



EngineeringAid Australia
Building futures

Engineering Aid Australia

FUTURE DIRECTIONS PLAN

2022-25



Message from our Patron

As Patron of Engineering Aid Australia, I am delighted to endorse the Future Directions Plan, 2022 – 2025. I fully support the bold ambition of the plan which continues building a legacy of creating life-changing experiences for many First Nations youth.

His Excellency General the Honourable David Hurley AC DSC (Retd) Governor-General of the Commonwealth of Australia

“ Before coming to the Indigenous Australian Engineering School I didn’t know what engineers did. I want to become an engineer to have impact on communities.”

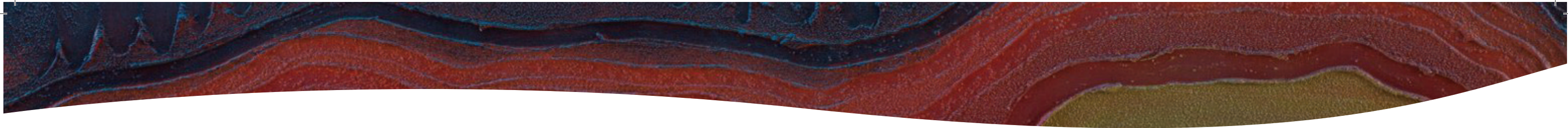
– Raph

“ The program has given me an interest in engineering as the activities have provided insight about engineering and how fun but challenging it can be. The program showed me that by taking up engineering I will help shape the future and feel rewarded.”

– Ethan

“ IAES has made me want to study engineering and law. Seeing all the wonderful buildings and tunnels has sparked my interest. Talking to all the engineering firms during networking has made me set my heart on engineering”

– Rikisha



Greg Steele, Chair of Engineering Aid Australia

In July, I received an email from the parent of a First Nations student who had just made her way through our Indigenous Australian Engineering School in Sydney. “She has a new dream and it’s all due to this experience,” the mother wrote.

She is one of many students we have helped in this way and ‘ignited big dreams’.

For over 25 years at Engineering Aid Australia, we have witnessed a remarkable uplift in self-belief among the First Nations students and alumni who we have helped through into university and who have then gone back and helped their communities.

These students emerge from their studies with a real commitment to improving the quality of life in their own countries.

And this year for the first time we have been able to measure our successes in inspiring and supporting Indigenous students to complete high school, go on to study engineering at university and to ultimately practice in engineering-related fields.

An impact findings report into Engineering Aid Australia’s work found our programs substantially improved access to studies and careers in engineering and technology. The program also increased the sense of clarity around career choices and the ability to set career goals for First Nations students and alumni.

Whilst we are gratified by our success thus far and delivering on Jeff Dobell’s founding vision, we have been urged by our many stakeholders to do more. This year marks a major pivot for Engineering Aid Australia as outlined in the Future Directions Plan 2022-2025.

Looking forward, we will put a lot more emphasis on leading and amplifying the voice of First Nations youth in engineering and technology.

By fostering a broader understanding of the importance of having more First Nations engineers, we believe we can build momentum by gaining more stakeholder participation and ultimately be able to enhance our programs and offer stronger support and outcomes for more students and alumni.

In July, we engaged our first full time chief executive, Tracey Dennis, to lead the organisation on to our next chapter.

Joining us from a global engineering and construction firm Lendlease and with deep experience in recruitment and talent development, Tracey will oversee the implementation of our new Future Directions plan.

Until now much of the heavy lifting has been done by our board directors, partners, and other stakeholders, who have volunteered their money, time and resources to provide opportunities to over one thousand First Nations Youth.

I would like to acknowledge their hard work and generosity over the past quarter of a century. It has been a pleasure to work with so many people who are passionate about helping First Nations youth to pursue a career in engineering and STEM fields and providing them with the skills and opportunity to help build their communities and this Nation.

Our partners will of course continue to play a central role in our work and I look forward to continuing to work with them.



Tracey Dennis, Chief Executive, Engineering Aid Australia

First Nations people were the first engineers on this land and our children are continuing with that tradition.

They’re out the back of their traditional country, pulling apart old cars and paddock bashers, and putting them back together and making them work. What they don’t realise is that they’re actually on their way to becoming engineers.

At Engineering Aid Australia our job is to nurture this enthusiasm and to help more of our Aboriginal and Torres Strait Islander youth come through school and enter into higher education to study engineering and technology.

