



Australian Government

Australian Institute of Health and Welfare

Australian Institute of Family Studies

Closing the gap clearinghouse

Annual report

2011-12

2012-13

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Preface

This report outlines the Closing the Gap Clearinghouse achievements for 2011–12 and 2012–13. During this time, the Clearinghouse has continued the important work of building the evidence base for what works to close the gap in Indigenous disadvantage across the seven COAG building blocks.

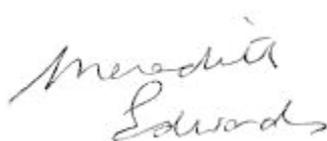
The Clearinghouse has publications that summarise and synthesise the evidence on topics under each of the building blocks, with 25 issues papers and resource sheets published, and 24 underway. These have contributed to the Clearinghouse's reputation as a source of high-quality research and evidence, a reputation that has continued to grow. Clearinghouse publications and research collections are increasingly used by government, research organisations, the not-for-profit sector, and the wider community.

The operations of the Clearinghouse have continued to evolve. During the past two years, we have improved the dissemination of our findings. In 2012, we introduced public seminars in Australia's capital cities for authors to present the main findings from their publications. The seminars have been very well attended and generated stimulating discussions about what works to overcome Indigenous disadvantage. In addition, in 2012 the work of the Clearinghouse was used to inform the presentation to the Productivity Commission roundtable titled *Better Indigenous policies: the role of evaluation*.

We also introduced a new series of workshops in 2012 for authors of issues papers to meet with policy makers to discuss the proposed structure and content of their publication. This provides policy makers with an opportunity to contribute to the development of the paper by identifying the relevant policy priorities in their jurisdiction and the issues they would like to see addressed. The workshops have significantly improved the engagement of government departments in the development of publications.

The Closing the Gap Clearinghouse is now in its fifth and final year of operation under the National Partnership Agreement on an Indigenous Clearinghouse that expires in September 2014. We are very keen to build on our achievements and to continue the important work of building the evidence base for closing the gap.

On behalf of the Clearinghouse Board, I would like to express gratitude to the staff of the Clearinghouse, not only for their hard work but also for their real commitment to this project.



Emeritus Professor Meredith Edwards
Chair, Closing the Gap Clearinghouse Board

November 2013

Abbreviations

ACT	Australian Capital Territory
AIFS	Australian Institute of Family Studies
AIHW	Australian Institute of Health and Welfare
COAG	Council of Australian Governments
DEEWR	Department of Education, Employment and Workplace Relations
FaHCSIA	Department of Families, Housing, Community Services and Indigenous Affairs
NACCHO	National Aboriginal Community Controlled Health Organisation
NT	Northern Territory
NSW	New South Wales
OATSIH	Office for Aboriginal and Torres Strait Islander Health
Qld	Queensland
SA	South Australia
WA	Western Australia
Vic	Victoria

Introduction

The Closing the Gap Clearinghouse has been jointly funded by all Australian governments for five years until June 2014 under the National Partnership Agreement on an Indigenous Clearinghouse. The Clearinghouse was established to collect, analyse and synthesise evaluation evidence on ‘what works’ to close the gap in Indigenous disadvantage. The Clearinghouse is managed by the Australian Institute of Health and Welfare (AIHW) in collaboration with the Australian Institute of Family Studies (AIFS).

Through the Clearinghouse, policy makers and service providers have access to a growing and authoritative evidence base. The Clearinghouse brings together existing knowledge about addressing Indigenous disadvantage and allows policy makers to search for specific topics, for example, improving early childhood services, improving school completion for Indigenous students, and access to health and preventative health programs. It adds value by translating complex and diverse research findings into publications that are accessible to decision makers, policy analysts, and others.

This report outlines the achievements of the Clearinghouse operations during the past two years. During this time, we have focused on improving the dissemination of Clearinghouse findings through policy workshops, public seminars, and improvements to the website.

In addition, in October 2012 the AIHW was invited to give a presentation to the Productivity Commission roundtable *Better Indigenous policies: the role of evaluation* based on the work of the Clearinghouse. The paper on the presentation, *Evaluating Indigenous Programs and Policies: Communicating the Outcomes* by David Kalisch and Fadwa Al-Yaman was published by the Productivity Commission in April 2013.

<http://www.pc.gov.au/__data/assets/pdf_file/0016/123082/11-better-indigenous-policies-chapter9.pdf>

Seven COAG building blocks provide the framework for the Clearinghouse work plan. Three COAG building blocks – ‘early childhood’, ‘health’, and ‘safe communities’ – were the focus of work in 2011–12, and they are the focus of this report. The other four COAG building blocks were addressed in previous years: ‘schooling’, ‘economic participation’, ‘healthy homes’, and ‘governance and leadership’.

Main findings

Our key learnings about the three COAG building blocks are summarised in a Clearinghouse publication: *What works to overcome Indigenous disadvantage: key learnings and gaps in the evidence 2011–12* (the Key Learnings report). It will be released at the same time as the annual report.

What works

The Clearinghouse has continued to find that there are high-level principles and practices that underpin successful programs for Indigenous Australians. These include the following:

- flexibility in design and delivery so that local needs and contexts can be taken into account
- community involvement and engagement in both the development and delivery of programs
- the importance of building trust and relationships
- a well-trained and well-resourced workforce, with an emphasis on retention of staff
- continuity and co-ordination of services.

More specific findings for each of the three building blocks examined in the Key Learnings report are outlined below.

Early childhood

There were a number of Indigenous specific programs in early childhood education, as well as supported playgroups and school transition programs, that showed the most promise for promoting change in the early learning and development of Indigenous children, and in helping to prepare children for school.

Early childhood education was more effective, particularly for vulnerable families, when it took into account the contexts in which families live. Services were more effective for Indigenous children and families when providers are aware of and address cultural competence and cultural safety in their service delivery.

Community involvement was found to be particularly important to the success of early childhood programs. This involvement was needed in the planning and development of programs, not just the implementation.

Health

The strongest evidence for what works in the 'health' building block was around alcohol and other drug programs, where the following strategies were found to be successful:

- supply-reduction strategies, including price controls, restrictions on trading hours, reducing alcohol outlet density, dry community declarations, substitution of Opal fuel for unleaded petrol, and culturally sensitive enforcement of existing laws
- demand-reduction strategies, including early intervention, provision of alternatives to drug and alcohol use, and treatment and ongoing care to reduce relapse rates

- harm-reduction strategies, including provision of community patrols, sobering-up shelters, and needle and syringe exchange programs.

