

Aspects of training that meet  
Indigenous Australians'  
aspirations: A systematic review  
of research—Support document

CYDDE MILLER

LEA-ANN HARRIS

This document was produced by the authors based on their research for the report *Aspects of training that meet Indigenous Australians' aspirations: A systematic review of research*, and is an added resource for further information. The report is available on NCVER's website:  
<<http://www.ncver.edu.au>>

The views and opinions expressed in this document are those of the author(s) and do not necessarily reflect the views of the Australian Government, state and territory governments or NCVER. Any errors and omissions are the responsibility of the author(s).

© Australian Government, 2005

This work has been produced by the National Centre for Vocational Education Research (NCVER) on behalf of the Australian Government and state and territory governments with funding provided through the Australian Department of Education, Science and Training. Apart from any use permitted under the *Copyright Act 1968*, no part of this publication may be reproduced by any process without written permission. Requests should be made to NCVER.

# Contents

---

Resources used for searching	3
Key search terms	6
Evaluation template	7

# Resources used for searching

---

The systematic searching for relevant literature was undertaken in May and June 2004. Other resources were added later in 2004 as material became available.

## Electronic online databases searched

Various bibliographic databases identified and searched via IlanetWeb <http://www.ilanet.net.au>

Indigenous Australia databases via Informit Online:

AEI-ATSIS; AIATSIS; FAMILY-ATSIS; APAIS-ATSIS

Education Abstracts (via database vendor – Dialog)

ERIC (via database vendor – Dialog)

Australian Education Index (AEI) cdrom + online via Informit Online

British Education Index (BEI) cdrom

## Web based databases searched

VOCED <http://www.voced.edu.au>

Educational Research Abstracts (ERA) online <http://www.tandf.co.uk/era>

CEDEFOP Electronic Village – VETBib

[http://www.trainingvillage.gr/etv/Information\\_resources/Library/default.asp](http://www.trainingvillage.gr/etv/Information_resources/Library/default.asp)

## Web search engines used

Google <http://www.google.com>

Yahoo search <http://search.yahoo.com>

Dogpile <http://www.dogpile.com>

## Websites viewed

[Aboriginal and Torres Strait Islander studies-internet guide](http://www.library.cqu.edu.au/faculty/arts/aboriginal.htm)

<http://www.library.cqu.edu.au/faculty/arts/aboriginal.htm>

[Aboriginal Canada Portal Home Page](http://www.aboriginalcanada.gc.ca/abdt/interface/interface2.nsf/engdoc/0.html)

<http://www.aboriginalcanada.gc.ca/abdt/interface/interface2.nsf/engdoc/0.html>

[ABORIGINAL HUMAN RESOURCE DEVELOPMENT STRATEGY \(AHRDS\)](http://www17.hrdc-drhc.gc.ca/)

<http://www17.hrdc-drhc.gc.ca/>

[Aboriginal Languages of Australia](http://www.dnathan.com/VL/austLang.htm) <http://www.dnathan.com/VL/austLang.htm>

[Aboriginal Planet - March-April 2004](http://www.dfait-maeci.gc.ca/aboriginalplanet/750/archives/may2004/cover-en.asp) <http://www.dfait-maeci.gc.ca/aboriginalplanet/750/archives/may2004/cover-en.asp>

[Aboriginal Post Secondary Studies in Education - Canada](http://tortoise.oise.utoronto.ca/~first/)

<http://tortoise.oise.utoronto.ca/~first/>

[Aboriginal Studies WWW Virtual Library](http://www.ciolek.com/WWWVL-Aboriginal.html) <http://www.ciolek.com/WWWVL-Aboriginal.html>

[AIATSIS - journal 2001 -1983](http://www.aiatsis.gov.au/rsrch/aas_jrn/journal.htm) [http://www.aiatsis.gov.au/rsrch/aas\\_jrn/journal.htm](http://www.aiatsis.gov.au/rsrch/aas_jrn/journal.htm)

[AIATSIS Collections Catalogue](http://unicorn.aiatsis.gov.au/) <http://unicorn.aiatsis.gov.au/>

[Alaska Native Knowledge Network](http://www.ankn.uaf.edu/) <http://www.ankn.uaf.edu/>

[American Indian & Alaska Native Education Research](http://www.indianeduresearch.net/) <http://www.indianeduresearch.net/>

