

# LOCAL TRAINING AND EMPLOYMENT OPPORTUNITIES

[This document has been written and provided by Social Traders in partnership with Landell Consultants.](#)

## GLOSSARY

A glossary of terms is provided at Appendix A.

## 1. CONTEXT

A highly-desirable social procurement outcome is the placement of members of disadvantaged groups into employment and training. Unfortunately, providing disadvantaged groups with employment assistance is often a complex process, especially for organisations unfamiliar with the system.

This paper provides the necessary information to help you understand the government-funded employment services system. Once you understand the system, it is easier to develop procurement documentation for providers to achieve employment and social outcomes for disadvantaged groups.

In March 2011, the unemployment rate in Australia was 4.9%<sup>1</sup>, which:

- was among the lowest in the industrialised world
- economists regarded as “full employment”.

However:

- there were 230,000 people who had been unemployed for more than two years and there were 250,000 families where no adult had been working for at least one year
- the youth unemployment rate was still double the overall unemployment rate<sup>2</sup>
- Indigenous people in the labour force were three times more likely than non-Indigenous people to be unemployed (16%)<sup>3</sup>
- people with disabilities had the highest unemployment rate of any group in Australia, other than Indigenous Australians<sup>4</sup>
- while the unemployment rate of all migrant skill stream categories was below the national unemployment rate 18 months after arrival,<sup>5</sup> initial unemployment rates for migrants were

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<sup>1</sup> Australian Bureau of Statistics, *6202.0 - Labour Force*, Australia, Mar 2011

<sup>2</sup> “Gillard vows welfare shake-up” 14 Apr 2011; ABC News, <http://www.abc.net.au/news/stories/2011/04/13/3190877.htm>

<sup>3</sup> Australian Bureau of Statistics, *4713.0 - Population Characteristics, Aboriginal and Torres Strait Islander Australians*, 2006

<sup>4</sup> “Pension cuts to pay for floods ‘not an option’”, 14 Feb 2011, ABC News, Professor McCallum, <http://www.abc.net.au/news/stories/2011/02/14/3138305.htm>

<sup>5</sup> National Communications Branch, Department of Immigration and Citizenship, Fact Sheet 14 - Migrant Labour Market Outcomes, 2009

relatively high. Though skills and accredited training are very important, there are a series of other needs that must be recognised and met if disadvantaged people are to secure employment in the longer term, hence, the importance of the broader employment support system.

In addition, there are people who possess skills and qualifications, but who simply cannot find work. In fact, there has been a perceived “oversupply” of people trained to Certificate III level, but who do not have:

- sufficient or targeted work experience
- other non-skills-related needs, such as inadequate housing, or low confidence/self-esteem.

Through social procurement, additional opportunities can be identified to provide people with the work experience they need to improve their chances of future employment.

## 2. PLANNING

If a council is seeking to achieve targeted training and employment through social procurement or through an internal program, it is important that the training and employment outcomes being sought are fully understood.

Typically, social procurement involves a provider being required to employ a particular group from a specific community, as a way to provide employment for people who would otherwise find it difficult to find employment in the mainstream labour market.

When planning for training and employment outcomes through procurement, it is important to consider:

- whether there are sufficient members of the target group ready and willing to be part of the project (the “supply” side of the equation)
- how the provider can access these groups
- how prepared members of this group are to move directly into a role in the labour market
- what the end goal is for the group members (and the council)
- what role the council will play beyond commissioning and implementing the project.

