background.



Finally, there is the gap between employment and professional confidence. The success of a career can be influenced significantly by the initial experiences of professional employment. As many people interviewed for this project attested, the lack of Indigenous people in professional roles

means that freshly recruited Aborigines and Torres Strait Islanders are more vulnerable to set-backs and susceptible to self-doubt.

This helps to maintain the cycle. Employers have to 'import' professionals into remote communities. Skills, experience and salaries continually flow out of these communities rather than becoming a foundation for local opportunity and innovation. Young Indigenous people in remote and rural communities have few role models to reinforce the value of learning and so bypass professions such as teaching.

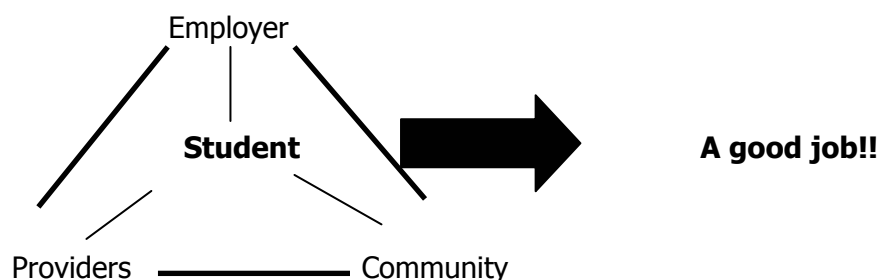
Those few who do manage to bridge these gaps deserve all the recognition and praise they can get. What they want is company.

A number of experts in Indigenous education have stated that RATEP is recognised as the most successful means for bridging the gaps to Indigenous professional employment in Australia. So what is RATEP and how does it work?

4.1.2 RATEP is partnerships

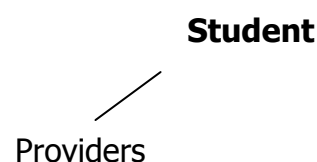
No one agency can provide the support needed to bridge these gaps. Hence, RATEP is a partnership amongst the three key stakeholders:

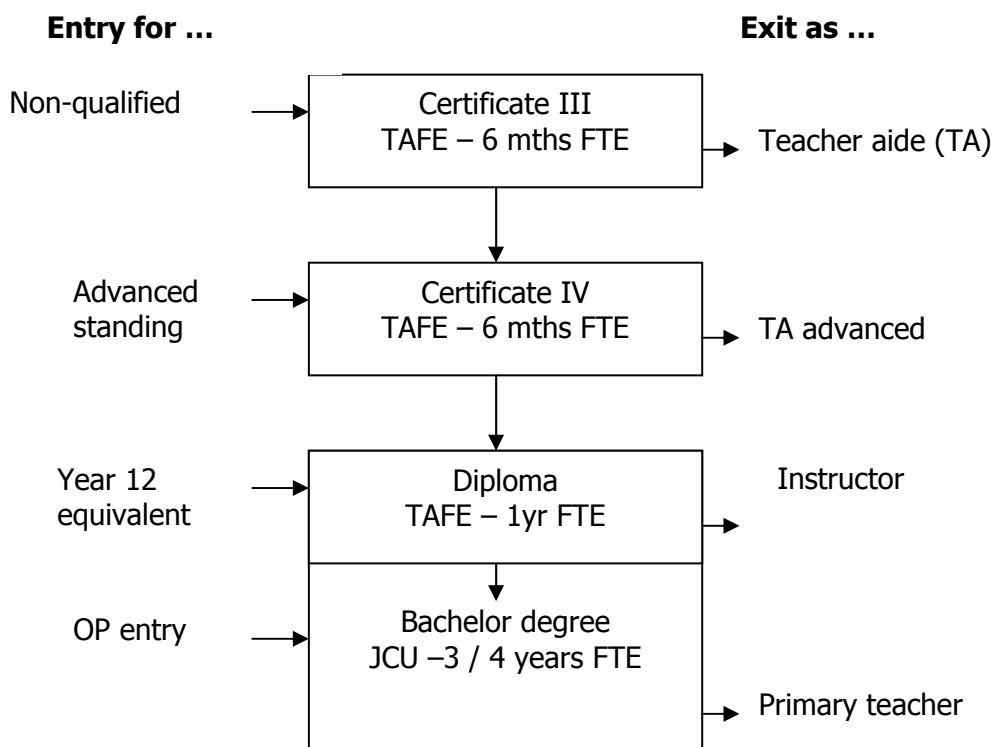
- The community
- educational providers
- the employer



4.1.2.1 Addressing the educational attainment gap – Providers

RATEP requires a partnership of providers to take a capable student from having as little as no formal educational attainment to become a qualified registered teacher.





This is a critical aspect of the program. The provider partnership between Tropical North Queensland TAFE (TNQIT) and James Cook University (JCU) has developed a fully integrated program that provides:

- Flexible points of entry, exit and re-entry for students
- Integrated courses in terms of philosophy and content
- 100 per cent accumulation of credit through the program.

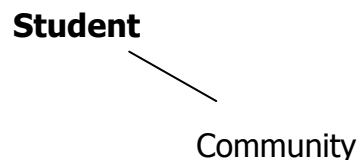
The providers also have developed distance educational resources for local delivery.

4.1.2.2 Addressing the study-support gap – the community

The community-based support is critical for the program. The support is:

- a site – dedicated rooms with appropriate study resources including online computers, telecommunications equipment, desks and meeting facilities
- a study-support professional – for the current RATEP this is a Teacher Coordinator (TC) who provides study support, advice, encouragement for students, as well as negotiating issues with providers and employers
- access to a local professional environment – currently to the local school through which students gain

Funding for providers
 JCU receives just the HECS-based funding for RATEP students (approximately \$10,000 per fte). Since 2001, the School of Education also has accessed a small amount of funding through the Indigenous Support Fund (ISF). The program relies on the goodwill of academic staff who effectively teach the course twice in order to provide for RATEP. The TAFE RATEP program is funded through allocation of 45,000 SCHs (\$450,000 per annum) with additional IESIP funding of approximately \$150,000.



Funding for communities
 Education Queensland provides full funding for:

- the TC (wages, travel etc)
- furniture and set-up costs
- some consumables

Providers provide:

- computers
- some consumables

Some communities provide facilities and other resources

mentorship from teachers and opportunities to strengthen their teaching practice.

Communities initiate the establishment of a RATEP site by:

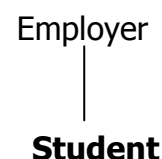
- identifying a community need for local professionals
- identifying the opportunity in the form of capable and keen community members
- identifying many of the resources required for a site and
- submitting the proposal for a site to the RATEP Steering Committee.

The partners have developed a robust process for gaining and sustaining community support for RATEP.

4.1.2.3 Addressing employment and professional confidence gaps – the employer

The role of the employer is vital for the program. Education Queensland provides a dedicated RATEP coordinator who:

- monitors the progress of every RATEP student towards employment
- consults with district human resource managers about specific issues of employment on behalf of each RATEP student, particularly as they approach graduation and registration
- is a member of each employment assessment panel for RATEP students and promotes a better understanding of the specific capabilities of each RATEP graduate in order to achieve the appropriate 'S'¹ rating
- liaises with principals about the capabilities of the RATEP graduates appointed to their schools
- continues to monitor the progress of the RATEP graduate towards professional confidence and address any issues that arise.

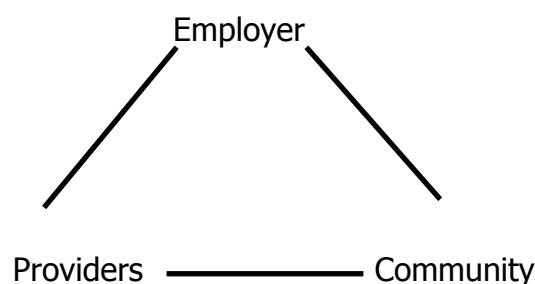


Funding for the employer
The State Government allocated \$1.2m for RATEP through the EQ budget. This is topped-up with approximately \$300-\$400K from IESIP (Commonwealth) funding. This covers the costs of coordination and TCs.

4.1.2.4 Addressing overall coordination

Overall coordination is critical for the RATEP program. Partnerships continually need to be reviewed at all levels – strategic, tactical and operational. Coordination is achieved by:

- a dedicated, full-time RATEP Coordinator employed by Education Queensland and based in the North Queensland District Office
- a steering committee comprising representatives of the partners.



Funding for coordination
Funding for coordination amongst to \$100K of the overall \$1.5-\$1.6m allocated by EQ.

Coordination of RATEP requires a substantial commitment of goodwill amongst the partners.

¹ The S-rating system is used by Education Queensland to assess the relative quality of teacher applicants. An S1 is considered to be of the highest quality while an S5 is of relatively poor quality.
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4.1.3 What makes RATEP successful?

RATEP is a simple model with a clear focus on successful employment. The simplicity of the model is a key to its success, but is not sufficient. There are other factors that are fundamental to the success of RATEP. This project has identified five key principles for the success of RATEP. (Attachment A provides an analysis of the principles of success from the perspective of one of the current partners).

4.1.3.1 Totally committed local leadership

The program has been led through a partnership amongst the Executive Director, Schools for the Cairns and Cape Education District, TNQIT education and the School of Education at JCU. These people have viewed RATEP as a solemn responsibility to be protected, nurtured and then handed down to their successors. As a former Executive Director, Schools described it: "When I took over from my predecessor, the instructions were simple. I don't care what else you do, but you have to make RATEP one of your top priorities. I soon learned what he meant, and when I left the position, I gave the same advice to my successor".

This commitment and passion for RATEP is vital for its success.