Annotated bibliography on Indigenous education issues - DEST  
<http://www.dest.gov.au/schools/publications/2002/nrpiet/AnnotatedBibliography.pdf>

ANU - Centre for Aboriginal Economic Policy Research - Welcome  
<http://online.anu.edu.au/caepr/>

ATSILIRN Aboriginal & Torres Strait Islander Library & Information Resource Network  
<http://home.vicnet.net.au/~atsilirn/>

Aussie Educator - Australian primary, secondary, tertiary education and teaching resources  
<http://www.teachers.ash.org.au/aussieed/default.htm>

Australian Indigenous Research Network - The University of Newcastle, Australia  
<http://www.newcastle.edu.au/centre/airn/nodes-education.html>

Best practice & benchmarking in Aboriginal community controlled adult education  
<http://pandora.nla.gov.au/pan/21383/20010814/www.koori.usyd.edu.au/FIAEP/acerpt.html>

Bill's Aboriginal Links <http://www.bloorstreet.com/300block/aborl.htm>

CAIS - Arts - Monash University <http://www.arts.monash.edu.au/cais/>

CANADA BP-II.20 - Best Practices on Indigenous Knowledge  
<http://www.unesco.org/most/bpik20-2.htm>

Canadian Indigenous and Native Studies Association <http://www.cinsa.ca/>

Center for World Indigenous Studies <http://www.cwis.org/>

Coombsweb National Institute for Asia and the Pacific Server  
<http://coombs.anu.edu.au/CoombsHome.html>

Co-operative Research Centre for Aboriginal Health <http://www.crcah.org.au/>

Dare To Lead  
<http://cust49.metawerx.com.au/servlet/Web?cid=14&cde=21471869&action=start>

DEST - Indigenous resources <http://www.dest.gov.au/directory/indigenous.htm>

FIAEP Home Page <http://mail.koori.usyd.edu.au/fiaep/>

First Nations and Aboriginal - Other Links <http://tortoise.oise.utoronto.ca/~first/other.html>

First Nations and Aboriginal Journals and Magazines  
<http://tortoise.oise.utoronto.ca/~first/journals.html>

First Nations Development Institute <http://www.firstnations.org/>

First Nations Partnership Programs in Child and Youth Care <http://www.fnpp.org/home.htm>

Flinders University Institute of International Education  
<http://ehlt.flinders.edu.au/education/fuiie/frame.HTM>

Indian and Northern Affairs Canada [http://www.ainc-inac.gc.ca/index\\_e.html](http://www.ainc-inac.gc.ca/index_e.html)

Indigenous Education - ACER  
[http://www.acer.edu.au/research/special\\_topics/indigenous.html](http://www.acer.edu.au/research/special_topics/indigenous.html)

Indigenous education boosts women's health and education prospects – UN  
<http://www.un.org/apps/news/story.asp?NewsID=10710&Cr=indigenous&Cr1=people>

Indigenous Education Publications (DEST)  
[http://www.dest.gov.au/schools/publications/subject\\_indigenous\\_education.htm](http://www.dest.gov.au/schools/publications/subject_indigenous_education.htm)  
[indigenous.gov.au](http://indigenous.gov.au)

Indigenous Online Network (Uni SA) <http://www.ion.unisa.edu.au/>

Indigenous Peoples Australia - Education [http://www.ldb.org/oz\\_ed.htm](http://www.ldb.org/oz_ed.htm)

Indigenous topic - Australian Policy Online <http://www.apo.org.au/indigenous.shtml>

Indigenous Training Site <http://www.itis.edu.au/>

Journal of American Indian Education-Arizona State University <http://jaie.asu.edu/>

Menzies School of Health Research  
[http://www.menzies.edu.au/servlet/page?\\_pageid=145&\\_dad=portal30&\\_schema=PORTAL30](http://www.menzies.edu.au/servlet/page?_pageid=145&_dad=portal30&_schema=PORTAL30)