I am honoured and excited to be the first full-time CEO of Engineering Aid Australia (EAA). My job is to build up a big pipeline of young indigenous engineers and technology specialists moving into the workforce in corporate Australia.

We will continue with our Indigenous Australian Engineering Program to show high school students what engineering is all about and discover how it can help communities. And we will continue with providing scholarships, mentors and work placement to students wishing to study engineering or related courses at university.

But we will also pivot to put more emphasis on making our work and programs better known and understood by the broader engineering community in Australia.

As we implement our new strategic plan, I will build on each of the six priority areas identified in the strategy.

In particular, I want to make sure that we further develop our relationship with our alumni and that they become part of our collaboration, because they’ve already lived this experience. They’re the future of promoting this to our up-and-coming students.

I’m hoping that as part of our Future Directions Plan 2022-2025 our alumni working group can help develop some of those strategies and work with education providers and governments, particularly in closing the gap around supporting our students through school.

Another priority is to deepen the relationship with those partners and stakeholders who have already done so much and to connect with new partners and stakeholders. These respected industry professions have huge networks and can help promote and brand EAA inside the profession.

We need to bring our people, our heritage and our way of life into the business of engineering. We’re building on our country every day and our children should be a part of those decisions on how and why we’re building and be part of those companies making the decisions.

Our Values

- We are Student centred, and Engineering and Technology focused.
- We listen deeply to and collaborate with our Alumni, Partners and Stakeholders.
- We reflect cultural competency and cultural safety.
- We ignite career aspirations and look forward.
- We acknowledge First Nations history and culture and the central role of Country and Family.

Who We Are and What We DO

- We are a Not-for-Profit organisation that enables leads and amplifies the voice for actions to increase the participation and outcomes of First Nations youth in Engineering and Technology.
- We deliver Programs and Services for First Nations youth to foster career opportunities in Engineering and Technology.

Our Purpose & Passion

Ignite the big dreams of First Nations youth through increasing education and career opportunities and outcomes in Engineering and Technology.

Acknowledge and respect First Nations history, knowledge and culture as Australia's first people in the engineering and technology space.

Measure our Success

- Our impact on all phase of the student lifecycle.
- Increasing Partnerships and Stakeholder Engagement.
- Increasing Student and Alumni Engagement.
- Increasing national presence and voice of Indigenous youth in Engineering and Technology and igniting big dreams.
- EAA Financial sustainability.

We are Proud of

- Our creation of life-changing experiences for many First Nations Students.
- Our aligned relationships with Partners and other Stakeholders.
- Our 25 year contribution to First Nations building.
- The hundreds of our Alumni and their testimonials of the difference EAA has made to their lives.
- Jeff Dobell's founding dream of assisting in First Nations building.

Alumni Stories



Fletcher Reily

“ I participated in the Indigenous Australian Engineering School back in 2012 at the age of 16 before commencing my senior years at high school.

At the time, I held strong interests in construction and building but had no idea how I could translate that into a successful career. The concept of ‘engineering’ was foreign to me and I was more inclined to pursue a trade certificate like so many of my family members had done before me.

The EngineeringAid Australia program provided me with the rare opportunity to experience the many fields of engineering and gave me a great insight into the industry, which motivated me to pursue a tertiary education and career in engineering.

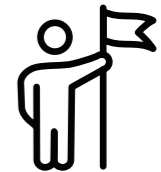
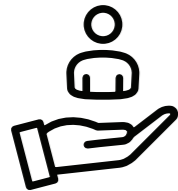
In November 2017, I graduated from the University of the Sunshine Coast with a Bachelor of Engineering (Civil) (Hons), becoming the first person in my mother’s family to attend and complete university.

I had been working on the Sunshine Coast with Lendlease throughout my studies and now am a graduate site engineer with the firm, working on two major local projects – the Sunshine Coast University Hospital and the Sunshine Plaza Redevelopment.

I plan to continue developing my skills in the field and to take on more responsibility while contributing to significant construction projects.

Your incredibly encouraging program gave me the confidence and motivation to become an Aboriginal professional and I thank you greatly for your assistance. I have a number of friends who also participated in the IAES that are also now Indigenous professionals in corporate Australia and there is plenty of room for more of us!”