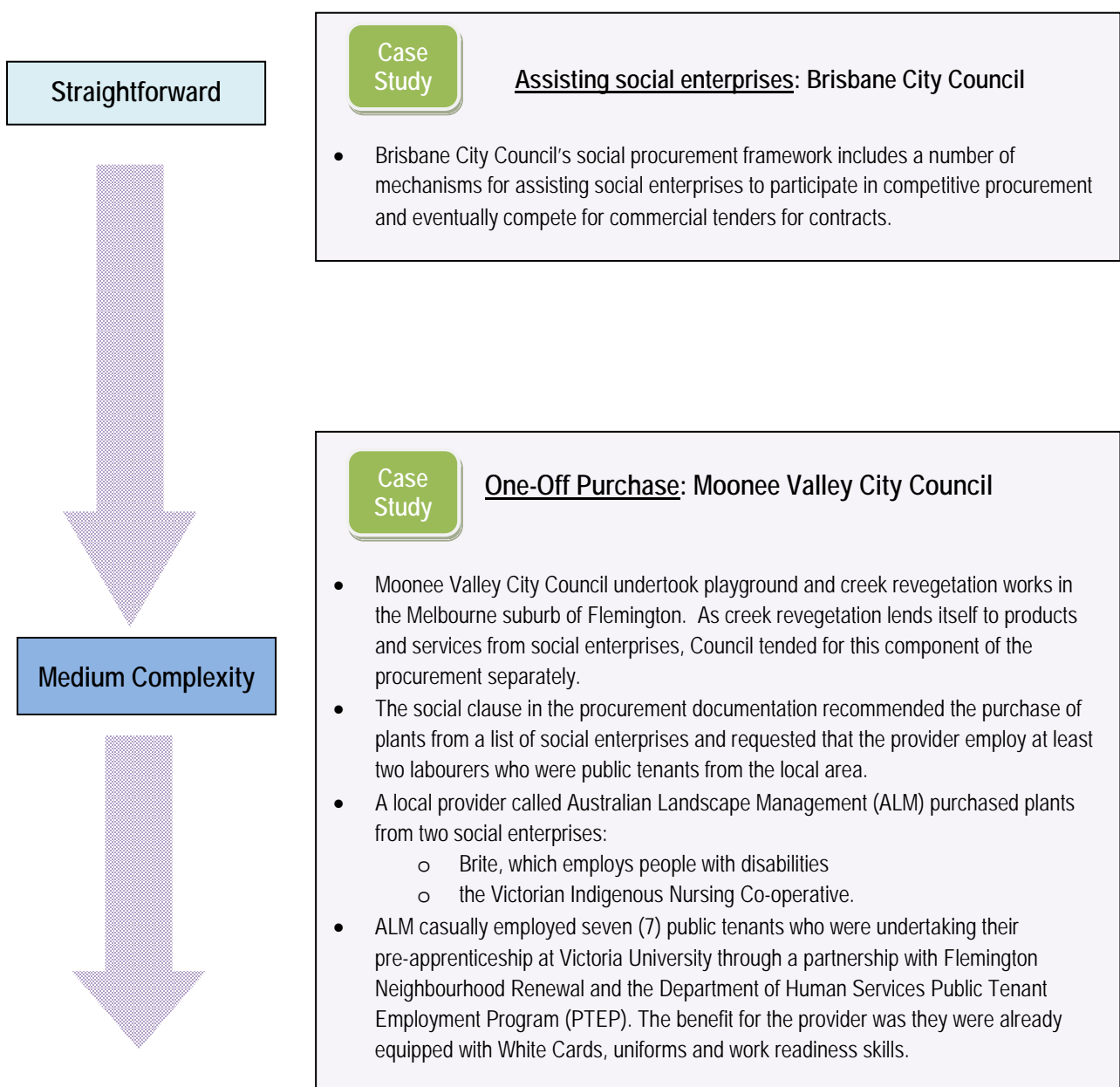
For example, if a council's goal is local economic development, then it is appropriate to require employment of local people and possibly a requirement that materials should be supplied by local businesses.

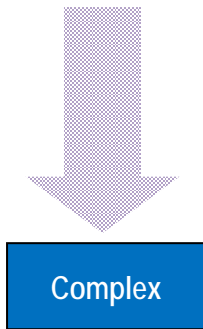
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However, if a council's goal is to create significant employment opportunities for a target group of long-term unemployed people (that is, people who have been unemployed for over 12 months), who live in a marginalised community, then the requirement of the provider is more complex. A number of social benefit organisations (social enterprises and Indigenous businesses) have been established to deliver training and employment outcomes for disadvantaged groups. Most commercial businesses are not designed to deliver these outcomes, and to do so, they require some assistance in sourcing labour and maintaining these staff.

Once you are clear about why you are socially procuring, the path that you take through the employment and training system will become clear.

The options for employing people from disadvantaged groups range from the straightforward to the complex, depending on the level of assistance the council intends to provide.





Case Study

**Procurement: Department of Human Services**

- In 2009, the Department of Human Services (DHS) released a tender for the provision of a concierge service on the Fitzroy, North Richmond and Collingwood public housing estates. Aside from the four supervisory staff members, the remaining 20 positions were to be allocated to long-term unemployed public housing tenants.
- The successful provider was also required to operate an intermediate labour market model which would involve each of the 20 tenant employees undertaking a certificate III in Community Services and then being supported into employment outside of this contract. Given the complexity of this tender, a social enterprise was appointed to deliver the service.

### 3. CLASSIFICATION

The Australian employment system uses a classification system to determine the status of people seeking work. The process starts with Centrelink, the Commonwealth Government agency that determines income support eligibility, administers payments and refers people to employment services.

There are two kinds of employment services. Job Services Australia services are delivered by both non-profit and for-profit organisations that have been contracted by the Commonwealth Department of Employment Education and Workplace Relations. Disability Employment Services target people with disabilities, and though contracts are organised slightly differently, these are also contracted.