Safe communities

While there were a large number of studies under this building block, much of the research was descriptive and there were only a small number of programs or strategies evaluated with sufficient rigour to conclude that they were effective.

- Restricting the supply of alcohol in a remote Aboriginal community resulted in decreased domestic and public violence and antisocial behaviour.
- Family support and early intervention programs can help to prevent child abuse and neglect by developing stronger links between families and government services, developing children's social skills, and implementing behaviour management strategies at home.

Gaps in the evidence

There were relatively few comparative research studies across the three building blocks, which made it difficult to draw definitive conclusions about what works. Many of the evaluations reviewed did not include comparison groups or other means of assessing the program impact. There was also a focus on output measures, such as client satisfaction, rather than on outcome measures, such as competency or children's engagement.

In addition, there were variations in locational and cultural contexts that affect the success of programs, as well as how well they are adapted and implemented. Information about program outcomes needs to be better integrated with what is known about the mechanisms by which effective programs are delivered.

Main activities

Clearinghouse publications

The Clearinghouse has continued to commission and write different types of publications that synthesise the research and evaluation evidence about what works to overcome Indigenous disadvantage:

- *issues papers*: in-depth papers that synthesise the evidence on a particular topic that is central to overcoming Indigenous disadvantage
- *resource sheets*: concise summaries of what works to address specific issues relevant to overcoming Indigenous disadvantage
- *key learnings and gaps in the evidence*: an annual report that summarises the evidence on what works to overcome Indigenous disadvantage, and identifies gaps in the evidence.

By the end of June 2013, the Clearinghouse had published:

- 21 resource sheets (with 16 forthcoming) on topics including early learning programs, promoting social and emotional wellbeing, service delivery coordination, governance, and pathways for Indigenous school leavers
- four issues papers (with eight forthcoming) in the areas of school attendance, school readiness, and increasing Indigenous employment rates
- two annual papers titled *What works to overcome Indigenous disadvantage: key learnings and gaps in the evidence* (with one forthcoming).

See Table 1 for a summary of Clearinghouse publications by building block and Appendix A for a full list.

Table 1: Number of Clearinghouse resource sheets and issues papers, 28 June 2013

COAG building block	Resource sheets		Issues papers	
	Published	Forthcoming	Published	Forthcoming
Early childhood	4	1	2	2
Schooling	3	0	1	0
Economic participation	2	3	0	1
Health	6	5	0	2
Healthy homes	1	1	0	0
Governance & leadership	1	2	0	1
Safe communities	2	4	1	1
Cross cutting topics	2	0	0	1
Total	21	16	4	8

Clearinghouse collections

The Clearinghouse supports three different collections of research and evaluation evidence (Table 2):

- *General collection*: an online general collection of information relevant to the COAG building blocks (includes more than 5,300 items)
- *Assessed collection*: an online collection of key research and evaluations that includes the key pieces of evidence presented in issues papers and resource sheets (includes more than 770 items)
- *Research and Evaluation Register*: an online collection of government research and evaluations (includes more than 960 items).

Table 2: Number of items in the Clearinghouse collections by building block, 28 June 2013

COAG building block	Research and Evaluation Register	Assessed collection	General collection
Early childhood	192	127	1,591
Economic participation	205	97	987
Governance & leadership	139	73	222
Health	489	154	1,956
Healthy homes	161	51	652
Safe communities	225	133	1,525
Schooling	225	140	851
Total in collection	965	775	5,312

Note: Items in the Research and Evaluation Register and the General Collection can be counted against more than one building block, so items add to more than total in the collection.

Policy workshops

The policy workshops were introduced in 2012 to provide an opportunity for policy makers to provide input to Clearinghouse issues papers prior to them being written. Invitations to the workshop, along with a detailed publication proposal, are sent to 20 Clearinghouse contacts for circulation in Commonwealth and state and territory government departments, the Clearinghouse Board, and the Scientific Reference Group.

At the workshops, the authors outline the proposed structure and content of their publication. Workshop participants from government are then invited to outline the relevant policy issues in their jurisdiction and issues they would like to see addressed in the paper. Participants are also asked to help the authors to identify the main government programs, research and evaluations relating to their research topics.

Seven workshops have been held since June 2012. The workshops have covered the following issues papers: engagement of Indigenous Australians, early childhood (two issues papers), community safety, social determinants of health, exploring economic participation, and public finance management.

The workshops have attracted audiences of between 11 and 30 participants and included representatives from state and federal agencies with an interest in the topic. The workshops have significantly improved the engagement of government departments in the development of publications.

