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### Abbreviations

**AQIS** – Australian Quarantine Inspection Service  
**BCYDC** – Balkanu Cape York Development Corporation  
**ILMF** – Indigenous Land Management Facilitator  
**KARG** - Kimberley Aboriginal Reference Group  
**KLC** – Kimberley Land Council  
**NAILSMA** – North Australian Indigenous Land and Sea Management Alliance  
**NHT** – Natural Heritage Trust  
**NIYLG** – National Indigenous Youth Leadership Group  
**NRM** – Natural Resource Management  
**TCF** – The Christensen Fund  
**TKRP** – Traditional Knowledge Recording Project

# 1. Introduction

The first NAILSMA Youth Forum was held at the Darwin Airport Resort, Northern Territory from 9<sup>th</sup> – 10<sup>th</sup> March, 2006.

Darwin was considered a central location for participants attending from Torres Strait, Cape York, Gulf of Carpentaria, Central Australia, Top End and the Kimberley.

The Youth Forum arose partly from the research being done by NAILSMA's Leadership Project, supported by US philanthropic organisation, The Christensen Fund and Tropical Savannas Management Cooperative Research Centre (TSCRC).

The Forum also related to an outcome of the National Indigenous Land and Sea Management, held at Ross River, near Alice Springs in 2005, which stated:

“Regional youth projects should be established to:

- Share information and talk about success stories and what works,
- Provide a youth forum,
- And, develop ideas and support networks.”<sup>^^</sup>

Invitations for young people considered suitable for the forum were extended to our networks. Funding allocations for the forum allowed 50 participants to be sponsored (meals, travel and accommodation). Interest easily doubled the amount of participants we could cater for.

The forum brought future leaders between the ages of 16-36 that are:

- currently involved or interested in natural and cultural resource management,
- on country, looking after country,
- involved in land and sea projects,
- involved in youth projects,
- Or studying in land and sea management areas.

During the 2 day forum, youth participated in leadership discussions and new skills workshops, brushing up on skills including liaising with the media, public speaking and report writing just name a few.

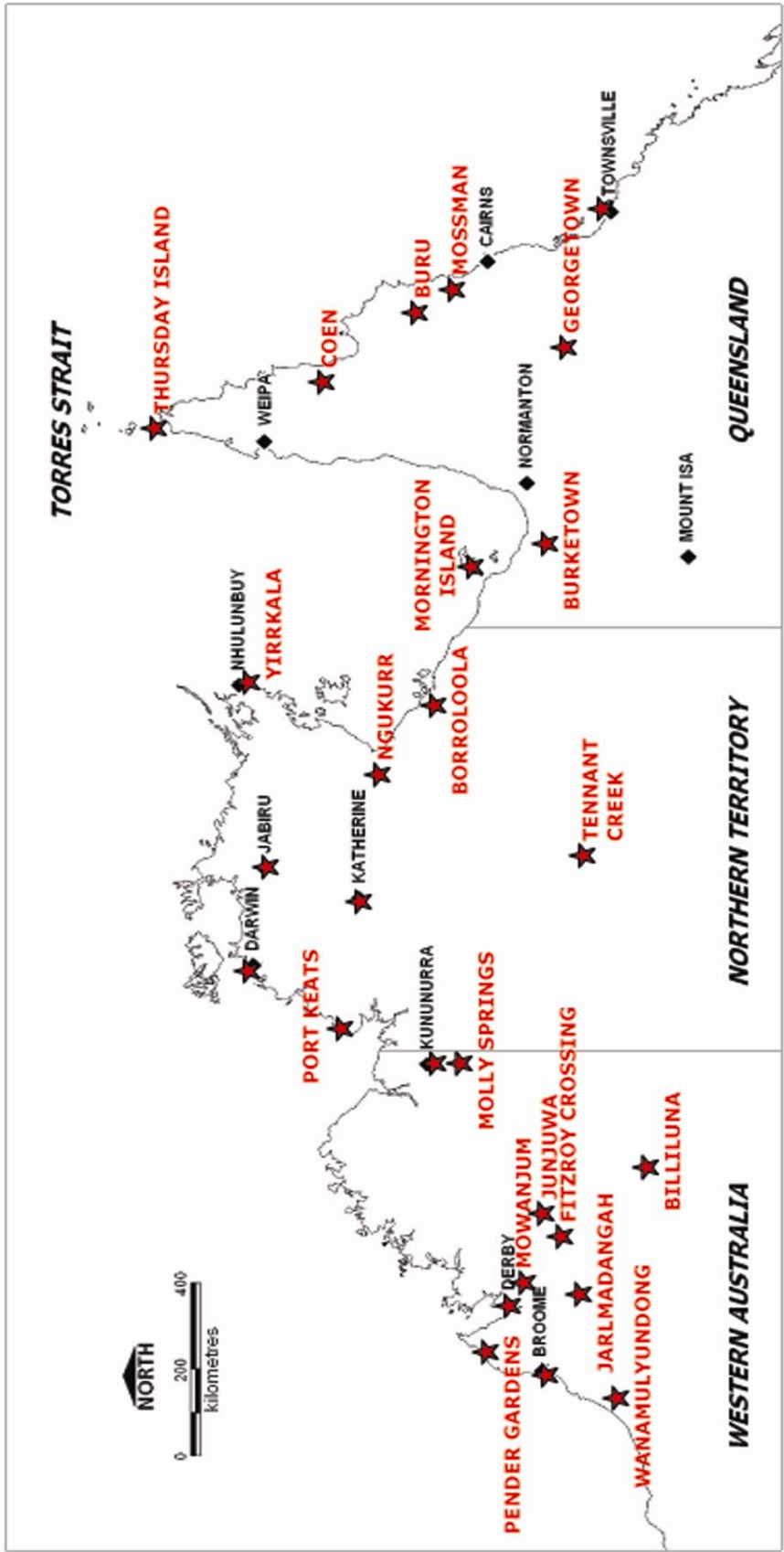
Participants also jumped at the opportunity to give individual presentations to the group about land and sea management activities/projects they are involved in back home. In addition, guest presenters were invited the included:

- Member for Arnhem,
- NT Fisheries,
- Australian Quarantine and Inspection Service (AQIS),
- Northern Territory Government's Indigenous Economic Taskforce and,
- Department of Natural Resources, Environment and the Arts (NRETA).

As the first youth forum to be held for land and sea managers, it was an opportunity for NAILSMA to trial a leadership event, support young people to come together, see what others are doing and form support networks. These outcomes will input into NAILSMA's Leadership Project 'Future Leaders – Our Land is in Our Hands'.

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<sup>^^</sup> (2005) “The Way Forward” A report from the National Indigenous Land and Sea Management Conference, Alice Springs



Map 1 - Communities represented at the NAILSMA Youth Forum

# PARTICIPANTS

## Queensland

- Danny Fischer – Mossman
- Steve Williams – Mossman
- Tonya Booth – Burketown
- Sheanine Claudie - Coen
- Charlene Sellars – Coen
- Ron (Rickie) Archer – Gulf of Carpentaria
- Troy Richards – Gulf of Carpentaria

## Torres Strait

- Rebecca Bowie –Thursday Island
- Ina Mills – Thursday Island

## Kimberley, Western Australia

- Hugh Wallace-Smith – Derby
- Michelle Coles – Derby
- Ismahl Croft – Fitzroy Crossing
- Erica Spry – Dampier Peninsular
- Damien Boxer - Paruku IPA
- Warren Barunga – North Kimberley
- Ehpraim Kennedy – East Kimberley
- Renae Dingo - Gieke George
- Devina Shovellor – Karajarri
- Kimberley Watson – Jarlmadangah
- Thomas Butt – Jarlmadangah
- Johnene Watson - Jarlmadangah
- Mervyn Mulardy – Karajarri

## Facilitators

- Lisa Binge – NAILSMA, Darwin NT
- Karl Howard – Co-facilitator, Majimap Choice, Darwin NT

## Northern Territory

- Edna Nelson – Ngukurr
- Callas Tapau – Ngukurr
- Luanna Daniels – Ngukurr
- Arian Pearson – Nhulunbuy
- Alison Yalwundi Marika – Yirrkala
- Susan Munnurkitj Marika – Yirrkala
- Toni Marsh – Yirrkala
- Bunduk Marika – Yirrkala
- Natasha Nadji – Kakadu
- Anthea Graham – Tennant Creek
- Valerie Williams – Tennant Creek
- Mandy Haing – Tennant Creek
- Desmond Plummer - Tennant Ck
- Jeremy Dawson – Tennant Creek
- Rachel Karui – Wadeye
- Samantha Karui – Wadeye
- Cyril Minnal – Wadeye
- Samara Erlandson – Darwin
- Steel Davies – Katherine
- Sonny Malmerin Fejo – Katherine
- Selina Timothy - Borroloola

**Report compiled by Lisa Binge and Karl Howard**

## 2. Background

The North Australian Indigenous Land and Sea Management Alliance (NAILSMA) is an alliance of Indigenous Land Councils and land management organisations across North Australia, working strategically together on Indigenous land and sea management initiatives.