National Indian Education Association <http://www.niea.org/>  
NativeWeb <http://www.nativeweb.org/>  
NATSIEW - National Aboriginal and Torres Strait Islander Education Website  
<http://www.natsiew.nexus.edu.au/>  
Office of Indian Education Programs <http://www.oiep.bia.edu/>  
Review of the research literature on the influences of culturally based education.  
<http://www.nwrel.org/indianed/cbe.pdf>  
The Drawing Board Disadvantage in Indigenous education  
[http://www.econ.usyd.edu.au/drawingboard/journal/0311/hunter\\_schwab.html](http://www.econ.usyd.edu.au/drawingboard/journal/0311/hunter_schwab.html)  
UNITAR.ORG - United Nations Institute for Training & Research Homepage  
<http://www.unitar.org/>  
United Nations Permanent Forum on Indigenous Issues  
<http://www.un.org/hr/indigenousforum/>  
vet in school for Indigenous students - success through cultural fit  
[http://www.dest.gov.au/research/fellowship/docs/jerry\\_schwab/jerry\\_schwab.doc](http://www.dest.gov.au/research/fellowship/docs/jerry_schwab/jerry_schwab.doc)  
Youth Portal - Research, Policy and Publications Indigenous Australians  
[http://www.youth.gov.au/research/indigenous\\_australians.htm](http://www.youth.gov.au/research/indigenous_australians.htm)  
Wadu-net vocational learning for young Indigenous Australians  
<http://www.veco.ash.org.au/wadu/default.asp>  
Wadu Resource Home page <http://www.ecef.com.au/WaduResource/objects/001.HTM>  
WHAT WORKS. THE WORK PROGRAM <http://www.whatworks.edu.au/>

# Key search terms

---

## Population

Indigenous / Indigenous people / Aboriginal / Aboriginal student / Aboriginal people / Torres Strait Islander / First Nations / Maori / American Indian / Alaska Natives / Canada Natives / Pacific Islanders / Koori

## Intervention

career development / career planning / course design / curriculum development / curriculum design / cultural education / cultural factor / cultural awareness / culturally inclusive / culturally inclusive education / culturally relevant education / tribally controlled education / American Indian education / American Indian studies / appropriate course / cultural obligations / flexible delivery / learning activities / adult education / community education / adult and community education / vocational education / vocational training / adult learning / training program / program implementation / Indigenous education / Aboriginal education / best practice / benchmarking / community controlled adult education / quality teaching / delivery systems / community education / case studies / benefits / effective training programs / planning / design / delivery / support services / practical course delivery / community-based training / tutoring / literacy support / financial support / social support / cultural support / student support services / program effectiveness / program evaluation / delivery systems / critical success factors

## Outcomes

social capital / outcome of education / performance indicator / qualification / completion / module completion / subject completion / articulation / further study / course completion / social outcome / educational outcome / employment outcome / improved employment prospects / promotion / job / job retention / job training / employment / successful outcome / skill development / skill development activity / skill upgrading / community development / family development / health development / capacity building / governance / reduced incarceration / paid employment / participation / participation rates / economic independence / Indigenous enterprises / self esteem / communication skills / strong identities / self confidence / employment pathways

# Evaluation template

---

To ensure consistency and maximum value from the review, the following template has been developed for completion by each reviewer. It is based on the Framework for the systematic review of research, *Appropriate design and delivery for Indigenous people in vocational, adult and community education and training*. For your responses please circle or bold the relevant answer(s).

Important notes:

1. For all fields, if you are supplying information that you have inferred from the report, or ascertained from other sources, please make this clear by putting it in square brackets and writing **[inferred by reviewer]** at the end of the comment or code. It is necessary to distinguish between what is explicit in the report and what is implicit, or sourced from elsewhere. You may need to undertake further investigation (eg a phone call to an author) to answer a question. If that is the case it must be recorded.
2. Wherever necessary, put a **page reference** to indicate where in the report you found the text on which your decision was based. This will help in the discussion with your fellow reviewer and in the final synthesis.
3. In many fields, you are asked to indicate one or more codes that apply to all or part of the study. You are also able to use a text field to write comments about how the codes apply; for example if the study uses several types of methodology in different geographic areas, you can outline exactly which codes apply and how they are related.

## 1. About the study you are reviewing

Q1 Information needed for this section will be supplied with the studies.

1.1 ID:	<input type="text"/>
1.2 Author(s):	<input type="text"/>
1.3 Title:	<input type="text"/>
1.4 Publication details (place, publisher and date):	<input type="text"/>
1.5 Source (detail below):	Web      Hand search      Database
1.6 Details:	<input type="text"/>

## 2. About the reviewer

Q2 Please complete your details below:

2.1 Name(s):

2.2 Date of review:

## 3. About the research, its scope and its findings

Q3.1 Briefly describe the **aims** and **scope** of the study, including research questions and any hypotheses set up and tested by the study. Use your own words to paraphrase **only** if necessary (for example if the study describes its aims differently in several places).

