

# **Minmaku Palyantja Palya: Waltja Women Leaders' Project**

## **Independent Project Evaluation**

on behalf of

**Women in Adult and Vocational Education (WAVE)**  
and  
**Waltja Tjutangku Palyapayi (Waltja)**

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## Project Background

The Minmaku Palyantja Palya: Waltja Women Leaders' Project (the project) was the result of a collaboration between Women in Adult and Vocational Education (WAVE) and Waltja Tjutanku Palyapayi Aboriginal Corporation (Waltja), building on from a previous collaborative project from 2006.

WAVE is a national network of women involved in VET, ACE and other work-related education and training. WAVE was formed in 1987, the first and only national and autonomous non-government organisation (NGO) for Australian women in the adult, community and vocational education and training sector.

Waltja is a Central Australian women's NGO governed by senior Aboriginal women which provides services and support to families across the Central Australia region, crossing three states (NT, and WA and SA for project specific activities) and several language groups. It currently has 31 staff, 11 of which are part-time. Waltja's organisational goals and strategies (detailed on the website [www.waltja.org.au](http://www.waltja.org.au)) focus on the pivotal role that women play in capacity building and self-determination in remote communities. Waltja goals include increasing access to training and employment opportunities for local Aboriginal people to work in and manage their local community services and the importance of developing partnerships and maintaining clear and open communication between families, local services and funding and regulatory bodies within and between communities to enable effective and appropriate service delivery.

The main focus of the project was to recognise, acknowledge and promote senior Aboriginal women who have been instrumental in the development of children's services and youth programs on their remote communities in Central Australia. This work includes advocating for, planning and/or staffing children's and/or youth services in their own communities. In addition to this leadership work on their own communities, the women have been active in the development of Waltja.

The needs the project sought to address were:

- To increase the recognition and appreciation of women leaders within their own communities, and build their capacity to take on greater leadership responsibilities.
- To widen the horizons of the women leaders through regional and national networking by bringing together members of two women's organisations: Waltja and WAVE, and to help build leadership capacity and understanding in both organisations through this process.
- To enable women leaders to gain accreditation for competencies achieved on the job and through leadership experience in their communities to increase their eligibility to apply for paid positions (management and core staff) in community-based services in their communities.
- To develop Aboriginal learner-focussed training and learning resources which aims to recognise and accredit the "often hidden work and knowledge of Aboriginal women" (funding application, Criterion 2).
- To strengthen the connection between WAVE and Waltja – for Waltja members to assist WAVE in contributing to public policy and service delivery in relation to issues for Aboriginal women.

The key steps in the project were to:

- Establish a suitable governance structure for the project.
- Allocate the staffing and resources.
- Determine appropriate processes for nomination of participants (Minmaku participants, young women mentees) and the selection of WAVE participants.

- Promote the project to potential Minmaku participants and young women and community councils.
- Develop profiles (Minmaku participants working with Waltja worker).
- Enrol in and assess Minmaku participants against selected units in the Certificate II in Community Services Work.
- Run a combined workshop with Minmaku participants, young women and WAVE members and document the event digitally.
- Develop a series of Aboriginal learner-focussed training and learning resources with input from WAVE members at the draft stage and promote them to relevant organisations.
- Evaluate the project process and outcomes and acquit the funding.

Funding for the project was sourced from the Office for Women 2007-8 Women's Leadership and Development Programme, with Waltja and WAVE contributing approximately 20% of the total budget of \$106,541.

## Evaluation methodology

An action learning methodology was chosen for the project, and two independent evaluators, Angela Lynch and Joy Taylor, were contracted to conduct the evaluation. For Waltja, the action learning approach can be summed up as "Trying, learning and trying again, and showing ourselves by showing others" (Kate Lawrence, Minmaku workshop, 7 Mile, July 2009):

The evaluators met with WAVE and Waltja workers regularly from before the commencement of the project, and during the planning and implementation phases. They attended two project workshops and the launch of the resources developed in the project, as well as being in regular contact by email.

The approach taken was to work alongside the project management team to evaluate the following:

- How well WAVE and Waltja as a partnership fulfilled the project requirements (contractual compliance and accountability to the funding body).
- How well Waltja fulfilled its responsibilities to WAVE.
- Satisfaction of the Minmaku participants with the process and outcomes of the project.
- Satisfaction of the WAVE participants with the process and outcomes of the WAVE/Waltja component of the project.

From this information, the evaluators were invited to present recommendations to WAVE and Waltja on processes for future projects, the application of the project model elsewhere and potential actions as a result of this project.

The financial acquittals for the project were covered by WAVE and the project auditor and therefore are not addressed in this project evaluation.

### Evaluation Tools

#### Process Journal – for Waltja worker

This tool was used to capture the "why and how" of the project through regular self-reflection by the project worker(s). This weekly journal was used to record actions and activities, the impact of external factors, observations and reflections.

#### Interviews – Minmaku participants

Waltja participants were interviewed during the Minmaku workshop (Ross River, NT). They were interviewed in small groups based on language groups/community of origin, whilst they were

involved in creating paintings representing different aspects of leadership. Some participants were interviewed again at the 2nd Minmaku workshop (7 Mile, Alice Springs, July 2009).

#### **Questionnaire / interview process – WAVE members**

This was conducted via a set of questions – two conducted as face to face interviews, others via online survey.

#### **Review of documentation**

A project management committee comprising WAVE executive representatives and Waltja senior staff and representative from the Waltja Management committee. This project management committee carried out their own continual evaluation of the project against the objectives and milestones, and this is contained in the progress reports required by the funding body. These reports along with minutes of meetings, workshop and event plans, workshop evaluations conducted by Waltja workers and other documents relating to the project, including the training and learning resources and profiles were provided to the evaluators.

#### **Observation of workshop process**

The evaluators attended and observed both workshops and the launch. Opportunity was also taken to talk with Waltja management committee members about the project.

(See appendices)

### **Nominated Evaluation Personnel**

Evaluation of the project has been a combination of that undertaken by the Project Management Committee and two independent evaluators: Angela Lynch (consultant,) and Joy Taylor (Desert Knowledge Australia, and WAVE member).

(See appendices)

#### **Variations from the original plan of conducting the evaluation**

The timeframe for the project was extended from April 2009 to July 2009 as a result of changes in process and running two workshops instead of one. This resulted in the evaluators spending more time than anticipated on the evaluation, as data was collected at both workshops and after the second workshop. This created more opportunity for participants to reflect on the project and their involvement and it extended the number of days spent on the evaluation by approx 1 – 1.5 days for each evaluator.

### **Contractual compliance and accountability and the collaboration between WAVE and Waltja**

#### **Was the project implemented as planned?**

The major change from the plan was to separate the original workshop – bringing Minmaku women and WAVE women together – into two separate workshops, which extended the project timeframe. The reasons for this are documented in the progress reports, and are based around Waltja Executive's decision to hold workshops and meetings on the communities where Waltja works, wherever possible. Waltja also seeks opportunities to maximise the value of the time when people are brought together because the costs in resources and time are so great. A number of steps were worked through to achieve the final decision:

- 1) In the funding application a Minmaku workshop was to be held with WAVE members near to Alice Springs.
- 2) As a result of the Waltja Executive decision (after the application was submitted) and the likelihood of the Kintore Childcare Centre being opened (a significant event as Waltja women

had been working towards this goal for 12 years) the decision was made to link the Minmaku workshop with this event. The timing and location meant it was not possible for WAVE members to participate (outside school holidays and insufficient budget to cover additional travel and accommodation costs).

- 3) When the opening was delayed, another venue was sought. Plans commenced for the workshop to be held in Areyonga, but there are insufficient facilities in the community to support a multi-day workshop for 35 or more people.
- 4) The final decision was to hold the workshop at Ross River approx. 100km from Alice Springs linking with a Waltja strategic planning workshop. A second workshop with WAVE women was planned at 7 Mile (close to Alice Springs and used on a number of occasions by Waltja) during the July school holidays, linking with the launch of the resources to be developed in the project. At the time of the Ross River workshop there was a death in Areyonga so it would have meant the workshop would have been cancelled.