4.1.3.2 Partnership

Partnership is at the essence of RATEP. Employers, providers and communities must be committed to working together for the benefit of students.

The partnerships are reinforced through a range of protocols. For example, there is now a sophisticated process for working with communities to establish sites and close sites. These processes are designed to provide the foundation of collaboration amongst the partners.

4.1.3.3 Flexibility

The model offers a high-level of flexibility for communities, students and support staff. This is due largely to the course design and delivery from the providers that has been built-up over the 14 years of the program, but also reflects the support offered by the RATEP coordinator and onsite TCs.

4.1.3.4 Working within and around

RATEP does not expend resources trying to change systemic barriers for Indigenous people to gain employment. Its focus is much more practical than trying to influence policy. Instead, it operates within the current system, but provides mechanisms for working around some of the institutional barriers. For example, each JCU student is supported through the assessment process to gain the best 'S' rating. While there are assertions that some of these processes may discriminate against Indigenous applicants, the RATEP approach is to operate within the current policies while promoting the particular strengths of each applicant.

RATEP has developed largely through bottom-up processes. The partners have continued to modify and improve the model to address the needs of different communities and students.

4.1.3.5 Building the RATEP family

RATEP is based on personal support for each student and each person involved. It is difficult to imagine that the level of personal commitment amongst the RATEP participants could be achieved in a metropolitan setting. It is a function of the regional location and the commitment of the individuals involved.

Many of those delivering RATEP have personal experience of previous programs for Indigenous professional employment. They instantly recognise the signs of distraction and wavering amongst students. Their ability to intervene in such circumstances is more like that in a strong family than a government program. They are creating a 'RATEP brand' amongst Indigenous people and communities that adds status to being involved.

5 Why expand the application of the RATEP model?

This project has found seven compelling reasons to expand the RATEP model:

1. to do more good
2. to address current issues with RATEP
3. to achieve employment targets
4. to support remote and rural Indigenous community development strategies
5. to reduce recurrent costs
6. to gain efficiencies
7. to attract additional resources.

5.1 To do more good

The most compelling reason to expand the application of the RATEP model is because it has proved to offer benefits for Indigenous communities, families and individuals. "Doing right because it is right, not because it pays, needs to be the foundation of business" is the argument of Sir Geoffrey Chandler, former Royal Dutch Shell senior executive and founding chair of the Amnesty International Business Group.

So why is the RATEP model right? The model is right because it is the most successful program for creating Indigenous professional employment in Australia. The creation of professional employment is a vital part of addressing disadvantage amongst Indigenous communities and individuals. Currently RATEP is doing good things with limited resources and a confined scope. Expanding opportunities using the RATEP model is an important way to do more good things in Indigenous communities.

5.2 To address current issues with RATEP

Two issues in particular need to be addressed – pathways for students and, urban expansion of RATEP.

5.2.1 Pathways for students

Currently RATEP offers a single professional opportunity for students – primary teaching. There are some clear benefits in this approach. For providers, it is relatively easy to create the integrated program and form the tailored distance-learning resources for a single stream. For the community, local support is easier to define and source. In other words, TCs are all experienced primary teachers who can provide both process (study) support and content support.

TNQIT already has started exploring alternative pathways for students to allow graduates at levels below degree to either gain employment (eg as teacher aides with advanced standing or in childcare) or to pursue other areas of study.

There is some evidence that the lack of alternative pathways has created problems. Not every RATEP student is suited to the career of primary teaching. However, because there are no community-based alternative pathways to professional employment, they choose teaching as the only means of gaining a professional job.

Teaching is a complex profession, requiring particular capabilities. There are reported cases of mismatch between the requirements of the profession and the specific capabilities of the student. Some are able to complete their program and use this as a foundation to pursue

other professional employment. For at least a few, the mismatch has resulted in an experience of failure at advanced stages of the program, even after graduation.

Expanding the pathways, both within the education stream and into other professional streams will provide better opportunities for Indigenous people to bridge that gap to a professional career that suits their capabilities and passions. However, expansion needs to comply with one of the principles of RATEP – that there is strong alignment between the educational program and a local job -the role of the employer in the partnership should ensure this.

5.2.2 Expansion into urban areas

In the last few years, the RATEP program has expanded into urban settings, specifically Cairns² and Toowoomba – cities with both TAFE and university campuses. Most of these RATEP students are highly motivated and successful in the program, however, for many of them, the TCs in Cairns and Toowoomba explained that earlier experiences as students of the local institutions were not successful.

This suggests two things:

- the support programs for Indigenous students provided through the university campus do not meet the needs of many students and
- RATEP-type support programs through a partnership amongst providers, communities and employers offer the level of support required by many Indigenous students, whatever their setting.

Each tertiary provider of teacher education was consulted as part of this project. In most cases enthusiasm for the RATEP model was expressed. However, there was a tendency to refer the enquiry about support for Indigenous students to the university's Indigenous support unit. There appeared to be limited understanding about the need for flexibility, curriculum support and partnerships within programs in order to maximise the success of Indigenous students.

There is an argument that precious RATEP resources should not be used to compensate for the inability of TAFE and university campuses to provide appropriate support for Indigenous students. A preferred argument might be that the RATEP model should be expanded to provide more cost-effective support in these situations based on a slightly different form of partnership amongst providers and employers.

5.3 To achieve employment targets

5.3.1 Teacher training

Education Queensland has established employment targets for Indigenous teachers and other professionals in line with State Government policies. Currently there are 419 Indigenous teachers employed by Education Queensland, representing approximately 1.0 per cent of all state school teachers. The target for 2010 is for Indigenous people to represent 2.4 per cent of all teachers.

Attachment B1 provides a projection of Indigenous recruitment required to achieve this target. Approximately 840 Indigenous teachers will need to be recruited between now and 2010 at an average rate of approximately 140 per year.

Many rural and remote community schools have their own targets for Indigenous employment. These are important for them to provide culturally-aware teaching practices

² It should be noted that the Cairns RATEP site actually pre-dates the establishment of the JCU campus and has grown to become one of the most successful sites in terms of graduates.

and create the desired role models for Indigenous students. This study has not sampled these targets broadly. However, amongst those communities consulted, the targets typically are:

- Indigenous teachers in proportion to Indigenous student enrolments for schools where Indigenous students represent up to 50 per cent of enrolments
- at least 50 per cent Indigenous teachers in schools on Indigenous communities.

Based on these assumptions, the total number of Indigenous teachers required to meet the targets for these communities is approximately 600. Including the requirements for Indigenous teachers in urban communities, the total number of Indigenous teachers required by 2010 is approximately 1,500 - an increase of Indigenous teachers by approximately 1,200 or 200 per year. Attachment B2 provides an analysis of teachers by rural and remote local government areas.

The current enrolment in teacher training programs through Queensland universities is 337 across all universities and years, of whom 56 are enrolled at the Catholic University and may be assumed to favour Catholic schools for employment (Attachment B2). Assuming 90 per cent retention to employment, and a natural growth of enrolment in teacher-training of 5 per cent per year³, there will be an increase of 540 in the number of Indigenous teachers between 2004 and 2010, of whom 80 per cent, or 430 may gain employment in the Government sector. At its current rate, RATEP will provide approximately 100 of these teacher graduates between 2004 and 2010 (Attachment B3).

Current Indigenous teacher-training levels will mean that EQ will fall short its 2010 target of 2.4% by at least 30% and fall short of community-based targets for about 50%.

Hence, the current rate of training and recruitment will result in Education Queensland falling short of its Indigenous employment target by approximately 30 per cent. Perhaps more critically, communities will fall short of their targets for Indigenous teachers by more than 50 per cent.

5.3.2 Health professionals training

Queensland Health has similar State-wide targets for Indigenous health workers in all professional streams.

Queensland Health's current rate of training and recruitment of Indigenous health workers is far below that required by these targets. The pilot of a RATEP-type program in Roma through a partnership amongst Queensland Health, USQ and SQIT will initially enrol some 12 nursing students and expand up to 20 in the first year.

5.3.3 Police training

The Queensland Police Service (QPS) has targets for Indigenous police officers. The QPS has developed a program for bridging the gap for Indigenous people with aspirations to become police officers. The Justice Entry program (JEP) was piloted in 2003. Of the twelve enrolees, eleven have proceeded to the Constable Training program at either the Oxley or Townsville academies. The program is expected to expand (Attachment A5).

³ There has been no real increase in the number of Indigenous students in teacher training program between 2001 and 2003. Many universities have experienced decline in the number of students and conceded that there are few incentives for them to seek Indigenous enrolments.

However, the JEP coordinator conceded that the pilot program has not attracted many enrolments from rural and remote communities.

The RATEP model is currently the only viable option for these employers to achieve employment targets for Indigenous people, particularly targets for rural and remote communities.

5.4 To support remote and rural Indigenous community development strategies

The 2001 Cape York Justice Study chaired by former royal commissioner and judge, Tony Fitzgerald provided a program of mutual support between the Government and communities to reverse the trend towards alcohol and drug abuse leading to violence. The Study found that these were the symptoms of systemic problems that impacted all aspects of community life in the Cape.

The recommendations included simplification of Government interaction with communities, with an expanded coordination role through a strategy unit (based in Cairns). The Government's response, *Meeting Challenges – Making Choices* – outlines a comprehensive range of strategies that include support for education and training.

Each community has developed a strategic action plan, implemented in collaboration with the Cape York Strategy Unit. Consultation with members of the Unit indicates that local employment in education is an important aspect of the community development plans. The Fitzgerald Report also emphasised the importance that teachers, health professionals and police have in these communities and hence, the need to get the right people into these roles.