Table 3: Issues paper workshops with policy makers and authors 2012 and 2013

Issues paper title & author	No. Attended	Departments represented
<i>Early childhood</i> Dr Sarah Wise, Research Beautiful	11	FaHCSIA, Department of Prime Minister and Cabinet, SA Health, Vic Department of Planning and Community Development, Clearinghouse Board, NACCHO, DEEWR
<i>Closing the Gap in early childhood years: prevention and early intervention approaches</i> Prof Jennifer Bowes and Dr Rebekah Grace	18	FaHCSIA, Department of Prime Minister and Cabinet , DEEWR , NACCHO, Scientific Reference Group member, Australian National University, NT Department of Health, NT Department of Education and Training, Vic Department of Education and Early Childhood Development, Independent research advisor, New Zealand
<i>Community safety in Australian Indigenous communities: a review of the evidence supporting interventions</i> Prof. Andrew Day, Deakin University	13	AIFS, FAHCSIA, Department of the Prime Minister and Cabinet, Attorney-General's Department, Department of Human Services, Australian Institute of Criminology, NSW Department of Premier and Cabinet, SA Health, SA Police, Vic Department of Planning and Community Development, NACCHO, WA Department of Indigenous Affairs
<i>Engaging with Indigenous Australia – exploring the conditions for effective relationships with Aboriginal and Torres Strait Islander communities</i> Dr Janet Hunt	29	FaHCSIA, Department of Prime Minister and Cabinet, DEEWR, Department of Human Services, AIFS, Productivity Commission, WA Department of Indigenous Affairs, Vic Department of Planning and Community Development, SA Department for Communities and Social Inclusion, SA Health, NSW Department of Indigenous Affairs
<i>What works? A review of actions addressing the social and economic determinants of Indigenous health</i> Prof Fran Baum & Dr Katy Osborne	22	AIFS, DEEWR, FaHCSIA, Department of Health and Ageing (OATSIH), Department of Human Services, NSW Department of Human Services, Qld Department of Aboriginal and Torres Strait Islander and Multicultural Affairs, WA Department of Indigenous Affairs, Vic Department of Planning and Community Development, NSW Department of Premier and Cabinet, Queensland Health
<i>Exploring economic participation – overcoming economic disadvantage for Indigenous Australians</i> Dr Tom Karmel & Dr Misko	18	DEEWR, FaHCSIA, Qld Department of Aboriginal and Torres Strait Islander and Multicultural Affairs, ACT Office of Aboriginal and Torres Strait Islander Affairs, SA Department of Further Education, Employment, Science and Technology, NSW Department of Premier and Cabinet
<i>Building the evidence base for effective strategies to strengthen and promote Aboriginal and Torres Strait Islander mental health and wellbeing</i> Professor Pat Dudgeon and Associate Professor Roz Walker	20	AIFS, DEEWR, FaHCSIA, Department of Health and Ageing (OATSIH), NSW Ministry of Health, Queensland Health, NACCHO
<i>Public finance management for improved Indigenous governance</i> Professor Mark Moran and Professor Doug Porter	28	FaHCSIA, DEEWR, Department of Health and Ageing (OATSIH), Office of the Coordinator General for Remote Indigenous Services, Department of Finance and Deregulation, NT Department of Regional Development, NT Department of Regional Development and Women's Policy, Qld Department of Aboriginal and Torres Strait Islander and Multicultural Affairs

Clearinghouse seminars

In its first three years of operation, the Clearinghouse made presentations to government officers in each jurisdiction in order to promote the work, and to outline key findings from the publications and the collections. In 2012, these were replaced with free public seminars for a much wider audience. The Clearinghouse seminars are conducted in different capital cities across Australia and cover two to three selected topics. The seminars are presented by a panel of authors of issues papers and resource sheets. A government representative is included to respond to audience questions and generate discussion.

The first Clearinghouse public seminar series, *What works to increase Indigenous employment?*, was held in three locations in 2012: Canberra in March, Adelaide in April, and Brisbane in July. Two Clearinghouse authors presented the key findings of their papers:

- *Increasing Indigenous employment rates. Issues paper no. 3*, by Matthew Gray, Australian National University
- *Strategies to enhance employment of Indigenous ex-offenders after release from correctional institutions. Resource sheet no. 11*, by Joseph Graffam, Deakin University.

The second Clearinghouse public seminars series, *Early childhood development: understanding the evidence to inform parenting, early learning programs and access to services for Indigenous children*, commenced in Sydney in December 2012 and was repeated in Canberra in February 2013 and Darwin in May 2013. These seminars were chaired by Associate Professor Karen Martin, School of Education and Professional Studies, Griffith University. The following resource sheets were presented by Clearinghouse authors at these seminars:

- *Parenting in the early years: effectiveness of parenting education and home visiting programs for Aboriginal families Resource sheet no. 15*, by Dr Robyn Mildon, The Parenting Research Centre
- *Early learning programs that promote children's developmental and educational outcomes. Resource sheet no. 16*, by Professor Linda J Harrison, Faculty of Education, Charles Sturt University; Associate Professor Sharon Goldfeld, Centre for Community Child Health, Royal Children's Hospital and the Murdoch Children's Research Institute
- *Improving access to urban and regional early childhood services. Resource sheet no. 17*, by Dr Daryl Higgins, Australian Institute of Family Studies.

Both seminar series were well attended (Table 4). The audience comprised a range of stakeholders, including public servants, academics, service providers, and those from the not-for-profit sector. The feedback from the seminars has been very positive, with 86% of respondents from the employment seminar and 95% of those from the early childhood seminar rating them as very useful or useful.

The Clearinghouse is currently organising the next seminar series, which will cover the topics of community safety and trauma.

Table 4: Number of people attending Clearinghouse seminars

Location	No. attending
Employment seminars	
Canberra March 12	140
Adelaide April 12	65
Brisbane July 12	65
Early childhood seminars	
Sydney December 12	115
Canberra February 13	140
Darwin May 13	109

Website redevelopment

The Clearinghouse website was redeveloped in 2012–13 to give it a refreshed look and feel with a more modern design. The functioning of the website has also been enhanced. The new features of the website include the following:

- links to the resources via building block logos designed by the Indigenous artist Linda Huddleston
- a new summary page of what works for each of the building blocks
- an improved search engine and search screens to support users in finding all research and evaluations in the Assessed collection, General collection and Research and Evaluation Register
- a bulletin board to enable users to post comments about publications
- improved use of Google analytics to enable the Clearinghouse to more closely monitor website usage and provide a better understanding of the Clearinghouse activities that increase usage, the products that are most sought after, and how we should best target our communications.

Structure and governance

The Clearinghouse Board

The Clearinghouse Board provides strategic direction and oversees the operations of the Closing the Gap Clearinghouse to ensure that it meets COAGs priorities for closing the gap. The membership of the Board is in Table 5. The Board met twice in 2011–12 and twice in 2012–13. During this period, the Board’s specific activities included:

- approving the work plan for years 4–5 of the Clearinghouse
- selecting topic areas for Clearinghouse publications
- contributing to the Communication Strategy.

Table 5: Closing the Gap Clearinghouse Board members

Position	Name
Chair	Emeritus Professor Meredith Edwards, University of Canberra
Academic advisors	Associate Professor Karen Martin, School of Education and Professional Studies, Griffith University Professor John Taylor, Centre for Aboriginal Economic and Policy Research, The Australian National University
Representatives from state and territory governments, representing all jurisdictions	Mr Ron Weatherall, Department of Communities, Queensland Dr Rebecca Glauert, Telethon Institute for Child Health Research, representing the Western Australian Government
Representatives from the Australian Government	Ms Jo Wood, Department of Employment, Education and Workplace Relations Mr Matthew James, Department of Families, Housing, Community Services and Indigenous Affairs
AIHW and AIFS (ex-officio)	Dr Fadwa Al-Yaman, Australian Institute of Health and Welfare Dr Daryl Higgins, Australian Institute of Family Studies

Note: This list is at 30 June 2013. The names of departments have changed as a result of the 2013 federal election.

