



BRIDGING *the* **GAP**
JOB futures
THE NATIONAL EMPLOYMENT NETWORK

Final Report Proposed Aboriginal Outdoor Instructor Scheme



Government of **Western Australia**
Department of **Sport and Recreation**

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- Members of the Outdoor Education and Outdoor Recreation Industry
- Department of Sports and Recreation, Western Australia
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Executive Summary

Aims

- 1 The key aims of the paper are:
 - a. To explore the feasibility of establishing the Proposed Aboriginal Outdoor Instructor Development Scheme (AOIDS)
 - b. If (a) was feasible, to design a pilot program for the AOIDS

Consultations with Stakeholders

- 2 In crafting the paper, the following people were among the stakeholders consulted:
 - a. WA Department of Sport & Recreation's (DSR) Clem Rodney; and State Coordinator, Indigenous Sport and Trevor Stack, Aboriginal Development Officer.
 - b. WA Department of Environment and Conservation's Aboriginal Heritage Unit's Rod Garlett.
 - c. Elders from the Mandurah-Pinjarra Aboriginal Community – Elder Harry Nannup, Elder Franklyn Nannup and Elder George Walley.
 - d. WA Indigenous Tour Operator's Council (WAITOC), President – Mr Neville Poelina (Broome) and Vice President Ron "Doc" Reynolds (Esperance). Mr Poelina and his Partner, Jo Camilleri run Uptuyu Tours in the Kimberley and Doc runs "Kepa Kurl" Tours based in Esperance. Mr Poelina is also a Board Member of the WA Tourism Council.
 - e. Mark Anderson, Chief Executive Officer, Fairbridge.
 - f. Colin Kerr, Chief Executive Officer, Bridging the Gap.
 - g. Duncan Picknoll, Lecturer, University of Notre Dame.
 - h. Darren Smith, Teacher at Wongutha CAPS School in Esperance and recipient of the DSR Heather Macgowan Scholarship in 2010.
 - i. Bryan Stokes, Aboriginal Youth Worker, Fairbridge and Chelsea Simon, Aboriginal Outdoor Instructor, Fairbridge.
 - j. Jamie Bennett, Executive Officer, Outdoors WA.
 - k. Brett Huntly, Outdoor Discoveries, Margaret River.
- 3 Consultations mainly took the form of one on one meetings. There were a number of follow up meetings with the stakeholders, especially with the Mandurah-Pinjarra Aboriginal Community Elders.
- 4 The Consultant conducted the meetings in the following areas:
 - a. Perth-Metro Area.
 - b. Mandurah-Pinjarra (Peel) Region.

- c. Esperance.

Findings

- 5 Among the stakeholders, there was **unanimity** in the desire/interest to see the AOIDS established and run – at least at the pilot phase. DSR, as the agency which funded this project reiterated the view that it wanted to need to know what the situation was like “out there”. It refrained from giving its opinion on the desirability of the project. Clem Rodney emphasised that it DSR was not interested in any “bums on seats” schemes.
- 6 It needs to be noted that the unanimity to see the AOIDS established – at least at the pilot phase was something seen across the sectors – Tourism (WAITIOC), Community Development (Mandurah-Pinjarra Local Government), Heritage (DEC Aboriginal Heritage Unit), Education (Wongutha CAPS) and in the Youth Development/Workforce Development (Fairbridge) sectors.
- 7 Some of the concerns about the program include:
 - a. Establishing selection and recruitment process so as to attract and secure suitable candidates with the right aptitude.
 - b. Securing support from the city councils, the Aboriginal support organisations and indeed, the Aboriginal Communities themselves so as to attract and retain suitable candidates while minimising any potential attrition.
 - c. Offering continued and sustained opportunities for the candidates to reach out to the larger Aboriginal and general communities as role-models and even mentors to younger members of the communities. This will also assist to enhance self-esteem and sustain interest to complete the program.
 - d. Securing traineeship positions for the candidates at organisations for the 9month period leading to the attainment of CERT III.
 - e. Securing employment after the candidates after their traineeship period is over.