Core partners of the alliance, Kimberley Land Council (KLC), Balkanu Cape York Development Corporation (BCYDC), and Northern Land Council (NLC) became a core member of the Tropical Savannas Cooperative Research Centre (TSCRC) in 2000.

In 2003 the alliance (NAILSMA) began to operate as an organisation, hosted by TSCRC on the Charles Darwin University Campus, Darwin. NAILSMA now has 5 staff on board including an Executive Officer, Turtle and Dugong Project Coordinator, Indigenous Knowledge Project Officer, Fire Project Officer, and Leadership, Communications and Scholarships Project Officer.

Annual Forums are coordinated by NAILSMA to bring the alliance together, inviting partner organisations, individuals and traditional owners to come together and direct strategic land and sea management initiatives across the north.

Changed fire regimes, weed invasion and feral animal's impact on country threaten the health of its people. These new threats are shared across the North from Queensland to Western Australia.

In many areas old people are being lost too soon. In some cases young people are not getting the opportunity to learn from their old people.

When the alliance was developed it was envisaged that NAILSMA also support the next generation of leaders in natural and cultural resource management across the North. This was based on the reality that Indigenous people are the majority population across the north consisting of a high percentage of young people.

NAILSMA believes that future generations carry the responsibility and obligation for managing and developing much of Northern Australia. Managers need to have the support, confidence and appropriate skills to effectively work with public, private and corporate sectors to acquire the resources they need to manage and develop their country, while maintaining their identity and culture.

### 3. Purpose of the Forum

The purpose of the forum in 2006 was to support the next generation of leaders in natural and cultural resource management across North Australia, by providing the opportunity to:

- Attend and create a North Australian Indigenous Land and Sea Management agenda for aspiring Indigenous leaders,
- Exchange ideas and form support networks with other young Indigenous people from interstate involved in similar initiatives,
- Talk about successes and be motivated and inspired by others,
- Discuss leadership issues, opportunities, aspirations and realise own leadership qualities,
- Participate in practical sessions to enhance or gain new skills in: report writing, public speaking, teamwork, planning to study and liaising with the media,
- Get information about working in land and sea management areas, careers and training,
- Learn more about NAILSMA,
- Provide input into NAILSMA supporting Indigenous leadership,
- And most importantly, participate in a comfortable and fun environment.

The first Indigenous Leadership Forum also initiates the formation of a support network for aspiring land and sea managers across the north.

## 4. Participant Presentations

### YIRIMAN PROJECT *'Building stories in our young people'* KIMBERLEY WA

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*Mervyn Mulardy  
& Hugh Wallace-Smith*

The Yiriman Project was initiated by elders from four language regions Nyikina, Mangala, Walmajarri and Karajarri, through concerns from elders that their young people had no jobs and no future. Elders thought about ways to stop substance abuse, self-harm and suicide in their communities.

The Yiriman Project incorporates 'back to country' trips and walks focussing on involving youth at risk of substance misuse, self-harm and suicide. It promotes confidence through culture, livelihoods in leadership, looking after country and community development for men and women 14 to 30 years of age.

Yiriman works in partnership with Indigenous organisations in the Kimberley, giving young people the opportunity to participate in a variety of projects coordinated by the Kimberley Land Council Land and Sea Unit, the Kimberley Regional Fire Management Project, Kimberley Language Resource Centre, NAILSMA, Australian Quarantine Inspection Service (AQIS) and Macquarie and Murdoch Universities.

There has been significant interest in the project, not only from young people from the 4 clan groups but young people from other communities in the Kimberley want to get involved.



“Old people wanted to make young people understand that one day they’re going to be leaders and going to take over from them.”

*Mervyn Mulardy, Yiriman  
Cultural Advisor  
And Co-founder.  
Karajarri, East Kimberley*

Mervyn Mulardy is a cultural advisor and founding member of the Yiriman Youth Project. He lives in Karajarri in the East Kimberley.

Mervyn said, young people have been influenced by American culture and we’re trying to get them back to traditional culture through the Yiriman Project.

*“One of the biggest problem is a lot of young people cannot sing...they can dance. We have been recording elders singing to teach young people.”*

[The purpose of the project is] *“Not only to teach culture, not only to bring leaders, but to try to create a program for our younger people through traditional cultural ways of doing things.”*

## NATIONAL INDIGENOUS YOUTH LEADERSHIP GROUP (NIYLG)

***Ismahl Croft  
Tonya Booth***

Tonya and Ismahl are members of the National Indigenous Youth Leadership Group 2005-2006. This group brings together 17 members who are currently working on projects they have interests in including; cultural identity, education, employment, family violence and youth leadership.

The National Indigenous Youth Leadership Group (NIYLG) is an Australian Government Initiative, established in 2001, to provide an opportunity for young Aboriginal and Torres Strait Islanders from around Australia to talk directly to Government about their experiences, concerns and ideas for improving opportunities for Indigenous youth. The programme also allows members to develop their leadership skills. At the end of their term members will provide final recommendations to Government at an official ceremony at Parliament House, Canberra.

Who can apply?

- Members are aged 18 to 24 years old and selected through a national nomination process,
- Selection for the youth round table will be selected in June 2006,

***Contact NIYLG for more information - See contact details in Appendix Three.***

“I’ve found NIYLG to be a very positive and rewarding experience. Through my participation on NIYLG to date, I’ve built up my confidence, increased my knowledge of state and national Indigenous issues and government processes, met with high-profile Indigenous people who shared their passion, views and experiences and most importantly made strong networks and friendships with other young inspiring Aboriginal and Torres Strait Islander people that I believe will definitely be up there with the next leaders of this country”

***Tonya Booth, Aboriginal Land Management Facilitator  
and Member of NIYLG 2005***





## MAPPING ON COUNTRY

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### *Ricky Archer*



The Northern Gulf Indigenous Savannah Group is an Indigenous group hosted by the Northern Gulf Resource Management Group in Georgetown, Nth Qld. Working as the Indigenous Mapping Officer my job is to record and archive sites of cultural significance as well as the mapping of property infrastructure on Aboriginal Land. The projects I place emphasis on require the use of Geographical Information Systems (GIS) and Global Positioning Systems (GPS). Projects such as training, site Assessment, site protection, and site management are areas which I target.

We have found that the best method of training is on country with a small group of traditional owners where there is a lot of one on one interaction. These workshops include a basic introduction to the uses of GPS, property and infrastructure mapping and file transfer. Practical training on country also encourages a traditional bond to the country.

Using this training we can assess a cultural site for its protection. In assessing the site we must answer some questions:

- Does the site need protecting?
- Why does the site require protection?
- Who will manage and maintain the site?

The next step in this process is Site Protection. The protection of a site may include fencing, cleaning, sheltering and covering. In a particular case we fenced a site to keep stock from damaging a cave which was an old camp site. Sufficient site protection enables sustainable management practices to be employed.

Site management then looks at all of these sequences then aims to find the best ways to manage and maintain these sites of significance for future generations. This includes access, who, why, and when? Other steps include recording the sites undergoing management, and developing and applying new methods to keep these sites protected. All of these practices, when applied correctly, are pivotal in the acknowledgement, protection, and management of any traditional/cultural sites of significance.

