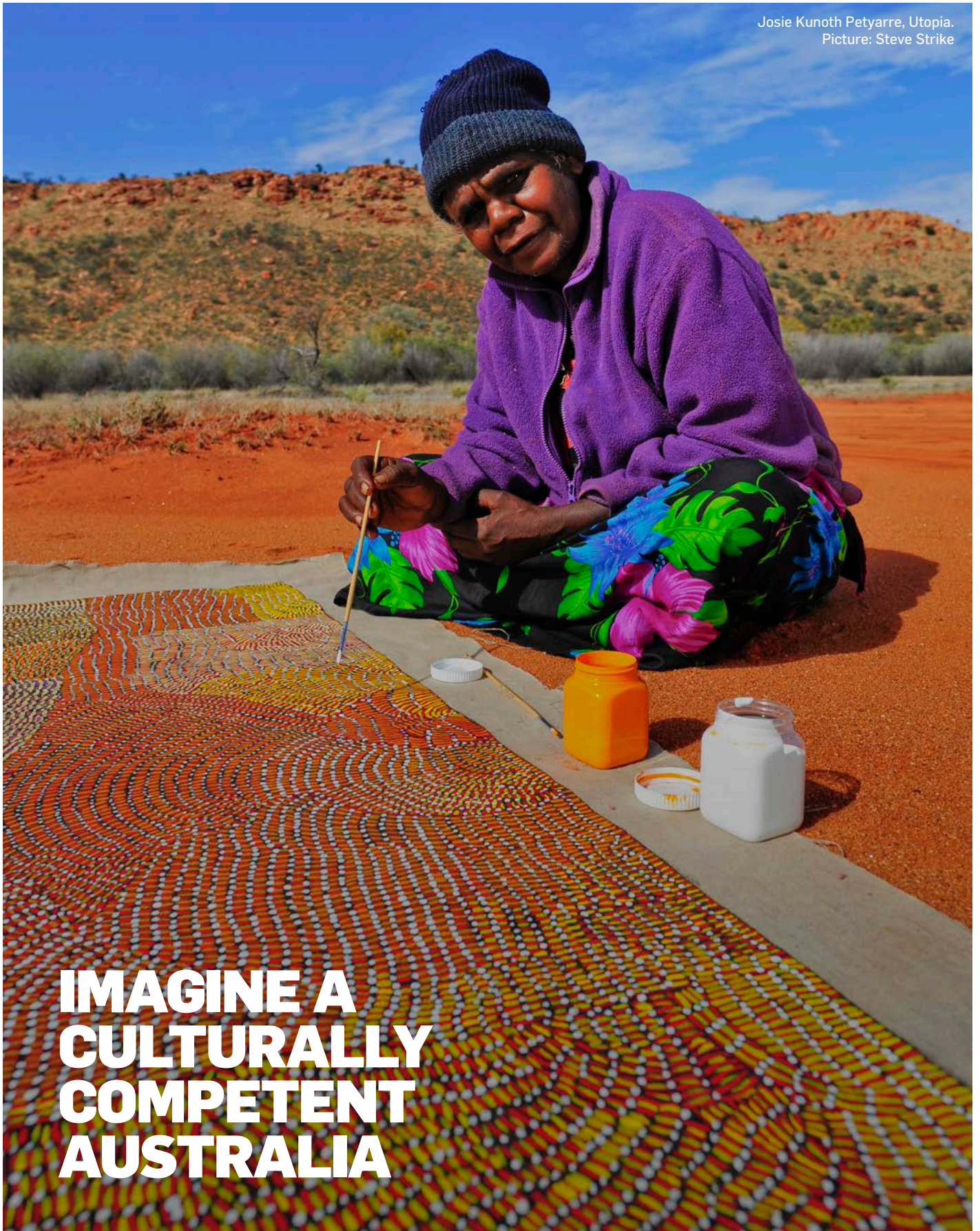


Josie Kunoth Petyarre, Utopia.
Picture: Steve Strike



**IMAGINE A
CULTURALLY
COMPETENT
AUSTRALIA**



CENTRE FOR CULTURAL
COMPETENCE AUSTRALIA



CLOSING THE KNOWLEDGE GAP

ABOUT CCCA

The Centre for Cultural Competence Australia (CCCA) is an organisation dedicated to the training and development of individuals and organisations in the field of Aboriginal and Torres Strait Islander cultural competence.