Government agencies including Education Queensland are considering options that provide each community with a much greater say in how services and resources are allocated.

Leaders within the Cape York Strategy Unit confirmed that community-based employment programs using a RATEP-like model are important components of community action plans. There is an emerging recognition that the capabilities for leadership are nurtured through recognition of achievement in professional roles. Indeed, anecdotal evidence collected by this study suggests that one of the impacts of RATEP within a community is on the aspirations of young people.

"A few years ago in our community when you asked children what they wanted to be they would say 'work at the store' or maybe 'a teacher aide'. Now they say doctor, teacher ... the other day a young boy asked me how he could become an astronaut"
Cape York RATEP student, now studying in Cairns

The recently established Cape York Institute (CYI) has a vision for creating the local community leadership. Consultation with Mr Noel Pearson and other planning staff in the CYI identified other areas of alignment between RATEP and community development strategies in the Cape.

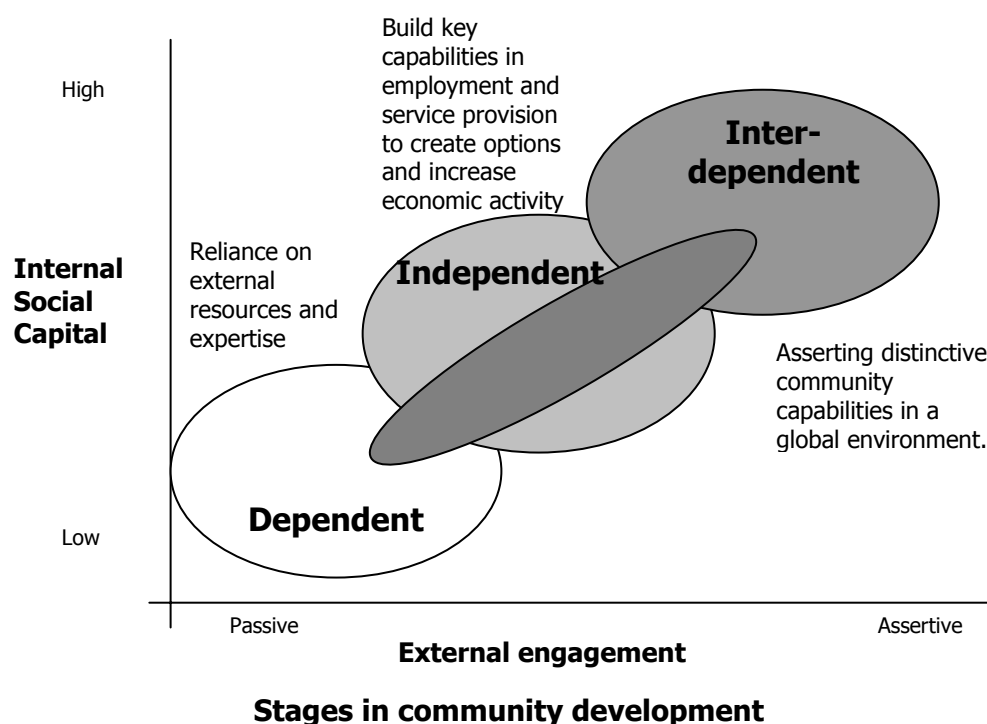
- Specific opportunities exist for links with the current focus on Cape York Partnerships on developing computer and media literacy skills. Students gaining a Certificate III qualification through these programs will be amongst those for whom a RATEP-like program should be a career pathway.
- The Cape York Partnerships initiative is seeking to create libraries throughout Cape York communities. The RATEP model is an ideal way of training local librarians to support this strategy.

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- The CYI has negotiated for the delivery of the “Yached” program of accelerated professional development. The RATEP delivery model could be utilised to deliver this program, particularly targeting recent RATEP graduates as a means of accelerating their attainment of professional confidence.

Other Indigenous communities throughout Queensland are moving in similar directions. Cherbourg community is seeking greater access to local adult education by establishing a local centre. Communities such as Woorabinda are at earlier stages of development but are working towards a similar vision.

Indigenous community development is at a critical stage as outlined by the Fitzgerald Report and reinforced by the aspirations of leaders such as Noel Pearson. The following model is proposed as a way of characterising the current strategy.



The aspiration for community development expressed by many Indigenous leaders is to achieve a level of interdependence characterised by:

- community members operating anywhere (including internationally) as equal partners in professional pursuits.
- engagement by community members is based on an understanding of both professional equality and distinctive capabilities, some of which relate to their home communities.
- home communities develop an enterprising culture that encourages the pursuit of opportunities.

The model suggests that for many communities this vision is difficult to achieve because they do not have a base of capabilities. Hence, they need specific policy and investment to create a base of expertise, skills, knowledge and awareness. This occurs by focusing on achieving greater independence in key areas of employment – education, health, public order, environmental management etc.

Different communities are at different stages of maturity. Indeed, even within communities there will be examples of activities that are characterised by different stages. RATEP is an

ideal program to support transition from dependence to independence and create the foundation for inter-dependence.

5.5 To reduce recurrent costs

Agencies such as Education Queensland, Queensland Health and the Queensland Police Service make a substantial investment in Indigenous communities. Much of this investment covers the cost of turnover of external staff. Attachment C provides estimates of the additional costs of high-turnover of teachers. This estimate suggests that achieving local Indigenous teacher employment levels as identified in Attachment B2 will result in recurrent savings to Education Queensland of approximately \$9.3m per year.

Local employment of teachers will create savings in the form of the reduced cost of recruiting staff. As a number of those consulted during this project have identified, it also will increase the money available within communities to support other forms of economic and social development.

5.6 To gain efficiencies

The current RATEP program runs on the smell of an oily rag. As one former steering committee chair described it, "the success of RATEP in part is that it has a 'hunter-gatherer' mentality". In other words, it finds resources and support where it can, rather relying on a lifeline back to the Central Office.

However, recent developments may point to future efficiencies. For example:

- JCU has established a community-based supported health-worker (nursing) program and teaching program on Thursday Island
- JCU and TNQIT are working together to establish a nursing program in Napranum as a pilot expansion of RATEP
- Queensland Health is sponsoring a community-based nursing program in Roma, a collaboration with USQ and SQIT.

It is important that these initial pilots of expanded programs are allowed to find their feet without imposing tight cost restrictions. However, it is likely that efficiencies will be uncovered as regional collaborations are strengthened.

5.7 To attract additional resources

RATEP has been a regionally-based program for its 14-year history. Its successful expansion over the last few years into central, western and southern Queensland, and into other health professional training in the far north and Roma mean that the program is positioned to become a mainstream part of the policy framework. This opens up opportunities for additional funding through government, from communities and from the private sector.

5.7.1 ...from government

Commonwealth and State governments currently have a number of programs for which an expanded RATEP would achieve significant outcomes. In 2004/2005, the Commonwealth Government has increased its commitment to supporting remote communities, particularly through the structure of the IESIP program. In 2003 the Minister for Education, Science and Training supported James Cook University's School of Medicine, Health and Molecular

Science and School of Education establish a campus on Thursday Island to provide access for remote students (not only Indigenous students). The Commonwealth contributed to this program at the rate of five-times the normal per student funding. This establishes a precedent for targeted Commonwealth support for community-based tertiary education.

Similarly the State Government has identified Indigenous community development as a policy priority, most notably through the Cape York Strategy. There is a number of key policy initiatives to which RATEP can be seen to contribute. There also are 'rumblings' within Indigenous communities in other parts of the State that the government focus on community development needs to geographically broaden and acknowledge the achievements in other parts of Queensland that still need to be given sustained attention and resources.

5.7.2 ...from communities

Changes in community funding are likely to provide opportunities for RATEP. The specific changes are:

- reallocation of ATSIC funding⁴
- increased community discretion over funding and resources.

The State Government has set the trend for this development through the Cape York Strategy through which the public allocation to communities has been quantified and made available for communities to have a say in how it is invested.

5.7.3 ...from the private sector

Corporate Social Responsibility (CSR) has become an important focus for business, particularly in certain sectors. Indigenous community development programs such as RATEP are well-placed to gain support from a trend towards increased community-business partnerships if mutual benefits can be identified.

Opportunities for mutual benefit between business and RATEP include:

- business employment
- community/business development partnerships
- corporate philanthropy.

5.7.3.1 Business employment

Businesses currently have significant employment interests in and near Indigenous communities. In many cases, they face the same problems as government employers in attracting and retaining professional staff. Investment by such employers in local professional skills can be seen to provide mutual benefit, particularly when a demonstrably successful program like RATEP is a factor.

Business sectors that should be targeted for this form of support include:

- mining

The planning for the Kahibah Development Project near Grafton has specifically focused on opportunities for Indigenous employment and business development in part to form a stable workforce, but also as a future attractor of investors and visitors.

⁴ This project attempted to learn more about the plans for reallocation of ATSIC funding and how this could support the RATEP model expansion, but it appear that these enquiries were premature.
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- banking/financial management
- tourism
- primary industries
- aerospace
- private health
- non-State education

5.7.3.2 Community business development partnerships

Many Indigenous communities are well-placed to consider development partnerships with private-sector organisations in ways that provide investment in RATEP-type programs. There are indicators that Indigenous involvement in some projects provides a significant business benefit.

These strategies are particularly attractive in emerging or potentially controversial industries where an Indigenous community partnership may be able to help sway public and government opinion. Hence, communities need to be sure that the objectives of the projects and the integrity of partners match their own values.

Opportunities for community-business development partnerships for Indigenous communities that could provide additional resources for RATEP include:

- emerging environmental industries such as tree-planting for carbon credits
- property development
- aerospace
- mining
- sunrise primary industries
- manufacturing
- waste management.

