

THE CENTRAL LAND COUNCIL COMMUNITY DEVELOPMENT FRAMEWORK

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PLAIN ENGLISH SUMMARY

The Central Land Council (CLC) has worked closely with Aboriginal people for many years supporting them to get their land back, to get native title rights and to manage their land. The job of CLC staff has always been to support Council members and its Aboriginal constituents to make good decisions about their land.

The CLC wants to build on this work and do more to make communities in Central Australia stronger and healthier places. The CLC thinks that a good way to do this is by writing down our organisation's 'Community Development' Plan and then putting that plan into action.

What is community development?

- Taking the lead - Community members decide how they want their community to be and how to make it a better place
- Having a plan - Community members develop a good clear plan for action; and,
- Working together for shared benefits - Community members put their plan into action.

Community development is a way of working that can be used by communities to do different things like improve health and education, start up an enterprise or manage their land.

What is the job of CLC staff in community development?

The job of the staff in community development work is to work in partnership with community members and support communities to take action.

What are the goals of CLC's community development work?

1. Help CLC Council members and staff think about community development and be part of this work;
2. Do community development projects, especially projects that help landowners and native title holders use their royalty/rent money to create good benefits;
3. Support Aboriginal groups and organisations to work in their communities;
4. Build relationships with other people and organisations who are doing this kind of work; and,
5. Show governments the good work we are doing and get them to support community development in Central Australia.

Once we start putting this community development plan into action CLC wants to make sure we are doing things the right way. By monitoring and evaluating this work the CLC will be watching closely to make sure our Aboriginal constituents are happy with this work and that it is helping to make communities stronger places.

EXECUTIVE SUMMARY

ABOUT THIS DOCUMENT

This document sets out a framework for the Central Land Council (CLC) to implement a community development approach including a range of practical tools for doing community development. It is informed by the CLC's own experience in doing this work and community development lessons from elsewhere.

This framework and its community development goals and strategies will be implemented by the organisation as a whole. It should be viewed as a living document that will be further developed as it is implemented and evaluated. This document is primarily aimed at CLC staff. Other materials in addition to the 'Overview' (at the front of this document) will be developed for use with CLC's constituents (for example videos, posters, power point presentations). Documenting when Aboriginal people explore and voice their own views on community development will be crucial to the further development and success of this framework.

WHY A CLC COMMUNITY DEVELOPMENT FRAMEWORK?

The CLC is seeking to build on its past success by doing more to make Aboriginal communities stronger and healthier places. The CLC is committed to systematically applying a community development approach across the organisation and has prioritised the development of a framework that can be adopted and implemented.

WHAT IS COMMUNITY DEVELOPMENT?

Experience from international development shows that projects are most effective when they involve the local people they seek to benefit in all aspects of project design and implementation. Community development has local participation at its core. It involves a set of principles and processes that build self-reliance and strengthen communities through the participation of local people in achieving their own objectives. A community development approach is a way of working that can be applied to many different areas including health, education, employment, enterprise development, infrastructure provision and land management.

The central principles of community development include: social justice, participation, self-reliance, equality, learning and co-operation.

Key steps in a community development process generally involve:

1. Community members voicing their vision for a better community and identifying issues that need to be addressed to achieve it;
2. The assessment of issues and possible solutions and the development of an action strategy;
3. Identification of key stakeholders, and the formation of partnerships and an action group to implement the strategy;
4. Implementation of the strategy by the community drawing on local and external resources; and,
5. Monitoring and evaluation of the process and outcomes of the action.

The role of community development workers is to support and facilitate this process in a respectful, flexible way that maximises community participation and ownership.

COMMUNITY DEVELOPMENT IN THE CENTRAL AUSTRALIAN CONTEXT

The nature of the CLC itself, as well as the broader context in which the CLC operates, will have a significant impact on the implementation of this community development framework. Factors internal to the CLC, including its establishment and role under the Aboriginal Land Rights Act and the existing

skills of CLC staff in consulting with communities, are critical. External factors such as the extreme disadvantage and marginalisation of many Aboriginal people in Central Australia also impact on the capacity of Aboriginal people to participate in community development processes.

CLC'S COMMUNITY DEVELOPMENT GOALS AND STRATEGIES

The five goals of the CLC's community development work are:

1. Strengthen the CLC's capacity to support community development in Central Australia;
2. Implement community development projects, particularly projects that maximise the benefits of payments derived from Aboriginal land;
3. Strengthen the capacity of other Aboriginal groups and organisations to act for the benefit of their communities;
4. Develop external networks and relationships with individuals and organisations with expertise in community development; and,
5. Influence relevant government policies and agendas.

This framework includes strategies that will be implemented to achieve these five goals.

MONITORING AND EVALUATION

The application of community development approaches in Aboriginal Australia, including in Central Australia, is neither well tested nor well documented. The CLC will contribute to addressing this gap by documenting, monitoring and evaluating its community development work through the implementation of this framework. More importantly, the CLC will closely monitor and evaluate this new way of working to ensure it is bringing real benefits to its constituents. The CLC is currently seeking funding in partnership with the Centre for Aboriginal Economic Policy Research at the Australian National University for a three year evaluation project. If funding is secured CAEPR will undertake an external evaluation of CLC's community development work using a participatory research approach.

1. INTRODUCTION

Over the last 30 years the Central Land Council (CLC) has been highly successful in working with Aboriginal people to get their land back and achieve recognition of native title rights in land. The CLC has also supported Aboriginal people to manage their land and to negotiate agreements with others seeking to use their land, which include the payment of rent and royalties to traditional landowners.

Community development is a way of working that involves a set of principles and processes that build on community capacity and strengthen communities. The CLC hopes that adopting a rigorous community development approach will assist in building strong and vibrant Aboriginal communities and families in the Central Australian region.

For an organisation to meaningfully commit to community development it must set out specific principles and processes and develop a strategy for implementation. A framework for community development within the CLC will guide and support community development strategies at all levels of the organisation. This document sets out CLC's framework for community development which includes the following goals:

1. Strengthen CLC's capacity to support community development;
2. Implement community development projects, including projects that maximise the benefits of payments derived from Aboriginal land and projects that support Aboriginal people to manage their land;
3. Strengthen the capacity of other Aboriginal organisations to develop and implement projects that generate community benefits;
4. Develop external networks and relationships with individuals and organisations with expertise in community development; and,
5. Influence relevant government policies and agendas.

Community development done properly and comprehensively is a complex process in any setting. The Central Australian setting presents particular challenges due to the existing complexity of this context and the effects of decades of disempowerment and inadequate basic services. The 2007 Australian Coalition Government's 'Emergency Intervention' in the Northern Territory has contributed to creating an environment characterised by heavy-handed, top-down government-led initiatives that largely exclude Aboriginal people from solving their problems and directing their futures. The resultant confusion, disempowerment and mistrust that currently prevail in many Aboriginal communities create a difficult environment in which to be doing community development.

This framework and its community development goals and strategies will be implemented on an organisational basis. This framework should be viewed as a living document that will be further developed as it is implemented and evaluated. This document is primarily aimed at CLC staff, however other materials, in addition to the 'Overview' included at the start of this document, will be developed for use with CLC's constituents. Aboriginal people voicing their own views on community development will be crucial to the further development and success of this framework.

2. WHAT IS COMMUNITY DEVELOPMENT?

'Community development' is a development approach that is often poorly defined and it has therefore come to mean different things to different people. For the CLC community development is a way of working that involves a set of principles and processes that build self-reliance and strengthen communities through the achievement of specific community objectives. Community development objectives may range from improving health and education to the establishment of a community enterprise.

Community development for the CLC IS NOT...

- a shopping list approach whereby communities simply set out all the things they want or need;
- a grant scheme where individuals, organisations and communities apply for royalty or rent monies;
- communities making decisions about what they want and CLC staff going off and making it happen for them, thus building dependence;
- expecting communities to have all the answers and to solve their problems without additional information, support and resources;
- working with community leaders and allowing them to make all the decisions to the exclusion of other less powerful community members;
- non-Indigenous service providers deciding what communities need;
- putting infrastructure into communities or outstations without developing a broader strategy for sustainable outcomes of benefit to the whole community; or,
- a quick way of making things happen or solving problems.

Key Community Development Concepts

Community is the people who live in a particular place, and/or who share a sense of identity or have common concerns.

Community capacity is the ability of communities to perform functions, solve problems, and set and achieve objectives. It is based on a combination of elements that community members individually and collectively bring to improving local quality of life including: resources, knowledge, skills, leadership, trust, social networks and sense of community.

Community capacity building involves developing the skills and knowledge of individuals and existing community organisations, as well as strengthening relationships between community members through collective action so that communities have a greater ability to take control of the issues affecting them and to direct their own sustainable development.

Community participation is about enabling people to become active partners in the development of their communities by being involved in the decisions that affect their lives. Participation should enable people to have a degree of power and control in the processes in which they are involved.

Empowerment is the ability of people to gain understanding and control over personal, social, economic and political forces in order to take action to improve life situations.

2.1 COMMUNITY DEVELOPMENT PRINCIPLES

A number of principles or norms underpin community development work.

Social justice – enabling people to claim their human rights, meet their needs and have greater control over the decision-making processes that affect their lives.

Participation – facilitating the active involvement by people in addressing the issues which affect their lives, based on shared power, skills, knowledge and experience.

Self-reliance – building stronger, more self-reliant communities that are independent rather than dependent.

