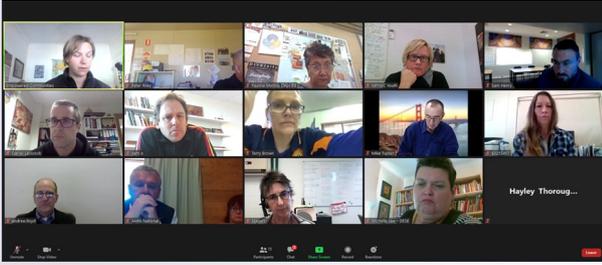


- 🌀 A strong Working Group
- 🌀 16 organisations
- 🌀 12 months of co-design
- 🌀 5 large workshops

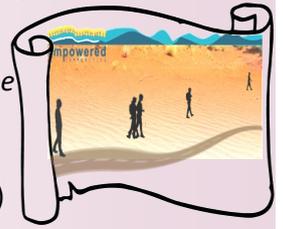


“This is a very good process it has been well administered and encouraged buy-in across such a broad range of stakeholders. I feel proud to be involved”

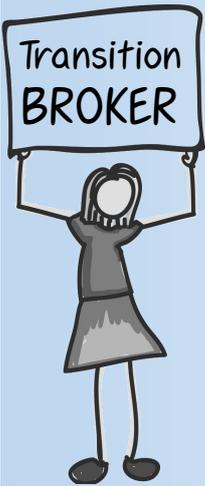
School to Work Transition is featured in the strategic plans / education strategies across all jurisdictions.

“The EC model has provided us with the map, and the language to describe our vision for where we want to go and what we want to do”.

(Mike Tucker, Nyangatjatjara College)



“We will be working with employers on the Lands to find supportive pathways for our young men and women going forward”. (Sandy Robertson, Ngaanyatjarra Lands School)



🌀 PYEC and the SA Dept for Education have committed to fund a new Transition Broker position for the APY Lands.

🌀 Ngaanyatjarra Lands School continue to employ a broker.



GRADUATE tracking →

🌀 In 2019, there were 15 high school ‘graduates’ from the region – including 4 boarding-school students.

🌀 EC helped support 9 (known) offers for employment or further study.

🌀 As of June 2020, we are aware of 4 graduates still working.

NPY School-to-Work Transition Support

Implementation update August 2020



🌀 Certificate 1 in Hospitality now delivered at Nyangatjatjara College (NT) and Ngaanyatjarra Lands School (WA) campuses by Voyages.

🌀 Ongoing advocacy for increased VET access in Ngaanyatjarra communities, and for a formal cross-border agreement at the Umawa Trade Training Centre.

← **VET Training**

Work Experience MANUAL

🌀 Co-designed by schools, employers, young people and families for stronger work experience partnerships and process’ in the region.

🌀 7 (known) local employers committed to exposure and work experience placements so far.



NEXT STEPS

- 🌀 Brokers employed in all jurisdictions
- 🌀 Increased commitment to work experience
- 🌀 Stronger pathways to employment for school leavers
- 🌀 Greater focus on family and community involvement
- 🌀 Increased VET access and complimentary curriculum
- 🌀 Consistent methods for recording and collecting data
- 🌀 Monitoring and Evaluating—measuring impacts of the initiative over time.

🌀 In late 2019, RASAC offered direct employment to a high school graduate—who signed a contract before departing boarding school, and commenced work immediately upon return to community.

🌀 In 2020, Voyages launched the ‘Education Pathways Program’ to increase exposure, employment and training opportunities at Ayers Rock Resort for students in the NPY region.

🌀 In 2020, NPYWC employed an Education Advocacy Officer to progress Anangu education Priorities and commenced a traineeship program for school graduates.

EMPLOYER commitments

SYSTEMS CHANGE: a summary

Early signs that the School to Work Transition initiative is influencing conditions for systems change:

Conditions to be influenced for systems change *	Evidence of what the initiative is doing to influence these conditions
<i>Explicit level: structural changes</i>	
Policies:	<p>Submissions prepared to Federal and State level inquiries.</p> <p>School Strategic Plans reflecting commitments to school to work transition and the EC approach.</p>
Practices:	<p>Work Experience manual developed detailing consistent regional framework for partnership around work experience placements.</p> <p>Voyages Education Pathways Program developed and shaped by EC model.</p> <p>NPYWC Youth Program Education Advocacy position informed by EC partnership.</p>
Resource flows:	<p>Commitment from PYEC (supported by their funding body NIAA) into a transition broker role for the APY Lands.</p> <p>Commitment also from the SA Department for Education towards the transition broker position.</p>
<i>Semi-explicit level</i>	
Relationships and connections:	<p>Strong Working Group participation and representation. No other forum currently exists where Education stakeholders from across all jurisdictions meet.</p> <p>Strong commitment from the Federal Education Department – preparing minutes for Working Group, data collection, visits to the region from DoE staff and preparation of research and reports.</p>
Power dynamics:	<p>Partnership approach to design and delivery of transition broker role in APY Lands is an active test power sharing between government and a local Anangu organisation.</p>
<i>Implicit level: Transformative change</i>	
Mental models:	<p>Raised awareness amongst Federal Dept of Education to the unique issues and challenges of education in the NPY Region.</p>

* Defined by Kania, Kramer, Senge, in 'The Water of Systems Change;', June 2018