## MURU-WARINYI ANKKUL RANGERS

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*Anthea Graham*      *Desmond Plummer*      *Jeremy Dawson*  
*Mandy Haing*      *Valerie Williams*

The name of the group is Muru-Warinyi Ankkul Ranger program which means "from the bush" in Warumungu and they are based in Tennant Creek.

This group talked about the land management programs they are involved in such as:

- Fauna surveys with Parks and Wildlife in the Tennant Creek region,
- Ongoing weed control programs around Tennant Creek,
- Building infrastructure at Kunjarra (the Devils Pebbles) North West of Tennant Creek as part of a larger tourism project; and
- Maintaining sites at an old mission and its billabongs 40km North of Tennant Creek. The rangers are working with the elders to maintain this area now that is fenced and protected from the impact of cattle. This involves quarterly waterhole monitoring, maintaining the fire break along the fence line and weed management, with more projects to come.

The program has enabled participants to obtain a Certificate 2 in Conservation and Land Management at Batchelor Institute, which 2 rangers have now completed.

## RANGER APPRENTICES

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*Sonny Malmerin-Fejo*  
*Steele Davies*

Currently in the second year of their apprenticeship with Natural Resources Environment & the Arts (NRETA) based in Katherine. Sonny and Steele work in partnership with station owners and managers, park



rangers, community groups and local farmers across the Top End assisting with soil erosion (building banks & drains), fire fighting and prevention and weed management. This ensures that land management strategies are put into place with land owners to ensure that the land remains in a good condition. Doing the apprenticeship has given them skills in weed identification, working in partnerships, land mapping, land protection and land conservation whilst obtaining formal certificates including Bushfires Level 1, Four Wheel Drive operations, quad bike course, Senior First Aid and GPS.

## THURSDAY ISLAND HIGH NATURAL RESOURCE MANAGEMENT EXPERIENCE

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***Rebecca Bowie***  
***Ina Mills***

Rebecca and Ina are Year 12 students at Thursday Island (TI) High School in the Torres Strait.

The girls gave a detailed presentation to forum about three environmental projects they are involved in on Thursday Island, Seagrass Watch, Turtle Research and Aquaculture in School Program.

Seagrass Watch\*\* aims to raise awareness of the condition of seagrass ecosystems and provide early warning of major coastal environmental changes. Rebecca and Ina are involved in the voluntary program and monitor 3 seagrass sites on TI. The program has provided training opportunities for TI primary and high school students in the biological monitoring of plants and habitat ecosystems. Students have also learnt about different seagrass species, how to record data using datasheets and using transects and quadrats.



“It has given us the opportunity to experience what it is like to be marine biologists...and enhance our real world learning experiences; it also enables us to contribute to scientific knowledge of seagrass habitats in our region. We consider this important for what seagrass contributes in maintaining our traditional fisheries. Also it’s a good opportunity to get the community members involved in caring for an environment that is so important to our culture.”

***Rebecca Bowie***  
***Year 12 Thursday Island High Student***

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\*\* See Appendix Three for contact details

## TRADITIONAL KNOWLEDGE RECORDING PROJECT (TKRP)

### *Danny Fischer*



The Traditional Knowledge Recording Project (TKRP) is coordinated out of Balkanu Cape York Development Corporation (BCYDC), in Cairns. The project is coordinated by Victor Steffensen.

TKRP was initiated by Kuku Thaypan Elders who wanted their knowledge recorded and preserved for their families and young people. The project recognises elders as mentors and their desire to revitalise culture in their youth.

Young people are being trained to use video cameras for recording and databases for storing the knowledge collected, so they are able to deliver the project in their own homelands.

Danny Fischer of Kuku Yalanji clan in North Queensland is a trainee with the TKRP. Danny spends time recording on homelands with his grandparents at Buru (China Camp). He also does recording in Mossman, Mossman Gorge, Cooktown, Bloomfield, Rossville, Cow Bay and Cape Tribulation, then he travels to the Balkanu office in Cairns to edit tapes and enter information into the database.

Danny records and gets information about art's and crafts, trees, plants, animals, family histories and individual biographies. Danny say's,

*“It's all about acknowledging the elders.”*

This project allows Danny to do what he is passionate about, it also gives acknowledgement to the elders. Danny said he would like to see more young people getting involved in this type of work.



*Buru*

## KIMBERLEY ABORIGINAL REFERNCE GROUP for NRM

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### *Erica Spry*



“It is hoped that all Youth here today, learn about what each other are doing and gain ideas to help themselves and their Country grow stronger!”

*Erica Spry, NRM Indigenous Engagement Officer  
Kimberley, WA*

Erica Spry is a Bardi Aboriginal Lady; her Aboriginal bush name is Roobiinjjin as she is named after one of her old Grandmothers. Erica’s clan group is Aarlong-Baaniiol (This means her family live near the saltwater coast.) and her homeland is Pender Bay, located on the Dampier Peninsular north of Broome, in Bardi Jawi Lands. Erica’s Bardi Jawi family got their Native Title Rights on the 10<sup>th</sup> June 2005.

Erica is the NRM Indigenous Engagement Officer for the Kimberley region of Western Australia. Her position is funded by the Natural Heritage Trust (NHT) and Rangelands Co-ordinating Group (RCG) and is part of the Kimberley Land Council’s Land and Sea Unit staff.

Erica works as secretariat, (with her role expanding to cater to the NRM projects as they begin rolling out this year,) to the Kimberley Aboriginal Reference Group (KARG) for Natural Resource Management (NRM), by supporting members of KARG to attend and actively engage in NRM meetings, working closely with the Kimberley Indigenous Land Management Facilitator (ILMF), Charles Prouse.

“I look after the KARG for NRM to attend Kimberley Natural Resource Management (KNRM) meetings and other NRM meetings to ensure Aboriginal people are represented and that their particular interest from their particular country area is reflective in NRM projects that are starting to roll out of the Rangelands NRM Coordinating Group’s Strategy and Investment Plan, officially being launched in May this year.” Erica said.

**“Youth are very important to us in the Kimberley and we encourage young people to get involved with their Elders always!”**

*A message from the KARG for NRM was also passed on to forum participants.*

## DHIMURRU LAND MANAGEMENT ABORIGINAL CORPORATION

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### *Arian Pearson*

Arian Pearson works as a ranger with Dhimurru Land Management Aboriginal Corporation, located in Nhulunbuy, Northern Territory. He began working with Dhimurru in early 2005.

Arian works as a Senior Project Officer which involves working alongside CSIRO on their Crazy Ant Project. This involves surveying and monitoring ant sites and supervising crazy ant activities and operations.

Dhimurru was established by Yolngu land owners in Northeast Arnhem Land, in response to the unregulated access to Aboriginal Lands and sacred sites. Yolngu have always managed their resources to ensure long term, sustainable use for the economic and social well-being of themselves. Dhimurru is directed by Traditional Owners to address natural and cultural resource management priorities.

The land surrounding the township of Nhulunbuy is owned by traditional owners under the Aboriginal Land Rights (Northern Territory) Act 1976. They have designated recreational areas that can be used by residents of Nhulunbuy and visitors or tourists. It is Dhimurru's job to develop and implement culturally and environmentally appropriate resource management strategies for managing these recreation areas.

Dhimurru provides residents and visitors with recreation experiences at the same time raising awareness of Yolngu cultural values. They also issue Recreation Permits for people wanting to access the recreation areas.\*\*\*

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\*\*\* Source: [www.dhimurru.com.au](http://www.dhimurru.com.au)



## 5. Field Trip

### BILIRU TOURS AND LARRAKIA CULTURAL EXPERIENCES

Forum participants were given the opportunity to take part in a cultural field trip, hosted by Biliru Tours and Larrakia Cultural Experiences. Tours are led by members of the Lee family, whom are local Larrakia Traditional Owners, who enjoy sharing their knowledge, skills and connection to country.