5.7.3.3 Corporate philanthropy

Corporate Australia is not recognised for its philanthropy, although this sector is growing. A recent study⁵ funded by the Prime Ministers Community-Business Partnership Strategy found that for just 10 percent of surveyed businesses considered philanthropy as part of their business responsibility. On the other hand, three-quarters of the surveyed companies believed that their social responsibility strategies were a factor in their business sustainability.

Business-community philanthropic relationships tend to be between business foundations and a charitable not-for-profit organisation, often directed at specific projects.

Hence, a program such as RATEP – government run, State-wide and potentially across a number of agencies – is not an obvious candidate for philanthropic support, although it may be possible to frame the RATEP program in a way that attracts corporate philanthropy.

The Aboriginal Employment Strategy, an initiative of the Moree Indigenous community that recently has taken a national focus, is an example of a program that attracts both public and private-sector funding and may provide a model for RATEP. Two major banks, ANZ and Commonwealth now are sponsoring the program and according to recent media reports, the ANZ Bank is helping to expand the program nationally. Woolworths also is a sponsor.

⁵ "Corporate Community Involvement – Establishing the Business Case" – Centre for Corporate Public Affairs, 2000 – available at <http://www.partnerships.gov.au/pdf/ccipart1.pdf>
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The media reports (eg ABC's PM program of 4 August 2004) suggest that the support from these major institutions is a mix of philanthropy and self-interest, with the program being used to 'find workers'.

6 How can the RATEP model be expanded?

Expansion of the RATEP model involves:

- expanding the availability of the program to more communities
- expanding the number of employers
- expanding the number and type of providers.

To be successful, expansion must adhere to the fundamental principles that underpin RATEP's success:

- leadership
- partnership
- flexibility
- working within and around
- building the RATEP family

Hence, RATEP can only successfully expand where:

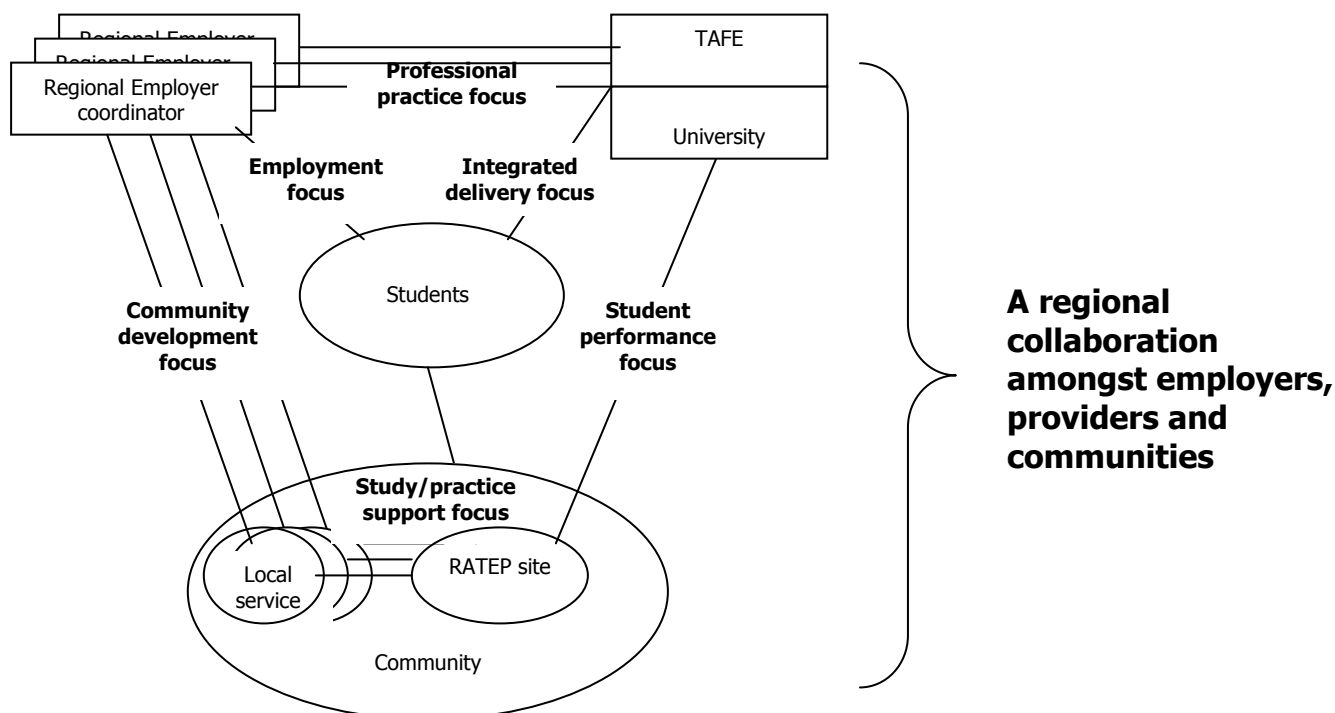
- there is local/regional leadership commitment
- providers, employers and communities find mutual benefits in a flexible partnership
- there is a practical focus on placing Indigenous people in real jobs
- the program 'delivery units' are not too large and allow family-type support mechanisms
- those driving the program include Indigenous people with personal experience of gaining professional confidence in professional employment.

7 A vision for the RATEP model

Expanding RATEP requires a vision that allows a range of responses, particularly for remote and rural communities and urban communities.

7.1 RATEP vision for remote and rural communities

The following model conceptualises the vision for the RATEP model for remote and rural communities where access to alternative pre-employment training is limited.



The long-term vision for the RATEP model in remote and rural communities is:

7.1.1 Communities

Communities will have a strong ownership of community-based pre-employment educational support. Community leaders will have a say in the structure of local employment in areas such as health, education and criminal justice, within the employers' guidelines and standards. Communities will have the resources to adapt and modify local support and programs to their specific needs. Students will be able to access a range of programs that provide a clear path for them to real employment and professional confidence. The size of the program in any community will be sufficient for them to achieve realistic targets for local employment and to provide appropriate options for participants.

7.1.2 Providers

Providers will have an integrated (or at least, aligned) suite of subjects and programs that provide pathways for students to gain relevant qualifications in area of local professional employment. For some of these pathways there will be a requirement for students to study on-campus, at least for a period of time, particularly in highly specialised areas. Providers will be able to access resources that enable them to design and deliver programs

particularly for Indigenous students. The resources will be based on the allocation of a number of specific places for Indigenous remote students, with appropriate funding support. Providers will work closely with employers and RATEP site support professionals to ensure programs meet professional practice requirements and encourage high-performance from students.

7.1.3 Employers

Employers will provide strong support for providers and communities to:

- ensure the professional standards of graduates are appropriate
- maximise the opportunities for the employment of graduates
- provide strong links between the community-based learning programs and the local service environment (schools, hospitals/clinics, police stations etc).

7.1.4 Coordination

Coordination will be at the regional (ie non-metropolitan) employer level. Each employer involved in RATEP will have a coordinator to monitor the progress of each student towards employment (amongst other roles).

Coordinators will collaborate at the regional level, including providing support for the regional steering committee. The committee will comprise senior representatives of all of the partners - employers, providers and communities – and may be a sub-committee of the formal regional forum. In other words, RATEP may be seen as an important component of overall regional development.

7.2 The vision for supported tertiary training in urban communities

RATEP, as it currently operates, has proved that the principles underpinning the program apply in both remote/rural communities and in urban settings. The vision for professional employment for urban-based Indigenous people is for a more effective program of support through all stages of professional study and employment.

The principles of support and flexibility are the same, but the infrastructure for providing this support is different. The vision is to:

- improve the effectiveness of TAFE and university based services to provide study-support environments for Indigenous students
- improve the effectiveness of relationships between employers, TAFE providers and universities
- provide better mentorship for Indigenous students
- improve opportunities for Indigenous students to gain employment and experience early professional success.

8 The strategy for achieving the vision

This vision for the RATEP model is a long way from the current situation. Moving towards the vision requires careful balancing of the need for urgency to address the lack of employment opportunities for Indigenous people, and the need for caution in preserving the foundations of the RATEP model. RATEP will not continue to thrive if it rushes to become a State-wide program imposed on communities, providers and employers.

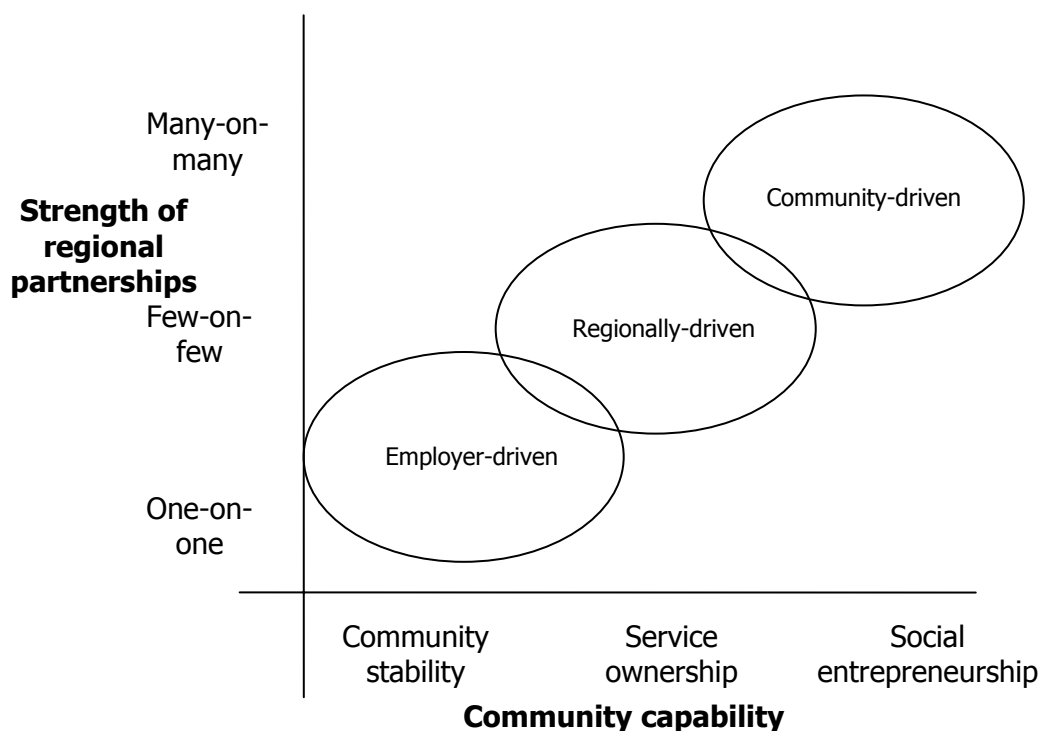
There are two key factors that will determine the ability of RATEP to expand towards the vision:

- community capability
- strength of regional partnerships

Community capability is essential for achieving the vision. Key stakeholders agree that currently communities are not ready to take full ownership for RATEP. However, communities should be encouraged to integrate the RATEP model into their community development planning to identify the capabilities required. This emphasis has been supported at the State Government level through the Cape York Strategy including the CEO champion program through which each CEO provides leadership support and mentorship to an allocated Indigenous community.

Strong regional partnerships are imperative if the RATEP model is to expand. The current partnerships amongst the Far Northern Educational District and the providers have taken years to reach their current level of maturity and sustainability. Other regional frameworks are in advanced stages of maturity through the Regional Managers of Government Forums (RMFs) through which the next phase of the RATEP model may find support.

The following model is proposed for the expansion of RATEP.



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The next stage for RATEP is to focus on strong regional partnerships that extend beyond those focused on a single employer. In this sense, 'regional' is not intended to be defined by regional boundaries. The characteristics of the regionally-driven model are:

- non-metropolitan – the program must remain regionally-based
- a natural alignment of local providers
- a natural alignment of local employers (or employer 'agents')
- flexibility in the relationship between the employer/provider relationships.

The following table identifies aspects of the transitions between stages.

Stage	Indicators of success	Indicators of growth-readiness
Employer-driven	<ul style="list-style-type: none"> • strong employer-provider relationships • employer-level strategic plan • strong community support • high-rate of student retention • high-level recognition/support 	<ul style="list-style-type: none"> • other communities wanting sites • other providers seeking involvement • interest from other employers
Regionally-driven	<ul style="list-style-type: none"> • successful multi-employer sites • growth in local employment • robust regional governance • integrated regional planning 	<ul style="list-style-type: none"> • emerging local professional leadership • community negotiations with alternative providers • local demand for wider-range of programs
Community-driven	<ul style="list-style-type: none"> • integrated community planning • increased community role as employer of professionals • commitment of community funds for professional training • local establishment of private professional services • distinctive local strategies 	

This strategy encourages the regionally-driven model by providing opportunities for regional 'hubs' to establish. These hubs are likely to be:

- the Cairns-based hub founded on the current partnerships, expanding to include partnerships to create employment in health and, over time, other sectors
- the Toowoomba/Roma-based partnership currently emerging to provide community-based nursing training in south and south-west Queensland expanding to include teacher-training and, over time, other forms of community-based employment
- a Central Queensland hub (it is too early to predict how this hub might emerge).

Each hub will develop its own identify and style by applying the RATEP-model principles to specific challenges.

9. The business plan for the RATEP model

This plan seeks to establish RATEP as a regionally-driven strategy, with readiness to move towards the vision of being a community-driven resource. There are five areas of focus for the plan:

- increasing *pathways to employment* for community-based Indigenous people
- establishing the *regionally-driven* model for RATEP
- providing improved *support* in urban communities
- *sustainable funding* to expand the number of sites
- engage with communities to improve community development *planning*

The following model outlines the strategies.

The strategy		Employer-driven	Regionally-driven	Community-driven →
The plan: <i>Objective:</i> Increase Indigenous professional employment in communities	For rural and remote communities	1: Increase pathways		
			2: Establish the regional model	
			3: Provide sustainable funding	
			4: Engage with communities	→
	For TAFE/ university campuses	5: Improve support for Indigenous students on campus		

The strategies for each of these areas of focus are identified below. Attachment D provides the strategic framework for the business plan. Attachment E provides a more detailed analysis of the strategies and actions including costs for each of the actions.

9.1 Increase pathways (Recommendation 1)

This strategy seeks to build on the work already carried out by the current partners, particularly TNQIT to increase pathways. It will explore increased pathways within education streams as well as opening up new opportunities in health, policing, local government and other areas of employment.

Actions for this strategy include:

1. pilot joint teaching-nursing sites in North Queensland
2. explore opportunities to expand educational pathways including early childhood, special education and secondary

3. consult with other government employer agencies including police and local government to identify opportunities for strengthening community-based employment pathways through the RATEP model
4. consult with community leaders concerning opportunities to open up new pathways
5. support initiatives being undertaken by USQ and SQIT in health education
6. identify and consult with potential private-sector employers (eg mining, banking, tourism and transport).

9.2 Establishing the regionally-driven model for RATEP (Recommendation 2)

This strategy does not intend to establish geographical boundaries for RATEP programs. "Regional" is defined as a local, non-metropolitan partnership amongst employers, providers and communities. Indeed, different regional hubs may operate across regional boundaries to address specific community needs.

Actions for this strategy include:

7. support the current partners to develop the RATEP model to provide increased pathways and employment options as a Cairns-based region
8. assess the viability of other regional models where there are local leadership and partnerships – initial opportunities to be explored are:
 - in Central Queensland, expanding the partnership between the Nambour Education District and CQU
 - in South-West Queensland, expanding the partnerships amongst Queensland Health, SQIT and USQ
9. implement communication protocols to exchange knowledge amongst the regional 'hubs'

9.3 Providing sustainable funding to expand the number of sites (Recommendation 3)

Actions for this strategy include:

10. a submission to the Commonwealth Government to create additional tertiary places specifically for Indigenous students and remote-area Indigenous students
11. establish the RATEP model as a regular agenda item for Queensland government CEO forums:
 - a. identify long-term savings for agencies from expanding local employment
 - b. improve understanding of the key factors in supporting community development
12. review the allocation of current IESIP funding by Education Queensland to determine opportunities for increasing the allocation for RATEP
13. consult with relevant agencies to increase the number of TAFE places available for Indigenous students, particularly in rural and remote areas
14. develop a marketing program for seeking private-sector support for RATEP

9.4 Engage with communities to support development planning (Recommendation 4)

Actions for this strategy include:

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15. Include members of the Cape York Strategy Unit and the Cape York Institute on the steering committee for the North Queensland regional program
16. Identify communities for piloting models for increased community ownership of the RATEP model (Hopevale and Cherbourg have been identified as possible sites)

9.5 Providing improved support in urban/university communities (Recommendation 5)

Actions for this strategy include:

17. pilot and evaluate a program of Indigenous student support through a partnership between an education district office and a provider collaboration

10. Costs of strategy

Attachment E provides an estimate of the costs for the strategy. The following table summarises these costs (\$m):

Agency	2005	2006	2007	2008
DEA (total costs)	\$2.330	\$2.885	\$3.710	\$4.425
TAFE (additional to current costs)	\$0.160	\$0.320	\$0.640	\$0.960
University (additional to current costs)	\$0.120	\$0.240	\$0.480	\$0.720

The project has not sought to use a rigorous cost-benefit analysis methodology to justify the expansion of the RATEP model. However, it is likely that the implementation of the business plan will deliver:

- recurrent savings of \$3.6m in reduced teacher-turnover costs for rural and remote communities
- savings in other areas of employment
- improved outcomes for Indigenous students and
- improved progress towards community development targets.

11 Conclusion

The expansion of the RATEP model is already happening. The options of either leaving things as they are or allowing the program to simply evolve no longer are available.

The program in the north is under pressure to expand into nursing. The CYI has a vision of delivering a range of programs using the RATEP-model. QH has based its pilot of a community-based nursing program in the South West on RATEP.

Each of these options is seeking funding and support. There is a risk that if the program is left to evolve without coordination so that communities will be faced with a fragmented suite of options.

This situation is a compliment to the RATEP partners who have collectively 'done the hard yards' over the last 14 years. The success of RATEP is entirely due to their commitment. The current partners are the key players in the next stage of expanding the RATEP model.

But there will be other partners – other employers and over time, other providers.

This project has suggested an approach to the expansion of the RATEP model in a way that seeks to preserve the key principles of its success while recognising the sense of urgency, particularly amongst communities and employers.

DEA is the lead agency in this expansion because of its commitment to the RATEP model and its capacity to influence policy support both at the State and Commonwealth levels. However, in expanding the RATEP model, DEA needs to recognise that the program is built on a strong foundation of equal partnership. Hence, the role of the executive leadership of DEA is to facilitate the coordination of resources and support on a whole-of-government basis while allowing their regional agencies to create the partnerships necessary for the program to succeed.

If these roles can be negotiated successfully then the RATEP model can help show the way to a better future for Indigenous communities.

The proposed expansion of the RATEP model will require significant investment. However, this project has found that this is exactly the type of investment needed by Indigenous people and communities. The results of RATEP speak for themselves – nearly 100 teacher graduates, 75 per cent still employed as teachers and more than two-thirds of graduates still employed as teachers in remote communities.