The Scientific Reference Group

The Scientific Reference Group (SRG) provides technical advice to the Clearinghouse on operational matters. It comprises academic members with subject matter expertise relevant to the COAG targets, and representatives from the AIHW and the AIFS. The SRG is chaired by Dr Fadwa Al-Yaman (AIHW), with Dr Daryl Higgins (AIFS) as deputy chair (see Table 6). It met twice in 2011–12.

The Scientific Reference Group:

- reviewed all Clearinghouse publications
- provided advice about the technical content of papers
- provided advice about the Clearinghouse workplan and the Communications Strategy.

Table 6: Scientific Reference Group members

Building blocks	Members
Chair	Dr Fadwa Al-Yaman, Australian Institute of Health and Welfare
Early childhood	Dr Daryl Higgins, Australian Institute of Family Studies (Deputy Chair) Emeritus Professor Judy Atkinson, Southern Cross University
Schooling	Professor Lester-Irabinna Rigney, Aboriginal and Torres Strait Islander Education: Wilto Yerlo, University of Adelaide
Health	Dr Ching Choi, Social Policy Research Centre, University of New South Wales Dr Ian Ring, Centre for Health Service Development, University of Wollongong
Economic participation	Associate Professor Boyd Hunter, Centre for Aboriginal Economic Policy Research, The Australian National University
Healthy homes	Professor Peter Phibbs, Urban Research Centre, University of Western Sydney
Safe communities	Emeritus Professor Judy Atkinson, Southern Cross University Mr Matthew Willis, Australian Institute of Criminology
Governance and leadership	Ms Valerie Cooms, Australian Institute of Aboriginal and Torres Strait Islander Studies

Panel of Indigenous researchers

A panel of Indigenous people who are experts in their fields has been established. The panel reviews publications produced by the Clearinghouse and provides advice about whether the Aboriginal and Torres Strait Islander context has been appropriately addressed. The membership of the panel is in Table 7.

Table 7: Panel of Indigenous researchers

Building blocks	Researchers
Schooling	Mr Paul Paulson, Reconciliation Australia Dr Michelle Trudgett, Department of Indigenous Studies, Macquarie University
Health	Dr Yin Paradies, Onemda VicHealth Koori Health Unit, University of Melbourne Mr Scott Winch, Onemda VicHealth Koori Health Unit, University of Melbourne Mr Raymond Lovett, Consultant
Economic participation	Dr Felicia Watkin Lui, School of Indigenous Australian Studies, James Cook University
Governance and leadership	Dr Felicia Watkin Lui, School of Indigenous Australian Studies, James Cook University

Future directions

In its fifth year of operation, the Clearinghouse work will focus on:

- completing outstanding resource sheets and issues papers
- continuing to improve the dissemination of the Clearinghouse findings through improvements to the website and public seminars across Australia
- continuing to engage with policy makers through publication workshops and regular communication with government stakeholders.

Appendix A: What works to overcome Indigenous disadvantage

This section provides a summary of the Clearinghouse findings about what works for each of the Council of Australian Governments (COAG) building blocks, as well as findings that apply across the building blocks. These summaries were drawn from Clearinghouse publications relevant to each building block.

All building blocks

What works

- **Community involvement and engagement.** For example, key success factors in Indigenous community-based alcohol and substance-abuse programs were strong leadership, strong community-member engagement, appropriate infrastructure and use of a paid workforce to ensure long-term sustainability.
- **Adequate resourcing and planned and comprehensive interventions.** For example, a systematic approach with appropriate funding arrests the escalating epidemic of end-stage kidney failure, reduces suffering for Indigenous people and saves resources. A strong sense of community ownership and control is a key element in overcoming Indigenous disadvantage.
- **Respect for language and culture.** For example, capacity building of Indigenous families and respect for culture and different learning styles were considered to be important for engaging Indigenous families in school readiness programs.
- **Working together through partnerships, networks and shared leadership.** For example, an Aboriginal-driven program increased knowledge about nutrition, exercise, obesity and chronic diseases, including diabetes. The educational component, participation of local Indigenous people in the program and committed partnerships with the organisations involved were important to the program's success.
- **Development of social capital.** For example the Communities for Children initiative, under the Australian Government's former strategy (the Stronger Families and Communities Strategy 2004–2009) highlighted the importance of a collaborative approach to maternal and child health, child-friendly communities, early learning and care, supporting families and parents, and working together in partnership.
- **Recognising underlying social determinants.** For example, data from the Longitudinal Study of Australian Children demonstrated that financial disadvantage was one factor among other variables that may affect school readiness and progress for young children.
- **Commitment to doing projects with, not for, Indigenous people.** For example, the evaluation of the New South Wales Count Me In Too Indigenous numeracy program found that contextual learning was successful and critical, professional development for teachers was essential, effective relationships were vital and Aboriginal community buy-in was also essential for ongoing success.
- **Creative collaboration that builds bridges between public agencies and the community and coordination between communities, non-government and government to prevent duplication of effort.** For example, a collaborative project between health and education workers at a primary public school in South Australia

(The Wadu Wellness project), in which a number of children were screened, has resulted in follow-up and support for children for hearing problems and dental treatment, and social and emotional support.

- **Understanding that issues are complex and contextual.** For example, frequent house moves, neighbourhood conflict, functionality of housing amenities and high rental costs were found to have an impact on children's schooling (CtGC 2011).
- **Flexibility in design and delivery** so that local needs and contexts can be taken into account.
- **The importance of building trust and relationships.**
- **A well trained and well- resourced workforce,** with an emphasis on retention of staff.
- **Continuity and co-ordination of services** (CtGC forthcoming).