Q3.2 State **all** the key findings and how they relate to the objectives of the study. Please use a separate paragraph for each finding. Use your own words to paraphrase **only** if necessary (for example if the study describes its findings differently in several places).

Q3.3a Please describe all the proposed methodologies used for this study. Include details of the sample size, population and coverage (eg 30 in-depth interviews in NSW, 2 focus groups in ACT, and a national telephone survey of 400 Indigenous students)

Q3.3b Please describe any differences between the actual and proposed methods used for this study.



Q3.4 What geographic location(s) does the study cover? Select all that apply and make comments in your own words below if you need to explain different geographic locations applying to different parts of the study. Note: **local** can apply to a location within a particular state, organisation or industry. Please list the region(s)/state(s)/countries the study covers, and make explanatory notes if necessary.

- |      |  |      |   |
|------|--|------|---|
| 3.4a | Australia (national)   | 3.4b | Australia (state)                               |
| 3.4c | Australia (local)  | 3.4d | International (one country only, not Australia) |
| 3.4e | International (more than one country, may include Australia) | 3.4f | Other (specify)                                 |

Q3.5 What time-period does the study cover? Make explanatory notes if necessary.

- |      |                                     |  |
|------|-------------------------------------|--|
| 3.5a | Month(s) if relevant:               |  |
| 3.5b | Year (including range if relevant): |  |

Q3.6 What Indigenous population(s) is covered in the study? Select all that apply; make explanatory notes if necessary. Please record both the **expected** sample and the **actual** sample used, if different, and provide an explanatory note in your comments. If the population from which the sample was drawn is different from the actual sample, please also record that in your comments.

- |      |                                       |      |                        |
|------|---------------------------------------|------|------------------------|
| 3.6a | Aboriginal                            | 3.6b | Torres Strait Islander |
| 3.6c | Aboriginal and Torres Strait Islander | 3.6d | Maori (New Zealand)    |
| 3.6e | First Nations (North America)         | 3.6f | Other (international)  |

Q3.7 If there are particular characteristics of the included population that you have not yet recorded (eg. specific age groups, gender, employment status groups, etc), please detail below. Make explanatory notes if necessary. Please record both the **expected** included population and the **actual** population covered, if different, and provide an explanatory note in your comments. If the population from which the sample was drawn is different from the actual sample, please also record that in your comments.

**4. About the VET and ACE learning programs**

Q4.1 Who provided the VET/ACE learning program(s)? Select all that apply; make explanatory notes as necessary. List any other provider(s) and give details.

- |      |                  |      |                                     |
|------|------------------|------|-------------------------------------|
| 4.1a | School           | 4.1b | TAFE                                |
| 4.1c | Higher education | 4.1d | Adult and community education (ACE) |
| 4.1e | Private provider | 4.1f | Indigenous controlled provider      |
| 4.1g | Other (specify)  |      |                                     |

Q4.2 How was the program(s) delivered? Select all that apply; make explanatory notes as necessary. List any other delivery methods/types and give details.

- |      |                     |      |                      |
|------|---------------------|------|----------------------|
| 4.2a | On-the-job training | 4.2b | Off-the-job training |
| 4.2c | Apprenticeship      | 4.2d | Traineeship          |
| 4.2e | Distance education  | 4.2f | Online (e-learning)  |
| 4.2g | In classroom        | 4.2h | Community setting    |
| 4.2i | Block release       | 4.2j | Other (specify)      |

Q4.3 Was the VET/ACE program(s) Indigenous-specific or mainstream? Select all that apply; make explanatory notes as necessary.

- |      |                     |      |                    |
|------|---------------------|------|--------------------|
| 4.3a | Indigenous-specific | 4.3b | Mainstream/general |
|------|---------------------|------|--------------------|

Q4.4 What was the nature of the VET/ACE program(s)? Make explanatory notes as necessary. List any other setting(s) and give details. **NOTE:** Q4.6 is where you should indicate whether the programs are accredited (AQF) or unaccredited (non-AQF).