This had significant logistical and resource implications (finance and staff time) for the partner organisations, particularly Waltja, and significant implications for the Minmaku participants (costs and time away from their communities, their work and their family and other commitments). By linking the workshops to other planned events, it was possible for costs to be shared with another Waltja project.

The change did impact on the process of embedding the accreditation component throughout the project, as this was intended to be a part of the first workshop, however, the involvement of the WAVE members as moderators in the 2nd workshop was a good use of their expertise and enabled an assessment based around recognition of current competency and recognition of prior learning which appeared to work well.

This description provides an insight into the flexible approach of the two partner organisations in order to meet the project aims, the goals and strategic approach of each organisation and the needs of the participants.

The outcome of having two workshops, over two months apart, one specifically to acknowledge and celebrate Waltja women, for them to workshop aspects of leadership and develop resources, and for them to come together with WAVE women to share their profiles and the resources which they had developed added a different dimension to the project. All the Waltja women are from remote communities and English is not their first language. While many Waltja women are very confident and articulate speakers, others are less so, and may not have been as comfortable expressing themselves in a mixed workshop. The outcome of holding two workshops meant that women with less experience of speaking in public were included and supported, with their views expressed in the second workshop by more outgoing and experienced Waltja members. In the opinion of the evaluators it enriched the process and outcomes and provides a valuable learning to inform future projects.

#### **What other factors influenced implementation?**

Members of the Project Management Committee had worked together previously on a Waltja/WAVE collaborative project which meant there was a baseline of trust and understanding on how to work well together.

The person who conducted the project for Waltja was known to most of the women, had been with Waltja for 6 years, has a good relationship with Waltja Executive, co-wrote the project brief, was a member of WAVE, and had experience of preparing profiles (through Waltja's Training Nintirinjaku project). This meant that the process of gathering the profiles was more effectively and efficiently done than would have been possible with a less experienced person, or a person from outside of the organisation.

Waltja have invested time and resources into the production of print based and audiovisual documentation of community based projects, over the years. A key component is the acknowledgement of people's roles in these projects. They were a valuable resource for the Minmaku participants and the Waltja worker in preparing the profiles. They were also used to great effect in the 2nd Minmaku workshop and at the launch of the resources to demonstrate the diversity of project the Minmaku women and other Waltja leaders have participated in over Waltja's history.

Waltja's organisational approach to maximise the value of visits to communities / visits of Waltja women to Alice Springs is evidenced in the process journal and in the reviews of the workshop. Community visits are generally for multiple purposes. A flexible approach was needed when external factors impacted on plans (urgent issues needing to be dealt with before the profile could be worked on, adapting the process to suit the situation / person / time available etc) to ensure a quality outcome. The worker also reported that several women revisited their profiles over the project period, checking on dates and adding more information, when meeting either formally or informally with the Waltja worker in the community, at meetings or in Alice Springs.

WAVE is a national organisation with executive members in each state. Meetings are conducted virtually and most members had not met face to face. The Minmaku project and workshop provided the opportunity to adopt the Waltja approach and value add by linking it to a WAVE executive meeting.

Both organisations benefitted from the opportunity for members to have informal time together as well as working together. This was evidenced in the feedback from both Waltja women and WAVE women.

The workshops were not restricted to Minmaku participants. In fact, the decision to link the strategic planning workshop and the Minmaku workshop created the opportunity to invite other Waltja leaders to participate in both events, and for their leadership skills and experience to be acknowledged and celebrated in addition to the Minmaku participants in the lead up to the strategic planning workshop. This approach appeared to add value (focus, level of participation and the quality of outcomes) to both the Minmaku workshop and the strategic planning workshop.

Waltja as an organisation is clear about the need to involve young women more and transfer their skills and knowledge on. "Leaders don't talk down, they listen to the old people, get help from the middle-aged people and they talk with the young people, involve them and help them learn"(Irene Nangala, Minmaku workshop, 7 Mile, July 2009). An important aspect of this project was to involve young women, and give them a clear role to play. The role of interviewing the Minmaku participants, documenting the workshop on video and then editing it to a final product was ambitious, within a short time frame. The young women took up this challenge and with the support of a trainer were actively engaged in the process, and appeared confident and happy in their work during the Ross River workshop..

Only five of the participants were young (late teens/early 20's). One of the reasons for this were that some of the young women who were nominated by senior women to attend earlier in the project were not in the communities at the time the participants were picked up for the workshop, so missed out. Also, as the workshop required considerable travel and a week away from home in close personal contact, the young nominee needed to be a fairly close relative, and not all senior women could find a suitable young woman among their immediate families. The Waltja project worker reported that the committee were happy with the number that came, as this was the first time that young women had been specifically invited to attend Waltja

meetings, and they will continue to encourage their attendance in the future.

Some women at the workshop said it was difficult for young women to attend because many were very shy, and reluctant to leave the communities, although others said that some young women like to get away from the community and learn from others. *"They might get shy at first but after a while they are ok"*. Other women said they didn't bring young women because they were concerned that young women would get 'lost' in Alice Springs en route to the workshop. The senior women appeared committed to finding ways to increase their participation in future workshops. One group of participants suggested that the leadership workshop could be replicated on a smaller scale in communities, so that it was easier for young women to attend. Another said that putting the profiles up on a website was a good idea as a way of engaging young women, and they are very knowledgeable about computers and like to read and see stories about anangu (local Aboriginal people) on computers.

One of the younger senior women said she was motivated to be a role model for young girls, *"if young people see me being a leader then they might think 'I can do that!' It gives them hope."*

#### **How was the project managed?**

Project governance was effective. The project management committee followed the approach to governance described in the application. Waltja executive members were fully engaged in the project through reports and discussions at meetings, some members of the executive were part of the Minmaku project and most members participated in the first workshop as a result of linking it with the strategic planning workshop.

Prior experience of Waltja and WAVE working together (though not meeting as two groups before) and the action research approach applied to the project enabled the project management committee and staff to address the challenge of two different organisations working collaboratively on such a project. Open and regular communication, flexibility and effective problem-solving skills were demonstrated in responding to the needs of two significantly different organisations with significant cultural differences.

Waltja women are part of an organisation which is trying to do many other things apart from the Minmaku project – organisational development, project planning and implementation across the organisation and within communities, working with other stakeholders, agencies and government departments etc, and dealing with extreme weather, business, travel restrictions, family and community cultural obligation, and an environment of almost constant change in government legislation, policy and programmes, and in the structures, roles and staffing of many of the organisations it works with. This has been one of many projects for two relatively small NGOs, and there has been lots to juggle to implement it, and achieve the outcomes.

It is a very good reflection on the both organisations' management and logistical skills. It is also a reflection of the dedication and flexibility of the staff and the participants and the support of the other Waltja and WAVE leaders and other key people in their communities

#### **Did the project meet all milestones?**

All the milestones were met, with some changes as identified in the revised contract with the funding body and described in the November 2008 report and April 2009 report. Overall the project partners have exceeded what was committed to in the funding contract.

(See appendices)

## Did the project achieve the stated objectives? - Feedback from Waltja and WAVE participants

- **To increase the recognition and appreciation of women leaders within their own communities, and build their capacity to take on greater leadership responsibilities**

It was very clear to the evaluators that the Minmaku participants felt that Waltja and WAVE acknowledged and recognised their leadership, that compiling their profiles was a very positive experience, that the profiles and certificates were very useful resources for promoting their leadership, skills and experience in their communities, as well as something the women valued highly and were proud of. They also believed that by participating in the workshops they were supporting Waltja, an organisation which they valued highly.