The purpose of the field trip was to:

- Break up the 2-day forum and have some fun,
- Allow participants from other areas to meet local Indigenous people and receive welcome to country,
- Participate in activities, spear throwing, Didgeridoo blowing and working with native string,
- Encourage participants to show off their own skills and knowledge, and
- Witness an Aboriginal owned and operated tourism venture.

Before activities began the group was broken into a male group and female group. The men began at the spear throwing area, the task was to hit the dummy kangaroo. The women sat down and began making string from native beach Hibiscus, which were used for bracelets and necklaces on the day.

Participants said they enjoyed the experience and some participants are interested to know how they could start a similar business back home.



*Erica gets a lesson in working with beach hibiscus.*



*Natasha shows us how it's done.*



*Bilatda (Woomera / Spear thrower)*

## 6. Leadership Workshops

A workshop focussing on leadership was held to get participants to start thinking about what leadership is and the issues surrounding leadership. Some participants may take on leadership roles in looking after country in the future. It was also an exercise for participants to start realising their leadership qualities.

The session focused on group work, participants were placed into groups and worked together to answer 3 questions and then report those answers back to the group as a whole.



*Participants discuss leadership issues in groups.*

### ***What is leadership?***

“Leadership...mustn’t be afraid of failure, but learn from failure, not many of us come across failure, but it’s a part of everyday life, and not to take it as the be all end all, but to learn from it.”

***Peter Nathan, Mornington Island***

Individual responses were:

- Works with people, not against them
- Good listener / learner
- Leading by your actions / Show positive image
- Role model / mentor (protective, supportive and provide guidance)
- Good knowledge of culture / practice culture / shares culture



- Respecting other peoples opinions and cultures
- Taking on responsibility / accountable
- Leading the way on new issues / leads by example
- Teaching and educating other people
- Takes control of a difficult situation
- Good delegation skills / understanding / Direct others to achieve goals

“Delegation is being able to give people tasks and trusting that they will do the tasks, also not taking on too much to get you bogged down and not looking after your workers and to share the responsibility”

*Renae Dingo, Kimberley*

- Able to stand up and speak / looks for answers
- Determination / enthusiasm / encouragement
- Shows trust / honesty / respect / mature
- Being aware of your community and issues
- Helps people
- Polite / friendly / passionate
- Able to communicate cross culturally
- Willing to take a challenge / takes action
- Willing to learn / not shame
- Helps others to achieve their goals
- Makes decisions for other people and with others
- Looks after your country and community
- Teaching younger generations to pass on knowledge
- Using your cultural, traditional knowledge and education in your project
- Supporting cultural elders to be involved in decisions

“We need them (elders)...they teach us...we teach them the way of generations today...start making decisions with them about what we can do on the land”.

*Devina Shovellor, Kimberley*

- Stands up for people and our / your land
- Working to benefit the community
- Promoting environmental health individually or as a group



*Ismahl, Rebecca and Desmond report back to the group.*

### ***What makes a good leader?***

Individual responses were:

- Good networking skills
- Strong people / speaker
- Passionate / loyal / committed
- Integrity / honest / reliable / knowledgeable
- Good communicator / takes on advice and provides good advice
- Good decision maker
- Someone who is responsible / approachable
- Respected people / shows respect for others
- Educated / teaches and guides
- Shows positive image by taking on other ideas
- An awareness of other cultures
- Uses their skills to help others / recognises other people's skills

- Someone who is motivated and positive / happy
- Person who listens to others / can speak their mind
- Able to handle conflicts and control their emotions
- Willing to take on a challenge
- Shows other how to make bush medicines
- Mentors others
- Looks for new ideas and gathers new information
- Has a strong voice (people's person who is able to talk to all stakeholders)
- Shows results and shares results
- Able to resolve disputes to elders and youth
- Straight to the point
- Consults others
- Has vision
- Maintains integrity
- Able to build relationships
- Good listener and observer
- Gives it a go – “life is like a stepping stone”

### *What makes a bad leader?*

“A lot of our leaders end up being sick, end up being stressed out, end up losing their mind, you got to look at some ways to relieve that stress.”

*Mervyn Mulardy, Kimberley*

- John Howard
- Ignorant/insensitive /lazy / negative / dishonest
- People not willing to take responsibility
- Not democratic / dictatorship
- Disrespectful of other people
- Bad decision makers
- Poor / bad communication skills
- People who aren't able to earn respect
- People who are easily influenced
- Don't listen
- Unable to take constructive criticism

- Lacks of communication / does not listen
- Lack of participation / does not provide support
- Being selfish
- Holding power to yourself / not sharing your leadership
- Unable to recognise other people's skills
- Making assumptions without facts
- Not taking responsibility for their actions
- Not committed / unreliable
- No respect – others
- No awareness of local issues
- Narrow minded
- Hard headed bigshot / argumentative / jealous
- No acknowledgement of elders
- Rips people off
- No vision

“Maintain who you are and what you're about”.  
*Erica Spry, Kimberley*



*Day 1 of the forum.*

## 7. Skill Sessions

During the forum participants also had the opportunity to gain new skills or refresh old skills. Skill sessions were based around working in natural resource management, personal development and leadership. Groups were asked to split up into 5 groups and spend the afternoon attending each session for 45 minutes. Below is a brief summary of each session:

	<b>Session Title</b>	<b>Presenter</b>	<b>Skills</b>
<b>1.</b>	<b>Reports and Funding</b>	Sue Jackson, Researcher	<ul style="list-style-type: none"> <li>• Discussion on the purpose of reports and funding submissions,</li> <li>• Participants received one page handout with steps for writing and structuring reports and submissions,</li> </ul>
<b>2.</b>	<b>Training and Study</b>	Greg Williams, Lecturer	<ul style="list-style-type: none"> <li>• What do I want and how do I get there?</li> <li>• Training and studying in land and sea management,</li> <li>• Courses available across North Australia,</li> <li>• TAFE and University institutions,</li> <li>• How to enrol.</li> <li>• Handouts were given to participants.</li> </ul>
<b>3.</b>	<b>Public Speaking</b>	Toni Marsh, Project Officer	<ul style="list-style-type: none"> <li>• Tips for public speaking and giving presentations,</li> <li>• How to use body language, controlling nerves, using visual aids and structuring speech,</li> <li>• Handouts given out.</li> </ul>
<b>4.</b>	<b>Leadership and Teamwork</b>	Karl Howard, Co-facilitator & Michael Mullins, Majimap Choice	<ul style="list-style-type: none"> <li>• Taking on leadership roles,</li> <li>• Working in teams,</li> <li>• Sharing personal experiences.</li> </ul>
<b>5.</b>	<b>Using the media</b>	Alistair Harris, Communications Manager & Lisa Binge, Project Officer	<ul style="list-style-type: none"> <li>• Identifying your story,</li> <li>• Different forms of media,</li> <li>• Doing camera interviews,</li> <li>• Discussions about Indigenous people and the media.</li> </ul>

**Note:** Handouts from each session can be found in the Appendix.

## 8. Guest Presenters

Guest presenters from a variety of disciplines in natural resource management were invited to present at the forum. Presenters each presented information about their organisations and the work they do.

The aim was to give participants exposure to professional in natural resource management, especially Indigenous professionals, and provide them with information about natural resource management organisations and opportunities. These sessions also allowed participants to practise their networking skills formally and informally.