Equality – challenging the attitudes of individuals, and the practices of institutions and society, which discriminate against and marginalise people, and changing power relations so that they are more equitable within communities and between communities and external actors and agencies.

Learning – recognising the skills, knowledge and expertise that people contribute and develop by taking action to address issues.

Co-operation – working together to identify and implement action, based on mutual respect of diverse cultures and contributions.

2.2 COMMUNITY DEVELOPMENT PROCESSES

Community development processes involve supporting community groups to work together to identify their common aspirations and issues and plan and act on their strategies for change.

Community development does not seek to impose solutions or structures, or to provide services or events for people without their participation. Rather it is about working with people to define their aspirations and deal with issues by drawing on their assets. The role of community development facilitators in community development processes is to facilitate and support community development processes in ways which enhance participation, learning, inclusive decision-making and problem-solving analysis.

The steps that community development workers commonly seek to facilitate as part of a community development process include the following:

1. **Issue selection** - Community members identify existing community assets and capacity, articulate their vision and identify their priority issues. This should be informed by community socioeconomic and demographic data, which can be collected via community mapping processes. The importance of a broad range of community members selecting a high priority issue to address cannot be overstated as people are unlikely to participate in solving issues they do not prioritise.

2. **Issue assessment** – Community members draw on their local knowledge, as well as information on how the issue may have been addressed elsewhere, to assess the nature of their priority issue and to develop possible solutions that use community assets and capacity. The facilitator supports the community and other stakeholders (see below) to collaboratively develop a solution or action strategy that can be sustained beyond project development and implementation.

3. **Identifying internal and external stakeholders and forming partnerships** – Key stakeholders within the community are identified including formal leaders and informal leaders, as well as other

stakeholders like government departments, non-government agencies and other service providers. Community development is about supporting local people to act on their issues to achieve their vision and their voices must be prominent throughout the process, however, it is unlikely to succeed without the buy-in and support of other stakeholders.

4. Identification or formation of an action group – While community development encourages all community members to participate it is often also necessary to identify or form a group who can drive community action. In Aboriginal communities this may be an existing group or governance structure or a new group of people that come together because they are particularly concerned about the issue being addressed and want to take action.

5. Resource mobilisation and implementation of the action strategy – Community members use internal and external resources in order to develop and implement their action strategy. This may involve getting funding but also includes using existing human resources, including people's skills and experience, and community resources, such as permission to use a community building to implement an action strategy.

6. Monitoring and Evaluation – The specific objectives of a community development initiative can rarely be articulated at the project outset, however, as community members define their priority issue and develop an action strategy they should be encouraged to participate in developing a monitoring and evaluation strategy.

These six steps should be implemented in a cyclical and flexible manner. Community development is an iterative, reflective process and it may be necessary to go through some of these steps several times.

2.3 WHY USE A COMMUNITY DEVELOPMENT APPROACH?

The benefit of using a community development approach can be seen in the following:

Effective and sustainable initiatives

The active participation of community members in defining issues and using their local knowledge, skills and experience to develop initiatives to address them means these initiatives are more likely to be locally appropriate, effective and *sustainable*.

Capacity building

By participating in all steps of the process and collectively owning and implementing solutions people build their skills, knowledge and experience which helps them to tackle other issues.

Increased community cohesion

Working together increases community cohesion as people become aware that they face common issues and work together to address them.

Empowerment

Community development builds stronger and more self-reliant communities that are better able to identify priorities and meet needs and therefore have greater control over their lives, communities and futures.

3. COMMUNITY DEVELOPMENT AND THE CENTRAL AUSTRALIAN CONTEXT

3.1 THE CENTRAL LAND COUNCIL CONTEXT

The Aboriginal Land Rights Act and the Native Title Act provide a strong foundation for sustainable development in the CLC region through the legal recognition of land rights and native title. Successive CLC planning processes have identified supporting Aboriginal community development and governance arrangements as one strategy to promote the development of strong and healthy communities.

The CLC brings existing capacity to this new initiative, for example its established relationships in the region and its reputation as an organisation that delivers concrete benefits to its Aboriginal constituents; its experience in accurately advising its constituents, thereby enabling informed decision making; the centrality of Aboriginal decision making in the CLC's governance; and, the skills and experience of CLC staff in areas such as community consultation, participatory planning and supporting Aboriginal education, training and employment.

3.2 THE BROADER CENTRAL AUSTRALIAN CONTEXT

Aboriginal Australians continue to be an extremely disadvantaged group in terms of key social, economic and health indicators. Redressing the extreme disadvantage of many Central Australian Aboriginal communities has proven to be very challenging. Many programs and projects to help improve the well being of Aboriginal people in Central Australia are failing, and many socio-economic indicators appear to be worsening.

In recent years, until the Federal Government's Northern Territory Emergency Response (NTER) in Aboriginal communities in the Northern Territory, its Indigenous policy framework focused on individuals taking responsibility for their impoverished situation, emphasising a 'mutual obligation' approach. Despite government rhetoric around 'sharing responsibility', programs and projects have continued to be delivered from the top down, often by under resourced agencies to which they have been outsourced, leaving governments disengaged from communities and lacking the capacity for project/program implementation. At the same time, this has left little room for communities to develop and implement their own solutions to complex and entrenched problems.

The 2007 NTER has taken this top-down approach a step further. The policy involves the Commonwealth taking over many aspects of Aboriginal people's lives and communities and legislating for 'special measures' the Government believed would improve the lives and futures of Aboriginal people and remote communities. These measures were enacted through a rushed legislative process, which gave little or no opportunity for affected communities to have real input. Together these changes have created an environment of confusion, mistrust and further disempowerment and marginalisation of Aboriginal people in Central Australia.

The CLC can assist communities to understand and maximise any possible opportunities afforded by the current Indigenous policy framework, and seek to minimise threats. However, there is a growing view that these policy initiatives will do little to encourage and achieve the far reaching changes required. The current Central Australian context is likely to constrain the potential of the CLC's community development work, but equally it makes the need for this work even more urgent. International experience suggests that a community development approach, while sometimes slow and frustrating, can provide the foundation and tools for systemic and lasting change. The centrality of local participation in the CLC's community development approach means that it will create opportunities for Aboriginal people in Central Australia to be meaningfully involved in determining their lives and futures.

3.3 DOING COMMUNITY DEVELOPMENT WORK IN ABORIGINAL AUSTRALIA

Over the past 30 years community development approaches have been applied in Aboriginal Australian communities with varied success. This may be partly due to the particular complexities involved in doing community development in Aboriginal settings, which differ from disadvantaged communities in 'developing world' settings. The colonisation, dispossession and ongoing marginalisation of Aboriginal Australians in relation to the dominant culture is an experience fairly unique to Indigenous groups in wealthy Western economies and creates particular challenges. Some of these are listed below.

- Routine marginalisation and disempowerment can inhibit the motivation to participate. Hunt (2005, p.21) writes:
“The issues of power remain fundamental. Until greater power and resources are shifted into Indigenous hands – whether to communities or organisations at various levels - whatever individual capabilities there are will not be transformed into capacity. Indigenous people are keenly aware that power is exercised in highly unequal ways and they are very sensitive to the unspoken messages in interactions with governments.”
- Power inequalities pervade most interactions between Aboriginal and non-Aboriginal Australians, therefore particularly where community development workers are non-Aboriginal the potential for Aboriginal capacity development and empowerment is limited unless workers pay close attention to performing a facilitative, rather than directive, role (Campbell et al 2005).
- A shifting mix of shared values and identities, competing interests and conflicts that constitute many Aboriginal communities as a result of colonisation and globalisation can make consistent community development work for common goals problematic.
- As a result of this and the proliferation of Aboriginal organisations under the (supposed) policy of “self-determination”, there is often little consensus within and outside of Aboriginal communities about who is responsible for and capable of addressing issues that affect community members.
- Social and cultural differences, such as people’s perceptions of the locus of control in their lives, notions of individual autonomy and responsibility to kin, preferred forms of communication, timeframes, language and world views, are generally not acknowledged by members of the dominant culture when working with Aboriginal communities (Hunt 2005).
- The complex and highly regulated institutional and legal Australian context makes it difficult for Aboriginal communities to design and implement home grown strategies.

While many of the international lessons about community development can and should be drawn on in community development with Aboriginal Australians, it is also essential to acknowledge these particular challenges and identify ways to address them.

It is also important to sort the rhetoric from the reality. Critics argue that Australian governments have used the language of community development in the Aboriginal setting to: co-opt Indigenous communities to government agendas, save money, avoid responsibilities to Aboriginal people, and to prioritise economic development over broader community development (Wolfe 1989; Mowbray, 1994; Hollinsworth 1996; and Martin 2001). Thus projects are often established using community development rhetoric of empowering disadvantaged communities to address their issues, but decision-making remains centralised with the department implementing the project and therefore communities are not empowered and outcomes are not sustained (Kenny, 1996; Petersen 1994; Mowbray 1995; Wass 2000). Ife (2002, p. 183) argues that much harm is being done to Aboriginal people, often in the name of ‘community development’, which has been used as a euphemism for “oppression, domination and colonialism”. The CLC will need to maintain a critical view of the implementation of this framework to ensure it is matching its community development rhetoric with its on-ground work in the region.