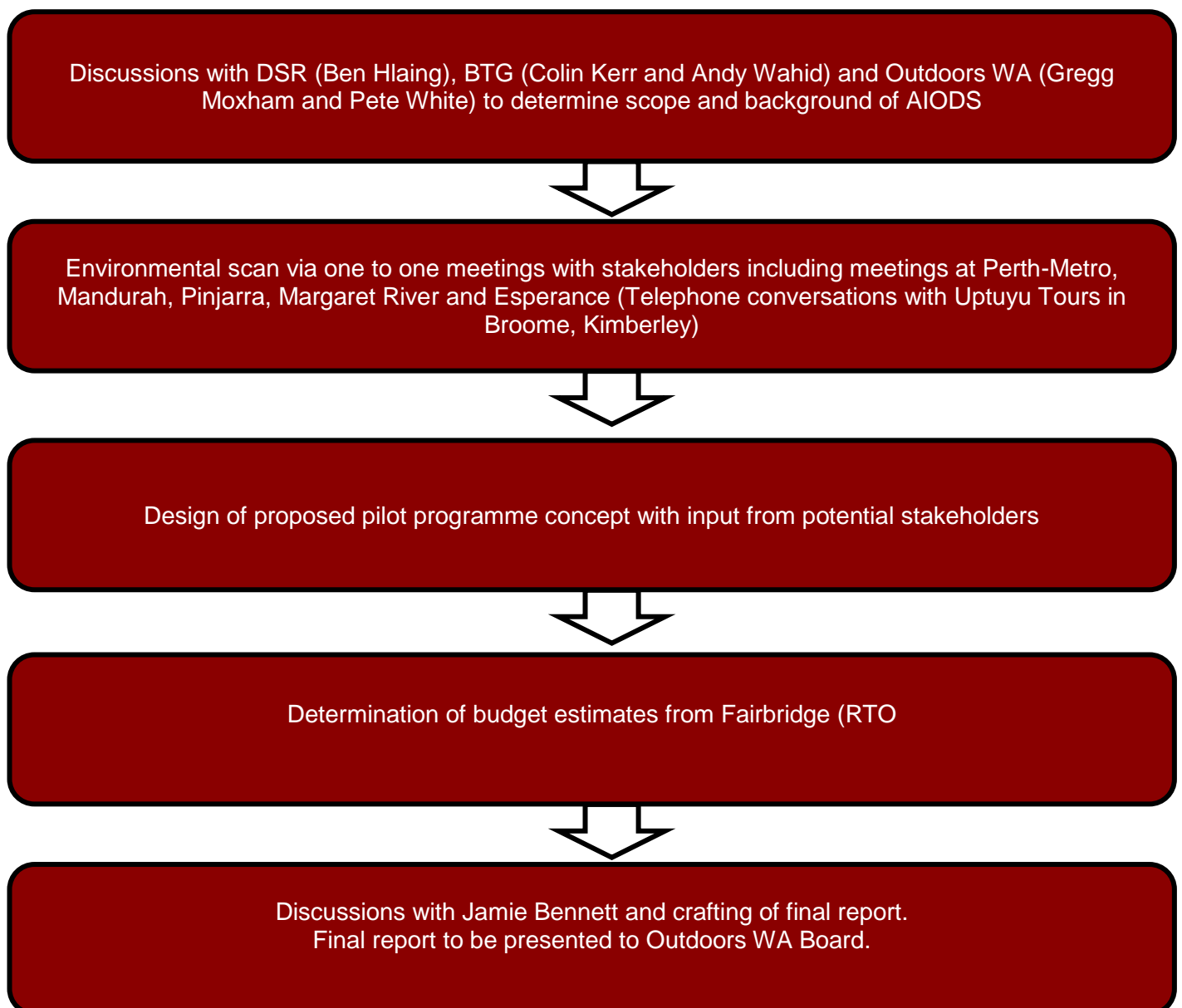
Recommendations

- 8 It is recommended that:
 - a. the pilot AOIDS be established in 2012-2013 over a 12 month period that cover five phases:
 - i Recruitment and Induction Phase (including a one week selection/induction/orientation camp for the candidates).
 - ii A three week intensive training phase that focus on training (and assessment) in 3-4 activity areas (e.g. Bushwalking, Climbing and Canoeing – Flatwater).
 - iii A one week camp for 13-14 year old Aboriginal youth organised and delivered by an Registered Training Organisation (RTO) or a service provider where the trained candidates assist qualified instructors to run the program.
 - iv A 9 month traineeship in Outdoor Recreation with an RTO or appropriate organisation.
 - v Facilitated Employment Placement / Career Counseling Services.

- b. The pilot batch comprises a minimum of 8-15 candidates from one community. If there was only one community, it is recommended that the Nyungar community in Mandurah-Pinjarra be chosen for the pilot program for the following reasons:
 - i The consultants were able to secure the interest and support of the elders in the community. Trevor Stack, the DSR Aboriginal Development Officer in Mandurah is also based in Mandurah. The Nyungar elders also sit on the Binjareb-Inter Agency Network (BIN), which will be an important multi-agency resource in the support of the pilot program.
 - ii The Mandurah City Council is keen to support the pilot batch part of their implementation phase of the Reconciliation Action Program (RAP).
 - iii Fairbridge, a RTO has been working closely with Outdoors WA in the development of the Industry Training Initiative since June 2011 and has had experience training Aboriginal Outdoor Instructors. They have the scope to deliver the training program and are based in Pinjarra. Fairbridge has one Aboriginal Outdoor Instructor (Cert III, and on the way to completing her CERT IV by Oct 2012) and one Aboriginal Youth Worker – both are able to mentor the candidates throughout the program.
 - iv One of the elders in Mandurah is George Walley, the Manager of the Aboriginal Health Centre there, was a teacher before and completed his Diploma in Outdoor Recreation at Central TAFE with Brett Huntly. George is supportive of the program and would be an asset as a mentor.
- c. The age range for the candidates is from 18-25 years, comprising men and women.
- d. Traineeships and employment opportunities be explored with :
 - i Fairbridge.
 - ii DSR Camps.
 - iii Outdoor Adventure Service Providers in Margaret River, Dwellingup, Esperance.
 - iv Mandurah City Council.
 - v Aboriginal Tour Operators who are members of WAITOC.
- e. If more funding were available, the next two areas where pilot runs could be considered is the Aboriginal communities in:
 - i Narrogin (based on recommendations from Rod Garlett of Department of Environment and Conservation's Aboriginal Heritage Unit).
 - ii Esperance (where Wongutha CAPS school and Kepa Kurl Tours are based).
 - iii Broome and the Kimberley (where Uptuyu Tours are based).
- f. A strong mentoring system be established from the start of the pilot phase to run throughout the program
- g. A strong Aboriginal Heritage/Cultural Awareness Training program be infused into the program (recommendation from DEC's Aboriginal Heritage Unit's Ron Garlett)

Section 1: Aims of Project

1. To explore the feasibility of the proposed Aboriginal Outdoor Instructor Development Scheme.
2. If it proves to be feasible, to design/deliver a proposed pilot program and subsequently, to scale it up to increase numbers of Aboriginal Instructors and Guides, and improve the quality of the pilot program from 2013 onwards.
3. This concept paper has been drafted with advice and inputs from various stakeholders from the Outdoor Education/Recreation Industry and leaders from the Aboriginal Community in Mandurah-Pinjarra. A list of the stakeholders who were consulted is set out at Annex A.
4. The diagram below represents the process flow for the duration of this project.