- |      |                     |      |  |
|------|---------------------|------|--|
| 4.4a | Formal (structured) | 4.4b | Informal (includes self-directed, networking, mentoring, coaching) |
| 4.4c | Formal and informal | 4.4d | Other (specify below)  |

Q4.5 What were the major fields of study for the VET/ACE program(s)? Use ASCED (2 digit level) as set out below. Information about what is included in each of these is included on a separate sheet and is also available at <http://www.abs.gov.au/Ausstats/abs%40.nsf/66f306f503e529a5ca25697e0017661f/41ca34c3a2af0c2cca256aaf001fca77!OpenDocument>

Select all that apply (if any). Make explanatory notes as necessary.

- |      |                                       |      |                                      |
|------|---------------------------------------|------|--------------------------------------|
| 4.5a | Natural & physical sciences           | 4.5b | Information technology               |
| 4.5c | Engineering & related technology      | 4.5d | Architecture & building              |
| 4.5e | Agriculture, env. & related studies   | 4.5f | Health                               |
| 4.5g | Education                             | 4.5h | Management & commerce                |
| 4.5i | Society & culture                     | 4.5j | Creative arts                        |
| 4.5k | Food, hospitality & personal services | 4.5l | Literacy & numeracy                  |
| 4.5m | Learning skills                       | 4.5n | Social skills                        |
| 4.5o | Employment skills                     | 4.5p | Other general education              |
| 4.5q | Other mixed field programs            | 4.5r | Subject only (no field of education) |

Q4.6 Indicate, if relevant, the level of qualification of the VET/ACE program(s). Select all that apply (if any). Make explanatory notes as necessary.

- |      |                                 |      |  |
|------|---------------------------------|------|--|
| 4.5a | Non-award course (unaccredited) | 4.5b | AQF Subject only/statement of attainment |
| 4.5c | Secondary education cert.       | 4.5d | Certificate I                            |
| 4.5e | Certificate II                  | 4.5f | Certificate III                          |
| 4.5g | Certificate IV                  | 4.5h | Diploma                                  |
| 4.5i | Advanced Diploma                | 4.5j | Graduate Certificate                     |
| 4.5k | Graduate Diploma                | 4.5l | Bachelor Degree or higher                |
| 4.5m | Other (specify below)           |      |  |

Q4.7 If there are any other features of the VET/ACE program(s) that you have not yet recorded, please detail below, with any necessary explanatory comments.

**5. About the planning, design, delivery and support services in VET/ACE**

Q5.1 Does the study describe/address the **planning** of VET/ACE learning programs?

1 Yes  2 No  3 Not applicable

If yes, please indicate which aspects of planning are included. Make explanatory notes as necessary. List any other relevant factors from the study and give details.

- 5.1a Training packages
- 5.1b Indigenous participation in decision-making
- 5.1c Funding models
- 5.1d Other (specify)

Q5.2 Does the study describe/address the **design** of VET/ACE learning programs?

1 Yes  2 No  3 Not applicable

If yes, please indicate which aspects of design are included. Make explanatory notes as necessary. List any other relevant factors from the study and give details.

- 5.2a Culturally inclusive courses
- 5.2b Culturally appropriate courses
- 5.2c Language (eg bilingual materials)
- 5.2d Flexible timetabling for cultural/family obligations
- 5.2e Quality course materials
- 5.2f Other (specify)

Q5.3 Does the study describe/address the **delivery** of VET/ACE learning programs?

1 Yes  2 No  3 Not applicable

If yes, please indicate which aspects of delivery are included. Make explanatory notes as necessary. List any other relevant factors from the study and give details.

- |      |                            |      |                  |
|------|----------------------------|------|------------------|
| 5.3a | Indigenous teachers/tutors | 5.3b | Quality teaching |
| 5.3c | Flexible delivery          | 5.3d | Learner focussed |
| 5.3e | Other (specify)            |      |                  |

Q5.4 Does the study describe/address educational and other support services for Indigenous students in VET/ACE learning programs?

1 Yes  2 No  3 Not applicable

If yes, please indicate which aspects of support are included. Make explanatory notes as necessary. List any other relevant factors from the study and give details.

- |      |                          |      |                             |
|------|--------------------------|------|-----------------------------|
| 5.4a | Indigenous support units | 5.4b | Tutorial assistance         |
| 5.4c | Student support officers | 5.4d | Childcare                   |
| 5.4e | Health services          | 5.4f | Family/community assistance |
| 5.4g | Other (specify)          |      |                             |

**6. About the educational, employment and social outcomes**

Q6.1 Does the study identify and/or demonstrate change(s) in **educational outcomes** as a result of the planning, design or delivery of VET/ACE learning programs?