When a person applies to Centrelink for unemployment benefits, Centrelink asks a series of questions to determine a person's chances of finding employment and hence their eligibility for services. These series of questions are known as the Job Seeker Classification Instrument (JSCI). If a person evidently has more serious barriers to employment, they will undertake a Job Capacity Assessment (JCA).

JSA consists of four "Streams" that are resourced to provide services appropriate to the needs of different types of unemployed people. The Stream designations affect the levels of service fees paid to the provider, and also (according to Stream level) the level of discretionary funding to pay for materials and services that might assist the person to secure employment (for example training, licences, clothing/equipment for work and transportation).

STREAM	STATUS
1	<ul style="list-style-type: none"> <li>• Ready to work (for example newly retrenched long-term worker)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Ready to work with minimal support (for example women returning to work after maternity leave)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Individuals requiring targeted support (for example newly-arrived migrants)</li> </ul>

4	<ul style="list-style-type: none"> <li>• Individuals requiring significant additional support and training (e.g. the generationally unemployed)</li> </ul>
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#### 4. PLACEMENT AND SUPPORT

Unemployed people are linked to the employment services system unless they are raising small children or have been determined to have no capacity for work due to a disability.

Job Services Australia providers are paid for placing job seekers with employers. Payments are higher for people who are considered to be harder to place.

The following organisations have links with Job Services Australia:

- local not-for-profit organisations
- charities
- Group Training Organisations (GTOs)
- Registered Training Organisations (RTOs)
- youth services providers
- disability employment services
- housing and other social services organisations.

These organisations will be able to assist in identifying people who could potentially fill the available places.

The more disadvantaged unemployed people are, the greater the support that will be required to transition them into the workplace. Whilst some unemployed people are ready for direct job placement, others may require additional structures and supports to prepare for, and maintain, a job. For some, this can involve undertaking a traineeship or apprenticeship as part of social procurement to gain skills and accreditation necessary for the work and to improve their long-term employability. For those who have been out of work longer, or who face more complex barriers to work, there may be a need for more intensive management support, and sometimes, clear links to external service providers in the area of case management.

By ensuring that the people being recruited are keen and capable, job placement is achievable even with the more difficult-to-place target groups. With complex target groups, such as Stream 3 and Stream 4 job seekers, it is advisable to ensure there is a pre-employment program in place to help identify people who are prepared to seize the employment opportunity. These programs are often run by Group Training Companies, some training organisations and a number of Job Services Australia providers.

<b>Direct Job Placement</b>	<ul style="list-style-type: none"> <li>• Some unemployed people have sufficient skills and/or experience to be placed directly into employment.</li> </ul>
<b>Traineeships and</b>	<ul style="list-style-type: none"> <li>• Traineeships provide access to qualifications, training and pay rates that recognise</li> </ul>

<b>Apprenticeships</b>	<p>some of the costs attached to the reduced productivity of some trainees.</p> <ul style="list-style-type: none"> <li>• The full-time apprenticeship term is generally three years (sometimes four).</li> <li>• Apprenticeships are usually offered in trade industries like plumbing, building, carpentry and commercial cookery.</li> <li>• The full-time traineeship term is six months to two years, depending on the way the training and qualification are delivered.</li> <li>• Traineeships are offered in trade and non-trade industries such as hospitality, business administration and retail.</li> <li>• Apprenticeships and traineeships can also be completed part-time over a longer period of time.</li> </ul>
<b>Intensive Management Support</b>	<ul style="list-style-type: none"> <li>• Where a large number of Stream 3 and Stream 4 individuals are targeted as a percentage of the workforce, there will often be a need for supportive management structures. This can range from lower supervision ratios, hiring supervisors and managers with strong support skills to working closely with RTOs to deliver training tailored to the needs of the targeted group.</li> <li>• Where the percentage of the workforce from this cohort is high, social enterprises and other social benefit organisations may be best positioned to deliver these contracts, although a number of commercial providers will go the extra mile in providing support to win the contract.</li> </ul>

The more unskilled an individual, the more important it is that s/he undertakes a pre-employment training program. Five-week pre-employment courses are available for trainees. Trainees are vetted via interview for acceptance into pre-employment training (success often depends on the individual's readiness and enthusiasm). An individual can be placed with an employer during pre-employment training. The trainee does not receive payment during the five-week period, but if the trainee has successfully completed the preparatory training, the trainee will be placed in a job upon completion of the training.

It is important to note that jobs created through social procurement should only be offered to people who:

- want to work
- have the capacity, or will be able to build the capacity, to undertake work for which they are being recruited.

Jobs the participants are offered are real and people employed in them have the same obligations as other staff.

A guide to potential pathway training required by coded groups is provided below.