Section 2: Background

5. Members of the various Aboriginal Nations and Communities in WA have been employed as interpretive guides and educators in the field of Aboriginal Heritage and Culture in the Tourism and Education Industries. Should the proposed Aboriginal Outdoor Instructor Development Scheme succeed, the following advantages could follow:
 - a New employment opportunities and pathways would be opened up to members of the Aboriginal Communities in the Recreation Tourism and Education industries.
 - b Aboriginal Outdoor Educators, Outdoor Activity Instructors and Outdoor Activity Guides would have the added potential advantage of being able to deliver interpretive lessons in Aboriginal Culture and Heritage.
 - c Potentially, Outdoor Recreation & Education could be more accessible to Aboriginal Communities who live in cities as well as the more remote towns which are more accessible to natural land (river and sea) areas where Outdoor Education and Outdoor Recreation (and Adventure Tourism) activities are conducted.
 - d It is outdoor areas where Aboriginal Communities have always had a close connection to physically, traditionally and spiritually. Being able to benefit from employment (and business) opportunities in these areas would be a potential outcome of the Proposed Aboriginal Outdoor Instructor Development Scheme.
 - e As more and more members of the Aboriginal Communities become Outdoor Educators and Outdoor Instructors/Guides in the various industries, they will be able to educate and inform the larger community of practitioners/professionals/volunteers and recreation enthusiasts who use/work/play in the outdoors about Aboriginal Heritage, Culture and Perspectives connected to the Land and its use to foster a deeper understanding, acceptance and respect of the Land and the Aboriginal Communities.
 - f Aboriginal Outdoor Instructors are very well placed to deliver Outdoor Education programs for Aboriginal Communities (in urban or rural areas) for : Personal, Community and Leadership Development. This could be done in volunteer, business or professional capacities.
6. Responses from the concept of the proposed AOIDS have been very positive and encouraging, especially from the industry (outdoor education, outdoor recreation, tourism) and the aboriginal community.
7. Some of the respondents consulted have had experience in training and working with Aboriginal youth in the Outdoor Recreation Field – Wongutha CAPS Vocational School (Yr 11-12) (<http://wonguthacaps.wa.edu.au>) has been running Cert II in Outdoor Recreation for its Aboriginal Students for some years now. Fairbridge (www.fairbridge.asn.au) has been running Cert III and Cert IV in Outdoor Recreation for a number of years. The consultant has also interviewed a young Aboriginal Outdoor Instructor employed in Fairbridge (Ms Chelsea Simon, a young and inspiring Outdoor Instructor interviewed by the consultant, underwent traineeship for her Cert III in Outdoor Recreation and, at the time of the interview, was also undergoing traineeship for her Cert IV in Outdoor Recreation). Fairbridge has two other Aboriginal Outdoor Instructors undergoing Cert III and Cert IV traineeship.
8. However, what seems to also come across strongly was that the candidates selected for the program should be appropriately motivated. They should also be mentored and given emotional and professional support throughout the program. The suggested supporting processes in recruitment and retention are listed in the next section.

9. It is proposed that a pilot run of the scheme be organised and delivered to commence in May / June 2012, (alternatively aligned to the school year or peak outdoor recreation delivery). The program is expected to end 12 months later in 2013.

Section 3: Suggested Processes in Recruitment and Retention

10. Some of the strategies suggested to select and retain the right candidates include:
- a. Advertising to invite expressions of interest through the media and through talks to the community by community elders and role models (please see program at Annex B).
 - b. An orientation/introduction/selection camp be run for interested candidates so the candidates get a glimpse of the life of an outdoor instructor and to try some of the activities. The organisers would also be able to select the suitable candidates for the program. Aboriginal Community elders should be consulted at this stage.
 - c. Two mentors are appointed for the selected team of candidates (it is proposed that 8-15 candidates are selected for the pilot run). One more senior in age and the other perhaps younger (18-25). One mentor should be male and the other female (if the candidate group is going to comprise men and women)
 - d. The initial training should be practical oriented (less theory) and targeted at equipping the candidates with the hands on practical skills. This is so as to deepen and sustain their interest in the program. The suggested focus is on three cluster competency areas:
 - i. Bushwalking.
 - ii. Climbing & Abseiling.
 - iii. Canoeing (Flatwater).
 - e. After 3 weeks, the candidates are required to apply their skills, in assisting the RTO/training provider to deliver a residential 5 day Outdoor/Cultural Heritage Camp for 13-14 year old Aboriginal youth. For suggested costs please see Annex D. This intervention is designed to:
 - i. Give motivation for the candidates to apply their newly acquired skills by assisting the instructors.
 - ii. Get a better understanding of the job from the perspective of the outdoor instructor/outdoor educator.
 - iii. Further build their self-esteem and self-confidence as the lead/instruct/guide younger Aboriginal youth.
 - iv. Play the part of a role model for the younger Aboriginal youth on the camp.
 - f. After the youth camp, the Candidates complete the rest of their traineeship to attain their Certificate III. The mentoring support continues throughout this phase. Sometime during this phase, the candidates are invited to share their journeys at community and school events as role models and as an inspiration to younger Aboriginal youth. In speaking and sharing in the community it also attempts to build self-confidence and self-esteem in the candidates.
 - g. Another strategy that could be employed is the concept of rotating leadership roles for the group of candidates. This would offer every candidate to take on leadership roles at different times in the traineeship phase. They would also be given chances to learn how to be a good follower and a team player.

- h. Some of the candidates might also strike up a big-brother or big-sister relationship with some of the youth they met during the camp. This is another opportunity to build their role as contributors to the community.

Section 4: Media Coverage

- 11. It is also proposed that media coverage at various phases of the pilot course be facilitated. Inviting the mayor, local elder or appropriate Minister to grace one of the events might prove helpful in letting the larger community (Aboriginal and non-Aboriginal) to know more about the initiative. It also allows application of leverage of the experiences of the candidates. The candidates would also understand the significance of the roles they are playing in the larger community by inspiring others.