1 Yes  2 No  3 Not applicable

If yes, please indicate all that describe the change in educational outcomes. Make explanatory notes as necessary. List any other relevant outcomes and give details.

- |      |   |      |   |
|------|---|------|---|
| 6.1a | Course/qualification completion         | 6.1b | Module/subject completion                             |
| 6.1c | Movement to higher level courses in VET | 6.1d | Movement to other education/training (eg. university) |
| 6.1e | Other (specify)                         |      |   |

Q6.2 Does the study identify and/or demonstrate change(s) in **employment outcomes** as a result of the planning, design or delivery of VET/ACE learning programs?

1 Yes  2 No  3 Not applicable

If yes, please indicate all that describe the change in employment outcomes. Make explanatory notes as necessary. List any other relevant outcomes and give details.

- |      |                                    |      |                               |
|------|------------------------------------|------|-------------------------------|
| 6.2a | Acquired a job                     | 6.2b | Improved employment prospects |
| 6.2c | Retained a job/employment duration | 6.2d | Promotion in existing job     |
| 6.2e | Other (specify)                    |      |                               |

Q6.3 Does the study identify and/or demonstrate change(s) in **social outcomes** as a result of the planning, design or delivery of VET/ACE learning programs?

1 Yes  2 No  3 Not applicable

If yes, please indicate all that describe the change in social outcomes. Make explanatory notes as necessary. List any other relevant outcomes and give details.

- |      |                   |      |                              |
|------|-------------------|------|------------------------------|
| 6.3a | Health            | 6.3b | Family/community development |
| 6.3c | Capacity building | 6.3d | Governance                   |
| 6.3e | Self esteem       | 6.3f | Incarceration                |
| 6.3g | Other (specify)   |      |                              |

Q6.4 If the study identifies and/or demonstrates outcomes other than educational, employment or social outcomes as a result of the VET/ACE learning programs, please describe below.

Please include **negative** as well as positive outcomes.

Q6.5 If there are any other details regarding the outcomes of the VET/ACE learning programs, as described in the study, that you have not yet recorded, please detail below. Make explanatory notes as necessary.

**7. About barriers or facilitators to outcomes from VET/ACE learning programs**

Q7.1 Does the study identify and/or demonstrate **barriers** to the effectiveness of the VET/ACE learning programs for Indigenous people to improved outcomes?

1 Yes  2 No  3 Not applicable

If so, please indicate what these barriers are (circle all that apply). Make explanatory notes as necessary. List any other relevant barriers and give details.

- |      |   |      |  |
|------|---|------|--|
| 7.1a | Personal attitude                                   | 7.1b | Peer attitude                            |
| 7.1c | Health  | 7.1d | Financial circumstances                  |
| 7.1e | Availability of other educational opportunities     | 7.1f | Availability of employment opportunities |
| 7.1g | Access to services (educational or other – specify) | 7.1h | Discrimination                           |
| 7.1i | Prior educational background                        | 7.1j | Geographic location                      |
| 7.1k | Existing skills                                     | 7.1l | Funding of programs                      |
| 7.1m | Other (specify)                                     |      |  |

Q7.2 Does the study identify and/or demonstrate **facilitators** to the effectiveness of the VET/ACE learning programs for Indigenous people to improved outcomes?

1 Yes  2 No  3 Not applicable

If so, please indicate what these facilitators are (circle all that apply). Make explanatory notes as necessary. List any other relevant facilitators and give details.

- |      |   |      |  |
|------|---|------|--|
| 7.2a | Personal attitude                                   | 7.2b | Peer attitude                            |
| 7.2c | Health  | 7.2d | Financial circumstances                  |
| 7.2e | Availability of other educational opportunities     | 7.2f | Availability of employment opportunities |
| 7.2g | Access to services (educational or other – specify) | 7.2h | Prior educational background             |
| 7.2i | Geographic location                                 | 7.2j | Existing skills                          |
| 7.2k | Funding of programs                                 | 7.2l | Other (specify)                          |

Q7.3 If there are any other details regarding barriers or facilitators, as described in the study, that you have not yet recorded, please detail below. Make explanatory notes as necessary.