	Organisation	Presenter/s	Brief
1.	<b>Indigenous Economic Taskforce (DBERD)</b>	Leon Morris Camille Damaso Mark Motlop Joe Martin-Jard	<ul style="list-style-type: none"> <li>• Economic development in the Northern Territory</li> <li>• Information on the Indigenous Economic Taskforce, made up of high-level decision makers from government, Indigenous organisations and the private sector,</li> <li>• Indigenous Economic Development Strategy, focussing on 13 industry sectors that can provide good opportunities for Indigenous employment,</li> <li>• Indigenous Business Industry Services (IBIS) assists groups or individuals to start up business, assists in maintaining business and ongoing support,</li> <li>• Indigenous Business Development Program provides grants up to \$30,000 for new business,</li> <li>• Regional Indigenous Economic Development Opportunities document.</li> </ul>

2.	<b>Australian Quarantine Inspection Service (AQIS)</b>	Neville Gulay Gulay	<ul style="list-style-type: none"> <li>• Neville's work as the Indigenous Weeds Liaison officer with AQIS</li> <li>• Travelling to communities and talking to ranger groups about exotic weeds,</li> <li>• Protecting Australian coastline from introduces plants and diseases,</li> <li>• Ray Petherick is the Aboriginal Liaison Officer for exotic diseases,</li> <li>• Training ranger groups to undertake their own surveys and patrols,</li> <li>• 30 ranger groups currently doing disease samples with AQIS.</li> </ul>
3.	<b>Department of Primary Industry, Fisheries and Mining (Fisheries)</b>	Robert Carne, Jason Bonson and Jamie Damaso	<ul style="list-style-type: none"> <li>• Indigenous Unit</li> <li>• Programs, business opportunities and employment,</li> <li>• Funding for sea ranger groups,</li> <li>• Employment opportunities for Indigenous graduates and trainees,</li> <li>• QLD contact: Clyde Andrews, QLD Fisheries,</li> <li>• WA contact: Ben Fraser, WA Fisheries.</li> </ul>
4.	<b>Northern Territory Government, Member for Arnhem</b>	Ms Barbara McCarthy	<ul style="list-style-type: none"> <li>• Barbara shared her background and experiences with participants,</li> <li>• Moving from working in media to politics,</li> <li>• Struggles for land rights,</li> <li>• Effects of mining on Yanyuwa,</li> <li>• And leadership experiences.</li> </ul>
5.	<b>Natural Resources, Environment and the Arts (NRETA)</b>	Shael Martin and Samara Erlandson	<ul style="list-style-type: none"> <li>• Parks and wildlife, art and museums and natural resource management,</li> <li>• Early careers program,</li> <li>• School-based apprenticeships,</li> <li>• Indigenous cadetships in government,</li> <li>• Advertise at the end of each year for application for Indigenous cadets and graduates.</li> </ul>



## 9. Evaluations

During the forum participants were asked to evaluate the days sessions, by writing answers on paper to the following questions:

1. Things I enjoyed the most...
2. Things I didn't enjoy...
3. Things I'd like to know more about...

### Day 1

#### *Things I enjoyed the most today...*

- Meeting other people
- I enjoyed meeting new people and sharing information
- The things I enjoyed – Media, Rules for Leadership
- Things I enjoyed most... getting in the groups and learning about other peoples work roles
- The things I enjoyed most today was getting to know everyone, learning about Leadership, building confidence in myself
- I enjoy meeting other people, observing other peoples ideas
- The things I enjoyed most today were... meeting new people from all over the States and seeing what other projects that people are doing
- The things I enjoyed most about today, meeting other people from around Australia, learning about what goes on in their country/community
- The things I enjoyed most today were... the venue was fantastic, well organised, Good that you mixed everyone up throughout the day as everyone can feel more comfortable when they know each other, The workshop with Sue Jackson was very informative and an area I'm looking to develop myself in
- The things I enjoyed the most today were...networking, meeting people especially NT rangers, learning Leadership skills on leadership qualities and team working
- Meeting other people and sharing ideas
- The things I like most about today is meeting new people and get to know different things about their country
- The thing I enjoyed most today were meeting other people here today,
- Things I enjoyed most today, Rules and Leadership tools, rotating sessions
- The things I enjoyed most today... catching up with people I've met in the past, made new friends



- The things I enjoyed most today were: meeting other people and sharing ideas, getting information from workshops, setting rules
- The things I enjoyed most today was how the forum was run and the classes that build up our confidence in talking
- I enjoyed today session about meeting people from all of Kimberley's NT and Gulf of Carpentaria and even networking and helping each other out
- What I liked today? The enthusiasm of everyone, everyone having a go, great food and rooms
- The things I enjoyed most today were: Listening to the different projects that are being done in everybody else's towns and communities, meeting new people, being able to attend this forum
- I liked the presentations, meeting new people, learning new things
- The things I enjoyed today was the Leadership workshop
- Talk on Youth Programs and Youth initiatives
- Meeting different people from different places and their backgrounds
- Things I liked about today... Learning about the various projects that are running in the different communities and regions. Also talking with others about where they're from and what they want to achieve
- Meeting new people from different regions, sitting with people who are from regions, the discussions
- Things I enjoyed most – Being able to meet and yarn about issues and projects in our areas
- I enjoyed the session which the Reports and the Leadership roles and meeting different people
- Meeting different people, hearing different ideas, presentations
- The things I enjoyed most today were: The workshops especially the Public Speaking and Teamwork and Leadership, interesting to see the presentations – different projects around Australia that are run by Indigenous people, and the food
- The thing I enjoyed most of today - The workshop, getting to know people, learn about the workshop
- Likes – meet new people/contacts, networking, Leadership skills, communication, relationship skills, scenery, different workshops, hearing what other people are doing, flash place
- Enjoyed interacting, sharing and meeting with other people!
- Good things – Being able to talk to people who able to help you back home

# Day 1

## *Things I didn't enjoy...*

- When Lisa said today there is no field trip because of the rain I was not too happy
- The coffee tastes like – (no good)
- People who have hangover today
- The things that I didn't enjoy today was report writing
- The breaks and people who don't introduce themselves
- Things I didn't like was the rain pouring
- Things I didn't enjoy today – Lunch, hot meals for lunch, I couldn't eat the small sandwiches
- Things I disliked: we weren't able to complete all the sessions today
- I didn't like people walking out halfway through the forum and not participating with others
- The things I didn't enjoy, the rain, getting tongue tied when I was talking not prepared
- The things I didn't enjoy today. I felt a bit sick
- Dislikes: Finger food, dragged on a bit, poxy weather
- Things I didn't like: Can't comment everything was great
- Missed out on: Public speaking, Power point presentation, Report & submission writing, Need more time on sessions in the afternoon. Breaks too long. Maybe we should have been given the choice to choose what would hold our interests better
- Things I didn't like about today... Waking up earlier than normal (time difference) and missed out on a couple of workshops
- The things I didn't enjoy, How to write a report
- Things I didn't enjoy, chopping and changing between groups because we had a good mix the first time
- What I didn't like today? Getting wet, so many nice cakes – and my toothache, the disco lights
- Things I didn't like about today... Not getting around to all the workshops, having a deadline to get to breakfast, not all people get up early (gammon)
- Workshops at the end were short and should have been longer
- The miserable weather
- Things I don't like about today sitting in the room with air-conditioning, coming in and out of the room
- Things I didn't like...nothing!

# Day 2

## *Things I enjoyed...*

- First time throwing a spear
- Good things – field trip
- Good things – meeting new people – field trip and hearing other presentation from other people. Good to see young people getting up talk!
- Everyone's programs were all good. I think if there was a website that holds all the info provided on one simple network. This gives us the opportunity to look at the projects at our own pace
- To meet new people. Interesting sources to tap into
- It was excellent to hear from Barbara McCarthy VERY INSPIRING
- What I enjoyed most about today that everyone had cool projects
- Good thing about today was the spear throwing
- Good things – People made the effort to stand up and talk
- Good things – interesting presentation from everyone. Listening to Barbara McCarthy talk about her background
- I liked seeing so many different projects being done on country by young people
- Good – networking, all the groups' presentations and field trip
- Good things – Hearing about the opportunities available for community employment (Fisheries, IBIS and AQIS)
- I liked – the presentations – very impressed with PP work that groups put together, the speeches – Barbara, AQIS, Training etc...
- Good things: Speeches by guest speakers were awesome, the field trip
- Today – I loved Barbara McCarthy coming in her speech was inspirational and deep
- Spear throwing, damper this morning, presentations today, especially Barbara's
- Meeting traditional owners in the morning, finding out about the other communities around Australia, really good power points

# Day 2

## *Things I didn't enjoy...*

- Nothing – I enjoyed everything
- There was nothing I didn't enjoy
- Just tired and want to relax
- My head wasn't too good this morning
- Not enough time for presentation time schedule was tight wasn't able to complete all sessions
- The food and some people's attitude. Tend to keep to own mob!
- Need more time for teamwork discussions
- Too much rain
- Most speakers on programs etc... Were mainly relevant to NT. Would be good to have initiatives from all States showcased
- Long speeches (boring)
- Not too good I felt so tired
- Speaking in front of the audience
- Nothing/Nil
- Missing that kangaroo with the spear
- Bad – breaks went too long sometimes, not enough time – needed one more day!