Founded by professionals and experts within the fields of Indigenous research & development, face-to-face training and Aboriginal Cultural Education, CCCA is committed to building the cultural competence of individuals, service providers, organisations, and state and federal departments.

THE KNOWLEDGE GAP

The biggest gap that still remains between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians is the cultural gap which exists due to a lack of education, knowledge and understanding.

Australia cannot close the gap until non-Indigenous Australians increase their understanding of Aboriginal and Torres Strait Islander cultures and develop the skills to become culturally competent at both a personal and professional level.

ATTRACTING AND RETAINING ABORIGINAL AND TORRES STRAIT ISLANDER STAFF

The first step when recruiting and managing Aboriginal and/or Torres Strait Islander staff is to ensure that you have a culturally competent workplace and workforce.

By training your workforce and developing their understanding of Aboriginal and Torres Strait Islander culture you will position your organisation as an employer of choice for Indigenous candidates; reduce cultural risks within the workplace; change the attitudes and behaviours of your workforce; increase engagement; and successfully attract and retain staff.

Research has shown that a culturally inappropriate workplace is one of the leading factors cited by Aboriginal and Torres Strait Islander employees as a reason for leaving an organisation.

Cultural competence training has been shown to significantly increase average employee tenure and employee retention rates.

DELIVERING BETTER SERVICE OUTCOMES FOR ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

Training staff to a foundation level of cultural competence within organisations will result in more culturally appropriate and effective systems provision and service delivery, ultimately resulting in better outcomes for Aboriginal and Torres Strait Islander peoples. For non-Indigenous and Indigenous employees alike it will result in increased capabilities and learning outcomes.

CCCA has clients that have tripled their organisations' engagement rates with Aboriginal and Torres Strait Islander peoples, as a result of training employees.

Please contact us for more examples of client successes.

CCCA'S VISION

To create a Culturally Competent Australia.

Archaeological evidence of Aboriginal people existing in Arnhem Land

60,000 years ago

Aboriginal contact with various Melanesian groups of Papua New Guinea and the Torres Strait Islands

Pre-1451

Dutch explorers record Indigenous traders from Indonesia to northern Australia

1451

Earliest recorded contact between Europeans and Aboriginal

1600s

A PRACTICAL ACT OF RECONCILIATION

A POWERFUL NEW RESOURCE

CCCA has developed its courses in collaboration with some of Australia's leading Indigenous and non-Indigenous academics and professionals, all with extensive experience working with Aboriginal and Torres Strait Islander peoples and in Indigenous contexts. As well as being audited by the Aboriginal Directorate at TAFE and the Indigenous Directorate at the Department of Education and Training.

The courses are designed to provide individuals with a foundation knowledge about the history of Aboriginal and Torres Strait Islander peoples in Australia, their cultures, and the effects of colonisation and government policies and practices.

CCCA courses have been developed as a precursor to face-to-face, local and role specific training. Typically CCCA's foundation courses will be a first step in an existing program that enables staff to build and apply knowledge in a practical and structured way, at their own pace and in a non-confrontational environment.

This foundation knowledge can then serve as the basis for the development of skills to enable effective and appropriate communication and engagement with Aboriginal and Torres Strait Islander communities.

CCCA's courses provide individuals with the context, knowledge and confidence to go on and more effectively engage with trainers in a face-to-face environment, building deeper local, role and organisation specific knowledge.

THE LOGICAL STARTING POINT

Knowledge underpins and provides the foundation blocks for all reconciliation activities.

CCCA's courses provide organisations with a practical act of reconciliation that equips individuals and organisations with the context required to develop culturally appropriate strategies, policies, workplaces, workforces and service delivery.

COMPETENCE BASED TRAINING

All CCCA courses are competence based as opposed to outdated awareness models. This means that each course has been developed on core competencies that have been recognised and accredited by a Registered Training Organisation (RTO).

CCCA partners with TAFE to regulate its courses and assessments are utilised to test learner capability across the 3 national units of competence to guarantee learning outcomes.

NATIONALLY ACCREDITED COURSES

CCCA courses are accredited by TAFE, as well as other Australian peak bodies and associations.

ONLINE DELIVERY

CCCA courses are delivered online, providing a flexible learning platform for individuals and organisations.

Courses take approximately 10 hours to complete, but can be completed in 3 separate modules as part of our flexible course completion options. Learners can also complete courses at their own pace.