What doesn't work

- **'One size fits all' approaches.** For example, residential treatment for alcohol and other drugs dependency is generally not more effective than non-residential treatment. However, evidence indicates that residential treatment is more effective for clients with more severe deterioration, less social stability and high relapse risk. As these are characteristics of many Indigenous clients, residential treatment may be most appropriate.
- **Lack of collaboration and poor access to services.** For example, successful interventions require the integration of health services to provide continuity of care, community involvement and local leadership in health-care delivery and culturally appropriate mainstream services. These steps help to ensure the suitability and availability of services, which can thereby improve access by Indigenous Australians.
- **External authorities imposing change and reporting requirements.** For example, a review of evidence from seven rigorously evaluated programs that linked school attendance with welfare payments in the United States found that sanction-only programs have a negligible effect on attendance, but that case management was the most critical variable.
- **Interventions without local Indigenous community control and culturally appropriate adaptation.** For example, evidence indicated external imposition of 'local dry area bans' (where consumption of alcohol is prohibited within a set distance of licensed premises) was ineffective and only served to move the site of public drinking, often to areas where the risk of harm was greater.
- **Short-term, one-off funding, piecemeal interventions, provision of services in isolation and failure to develop Indigenous capacity to provide services.** For example, a one-off health assessment with community feedback and an increase in health service use was unlikely to produce long-term health benefits and improvements. An ongoing focus on community development and sustained population health interventions are needed (CtGC 2011).
- **Lack of cultural safety:** Services that do not provide a culturally safe environment are unlikely to engage Indigenous families. Employing local Indigenous staff is one means of providing a culturally safe service. Most importantly, staff need to respect and have an understanding of local Indigenous culture and knowledge. Appropriate images and language in program materials are also important for engaging Indigenous families (CtGC forthcoming).

References

CtGC (Closing the Gap Clearinghouse (AIHW, AIFS) 2011. What works to overcome Indigenous disadvantage: key learnings and gaps in the evidence. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 52. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

CtGC forthcoming. What works to overcome Indigenous disadvantage: key learnings and gaps in the evidence. Produced for the Closing the Gap Clearinghouse. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Early childhood

What works

- High-quality, holistic and early intervention and education. These can improve children's lifelong outcomes across all areas – for example, education, health and wellbeing (both mental and physical).
- Teacher training. Appropriate teacher training and support contributes to the uptake of early learning programs by Indigenous families (CtGC 2012a).
- In the area of early childhood education Indigenous specific programs in early childhood education, supported playgroups and school transition programs offered the most promise for promoting change in the early learning and development of Indigenous children, and in helping to children for school (Bowes & Grace, forthcoming).

Cultural safety

- Early childhood education was more effective, particularly for vulnerable families, when it took into account the contexts in which families live. Services were more effective for Indigenous children and families when they are aware of and address cultural competence and cultural safety in their service delivery (Sims 2011).
- Cultural competence and cultural safety. These are an integral part of effective service delivery. Cultural competence is manifested by employing Indigenous workers, culturally aware non-Indigenous staff, emphasising strengths and empowerment and honest engagement, building trust and working with community members (Sims 2011; Harrison et al. 2012).

Family and community involvement

- Community involvement was found to be particularly important to the success of early childhood programs. This involvement was needed in the planning and development of programs, not just the implementation (Sims 2011; Harrison et al. 2012).
- Involvement of families. Effective programs provide a role for families as a support for their children, a welcoming environment for family members, and mechanisms for two-way communication with families (CtGC 2012a; Sims 2011; Harrison et al. 2012).

Improving access

- Providing culturally secure services which honour and incorporate Indigenous childrearing and other practices.
- Providing cultural training for non-Indigenous workers.
- Providing continuity by engaging with parents from pregnancy onwards.

- Continuity of services and engagement with families from pre-pregnancy through to middle childhood within the one agency or location.
- Providing services in a friendly setting, close to where Indigenous clients live and conduct their daily activities.
- Having a staff member within an agency who advocates for and promotes a program across one or more service providers.
- Long-term, stable funding and delivering long-term programs.
- Employing both Indigenous and non-Indigenous staff.
- Offering the choice of Indigenous-specific and mainstream services (Ware V-A 2012).

References

Bowes J & Grace R, forthcoming. Closing the gap in the early childhood years: prevention and early-intervention approaches in parenting education, early childhood education and health for Indigenous children and families in Australia. Issues paper. Produced for the Closing the Gap Clearinghouse. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

CtGC 2012a. What works to overcome Indigenous disadvantage: key learnings and gaps in the evidence 2010-11. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 69. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Dockett S, Perry B & Kearney E 2010. School readiness: what does it mean for Indigenous children, families, schools and communities? Issues paper no. 2. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 36. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Harrison LJ, Goldfeld S, Metcalfe E & Moore T 2012. Early learning programs that promote children's developmental and educational outcomes. Resource sheet no. 15. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 76. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Sims M 2011. Early childhood and education services for Indigenous children prior to starting school. Resource sheet no. 7. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 55. Canberra: Australian Institute of Health and Welfare & Melbourne.

Ware V-A 2012. Improving access to urban and regional early childhood services. Resource sheet no. 17. Produced for the Closing the Gap Clearinghouse. Cat. no. IHW 78. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Schooling

What works

School readiness

- Effective interagency partnerships, for example, positive professional links and regular communication between prior-to-school educators and school educators support children's transition to school.
- Education practitioners and policy makers need to be well versed in the importance of cultural factors in schooling and development of policies and programs that take account

of Indigenous cultures and history should continue. Schools that employ and value Indigenous staff provide 'ready' links between school, families and communities, which can enhance the transition to school for Indigenous children.

- Positive involvement of families and engagement with other community members in Indigenous children's transition to school are important components of making a school 'ready'.
- High-quality early-childhood education helps prepare children for school (Dockett et al. 2010; Purdie & Buckley 2010).

School completion

- School cultures and leadership that acknowledges and supports Indigenous students and families, including:
 - a shared vision for the school community
 - high expectations of success for both staff and students
 - a learning environment that is responsive to individual needs
 - a drive for continuous improvement
 - involvement of the Indigenous community in planning and providing education.
- School-wide strategies that work to maintain student engagement and improve learning outcomes, including:
 - broad curriculum provision
 - quality vocational education and training (VET) options
 - school absenteeism and attendance programs
 - quality career education.
- Student-focused strategies are also needed. These should directly meet the needs of students at risk of low achievement or early leaving, including:
 - targeted skill development
 - mentoring
 - school engagement programs
 - welfare support (Helme & Lamb 2011).

Teachers and school leaders

- Teachers and school leaders were most effective when they were:
 - contextually literate (understand the broader environment)
 - organisationally savvy (organise their schools to respond to this environment)
 - leadership smart (act with others, focus on areas where they can make a difference, make changes based on evidence, make sure all changes are heading in the same direction, use a range of leadership styles and develop leadership in others).
- Teachers and school leaders achieve positive educational outcomes when they act independently, are community-minded, supportive of differences and have a capacity for change.
- Schools work better when they operate as flexible organisations that focus on developing networks, trust and resources (social capital) at three levels:

- within the school as a community of professional learners
- between schools
- between the school and its community (Mulford 2011).