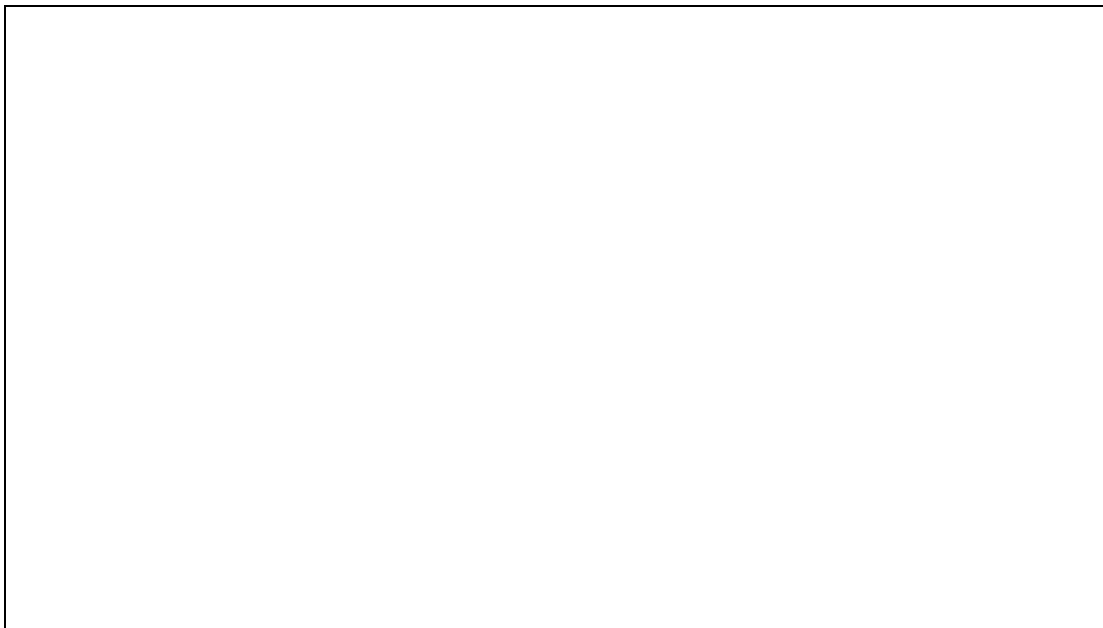
**8. ANY FURTHER COMMENTS ABOUT THE STUDY**

Q8 Please feel free to add expert comment on any additional aspect **that you believe is relevant** to this systematic review, for example about the context of the study or the funding source.



**9. ANY OTHER RELEVANT RESEARCH**

Q9 Finally, please put details here of any highly relevant research referred to in the study you are reviewing, or that you are otherwise aware of, that you believe should be followed up for the systematic review.



## 10. EVALUATION SECTION

In this section we are interested in your evaluation of this study. Please refer to the Reviewers' Guidelines for Quality Appraisal for explanatory detail.

### WEIGHT OF EVIDENCE A (relevance)

Q10.1 How would you rate the **relevance of the particular focus of the study** for addressing the question of this review? Consider the population, intervention and outcomes as described in the review framework compared with those covered in this study. Rate each component as well as giving an overall rating.

In this research study:	Rating				
Population i.e. Indigenous	High	Medium+	Medium	Medium-	Low
Intervention i.e. planning, design and delivery of VET/ACE learning programs	High	Medium+	Medium	Medium-	Low
Outcomes i.e. improved educational, employment and social outcomes	High	Medium+	Medium	Medium-	Low
Overall Weight of Evidence A (relevance)	High	Medium+	Medium	Medium-	Low

Please add any comment below:

### WEIGHT OF EVIDENCE B (quality)

Q10.2 How would you rate the **quality of this study** in terms of the trust that can be put into its findings against the questions posed? Please refer to the Reviewers' Guidelines for Quality Appraisal.

In this research study:	Rating				
Is the evidence valid?	High	Medium+	Medium	Medium-	Low
Is the evidence reliable?	High	Medium+	Medium	Medium-	Low
Is the evidence authentic?	High	Medium+	Medium	Medium-	Low
Is the evidence sufficient?	High	Medium+	Medium	Medium-	Low
Is the evidence current today?	High	Medium+	Medium	Medium-	Low
Overall Weight of Evidence B (quality)	High	Medium+	Medium	Medium-	Low

Please add any comment below:

### WEIGHT OF EVIDENCE SUMMARY

Q10.3 Please provide final weights of evidence A and B below:

Weight of evidence A

Weight of evidence B

Thank you for completing this evaluation form.