Section 5: Proposed Pilot

- 12. It is proposed that the pilot run of the scheme be :
 - a. Organised by Outdoors WA (the peak body representing Adventure Activities and organisations in the industry).
 - b. Funded by Department of Sport and Recreation.
 - c. Organised in Nyungar Country (Based around Mandurah in the first instance due to stronger DSR and Mandurah City Relations with the Nyungar Aboriginal Communities there).
 - d. Organised for 8-15 Members of the Nyungar Community aged 18-25 (men and women).
 - e. At the end of the scheme candidates are expected to attain Cert II - III in Outdoor Recreation. Focus on up to 3 skill sets in the skill clusters:
 - i. Bushwalking.
 - ii. Canoeing (Flatwater).
 - iii. Ropes” – (Abseiling, Climbing).
 - f. In addition to the (e) to include Aboriginal Heritage and Cultural Knowledge of the areas the course is being conducted in so that the instructor candidates will be able to be competent in the Technical (Adventure) Skills as well as the Cultural Interpretative (and other Soft Skills). The engagement of an appropriate Aboriginal Elder and Educator would needed on the Courses (in May and September 2012 – please see table below)
 - g. Planned in close consultation with elders of the Noongar Community in Mandurah so that they may provide advice and assist with support at all stages of the pilot phase.

- 13. The proposed program is schematically set out below in the Annex B

Section 6: Post-Graduation Employment / Options

- 14. In speaking to some members of the Outdoor Industry in WA, the consultant found a high degree of support for the proposed scheme. In principle, operators and service providers would be keen to offer casual employment to the graduates (e.g. DSR Camps, Fairbridge, Service Providers in Margaret River and the Kimberley even). It is proposed that attachment or trial stints be facilitated for the graduates with these other potential employers so that suitable matches may be found.

15. Smaller companies who have given their support may not be able to offer full time employment (e.g. Explorus in Margaret River has indicated so). Fairbridge is, in principle and subject to funding made available, open to employing some full time. In addition, should the second batch (scaled up run following the pilot) commence, RTOs like Fairbridge would be able to hire some of the graduates to assist in the delivery of the second run.
16. The second phase of the project, could, in itself, play a part in offering employment opportunities for the 1st batch of graduates. For example, in organising and delivering the second phase of this scheme, it is estimated an organisation (e.g. RTO) would need to train, say 50 candidates to be in a position to meaningfully employ 8-9 of the graduates from the pilot (first) batch to assist in the training of the second batch. We believe a critical mass of participants will be required to reach this target with subsequent batches recruited accordingly based on experiences from training the first batch.
17. Quite a few organisations in WA, especially in Perth, Rockingham, Mandurah, and Bunbury use the medium of Outdoor Experiences for personal, and leadership development. Many work with Youth At Risk. Bridging the Gap, Scripture Union, Fairbridge, PCYC Mornington Adventure Camp who are just some of the organisations that design and deliver adventure programs for youth in general as well as Aboriginal youth.
18. The above organisations listed in paragraph 17, may benefit from employing (casual, part-time, freelance or on more permanent terms) Aboriginal Outdoor Instructors and Guides on their programs, whether the clients on a particular course are exclusively Aboriginal or not. In the longer term, some of the Aboriginal Instructors may even decide to develop competencies in Youth Work, Social Work, and Counseling to enhance their effectiveness as a change agent, mentor or educator. Many might even move on to apply their skills in the mining and industrial sector.
19. Some of the graduates may want to go on to do their Cert IV in Outdoor Recreation. Resources should be made available in the scheme (or outside the scheme) to support such training pathways either through bursary, scholarship or grants from DSR, Outdoors WA or through sponsorship from Charitable Foundations.

Section 7: Potential Partners & Sponsors for the Pilot Scheme

20. Some partners (and potential source of funds) for the AOIDS could be:
 - a. The Indigenous Employment Program, Department of Education, Employment & Workplace Relations (Australian Government Funding).
 - b. WA Department of Sports and Recreation (Funding, Traineeship & Potential Employer at the DSR Campsites).
 - c. WA Department of Environment & Conservation (e.g. Ranger Training & Employment after completion of training).
 - d. National Workforce Development Fund, Service Skills Australia (funding).
 - e. David Wirrpanda Foundation (funding).
 - f. Ian Thorpe Foundation (funding).

- g. Job Futures (members are potential partners and source of recruits).
 - h. Qantas Foundation (funding).
 - i. WA Indigenous Tourism Operators Council (WAITOC) – please see paragraphs 32-36).
 - j. WA Tourism Council.
 - k. Tourism WA.
 - l. Uptuyu Tours (Kimberley).
 - m. Kepa Kurl Tours (Esperance).
 - n. Wongutha Christian Aboriginal Parent Directed School (CAPS) – Esperance.
 - o. Fairbridge (RTO and for Traineeships. Also as a Potential Employer at the end of the scheme. Potential Employer).
 - p. YMCA (RTO).
 - q. Outdoors WA (Project manager).
 - r. Bridging the Gap (Potential Project manager).
 - s. City of Mandurah (Support).
 - t. Binjareb Aboriginal Community Network (Mandurah-Pinjarra) - for guidance, support and mentoring.
 - u. Winjan Centre (Mandurah) – cultural heritage training.
 - v. Outward Bound Australia.
21. To follow up on the development of this proposal, it is proposed that Outdoors WA explore partnerships and sponsorships with/from the above organisations (the list above isn't exhaustive).

Section 8: Wongutha CAPS

22. Mr Farid Hamid had two discussion sessions with Mr Darren Smith on the proposed scheme. Once in October 2011 and again in December 2011. Mr Smith is the 2010 recipient of WA's Department of Sports and Recreation's Heather MacGowan Scholarship to conduct research into opportunities for outdoor recreation in remote indigenous communities.
23. Mr Smith is a teacher at Wongutha CAPS (Christian Aboriginal Parent-directed School) - a boarding school at Gibson, about 20kms North of Esperance in Western Australia. Wongutha caters for Year 11 and 12 Aboriginal students who wish to pursue vocational studies. Among the combination of vocational and curriculum council programs run at Wongutha include the Bushrangers Program (Cadet Wing of the Department of Environment & Conservation). Students on this program have the potential to attain a Cert II in Conservation & Land Management.
24. Wongutha, located in Esperance, is an RTO. It is in the process of expanding its scope to include Outdoor Recreation and plans to deliver a CERT II in Outdoor Recreation by 2013. Mr Smith is the teacher responsible for delivering the Outdoor Recreation Program at Wongutha.