Minmaku participants said they enjoyed the experience of recording their profiles, of looking back into the past and thinking about all they had done, reflecting on their life stories and experiences, and those of others, including their grandmothers and other strong women who had taught them about strength and leadership. One said it made her think about herself differently, and she realised she had achieved a lot. *"Writing down my story made me really proud"*

It also appeared to impact on the way they saw each other. Several women said they were inspired by Irene Nangala's story, which she read out at the beginning of the workshop, even though they knew her well and presumably had prior knowledge of her achievements. *"I listened to Nangala's story and I thought 'Hey! That's really good!'. 'When you listen to the stories of others you get good ideas – how to be a good leader for the community and for Waltja'".*

All participants interviewed said their profiles and certificates should be made public, *'They are for putting up, so our leadership is recognised'*. Several women had ideas about ways their profiles could be utilised. One suggested profiles could be sent ahead of executive members when they were going to meetings with funding bodies or government ministers, so that those they were meeting with had a understanding of the women's backgrounds, knowledge and experiences before they met them, with the implication that this may inspire greater respect. Another participant felt that non-Aboriginal workers in her community would benefit from finding out more about her from her profile. *"I'm going to show my story (profile) to the Shire council, maybe the CEO, because new people are coming to the community and they don't understand what we do."* Sadly, she added that *"But we have to talk to them too, not just give them the paper (profile) because they might just throw it away."* Another thought it might help participants get jobs, as a way of recording their previous work and training, especially if they moved away from their community to another place. One participant said profiles might improve communication with non-Aboriginal people. *"We listen to whitefellas – they need to listen to us and understand what we do."*

The WAVE women commented about the depth and diversity of experience and skills of the Minmaku women. Most expressed admiration for the Minmaku women's achievements, commitment and determination to create a better future for their communities, and their ability to do this whilst juggling family responsibilities and overcoming an array of personal challenges. *"The profiles were simple, direct and personal."* *"(Most) had demonstrated their adaptability to take on new tasks ... had buckets of initiative, obviously good problem solvers at both family and community level."* *"I think they kept coming back to the needs of the community and kept their focus strong."* *"Most were experienced systemic advocates."*

In preparing their own profiles for the 2nd workshop, the WAVE women commented how challenged they were to write their own profile in a similar open, personal and direct way – very different from the usual biography. *"Reading their profiles made my profile cover all facets of my"*

*life - family, work, education, community etc. whereas if writing for a different audience I would have confined myself to just the work facet of my 'leadership'." Another commented "the stories are very real and strong. I think the WAVE profiles could be presented in a similar way of the Waltja profiles."*

At the 2<sup>nd</sup> workshop participants commented they would have liked more of a balance in the sharing of stories – for the Waltja women to have had time to read or hear the WAVE women's stories before the workshop as they had done, and for them to be able to look at copies together when they met – to use as a reference and so they could focus more on sharing than hearing or reading information for the first time.

### **Achieved**

- **To widen the horizons of the women leaders through regional and national networking by bringing together members of two women's organisations: Waltja and WAVE, and to help build leadership capacity and understanding in both organisations through this process**

Minmaku participants saw a mutual benefit in the leadership workshop for themselves and Waltja. *'Waltja supports us to be good leaders – they are supporting us and we are supporting them'. 'It's a way of keeping the organisation strong'.* Several participants commented that just as they needed Waltja to support them, Waltja also needed the support of strong women leaders to keep going as an aboriginal organisation. Participating in the workshop was seen as a way of reciprocating the support Waltja gives, as well as being of personal benefit. Almost all the participants interviewed spoke spontaneously about how important Waltja was to them and their community, and how much they valued Waltja's support and the work they did in communities. *"Waltja is really good, they look after everyone", "We need Waltja to look after us", "Before we had Waltja we were like nothing in the community", "we want Waltja to keep going".* While the evaluators were asking for comments about the workshop and the project process, not Waltja, the participants very clearly wanted the evaluators to appreciate how much they valued Waltja, and to communicate this to the funding body.

Several Minmaku participants said the Ross River workshop had added depth to their understanding and knowledge of what it meant to be a strong leader. *"The workshop gives us more understanding of leadership, we see that what we are doing now is leadership, it gives us the meaning of leadership."* Another appeared to feel that the workshop helped her to articulate how she was a leader– *'We put the words down for leadership'.* Another said, *"This is a good idea. It makes me think about it more."* One woman said it made her think about the process of advocating for the services and facilities she had helped to establish in her community as leadership. *"All the things we have done – we sit down at night and tell stories, jokes, talk about things with the family and maybe others listen too, and we talk about how to help people, then we talk about it more in the community and get up at the meeting and talk then – we get strong this way in our community and this is how we get all these things happening."*

After the 2<sup>nd</sup> workshop, one of the WAVE members commented of the Minmaku women, *"you could see the pride on their faces and in their body language when they talked about their leadership project and also when they received the units of competency and their (WAVE) membership certificates. This was such a positive and valuable experience for them and for WAVE women to see the likeness and differences between the two groups and to discover common leadership values. This would not have been possible without the funding from the Office for Women and I feel they should be proud they chose such a valuable project to fund."*

Reflecting on the profiles and leadership resources developed in the project by the Minmaku women, the WAVE women were struck by the definitions of leadership and how it resonated with their views – sharing of power, listening well, and being persistent. *"From the women's stories I understand that leaders are people who quietly get on and do things for their community and they hang in there."* *"The approach is leadership through the sharing of power."* *"It made me realise that big things can be achieved with persistence and support networks."*

### **Achieved**

- **To enable women leaders to gain accreditation for competencies achieved on the job and through leadership experience in their communities to increase their eligibility to apply for paid positions (management and core staff) in community-based services in their communities**

The Minmaku participants identified very real needs for the recognition, acknowledgment and promotion of their experience and skills in their communities. Several women spoke at length about their frustration they felt about aspects of management of their communities, the lack of understanding and acknowledgement of their skills and knowledge by some non-Aboriginal community workers, and the lack of jobs and opportunities, especially for young people. Participants had good ideas about how they could use their profiles and ideas from the Ross River workshop to address these issues. All said they would hang the certificates in a public place.

Accreditation evidence was compiled on the basis of data and records from the first Minmaku workshop in March. Waltja staff had intended for the WAVE women to assist Minmaku participants with enrolment forms on Tues 8<sup>th</sup> July during the 2<sup>nd</sup> workshop so they could gain Statements of Attainment for the 2 units CHCCOM1B Communicate with people accessing the services of the organisation and CHCORG2B Work with others. However, this was not completed at the 8<sup>th</sup> July workshop, but will be completed in August.

At this stage it is too soon to determine if this accreditation will assist Minmaku participants in applying for jobs in their communities. This will need to be monitored over time.

With regard to accreditation processes in future WAVE/Waltja projects, one WAVE member commented that she was interested in returning to Waltja for an industry placement or to do volunteer work. This opens up the possibility of developing a WAVE placement program with Waltja, and using their expertise particularly in assessment and accreditation to enhance and support the small Waltja training team. Waltja is a registered training organisation, however, accredited training is only one of Waltja's programs.

- **To develop Aboriginal learner-focussed training and learning resources which aims to recognise and accredit the "often hidden work and knowledge of Aboriginal women" (funding application, Criterion 2).**

The Minmaku participants spoke very positively of the Ross River workshop and said it was suitable and appropriate for bush people from remote communities. The Ross River workshop venue was 100 km out of Alice Springs at a former station, a beautiful peaceful setting, with ideal weather for an outdoor event. There was a strong emphasis on the comfort and well being of the participants, some of who experience poor health, lead busy lives with large extended families, and hold multiple roles in community organisations in a challenging political environment. The discussions in the workshop explored their concern as leaders for the needs of children, the aged, the disabled and the vulnerable in their communities. The workshop

provided great healthy food and lots of attention by Waltja staff to individual needs. The general mood of the participants appeared to be relaxed and supportive. Being out of town and also out of a community meant there were few distractions and interruptions, and the participants could focus well on the subject.

They actively participated and appeared engaged and interested in the discussions and paintings, and commented that they had deepened their understanding of leadership and were seeing themselves in a new light. *"We love to go to workshops. It's good to listen to the others and learn from them, to tell our stories to them about how we work in our communities"*.