The courses have been developed in a linear structure to ensure an engaging one on one user experience, which combined with the competency based approach deliver guaranteed learning outcomes and increased staff or individual capabilities.

Organisations use CCCA's courses as a precursor to face-to-face training, for new starters as part of the employee induction process and as part of a blended learning solution.

Using CCCA's courses as a precursor to face-to-face training enables organisations to focus existing training resources on developing and delivering workshops that apply employees' knowledge to their role, organisation and local communities. This approach also increases the value add of internal training resources, the effectiveness of cultural training programs and delivers a higher return on training expenditures.

“ CCCA is the only provider of online, nationally accredited, competency based Aboriginal and Torres Strait Islander cultural training in Australia. ”

Lieutenant Cook lands in Botany Bay, and claims possession under the doctrine of 'terra nullius'

1770

Colony of Port Jackson is established, and transportation of convicts begins

1788

Outbreak of smallpox introduced by the British devastates Aboriginal population

1789

Pemulwuy leads a campaign of resistance against British settlers on the land of the Dharug people

1804



CULTURAL COMPETENCE VS CULTURAL AWARENESS

CULTURAL AWARENESS

Training relating to Aboriginal and Torres Strait Islander history and culture is often referred to by the term 'cultural awareness'. However cultural awareness is an outdated concept which has been criticised widely for its many shortcomings, particularly its failure to effect change in behaviour and therefore service delivery.

Another major challenge with cultural awareness is that participants typically do not have to display the achievement of any competencies. Therefore, cultural awareness programs and sessions that do not have assessments and measurable outcomes cannot be defined as training.

CULTURAL COMPETENCE

'Cultural Competence' has been defined as:

...a set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.ⁱ

And the process in which the:

...professional continually strives to achieve ability and availability to effectively work within the cultural context of the client.

Operationally defined, cultural competence is:

...the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.ⁱⁱ

ⁱ Cross, R. et al (1989) towards a Culturally Competent System of Care.

ⁱⁱ Davis, K. (1997) Exploring the intersection between culturally competency and managed behavioural health care policy.

Colonists are authorised to shoot Aboriginal people in response to resistance to settlement

1804

Martial law is declared in Bathurst, NSW when seven Europeans are killed by Aboriginal people

1824

Tasmanian Aboriginal people are forcibly settled on Flinders Island

1830

The Battle (Massacre) of Pinjarra in Western Australia

1834

WHY COMPETENCE IS MORE APPROPRIATE

CREATE REAL AND LASTING CHANGE

From an organisational perspective cultural competence focuses on the attributes of the service provider and service provision and is best viewed as an ongoing process that organisations continue to strive towards.

A culturally competent organisation or department that understands the impact of history and contemporary cultural practice and protocols will deliver better outcomes for Aboriginal and Torres Strait Islander peoples.

For an individual, cultural competence is the ability to identify and challenge one's own cultural assumptions, values and beliefs. It is about developing empathy and appreciating that there are many different ways of viewing the world.

Unlike cultural awareness training cultural competence training has competencies which must be achieved and which are recognised and accredited by a Registered Training Organisation.

A BEST PRACTICE APPROACH

All courses developed and provided by CCCA adhere to best practice principles arising from the available evidence base, as well as from extensive consultation with Aboriginal and Torres Strait Islander academics, professionals, leaders, peak bodies, organisations and communities.

CCCA's Aboriginal and Torres Strait Islander Cultural Competence Courses are unique in that they are online and competency-based.

Competency based training is a structured approach to training and assessment that is directed towards achieving specific outcomes and changing behaviours.

Participants must display that they have achieved these competencies in order to progress through and successfully complete the courses.

Courses address knowledge and awareness, behaviour and practice, and emphasises relationships and partnerships.

Curriculums target not only the individual level, but also the professional, organisational and systemic levels.

CCCA COURSE COMPETENCIES

CCCA has partnered with TAFE to regulate and accredit its courses. The Aboriginal and Torres Strait Islander Cultural Competence Course provides individuals with a Nationally recognised qualification:

- A Course in Aboriginal Education
- National Code: **10213NAT**
- TAFE Course No.: 10833

The course is mapped to three national units of competence:

- **NSWTACE401A:** Develop and apply an understanding of Aboriginal cultures to improve service and program outcomes.
- **NSWTACE402A:** Demonstrate protocols and processes to collaborate in partnerships with Aboriginal peoples.
- **NSWTACE403A:** Identify and analyse legislation, policy and work practices relating to Aboriginal people.