## *Things I would like to know more about...*

- Report writing, contact details for other participants, small summary of everyone's projects etc...
- Govt policies on Land Mgt – have more on ground people presenting, Ranger Training opportunities
- More training and where eg: Universities, grants, funding, other projects
- Opportunities on Media, Training and Rangers info
- More information on some up and coming training on being a Ranger
- More training and getting younger people involve and give them a chance
- Ranger programs and cultural awareness
- Structural relationships between different bodies (for funding and peak organisations)
- I would like to learn more about – Parliament, Animals and Plants, Report Writing etc...
- Training on Communication skills

- Team work and Training, Opportunities available for community employment with i.e. Fisheries and AQIS jobs
- I'd like to know more about: Training opportunities, how to strengthen ties with other communities
- I would like to know more about Submission writing – as I missed that session
- Career opportunities (group discussions – find out what people are interested in to suggest opportunities and training). How to get more youth involved. A session on hands on or going out to the bush camping, meeting elders of the country
- Training up and studying to be high up in the ranks wherever Land and Sea Management is concerned
- Training – how do other communities train young Indigenous people? How did people get their ventures up and running? What sort of troubles did they face?

## 10. Recommendations

### 1. One day to be set aside for all participants presentations

Participant's evaluations focused largely on the opportunity to meet other youth, discuss projects, share ideas and to see other participant presentations. Some participants didn't get the opportunity to make presentations due to time restrictions; 1-2 days should be set aside to allow adequate time for participant presentations.

### 2. Guest presenters and information on programs should be relevant to participants from all states (NT, QLD, WA)

The forum was based in Darwin, therefore drew on presenters from natural resource management organisations based in Darwin. Participants that attended from outside the Northern Territory found information from guest presenters was only relevant to the NT and would have liked to see presenters from WA and QLD. The next forum should invite speakers from all 3 states.

### 3. Continue the usage of male and female facilitators due to the cultural diversity of all participants

Participants felt comfortable with the co-facilitation arrangement and this should be carried over to future forums.

### 4. Compile network or contact list for participants (with their permission) to distribute at the end of the forum

To establish and maintain networks participants asked for contact details for other participants to continue sharing information and ideas.

### 5. Participants be provided with T-shirts for the next forum

Additional funding should be sought for the next forum, to provide participants with T-shirts. Would be something for them to take away and also promote the forum back and their communities.

### 6. Two youth forums should be held each year

An overwhelming response to the forum was received from participants. It was requested that 2 forums should be held each year.

### 7. Provide a website for more information

Participants would like to be able to look over other group's presentations and projects, access contact details and get more information. A website with a section dedicated to youth could hold that information e.g. government policies, media releases, newsletters, ranger training opportunities, education institutes, information on grants and funding, media tips, employment opportunities etc.

## **8. Participants feedback for the next Youth Forum**

- Kimberly's in winter
- Kakadu – first half of the year basically anywhere between Jan - May
- Brisbane, Cairns Queensland, Melbourne
- Katherine NT
- Somewhere there's no distraction eg: pub, city, good fishing place, northern Qld, mid June or July
- Have it somewhere where we have nice scenery. Maybe a beach camp during a good fishing season
- June in Broome
- Broome (Bird Observatory or Mossman Gorge)
- Anywhere in Queensland next year
- A place where you can involve a range of bush activities
- I don't care where but September this year would be good
- Should be held twice a year
- Arnhem Land in August, Kakadu April/May. Get to see how Aboriginal mob keep culture with tourism going on. Find out how Aboriginal organisations started.

# 11. Response / Future Activities

## 1. Youth section on NAILSMA website

NAILSMA to provide a section on new website dedicated to youth, providing information such as:

- Youth projects across North Australia (information or links),
- Communication resources i.e. media tips, newsletters and youth resources,
- Participant contact details (with their permission),
- Employment and training i.e. job opportunities, scholarships and training courses, information on TAFE, College and University,
- And project resources i.e. funding sources, information on grants available especially for youth, case studies.

## 2. Plan for the next youth forum

NAILSMA to incorporate participant's feedback into planning for the next youth forum, including:

- Giving participants a choice of sessions that would like to be involved in, in regards to skills sessions e.g. media training, public presentations,
- Dedicate more time to participant presentations,
- Add an extra day for the forum (3 days),
- Invite guest speakers from across North Australia i.e. QLD, WA and NT,
- Continue to use male and female facilitators (gender balance),
- Find funding for T-shirts,
- Explore if resources are available for 2 forums per year,
- Consider holding the next forum outside of NT, in a bush location sometime between May and August.

## 3. Form a Youth Network

Keep participants informed by forming a youth network, allowing participants to keep in contact, get information and share ideas. Initially, NAILSMA should create a group email list to bring participants into NAILSMA networks.

## 4. Provide participants with a copy of the Forum Report

NAILSMA to provide each participant with a copy of this report, for further information and future reference.

## 5. Provide more opportunities for youth to meet, share ideas and talk about projects and gain new skills

NAILSMA to investigate how to provide more youth opportunities throughout the year, for example:

- Short courses/ training workshops e.g. communication skills,
- Invite participants to attend NAILSMA Annual Forum,
- And find resources for youth to attend NRM related conferences e.g. Tropical Savannas CRC Annual Meeting, Land management conferences.



## Appendices

*Appendix One: Skills Sessions Handouts*

*Appendix Two: Forum Flyer and Media Release*

*Appendix Three: Presenters & Participants contact details*

## Forum Handouts

### **PUBLIC SPEAKING & PRESENTATION TIPS**

**Notes provided by:**

Toni Marsh

Yirrkala Landcare

#### **1. SHOW WHAT YOU MEAN**

When you include body language as part of your speeches, you are adding another dimension to them. You are showing the audience what you mean, as well as telling them. Your talk comes across in a relaxed, natural manner, as if you were in conversation with your audience.

Body language is how to use gestures, facial expressions, and other body movements to illustrate and emphasise parts of your speech. By using these techniques, you can begin to understand the principles of timing, accuracy and proper magnitude in your body gestures. These are skills that will be useful, and should be used in every speech.

A most effective way to communicate your sincerity is to put your whole body into your speech. An audience will usually believe what they see in your face and manner in preference to what you tell them. Therefore you need to develop skill in the use of body language, to ensure that the audience receives the same message through their eyes and their ears.

The body language that you use to enhance your speech should include facial expressions and body movements to show enthusiasm, pleasure, pain, or sincerity. Plan to use both facial expressions and body movements in your presentations.

The most expressive part of your body when you are speaking before an audience is the use of hands and arms to illustrate your words. In many situations, these are the only visual expressions that the whole audience can see. Some basic gestures show:

- ◆ **Size, weight, shape, direction, location.** These physical characteristics call for hand gestures, such as shaping the hands or pointing. For example “He went that way” as you dramatically point in the direction.
- ◆ **Importance of urgency.** Show your audience how vital your point is. Hit your fist to punctuate a point.
- ◆ **Comparison and contrast.** Move both hands in unison to show similarities, move them in opposition to show differences.

Each of these gestures should be made large enough to be seen by everyone in the audience. But don't make them so exaggerated that they distract attention from your speech. A gesture can be considered good if it helps the audience understand your message but bad if it draws attention only to itself.

Using a simple prop can also help to control nerves. Centre your speech on some object that you can show to the audience. You could include the use of a map or diagram drawn

on a whiteboard, a flipchart or an overhead, adding the use of gestures and expressions to describe the object or event.

What you say is always important, but the way you say it and how you demonstrate your ideas are more important. This will include the way you stand, the use of your hands and your arms, your eye contact and your body movement. Build your speech to include appropriate movements and be aware of cultural differences in your audience.