The workshop recorded the discussions and ideas of the women in several formats - in small groups based on language groups / community of origin - recorded on paper, in paintings and on video. This followed on from an award ceremony and a powerful speech by the Waltja chairwoman and co-facilitator of the workshop, Irene Nangala. Each segment of the workshop built on the previous one, and the result at the end of the day were resources that accurately reflected the themes of the discussion, which had been refined and reinforced throughout the day. The format and pace of the workshop, and the way groups formed, appeared to work well for the participants. Waltja is very experienced in providing training and workshops for Aboriginal people from remote communities, and this was demonstrated well in the Minmaku workshops. Participants commented that it was good idea to record their ideas as paintings because while many people in communities couldn't read, everyone understood paintings.

The 2nd workshop with WAVE members, and the launch of the DVD, with the awarding of honorary memberships of WAVE to Waltja participants, repeated and reinforced the themes developed in the Waltja workshop.

Several Minmaku participants said the workshop had added depth to their understanding and knowledge of what it meant to be a strong leader. *"The workshop gives us more understanding of leadership, we see that what we are doing now is leadership, it gives us the meaning of leadership."* Another appeared to feel that the workshop helped her to articulate how she was a leader- *"We put the words down for leadership"*. Another said, *"This is a good idea. It makes me think about it more."*

WAVE members are planning to promote the resources developed in the project and other "excellently produced" resources produced by Waltja: *"I was impressed with the Auslan version of the DVD. I will promote that to the disability sector and use the example of it as a model for a lot of other work."*

Other members were planning to promote the Minmaku model and the resources through their networks, particularly childcare, youth work and general community services programs.

Locally, NPY Women's Council is interested in discussing the Minmaku model with Waltja, with the possibility of running a similar program with the women leaders in their organisation. In addition, Desert Knowledge Australia (DKA) which is developing a place based intercultural leadership program (the first of which is based in Alice Springs) is interested in discussing ways in which DKA, Waltja and WAVE can work together in the "leadership space" in the future. This could include participation in a national meeting on leadership through the Desert Knowledge Australia Virtual Meeting Place.

Waltja leaders are interested in presenting the model and resources to local training providers through the Central Australian Education and Training Network (CAETN).

## **Achieved**

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### **Minmaku Palyantja Palya: Waltja Women Leaders' Project**

- **To strengthen the connection between WAVE and Waltja – for Waltja members to assist WAVE in contributing to public policy and service delivery in relation to issues for Indigenous women.**

The project has clearly strengthened the connection between WAVE and Waltja , mainly by meeting and starting the development of personal relationships between the members of the two organisations. "This was the first time we met... The next time will be better for both of us." The WAVE women responded that they felt that they had learned a lot from the Waltja women, and felt much better informed about Aboriginal women's lives in remote communities as well as their work. Another commented, "I think we (WAVE) can play a key role in advocacy for funding and in sharing knowledge. Partnerships are important. I think there is a role we can play in helping the address the distorted ideas about Aboriginal people in remote communities which are presented in the media."

However most felt that this workshop was just the beginning and more contact between the two groups was needed to develop stronger relationships. *"A yearly meeting would be wonderful! A joint project every year would really be the goal so that we can have the continuous contact."*

They were all very positive about the value of the relationship between WAVE and Waltja and had good ideas about how it could further develop. One woman commented that she felt that WAVE was Waltja's arm in the city, with a responsibility to advocate for the interests of Waltja women wherever possible. Several women had ideas about how to access some practical resources such as computers for women in communities. A number of WAVE women offered to be points of contact in their city/community for the Waltja women, for future meetings, connections and visits.

The overwhelming feedback from all participants about the Waltja and WAVE connection was very positive, with women clearly wanting to meet again, to work together again and the build on their combined strengths, *"acknowledging the potential gaps between our two ways of thinking and operating, not being afraid to ask for help from people (in Waltja) who have the dexterity and knowledge of both cultures."*

#### **Achieved**

### **Conclusion**

The project delivered much more than it was expected to and provided value-for-money for the funding body.

The project was managed effectively and met all milestones, providing a high level of documentation, ongoing monitoring and evaluation of the project and reporting on progress.

The project achieved all the stated objectives, the participants reported high levels of satisfaction and the project produced excellent and valuable resources.

The project model could be replicated elsewhere and has ongoing usefulness beyond the life of this project

Changes made to the implementation of the project resulted in positive outcomes.

The project was implemented in a flexible and adaptable way which met the project aims, responded well to the needs and circumstances of the participants, as well as incorporated the interests and goals of two community organisations

Waltja provided an excellent workshop that was appropriate to the needs of participants which was then built on and enhanced through the 2nd workshop.

Waltja and WAVE have developed and are continuing to develop an effective working relationship that has provided good governance and contributed to quality outcomes for this project and has proved beneficial to both organisations. Both organisations have expressed a strong interest in building on this foundation.

## **Recommendations**

**The independent evaluators recommend that further applications for funding for collaborative projects by Waltja and WAVE be welcomed and considered very favourably by the Office for Women.**

### **Use of Profiles**

WAVE to write up the series of WAVE profiles to the same finished state as the Minmaku profiles.

Waltja to include all the Minmaku profiles as background material for all new Executive members, staff, contractors and project collaborators to enable them to quickly learn about the Waltja women and more easily and rapidly build relationships through a better understanding.

Waltja and WAVE to encourage new members, staff, contractors and collaborators to prepare their own profiles in a similar style to use as the basis for conversations and development of good working relationships within and between organisations.

WAVE to consider encouraging an annual update of WAVE member profiles, linking in with membership renewal

Waltja to source funding for profile development for any outstanding executive members and consider including an annual update of profiles as part of the executive's role

WAVE and Waltja to consider the option of sourcing funding to create video or audio and online versions with photos of the profiles – for people who cannot read English.

Laminated versions of the profiles in communities will have a longer life – pinned up in public spaces such as store, women's centre, art centre etc.

Waltja and WAVE could consider producing a small number of books (eg ringbound laminated sheets) including all the Minmaku participants and other Waltja leaders' profiles – to be available at events such as Kungkas career expos, at Shire offices and other venues considered appropriate by the participants and Executive.

Promotion of the profiles and resources developed on leadership within Central Australia and in particular with key stakeholders and decision-makers such as the Shire Councils and other organisations based in the remote communities where Waltja women live . This could include

taking resources to Council meetings, sending information on the women and the project to key workers in local organisations, and encouraging their use in staff inductions especially of new staff in the relevant community. Waltja could also consider asking Minmaku workshop participants to nominate the workers or organisations in their individual communities that they believe would benefit from learning more about the women, and discuss with them how to best provide this to them.

WAVE and Waltja to send the profiles ahead of any women from Waltja who were meeting with funding bodies, government ministers etc to help them gain some understanding of their background prior to the meeting.

#### **Acknowledgement of women leaders within Waltja and WAVE**

Waltja and WAVE to consider a women's leadership celebration as part of their annual program of activities, either jointly or separately. This could be linked with updating profiles.

#### **Ongoing monitoring of project impact**

Waltja to continue to evaluate the impact of recognising women's leadership on the functioning of the Waltja Executive and the organisations the women work in. For example, Waltja Executive or staff could ask women in six months time to note any impacts, such as success in applying for paid positions.

WAVE to consider providing practical support to the small Waltja training team in creating tools for participant monitoring, and possibly assist in this process at a future joint meeting (see also below: building on the WAVE and Waltja partnership).

#### **Extension of the Minmaku model**

Waltja to apply its value-adding approach by 'bolting on' this profile collecting / accreditation model to other funded projects, so that women in leadership roles gain additional value from their participation/involvement in a project.

Waltja to consider developing up a train the trainer package to accompany the Minmaku model and offer to other Aboriginal organisations to acknowledge, celebrate and accredit their women leaders. Examples of interested organisations already interested is NPY Women's Council. Waltja could seek assistance from WAVE members in any additional writing up / packaging up of the model and resources.

The packaged Minmaku model could also be offered to agencies which run leadership programs or organisations which are seeking leadership programs, creating a new income stream for Waltja and WAVE.

The Minmaku model could also be offered as a precursor to Aboriginal community governance programs.

One group of participants suggested that the leadership workshop could be replicated on a smaller scale in communities, so that it was easier for young women to attend and learn.