A non-TAFE accredited version of the course is also available. The course includes the same curriculum and course content as the accredited course but does not come with the national statement of attainment from TAFE.

[Please contact us for more detailed information on course competencies.](#)



Cultural competence requires demonstration of understanding of the subject matter and assessment, with the ultimate aim to change behaviour.



British Select Committee recommends 'Protectors of Aborigines' be appointed

1837

Myall Creek Massacre – Settlers shoot 28 Aboriginal people near Inverell, NSW

1838

The Board for the Protection of Aborigines is established in Victoria

1869

The NSW Aborigines Protection Board is established

1883



A PATHWAY TO CULTURAL COMPETENCE

ONGOING LEARNING

Aboriginal and Torres Strait Islander peoples and cultures are not static, it is therefore imperative that training is current and continual. Achieving cultural competence is an ongoing process. The following steps outline CCCA's recommended pathway for individuals and organisations to achieve cultural competence.

STEP 1: FOUNDATION KNOWLEDGE

Resource: CCCA Aboriginal and Torres Strait Islander Cultural Competence Course

Content: This Course provides a foundation in the history of Aboriginal and Torres Strait Islander peoples, including general aspects of culture, and the immediate and ongoing effects of past and present government policies targeting Australian Indigenous people from colonisation to current day.

The Course also provides general skills for engaging with Aboriginal and Torres Strait Islander peoples and communities, in terms of personal conduct and protocols, and assists the participant to develop their own customised and detailed action plan.

The course is designed as a precursor to face-to-face training, ensuring individuals have the relevant knowledge, context and confidence to engage with a trainer and deliver a positive return on your training investment.

Pre-requisites: None.

Who: Everyone and anyone. This course provides the foundation level training required for any further local-specific and/or role-specific training. Organisations are advised to ensure all staff complete this level.

Where: This Course is provided by CCCA as an online course.

STEP 2: LOCAL-SPECIFIC TRAINING

Resource: Many courses and training programs are available in many regions of Australia that provide local-specific knowledge and skills.

Content: Local-specific courses and training programs typically address Aboriginal and Torres Strait Islander local demographics, culture and history.

Pre-requisites: Step 1: Foundation – CCCA Aboriginal and Torres Strait Islander Cultural Competence Course.

Who: Everyone and anyone could and should complete such training. However, an organisation may commonly choose to offer this to staff in roles who are required to have direct involvement with local Aboriginal and Torres Strait Islander peoples and communities.

Where: Local-specific courses and training are typically provided by Aboriginal and Torres Strait Islander organisations and individuals in a particular region.

Please note: CCCA can assist you in identifying a suitable training partner.

Australia becomes a Federation. The Constitution states that the Commonwealth would legislate for any race except Aborigines

1901

In NSW, The Aborigines Protection Act 1909 becomes the primary statute governing Aboriginal lives

1909

Aboriginal people serve in World War I and are among Australian troops at Gallipoli

1914

The NSW Aborigines Protection Board is given powers to remove Aboriginal children without a court hearing

1915

CCCA ADVOCATES LOCAL-SPECIFIC TRAINING

STEP 3: ROLE-SPECIFIC

Resource: Many courses and training programs target particular professions or roles.

Content: Role-specific courses and training programs typically address personal and professional conduct and cultural factors and protocols relevant to a particular profession or role. Much of this information will also need to be local-specific as it may differ from region to region.

Pre-requisites: Step 1: Foundation – Aboriginal and Torres Strait Islander Cultural Competence Course.

Who: Everyone and anyone could and should complete such training. However, an organisation may commonly choose to offer this to front line staff in roles who are required to have direct involvement with local Aboriginal and Torres Strait Islander peoples and communities.

Where: Role-specific courses and training are typically provided by industry peak bodies, training institutions, as well as Aboriginal and Torres Strait Islander organisations and individuals in a particular region.

Please note: CCCA can assist you in identifying a suitable training partner.

STEP 4: SYSTEMS & SERVICE PROVISION

Resource: Developing a RAP; Developing a Workforce Engagement Strategy; Developing a Cultural Competence Framework; Developing an Aboriginal Employment Strategy.

Content: These resources assist an organisation or individual to address all manner of systems and service provision in terms of developing customised strategies to ensure cultural appropriate workplaces, workforces and service delivery.

Pre-requisites: Step 1: Foundation – Aboriginal and Torres Strait Islander Cultural Competence Course.