**Note: This is a generic guide – individuals must be considered on a case-by-case basis.**

	Stream 1 individuals	Stream 2 Individuals	Stream 3 Individuals	Stream 4 Individuals
Direct Job Placement	☑	☑		
Traineeship (where appropriate)		☑	☑	☑
Intensive Management Support		☑	☑	☑
Pre-Employment			☑	☑

Information required to support the planning outcomes are tabulated below.

Direct Job Placement	<ul style="list-style-type: none"> <li>• List of the Job Services Australia providers in the area.</li> <li>• Identify the contact for LLEN.</li> <li>• Identify the contact for the Group Training Company/ies.</li> <li>• List any geographic parameters.</li> <li>• Utilise the modelling template provided in the <i>Social Procurement Toolkit</i> to determine employment and training objectives.</li> </ul>
Intensive Management Support	<ul style="list-style-type: none"> <li>• Determine the level of assistance that the council will provide to providers to achieve these goals.</li> <li>• Provide local agency network information that could assist in recruitment.</li> <li>• Determine whether there are social enterprises operating in the relevant industry that may be interested in the contract.</li> <li>• Identify the specific model of employment for example numbers and trainee qualifications.</li> <li>• Identify targeted postcodes and the relevant participant Stream.</li> <li>• Research to identify opportunities for pre-employment training.</li> <li>• Assist providers to understand support needs of Stream 3 and 4</li> </ul>

	<p>participants.</p> <ul style="list-style-type: none"> <li>• Consider the provision of incentives for providers to take on a greater number of targeted-group members.</li> </ul>
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There may be cost implications if Intensive management support is required. Discussions with providers will help clarify the cost levels.

Even social enterprises and indigenous businesses will often still require assistance to hook into local networks if they are not based in the area.

## 5. STEP-BY-STEP PLACEMENT PROCESS

### *STEP 1. Identify your objective(s) at the outset*

- Review your council's priorities and policies.

#### Potential participants

*STEP 2. Undertake desktop research using any number of key sources, such as SEIFA, (a number of resources are provided at Appendix B).*

#### Potential employers

### *STEP 3. Undertake research*

- Identify local employers.
- Identify local not-for-profits in the area dealing with employment and supporting unemployed people (for example there is a LLEN in every municipal area, which focus on supporting young people in transition).
- Identify social enterprises that may be able to deliver the contract and the employment outcome that you are seeking

## CASE STUDY CITY OF YARRA

- The City of Yarra identified two simultaneous demographic problems:
  - an ageing council workforce; and
  - high levels of unemployed, disadvantaged youth in the municipality.

The Council engaged in a project with the Brotherhood of St. Laurence to trial the engagement of unemployed residents from high-rise public housing estates to deliver a street cleaning contract in the suburbs of North Fitzroy and North Carlton.



#### ***STEP 4. Be pragmatic***

It is important not to be too idealistic at the outset. For example, it can be challenging to train and employ Stream 4 individuals, simply due to the greater needs of this group. For councils unfamiliar with training programs, it may be advisable to consider focusing initially on a relatively “easier” group to train and place (for example Stream 1 and 2 people, the recently retrenched, newly arrived migrants), which usually includes individuals committed to finding work.

If you view social procurement as a means of addressing unemployment in a targeted group (for example, young people), it is important to understand the most appropriate contract opportunities and models to achieve this. Employment and training outcomes can best be delivered through contracts that are labour-intensive. This could range from delivering Home and Community Care services through to cleaning and grounds maintenance. Quite often, training and employment programs are most readily delivered through a social enterprise, which are organisations designed to deliver social outcomes.

#### ***STEP 5. Identification of the training type***

An agreement can be made with a TAFE or other registered training organisation (RTO) regarding the training process.

Alternatively, the council can contract with a Group Training Organisation (GTO), which will assume all administrative responsibility. A council can host an apprentice who is employed by a GTO, which employs trainees and apprentices and hires them out to “host employers”. GTOs are independent and separately incorporated not-for-profit organisations.

A GTO acts as the primary employer by:

- arranging and monitoring on-the-job and off-the-job training.
- taking responsibility for all administrative requirements relating to wages, allowances, superannuation, workers' compensation, sick/recreation pay and other employment benefits.
- ensuring that councils do not have to provide a permanent position for the trainee (e.g. councils can replace a trainee if the trainee's performance is unsatisfactory).

Some GTOs specialise in one particular industry, while others work with a range of industries in their region.

Each GTO recoups its costs through financial support from Australian and state governments and a nominal charge to “host” employers.

#### ***STEP 6. Advise providers of federal and Victorian training initiatives***

If a council believes that traineeships would be appropriate, it should stipulate this and let providers know of the existence of GTOs, Job Services Australia providers, and RTOs to link participants with federal and Victorian training initiatives.