25. A visit to Wongutha was made on 15-16th December 2011. In addition to the bushwalking/camping gear, Wongutha also has a newly constructed (2010) indoor climbing/abseiling wall (complete with the necessary equipment). Wongutha runs regular bushwalking, climbing, abseiling (natural surfaces too) and canoeing programs with its staff and students.
26. Wongutha has had good, long standing (since 1953) relationships with Aboriginal communities in Esperance, Kalgoorlie and even as far afield as the Kimberley. As part of the HMS research award and building on his personal and professional relationship with the various Aboriginal communities, Mr Smith has conducted research on Outdoor Recreation Research at three communities across Western Australia;
- a. In the Central Desert - Warburton Ranges and Warakurna
 - b. In the Pilbara, Warralong (near Marble Bar)
 - c. In the northern Goldfields, at Wiluna and Marapoi Station
27. The consultant enquired if Wongutha would be keen to be involved in the pilot phase of the Aboriginal Outdoor Instructor Development Scheme. The reply from Wongutha is as follows:
- a. Mr Smith has consulted the Principal of Wongutha CAPS. If the pilot scheme was run in 2012, Wongutha would, in principle, be happy to offer:
 - i. Its facilitates (accommodation for up to 50 guests and climbing facilities) for the candidates (estimated to be at between 8-12 persons aged 17 and above).
 - ii. A couple of teachers to perform the role of mentors for the candidates on the Scheme.
 - b. However, in 2012, Wongutha would not be able to deliver the proposed pilot run. This is because they would be busy getting their RTO Scope for Outdoor Recreation . They would need sufficient lead time to plan ahead for staff and other resource allocation to deliver the scheme. They would be happy to consider this role sometime in mid-2013.
28. For the pilot phase, if carried out before mid-2013, Wongutha could be a (limited) partner as set out above, provided Outdoors WA/DSR engage a RTO to deliver and manage the overall program. In the medium/longer term, (from mid-2013 onwards), Wongutha could potentially be one of the RTOs managing/delivering the Aboriginal Outdoor Instructor Development Scheme in the Goldfields-Esperance, Pilbara and the Kimberley regions where it has strong network and support among the aboriginal communities.
29. Building on Mr Smith's Warralong Walkabout program 2011, he proposed that for remote communities in the Pilbara/Kimberley, a possible alternative to the three week training phase (please see Annex B where the training is designed to operate primarily out of a "base" location – like the RTO centre) would be:
- a. Week 1 – training organised "in community" where the candidates live and train in their own community. The activities might include overnight self-reliant/expedition style trips.
 - b. Week 2 – training delivered "on country" where the candidates are trained in an area still regarded as within the traditional territory (country) of the group of candidates. The activities would include overnight self-reliant/expedition style trips.

- c. Week 3 – training delivered “out of country” where the candidates’ comfort zone is stretched and they are on expedition in an area not part of their traditional `country’. The activities would include overnight self-reliant/expedition style trips.
30. The above program design would be appropriate where the candidates primarily come from a single or cluster of communities within a particular area considered by them as `their traditional country’. The option has the following advantages :
- a. A more gradual approach to stretching the comfort zones of the candidates – offering opportunities for the candidates to build their confidence from a position of familiarity to that of the less known/unknown (week 2-3).
 - b. Candidates learn about their own culture and traditions within their specific area where their community lives and the traditional `country’.
31. The alternatives suggested by Mr Smith would require the RTO/principal trainer to have a good relationship with the elders and the community in the remote areas. Good inter-cultural skills is called for including long lead, preparation times.
32. Mr Smith has a very good relationship with the Warralong community – elders, coordinators, public servants and the school principal in the community (From the DSR HMS research award). He has kindly offered his assistance to put the project manager taking on the Aboriginal Outdoor Instructor Development Scheme in contact with them should the program be run there.

Section 9: Proposed Symposium For Aboriginal Outdoor Instructors

33. Mr Smith proposed an inaugural Symposium for Aboriginal Outdoor Guides/Instructors in WA. I support the idea. This could be a first step to find out more about Aboriginal Guides/Instructors working in the Tourism/Outdoor Sector in WA. It will provide opportunities to :
- a. Build relationships and networks.
 - b. Sharing and exchange of ideas, experiences and best practices.
 - c. Finding out what the needs and aspirations of the delegates are so as to be able to plan developmental opportunities for them and the sectors in general.
 - d. Obtain feedback on the propose Aboriginal Outdoor Instructor Development Scheme.
 - e. Find out who the practitioners/professionals are in these sectors.
34. It is proposed that for the first few symposiums, a very wide interpretation of Outdoor Guides/Instructors be taken. Any Aboriginal Australian who considers themselves an Outdoor Guide or Instructor or Outdoor Educator should be encouraged to attend and participate in the proposed symposium.
35. The Symposium could be hosted by Outdoors WA in partnership with WAITOC, DSR, DEC, DoE and WA Tourism Council.

Section 10: Engaging Aboriginal Outdoor Guides

36. Even before we consider organising such a symposium, it would be proposed that present Aboriginal Outdoor Guides already operating their/with business in WA (and beyond), be invited to participate and share at Outdoors WA and other forums, conferences statewide or nationally. Inviting them to share their experiences and perspectives would be enriching for the Outdoor Industry as a whole and Outdoor Educators in particular. Aspects that could be shared might include:
- Working in the outdoors with aboriginal communities/youth.
 - Challenges and opportunities facing the aboriginal outdoor instructor/guide/professional.
 - Aboriginal perspectives of interaction, leading and instructing outdoor activities in the outdoors.
 - Using aboriginal perspectives and resources to enhance key outcomes outdoor education.
37. The list is as diverse as it is interesting and enriching. From time to time, Outdoors WA, as the peak body in the industry, could invite Aboriginal Outdoor Guides (Like Neville Poelina) to write short articles in offering fresh perspectives – featuring it on Outdoors WA’s website.