Who: These resources are ideally suited to those in a managerial, HR or reconciliation capacity who have the capability and authority to implement programs and drive real and lasting change across the organisation.

Where: Typically specialised consultancies work with organisations to develop and deliver appropriate strategies. For Reconciliation Action Plans contact Reconciliation Australia directly.

Please note: CCCA can assist you in identifying a suitable strategic partner.



CCCA's courses enable individuals and organisations to take the first step on a regulated pathway to cultural competence.



CUSTOMISING COURSES TO SUIT YOUR NEEDS

Many large organisations and government departments require training for a large volume of staff, and may have particular information they wish to include.

CCCA is able to customise training to suit your needs, including flexible course completion and payment options.

CCCA is also able to integrate its courses with existing LMS, HRIS and other applications through its standardised API interfaces.

Please contact us for more information:

Tel: 1300 240 944

Email: enquiries@ccca.com.au

Australian Aborigines' Progressive Association is formed to oppose NSW Aborigines Protection Board

1925

Coniston Massacre (NT) Europeans shoot 32 Aborigines

1928

First Commonwealth/ State conference on 'native welfare' adopts assimilation as the national policy

1937

World War II begins. Aboriginal people serve in Europe, the Middle East, the Pacific and New Guinea

1939



COURSE CURRICULUM OVERVIEW

The following information provides an overview of the core curriculum for the Aboriginal and Torres Strait Islander Cultural Competence Courses. The courses are designed to develop capabilities and build cultural competence in course participants whatever their level of knowledge in Aboriginal cultural education.

COMPONENT ONE

Why Cultural Competence

Component One explores what cultural competence is and why it is important. It helps participants understand why they are doing the course and specifically what capabilities they will develop at the end.

This first component explores how cultural competence benefits a number of key stakeholders and examines some of the barriers to achieving a culturally competent workforce or organisation. The effects of racism, institutional racism and discrimination towards Aboriginal and Torres Strait Islander Peoples are explored through personal stories and shared videos.

COMPONENT TWO

Australia's First Peoples

Component Two introduces the Aboriginal and Torres Strait Islander peoples. It provides an overview of population demographics and gives a basic understanding of appropriate terminology, language groups and identity.

Through shared stories this component explores the key issues relating to identity and acknowledges the different perspectives of what identity means to Aboriginal and Torres Strait Islander peoples and how it differs within different communities.

COMPONENT THREE

Worldviews, Kinship and Culture

Component Three introduces Aboriginal philosophy, exploring the Dreaming. Specifically it examines the differences between Aboriginal and Torres Strait Islander and Western worldviews, and the connection to land.

Aboriginal and Torres Strait Islander kinship systems are described, together with examples

of the practical implications of kinship systems. Brief overviews are also provided of a variety of aspects of Aboriginal and Torres Strait Islander cultures.

COMPONENT FOUR

Initial Contact: Dispossession and Extermination

Component Four identifies evidence of Aboriginal and Torres Strait Islander occupation of Australia from as early as 60,000 years ago, and details the European 'discovery' of Australia and colonisation.

This component provides an insight into the predominant Western (non-Indigenous) worldview at the time of European colonisation of Australia, and how this influenced terra nullius and the initial approaches to dealing with Aboriginal and Torres Strait Islander peoples. Specifically it highlights their harsh treatment including dispossession and extermination.

Some case examples of massacres and Aboriginal resistance fighters are included and help illustrate the frontier violence of the period.

The NSW Aborigines Protection Board loses its power to remove Aboriginal children

1940

'Freedom Ride' by Aboriginal people and students is led by Charles Perkins into North Western NSW in support of Aboriginal rights

1965

Constitutional Referendum on Aboriginal Rights is held

1967

Commonwealth government establishes Office of Aboriginal Affairs

1968

DELIVERING GUARANTEED LEARNING OUTCOMES

COMPONENT FIVE

Early Colonisation through to the Second World War: Protection, Segregation and Assimilation

Component Five covers the first legislative policies relating to Australia's First Peoples including the Aborigines Protection Act and provides a background to the protection and segregation period from early colonisation to the 1920's and how this laid the foundations for the assimilation era and the philosophy of absorption that followed.

Specific examples of restrictions imposed on Aboriginal and Torres Strait Islander peoples during this era are detailed including the forced removal of Aboriginal peoples from their traditional lands into reserves and missions and the exemption certificate.