Because there is a great need for *real* Aboriginal community development, yet Aboriginal people have been victims of the misuse of the concept, Ife (2002, p. 183) asserts that community development with Aboriginal people is a 'special case, deserving special treatment and careful consideration'. To date little has been published in the mainstream literature on how to do community development effectively in Aboriginal settings. However, the literature identifies some critical success factors:

- community ownership of the problem and solution (Hunter et al 1999);
- utilising existing community capacity (Campbell and Stojanovski 2001);
- employment of community members as community development facilitators to work with skilled external facilitators (Lawson and Close 1994; Tsey et al. 2004);
- establishing trusting partnerships, which requires respect for local social and cultural values and processes (Voyle and Simmons 1999; Campbell et al. 2005);
- a strong local governance structure (Midford et al. 1994); and
- adequate internal and external resources (Braun et al. 2003; Hunter et al. 1999).

The CLC has particular insights into what promotes effective community development in the Central Australian context. They are consistent with community development experience elsewhere and include the following:

- Capacity building must occur both within communities and in the broader environment impacting on them.
- Aboriginal people must be involved in key decision making at all levels as well as in management and implementation of initiatives flowing from decisions.
- Initiatives must build on existing community knowledge and source relevant information and advice from elsewhere.
- Good community mapping needs to precede and inform planning.
- Aboriginal ownership of the idea/solution/project is crucial.
- Aboriginal people must identify with community development projects and their processes therefore these should appropriately accommodate Aboriginal identity processes.
- Respect for the plans and informed decisions of communities builds community members' faith and confidence in the community development process and the CLC.
- Aboriginal communities must see that their participation in the process is generating outcomes in order to maintain their commitment to it.
- Careful planning needs to be balanced with getting 'runs on the board'.
- Good planning includes encouraging community members to think critically about problems and solutions.
- Cyclical project development processes of planning, action, reflection, planning etc. are useful.
- Adequate time and resources to implement the process need to be allocated and investment in it needs to be long term.

Implementing this framework will contribute to the limited application and documentation of community development approaches in Central Australia. As this document is developed these characteristics will be further refined. A set of questions relating to doing community development work in this setting are included in Attachment A for ongoing consideration.

4. CLC'S COMMUNITY DEVELOPMENT GOALS AND STRATEGIES

The goals of the CLC's community development work are:

1. Strengthen the CLC's capacity to support community development in Central Australia;
2. Implement community development projects, particularly projects that maximise the benefits of payments derived from Aboriginal land;
3. Strengthen the capacity of other Aboriginal groups and organisations, namely traditional owner/native title holder and community development project action groups, to act for the benefit of their communities;
4. Develop external networks and relationships with individuals and organisations with expertise in community development and,
5. Influence relevant government policies and agendas.

4.1 STRENGTHEN CLC'S INTERNAL CAPACITY

The CLC will work to further develop its internal capacity to support community development in its region. The objective here is to create an organisation that:

- Shows respect to its Aboriginal constituents;
- Responds positively to constructive local initiatives;
- Takes some risks and provides support on request to initiatives that align with its CD approach; and,
- Supports local people to take 'ownership' of their own development in a partnership of growing trust.

Five strategies will be used to achieve this goal, which are listed below.

1. Council and/or Executive endorsing a CLC community development framework and making an organisational commitment to implementing it.
2. Exploring Executive and Council member perspectives on community development and raising their awareness of the key principles and processes set out in this framework.
3. Educating CLC staff about the key principles and processes of community development through:
 - organising forums involving guest speakers with expertise in community development;
 - supporting staff to attend relevant community development short courses and workshops;
 - documenting and sharing of information about the CLC's community development work undertaken by CD Unit, land management and other staff.
4. Supporting CLC staff to incorporate community development principles and processes into their work through:
 - Community Development Unit staff assisting other staff to identify best practice in their existing work and providing advice on and support for community development initiatives.
 - Producing of a set of resources for staff, such as best practice sheets on:
 - clear communication of information
 - choosing interpreters and using them effectively
 - facilitating community development processes
 - case studies demonstrating lessons learnt and celebrating successful community development initiatives
 - guides for monitoring and evaluating projects.

5. Developing a process to evaluate internal capacity strengthening which will give staff the opportunity to reflect on their own contribution to building a community development culture within the CLC.

4.2 IMPLEMENT COMMUNITY DEVELOPMENT PROJECTS AND ACTIVITIES IN THE CLC REGION

The CLC will achieve this goal by working directly with Aboriginal communities, either on an individual or regional basis, to implement community development activities. The key steps set out in Section Two will directly underpin these community development processes. These are:

- issue selection
- issues assessment
- identifying internal and external stakeholders and forming partnerships
- identification or formation of an action group
- resource mobilisation
- monitoring and evaluation.

The following three strategies will be implemented to achieve this goal:

1. Tools and resources will be developed to guide staff in the effective implementation of community development processes. An initial set of resources are attached which largely focus on working with royalty and rent monies. These include:

Attachment B – Tips for facilitating meetings

Attachment C - When to do community development with royalty/rent monies.

Attachment D – How to work with royalty/rent monies

Attachment E – Project planning template

Attachment F – Template for completed project plan.

2. The CLC will work with landowners and Native Title Holders to apply monies flowing from land use agreements via community development processes.

The CD Unit will continue to implement the Uluru Rent Money Community Development Project, the Warlpiri Education and Training Trust, the Yuendumu Pool Project, and the Tanami Dialysis Support Service Feasibility Study. In addition the Unit will work with Aboriginal royalty associations and other relevant unincorporated Aboriginal groups to establish additional projects to apply rent and royalty monies.

The CD Unit will support other CLC staff to use community development processes to work with landowners/native title holders and their royalty and rent monies. Attachment B sets out a range of options for other CLC staff interested in working with the landowners and Native Title holders to generate greater and longer term community benefit from these monies. Provided the conditions set out in Attachment B are satisfied other CLC staff will be encouraged and supported to be involved in this strategy.

4.3 STRENGTHEN THE CAPACITY OF ABORIGINAL GROUPS INVOLVED IN CLC COMMUNITY DEVELOPMENT PROJECTS

The CLC will work to strengthen the capacity of Aboriginal groups, namely traditional owner/native title holder groups and community development project action groups, to direct their own sustainable community development. This work will focus on supporting groups involved in land management,

including ranger groups, and groups receiving rents or royalties. Such groups will be supported to plan for and implement sustainable development projects.

The capacity of these groups will be strengthened by supporting them to:

1. articulate their collective aspirations
2. mobilise resources
3. further develop local knowledge, skills and experience
4. develop leaders and leadership
5. build confidence and a sense of efficacy
6. promote trust, reciprocity, social networks and a sense of community.

4.4 DEVELOP EXTERNAL NETWORKS AND RELATIONSHIPS

The purpose of developing external networks and relationships with other development agencies is to enable the sharing of ideas and experiences, learn from each other and develop more effective community development processes. The CLC will seek to further develop existing relationships with relevant agencies operating in the CLC region and to establish new relationships with development agencies involved in community development in Aboriginal Australian settings. This will be achieved by:

- continuing to liaise and increasingly to share appropriate information with relevant agencies working in the CLC region;
- building recognition and awareness of our CD role with key funding parties/stakeholders;
- CLC Director sitting on the Oxfam Australia Aboriginal and Torres Strait Islander Reference Group;
- attending meetings of the Australian Council for International Development's (ACFID) Indigenous Work Group (IWG) where appropriate towards establishing relationships with development agencies such as the partnership arrangement being entered into with World Vision Australia on one of CLC's WETT Programs; and,
- facilitating the involvement of the members of the CLC's Community Development Reference Group in the development and oversight of this framework.

4.5 INFLUENCING RELEVANT GOVERNMENT POLICIES AND AGENDAS

The CLC will seek to influence relevant Territory and Commonwealth Government policies and agendas by:

1. implementing and evaluating this community development framework and reporting on the outcomes of this evaluation;
2. publicising outcomes and lessons learned about effective community development in Central Australia;
3. engaging in ongoing dialogue with government departments and their officers to influence government policy and agenda to ensure viability and core funding for CD strategy, including through regular briefings of key decision-makers; and,
4. encouraging and building the capacity of CLC constituents to share their views on the CLC's community development work with government officers.

Summary Table – CLC’s Community Development Goals and Strategies

Goal	Strategies
1. Strengthen CLC’s internal capacity	<ol style="list-style-type: none"> 1. Develop a framework for endorsement by CLC 2. Raise Executive and Council awareness of community development 3. Raise CLC staff awareness of community development 4. Support CLC staff to apply community development principles and processes 5. Develop a process to assess increased internal capacity
2. Implement community development projects	<ol style="list-style-type: none"> 1. Develop community development project implementation tools and resources 2. Facilitate community development activities using rent/royalty monies
3. Strengthen capacity of Aboriginal groups involved in CD projects in 2 above	<p>Support groups to:</p> <ol style="list-style-type: none"> 1. Articulate collective aspirations 2. Mobilise resources 3. Develop local knowledge and skills 4. Develop leaders and leadership 5. Build group confidence and a sense of efficacy 6. Promote trust, reciprocity and a sense of community
4. Develop external networks and relationships	<ol style="list-style-type: none"> 1. Build relationships with agencies working in CLC region 2. Build recognition and awareness of CD role with key funding parties/stakeholders 3. Establish partnerships with relevant development agencies 4. Facilitate CLC Community Development Reference Group’s ongoing involvement in developing and implementing this framework
5. Influence government policies and agendas	<ol style="list-style-type: none"> 1. Implement and evaluate this framework 2. Publicise outcomes and lessons learned 3. Engage in ongoing dialogue with government to influence government policy and agenda to ensure viability and core funding for CD strategy 4. Encourage and build the capacity of CLC Council members and constituents to discuss the CLC’s community development work with government officers.