School-based health education

- Positive health outcomes can be achieved when health education programs are:
 - delivered and assessed within the context of the core school curriculum
 - provided by trained and well-resourced classroom teachers
 - implemented across a substantial time frame and through at least two Health Promoting Schools dimensions
 - informed by local health issues, values and beliefs of individual students and their community
 - delivered within the context of safe and supportive classroom and school environments
 - underpinned by positive partnerships with parents, community members and health professionals
 - designed and evaluated according to sound health and educational theory and practice (McCuaig & Nelson 2012).

References

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Health

What works

Tobacco

- The evidence showed the following programs were effective:
 - health professionals providing brief advice on how to quit, when delivered with pharmacotherapy such as nicotine replacement
 - training health professionals to deliver cessation advice
 - quit groups
 - well-delivered multicomponent anti-tobacco programs (Ivers 2011).

Alcohol and other drugs

- There was good evidence that indicated the following strategies used in relation to alcohol and other drugs were successful:
 - supply reduction strategies, including price controls, restrictions on trading hours, fewer alcohol outlets, dry community declarations, substitution of Opal fuel for unleaded petrol, and culturally sensitive enforcement of existing laws
 - demand reduction strategies, including early intervention, provision of alternatives to drug and alcohol use, various treatment modalities, and ongoing care to reduce relapse rates
 - harm reduction strategies, including provision of community patrols, sobering-up shelters, and needle and syringe exchange programs (Gray & Wilkes 2010).

Healthy lifestyle programs

- In the Indigenous context, the community managed and initiated all the programs that were shown to be effective.
- Individual, family-based and group-based Indigenous lifestyle programs had positive health effects for periods of up to two years.
- Intensive lifestyle programs have been shown to be effective in reducing the incidence of diabetes developing among overweight non-Indigenous people with pre-diabetes (CtGC 2012b).

Sexual health

- International evidence shows that sexual health education can lead to delayed initiation of sex and increased condom use among young people.
- The best interventions are those based on a sound understanding of the behaviours, knowledge, beliefs and practices that they are trying to influence.
- There is some Australian evidence that sexual health education programs can increase knowledge and change attitudes to sexually transmitted infections (STIs) and blood borne viruses (BBVs), but only a small amount of evidence shows changes in behaviour.
- In the Indigenous context, there is evidence that a multifaceted approach that includes community education and health promotion reduces rates of STIs.
- A well-trained and well-resourced workforce to implement sexual health education programs in the community, clinical and school settings is paramount to their successful implementation and maintenance (Strobel & Ward 2012).

Suicide and suicidal behaviour

- Community programs that focus on the social, emotional, cultural and spiritual underpinnings of community wellbeing can be effective in preventing suicide.
- A culturally adapted brief intervention comprising motivational care planning, has been effective in improving wellbeing and decreasing alcohol and cannabis dependence among Indigenous people with chronic mental illness, in three remote communities in northern Australia (CtGC 2013a).

Social and emotional wellbeing

- The cultural healing programs Family Wellbeing, We Al-li and Marumali were effective in helping individuals work through their own issues and exert greater control over their own social and emotional wellbeing.
- The process evaluation of the Social and Emotional Wellbeing Program (previously the Bringing Them Home Program) found it delivered counselling to a large number of individuals, families and communities who would otherwise have been unlikely to have received such services. Clients were typically satisfied with the program, but the quality of the service varied across locations.
- Motivational care planning improved the mental health and decreased the substance dependence of Indigenous people with a mental illness in remote communities.
- A culturally appropriate model of mental health service provision was successful in engaging Indigenous young people. Indigenous hip hop programs increased young people's self-esteem, their preparedness to talk to family and friends about their own mental health issues and their ability to identify signs of depression in others.
- Adaptations of effective mainstream programs – the Triple P-Positive Parenting Program, the Resourceful Adolescent Program and MindMatters – were considered culturally competent and achieved positive outcomes with Indigenous Australians (CtGC 2013b).

References

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Strobel NA & Ward J 2012. Education programs for Indigenous Australians about sexually transmitted infections and bloodborne viruses. Resource sheet no. 14. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 72. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Economic participation

What works

Indigenous school leavers

- Enhancing the potential productivity of the Indigenous workforce by facilitating training and education is the policy that is most likely to be effective. Accordingly, it is important to first overcome barriers to Indigenous participation in education and training. The recognition of the diverse and distinct cultural and social life experiences of Indigenous school leavers is crucial.
- There are good theoretical reasons to expect that Indigenous input is imperative for all activities aimed at increasing Indigenous participation in programs and hence enhancing their effect. This principle holds for schools, university/vocational education and training (VET) sectors and labour market programs. The evidence on outcomes is consistent with the benefits of Indigenous participation in program design, but the existing evaluations are largely descriptive in nature.
- Among labour market programs, wage subsidy programs are consistently identified as having the best outcomes for Indigenous jobseekers (Hunter 2010).

Increasing Indigenous employment rates

- Increasing the skill levels of Indigenous Australians via formal education and training.
- Pre-employment assessment and customised training for individuals in order to get Indigenous job seekers employment-ready.
- Non-standard recruitment strategies that give Indigenous people who would be screened out from conventional selection processes the opportunity to win jobs.
- The provision of cross-cultural training by employers.
- Multiple and complementary support mechanisms to improve the retention of Indigenous employees is crucial. These may include:
 - on-going mentoring and support
 - flexible work arrangements to allow Indigenous employees to meet their work, family and/or community obligations
 - provision of family support
 - addressing racism in the workplace via initiatives such as the provision of cross-cultural training.
- Wage subsidy and other labour market programs can be effective for Indigenous job seekers.
- A strong macro-economy which creates a range of new jobs.

- Having explicit Indigenous employment goals for government programs which deliver goods or environmental or personal services (Gray et al. 2012).

Employment of ex-offenders

- Programs incorporating Indigenous knowledge and practices, particularly those involving Indigenous facilitators or traditional elders in delivery.
- Programs with a long-term focus (minimum one-year) and a strong case-management approach. A comprehensive and personalised case-management approach can have a significant positive impact on employment outcomes for individuals.
- Transition programs that begin pre-release and continue for several months post-release, with clearly stated program objectives and individualised assistance.
- Programs that take a broad approach to post-release support by tackling issues relating to social disadvantage as well as employment.
- Programs that incorporate on-the-job work experience with other forms of support, such as mentoring (Graffam & Shinkfield 2012).