Waltja and WAVE to follow up the specific interest expressed by NPY Women's Council and Desert Knowledge Australia around leadership programs.

#### **Applying the learnings to future Waltja projects**

In future project collaborations between Waltja and another organisation, consider the dual workshop approach – one for Waltja women to explore and discuss the topic and develop their

resources and then one to share and discuss their resources and enhance with the other organisation's contributions. This approach appeared to work well in this project

Several women spoke passionately about the need for training for young people in communities, and to ensure young women learnt about how to be strong leaders. *"We want to do something for the young people, the ones who have left school. They can't just do nothing, they can still learn. We have to push young people to do something."* *"It's the most important thing- to train young people."* . Waltja to build into future projects the specific invitation to young women to attend Waltja meetings to learn from senior women about leadership –building on the learnings from Minmaku, giving the young women a specific role (eg gathering profiles and uploading on the website, videoing the meeting etc).

Waltja to respond to the strong enthusiasm of many of the WAVE members to build a practical connection with Waltja, and invite more WAVE members to participate in project development and implementation – for example designing the assessment, accreditation and moderation processes alongside the program design. This could be done face to face (industry or project placements) or virtually and would provide valuable support to the small training team at Waltja.

### **Building on the WAVE and Waltja partnership**

That Waltja and WAVE seek funding to undertake further projects to build on the foundations established in this project.

Several women spoke about traveling and attending conferences and meetings as formative experiences. Several women told the evaluators how terrifying it was to get up and speak in front of stranger's interstate, but also said that this experience had made them strong and confident, and was something they were clearly proud of. Waltja should continue to support women to attend and contribute to relevant conferences and this may be an area where WAVE network members could be very helpful. WAVE members have clearly identified this as a key role they could play – inviting and supporting Waltja women to attend the WAVE conference, other conferences in their states, and acting as guides and hosts to Waltja women away from their country

WAVE women suggested Waltja women might be interested in the idea of study tours or programs in other states in conjunction with WAVE. This idea could be explored further.

Waltja and WAVE to further explore the idea of a program of industry placements / volunteer placements for WAVE members with Waltja, where WAVE members would use their education and training expertise to enhance the range of Waltja programs and support the small training team at Waltja, for example embedding the Minmaku model in other programs, developing processes for updating profiles and accreditation of women leaders on an annual basis, post Minmaku Program monitoring of outcomes etc. Potentially this could be a Waltja/WAVE exchange program where Waltja women leaders visit WAVE members to learn more of their work, participate in WAVE programs and events, study programs etc, strongly supported by the Minmaku participants and other Waltja leaders.

Angele Lynch

Joy Taylor  
August 2009

## **Appendices**

- 1) Evaluation against project milestones
- 2) Process Journal template
- 3) List of interviewees and interview questions (Minmaku participants)
- 4) List of interviewees and interview questions (WAVE)
- 5) Resumes – Angela Lynch and Joy Taylor

**Appendix 1**  
**Evaluation against project milestones**

MILESTONE	Evaluation of Actions and Timeframe
Establish project governance	Effective process was established clearly based on established good practice in project governance from both partner organisations. Timeframe was adjusted to take into account the changed date of workshop 1, the inclusion of a 2 <sup>nd</sup> workshop, and the delay in completion of the evaluation report because of other work commitments of the independent evaluators. Any changes were advised to the funding body in a timely fashion.
Allocate staffing and resources	Project officer was Kate Lawrence, senior and established Waltja staff member (6 years) and key person in the design of this project, with relevant background, including key person in previous Waltja/WAVE project collaboration. Changes were made in the Waltja training facilitators for the project due to ill health. Time was spent sourcing a multi-media trainer for Workshop 1.
Promote project to potential participants and their community councils, and other stakeholders	All completed. Key issue in terms of promoting the project to key stakeholders has been the turnover of staff in stakeholder organisations, and the significant changes in organisations and systems that impact on the lives of the Minmaku women (Shires, NT Intervention etc) Broader promotion of the project was achieved through the AVETRA Conference and the Desert Knowledge Symposium – additional to what was planned in the original project plans.
Training and accreditation methodology	All was not completed, WAVE expertise was not fully utilised.
Progress Report to FaHCSIA/Office for Women	Due to the extension of the project timeframe, two progress reports were provided with extensive supporting documentation – identifying and explaining changes to the milestones.
Preparation for workshop	Well documented with action plans, project management committee minutes and tracked in the process journal.
Minmaku Workshop	<p><b>Minimum required:</b>  1 workshop with 10 senior women, 10 kungkas (young women) and 10 WAVE and invited participants.</p> <p><b>Actual:</b>  Minmaku workshop (Ross River - April)  25 senior women, 5 kungkas, 5 Waltja/WAVE, 2 evaluators</p> <p>Minmaku/WAVE workshop (7 Mile – July)  14 senior women, 10 WAVE, 5 Waltja, 2 evaluators</p>
Production of	<b>Minimum required:</b>

MILESTONE	Evaluation of Actions and Timeframe
records/resources	<ul style="list-style-type: none"> <li>• 12 personal profiles and accreditation records</li> <li>• Multimedia record of workshop</li> <li>• Report: workshop process, outcomes, evaluation</li> <li>• Promotion on WAVE and Waltja websites.</li> </ul> <p><b>Actual:</b></p> <ul style="list-style-type: none"> <li>• 15 personal profiles and accreditation records completed (final paperwork for receiving statements of attainment will be completed in mid August at the Waltja AGM).</li> <li>• Multimedia record of workshop 1</li> <li>• Report: workshop 1 process, outcomes, evaluation</li> <li>• Promotion on WAVE and Waltja websites</li> <li>• Series of paintings based on the characteristics of leadership and support needed for women leaders</li> <li>• Series of posters developed from workshop 1 (documentation and paintings around leadership)</li> <li>• Launch of project resources, attended by 50+ people, including Senator Crossin and representatives from the funding body, and key stakeholder organisations in Central Australia</li> <li>• Development and adaptation of some project evaluation tools</li> </ul>

### Summary

In all but one area Waltja and WAVE more than fulfilled the requirements committed to the funding body, in particular making the decision to subsidise the project through Waltja resources and support 25% more Minmaku participants than were funded for.

The only area where targets weren't met was in the number of Kungkas (young women) participating in the Ross River workshop. A number of reasons were identified. As this was the first Waltja workshop where young women were specifically invited to participate, the project management committee were satisfied with the level of participation, and saw it as a first step in building the level of young women's involvement in Waltja activities.

**Appendix 2 process journal template**

**MINMAKU WOMEN LEADERS PROJECT – WORKERS’ JOURNAL**

WEEK ENDING \_\_\_\_\_

<b>Meetings</b>			
<b>Date/time</b>	<b>Who with</b>	<b>Purpose</b>	<b>Outcomes</b>
<b>Planned meetings</b>			
<b>Unplanned meetings</b>			

<b>Other planned activities</b>	
<b>Other unplanned activities</b>	
<b>External factors impacting on events/activities</b>	

<b>Follow up and referrals</b>	
<b>Who with</b>	<b>What about</b>

<b>Observations/reflections</b>

(developed by Kate Lawrence and Angela Lynch)

### **Appendix 3**

#### **List of interviewees and interview questions (Minmaku participants)**

The evaluators interviewed the Minmaku workshop participants in groups as they were painting. The groups were formed around language and community of origin. While not all members of the groups spoke, most were involved in the discussion in one way or another, listening, nodding, laughing and so on.

The evaluators were not known to most of the participants, so interviews were based around themes and broad, open-ended questions, that attempted to engage participants in a conversation, rather than a set of specific questions which may have been considered intrusive in the circumstances.

The discussions were based on the following:

Were they enjoying the workshop? What did they think about it so far? Should Waltja do more workshops like this in the future? Would other community organizations benefit from projects like this? Should Waltja share this idea with them?

Did they feel their work/skills/experience/leadership were acknowledged and recognised in the communities and workplaces?

How did it feel to receive the certificate? Where will you put it? Are certificates important to you?

Did they bring young women with them? Who? Why not? Was it a good idea to include young women?