Section 11: Establishing Database

38. Of course, the above recommendations also beg the question; How many Aboriginal Outdoor Instructors and Guides are there in WA? Perhaps a project could start with Outdoors WA engaging the WA Indigenous Tourism Operator’s Council (WAITOC) members. Many do offer bushwalks and kayaking as well as 4WD experiences and many offer these in some of the most remote and beautiful locations in WA.

Section 12: Outward Bound Australia

39. A meeting with Ms Melissa Mak, Business Development Manager of Outward Bound Australia was very fruitful. Outward Bound Australia is a not-for profit RTO with scope to deliver National Outdoor Recreation Training Packages. According to Ms Mak, they train 10 Outdoor Instructors/Guides a Cert III and Cert IV annually.
40. Outward Bound Australia is keen to be involved in the design and delivery of the proposed Aboriginal Outdoor Instructor Development Scheme. Outward Bound Australia is based in Tharwa, ACT but delivers programs in all the states. In WA, they are based in Perth and Walpole. It is assumed that Outward Bound will contact Outdoors WA for further discussion.

Section 13: Tourism Sector

41. Mr Farid has also had the privilege of meeting Ron “Doc” Reynolds of Kepa Kurl Adventures/Tours based in Esperance. He has also communicated with Neville Poelina & Jo Camilleri of Uptuyu Tours. Both Mr Reynolds and Mr Poelina are Vice Chairperson and Chairperson of the WAITOC. Mr Poelina is also a board member of the WA Tourism Council.
42. In principle, Mr Reynolds, Ms Camilleri and Mr Poelina are supportive of the proposed Aboriginal Outdoor Instructor Development Scheme.

43. Mr Reynolds shared that WAITOC is also in the process of developing something similar. There could be opportunities for collaboration that should be explored further. He suggested that a follow up meeting with CEO of WAITOC, Mr Johnny Edmonds be arranged as soon as possible to discuss the matter further. Mr Reynolds will kindly make the introductions.
44. As far as mentoring the aspiring instructors on the program to ensure they are coached in the tourism industry, Mr Reynolds was of the view that the budget should be drafted to take into account the amount of work involved, the experience and skill level of the mentors. It is not envisaged that full time roles be required but enough time be allocated to ensure that appropriate mentor-mentee relationships can be developed including mentoring training as necessary.
45. Mr Poelina, on the other hand, was interested in how the Aboriginal Outdoor Instructor Scheme might impact compliance and standards, especially with the TQUAL (The National Tourism Accreditation Framework). A follow up meeting was also suggested in January 2012.
46. Jo Camilleri and Neville Poelina of Uptuyu Tours have kindly offered to host the proposed pilot run of the Aboriginal Outdoor Instructor Development Scheme if it is to be run in the Kimberley. Uptuyu is based in the Kimberley.
47. The potential for graduates from the Aboriginal Outdoor Instructor Development Scheme to be a valued and gain employment in the Tourism Sector is high.

Section 14: Cultural Identity & Knowledge

48. Rod Garlett of the Aboriginal Heritage Unit of Department of Environment and Conservation proposed the idea of Cultural Identity as one of the pillars of this program. He suggested that elements of Aboriginal cultural knowledge, heritage, history and spirituality be weaved into the program. He saw this as a very important aspect of the proposed program.
49. However, he also felt very strongly that for this program to succeed, the support of the specific aboriginal communities involved would be pivotal. They needed to 'own' the program. He sees the program as a way of instilling pride and confidence in the candidates as well as the communities partnering the program. He strongly suggested the Aboriginal Community in Narrogin for the pilot run as he felt the community there was 'ready' for it.
50. Rod was happy to connect the consultant for follow up meetings with the community in Narrogin to share the concept and seek the views of the community. Depending on the number of candidates interested to participate on the program in Mandurah-Pinjarra and Narrogin, the pilot program could be run separately in both these areas concurrent (if there was sufficient candidates each) or to run a program combining candidates from the three towns.
51. Rod also suggested that DEC's support could come in the form of offering some of the land it manages in WA. Many in the Southwest are suitable for carrying out activities and training for this proposed program. There are also many specific Aboriginal cultural and sacred sites that are found in DEC managed land. These sites would need to be accessed, as required, if the candidates are to be given proper knowledge and training in their specific culture and heritage. Special permission

from DEC and the traditional land owners would need to be facilitated. Hence the support of the community and the elders in the area is critical.

52. Rod also offered to facilitate follow up meetings with DEC to explore further possibilities for partnership on this program. Overall, he saw a lot of merit in the Proposed Aboriginal Outdoor Instructor Development Scheme and would, in principle support the concept. This could lead to a working group being established at the earliest opportunity.

Section 15: Pilot Runs In The South, North & Perth-Metro

53. Should the right project manager-organisation/RTO be found with good relationships with Aboriginal Communities and elders, it might be possible to envisage 2-3 areas to run the initial pilot phase.
- One in the Perth-Metro/Peel Area (Mandurah-Pinjarra).
 - One in Narrogin or the Esperance-Goldfields/Southern Areas.
 - One in the Kimberley Region
54. Running the pilot in the three areas would have the advantage of having large 'sample' sizes as well as a greater diversity of Aboriginal Communities.
55. However, if the appropriate project managers/RTOs for the Southern and Kimberley regions are not yet able to be identified, perhaps it would be best to start with the pilot phase in the Mandurah-Pinjarra area.
56. The proposed budget for one run (based on Mandurah/Pinjarra locale - one) is set out at Annex D. The budget does not include the funds that would need to be secured from the various organisations and agencies for the traineeship phase.