References

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Healthy homes

What works

Design and construction

- Design and construction of Indigenous housing. There needs to be meaningful consultation with Indigenous communities in each local context, as well as utilisation of established standards and accumulated knowledge.
- Culturally appropriate design. Indigenous housing needs to be designed to meet the cultural requirements of Indigenous communities and households. This includes allowing space to accommodate kin visitation, and to negotiate avoidance relationships. The requirements may vary between cultural groups, so housing design for one geographic region should not be predicated on the cultural practices of another. Likewise, construction methods and materials that are appropriate to the particular local environment, especially in rural and remote locations, improve the appropriateness and sustainable functioning of housing.

- Prioritisation of safety and health. Where there are limited maintenance budgets, prioritising safety and health items improves the functional performance of the house.
- Local capacity building. Using local community Indigenous labour in the planning and implementation of construction and maintenance programs increases workforce capacity, and may contribute to improved labour force participation. It also increases ownership of home improvements.
- Inspection of housing refurbishment and construction. Conduct rigorous inspection programs at handover to ensure that house construction complies with the drawings and specifications, and is functional at the time of handover.

Homelessness

- Homelessness prevention and support programs. Early intervention can prevent young families from becoming homeless, and can break the cycle of homelessness. This may involve provision of culturally relevant and safe tenancy support programs for families, or the provision of housing services which incorporate wrap-around supports for residents.
- Supporting homeless Indigenous people with a mental illness, physical or intellectual disability. Supported accommodation for Indigenous people with a physical or intellectual disability or mental illness requires provision of a range of flexible supports tailored to their individual needs. These can help maintain tenancies otherwise at risk of failing, thereby preventing a return to homelessness. Well-maintained housing is linked with lower mental health-care costs in the general housing literature (CtGC 2012a; Pholeros & Phibbs 2012).

References

CtGC 2012a. What works to overcome Indigenous disadvantage: key learnings and gaps in the evidence 2010-11. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 69. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Pholeros P & Phibbs P 2012. Constructing and maintaining houses. Resource sheet no. 13. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. 73. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Safe communities

What works

Safety and wellbeing of Indigenous children

- Principles and practices showing 'promise' for preventing and responding to maltreatment of Aboriginal and Torres Strait Islander children include:
 - actions that take into account the historical context and prioritise cultural safety
 - control of services and responsibility for outcomes resting with Indigenous-managed agencies that provide holistic services, and which are appropriately resourced and supported
 - providing support for all families when they need it, as well as targeting services for vulnerable families that address the risk factors for child maltreatment, including

parental risk factors such as substance misuse, family violence, mental illness and poor parenting skills

- empowering families to make decisions to protect children or create safe arrangements for their care
- community-level strategies based on social inclusion and situational crime prevention principles (Higgins 2010).

Alcohol and other drugs

- The National Drug Strategy Aboriginal and Torres Strait Islander Peoples Complementary Action Plan provides a comprehensive framework for the provision of alcohol and other drugs (AOD)-specific interventions – including supply, demand and harm-reduction strategies.
- There is an extensive national and international evidence base for effective intervention and, although it is limited, the evidence from Indigenous studies is congruent with these broader findings.
- Effective supply-reduction strategies include price controls, restrictions on trading hours, reducing alcohol outlet density, dry community declarations, substitution of Opal fuel for unleaded petrol, and culturally sensitive enforcement of existing laws.
- Effective demand reduction strategies include early intervention, provision of alternatives to AOD use, various treatment modalities and ongoing care to reduce relapse rates.
- Effective harm reduction strategies include provision of community patrols, sobering-up shelters and needle and syringe exchange programs.
- Factors which facilitate the effective provision of AOD services to Indigenous Australians include Indigenous community control, adequate resourcing and support, and planned, comprehensive intervention (Gray & Wilkes 2010).

Interpersonal safety

- Restricting the supply of alcohol in a remote Aboriginal community resulted in decreased domestic and public violence and antisocial behaviour. Community members reported that an increased police presence was effective in stopping alcohol being brought into communities and in reducing family violence. Evidence also exists for court diversion programs and workforce development in relation to substance use (Day et al. 2013).

Community patrols

- Night patrols have the potential to increase community safety, by preventing crime, reducing alcohol-related harm and empowering the local community. The most successful patrols are supported by the community, the police and community services (CtGC 2013c).

Trauma

- Trauma-informed services directly deal with trauma and its effects. Such services:
 - understand trauma and its impact on individuals (such as children), families and communal groups
 - create environments in which children feel physically and emotionally safe

- employ culturally competent staff and adopt practices that acknowledge and demonstrate respect for specific cultural backgrounds
- support victims/survivors of trauma to regain a sense of control over their daily lives and actively involve them in the healing journey
- share power and governance, including involving community members in the design and evaluation of programs
- integrate and coordinate care to meet children's needs holistically
- support safe relationship building as a means of promoting healing and recovery (Atkinson 2013).

References

Atkinson J 2013. Trauma-informed services and trauma-specific care for Indigenous Australian children. Resource sheet no. 21. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 95. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

CtGC 2013c. The role of community patrols in improving safety in Indigenous communities. Resource sheet no. 20. Produced by the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 99. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

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Higgins DJ 2010. Community development approaches to safety and wellbeing of Indigenous children. Resource sheet no. 1. Produced for the Closing the Gap Clearinghouse. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Governance & leadership

What works

- Culturally appropriate and culturally 'safe' services. These approaches are tailored to suit the local community and communicate acceptance of the local culture, without in any way demeaning the service recipient's cultural identity.
- Culturally competent service delivery. Cultural competence is manifested by employing Indigenous workers and culturally aware non-Indigenous staff, emphasising strengths, empowerment, honest engagement, building trust and working with community members.
- Suitably qualified and experienced field staff. Employing staff who understand the local conditions, have the necessary technical skill, and have established relationships within communities is shown to provide good outcomes.