Even though you have used body language all your life, you'll need to practice the methods of using gestures and movements when speaking before an audience. You want to use movements that are deliberate and precise but look natural and spontaneous. Achieving just the right balance will come after careful rehearsal.

When you've arranged your speech material, try several different ways of using your hands to exhibit or demonstrate an object. Fit your gestures to your words and rehearse in front of a mirror. Using gestures and props will help with controlling nerves by giving your hands something to do.

*And don't forget to practice, practice, practice...*

## 2. VISUAL AIDS

People only retain 10% of what they hear but 50% of what they see and hear. This shows the importance of visual communications support to any presentation.

What are some ways you can introduce a visual support into your presentation?

- Handouts
- White board
- Flipchart
- Overhead projector
- Power Point presentation
- Slide projection
- Video

Out in communities, where you may have a shortage of power, it's best to use the ones that won't let you down.

The most basic visual aids are flipcharts and white boards - they are simple, highly effective and user friendly with no possibility of technical failure. The other advantage is you leave the lights on – you will see if your audience is nodding off.

### **A few simple rules for overheads, flipcharts & Power Point presentations:**

1. Make the writing BIG & bold.
2. Colours - don't try all the rainbow. Stick to dark print like black or blue – pale colours and yellow tend to disappear.
3. Keep words to a minimum – keep them simple.

4. Stand sideways as you write - but make sure the writing is horizontal - or audience will fall over trying to read.
5. Talk to the audience not the flip chart.
6. Erase the board or turn the flip chart before going on to next point.
7. REHEARSE WITH PROPS

**Projectors and other electronic aids:**

1. Always carry spare parts and extra leads.
2. Be sure everyone can see the presentation.
3. Keep the slides simple and uncluttered.
4. Don't overdo the graphics. They can become very distracting, taking away from your main message.

### 3. Organise Your Speech

To successfully communicate your message it must be in logical order

The audience must be able to see connection between the ideas.

**Speech should have a structure: open, body, conclusion.**

- ◆ **Opening:** arouse audience's interest, and then lead them into your subject.  
E.g. "*I have a dream! ...* "
- ◆ **Body** = factual support  
3 main points are enough - too many confuses
- ◆ **Conclusion** = re-emphasise the main message  
deliver with force and confidence

## TRAINING AND STUDY

Notes provided by:  
Greg Williams  
School of Indigenous Knowledge  
Systems (SAIKS)  
Charles Darwin University

### *NAILSMA Youth Forum*

#### **Training and Study Options:**

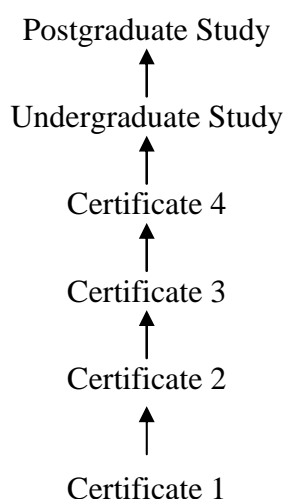
What do I want and how do I get there?

#### ***Training and Study in Land and Sea Management***

- Training and study is important
- Developing skills and knowledge important as a part of cross cultural engagement.
- Problem is what do you do and how do you get there?
  
- Short Courses: just to learn a skill or information (eg first aid, gun license)
- VTE Training: courses that help develop practical skills for work (eg Horticulture)
- University studies: undergraduate degrees and postgraduate research ( eg Science)
- **Private Trainers:** Stringybark Training, Brisbane Hairdressing College.
- **TAFE/VTE Colleges:** Kimberley College of TAFE, Tropical North Queensland Institute of TAFE.
- **Universities (Government and private):** Charles Darwin University, Batchelor, Curtin University, ANU, James Cook University.

#### ***Training and Study in Land and Sea Management***

**AQT  
Framework**



#### ***What you need to study depends upon what you have already done.***

- Just starting out?
- Finished high school?
- Completed study before?

***What you need to study depends upon what you have already done.***

- Just starting out?
- Finished high school?
- Completed study before?

***Just starting out?***

*If you haven't done any training or study before:*

- VTE/TAFE training is best (VTE/TAFE College or some private trainers).
- No entry requirements
- Start at the level you are ready for.

***Finished high school?***

*If you've finished high school:*

- Depends on how well you went.  
*Finish up to Year 11? – VTE/TAFE*  
*Finish Year 12? – VTE/TAFE or Uni*  
*Uni bridging courses ( eg TEP at CDU)*
- Depends on what you want to do.

***Finished high school?***

*Getting into university requires:*

- Good Year 12 score ( 60 at CDU)
- Bridging Courses (eg TEP/Pre-Arts)
- Finishing a Certificate 4 in VTE/TAFE
- STAT Test (entrance test)
- Alternative Entry Programs

***Completed another course?***

- Once you complete a course:
- You can move into a course at the same or next higher level.
- You can transfer yours studies across the country.

***Training and Study in Land and Sea Management***

- What you need to study depends upon what you want to do.
- Outside Work/Ranger/Land Manager?
- Researcher/Management?
- Leadership?

***Outside/Ranger/Land Manager***

- Any course in land management is going to be useful
- VTE/TAFE Courses in “Conservation and Land Management” are the most likely
- CDU (on and off campus), Batchelor, TNQ TAFE, Kimberley College of TAFE.
- Skills-based training in land management - 4WD training, Weed Management, Feral Animal Control, Quarantine Management.

### ***Outside/Ranger/Land Manager***

- Some jobs in outside land management (especially well paid ones) need degree studies.
- Degree studies provide *background info* and *theory* to help you understand why.
- Help with more *technical* and *advanced* knowledge.
- Some recognise *traditional* knowledge.

### ***Outside/Ranger/Land Manager***

- Certificate in Conservation and Land Management
- All TAFE Colleges (CDU and Batchelor) in north Australia run these courses.
- Local and related to your area.

### ***Outside/Ranger/Land Manager***

- Degree studies:
- Bachelor of Environmental Science/Management (CDU, JCU, Curtin, CSU)
- Bachelor of NCRM (Batchelor Institute)
- Bachelor of Resource Management (CDU)
- The courses vary – some are more science-based, some are more culture-based. Some will have local knowledge, some won't.

### ***Researcher/Manager***

- Degree studies:
- Bachelor of Environmental Science/Management (CDU, JCU, Curtin)
- Bachelor of NCRM (Batchelor Institute)
- Bachelor of Resource Management (CDU)
- The courses vary – some are more science-based, some are more culture-based. Some will have local knowledge, some won't.
- Probably going to have to do field work first.

### ***Leadership***

- Degree studies:
- Bachelor of Business (all uni's)
- Bachelor of Environmental Science/Management (CDU, JCU, Curtin)
- Bachelor of NCRM (Batchelor Institute)
- Bachelor of Resource Management (CDU)
- Requires time and experience to develop.

### ***How do I get in?***

- VTE/TAFE Courses: *Apply to the College or University directly.*
- Degree and Postgraduate Courses: *Apply to the Admissions Centre in your state.*
- QTAC - Queensland
- SATAC – Northern Territory
- TISC – Western Australia

## How to write a report...

Notes provided by:  
Sue Jackson  
CSIRO

Reports are highly structured form of writing. They follow a common format which clearly sets out the process by which you gathered information, as well as the information itself. A report might contain almost any type of information but the structure or format of the report is nearly always the same.