While this performance has not been quantified against other programs of support, it is the considered view of many experts consulted that the RATEP model is the right approach at this stage of community development. Building local professional employment, keeping the salaries from real jobs within communities and providing skills and knowledge will provide the foundation for the next generation of development. This approach is considered a better investment, for example, than funds allocated to create businesses with limited sustainability because of poor local markets and skills.

It is recommended that the RATEP program be expanded to provide a positive contribution to the lives of Indigenous people throughout Queensland.

Attachment A: RATEP status

RATEP achievements

- 97 registered teacher graduates with either Diploma of Teaching (up to 1996) or Bachelor of Education
- From 1993 onwards, 233 graduates with either Certificate IV or Diploma-level vocational qualification from TNQIT
- Currently 73 teacher graduates employed in Queensland schools
- Currently 66 teacher graduates employed in rural or remote communities

Current status

- 16 sites located across Queensland
- 67 students enrolled in Bachelor of Education
- 79 students enrolled in Certificate III, Certificate IV or Diploma programs

Current sites

Site	Education District	Location
Bowen	Mackay Hinterland and North	Bowen State School
Cairns	Far Northern	Cairns West State School
Charleville	Roma	Cunnamulla State School, Quilpie State School, Eromanga State School
Cherbourg	South Burnett	Cherbourg State School
Coconut Island	Torres Strait	Coconut Island State School
Hopevale	Far Northern	Hopevale State School
Mareeba	Tableland/Johnson	Mareeba State School
Moa Island	Torres Strait	St Paul's State School
Mossman	Far Northern	Mossman State School
Mt Isa	Mt Isa	Spinifex State College
Napranum	Far Northern	Napranum Campus, Western Cape College
Palm Island	Townsville North and West	Bwngcolman Community School
St George	Roma	St George State School, Thallon State School, Roma Middle School, Mitchell State School, Dirranbandi State School
Thursday Island	Torres Strait	Thursday Island State School
Toowoomba	Darling Downs	Toowoomba North State School
Yarrabah	Far Northern	Yarrabah Training Centre

Definition of RATEP

Source: RATEP team from Tropical North Queensland Institute of TAFE

RATEP: delivering teacher education to Indigenous peoples across Queensland

RATEP is a community-based Aboriginal and Torres Strait Islander education program that aims to increase the pool of registered Indigenous teachers in Queensland. RATEP achieves this aim through the remote delivery of courses to Indigenous peoples living in their home communities.

RATEP is a joint initiative of Tropical North Queensland TAFE (Cairns), Education Queensland (Cairns and Cape District Office) and James Cook University (Townsville). Representatives of Indigenous communities across Queensland also form an integral element in the partnership: through their initial and ongoing support for each RATEP site; sitting on various advisory committees for the development and implementation of the courses and their work on the overall RATEP Management Committee (which coordinates the partnership).

Under the RATEP partnership, students complete Certificates III, IV and Diploma of Education studies through Tropical North Queensland TAFE before moving into the second year of a Bachelor of Education degree with James Cook University. Training is delivered to students at 16 rural and remote community sites throughout Queensland by 17 Education Queensland teacher coordinators, supported by remote delivery of instructional materials by Tropical North Queensland TAFE and JCU teachers and lecturers.

In 2004, RATEP sites are located in the Torres Straits on Moa Island (Kubin Village and St. Pauls), Thursday Island and Coconut Island; on Cape York and far north Queensland at Napranum, Hopevale, Mossman, Cairns, Mareeba and Yarrabah; on the mid-coast at Bowen and Palm Island; and in southern and western Queensland at Mt. Isa, Charleville, St George, Toowoomba and Cherbourg.

Since its inception in 1990, RATEP has been highly regarded for its successful cross-institutional and community collaborations. No other program for rural and remote living Indigenous peoples in Queensland has resulted in such a sustained number of tertiary graduates. This year it is expected that James Cook University will graduate the 100th primary teacher through RATEP. Over the same time-frame, Tropical North Queensland TAFE has graduated literally hundreds of Indigenous Queenslanders in the Certificates III and IV in Education, and the Diploma of Education.

In 2002, the TAFE component of RATEP received the award for Outstanding Program at the Adult Learners' Week Awards conducted by the Queensland Government. Because of its unparalleled successes, a review is currently being undertaken of the RATEP model to ascertain the possibility for its use in the remote delivery of other disciplines such as health work, childcare and justice studies.

Four critical success factors for RATEP

Source: RATEP team from Tropical North Queensland Institute of TAFE

- 1.** Teachers are employed to live and work in the communities we service. TNQTAFE delivers teacher education primarily through the work of Teacher Coordinators at each site. These employees of Education Queensland guide and assist pre-service teachers through the various learning guides, practicums and other teaching/learning scenarios. Not ATAS tutors. Teachers. Not visiting teachers. Teachers living in the community. Teachers who fully understand the workplace competencies being assessed.
- 2.** The depth of the commitment expected from any Indigenous community that requests a RATEP site. We do not work with individuals alone. We work with groups of individuals who have the overt support of all sectors of their community. That support must be documented before a site is set up, and is expected to be maintained through the life of the site by regular meetings of Site Advisory Committees.
- 3.** The quality of the written learning materials. They are culturally relevant in presentation and academically rigorous, levelled to NRS benchmarks for literacy and numeracy. We are gradually using IT capabilities to extend our delivery options, but the bulk of our delivery is still done through print. We have a team of writers with extensive backgrounds in teaching Indigenous children and working successfully in Indigenous schools. We pride ourselves on the ability of our writers to deconstruct and scaffold the concepts intrinsic to current exemplary teaching practice. For example, the often dense and bureaucratic language that classroom teachers encounter in departmental policies and guidelines is packaged and presented in ways that our ESL client groups can manage. We often get feedback from the TCs that the Learning Guides have been praised by supervising teachers and principals as exemplars which explore the skills and requirements of teaching in ways that university materials in teacher education never do. This could be partly as a result of the differing focus of our work as compared to universities.
- 4.** The quality of the course delivery team at TNQIT RATEP. We ensure that TCs are kept informed and aware of requirements (for assessment tasks, practicums, field trips etc. and the many administrative tasks required by TAFE). Delivery team members liaise with TCs and students to assist in their submission of assessment tasks. Delivery team provides course content directly through residential workshops, field trips, teleconferences, video-streaming, internet forums and site visits. Delivery team monitors student progress and suggests study plans for most efficient completion of course requirements. Delivery team is responsible for assessment. The needs of a competency based TAFE course are vastly different to the needs of primary school teaching (which is where our TCs are most often skilled). Our desire to ensure compliance with AQTF (Australian Quality Training Framework) and NRS (National Reporting Standards for literacy and numeracy) benchmarks necessitate that TAFE delivery team members oversee the work of all TCs and students in RATEP. That is the strength of the partnership and that is why it has been successful.

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Attachment B: Indigenous employment targets and progress

Attachment B1: Projected Indigenous recruitment to achieve Education Queensland 2010 targets

Attachment B2: Projected Indigenous recruitment to achieve community targets

Attachment B3: Projected supply of Indigenous teachers from universities

Attachment B4: Projected supply and demand for Indigenous health professionals

Attachment B5: Projected supply and demand for Indigenous policing professionals

Attachment B1: Projected Indigenous recruitment required to achieve Education Queensland 2010 targets

Year	% of Indigenous teachers	Number of Indigenous teachers	Total additional Indigenous teachers required between 2005 and 2010
2004**	1.0	419	
2010	2.4	1090	840 (140 per year)

**actual teacher numbers as provided by Education Queensland

Assumptions:

- Average growth in the total number of teachers of 3 per cent per annum from 2004 to 2010
- Average rates of separation of Indigenous teachers of 4 per cent per annum

Source: 2004 data and assumptions provided by Strategic Human Resource Management Division, Education Queensland

Attachment B2: Projected Indigenous recruitment to achieve community targets

LGA	Indigenous Total Population	% Indigenous Population	Estimated Indigenous students	Indigenous teachers target	
Carnarvon	67	5194	1.3	18	0.9
Longreach	78	3668	2.1	21	1.1
Tara	104	3657	2.8	28	1.4
Winton	106	1506	7.0	29	1.4
Wambo	113	4963	2.3	31	1.5
Booringa	115	1794	6.4	31	1.6
Broadsound	133	6197	2.1	36	1.8
Chinchilla	147	5641	2.6	40	2.0
Carpentaria	191	1309	14.6	52	2.6
St Pauls (Moa)	196	205	95.6	53	2.1
Waggamba/ Goondiwindi	198	7256	2.7	53	2.7
Eacham	204	5936	3.4	55	2.8
Barcaldine	207	5688	3.6	56	2.8
Warraber Is	207	214	96.7	56	2.2
Wujal Wujal	225	268	84.0	61	2.4
Gatton	227	14841	1.5	61	3.1
Pittsworth	227	14938	1.5	61	3.1
Boigu Is	241	265	90.9	65	2.6
Belyando/Peak Downs	249	12317	2.0	67	3.4
Saibai Is	249	331	75.2	67	3.4
Rosalie/Crow's Nest	251	18086	1.4	68	3.4
Bellenden Ker	252	4435	5.7	68	3.4
Bungil	253	6267	4.0	68	3.4
Stanthorpe/Inglewood	256	12258	2.1	69	3.5
Yorke Is	256	305	83.9	69	2.8
Murray Islands	256	305	83.9	69	2.8
Nanango	257	11121	2.3	69	3.5
McKinlay incl Dajarra	260	2288	11.4	70	3.5
Yam Is	261	312	83.7	70	2.8
Lockhart River	270	429	62.9	73	3.6
Damley Is	270	291	92.8	73	3.6
Laidley	286	12529	2.3	77	3.9
Horn Is	296	567	52.2	80	4.0
New Mapoon		306	317	96.5	83
Flinders incl Hughenden, Richmond	309	6407	4.8	83	4.2
Mossman	325	1751	18.6	88	4.4
Mirani incl Mackay	326	17716	1.8	88	4.4
North Stradbroke	336	2145	15.7	91	4.5
Esk/Kilcoy	341	17282	2.0	92	4.6
Sarina	369	9289	4.0	100	5.0
Gordonvale	370	3545	10.4	100	5.0
Daintree	386	7429	5.2	104	5.2
Injinoo	386	400	96.5	104	4.2
Johnstone	399	10173	3.9	108	5.4
Boulia (incl Camooweal)	411	1474	27.9	111	5.5
Jondaryan	412	12196	3.4	111	5.6
Collinsville/Whitsunday	460	19322	2.4	124	6.2