How did they feel about the experience of recording their profiles?  
What were they planning to do with it? Did it make them think about themselves in a different way? Would they show it to anyone? Who? Was it useful? Did they have ideas about how it could benefit them in the future?

Was there a message about the workshop they wished the evaluators to convey to the funding body?

#### **Appendix 4**

##### **List of interviewees and interview questions (WAVE participants)**

This was conducted via a set of questions – 2 conducted as face to face interviews, others via online survey.

Evaluations received from:

- Sue Salthouse
- Catherine Davis
- Robyn Woolley
- Kimberley Turner-Zeller
- Therese Nolan
- Cecilia Blackwell
- Jill Sanguinetti
- Cathy Sutcliffe

#### **Interview Questions**

##### REFLECTING ON YOUR STORY/PROFILE

Part 1

What did you learn / what were your impressions after reading the Minmaku women's profiles?

Part 2

How did this impact on writing your story? On your perspective on leadership?

##### THE WORKSHOP and the CONNECTIONS made

What were you most looking forward to in the lead up to this visit to Alice Springs for the Waltja/WAVE workshop?

Did you feel sufficiently prepared?

What have you learned from the visit and what will you take away from these few days for your own practice/life?

What ideas do you have to build on the personal connections you have made during this visit?

What ideas do you have on how the resources developed in the Minmaku Women Leaders Project can be used / promoted / value-added to? (Including the profiles WAVE members have written)

What ideas do you have for building on the relationship between WAVE and WALTJA? Include here any ideas on improving the process used for future combined workshops.

Please add any other comments here.

## **Appendix 5 Resumes**

**Angela Lynch**

**Phone: 08 89530423 mobile 0419 180 949**

**Email: mayaru@bigpond.net.au**

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### **Professional Summary**

Participatory community development worker with strong skills in working effectively with indigenous people in Central Australia. Lived in a remote community for nine years and has a solid practical knowledge and appreciation of indigenous culture, living styles and contemporary social issues. A good understanding of Pitjantjatjara, and well established relationships with indigenous people and organisations extending across a large region. Excellent knowledge of services and organisations in Central Australia, and an extensive professional and personal network. Skills and experience in project management and coordination, community capacity development, policy development, needs assessment, and evaluation. Social worker with extensive case work experience, with post graduate qualifications in community development. Strong research, reporting and proposal writing skills. Conscientious, flexible and inclusive team player with a commitment to good cross-cultural communication and collaboration. Ability to adapt to different cultural contexts and living conditions.

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### **Employment Experience**

#### **Advanced Practitioner, Family Reunification Team, NT Families and Children, Alice Springs (.4) April 2008 - present**

Complex casework with indigenous children in long term foster care and their families. Main task is to locate family placements for children in foster care, and to assist NTFC indigenous workers with reunification planning and casework.

#### **Ngangkari Project Manager (.4) – NPY Women’s Council (NPYWC) Alice Springs**

Jan 2004 – present

Assist and support ngangkari (traditional healers) employed by NPYWC to provide services to indigenous people in the cross border region of NT, SA and WA, with a focus on mental health problems. Duties include collecting data and reporting on the project’s work to the funding body, managing the project budget, supporting and facilitating ngangkari work with indigenous and mainstream health and mental health services, assisting with referrals, and supporting ngangkari participation in various workshops, conferences, cultural festivals and other forums, including the media. The ngangkari and NPYWC executive believe that a better understanding of traditional cultural healing practices by non-indigenous health workers will lead to greater collaboration with ngangkari and better health outcomes for indigenous people of the cross border area. My role assists them to realise these aims. In 2009 a major task is producing a new edition of the book ‘Ngangkari Work – Anangu Way’.

#### **Patient Support Project Worker (.4) – Western Desert Nganampa Waltja Palyantjaku Tjutaku Aboriginal Corporation – Alice Springs Feb 2005 – March 2008.**

Assisted indigenous people with kidney failure from Kintore and other Western Desert communities to relocate to Alice Springs for dialysis treatment, and to support them and their families in their transition to urban living. The role was part individual and family work, and part community capacity building. I developed and facilitated several arts projects including painting scooters at the Alice Springs Desert Park, printmaking workshops at Aboriginal Hostels with Charles Darwin University Art Department and also worked with the Finke River Mission to

research, develop and write a renal patients housing proposal. In 2007 I also managed the Jimmy Little Foundations' Return to Country' program, a pilot project which funded and arranged short trips home for renal patients from remote communities.

### **Maternity Leave May 2000 – Dec 2003**

While on maternity leave I continued to work for NPYWC on several short term projects.

These included:

- Interviewing ngangkari, recording stories, taking photos and editorial work on the book '*Ngangkari Work – Anangu Way*'.
- Reviewing the Carer Respite Brokerage program
- Reviewing a personal care project in a remote community
- Support and supervision for NPYWC disability and aged care case managers
- Support for workers of the Mutitjulu Disability House
- Assisting Anangu with a complaint to the Human Rights Commission

### **Emotional and Social Well Being Project Worker, NPY Women's Council Mutitjulu Community, NT. JAN 1998 – MAY 2000**

This was a new project for NPYWC and duties included developing culturally appropriate ways to respond to emotional and social well-being and mental health issues for indigenous people of the region. The NPYWC executive directed my co-worker and me to initially focus on traditional healing, and the project successfully sought funding to employ ngangkari. The project also included some case work for Anangu with mental health problems, and aimed at developing cooperative and collaborative relationships with mental health services, and facilitating their interaction with ngangkari. This project was based in Mutitjulu community. In addition to the project duties, I also managed a local office, sharing it for some of the time with a domestic violence project. I also regularly assisted women experiencing domestic violence, and community members with a range of other problems.

I worked alongside a senior Anangu woman (Elsie Wanatjura) for the whole time I was at Mutitjulu. Together we developed several practices models for NPYWC projects, including *Malparara way*, where non-indigenous workers and senior Anangu women work together on NPYWC projects in a way that combines their skills and knowledge to maximise outcomes for Anangu. We were very well supported in our work by a large group of senior women from Mutitjulu, and also by the NPYWC executive, who acted as an informal steering committee.

### **Disability Support Project Worker NPY Women's Council, Mutitjulu Community NT Aug 1993 – Dec 1997**

This position was a case work and community development project for Anangu with disabilities in 26 remote communities in the cross border region. This challenging project was the first disability service in this region, and the first human service project for NPYWC. The project identified over 200 Anangu with significant disabilities in the region. Our case work mainly focussed on finding services and resources for disabled Anangu in communities, but also included assisting families bring disabled members back home from institutional care. Many disabilities were the result of petrol sniffing. I learnt a lot about Anangu and their lifestyles and ways in this project, and I also learnt a lot about the importance of working collaboratively in small under-resourced communities. Our developmental work in this project aimed to start up community based, culturally appropriate resources and services for Anangu with disabilities. We successfully sought funding for additional disability advocates, a physiotherapist, aged care workers, vocational employment project (including disabled artist exhibitions) and a respite care service for NPYWC, and were also involved in the development of several other community based services. Finding funding and support for these proposals was very difficult and complex, partly due to remoteness and cultural differences but also because of the state/territory borders. When lobbying for these services my role was to develop written proposals and also facilitate meetings where Anangu could talk directly to funding bodies about their ideas and needs.

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### **Minmaku Palyantja Palya: Waltja Women Leaders' Project**

**Community Mental Health Worker, St Kilda Community Health Centre, St Kilda Victoria  
1990 – 1993**

Case manager for people with psychiatric disorders living in St Kilda. Many clients had additional issues including substance abuse and homelessness. This position also included providing living skills training for people living in boarding houses. While in this role I also worked on several arts projects in the community, which sought to include the people I was working with. In 1992 the CHC took on the management of a block of 12 flats for housing homeless people with long term psychiatric disabilities. I was seconded to the project and worked with a team to develop the housing program, find tenants and then developed community support plans for them.