There are a couple of important caveats to be mindful of at this stage, including:

- the risk that training itself is considered to be a solution to unemployment (that is people are “training for training’s sake” rather than being supported to link in with genuine job opportunities)
- the fact that a person can be deemed to have “spent” his or her entitlement to training once a certain level has been reached and then be ineligible for subsequent training, even when a job opportunity arises.

Potential incentives (which are Commonwealth or State government funding and/or assistance received or due to the employer in relation to the people being employed) include:

- Apprenticeship Training Vouchers
- Apprentice Wage Top-Up
- Australian School-based Apprenticeship Incentive
- Commencement, Recommencement and Completion Incentives for Training
- Employment Pathway Fund
- GTO Special Completion Incentive
- Incentives for Higher Technical Skills (Diploma and Advanced Diploma)
- Innovation Incentive
- Mature-Aged Worker Incentive
- Rural and Regional Skills Shortage Incentives
- Support for Mid-Career Apprentices
- Targeted Assistance for Rural and Regional Areas Across Australia
- Victorian Training Guarantee
- Workplace Modifications

When an organisation contracts a GTO, the GTO undertakes this step.

## **6. SELECTING A TARGET GROUP FOR TRAINING**

There are a number of potentially disadvantaged groups that would benefit from employment through social procurement or direct employment, including:

- youth at risk
- early school leavers without work experience
- newly arrived immigrants
- the generationally unemployed
- people with a disability
- Indigenous Australians
- the older unemployed
- the newly retrenched

- public housing tenants
- parents (especially mothers) returning to work.

Your focus may also be on creating local employment rather than for marginalised groups or targeting social procurement outcomes to a specific geographic area (for example, a postcode or neighbourhood).

## 7. KEY PERFORMANCE INDICATORS

### 7.1. Suggested Key Performance Indicators (KPIs)

Some potential KPIs for training and employment programs are tabulated below.

REQUIREMENT	COHORT	MEASURE
People recruited over a specified period of time	Stream 1/2 or 3/4	Number of people
Apprentices recruited		Number of people
Trainees to be recruited		Number of people
Vacancies to be advertised		Number of vacancies
Work opportunities for social enterprises		Number of placements
Work experience opportunities		% of overall spend
Local small-to-medium sized enterprises (SMEs) assessed as potential providers		Number of SMEs

### 7.2. Caveat

It is important to ensure that you do not specify recruitment requirements that are overly onerous (for example, specifying too many recruits, too high a level of training) in your procurement documentation, may disadvantage smaller providers.

## 8. PROCUREMENT PROCESS

The procurement documentation must provide sufficient information to ensure that providers understand the service system that is available to support them to achieve the council's objectives.

Tabulated below are suggested questions that can be included in the procurement response schedules for providers responding to procurement opportunities.

Employment and Training	<ul style="list-style-type: none"> <li>• Describe your policy with regard to training and new apprenticeships and identify and describe opportunities for increasing skills of employees.</li> <li>• Describe the steps that will be taken to ensure that local apprentices, trainees,</li> </ul>
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	<p>unemployed persons and residents will be engaged for the duration of each contract.</p> <ul style="list-style-type: none"> <li>• Describe how you will achieve compliance from sub-providers necessary to meet the employment requirements.</li> </ul>
Targeted Recruitment	<ul style="list-style-type: none"> <li>• Describe the steps that will be taken to ensure that suitable apprentices / trainees are engaged.</li> <li>• Describe the steps that will be taken to ensure that all vacancies, including those with subproviders, are notified to local agencies.</li> <li>• Describe the steps that will be taken to ensure that information on the numbers of vacancies filled by local people are recorded for monitoring and reporting purposes.</li> </ul>
Local Business	<ul style="list-style-type: none"> <li>• Describe activities that you will undertake to identify local SMEs and assess their capacity to deliver works, services or supplies that are required for the contract.</li> <li>• Describe any actions you will undertake to support or assist local SMEs to obtain contracts in relation to the initiative.</li> </ul>
Social Benefit Suppliers	<ul style="list-style-type: none"> <li>• Describe any experience or evidence from other areas that has influenced your organisation's support for social benefit suppliers.</li> <li>• Describe the support you will give to social benefit suppliers, including development support, business support and funding.</li> </ul>
<ul style="list-style-type: none"> <li>• Providers may also be required to provide information about how the above will be recorded, monitored and reported, including sub-provider requirements.</li> <li>• Providers may be required to identify the person who will be responsible for ensuring that the Community Benefit requirements are met.</li> </ul>	

## 9. LESSONS LEARNED

The lessons learned from training and employment social procurement projects should ideally include the following:

- Proposed outcomes are confirmed and approved during the development of the project's specifications.
- Support is available for providers in the delivery of social benefits, particularly where providers may not be familiar with concepts such as "social impact" or "social enterprise".
- Ensuring that social benefits are an explicit component of the contractual obligations rather than voluntary or aspirational goals.
- The mechanism for monitoring and reporting social procurement outcomes should be included in the procurement plan.
- An understanding that social procurement often requires most effort the first time it is undertaken.