Section 16: Success Criteria & Measurement

57. The measurement of success for the program can be grouped into the following categories:
- The number of qualified (Cert III) Aboriginal Outdoor Instructors/Guides who graduate from the program.
 - The number of graduates who are able to secure employment in the Outdoor Industry (Education, Tourism, Outdoor Recreation, Community Development) in WA and beyond.
 - The number of graduates who are able to secure employment using their qualifications in a field other than the Outdoor Industry.
 - Enhanced self-esteem, enhanced self confidence in the graduates.
 - The graduates having a better idea of their strengths and weaknesses and a clearer idea of their life goals (professional, personal, community goals) and knowing how to gain access to support structures that will assist them in working towards those goals.
 - The graduates taking on active leadership roles in their respective communities.

- g. The graduates making positive and healthy lifestyle decisions (personal, health, family, community).
 - h. The graduates going on to higher level VET training in the Outdoor Recreation or other fields.
 - i. The graduates going on to higher level academic studies.
58. It has been given to understand that should the candidates not graduate with a full Cert III in Outdoor Recreation, they would still be able to gain some form of employment in the industry should they accumulate sufficient experience in the respective activity clusters (e.g. Paddling, Bushwalking, Climbing, Abseiling). They could do that while at the same time making arrangements to RPL or obtain the relevant assessments at a later date.

Section 17: Concerns

59. Throughout the period of consultancy, it had been difficult for the consultants to meet with the Department of Tourism and the WA Tourism Council. WAITOC representatives were the closest we were able to get to. This is one gap that needs to be filled. The support of key stakeholders of the tourism sector would be critical to the success of this project. This is especially so when the potential for employment in the tourism sector for Aboriginal Outdoor Instructors is high.

Section 18: Conclusion

60. It is concluded that the proposal is feasible for the following reasons:
- a. It attempts to meet a gap in lack/absence of qualified and experience of Aboriginal Outdoor Instructors & Guides.
 - b. There is support from the industry (Tourism & Outdoor Recreation/Education).
 - c. There is support from the Elders in the Aboriginal Community (at least the one in Mandurah-Pinjarra).
 - d. There is potential support from Department of Sports and Recreation for Funding.
61. However, for the proposal to have a good chance of success, the project manager should have (or should engage organisations who have) good relations with the Aboriginal Communities and sound inter-cultural knowledge/skills. Generous time frames might be needed for remote communities. Collaboration with organisations like WAITOC, Local Government and Community Elders is essential.
62. Finally, it needs to be pointed out that in recent conversations (Feb 2012) with the Aboriginal Communities and Aboriginal elders in the Peel Region (Pinjarra, Mandurah), it was found that there was interest in the development of this proposed project. Asking after the project, the consultant was asked when it might be approved and implemented.
63. The consultant has been invited to make a presentation to the Binjareb Inter Agency Network (BIN) to share developments and ideas in March. It was explained to the elders that the consultants term on the project is coming to an end but Outdoors WA Executive Officer, Jamie Bennett, would most likely take on the development of the project should funding be approved.

64. As the project draws to a close and the paper is submitted for consideration, it is up to Outdoors WA and DSR to continue building the relationships and networks with the relevant Aboriginal Communities and related organisations with a view to implementing on the proposal, should the funding be secured.
65. Even if the funding isn't secured, Outdoors WA should consider engaging and building relationships with Aboriginal Outdoor Service Operators who are registered with WAITOC as the relationships built would serve to enrich the outdoor sector as a whole.
66. This paper is submitted for consideration, discussion and critique with a view to ensuring that the scheme meets the needs of the stakeholders in the industry and the Aboriginal Communities.

Section 19: Further Research and Opportunities

In discussion with Jamie Bennett the following opportunities require further exploration:

67. Does the opportunity exist to include / scope the extent to which DEC's cadets might be included in this program? Although the programs offered are not technically Outdoor Recreation / Education based and more leaning towards conservation it may be worth exploring more fully.
68. Is there an opportunity to run an Aboriginal Tourism Roadshow? This may include visiting tourism operators, undertaking a further analysis of a business model, partnering WATOC and producing a guide to best practice in this arena. Initial suggestions allude to the fact that communities would want to adopt a 'hands on' approach to instructing young community members but perhaps this can be combined.

ANNEX A: Industry Stakeholders Consulted

- 1 Clem Rodney – State Coordinator, Indigenous Sport, DSR
- 2 Trevor Stack – Aboriginal Sport Development Officer, DSR
- 3 Harry Nannup – Community Elder, Mandurah-Pinjarra
- 4 Franklyn Nannup – Community Elder, Mandurah-Pinjarra
- 5 Mark Anderson – CEO, Fairbridge
- 6 Brett Hawthorne – Manager, Sports & Recreation, Fairbridge
- 7 Tim Williams – Community Development, Mandurah City
- 8 Nick Benson – Community Development, Mandurah City
- 9 Darren Smith – Wongutha CAPS College, Esperance
- 10 Brett Huntly – Outdoor Discoveries, Margaret River
- 11 Mark Heyink – Explorus, Margaret River
- 12 Ben Hlaing – DSR
- 13 Duncan Picknoll – University of Notre Dame
- 14 Bryan Stokes – Aboriginal Youth Worker, Fairbridge
- 15 Chelsea Simon – Aboriginal Outdoor Instructor, Fairbridge
- 16 Grant Tomlinson – Outdoor Educator, Mandurah Senior College
- 17 George Walley – Manager, Nidjalla Waangan Mia
- 18 Steve Sertis, Bibbulmun Track Foundation
- 19 Jo Camilleri & Neville Poelina Uptuyu Adventures, Oongkallada Wilderness Camp, Kimberley
- 20 Ron “Doc” Reynolds – Kepa Kurl, Esperance
- 21 Colin Kerr – Bridging the Gap
- 22 Tom Shackles – Chairman, Outdoors WA
- 23 Jamie Bennett – Executive Officer, Outdoors WA
- 24 Brendan Widdowson – Social Enterprise Manager, Fairbridge
- 25 Melissa Mak – Business Development Manager, Outward Bound Australia
- 26 Randy Salmond – Australian Centre for Advanced Studies
- 27 Rod Garlett, Department of Environment & Conservation, Aboriginal Heritage Unit