5. MONITORING AND EVALUATION OF THE CLC’S COMMUNITY DEVELOPMENT GOALS AND STRATEGIES

The application of community development approaches in Aboriginal Australia, including in Central Australia, is neither well tested nor well documented. The CLC hopes to help address this gap by documenting, monitoring and evaluating its community development work throughout the implementation of this framework. More importantly, maintaining a critical view of our work is vital as CLC puts its community development talk into action.

A comprehensive monitoring and evaluation strategy will incorporate:

1. a process for CLC’s constituents to feed back on how they think the framework’s implementation is progressing;
2. a process for CLC staff to feed back on how they think the framework’s implementation is progressing;

3. implementation of the Community Development Unit's Monitoring Plan (Attachment G) which applies to existing projects involving payments from land use agreements, including a comprehensive independent evaluation of the CLC's existing rent and royalty projects; and,
4. an overall evaluation of the implementation of this framework to be undertaken either by the CLC's Community Development Reference Group or, resources permitting, by an appropriate outside agency yet to be determined, through an assessment of the information generated in points 1 to 3 above.

To progress the monitoring and evaluation of the CLC's community development framework a proposal has been developed in partnership with the Centre for Aboriginal Economic Policy Research at the Australian National University and submitted to a range of philanthropic organisations. If funded this three year project will provide an independent evaluation of the CLC's community development processes and outcomes.

ATTACHMENT A – QUESTIONS FOR ONGOING CONSIDERATION

This framework will be applied through a reflective and iterative approach. The following questions are for ongoing consideration as the goals and strategies set out in this document are pursued:

- To what extent is community development culturally framed?
- If community development is culturally framed what are the implications for working in a cross-cultural context?
- How does community development need to be adapted so it suits Aboriginal people?
- How appropriate is it to be pursuing democratic decision-making and empowering disadvantaged community members? Should we simply be working with existing Aboriginal governance structures?
- How do the complex issues of Aboriginal land ownership and identity impact on community development processes?
- Often Aboriginal constituents want to spend time consensus building while CLC feels pressure to get runs on board. How do these different views on time impact on the process?
- How important is sustainability to Aboriginal community members?
- How can this work be owned by Aboriginal people?
- Whose priorities are being addressed? – men’s, women’s, children’s?
- What kinds of projects bring most benefit to Aboriginal people?
- How should CLC respond when groups direct significant resources to places with few or no permanent residents?
- Is the Community Development Unit adequately resourced (current/forecasted) to implement the strategies set out in this framework?

ATTACHMENT B – MEETING FACILITATION TIPS

When using a CD approach, no matter what the meeting is about, the aim is to involve community members as fully as possible in all aspects of the meeting. Involving community members as active participants in planning and running the meeting means it is more likely to be done in an appropriate and effective way. This will also create more opportunities for community members to gain skills and experience.

The following tips should assist staff, particularly those who are new to the CLC, in preparing for and running meetings. These suggestions have been developed by CLC staff based on their experiences of what makes for a good meeting where CLC constituents are actively involved. All staff are encouraged to forward any other tips to the CD Unit so they can be included in this document.

This document covers some of the basic aspects of meeting facilitation. For those wanting more information the CLC publication “Planning for Country: Cross-cultural approaches to decision-making on Aboriginal lands” (Walsh and Mitchell, 2002) is a valuable resource that provides further detail on working effectively in Central Australia, including running meetings.

Pre meeting preparation

In addition to the usual logistical tasks involved in organising a meeting time should be spent preparing to facilitate the meeting itself. This includes:

- considering what information meeting participants need;
- developing a proposed meeting agenda and a clear presentation using appropriate communication tools (for example, poster, power point presentation, video or audio recording, maps, ;
- deciding whether an interpreter is needed;
- developing strategies that will give all meeting participants a chance to have their say; and,
- thinking about how meeting participants may respond in the meeting and any likely sticking points.

If more than one staff member is going to be involved in the meeting it is also important to make sure staff agree on the purpose of the meeting and what their role in it will be. Some staff can work well together co-facilitating a meeting and a male/female team is a good way of making sure men and women can participate comfortably in the meeting. But it can definitely be the case that too many staff trying to facilitate at the same time can “spoil the meeting” or at least leave everyone confused.

Appropriate meeting space

It is important to hold the meeting in a place where the participants are going to feel the most comfortable, which will then mean they are more likely to participate. There should be enough space that people can organize themselves comfortably whether that be along family lines, based on gender etc.

Using interpreters

The use of an appropriate interpreter is a key element in the success of most meetings. While it is not always feasible, including when a meeting involves numerous different language groups, very few participants, participants with high levels of English or if resources do not permit it, using an interpreter should always be considered.

Ideally interpreters should be formally trained but where this not possible staff should take advice from meeting participants as to who would be an appropriate person to interpret.

Staff must spend adequate time prior to the meeting briefing the interpreter on the meeting content and ensuring that they understand both this content and their role in the meeting. It is important to also make sure meeting participants understand the role of the interpreter as a neutral person who is simply relaying what meeting participants or staff are saying.

Agreeing on the meeting agenda and how the meeting will run

Staff should present a proposed meeting agenda at the start of the meeting for endorsement by the group. It is unlikely that participants will want to remove items from the agenda but they may want to add other issues for discussion. Where this happens staff should get the group to consider whether these items are relevant to the meeting. If not then they should help the group work out an appropriate forum for discussing these other issues who and how these issues and if necessary/appropriate they should be referred on to relevant CLC staff members or other agencies.

The way in which staff plan to run the meeting should also be explained at the outset and participants given a chance to respond. For example, "a short poster presentation will be used to share some information and then participants will be asked to break into small groups for discussion". If it is not possible to respond to all requests by the group at that particular meeting (for example participants would like a video or power point presentation but a poster has been prepared), participants' preferences as to how meetings are run should be incorporated into future meetings resources permitting.

Maximise local involvement in running the meeting

One technique that can help increase the involvement of participants in a meeting is for the group to select someone to act as the meeting chair. Having a local person in this role can be a simple way to create more local ownership of the meeting and its agenda than if the meeting is wholly run by CLC staff. A local chair may also be more effective at managing conflict if it arises.

It is worth suggesting that this person be selected to chair only this particular meeting and in the event of future meetings they can choose again on the day. A brief outline of the role of the meeting chair may need to be provided prior to their selection, including keeping the meeting to the agenda, making sure those that wish to have a chance to speak and that people don't speak over each other, and deciding when to have meeting breaks.

Another strategy is to get meeting participants or Aboriginal people from elsewhere with relevant experience involved in presenting information at the meeting. Community members and other Aboriginal people with a good understanding of the meeting issues can communicate effectively and often groups are very keen to hear how other Aboriginal groups have done things.

Ensuring all participants have the chance to participate

Most meetings are likely to involve people from different groups whether they be men/women, young/old and different family or language groups therefore efforts must be made to ensure that all those who want to have a say in the meeting have the chance to, even if they don't take this chance. This is particularly important where meetings involve a lot of people, as is the case with many CLC meetings.

The facilitator should keep a close eye on who is doing the talking and be aware if a few people are dominating the discussion. If this is happening facilitators should try different strategies to ensure that the quieter voices are heard. One strategy is to have other staff moving between participants and quietly finding out their views. They can then encourage people to speak up or they can feedback

these views to the wider meeting. Another strategy is to break into smaller groups, however the group thinks is most appropriate, but often according to gender or family relationships. Once small groups have had time to consider the issues they can then feedback to the full meeting.

Dealing with conflict

Getting community members to see that many of their aspirations and issues are shared and therefore best addressed collectively is one of the objectives of CD. However, CD processes in any setting will almost always involve some level of conflict as different community members have different aspirations, issues and priorities. This is the case in Aboriginal communities too.

One strategy is to discuss at the outset of the meeting how conflict will be dealt with if it arises. Participants may be willing to develop and agree to a set of meeting rules so that the discussion runs smoothly and everyone gets a chance to be heard.

When a conflict arises the facilitator needs to assess whether they are able to respond to the conflict or if it is too serious to be addressed within the meeting and therefore should be referred elsewhere. Staff members should take advice from the meeting chair and other meeting participants on how to respond to a conflict.

Dealing with conflict can be very stressful for staff and they should discuss coping strategies or at least debrief afterwards with their manager or other CLC staff members.

Adequate time

Enough time needs to be allowed at meetings so that participants have time to think through the information and issues before they make decisions. For some meetings it may be appropriate to spend a day exploring the issues and a second day for decision-making, which gives people time to consider things and talk about them with others who may not have attended the meeting. This of course must be balanced with the other demands on community members' time and the resources available.

Meeting close

Make sure before the meeting closes that everyone is clear about the decisions that have been made and what the next steps are. Ensure that people have realistic expectations of what will come of the decisions made at the meeting and make sure as much as is possible that you follow through on any actions you commit to.

Food

Make sure there is enough food and if possible get someone else to organise it so as the facilitator you can focus on running the meeting. One option is to pay some community members to do the cooking.

ATTACHMENT C – WHEN TO DO COMMUNITY DEVELOPMENT PROJECTS WITH ROYALTY/RENT MONIES

Please use these guidelines in consultation with the CD Unit.