## 10. RESOURCES AND INFORMATION

<http://www.deewr.gov.au/employment/jsa/employmentservices/pages/serviceproviders.aspx>

### APPENDIX A

## GLOSSARY OF TERMS

<b>ABS</b>	<ul style="list-style-type: none"> <li>• Australian Bureau of Statistics</li> </ul>
<b>ABSTUDY</b>	<ul style="list-style-type: none"> <li>• Aboriginal Study Assistance Scheme</li> <li>• A Commonwealth Government scheme providing financial assistance to indigenous students in school or further education</li> </ul>
<b>Accredited course</b>	<ul style="list-style-type: none"> <li>• A group of modules established to meet an industry training need which is not covered by a qualification</li> </ul>
<b>Adult Education</b>	<ul style="list-style-type: none"> <li>• Education programs designed for adults, often incorporating approaches to education which draw on the learner's life or work experiences</li> <li>• Involve learners in planning the learning activities, encourage learning in groups, as well as more self-directed learning</li> </ul>
<b>AMEP</b>	<ul style="list-style-type: none"> <li>• Adult Migrant English Program</li> <li>• An education and settlement program funded by the Department of Immigration and Citizenship for new immigrants and refugees providing English language teaching, counselling and support services</li> </ul>
<b>AMES</b>	<ul style="list-style-type: none"> <li>• Adult Multicultural Education Services</li> <li>• A provider of English language and literacy programs and related services</li> <li>• Assist clients to access training programs, obtain recognition for overseas qualifications, and gain employment.</li> </ul>
<b>Apprenticeship</b>	<ul style="list-style-type: none"> <li>• Apprenticeships and traineeships are jobs that combine paid work and structured training which lead towards a nationally recognised qualification</li> <li>• In Australia, all apprenticeships and traineeships supported by the Australian Government are called "Australian Apprenticeships"</li> <li>• When an organisation such as a council appoints an Australian Apprentice, the Apprentice works for the council while completing a nationally recognised qualification</li> <li>• Australian Apprentices can be full-time or part-time at a range of qualification levels up to and Advanced Diploma in more than 500 occupations across Australia. Australian Apprentices undertake on-the-job training or off-the-job training or a combination of both to complete their qualification</li> <li>• When a person with disability is employed, the employer may be eligible for the following additional support</li> <li>• Disabled Australian Apprentice Wage Support</li> <li>• Assistance for Tutorial, Interpreter and Mentor Services</li> </ul>

	<ul style="list-style-type: none"> <li>• “New Apprenticeships” is an umbrella term for the new national apprenticeship and traineeship arrangements which came into effect on 1 January 1998. The main characteristics of New Apprenticeships include a contract of training between employer and apprentice or trainee, public funding and support for employers, choice of training provider, a wider range of occupations and industries than previously, competency-based training using national training packages, apprenticeships in schools, and a continued role for group training companies.</li> </ul>
<b>Approved Providers List</b>	<ul style="list-style-type: none"> <li>• A list of Registered Training Organisations who have successfully tendered and signed a contract for the delivery of training from their Victorian scope of registration.</li> </ul>
<b>Centrelink</b>	<ul style="list-style-type: none"> <li>• Centrelink, the government agency that determines income support eligibility, administers payments and refers people to employment services.</li> </ul>
<b>Competency</b>	<ul style="list-style-type: none"> <li>• Demonstrated capacity, knowledge and ability to perform a task or skill needed to satisfy the special demands or requirements of a particular situation.</li> </ul>
<b>Competency Based Training</b>	<ul style="list-style-type: none"> <li>• Training developed for and based on the competency requirements of a job.</li> </ul>
<b>DEECD</b>	<ul style="list-style-type: none"> <li>• Victorian Department of Education and Early Childhood Development.</li> </ul>
<b>DEEWR</b>	<ul style="list-style-type: none"> <li>• Commonwealth Department of Education, Employment &amp; Workplace Relations.</li> </ul>
<b>DEN</b>	<ul style="list-style-type: none"> <li>• Disability Employment Network</li> <li>• A Job Services Australia version for the disability community.</li> </ul>
<b>EPF</b>	<ul style="list-style-type: none"> <li>• Employment Pathway Fund</li> <li>• The EPF is a flexible pool of funds available to Job Services Australia providers to purchase a broad of assistance to help people secure the right training and other support to assist in finding and retaining a job.</li> <li>• The EPF is designed to enable optimum flexibility so that each eligible job seeker receives assistance based on his/her individual needs and his/her to employment.</li> <li>• Some of the types of assistance which can be purchased under the EPF may include (but are not limited to): <ul style="list-style-type: none"> <li>○ training courses;</li> <li>○ work related clothing and safety equipment;</li> <li>○ short term travel costs;</li> <li>○ relocation costs to commence in employment; and</li> <li>○ other personal support services.</li> </ul> </li> </ul>
<b>GTA</b>	<ul style="list-style-type: none"> <li>• Group Training Australia</li> <li>• The national association representing GTOs, Australia's largest employer network of apprentices and trainees</li> <li>• GTOs are located in metropolitan, regional and remote areas.</li> </ul>
<b>GTC</b>	<ul style="list-style-type: none"> <li>• Group Training Company</li> <li>• An example of a GTC is Apprenticeships Plus, which is very socially motivated training organisation.</li> </ul>