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Roma	468	6067	7.7	126	6.3
Bowen	484	7014	6.9	131	6.5
Dalby	506	9328	5.4	137	6.8
Warwick	511	20141	2.5	138	6.9
Ayr	511	7991	6.4	138	6.9
Pormpuraaw	521	582	89.5	141	5.6
Badu Is	523	686	76.2	141	5.6
Atherton	524	10001	5.2	141	7.1
Paroo	555	2021	27.5	150	7.5
Quilpie incl Thargomindah, Charleville	568	6586	8.6	153	7.7
Cloncurry	606	2488	24.4	164	8.2
Hinchinbrook incl Ingham	608	11742	5.2	164	8.2
Cooloola	630	31867	2.0	170	8.5
Wondai	644	18487	3.5	174	8.7
Herberton	647	4970	13.0	175	8.7
Edmonton	669	9620	7.0	181	9.0
Napranum	671	723	92.8	181	7.2
Hopevale	675	754	89.5	182	7.3
Trinity	677	7214	9.4	183	9.1
Charters Towers	685	8004	8.6	185	9.2
Bamaga	692	810	85.4	187	7.5
Balonne incl St George, Dirranbandi	709	5120	13.8	191	9.6
Cardwell incl Tully	713	10160	7.0	193	9.6
Normanton	776	1257	61.7	210	10.5
Kowanyama	789	918	85.9	213	8.5
White Rock	814	8366	9.7	220	11.0
Mornington	848	946	89.6	229	9.2
Mareeba	921	6652	13.8	249	12.4
Aurukun	927	1045	88.7	250	10.0
Doomadgee	1009	1133	89.1	272	10.9
Torres Strait (incl Coconut Is)	1021	1152	88.6	276	11.0
Cherbourg	1098	1132	97.0	296	11.9
Innisfail	1209	8198	14.7	326	16.3
Etheridge	1223	11857	10.3	330	16.5
TI incl Part Kennedy	1610	2541	63.4	435	21.7
Palm Is	1999	2166	92.3	540	21.6
Yarrabah	2017	2143	94.1	545	21.8
Burdekin/Thuringowa incl Home Hill	3004	60076	5.0	811	40.6
Mt Isa	3046	19494	15.6	822	41.1
Total					609

Assumptions:

- 27 per cent of Indigenous population school-aged
- average teacher : student ratio of 1:20

Source:

- Australian Bureau of Statistics 2001 Census of Population and Housing, Indigenous Population by LGA
- Education Queensland, Strategic Human Resources Branch

Attachment B3: Projected supply of Indigenous teachers from universities

Teacher Education Enrolments, Indigenous and All, Queensland Universities, 2001-2003

Institution	Indigenous			All		
	2001	2002	2003	2001	2002	2003
Australian Catholic University	64	70	56	962	996	1,076
Central Queensland U.	53	53	48	2,127	2,167	2,276
Griffith U.	56	52	51	3,254	3,591	4,078
James Cook U.	39	55	66	1,786	1,840	1,950
Queensland U. of Technology	69	57	71	6,058	5,952	6,184
U. of Queensland	7	8	15	830	1,036	1,337
U. of Southern Queensland	45	35	30	1,964	2,158	2,465
U. of the Sunshine Coast						
Total	333	330	337	16,981	17,740	19,366

Australian Catholic University	6.7	7.0	5.2
Central Queensland U.	2.5	2.4	2.1
Griffith U.	1.7	1.4	1.3
James Cook U.	2.2	3.0	3.4
Queensland U. of Technology	1.1	1.0	1.1
U. of Queensland	0.8	0.8	1.1
U. of Southern Queensland	2.3	1.6	1.2
U. of the Sunshine Coast			
Total	2.0	1.9	1.7

Projected Indigenous teacher graduates 2004-2010

	2004	2005	2006	2007	2008	2009	2010
Australian Catholic University	13	14	15	15	16	17	18
Other universities	67	70	74	77	81	85	89
Total	80	84	88	93	97	102	107

Assumes 5% pa growth and 95% retention to employment

Source of 2001-2003 actual data:

DEST Higher Education Data Collection

Notes:

1. Enrolments are as at 31 March for 2001 and 2002; for the first half-year for 2003.
2. Indigenous status is self-reported.

Attachment B4: Projected supply and demand for Indigenous health professionals

Students, Selected Higher Education Statistics (DEST)

Table: Number of domestic students of Aboriginal or Torres Straight Islander origin or where the permanent home address is a rural or isolated postcode, who are enrolled in undergraduate Medicine, Nursing or Pharmacy(a), 2000-2002(b)

Course Type		Aboriginal or Torres Straight Islander origin						Other students			All Students		
		Rural/Isolated			Urban or not coded			Rural/Isolated					
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
Medical Studies	Other courses	3	1	1	18	6	2	570	205	218	591	212	221
	Provisional Registration	7	13	21	52	71	81	407	743	808	466	827	910
	All	10	14	22	70	77	83	977	948	1,026	1,057	1,039	1,131
Nursing	Initial Registration	87	127	159	102	130	125	4,208	6,424	6,733	4,397	6,681	7,017
	Other courses	32	0	14	22	3	13	2,112	363	370	2,166	366	397
	All	119	127	173	124	133	138	6,320	6,787	7,103	6,563	7,047	7,414
Pharmacy	All	3	2	2	1	2	8	423	529	584	427	533	594

(a) Courses selected as follows:

----where the Special Course Indicator identifies the student studying "A course leading to provisional registration as a medical practitioner", or "A general nursing course required for initial registration", or

-----for 2001-2002, where Field of Education = 060100-060199 (Medical), 060300-060399 (Nursing) or 060500-060599

(Pharmacy), or

-----for 2000, where Field of Study = 070500-070502 (Medical), 070402-070403 (Nursing) or 070408 (Pharmacy).

-----for 2000, where Field of Study = 070500-070502 (Medical), 070402-070403 (Nursing) or 070408 (Pharmacy).

(b) Figures for all years show Submission 1 enrolments.

Source: OZUE (2000) ENROL(2001-02) – February 2004

Attachment C: Estimated costs of high-turnover of professional employees in rural and remote communities

LGA	Indigenous teachers target	Estimated saving
Carnarvon	0.9	5,000
Longreach	1.1	8,000
Tara	1.4	11,000
Winton	1.4	13,000
Wambo	1.5	11,000
Booringa	1.6	14,000
Broadsound	1.8	13,000
Chinchilla	2.0	15,000
Carpentaria	2.6	25,000
St Pauls (Moa)	2.1	21,000
Waggamba/ Goondiwindi	2.7	20,000
Eacham	2.8	22,000
Barcaldine	2.8	23,000
Warraber Is	2.2	67,000
Wujal Wujal	2.4	73,000
Gatton	3.1	17,000
Pittsworth	3.1	17,000
Boigu Is	2.6	78,000
Belyando/Peak Downs	3.4	23,000
Saibai Is	3.4	100,000
Rosalie/Crow's Nest	3.4	17,000
Bellenden Ker	3.4	30,000
Bungil	3.4	29,000
Stanthorpe/Inglewood	3.5	24,000
Yorke Is	2.8	83,000
Murray Islands	2.8	83,000
Nanango	3.5	25,000
McKinlay incl Dajarra	3.5	33,000
Yam Is	2.8	84,000
Lockhart River	3.6	109,000
Damley Is	3.6	109,000
Laidley	3.9	27,000
Horn Is	4.0	40,000
New Mapoon	3.3	99,000
Flinders incl Hughenden, Richmond	4.2	36,000
Mossman	4.4	43,000
Mirani incl Mackay	4.4	28,000
North Stradbroke	4.5	44,000
Esk/Kilcoy	4.6	30,000

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Sarina	5.0	42,000
Gordonvale	5.0	47,000
Daintree	5.2	46,000
Injinoo	4.2	124,000
Johnstone	5.4	45,000
Boulia (incl Camooweal)	5.5	55,000
Jondaryan	5.6	45,000
Collinsville/Whitsunday	6.2	45,000
Roma	6.3	58,000
Bowen	6.5	59,000
Dalby	6.8	60,000
Warwick	6.9	51,000
Ayr	6.9	62,000
Pormpuraaw	5.6	168,000
Badu Is	5.6	168,000
Atherton	7.1	62,000
Paroo	7.5	74,000
Quilpie incl Thargomindah, Charleville	7.7	71,000
Cloncurry	8.2	80,000
Hinchinbrook incl Ingham	8.2	72,000
Cooloola	8.5	56,000
Wondai	8.7	70,000
Herberton	8.7	83,000
Edmonton	9.0	82,000
Napranum	7.2	216,000
Hopevale	7.3	217,000
Trinity	9.1	85,000
Charters Towers	9.2	85,000
Bamaga	7.5	74,000
Balonne incl St George, Dirranbandi	9.6	91,000
Cardwell incl Tully	9.6	87,000
Normanton	10.5	104,000
Kowanyama	8.5	254,000
White Rock	11.0	103,000
Mornington	9.2	273,000
Mareeba	12.4	119,000
Aurukun	10.0	298,000
Doomadgee	10.9	324,000
Torres Strait (incl Coconut Is)	11.0	328,000
Cherbourg	11.9	353,000
Innisfail	16.3	156,000
Etheridge	16.5	155,000
TI incl Part Kennedy	21.7	645,000

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Palm Is	21.6	642,000
Yarrabah	21.8	648,000
Burdekin/Thuringowa incl Home Hill	40.6	350,000
Mt Isa	41.1	393,000
Total	609	9,274,000

Assumptions:

1. Savings per teacher (or FTE) - \$30,000 per teacher per year on remote communities (ie communities with > 70% Indigenous population) and \$10,000 per teacher per year in rural and other communities.
2. Major centres and south-east Queensland communities excluded.