Significant time and resources are required to work effectively in a participatory way with landowning groups to apply their monies to community development projects. This is the case even when only a small amount of money is involved and when an apparently straightforward community benefit project is identified by the group. It is not feasible for CLC staff to work with groups on all royalty/rent allocations and the organisation and its staff need to be strategic about when to facilitate community development processes. This document presents three options for handling monies which are largely based on the amount of money available.

1. One-off/small distributions (less than \$150,000 in total)

- A. Distribute money to family heads
- B. Save money up to \$150,000 and then choose one of the options under 2
- C. Give money to a functioning Aboriginal community organisation doing CD work e.g. health or education

In either 1B or 1C CLC staff will need to work via the Aboriginal Associations Management Centre (AAMC) with the association to develop minimal rules/a resolution setting out that the association wants to either save their money or allocate it to an Aboriginal organisation.

2. Ongoing and/or large distributions i.e. more than \$150,000 in total (must be certainty about level and consistency of payments)

- A. Consultations to consider pros and cons of family head distribution and money to CD projects, including Centrelink and tax implications.
- B. Present and discuss Uluru/WETT project structures and outcomes.
- C. Consultations to consider community/group broad needs, including consideration of their vision, sustainability, risks around raised expectations, resource requirements etc.
- D. Give money to a functioning Aboriginal community organisation doing CD work

If options 2 A, B and C are implemented and the following conditions met, go to option 3:

- there is enough money available (more than \$150,000 in total)
- traditional owners/native title holders are interested in and committed to using their money for community development
- a cost-benefit analysis by relevant CLC staff shows there is sufficient value in doing community development work with this group.

3. Set up a CD project with a traditional owner/native title holder group in consultation with the CD Unit and other relevant staff

- Consultations towards setting up a royalty association for the group to use payments for community development projects

- Establish a set of rules and principles around the type of CD projects that can be funded and include these in the Association's rules
- Once the association is established work with members to fully develop their vision, priority needs and CD projects for funding.

ATTACHMENT D – HOW TO WORK WITH ROYALTY/RENT MONIES

This process is to be implemented either directly by the Community Development Unit or by other CLC staff in consultation with the Community Development Unit. Please note that the steps set out here need to be applied flexibly and may not all be used in all processes.

The main steps in this process will generally be:

1. The landowning/Native Title Holder group with advice from CLC staff decide what proportion of royalties to allocate to projects to be funded through the community development planning process.
2. A working group of traditional owners is formed to work with CLC staff or a decision is made to seek to involve the whole landowning/NTH group in the ongoing process.
3. CLC staff and the working group/broader group develop a set of principles and a process for the Project. These should be based on the principles and processes being used in other CLC CDU Projects (see below).
4. The principles and process of the Project are endorsed by the broad landowning/NTH group.
5. These principles and processes are written into the rules of the association set up to receive rent or royalties.
6. CLC staff facilitate the agreed community development process.

Proposed principles for royalty and rent money projects

In order to ensure that planning with landowning/NTH groups leads to projects that are consistent with community development objectives it is important to agree with the group on a set of principles at the outset. The following are the types of principles that can be applied to determine whether a project identified by the landowning group for funding is likely to contribute to community development outcomes:

Social justice

- the project will enable the group to meet their needs
- the project will bring significant benefit to members of the group and contribute to a better future

Participation

- the project is clearly identified by the group as a priority
- the project is based on an analysis by the group of their priority issue and how best to address it

Self-reliance

- the project will help the group to be more self-reliant and independent in the future

Equality

- the ideas of different group members including women and young people and people from different families have been taken into account in designing the project

Learning/Capacity Building

- the group will be able to build their skills, knowledge and experience through their involvement in the project

Co-operation

- group members will work together and collaboratively with other stakeholders to design and implement the project
- (where necessary) the project will involve developing a partnership with government and securing complementary government funding

Sustainability

- when the funding stops the project will keep going and keep on benefiting the group

Proposed process

1. Community mapping

Community mapping of the communities and outstations where relevant group members are living/aspire to live. This will be a desk-top exercise in the first instance, however in most cases it will also be necessary to visit the communities/outstations. A report will be prepared covering the following:

- o Population – possibly including gender/age balance.
- o Number of houses
- o Community infrastructure – women’s centre, basketball courts, etc
- o Existing community programs and projects
- o Priority needs, aspirations and community issues
- o Key stakeholders
- o Governance/project management capacity
- o Leadership – who are the community members showing leadership who should be involved in the Project?
- o Identification of existing formal, written community plans
- o Legislation or other external policies that may impact on the community/outstation
- o Nature of land tenure
- o Existing government funding

2. Group identification of priorities and possible projects

Members identify their main aspirations and issues as a group. These aspirations and issues are prioritised by the group and then initiatives that could be implemented to realise/address them are developed. The following are the key questions that should be asked in this planning process:

- What are the most important areas you want to work on to make this place better in the future? How do you want it to be now and for your children and grandchildren in the future?
- What sort of initiative/project could you undertake to address this prioritised aspiration/issue?
- What would this project achieve/what sort of benefits would they create?
- Are there people who can work on this project?
- What resources (beyond monies) does the group have to help this project happen?
- Have you had this kind of project in the past? What happened to it?
- Are there any problems that you could face in doing this project? If so, what can be done to address them?
- Will this project last? How will you make sure this project keep on bringing benefits to the group/community?
- How will we know if the project achieves its objectives? What kinds of things will we look for?

These consultations end with CLC staff making it clear that they, together with either the working group or broader group, will now assess the feasibility of each project and in some cases it may be that a project cannot go ahead if it is found to be unviable.

3. Development of projects

- CLC staff together with the working group or broader group, where necessary with the support of a consultant/s, develop projects including: providing the group with information on how similar projects have been done elsewhere, getting quotes, securing additional government funding if necessary, identifying and engaging individuals/organisations to implement each project, and getting the support in writing from all relevant stakeholders to enable the project to go ahead.
- Assist the group to consider the risks and assumptions associated with each project
- This step culminates in an assessment of the feasibility of each project. Projects judged to be feasible should be referred to the meeting in the next step for the group's information and endorsement. Projects judged not to be feasible should be referred back to the group and the reasons explained. It may be at this stage that the group then needs to identify alternative priority aspirations/issues and potential projects, in which case the steps in 2 and 3 would need to be repeated.

4. Group endorsement of developed projects

- Report back to the broad group on the projects developed including costings for each project.
- Seek the group's approval of these projects.

5. Work with the group to develop implementation/management plans for each project

- Work through the detail with group members of how each project will operate. Where appropriate this discussion should involve the organisation managing the project
- Develop and sign off on plans with the group setting out this detail, including what community members, the management organisation and CLC will do towards successfully completing each project.
- These plans will include a monitoring and evaluation strategy including milestones, outputs and outcomes. They will also specify who will collect this data and how it will be reported back to CLC, the community and the broader group.

6. Monitoring and Evaluation

ATTACHMENT E – PROJECT PLANNING TEMPLATE

Please use this template in consultation with the CD Unit.

This template relates to the ‘issue selection’ and ‘issue assessment’ steps in the CD process outlined in Section Two. Facilitators should repeatedly ask landowning group members ‘why’ when using this template to select and assess priority issues. This will encourage people to think critically and articulate clearly why they want what they want. Please note that the steps set out here need to be applied flexibly and may not all be used in all processes.

1. Vision, issue and project identification

Facilitator Questions	Community responses
How do you want this place to be now and in the future?	Community vision:
What are the main issues you want to address in order to realise your vision?	Issues to be addressed:
What causes these issues in your community?	Critical analysis by community of causes of key issues:
What actions could you take to address these issues?	Project Ideas: 1. 2. etc

2. Project planning – Project Idea 1

Facilitator questions	Community responses
Project objectives – what will the main benefits of this project be?	
Who will implement the project?	
What resources will the community contribute?	
Has the community had this kind of project before? What happened to it?	
Risks – what could go wrong? What can be done to prevent this?	
Sustainability - how will you ensure this project lasts?	
Evaluation – how will we know if this project generated the intended benefits? What would indicate to us that it had succeeded?	

ATTACHMENT F- TEMPLATE FOR COMPLETED PROJECT PLAN

PROJECT PLAN

Project Name: _____

Project Location: _____

Planned Start Date: _____

Planned Finish Date: _____

Contact Details	Name	Phone Number, Address, Email
Community/ Outstation		
Central Land Council		
Project Management Agency		

1. Short project description – what is this project?

2. Project Objectives – what benefits are we hoping this project will bring?

-
-
-
-
-

3. Stakeholders – who will be involved in this project and what will they do?

Main Stakeholders	Role
Community	
CLC	<ul style="list-style-type: none"> • Oversee project management and co-ordination • Report back on M&E outcomes and lessons learned •
Other Stakeholders	

4. Assumptions – what other things (outside the project) need to happen for this project to work?

-
-
-

5. Risks – what could go wrong with this project?

Risk	How can we make sure this doesn't happen?