ANNEX B: Proposed Pilot Run of the Aboriginal Outdoor Instructor Development Scheme

Month	Activity	Details
May 2012	Advertising & Marketing (Expressions of interest on the AOIDS)	Platforms will include: (1) School newsletters (2) Encouragement from community Elders (e.g. Mandurah/Pinjarra Noongar-Binjareb Community) (3) Local Newspapers (4) Noongar Radio (5) Role Models like Chelsea, Brie, Bryan (from Fairbridge) to speak at community events
June 2012	5-Day Orientation-Introduction Camp	Camp is designed to offer a taste of the program & the job of an outdoor guide/instructor. Opportunity for participants to decide if this is what they really want. Opportunity for RTO/DSR/OWA to select suitable candidates for the pilot program.
July 2012	3-week Training	Intensive Training in the following practical cluster units of competency: bushwalking, climbing, abseiling and (perhaps raft building) Introduction to Aboriginal Heritage and Culture will also be delivered Aboriginal Elders (Potential RTO: Fairbridge, YMCA) No of candidates: 6 - 12
August/September 2012	1 st Batch Candidates assist RTO's Instructors to deliver Outdoor Adventure Camp for Aboriginal Youth	Proposed 5 day-4 night camp for 30 youths aged 13-14 years in the activities which the instructors have attained qualifications in Lessons in Aboriginal Heritage and Culture will also be weaved in both by the trained Aboriginal Instructors as well as invited Aboriginal Elders
September August 2012-April 2013	Traineeship with RTO	Periodic opportunities for candidates to share their experiences and journeys with Aboriginal Communities, Community based organisations, schools etc Possible mentorship/big-brother or big-sister relationship between them and the youth participants from May/June Camp
May 2013	1 st Batch Graduates with Cert III in Outdoor Recreation Assistance in securing employment in the industry Evaluation of Pilot Program & Obtain Funding for Phase 2 (scaled up version)	Potential Employers would potentially be DSR, DEC, DoE, RTOs, Outdoor Service Providers, Non Profits, Aboriginal Cooperatives and Communities
August 2013 onwards	Phase 2 Second Instructor Training Program	Second course could see more instructors being trained and more activities being offered.

ANNEX C: Units of Competency Covered Under Cert III in Outdoor Recreation (SIS 30410)

New SIS10 Cert III Units	
Core	
BSBWOR301A	Organise personal work priorities and development
HLTFA301B	Apply first aid
SISOODR302A	Plan outdoor recreation activities
SISOODR303A	Guide outdoor recreation sessions
SISOOPS201A	Minimise environmental impact
SISOOPS306A	Interpret weather conditions in the field
SISXCAI306A	Facilitate groups
SISXCCS201A	Provide customer service
SISXEMR201A	Respond to emergency situations
SISXOHS101A	Follow occupational health and safety policies
SISXRSK301A	Undertake risk analysis of activities
TAEDEL301A	Provide work skill instruction
Electives	
PUAOPE002A	Operate communications systems and equipment
SISOABA302A	Apply single pitch abseiling skills on artificial surfaces
SISOABA303A	Establish ropes for abseiling on artificial surfaces
SISOABA304A	Guide abseiling on single pitch artificial surfaces
SISOABN202A	Safeguard an abseiler using a single rope belay system
SISOBWG201A	Demonstrate bushwalking skills in a controlled environment
SISOBWG303A	Guide bushwalks in a controlled environment
SISOCLA302A	Apply top rope climbing skills on artificial surfaces
SISOCLA303A	Establish belays for climbing on artificial surfaces
SISOCLA304A	Guide top rope climbing activities on artificial surfaces
SISOCNE202A	Perform deep water rescues
SISOCNE303A	Apply canoeing skills
SISOCNE305A	Guide canoeing trips on flat and undemanding water
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOODR201A	Assist in conducting outdoor recreation sessions
SISOODR404A	Manage risk in an outdoor activity
SISOOPS304A	Plan for minimal environmental impact
SISOVTR301A	Perform vertical rescues
SISXEMR402A	Coordinate emergency responses
SISXIND101A	Work effectively in sport and recreation environments

ANNEX D: Suggested Budget for a Pilot Program (Cert II or Cert III)

ESTIMATED OVERALL COST SPREAD SHEET - Peel Only		
PROPOSED ABORIGINAL OUTDOOR INSTRUCTOR DEVELOPMENT SCHEME		
One run only not including Traineeship costs		
May Camp 1 week - Selection Camp to include introduction to Outdoor Recreation		Pax
Accommodation - Food	\$4,380.00	20
Activities	\$5,000.00	20
Sub Total	\$9,380.00	20
June Camp 3 weeks intensive training program		
Accommodation - Food	\$21,525.00	15
Activities	\$10,955.00	15
Sub Total	\$32,480.00	
July Camp 1 week (Low Intensity)		
Accommodation - Food	\$6,660.00	45
Activities - Low Intensity	\$3,000.00	45
Sub Total	\$9,660.00	
Total for camps only	\$51,520.00	
RTO Costs		
Admin fee + Statements x15	\$1,200.00	
Cert II Completion costs x15	\$12,000.00	
Cert III Completion costs x 15	\$15,150.00	
Aboriginal Outdoor Mentors for the Program X 2		
During Camps @ Fairbridge	\$11,600	
Off site work for Completions	\$8,000	
Being on Call for the trainee's		
SubTotal	\$19,600	
Project Management and Staffing		
.5 FTE including on-costs	\$40,000	
Working Budget (Administration, travel etc)	\$10,000	
Cert II Project Management - OWA 15%	\$20,148.00	
Cert III Project Management - OWA 15%	\$20,620.50	
Cert II Costs	\$154,468.00	15
Cert III Costs	\$158,090.50	15
Cost per head Cert II (Based on 15 Pax)	\$10,297.87	
Cost per head Cert III (Based on 15 Pax)	\$10,539.37	