GTO	<ul style="list-style-type: none"> <li>• Group Training Organisations</li> <li>• Organisation which employs apprentices and trainees and places them with host employers. The host employers provide the on-the-job training and experience, while the GTO organises off-the-job training, handles recruitment, job rotation and pay.</li> </ul>
Host Employer	<ul style="list-style-type: none"> <li>• A host employer hosts an apprentice or trainee employed at that time by a Group Training Organisation and provides the on-the-job training. The Group Training Organisation is the legal employer and is responsible for all the associated administrative functions including workers compensation, payroll tax.</li> </ul>
ITO	<ul style="list-style-type: none"> <li>• Industry Training Officer</li> <li>• State Training Services staff who provide advice, assistance and support to apprentices, trainees and their employers.</li> </ul>
JSA	<ul style="list-style-type: none"> <li>• Job Services Australia</li> <li>• The Commonwealth Government's national employment services system, which provides opportunities for training, skills development, work experience and tailored assistance.</li> </ul>
LLEN	<ul style="list-style-type: none"> <li>• Local Learning and Employment Network</li> <li>• LLENs have operated from 2002 to connect employers, education and training providers, government groups, agencies and individuals to help turn business and community needs and ideas into new and innovative employment programs for 10-19 year olds</li> <li>• From 1 January 2010 the School Business Community Partnership Brokers program in Victoria is delivered through the LLENs jointly funded by the Australian and Victorian Governments under the National Partnership on Youth Attainment and Transitions, a joint initiative of the Australian and State and Territory Governments</li> <li>• LLENs are located everywhere and have no vested financial interests.</li> </ul>
New Entrant Trainee	<ul style="list-style-type: none"> <li>• Someone employed for less than three months full-time or 12 months part-time or casually, or any combination of the above, prior to commencing a traineeship, also see existing worker trainee.</li> </ul>
Newstart Allowance	<ul style="list-style-type: none"> <li>• A government allowance paid to unemployed people who are actively seeking paid work and are participating in activities designed to assist their employment prospects, e.g. undertaking approved training or approved voluntary work.</li> </ul>
NH	<ul style="list-style-type: none"> <li>• Neighbourhood Houses</li> <li>• Neighbourhood Houses are known by many different names, including: <ul style="list-style-type: none"> <li>○ Community Houses</li> <li>○ Living and Learning Centres</li> <li>○ Neighbourhood Centres</li> <li>○ Learning Centres<sup>6</sup></li> </ul> </li> <li>• These places are local organisations that provide social, educational and recreational activities for their communities in a supportive environment. Neighbourhood Houses are managed by volunteer committees and paid staff. They offer many opportunities for volunteer participation in all aspects of the house activities and management. Good quality affordable childcare and playgroups are offered at most houses.</li> </ul>

<sup>6</sup> ANHLC is the Association of Neighbourhood Houses and Learning Centres: [http://www.anhlc.asn.au/about\\_nh](http://www.anhlc.asn.au/about_nh)