6. Monitoring and Evaluation – how will we know if the project brings the benefits listed in section 2?

Objectives (benefits)	Indicator (sign that it has happened)	Information we need to show it has happened	When we will collect this information
Objective 1:			
Objective 2:			
Objective 3:			

7. Project Costs and Funding

Estimated total project cost:		
Funding Source	Amount	Written confirmation? Date?
Royalty/Rent Money:		

Signed:

Community Representative _____ Date: _____

CLC Staff _____ Date: _____

Project Manager _____ Date: _____

SAMPLE PROJECT PLAN

Project Name: _____ Community Healthy Food Co-op_____

Project Location:_____

Planned Start Date: _____January 2007

Planned Finish Date:_____December 2008

Contact Details	Name	Phone Number, Address, Email
Community/ Outstation		
Central Land Council	CD Project Officer	
Project Management Agency		

1. Short project description – what is this project?

To set up a food co-operative in this small community so that the 40 residents can buy food and basic goods in their own community rather than travelling to other places every day to shop. Community members will run the co-op themselves.

2. Project Objectives – what benefits are we hoping this project will bring?

- To have a healthier and cheaper supply of food and basic goods that the residents can buy in their own community co-op.
- To set up a management and operating systems so that community members can run a 'healthy food co-op'
- Build the skills of community members to manage and operate the co-op

3. Stakeholders – who will be involved in this project and what will they do?

Who	What they will do
Community members	<ul style="list-style-type: none"> • Be involved in planning the co-op • Prepare the co-op building for use • Develop skills to manage the co-op • Own and manage the co-op • Buy from the co-op as much as possible
CLC	<ul style="list-style-type: none"> • Work with the community to plan the co-op • Find an agency to manage the project and make sure the agency does their job well • Help the community to monitor and evaluate the project • Report back to the Uluru traditional owner group on how this project is going • Make sure that the project funding is well managed
Indigenous Business Australia	<ul style="list-style-type: none"> • Do a feasibility study and help the community develop a business plan
AP Lands Council	<ul style="list-style-type: none"> • Give advice on regulations
Building company	<ul style="list-style-type: none"> • To renovate and fit out a building for the co-op
Uluru traditional owner group	<ul style="list-style-type: none"> • Selected Kenmore Park for project funding • Look to see that this is a good project of benefit to the community

4. Assumptions – what other things (outside the project) need to happen for this project to work?

- It will be cheaper to shop at the co-op than travelling to other communities to shop
- People will use the community co-op instead of going to other community shops
- The community has the skills and commitment to operate the co-op

5. Risks – what could go wrong with this project?

Risk	How can we make sure this doesn't happen?
The co-op might not make enough money to cover the costs.	Monitor how many community members are using the shop. If people are not using the shop find out why and try to address these issues. Keep a close eye on the type of things being sold and freight and other costs.
Community might not want to stay involved in running the co-op.	Community discussions to understand why and to find solutions to make sure community stays committed.

6. Monitoring and Evaluation – how will we know if the project brings the benefits listed in section 2?

Objectives (benefits)	Indicator (sign that it has happened)	Information we need to show it has happened	When we will collect this information
Objective 1: Cheap and healthy supply of food and basic goods available in community co-op	Community members buying cheap and healthy foods and basic goods	Photos of the co-op and community members shopping there. Community members saying that they are buying food and basic items from the co-op	Once the co-op has been set up and people are shopping there
Objective 2: Community run 'healthy food co-op' management and operating systems set up	Co-op being managed and operated by community	Photos of community members running the co-op. Stories from community members about how they are managing the shop	December 2008 or once the co-op is operating
Objective 3: Build the community's skills to run the co-op	Community members trained and working in the co-op	Record the type of store training and number of people who have been trained. Number of community members involved in running the co-op and type of work they do.	December 2008 or once the co-op is operating

7. Project Costs and Funding

Estimated total project cost:		
Funding Source	Amount	Written confirmation? Date?
Uluru Rent Money CD Project		

Signed:

Community Representative _____ Date: _____

CLC Staff _____ Date: _____

Project Management Agency _____ Date: _____

ATTACHMENT 6 – CLC COMMUNITY DEVELOPMENT UNIT MONITORING PLAN

Introduction

The Central Land Council (CLC) Community Development Unit (CDU) works with indigenous people to assist them in use of royalties, rents and affected area payments money. It seeks to build the participation and control of indigenous people over the use of their money to ensure community benefits and also to ensure that indigenous people increase their ability to control and manage their own resources.

It is acknowledged that remote Aboriginal people collectively retain cultural values that render a universal notion of benefit problematic. That CLC's constituents nevertheless embrace development calls for an intercultural approach to benefit. So, for instance, consistent with the wishes and actions of key participants in CLC's Warlpiri Education and Training Trust Project, the CDU works towards 'two-way' education for Walpiri people, combining the best that Aboriginal and non-Aboriginal knowledge can bring to bear for the benefit of all Warlpiri people.

With this in mind, across CLC's community development work, the benefits sought can be grouped as economic (e.g. jobs and small business), social (e.g. education, health), cultural (cultural maintenance) and political in the broadest sense (e.g. improved governance).

In order to increase control and management of resources by indigenous people, the CDU utilizes a community development approach. This approach is characterized by processes of consultation and information sharing as well as formalized decision making processes by indigenous people.

Understanding of the CDU work therefore involves attention to both the benefits provided for people as well as the processes used to bring these about.

The CDU community development work (also referred to as 'the program') is currently implemented through four major projects¹, each with sub-projects. Potential new projects are being considered. The various projects have different management and decision making models and the implementation processes for each project vary.

This is a strength of the program as it allows for contrast and learning between approaches. However it also presents some challenges. It mitigates against simple use of ideas from one area to the next. It also makes it harder to monitor the program because the information about the outcomes of the various projects is not always directly available to the CDU, with information often flowing between various levels and reported in different ways for each project.

The context within which these projects are implemented is quite fluid, with many other factors also influencing the quality of life for people in each location. The projects work to bring about change for the people in the communities but any understanding of the value of that change has to be understood within the context of other influences upon people's lives.

Notwithstanding these challenges the CDU has been able to identify changes arising from the projects, since its inception in 2005. It is now ready to track these changes in a more systematic way: through a

¹ These are the Warlpiri Education and Training Trust (WETT), the Uluru-Kata Tjuta Rent Money Community Development Project, the Tanami Dialysis Support Service Project, the Granite Mines Affected Area Aboriginal Corporation Project (GMAAAC)

formal monitoring plan. This document outlines that monitoring plan, identifying the approach, the methods and the reporting processes for such monitoring. Detailed attention is given to the data collection processes.

The monitoring plan is intended to be a live document, with changes and revisions over time as the program develops and as the monitoring processes are embedded in the community development approach. This document outlines the first version of the plan.

The monitoring approach

Monitoring versus Evaluation

Evaluation is about testing the value of a model or way of working. For the CDU work there is a need to periodically test the value of the model being used (as opposed to other ways to bring about similar outcomes) and also to describe and explain the model to a wider audience. There is also the need to use such information to further develop the community development model. CDU is currently exploring ways in which to resource a major evaluation of its work. This is a necessary and important step but as it is intended that this will be covered by other resources, it will not be the main subject of this plan.

Monitoring is about understanding what has happened – the activity² - and then what has been the change experienced by people – the outcome. These may be outcomes that were planned for and expected as well as unexpected outcomes. Outcomes can include the tangible results of an activity (for example, as the result of building a building, people are now able to access better food; or as a result of purchasing a car, people are able to travel to important community events) and the less tangible changes such as what people have learned or how they are able to act differently or how they might feel differently about themselves or others. The important issue for monitoring it to go beyond the activity to understand what has changed as a result of that activity.

The purpose of monitoring

There are various reasons why a systematic approach to monitoring is important for CDU at this time. Formal tracking of outcomes is part of a good quality community development approach³. It completes the community development cycle, providing people with information about their actions and the opportunity to learn from those actions.

Monitoring provides accountability to stakeholders. In particular to the TOs and communities who have chosen to spend their money through this community development approach, but also to wider community and government stakeholders who have an interest in seeing effective service development for indigenous communities. It also provides a way for CDU to be accountable to the wider CLC, explaining and documenting the results of their work (both benefits for people and the processes that brought these about) and making these available on a regular basis for all of the organization.

CDU itself also needs to know what it is achieving. It is easy for active workers to lose sight of the results of their work. A regular opportunity to consider what has been achieved and why and to share

² For the CDU an activity refers to one or more of the steps undertaken in the community development process. That is: issues selection, issue assessment and development of action strategy, identification of stakeholders and partnerships, identification or formation of action groups, mobilisation of resources to implement action strategy, and monitoring and evaluation. The outcome is the result of all this activity. Outcomes may result from any of the steps in the process as well as the combination of all of the steps.

³ Monitoring and evaluation are listed as the final step in the community development approach adopted by the CDU.

this with other colleagues, allows CDU staff to learn, to celebrate achievements and improve the ongoing program.

Finally the work of CDU is undertaken in a highly political context. That context is not always supportive of participatory and consultative approaches to working with indigenous people. It is very important that CDU build an evidence base of its work to provide long term support for its approach.

Key principles

Good quality monitoring is based upon clear principles which match the intention of the development work under assessment. In other words the monitoring should complement and contribute to the development work. The key principles for this monitoring plan therefore include:

- The monitoring approach should promote the opportunities for indigenous people to have more information and more control
- The monitoring should promote accountability but also provide information for learning and program improvement
- The monitoring information should be made available in a form that can inform and assist with decision making
- The monitoring information should be accessible to all stakeholders
- As far as possible the monitoring system should utilize existing information and systems for analysis rather than creating additional systems.

What to monitor: program intention

The CDU work is intended to bring about several different outcomes. All need to be the subject of monitoring.