This component also examines events that occurred after 1930 during the assimilation era that was characterized by the forcible removal of Aboriginal children from their families, now commonly known as the Stolen Generation.

COMPONENT SIX

Aboriginal Agency: Protest and Resistance

Aboriginal and Torres Strait Islander peoples resisted these imposed restrictions and sanctions through active resistance and collective action in different states throughout Australia. Component Six highlights examples of resistance during the period of 1938 – 1975.

These include the Day of Mourning and Protest, the Aboriginal Stockmens Strike in Western Australia, the Gurindji Land Rights Strike, the Freedom Rides and the Constitutional Referendum on Aboriginal Rights held in 1967.

COMPONENT SEVEN

Recent Times: 1973 – 2008

Component Seven includes an overview of policy and legislation affecting Aboriginal and Torres Strait Islander peoples and the impacts of those policies from 1973 to 2008. It covers the policies of Self Determination, Self Management and Reconciliation and details how they relate to past and present government policies and why they are important.

Key events are explored including, The Royal Commission into Aboriginal Deaths in Custody, Land Rights and Native Title, Northern Territory Emergency Response and the Apology.

COMPONENT EIGHT

Recent Times: 2008 – Present Day

Component Eight addresses the key developments in Aboriginal Affairs post the Apology and looks at significant events under the respective Gillard, Rudd and Abbott Governments. It examines what has changed for Aboriginal and Torres Strait Islander peoples today and gives an overview of the current situation of Aboriginal and Torres Strait Islander peoples in terms of health and wellbeing.

COMPONENT NINE

Torres Strait Islander Peoples

Component Nine provides an overview of Torres Strait Islander peoples and cultures, including how these groups were specifically affected by the events of colonisation and subsequent policies targeting Aboriginal and Torres Strait Islander peoples.

COMPONENT TEN

Cultural Education in Practice

Component Ten explores a number of practical aspects of Aboriginal cultural education and provides a useful guide for working with Aboriginal and Torres Strait Islander peoples and communities. It explores common myths and misconceptions and addresses issues such as personal presentation and conduct, communication, roles, responsibilities, obligations, working within the kinship network, and respect for cultural protocols.

ACTION PLAN

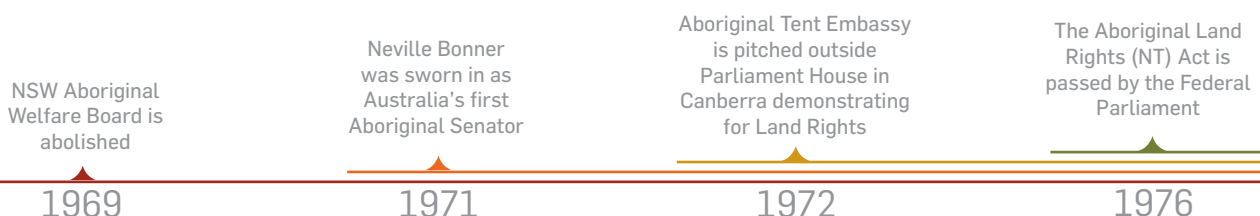
The final stage of the course requires the learner to develop their own Action Plan. The plan requires learners to identify areas where they can initiate change at an individual, employee and organisational level. The Action Plan is included in the Learner Resource Pack detailed below.

Many CCCA clients utilise the Action Plan to facilitate follow up workshops where employees come together to discuss their action plans, identify key themes and prioritise strategic initiatives that will deliver effective change.

LEARNER RESOURCE PACK

Upon completion of the course all learners receive a Learner Resource Pack. This pack includes their certificate of completion, course results, personal notes taken throughout the course, the action plan, links to additional resources across key topic/content areas and a range of useful factsheets.

The pack is delivered as a PDF in the course completion notification email and also is accessible online through the learners personal CCCA account.





FLEXIBLE COURSE COMPLETION OPTIONS

MEETING ABORIGINAL COMMUNITY EXPECTATIONS

A genuine concern of community is that too many organisations are simply trying to 'tick the box' when it comes to cultural training.

The reality is that foundation knowledge cannot be taught in 1-2 hours. Shorter awareness based courses are ineffective in delivering behavioural change at an individual and organisational level.

CCCA has worked closely with the Aboriginal and Torres Strait Islander community, academics and professionals, the Aboriginal Directorate at TAFE and the Indigenous Directorate at the Department of Education and Training to create a course with curriculum integrity that delivers real and lasting change.