**Social Worker, Royal Park Psychiatric Hospital Parkville, VIC  
1988 – 1990**

Social worker in a multi-disciplinary assessment team in an acute inpatient unit. This unit provided treatment to people living in the City of Melbourne and its inner suburbs, a region that included several homeless shelters. My role included case work and also facilitating living skills groups for inpatients, who were predominately homeless people with psychiatric disabilities.

**Intellectual Disability Services Officer, Intellectual Disability Services Inner East  
Region (Vic. Government)  
1985 – 1988 part time**

Assisted children and adults with disabilities in a recreation program in a respite care service

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**Education**

**Graduate Diploma in Social Science, Community Studies. University of Western  
Sydney NSW 1999**

**Bachelor of Social Work. Latrobe University, Victoria 1988**

**Bachelor of Arts, University of Melbourne, Victoria 1984**

**Bachelor of Fine Arts, RMIT, Victoria. 1982 (not completed)**

**HSC, Mater Christi College, Victoria 1980**

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**Papers and Publications**

- *Atunypa Wiru Malparara Malparara -The Strength of Working Together*  
in 'Issues Facing Australian Families – Human Services Respond'  
ed Weeks and Quinn, Longman 2000
  - 'Proper Help' – NPY Women's Council Case work – unpublished paper for Graduate Diploma
- 

**Information Technology/Communications Skills**

Good IT skills, experience with word processing and presentation software (Word, PowerPoint, Photoshop), database management. Experience with publishing books and reports.

**Resume: Joy Taylor  
(updated August 2009)**

47 Coolibah Crescent, Alice Springs  
Ph 08 8953 8350 / 0439 421 777

**Tertiary Qualifications**

1997 University of SA, Adelaide, SA  
1980 – 83 Nottingham University, UK

**Graduate Diploma in Education -Education and Training of Adults  
BA Joint Honours  
Economics and Agricultural Economics**

**Vocational Education and Training Qualifications**

2006 TAFE SA  
2000 – 2001 Murray TAFE  
1998 Regency Institute of TAFE  
1997 – 98 Spencer Institute of TAFE  
1995 – 97 Spencer Institute of TAFE  
1995 – 97 Spencer Institute of TAFE  
1993 – 95 Goyder College of TAFE

**Certificate IV Assessment and Workplace Training  
Certificate IV Marketing  
Certificate IV Information Technology (PC Support & Applications)  
Certificate IV First Line Management  
Certificate IV Community Services & Health (Community Development / Primary Health)  
Certificate IV Workplace Training Cat II  
Certificate in Land Management**

**Professional Development**

2008 to date Judy Hatswell and Associates  
William Glasser Institute  
2007 Susan Templeman and Associates  
2007 St John's Ambulance  
2006 CISCO Systems  
2006 Ngapartji Ngapartji  
2005 OCPE / DCIS  
2005 Team Management Systems  
2005 Major Training Services  
2005 Alice Springs Hospital  
2004 TAFE SA  
2004 Public Service Association (PSA)  
2003 - 2005 Radio Adelaide  
2003 Murray TAFE  
2001 University of South Australia  
2001 Adelaide Institute of TAFE  
2000 Business SA  
2000 Adelaide Institute of TAFE  
1998 Regency Institute of TAFE  
1996 Spencer Institute of TAFE  
Port Augusta High School

**Choice Theory and Lead Management  
Media Training  
Senior First Aid  
National Conference / Industry development  
Pitjantjatjara Course (online)  
Merit Selection Panellist / JES Assessor  
Team Building / Team Management Profiling  
Project Management  
Finance for Non-Finance Managers  
Aboriginal Cultural Awareness Program  
LearnScope e-learning Facilitators' Training  
Workplace Representatives' Training  
Units - Certificate III Broadcasting (Radio)  
4-MAT Level 1  
Research Project: Feminist teaching methodologies in the Women's Education Program  
Managing a Communication Hub  
Implementation workshops:  
Business Services Training Package  
Introduction to Online Learning and WebCT  
Units - Diploma in Information Technology  
Adnyamathanha Language and Culture  
Pitjantjatjara/Yankunytjatjara Languages**

## EMPLOYMENT HISTORY

July 2007 to date	<p>Desert Knowledge Australia, Alice Springs</p> <p><b>Network Development Manager</b></p> <p>Responsible for operational management of the Desert Knowledge Australia Outback Business Networks Project, linking small businesses in five industries across nine regions of desert Australia (approx 70% of Australia's land mass), coordinating a 'virtual' project team of 12 staff in 10 different organisations, and a stakeholder group of 37 partner organisations.</p> <p>Lead author "<i>Linking Desert Businesses: the impetus, the practicalities, the emerging pay-offs and building on the experiences?</i>" (Rangelands Journal, 08)</p>
Sept 05 – Jun 2007	<p>Desert Knowledge Australia (DKA), Alice Springs</p> <p><b>Network Development Officer</b></p> <ul style="list-style-type: none"><li>• Responsible for supporting local industry facilitators and businesses within four industry networks coordinating and facilitating meetings, encouraging participation in projects and events, preparing and writing reports and presentations, and designing and delivering presentations and workshops.</li><li>• Managed a national knowledge network, coordinating regular meetings and themes, web/teleconference links and coordinating follow-up actions.</li></ul>
April – Sept 2005	<p>Department of Corporate and Information Services, Alice Springs</p> <p><b>Regional Manager</b>, Training and Employment Programs Unit</p> <ul style="list-style-type: none"><li>• Managed the NT Government Entry Level Programs in Alice Springs and Tennant Creek, implementing the NT Government Strategy for New Apprenticeships.</li><li>• Managed the NT Government Short Course Program of accredited and non-accredited courses for the Central region, including liaison with clients regarding training needs, liaison with training providers, promotion of courses, and reporting on training uptake and feedback from participants.</li></ul>
Mar – April 2005	<p>Department of Corporate and Information Services, Alice Springs</p> <p><b>Program Coordinator</b>, Training and Employment Programs Unit</p> <p>Coordinated the NT Government Entry Level Programs in Alice Springs and Tennant Creek: New Apprenticeships, Cadetships and Graduate Programs</p>
Feb 2005	<p>Waltja Tjutangku Palyapayi Aboriginal Corporation, Alice Springs</p> <p><b>Consultant</b>, IT coaching and workplace training</p>
Dec 04 – Mar 2005	<p>Ngaanyatjarra Pitjantjatjara Yankunytjatjara (NPY) Women's Council, Alice Springs</p> <p><b>Driver</b> (casual) for the Cross Border Respite Service</p>
Mar – Dec 2004	<p>TAFE SA Women's Education Quality Assurance Group (QAG), Adelaide</p> <p><b>Facilitator, LearnScope Project</b> (part-time)</p> <p>Designed and facilitated a professional development program for Women's Education lecturers, trialing and evaluating flexible delivery options and online communication and resource sharing strategies across the state. This project was cited by <i>Learnscope</i> as an example of Good Practice.</p> <p>Developed and maintained an online communication and information sharing platform (<i>Moodle</i>), website and email group.</p> <p>Presented workshops at E-Dayz (SA E-Learning conference), the Women's Education Annual Meeting and other TAFESA workshops.</p> <p>Prepared teaching resources, reports and promotional materials.</p>
June 2003 to Nov 2004	<p>Dept. of Further Education, Employment, Science and Technology, Adelaide</p> <p><b>Senior Policy Officer</b> (part-time)</p> <p>Executive Officer to the inter-departmental Women's Leadership Group.</p> <p>Undertook consultations for and prepared the draft implementation plan for women in employment and training in South Australia.</p>