This is the typical format of a report;

- 1) **Title Page;** The title of the report should give a precise indication of the subject of your report, the authors name and date.
- 2) **Acknowledgements;** Thank funding sources and those that have helped you.
- 3) **Table of Contents;** List all the main sections in your report in sequence with there page numbers. If there are tables or figures (maps or diagrams) list these separately at the end of the table with the corresponding page numbers.
- 4) **Abstract or Summary;** This is a 'stand alone' paragraph to half a page clearly stating the results/outcomes of the report, the methodology and context. Someone should be able to just read your abstract and know what your report and outcomes were. You write the abstract after you have finished the report.
- 5) **Introduction;** This should include the following subsections:
  - Context and scope. Where does your research/report fit into the bigger picture?
  - Aim: The aim is condensed into one sentence. What are you going to find out/achieve in your research/report? "The aim of this research is to.."
  - Objectives: These are a list of statements that say exactly how you are going to achieve your aim.  
"To achieve the aim of this research the following objectives will be fulfilled:  
Identify \_\_\_\_\_:  
Examine \_\_\_\_\_: and  
Undertake an assessment of \_\_\_\_\_."
- 6) **Methodology;** How did you carry out your research/enquiry? How did you collect your data? How did you choose your subjects to talk to? How many people did you interview? Did you use a questionnaire?
- 7) **Results;** What did you find out? This section is a statement of facts with no interpretation. Don't discuss what you found in your results, just state the results.
  - Make sure any tables of information or graphs (figures) are clearly labelled with a title.
  - Make sure there is a clear link between the text and your figures and tables.
- 8) **Discussion;** Analyse and discuss the results you have found. Refer back to each of your objectives you listed in the Introduction.
- 9) **Conclusion** and recommendations. Go back to your aim and address what you set out to achieve. Did you achieve your aim? Why? Why not? What further study/research should be undertaken?
- 10) **References:** Make sure your references are accurate and detailed and in alphabetical order.
- 11) **Appendices:** Raw data and any extras that are talked about in the research but don't need to be put in the main body of the report are included in this section.



## **Writing a funding submission...**

A funding 'submission' is an application made to government or an organisation to request funding for a project or event. Many groups apply for different government and organisation funds to support their events and projects. As more groups apply for these funds the competition for money between different applicants increases. The assessing organisation or government agency needs each submission to be in a standardised format so that they can easily and fairly compare each application and choose the best.

Here are some tips to remember in writing a submission

### **1) Address the brief or guidelines**

The brief or guidelines will tell you what to cover in your submission. Follow what they ask you to include as closely and tightly as possible. Answer all the questions thoroughly.

### **2) Address the selection criteria**

The selection criteria are a list of things the funding body wants to see in your project if they are going to go ahead and fund it. You should write a direct and thorough response to each of the criteria.

For example, if the brief states that funding will be given to support projects documenting old peoples' knowledge, ensure your submission lists exactly how your project is going to do this.

### **3) Create a budget which is clear and shows each item of spending**

The budget is very important and may take up a large amount of your writing time. The funding body wants to see exactly where and how you intend to use the money you are asking them to give you! Make a list of how money will be spent in specific areas. This may end up as an itemised list. Remember to include 'in-kind' sources of assistance to your project. Usually the funding body wants to see what effort you're going to put in to match the money they are going to give you. The time you are volunteering to do the project is an 'in-kind' source and very valuable. Think of the amount of time you and others are going to be contributing without being paid for time and effort. This should be included in the budget.

### **4) Be straight to the point**

The person who reads your submission might have 200 others to read as well! Don't make your submission any longer than it has to be. Provide all of the essential information and no more. Use clear, straight language and answer all the questions and criteria. Sometimes you may want to make lists using dot points.

### **5) Check the details and submit on time**

Make sure your submission looks as professional as possible. Check all your spelling, make sure you send in the right number of copies and include all of the attachments you have referred to.

North Australian Indigenous Land  
and Sea Management Alliance

**NAILSMA**

**Date: 21/03/06**

## **YOUNG LEADERS MEET IN DARWIN**

Fifty Indigenous youth from across North Australia have taken another step towards leading the way in their communities, following the first ever Indigenous Youth Land and Sea Managers Forum.

The Youth Forum, organised by the North Australian Indigenous Land and Sea Management Alliance (NAILSMA) was aimed at supporting youth leadership.

“NAILSMA supports the future generations of Indigenous land and sea managers, who will be responsible for much of northern Australia.” Lisa Binge of NAILSMA says.

“We need to examine ways in which we can support youth, as well as give participants the opportunity to meet other youth and form their own support networks.”

During the two day forum, youth participated in a number of workshops and had the opportunity to brush up on skills like public speaking and report writing.

“Young people need to have the appropriate skills and their eyes wide open for the big job ahead.”

Participants also gave individual presentations of the types of land and sea management work they are involved in back home.

Projects showcased included the Yiriman Project in the Kimberley, a project initiated by Aboriginal elders through concerns that young people had no jobs and no future.

A participant also talked about being involved in the Cape York Traditional Knowledge Recording Project that trains young people to use video cameras to record elder’s knowledge on their homelands and store this knowledge for future generations.

Guest presenters were invited from NT Fisheries, Australian Quarantine Inspection Service (AQIS), Northern Territory Government’s Indigenous Economic Taskforce and the Department of Natural Resources and the Arts. Indigenous MLA and Member for Arnhem Barbara McCarthy was also a guest presenter and gave an inspiring speech to participants.

“It was fantastic to have Barbara McCarthy at the forum. Participants enjoyed her talk and said her words were very inspiring.”

“The forum was successful in bringing together young representatives from across North Australia including Torres Strait, Cape York, Gulf of Carpentaria, Northern Territory and the Kimberley.”

“We received great feedback and everyone’s looking forward to the next forum.”

The NAILSMA Youth Forum was held on 9<sup>th</sup> and 10<sup>th</sup> March 2006, at the Darwin Airport Resort.

NAILSMA would like to acknowledge the Tropical Savannas CRC, The Christensen Fund and the Australian Government Department of the Environment and Heritage for sponsoring the forum.

**For Interview:**

Lisa Binge, NAILSMA Project Officer

Tel: (08) 89466 883 or Mob: 0417652377

**NAILSMA**

The North Australian Indigenous Land & Sea Management Alliance was developed by the Kimberley Land Council, Northern Land Council and Balkanu Cape York Development Corporation in response to the ever-increasing need to have effective communication to support community-driven management action by Traditional Owners across the wet dry tropics of northern Australia.

The membership of the alliance is steadily growing to include other regions of northern Australia. The Leadership project is one of many initiatives that NAILSMA is currently operating across the north.

# **NAILSMA Youth Forum**

## **Young Land and Sea Managers**

*‘Future Leaders – Our Land is in Our Hands Project’*

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**The North Australian Indigenous Land and Sea Management Alliance (NAILSMA)** is an organisation that works across North Australia, supporting Indigenous groups in land and sea management activities.

NAILSMA recognises the importance in supporting the next generation of North Australian land and sea managers and providing them with the support and appropriate skills to deal with the big job ahead.

We are inviting youth aged (16–36):

- involved in natural resource management,
- on country looking after country,
- natural resource projects,
- youth projects, youth working as rangers
- or youth studying in land management,

To attend a youth forum and discuss leadership and youth issues with other youth from North Australia.

### **NAILSMA YOUTH FORUM**

**Location:** Darwin Airport Resort, Darwin – Northern Territory

**Date:** Thursday 9<sup>th</sup> & Friday 10<sup>th</sup> March, 2006. (2days)

**Travel & Accommodation:** Provided by NAILSMA

**NB:** There are around 38 positions available to attend.  
All travel, meals and accommodation will be provided.

Participants will also be encouraged to give a small presentation on the work or projects they're involved in. So bring posters, photo's to share with other participants.

**If you are interested in attending please contact Lisa Binge on (08) 8946 6883.**

### *Appendix Three: Contact details*

#### **Australian Indigenous Leadership Centre (AILC)**

**Address:** PO Box 4110,  
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**Ph:** (02) 6273 0022  
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**Email:** ailc@indigenousleadership.org.au  
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#### **Australian Quarantine Inspection Service (AQIS)**

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#### **Dhimurru Land Management Aboriginal Corporation**

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#### **Department of Primary Industry, Fisheries and Mining (NT)**

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### **North Australian Indigenous Land and Sea Management Alliance (NAILSMA)**

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### **National Indigenous Youth Leadership Group (NIYLG)**

**Address:** NIYLG, Youth Bureau, FaCSIA

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### **Seagrass-Watch HQ**

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**Rachel Karui, Samantha Karui & Cyril Minnal**

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**NOTE:** Kimberley participants not listed can also be contacted through the Yiriman Project.