Future Directions Strategy 2022-2025



1 Strengthen and deepen relationships with our Alumni and more Students across Australia

1. Develop a matrix of roles, services and initiatives (across the Student lifecycle) to extend and deepen Student relationships.
2. Collaborate with like-minded partners to enable greater opportunities for Alumni, and other indigenous youth across Australia.
3. Establish Mentoring and Partner links post IAES.
4. Utilise systems and processes to ensure Student lifecycle relationships are managed.
5. Ignite big dreams by increasing awareness and inspiring and enabling High School Students to embark on careers in Engineering and Technology.

2 Empower and realise the full potential of EAA's Alumni

1. Establish and develop an EAA Alumni Advisory Group.
2. Empower an active and engaged Alumni.
3. Develop Programs to meet the needs and aspirations of the three tiers of the Alumni group: Secondary Education Students, Tertiary Education Students and Graduate Engineers and Technologists.

3 Deepen the relationships with Partners and other Stakeholders

1. Co-create and deliver programs with Partners, Universities and other Stakeholders.
2. Define the range of roles and opportunities for Partners to contribute across the EAA Student Lifecycle.
3. Strengthen alignment with key stakeholders around EAA's Passion, Strategy and Priorities.
4. Collaborate with like-minded Partners.
5. Assist Partners in achieving their RAP and social responsibility goals where appropriate.

4 Optimise EAA's Board and Management structures and resources to deliver the Future Directions Plan

1. Build a diverse, inclusive and culturally competent Board.
2. Establish an Operating Model to deliver EAA's Passion, Future Direction Plan and stakeholder expectations.
3. Embrace technology to deliver Programs and Services.
4. Develop greater focus on measurement of outcomes.
5. Finalise and implement the EAA Transition Plan

5 Strengthen and explore Alternative Funding and Support Opportunities for program delivery

1. Explore alternative funding and support arrangements
2. Investigate longer term funding and support arrangements that align with our stakeholder's Nation Building initiatives.

6 Provide leadership in strengthening the voice of First Nations Youth in Engineering and Technology

1. Advance Nation Building through a strong voice on Indigenous Education in Engineering and Technology.
2. Align EAA's Programs to UN Sustainable Development Goals, in particular SDG 4 Quality Education, SDG 8 Decent Work and Economic Growth and SDG 10 Reduced Inequalities.
3. Establish a Thought Leadership position in strengthening the voice of Indigenous Education in Engineering and Technology
4. Collaborate with Eco-System Partners to strengthen the presence of Indigenous Youth in Engineering and Technology

EAA Student / Alumni Lifecycle

A. Secondary Education Years				B. Tertiary Education Years	C. Engineers / Technologists	
1. Years 7 – 10 First Nations School Students	2. Years 10- 12 First Nations Applications for IAES	3. Attend IAES	4. Post IAES and completing Year 12	5. Engineering and Technology Students	6. Graduate Engineers and Technologists	7. Experienced Engineers and Technologists

Examples of Programs and Services EAA could provide:



- Digital Profiles of Alumni
- Partner-driven awareness building
- Digital engagement e.g building workshops for students

- EAA Digital Application process
- Partner-driven awareness building
- Monitor non-IAES selected student for other potential alternative programs e.g Digital Program

- Currently Sydney and Perth
- Diversify University engagement Digital Program

- Scholarships
- Mentoring
- Partner-driven awareness building
- Potential pairing with Partners
- Digital engagement e.g building workshops for students
- Monitor Post Yr 12 / Tertiary Selection
- Digital community engagement during Yr 11 and Yr 12

- Scholarships
- Mentoring
- Partner-aligned placement / work experience opportunities
- Mentoring of School Students
- Alumni activities
- Alumni Reference Group Member
- Develop EAA and University Diploma / Degree
- Sydney, Brisbane, Perth Alumni Forums

- Digital Profiles
- Mentoring of School Students and University Students
- Alumni activities
- Alumni Reference Group Member
- Access to Industry Excellence hubs
- Sharing personal stories of Alumni with Sponsors workforce
- Access to experienced engineers & technologists for mentoring
- Assist graduate engineers & technologists in the early stages of their career

- Create opportunities to assist EAA in delivering programs & services
- Digital Profiles
- Mentoring of School Students and University Students
- Alumni activities
- Alumni Reference Group Member



Artwork 'NGORRIONBAH' by Saretta Fielding



EngineeringAid Australia
Building futures