	<ul style="list-style-type: none"> <li>• There are approximately 360 Neighbourhood Houses across Victoria with at least one Neighbourhood House in almost every town and suburb in Victoria.</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• A nationally endorsed group of units of competency to meet the training requirements of industry workforce roles</li> </ul>
<b>RTO</b>	<ul style="list-style-type: none"> <li>• Registered Training Organisation</li> <li>• RTOs are registered by state and territory training authorities to deliver nationally recognised training that: <ul style="list-style-type: none"> <li>○ is recognised by all RTOs throughout Australia;</li> <li>○ is part of a Training Package that has been developed to meet the needs of a particular industry, and</li> <li>○ results in a qualification that is part of the Australian Qualifications Framework</li> </ul> </li> <li>• An RTO can be a government department or a private enterprise, and training does not have to be its core business (e.g. Qantas is an RTO). Panel beaters, schools, TAFE colleges and beauty therapists are all examples of organisations that can be RTOs</li> </ul>
<b>SEIFA Index of Disadvantage</b>	<ul style="list-style-type: none"> <li>• SEIFA stands for Socio-economic Indexes for Areas. This suite of indexes ranks geographic areas across Australia in terms of their socio-economic characteristics</li> <li>• SEIFA is derived from attributes such as low income, low educational attainment, high unemployment, jobs in relatively unskilled occupations and variables that reflect disadvantage rather than measure specific aspects of disadvantage (e.g. Indigenous).</li> <li>• The SEIFA indexes are created by combining information collected in the five-yearly Census of Population and Housing</li> </ul>
<b>STA</b>	<ul style="list-style-type: none"> <li>• State/Territory Training Authority</li> <li>• The body in each State or Territory responsible for the operation of the vocational education and training system within that jurisdiction</li> <li>• Each State or Territory training authority participates in the formulation of national policy, planning and objectives, and promotes and implements the agreed policies and priorities within the State or Territory</li> </ul>
<b>Statement of Attainment</b>	<ul style="list-style-type: none"> <li>• Certification issued to a student for partial completion of a qualification, including, where relevant, the units of competency achieved under nationally endorsed standards</li> <li>• Achievements recognised by statements of attainment can accumulate towards a qualification within the Australian Qualifications Framework</li> </ul>
<b>VCAA</b>	<ul style="list-style-type: none"> <li>• Victorian Curriculum and Assessment Authority</li> </ul>
<b>VCAL</b>	<ul style="list-style-type: none"> <li>• Victorian Certificate of Applied Learning</li> </ul>
<b>VCE</b>	<ul style="list-style-type: none"> <li>• Victorian Certificate of Education</li> </ul>
<b>VELS</b>	<ul style="list-style-type: none"> <li>• Victorian Essential Learning Standards</li> </ul>
<b>VET</b>	<ul style="list-style-type: none"> <li>• Vocational Education and Training</li> </ul>
<b>Victorian Training Guarantee</b>	<ul style="list-style-type: none"> <li>• The Victorian Government contributes on average around 70%-90% of the fees for eligible employees under the Victorian Training Guarantee.</li> <li>• The Guarantee entitles every Victorian who meets the Australian citizen/residency requirements</li> </ul>



	<p>to a subsidised training place in an accredited course.</p> <ul style="list-style-type: none"><li>● An employee is eligible if s/he is:<ul style="list-style-type: none"><li>○ applying to do a course at a higher level than any qualification they already hold</li><li>○ under the age of 20 and applying for a course in any qualification</li><li>○ applying to do a Foundation Skills course (English language, literacy, numeracy and vocational preparation)</li><li>○ applying to do a course as an apprentice (as long as they have registered training contracts).</li></ul></li></ul>
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## RESEARCH SOURCES

- Council Community/Demographic Profiles documented in profile: id
- Australian Bureau of Statistics' National Regional Profiles 2005-2009, which provides data collected from a range of sources at the LGA level across a range of topics including economy, unemployment, population/people and industry.
- Socio-Economic Indexes for Areas (SEIFA), which identifies disadvantaged groups by postcode<sup>7</sup>
- Council Plans
- Community Plans
- Municipal Public Health Plans.
- Discussion with internal community development, community services, and economic development managers/staff
- "Unequal in Life", a Jesuit Social Services' study which investigates the distribution of social disadvantage in Victoria and New South Wales by postcode
- "Dropping off the edge: the distribution of disadvantage in Australia", a comprehensive study (a joint project by Jesuit Social Services and Catholic Social Services Australia) which maps the distribution of social disadvantage throughout Australia
- Victorian Department of Health Statistical Profiles - Local Government Area (LGA) profiles are available covering a wide range of topics including social and multicultural features, disability characteristics, etc.
- "The Melbourne Atlas and Regional Matters – An Atlas of Regional Victoria", developed by the Department of Planning and Community Development, which includes a wide range of social, environmental and economic indicators (for example, population, work, skills.) compiled across Victorian Government in two atlases – one for metropolitan Melbourne and the other for regional Victoria.
- Commonwealth and Victorian funding initiatives targeting specific groups
- Local agencies (e.g. LLENs for local young people)
- Council vacancies for traineeships and apprenticeships.

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<sup>7</sup> The ABS produces four different Socio-Economic Indexes for Area (SEIFA) which enables analysis of different aspects of relative area disadvantage. The Index of Relative Socio-economic Disadvantage (IRSED) is calculated using selected measures collected in the 2006 Census of Population and Housing