CCCA has also worked with organisations and training providers to accommodate the practical training needs and time restrictions often faced when planning and delivering employee training.

MODULAR COURSE COMPLETION

CCCA's training courses can be purchased and completed in their entirety or in 3 separate modules.

The 3 modules, of approximately 3 hours each, can be rolled out and completed one at a time.

Employees are able to log in and out and complete the course at their own pace.

A modular approach is useful where organisations have limited employee training hours available as it enables employees to better fit the training around existing workloads.

Organisations also have the ability to progress employees through the courses at different speeds. Employees can complete single modules one at a time, whilst others can be fast tracked through additional modules or the complete course as required.

Please contact us for more information on our modular completion options and pricing.

A REGULATED TRAINING PATHWAY

A key advantage of the modular completion option is that organisations can still deliver a clear and consistent learning pathway for all employees.

The modular pathway ensures that all employees are able to complete the same regulated training course and build their knowledge and capability as they complete each module.

Modules feature the same core course curriculum, mapped to 3 national units of competence, which guarantees consistent learning outcomes for all staff.

TRANSPARENT STAFF CAPABILITY

CCCA's courses provide organisations with transparency in terms of 'employee cultural capability'.

Organisations are able to state that employees are trained to a foundation level which means they have a consistent knowledge base, are able to demonstrate the same core competencies and are nationally certified.

Nine Pintupi people who had been living on their country in South Australia meet non-Aboriginal people for the first time

1984

The Bicentennial celebration of British Settlement in Australia - Barunga Statement by Prime Minister Hawke

1988

The Council for Aboriginal Reconciliation is established

1991

The High Court of Australia hands down its landmark decision in Mabo vs Queensland

1992

VOLUME DISCOUNTS AND FLEXIBLE PAYMENT OPTIONS

COURSE PRICING

The cost for the **TAFE Accredited** foundation in Aboriginal and Torres Strait Islander Cultural Competence Course is \$247.50* + GST per licence per person.

The cost for the **non-Accredited** foundation in Aboriginal and Torres Strait Islander Cultural Competence Course is \$175* + GST per licence per person.

The non-accredited course uses the same curriculum and course content as the accredited course, the only difference is that it does not include the national TAFE certification.

* Volume discounts apply on orders over 25 training licences.

Please contact us for specific pricing and to discuss your training requirements.

TRAINING LICENCE VALIDITY

Purchased training licences are valid for up to 12 months, providing organisations with the flexibility to roll out the training to employees as required.

In addition, learners have up to 6 months to complete the training course from when the course invitation email is received.

FLEXIBLE PAYMENT OPTIONS

CCCA offers a range of payment options to ensure that your training solution is delivered within budget.

Invoices can be paid by EFT or credit card.

Payment plans are available on enterprise training orders.

Please contact us to discuss payment options.

PURCHASING TRAINING LICENCES

Enrolling and commencing training could not be easier. Simply request a quotation via our website www.ccca.com.au and purchase the number of training licences required.

When payment has been received you will be notified that your training licences have been activated. This process is automated in real time when paying by credit card.

Once processed simply log in to your account to add and invite learners via a personalised email.

Learners are then able to complete the course at their own pace.

POWERFUL ADMINISTRATION

Organisations have access to a state-of-the-art learning management system that provides comprehensive learner management tools, automated reminders, learner tracking and customisable reporting.

Organisations also have free access to a develop a branded training portal through the learning management system.

In addition, organisations can integrate CCCA's courses with existing applications (LMS/HRIS etc.) through our standard APIs, such as Single Sign On.

FREE COURSE DEMONSTRATION

For a no obligation preview of the Aboriginal and Torres Strait Islander Cultural Competence Course click on the 'View Demo' link from the course information page on our website:

www.ccca.com.au

CONTACT CCCA

For more information on CCCA and the courses we provide please contact us at:

Tel: 1300 240 944

Email: enquiries@ccca.com.au



CCCA is setting the standard in cultural training, delivering real and lasting behavioural change through its regulated competency based courses.



The High Court hands down its decision in the Wik Case

1996

The Human Rights & Equal Opportunity Commission presents Bringing Them Home

1997

The Intervention – NT Emergency Response to the Little Children are Sacred Report

2007

Prime Minister Kevin Rudd formally apologises to Aboriginal and Torres Strait Islander peoples for abuse under past governments

2008