- A flexible approach to designing and funding initiatives. This allows for context-specific factors and a range of different ways to address a specific need. Innovative approaches are needed to secure required funding.
- A community development approach. Specifically, this entails applying a strengths-based approach, a commitment to empower the community, supporting Indigenous staff, and investing the time and resources into ongoing community consultations to ensure relevance of programs and a shared vision. Sufficient lead times are necessary to allow local ownership of programs to be developed. Community trust needs to be built, with program and community leadership demonstrating a commitment to work through and resolve conflict.
- Leadership development that incorporates core facets of Indigenous leadership styles. In particular, the research suggests that natural leaders should be encouraged to emerge and then be provided with culturally appropriate leadership training. Likewise, the evidence demonstrates that mentoring is a key component of effective leadership development. A modest investment in capacity building of community organisations can yield a significant return (CtGC 2012a; Stewart et al. 2011; Tsey et al. 2012).

References

CtGC 2012a. What works to overcome Indigenous disadvantage: key learnings and gaps in the evidence 2010-11. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 69. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Stewart J, Lohoar S & Higgins D 2011. Effective practices for service delivery coordination in Indigenous communities. Resource sheet no. 8. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 61. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Tsey K, McCalman J, Bainbridge R & Brown C 2012. Improving Indigenous community governance through strengthening Indigenous and government organisational capacity. Resource sheet no. 10. Produced for the Closing the Gap Clearinghouse. AIHW Cat. no. IHW 70. Canberra: Australian Institute of Health and Welfare & Melbourne: Australian Institute of Family Studies.

Appendix B: Clearinghouse publications

Table B1: List of Clearinghouse publications by building block

Early childhood
Issues papers
Review of early childhood parenting, education and health intervention programs for Indigenous children and families in Australia (forthcoming)
Improving the early life outcomes of Indigenous children: Implementing early childhood development at the local level (forthcoming)
Resource sheets
<i>Improving access to urban and regional early childhood services</i> , by Ware V-A 2012
<i>Parenting in the early years: effectiveness of parenting support programs for Indigenous families</i> , by Mildon R & Polimeni M 2012
<i>Early learning programs that promote children's developmental and educational outcomes</i> , by Harrison LJ, Goldfeld S, Metcalfe E & Moore T 2012
<i>Early childhood and education services for Indigenous children prior to starting school</i> , by Sims M 2011
What works to prevent ear disease in Indigenous children (forthcoming)
<hr/> Schooling
Issues papers
<i>School readiness: what does it mean for Indigenous children, families, schools and communities?</i> By Dockett S, Perry B & Kearney E 2010
<i>School attendance and retention of Indigenous Australian students</i> , by Purdie N & Buckley S 2010
Resource sheets
<i>Engaging Indigenous students through school-based health education</i> , by McCuaig L & Nelson A 2012
<i>Closing the school completion gap for Indigenous students</i> , by Helme S & Lamb S 2011
<i>Teacher and school leader quality and sustainability</i> , by Mulford B 2011
<hr/> Health
Issues papers
Building the evidence base for effective strategies to strengthen and promote Aboriginal and Torres Strait Islander mental health and wellbeing (forthcoming)
What works? A review of actions addressing the social and economic determinants of Indigenous health (forthcoming)
Resource sheets
<i>Strategies and practices for promoting the social and emotional wellbeing of Aboriginal and Torres Strait Islander people</i> , by Closing the Gap Clearinghouse 2013
<i>Strategies to minimise the incidence of suicide and suicidal behaviour</i> , by Closing the Gap Clearinghouse 2013
<i>Education programs for Indigenous Australians about sexually transmitted infections and blood borne viruses</i> , by Strobel NA & Ward J 2012
<i>Healthy lifestyle programs for physical activity and nutrition</i> , by Closing the Gap Clearinghouse 2012
<i>Anti-tobacco programs for Aboriginal and Torres Strait Islander people</i> , by Ivers R 2011
<i>Reducing alcohol and other drug related harm</i> , by Gray D & Wilkes E 2010
Improving the accessibility of health services to Indigenous people in urban and regional settings (forthcoming)
Supporting healthy communities through arts programs (forthcoming)
Supporting healthy communities through sports and recreation programs (forthcoming)
Programs to improve the mental health of Indigenous Australians who are homeless (forthcoming)
Programs to improve the mental health of Indigenous Australians who are incarcerated (forthcoming)

(continued)

Table B1 (continued) : Clearinghouse publications by building block

Economic participation

Issues papers

Increasing Indigenous employment rates, by Gray M, Hunter B & Lohoar S 2012

Exploring economic participation – overcoming economic disadvantage for Indigenous Australians through education and training (forthcoming)

Resource sheets

Strategies to enhance employment of Indigenous ex-offenders after release from correctional institutions, by Graffam J & Shinkfield A 2012

Pathways for Indigenous school leavers to undertake training or gain employment, by Hunter B 2010

Effective traineeships and apprenticeships (forthcoming)

Employment for Indigenous people with a disability (forthcoming)

Best practice in Indigenous economic development (forthcoming)

Healthy homes

Resource sheets

Constructing and maintaining houses, by Pholeros P & Phibbs P 2012

Housing strategies that improve Indigenous health outcomes (forthcoming)

Safe communities

Issues paper

Programs to improve interpersonal safety in Indigenous communities: evidence and issues, by Day A, Francisco A & Jones R 2013

Resource sheets

The role of community patrols in improving safety in Indigenous communities, by the Closing the Gap Clearinghouse 2013

Community development approaches to safety and wellbeing of Indigenous children, by Higgins D 2010

Diverting Indigenous offenders from the criminal justice system (forthcoming)

Mentoring programs for Indigenous youth at risk, by Ware V-A 2013

Effective family violence programs (forthcoming)

Restorative justice and Indigenous juvenile detention: tailoring alternatives to optimise outcomes (forthcoming)

Governance and leadership

Issues paper

Engaging with Indigenous Australia—exploring the conditions for effective relationships with Aboriginal and Torres Strait Islander communities, by Hunt J 2013

Resource sheets

Improving Indigenous community governance through strengthening Indigenous and government organisational capacity, by Tsey K, McCalman J, Bainbridge R & Brown C 2012

Engagement with Indigenous communities in key sectors, by Hunt J 2013

Effective community managed programs (forthcoming)

Cross cutting

Issues paper

Cultural appropriateness and cultural competency (forthcoming)

Resource sheets

Trauma-informed services and trauma-specific care for Indigenous Australian children, by Atkinson A 2013

Effective practices for service delivery coordination in Indigenous communities, by Stewart J, Lohoar S & Higgins D 2011

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