1. The primary intention is that indigenous people will have more control and be able to undertake more informed management of resources which belong to them. The work of the CDU should therefore increase the ability of indigenous people to understand and feel confident about their decision making. It would be demonstrated in the way groups and communities make decisions about the resources made available to them, with the focus of their decision making changing over time to reflect an emphasis upon longer term and more widely beneficial uses of the available resources.
2. The CDU work also seeks to bring about service outcomes which benefit communities. As flagged in the introduction, these benefits include social, cultural and economic outcomes. It is intended that communities themselves identify the value of the service and are willing to maintain and protect that service. The services should also be recognized by external stakeholders, including government, as of value to the community and meeting real needs.
3. Finally the intention of the CDU work is to increase the visibility of the indigenous management of resources so that others will recognize the value of the approach and want to support it. This could result in government being more ready to support and co-fund services based on the model. It might mean other indigenous communities wanting to use the approach. It may mean more partner organizations want to work with CDU and their communities in this way.

The monitoring plan will seek to track each of these intended outcomes over time, looking for the changes which have occurred and seeking to analyze the significance of those changes for the people and the program. Other unintended outcomes will also be identified as they occur.

What information: collection of evidence

There are three main sources of data for this program. They include

- a) the information from the projects themselves,
- b) the knowledge and experience of the CDU staff and
- c) The information, available from various sources, about the context in which the programs and workers operate.

Suggested data collection tools are outlined for each area in turn below.

a) Projects

The projects offer a rich source of information. At a minimum it is suggested that for each project attention is given to:

- Systematic collection of data about the activities and the outcomes (that is, what happened and what was the result)
- Some views and voice from people about the value of the project outcomes for them, including the processes by which those outcomes were achieved.
- Some assessment of how the capacity of the people involved may have been changed or affected by the project
- Any other information which explains how the project has influenced or impacted upon the lives of people.

In practice this will mean slightly different forms of data collection for each main project. Annex one outlines the suggested approach for each of the four projects.

b) CDU staff reports

The CDU staff have the opportunity to see the various projects in action as well as observe changes in people, relationships and communities. They are also able to observe other changes in the context which limit or enhance the outcomes from the projects. Finally they are able to compare and contrast with each other's projects.

In order to systematically track this useful information it is proposed that each staff member be required to complete a short quarterly report. Annex two outlines the reporting template.

c) Data about the context of CDU work

Each quarter (at a minimum) the CDU staff will meet and discuss the major contextual influences on their work that quarter. In addition, the CDU staff will discuss these contextual influences twice per year with the Community Development Reference Group. This is intended to identify significant influences which have either enhanced or limited the outcomes of the project areas.

The information will be recorded as the minutes of the meeting and kept on record to utilize with other program information.

How to make sense of it all: data analysis

The data from all these sources of information needs to be collated. That is the information needs to be grouped under the following headings:

- Activity reporting:
 - what money has been spent
 - what activities have taken place⁴

⁴ As noted, this refers to the steps in the CDU community development approach.

- Outcome reporting
 - What outcomes can be identified against the intentions of the program?
 - What unexpected outcomes can be identified?
 - What are people saying about the services and outcomes?
- Contextual explanation
 - How has the wider context influenced what was achieved and its impact upon people?

The data can be grouped according to each project as well as for the entire CDU program. It then needs to be made available to the CDU reference group for consideration about what implications there are for the program and what needs to be learned and changed about the program. This should probably happen no more than once every six months. These discussions should seek to explore the following questions:

- What are the emerging benefits the program can identify for this quarter?
- What are the emerging lessons and considerations for the program?

The analysis made available from this process can be recorded as the basis for the overall report of the program

How to communicate it all: reporting processes

The information from the above processes needs to be formally recorded as one report. However aspects of the report can then be used for specific reporting to different stakeholders. This includes internal CLC stakeholders, governance groups for the various projects, community members/project participants, Australian government officers as relevant and the wider public.

Consideration should be given to a communication strategy to make the best use of the information.

Annex one: project data collection tools

Program area	What would be collected	How much	When	By whom	For what purpose	Reported to	Informants
GMAAAC	1. A photo (with explanation) or description of each project service, or infrastructure	For every project	At the end of the project life, once the service or infrastructure is in place	Project managers or CDU staff	To provide accountability and a record	GMAAAC committee for that community	N.A.
	2. An acquittal of funds	For every project	As above	Project managers	As above	GMAAAC committee for that community	N.A
	3. A description of how the service/infrastructure/facility is being used. This would address the following questions at a minimum: 1. How many men and women are using this service/infrastructure? 2. Who is excluded from using it and why? 3. For those people who are using the service/infrastructure, what benefit is it bringing to them? 4. Any other changes as a result of this service/infrastructure?	Each year, two projects in two communities. Choice of the communities initially should be guided by a focus on those projects where the best lessons can be learnt. That is for very successful and apparently very unsuccessful projects.	As above	CDU staff and over time others from the community who may be trained in social inquiry skills	For project accountability (to understand the benefits of the service or infrastructure) and also for project learning (to understand how the project can improve next time)	GMAAAC committee for that community and all other GMAAAC committees	GMAAAC committee plus random sample of up to 10 people, and/or the local Shire board.
	4. A discussion with each	For each community	Annual	CDU staff as	For project	All GMAAAC	Wider

	<p>community about the projects they have received for the year. This discussion would explore the following questions:</p> <ol style="list-style-type: none"> 1. What projects have been received by this community this year? 2. What have been the best projects and why? 3. What have been the most important benefits and why? 4. What would you like to see changed for next time you receive project funding so the benefits are improved for the community? 	which has received projects for that year	discussion	part of the community development process with the community	learning and improvement.	committees	community at community meeting
	<p>5. A discussion, based upon as much of the previously outlined data collection process as is available, with each GMAAAC committee about what they have achieved through the projects for this year? How effective and improved has been their capacity to make decisions to benefit the wider community with GMAAAC money? What would they improve and what would they do differently?</p>	Each GMAAAC committee	Annual discussion	CDU staff and Committees	Reflection upon governance and decision making processes	All other GMAAAC committees (with permission) and to CDU.	GMAAAC committees

Program area	What would be collected	How much	When	By whom	For what purpose	Reported to	Informants
WETT 1. <i>Early Childhood project</i>	Report from WVA about the project activities and outcomes both in terms of observed benefits and from the perspective of the people in the communities ⁵ , plus an expenditure breakdown.	For all WVA managed work areas	Quarterly	WVA	Project accountability and also project learning	WpkJWETT sub-committee, WETT Advisory Committee as well as WETT trustee	Defined by WVA report
2. <i>Youth and Media Project</i>	In line with the current project the following information could be provided: 1. The information from the literacy assessments being undertaken by an external researcher.	As planned ⁶	As planned	External researcher	General baseline comparison	WpkJWETT sub-committee, WETT Advisory Committee as well as WETT trustee	Defined by external researcher assessments
	2. Quantitative data collection: Using the existing data collection sheets developed by the Mt Theo Program it should	For specified ⁷ events and training that are funded by the WETT	Monthly reporting but data	Mt Theo staff	Accountability and also for some	CDU staff as well as internal Mt Theo	Defined by Mt Theo Program data collection

⁵ It is noted that this information will cover the achievements of the Early Childhood project, not the way in which WVA has delivered and managed the project. Given the importance of appropriate process the latter is an important area for assessment. While some general information about the WVA delivery process can be collected during discussion with the various WETT governance groups, it is also desirable that further attention is given to examining the effectiveness of WVA, Mt Theo Centre and other project managers in delivering WETT projects over time. This is not information that can be easily collected during monitoring. It is strongly recommended that this be one focus of the proposed project evaluation for the CDU work (see top p2). Comparison of the various larger WETT project managers and their delivery mechanisms, their strengths and limitations and their appropriateness within this context would be an important aspect of the overall evaluative review of WETT.

⁶ The literacy assessments are currently being undertaken by an independent researcher. These are additional to the review proposed in this framework but able to be utilised as part of the overall monitoring.

⁷ A list of the relevant events and trainings will be developed with Mt Theo in advance of this requested monitoring.