Attachment E: Strategies for RATEP Expansion

Strategy	Action	Timeframes	Responsibilities	Costs	Funding
<p>A: Increase pathways:</p> <ul style="list-style-type: none"> • In health • In teaching • In other areas of government employment • In the private sector 	1. Pilot joint teacher-nursing sites in North Queensland	Establish pilots and governance arrangement by 2005	EDS Far Northern District to facilitate	\$120,000 for community-based support services.	Queensland Health, NTQIT and JCU to negotiate funding
	2. Explore opportunities to expand teaching pathways	Consultation with current partners (TNQIT and JCU) to consider opportunities	EDS Far Northern District to facilitate with support from Director, Strategic HR		
	3. Consult with other government employment agencies	Initial consultation at CEO's meeting in September 2004 and specific consultation with Queensland Police and Queensland Health	Director-General, Education and the Arts to facilitate		
	4. Continued consultation with community leaders	Initial consultation with Cape York communities through the MCMC strategy in 2004. Ongoing consultation with other communities	DG, E&A to facilitate consultation with MCMC. Other EDSs to consult with other community leaders.		
	5. Support initiatives undertaken by USQ and SQIT in health education through Roma	Provide initial support and monitor opportunities in 2005. Facilitate discussions amongst other providers within the USQ/SQIT framework.	ADG Learning to provide support and facilitation.	\$25,000 for assistance including networking and mentoring with current RATEP coordinator and providers.	Education Queensland
	6. Identify and consult with potential private-sector employers	Mid 2005 following the Napranum nursing pilot. Consult with agencies that have specific employment needs.	ADG Learning to facilitate consultation amongst employer agencies and provider partners.		

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Strategy	Action	Timeframes	Responsibilities	Costs	Funding
Establishing the regionally-driven model for RATEP: <ul style="list-style-type: none"> • Stage 1 – Far North • Stage 2 – Sth West • Stage 3 – Central Qld 	7. Support the current partners to develop the RATEP model to provide additional pathways and employment options	Commence the development in 2005 as part of the pilot of the nursing programs. Provide ongoing support. Expand sites by 3-5 per year.	EDS, FND	\$50,000 for additional coordination. Refer to Attachment F.	Education Queensland, perhaps with support Queensland Health
	8. assess the viability of other regional models/partnerships	Initial discussions with USQ/SQIT and CQU in 2004. Identify specific opportunities to establish plans during 2005.	ADG Learning EDS from relevant districts	Refer to Attachment F	
	9. implement communication protocols amongst partners in various hubs	Conference of existing and potential regional employers and providers to assist with planning for possible new sites and to develop ongoing communication protocols	ADG Learning EDS from relevant districts	\$50,000 for conference	Education Queensland and Queensland Health
Providing sustainable funding for RATEP-type programs: <ul style="list-style-type: none"> • whole-of-govt • C'wealth • Agency savings • Private-sector 	10. submission to the Commonwealth Government seeking specific tertiary places	Develop the submission in consultation with providers and other potential employer partners in 2004. Develop an agreed program of growth in RATEP sites and enrolments for 2004 – 2006 (suggest growth of 2-5 sites per year).	ADG Learning to facilitate planning with current providers, regions and with prospective providers and employers.		
	11. establish the RATEP model as a regular item for CEO forums	Deliver a presentation on the RATEP model to the CEO forum in September 2004. Seek agreement to regular (eg annual) reporting on progress including agreement amongst employer agencies to identify potential savings. Identify cross-agency support and funding opportunities.	DG E&A with support from ADG, Learning		

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Strategy	Action	Timeframes	Responsibilities	Costs	Funding
	12. review the allocation of IESIP funding by EQ	Review of current formula against whole-of-government objectives for Indigenous communities (2004). Identify opportunities for attracting additional funding to RATEP.	ADG, Learning		
	13. consult with agencies to increase TAFE places available for community-based Indigenous programs	Work with DET and TNQIT to identify current obstacles to expanding places for Indigenous students in area of employment (2004/05). Consult with other agencies about opportunities and needs.	ADG, Learning		
	14. develop a marketing toolkit for communities to seek private-sector support for RATEP	Consult with successful communities/strategies eg Cherbourg, CYI and with specific corporations about gaining support either as employers, developers or benefactors. Develop a toolkit for use by communities and regional partners (2005)	ADG, Learning		
Engage with communities to support community planning	15. Include members of the Cape York Strategy Unit and Cape York Institute on the Cairns regional steering committee	Consultation with these bodies and other Indigenous groups about community development priorities (2004)	EDS, FND		
	16. Identify communities for piloting community-based RATEP model	Consultation and pilot initiatives (2007)	EDS, FND		
Provide improved support in urban communities	17. Pilot and evaluate a program of Indigenous student support through partnerships amongst regional employers and providers.	Negotiate with providers (TAFE and higher education) to seek support for implementing a model of collaboration to support Indigenous students from enrolment to employment (2005)	ADG, Learning, supported by relevant EDS	\$80,000 (estimated) for project officer (district-based) and evaluation.	

Attachment F: Suggested timeframes and costing for expansion

Indicative costs for achieving the business plan.

	2005	2006*	2007*	2008
Education Queensland				
Additional sites	3	3	5	5
Total sites	19	22	27	32
Additional Teacher Coordinator (TC)	3 - \$255,000	3 - \$255,000	5 - \$425,000	5 - \$425,000
Coordination @ \$100,000 per "regional hub" – State government funding	0.5 fte \$50,000 (additional coordination resources in Cairns region)	1 fte \$100,000	1 fte \$100,000	
Communication and knowledge sharing	\$50,000	\$50,000	\$50,000	\$50,000
Sites @ \$50,000 (costs met by employers, providers and communities)	Additional 3 sites \$150,000	3 additional sites \$150,000	5 additional sites \$250,000	5 additional sites \$250,000
Other costs	Support for nursing pilot (\$120,000) Support for USQ/SQIT (\$25,000) Urban/on-campus programs (\$80,000)			
Total Additional costs for EQ per year	\$730,000	\$555,000	\$825,000	\$725,000
Accumulative additional funding	\$730,000	\$1.285m	\$2.11m	\$2.825
TOTAL RATEP funding (EQ) (including current \$1.6)	\$2.33m	\$2.885m	\$3.71m	\$4.425m
TAFE				
TAFE students @ \$8,000 (costs met through State government)	20 additional students \$160,000	20 additional students \$160,000	40 additional students \$320,000	40 additional students \$320,000
University				
University students @ \$12,000 (HECS + funding sought through Commonwealth)	10 additional students \$120,000	10 additional students \$120,000	20 additional students \$240,000	20 additional students \$240,000

*Additional regional hub established

Note: Does not include coordination costs for other employers.

Other employer agencies would contribute to the site and TC costs based on pro-rata model.

Attachment G: Project methodology and consultation

The project was completed through five phases in consultation with a range of stakeholders:

Phase	Consultation	Other activities
1. Project Establishment	Project steering committee RATEP partners (JCU, TNQIT, Far Northern Education District)	
2. Scanning and research	<p>Education Queensland</p> <ul style="list-style-type: none"> Executive Director, Schools from various regions RATEP sites and other communities in South Burnett district Nambour District RATEP site and schools in Toowoomba Far North regional RATEP sites RATEP coordinator Strategic HR (Central Office) Other strategic stakeholders <p>Current providers</p> <ul style="list-style-type: none"> TNQIT (Education and Health) JCU (Education and Health) <p>Other potential education providers</p> <ul style="list-style-type: none"> University of Queensland Queensland University of Technology Griffith University University of Southern Queensland Central Queensland University <p>Other employers</p> <ul style="list-style-type: none"> Queensland Health (Brisbane & Cairns) Queensland Police Service (training and HR) <p>Community Development</p> <ul style="list-style-type: none"> Cape York Strategy Department of Communities <p>Funding agencies</p> <ul style="list-style-type: none"> DEWR DEST 	<ul style="list-style-type: none"> Statistical analysis of enrolment, employment and population trends Review of literature on community development and other strategies Define the key concepts underpinning RATEP Develop models for RATEP-like programs Test models with key stakeholders
3. Visioning and planning	<ul style="list-style-type: none"> Steering Committee Other key stakeholders Director-General, DEA 	Major workshop of key stakeholders
4. Feasibility testing	<ul style="list-style-type: none"> Current partners Potential partners (USQ, CQU, QUT) Bachelor College Australian Catholic University Cape York Institute 	Define targets Develop business case for expansion Develop financial models Test business case
5. Finalisation	<ul style="list-style-type: none"> Steering Committee 	