	<p>Presented workshops on equity issues at the State Quality and ACE Conferences and training provider professional development forums.  Contributed to the research and writing of a guide to the VET system for Indigenous organisations.  Managed and evaluated equity projects in the VET sector.  Prepared Briefings for Minister and senior Departmental staff.</p>
2002 to 2004	<p>Regency Institute of TAFE, Elizabeth, SA  <b>Program Specialist, Review of Certificates II, III and IV in Women's Education</b> (part-time)  Coordinated the curriculum review in conjunction with the Women's Education Quality Assurance Group (QAG) and industry Advisory Panel.  Developed a statewide delivery and assessment strategy for the curriculum, and assisted with regional and local customisation at Institute level.  Presented workshops on the curriculum at the Association of Women Educators' National Conference, 2002 and TAFESA conferences and forums.</p>
May 2000 to June 2003	<p>Murray TAFE, Gawler, SA  <b>Lecturer, VET in Schools</b> (part-time)</p> <ul style="list-style-type: none"> <li>• Coordinated the establishment and maintenance of partnership arrangements and quality assurance processes with senior schools in liaison with Murray TAFE staff, other SA Institutes of TAFE and Industry Training Advisory Bodies.</li> <li>• Established systems and procedures for setting up and maintaining partnered VET programs, administering VET in Schools registrations, results and parchments, and fee-for-service training by schools.</li> <li>• Designed, promoted and evaluated teacher accreditation programs.</li> <li>• Co-facilitated a project with Radio Adelaide, which linked professional development for community radio trainers with trials of a VET program for high school students (cited by <i>Reframing the Future</i> as a model of good practice).</li> </ul>
Feb 1999 to Dec 2004	<p>Regency Institute of TAFE, Elizabeth, SA  <b>Lecturer, Vocational Preparation (Women's Education)</b> (part-time)</p> <ul style="list-style-type: none"> <li>• Developed student learning materials and assessment tools and delivered modules and units from Certificates II, III and IV in Women's Education.</li> <li>• Developed partnerships with community organisations to develop innovative re-entry programs and training pathways for women.</li> <li>• Developed a website and initiated the use of Internet tools and video conferencing for student and lecturer networking.</li> </ul>
1999 - 2000	<p>Community Access Services of South Australia Inc, (CAS) Woodville, SA    <b>Trainer / Project Officer (SAM Online Project)</b> (part-time)  <b>Project Officer (Website development)</b> (part-time)</p> <ul style="list-style-type: none"> <li>• Designed, delivered and assessed accredited programs to train staff to assist people with multiple and severe disabilities to access the Internet.</li> <li>• Developed a corporate website <a href="http://www.cas.org.au">http://www.cas.org.au</a></li> <li>• Provided technical IT and training support to staff.</li> </ul>
1998 -1999	<p>Enable Consultancy Service, Adelaide  <b>Trainer</b> (part-time), Community Services and Health Training Package</p>

- April — Oct 1997 Aboriginal Employment Education Development Branch, Adelaide  
**Project Officer** (part-time)  
 • Developed and trialled a state-wide student entry assessment package.  
 • Researched and produced *The Aboriginal Study Centre Program: a 'low tech, high touch' model of distance education* (Aboriginal Education Program, 1997)
- Jan — Oct 1997 Aboriginal Education, Spencer Institute of TAFE, Port Augusta, SA  
**Lecturer** (part-time), Certificate II in Aboriginal Preparatory Education.
- May — Dec 1996 Aboriginal Education, Spencer Institute of TAFE, Port Augusta, SA  
**Educational Manager, Anangu Pitjantjatjara Lands** (full-time)  
 • Managed the delivery of vocational education and training programs in the Anangu Pitjantjatjara region, under the AP/Spencer Protocol Agreement.  
 • Developed customised courses in response to identified training needs.  
 • Managed a team of 5 contract lecturers, and varying numbers of part-time lecturers and visiting lecturers working in remote communities.  
 • Wrote modules for the Entry Level Curriculum (art, land management) and participated in curriculum development for Arid Lands Horticulture.
- July 95 — May 96 Aboriginal Education Program, Spencer Institute of TAFE, Port Augusta, SA  
**Lecturer, (Community Education - Pt Augusta, Upper Flinders)** (full-time)  
 • Coordinated the Aboriginal Study Centre Program at 8 Study Centres in remote communities of northern South Australia.  
 • Liaised with regional Aboriginal communities, businesses and organisations and organised courses and individual placements to meet training needs.  
 • Co-facilitated a national pilot program delivering the Certificate in Preparatory Education via a distance education methodology.  
 • Researched and produced: *No Limits to Learning – Celebrating Aboriginal Adult Learners* (Aboriginal Education Program, 1997)
- Mar — July 1995 Faculty of Aboriginal and Islander Studies, University of SA, Port Augusta, SA  
**Tutor** (Economic Foundations) (part-time)
- Jan — July 1995 Aboriginal Education, Spencer Institute of TAFE, Port Augusta, SA  
**Lecturer**, Certificate III in Community Services (part-time)
- Mar — Oct 1994 Northern Skillshare, Port Pirie, SA  
**Sessional Trainer**, Small Business Management, Office Skills (part-time)
- Feb — Oct 1994 Upper Spencer Gulf Family Resources Project Working Group, Port Augusta, SA  
**Regional Project Officer** (part-time)  
 • Designed and conducted community consultations on family service needs in 3 regional centres, and wrote up findings in *Bridging the Gulf* (USGFRPWG, 1994).  
 • Presented findings at regional and state conferences and through the media.  
 • Researched, collated and designed *Port Augusta Family Resources Directory* and *Port Pirie Family Resources Directory* (USGFRP Working Group, 1994)
- Feb — Nov 1994 Barossa Valley Skills Training Committee, Clare Skillshare, Clare, SA  
**Job Club Leader**
- Nov — Dec 1993 Business Studies Program, Spencer Institute of TAFE, Port Pirie, SA  
**Instructor**, Certificate in Office Skills (part-time)
- 1992 — 95 **Self-employed consultant**, Murray Town, SA. Contracts included:  
**Adelaide Central Mission, Adelaide, SA**  
 • Designed a database for journal subscriptions and produced two exhibitions.  
**City of Noarlunga Community Services Department, Noarlunga, SA**

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**Minmaku Palyantja Palya: Waltja Women Leaders' Project**

- Researched, co-wrote and designed a report evaluating a six-year community development project: *A Sense of Belonging* (City of Noarlunga, 1993)
- Conducted consultations on community centres and community planning.

**SA Council for Children’s Films and Television Inc., Adelaide, SA**

- Researched, co-wrote and produced a report on TV and video viewing in SA and NT: *Pre-school Eye: Watching Tiny Tots TV Tactics* (SACCFT Inc 1993)

- 1990 – 92 SA Council for Children’s Films and Television Inc, Adelaide, SA  
**Office Manager** (full-time)
- Researched and produced: *Children’s Media Action Kit* (SACCFT Inc 1992), *Taking Action about Children’s TV* (*Rapporter Issue 2*, 1992), *Children and Media Law* (SACCFT Inc, 1991)
  - Facilitated workshops on children’s media
  - Coordinated traveling children’s film festivals in regional SA.
  - Maintained financial records and prepared successful funding submissions.
- 1990 City of Noarlunga, Noarlunga, SA  
**Community Development Officer** (full-time)
- 1988 NSW Department of Housing, Sydney, NSW  
**Housing Assistant** (full-time)
- 1988 Auckland City Council, Auckland, Aotearoa/New Zealand  
**Coordinator, Grey Lynn Community Centre** (full-time)
- 1987 – 88 Alphaset, Oxford, UK (Desktop publishing business)  
**Desktop Publishing Assistant** (full-time)
- 1985 – 87 Third World First, Oxford, UK (Development Education NGO)  
**Office Manager / Coordinator** (full-time)
- Organised conferences and presented workshops on development issues.
  - Maintained financial and administrative records for national & regional offices.
  - Contributing writer / researcher, *Links 26 Critical Mess* and *Links 29/30 Singing our own Songs* (Third World First, 1985-7)
- 1986 UNESCO / Polish Government, Brzesko, Poland  
**English Language Teacher**, 4-week residential summer school
- 1985 Institute of Cultural Affairs, Kapini, Zambia (rural development NGO)  
**Training Officer**, residential rural development training course
- 1984 – 85 National Farmers Association of Zimbabwe, Harare, Zimbabwe (Union)  
**Consultant**, national members’ enterprise training program
- 1983 – 84 Institute of Cultural Affairs, Bombay, India (rural development NGO)  
**Rural Development Volunteer** (full-time)
- Participated in the organisation of a residential course for women staff members.
  - Participated in the planning and delivery of rural economic development forums.