	<p>be possible to track the following information:</p> <p>(a) What has happened (training/event/whatever)</p> <p>(b) How many men and women, girls and boys attended?</p> <p>(c) Were people largely within the targeted age range?</p>		collected at events		understanding of project spread and scope	accountability systems.	sheets
	<p>3. On annual basis staff should also be able to identify:</p> <p>a) how many people returned to school and/or gained employment after association with the project</p> <p>b) what was the most successful event/training and why</p> <p>c) How the project could be improved.</p>	For all the work undertaken during the year	Annual reflection	Mt Theo staff collected through discussion with CDU staff	Accountability for project outcomes	CDU staff as well as WETT governance systems	Mt Theo Program staff
	4. Acquittal of funds.	For all WETT funded activities	As required under the funding agreement	Mt Theo staff	Accountability	CDU	N.A.
	<p>5.a Qualitative information – case studies</p> <p>Case studies of participants in the project on an annual basis seeking to understand:</p> <p>(1) Why they participated?</p> <p>(2) What was the most useful event/training and why?</p> <p>(3) What could be better about the project?</p> <p>(4) What has changed for you this year and how much was this due to</p>	At least three participants	Once a year	Mixed team to collect information, including Mt Theo staff, CDU staff and community members	Project learning and improvement	With permission of the participants, information could be shared with WETT governance groups as well as CDU and Mt Theo staff	3 project participants

	the project?						
	<p>5.b Qualitative information – general community views</p> <p>General community views about any changes in youth behavior (negative and positive) and what this can be attributed to. Questions that may be explored include:</p> <p>(1) Do you think young people in this community have behaved differently this past year?</p> <p>(2) In what ways (better or worse than before)?</p> <p>(3) Why do you think their behavior has changed?</p> <p>(4) Do you notice any difference among the young people who attend the Mt Theo events and training than those who do not attend?</p>	Cross section of the community, including men and women and young and old people	Annual exploration	Mixed team, including community members/C DU staff/ Mt Theo youth workers	Learning and project improvement	Mt Theo Program and WETT governance groups.	Random sample of up to 10 people

Program area	What would be collected	How much	When	By whom	For what purpose	Reported to	Informants
3. <i>Secondary Schools Project</i>	1. Description of the events participated in by the students which are funded by this project. This would include: (a) outline of the event itself (b) how many students attended and their age (c) which other people participated, including teachers and people from outside the school (d) What resources were required for the event beyond the funding from the WETT project?	This report would be produced for every event	Annually	School	accountability	WpkJWETT sub-committee, WETT Advisory Committee as well as WETT trustee	N.A.
	2. Reports by the students about the event and what they found to be useful. They would be expected to answer the following questions: (a) What was good about this event? (b) What was not so good? (c) What did you learn? (d) Why?	This would be produced by a representative of the students for each event. It is expected to be a short (half page) report that expresses the views of that student and other participants that he/she talked to about the event.	Annually	The school would undertake to ensure a representative student produced this report each time	learning	WpkJWETT sub-committee, WETT Advisory Committee as well as WETT trustee, and possibly for inclusion in Land Rights News	Student representative
	3. Regular discussion with the school/s about the intent and value of the project. Designed to explore the value of this project as	Every twelve months at least a formal discussion would be undertaken with the	Annually	Initiated by CDU with the appropriate	Learning	WETT WpkJWETT sub-committee, WETT Advisory	School staff representative

	compared with other work being undertaken in the school. Also to explore the limitations and areas for improvement of the project.	schools by the CDU staff member		school representative		Committee as well as WETT trustee	
	4. Acquittal of funds	For each project	Annually	Project manager	accountability	CDU	N.A.
4. Lajamanu Learning Centre	<p>1. Reports against the funding agreements with Central Desert Shire and NT Libraries. Reports to cover:</p> <p>(a) training conducted in the Centre</p> <p>(b) Who attended, for how long?</p> <p>(c) What outcomes for each person attending (increased self-esteem, increased skills, continuation to further education/training, employment, other outcomes)?</p> <p>(d) How training being held in the Centre can be improved, if at all?</p> <p>(e) What other informal learning opportunities aside from training are being provided in the Centre?</p> <p>(f) What else is influencing the work of the Centre?</p> <p>(f) Acquittal of funds</p>	As required in the agreements. At least each six months.	Each six months	Central Desert Shire and/or NT Libraries	accountability	WETT governance groups, Central Desert Shire, NT Libraries.	Defined by agreements and Shire, NT Libraries reports
	2. Community views about the Centre and its value to the community. Specific exploration of	Community consultations undertaken with a	Each six months	CDU staff	Learning and improvement	WpkJWETT sub-committee, WETT Advisory	Random sample of up to 10 people

	<p>the following:</p> <p>(a) Who uses the Learning Centre?</p> <p>(b) Who does not use the Centre? And why?</p> <p>(c) What are the best things undertaken at the Centre? Why?</p> <p>(d) How could it be improved?</p>	<p>sample of the community. To include the views of men and women and young and older people.</p>				<p>Committee as well as WETT trustees</p>	
	<p>3. Contextual review⁸. This is to explore the broader influences on what can or cannot be achieved through this project. Include reflection upon:</p> <p>(a) management and delivery mechanisms for the project</p> <p>(b) funding and other interactions with other organizations which have influence upon the project</p> <p>(c) relationships between agencies and how this influences the project</p> <p>(d) The way in which learning from the project outcomes is influencing, or not, the further development of the work</p>	<p>A brief review of the key factors which influence this project beyond the specific work of the project.</p>	<p>Each six months</p>	<p>CDU staff with others as appropriate</p>	<p>Learning and project improvement</p>	<p>WpkJWETT sub-committee, WETT Advisory Committee as well as WETT trustee</p>	<p>N.A.</p>

⁸ Contextual review is a key aspect of the overall monitoring for the CDU work and is included as part of the overall report. For the Learning centres the experience to date is that other influences have been key to understanding what has been achieved or not. For this reason those wider contextual influences will be important to understand in particular for this project. This analysis may merge into the wider contextual analysis for understanding of the whole CDU work over time.

<p>5. <i>Other Learning Centers</i>⁹</p>	<p>1. As they develop there needs to be a formal report from the centre coordinators about the following:</p> <ul style="list-style-type: none"> (a) what training/activities have been conducted in the past quarter (b) Who attended, how many and for how long? (c) What other informal learning opportunities aside from training are being provided in the Centre? (d) What have been the significant outcomes for people (and how was this tracked?) (e) What improvement will be made to the project in light of this information? (f) Acquittal of funds 	<p>A two page report with photos and other statistical details attached as appropriate.</p>	<p>Each quarter</p>	<p>Centre coordinators</p>	<p>Accountability and project improvement</p>	<p>CDU and then onto WpkJWETT sub-committee, WETT Advisory Committee as well as WETT trustee</p>	<p>Defined by Centre coordinators</p>
	<p>2. Community views about the Centre and its value to the community. Specific exploration of the following:</p> <ul style="list-style-type: none"> (a) Who uses the Learning Centre? (b) Who does not use the Centre? And why? (c) What are the best things undertaken at the Centre? Why? (d) How could it be improved? 	<p>Community consultations undertaken with a sample of the community. To include the views of men and women and young and older people.</p>	<p>Each six months</p>	<p>CDU staff</p>	<p>Learning and improvement</p>	<p>WpkJWETT sub-committee, WETT Advisory Committee as well as WETT trustee</p>	<p>Random sample of up to 10 people</p>

⁹ As the centres are developed this section of the monitoring plan can be refined to their specific monitoring needs.

	<p>3. Contextual review. This is to explore the broader influences on what can or cannot be achieved through this project. Include reflection upon:</p> <ul style="list-style-type: none"> (a) management and delivery mechanisms for the project (b) funding and other interactions with other organizations which have influence upon the project (c) relationships between agencies and how this influences the project (d) The way in which learning from the project outcomes is influencing or not the further development of the work 	A brief review of the key factors which influence this project beyond the specific work of the project.	Each six months	CDU staff with others as appropriate	Learning and project improvement	WpkJWETT sub-committee, WETT Advisory Committee as well as WETT trustees	N.A.
6. Warlpiri-patu-kurlangu-Jaru WETT Sub-committee capacity development	<p>1. Review of the quality of meetings and decision making. Include the following:</p> <ul style="list-style-type: none"> (a) Who attended the meetings and who participated? (b) How the committee was able to use information to make recommendations for changes or project improvements? (c) the views of the committee themselves on their process and capacity and how it has changed 	This could be a process which occurs after each WpkJ WETT sub-committee meeting. With a review of the meeting and CDU facilitation of the questions with the committee.	Each meeting	By the sub-committee with CDU facilitation. Briefly written up by CDU as a record of the discussion	Accountability and learning	WETT trustee	WpkJ WETT subcommittee members

	2. Review by the WETT Trustee, Kurra, on the contribution made by the WpkJ WETT subcommittee to the information and recommendations the trustee receives in order to make final decisions on WETT funding.	Brief review as part of the six-monthly consideration of funding applications	Six-monthly	Kurra Aboriginal Corporation facilitated by CDU	Learning	Back to WpkJ as well as to CDU.	Kurra WETT committee members

	3. Some external review of the WpkJ capacity development ¹⁰		Annual		Learning and improvement	WpkJWETT sub-committee, WETT trustees	As agreed with the WpkJ
	4. Acquittal of funds	For all funds received from WETT	Annual	CDU to prepare and present to WpkJ	Accountability	WETT Advisory Committee and WETT Trustee	N.A.

¹⁰ Understanding development of capacity requires a range of perspectives. For monitoring it is usual to gather evidence from various sources to allow for some contrast and comparison of views. In this case another source, external to the current governance groups, but familiar with the work of the groups, should be used. The intention would be to assist the WpkJ understand their own development and provide some fresh ideas and thoughts about how they can develop further.

Program area	What would be collected	How much	When	By whom	For what purpose	Reported to	Informants
Uluru	1. A photo or description of each project service or infrastructure	Either a photo (with explanation) or a brief paragraph for every project	At the end of the project life, once the service or infrastructure is in place	Project managers or CDU staff	To provide accountability and a record	Traditional owners and CLC Executive if necessary	N.A.
	2. An acquittal of funds	For each project	As above	Project managers	As above	Traditional owners	N.A.
	3. A description of how the service/infrastructure/facility is being used. This would address the following questions at a minimum: 1. How many men and women are using this service/infrastructure? 2. Who is excluded from using it and why? 3. For those people who are using the service/infrastructure, what benefit is it bringing to them? 4. Any other changes as a result of this service/infrastructure?	For one project per community each year	As above	CDU staff and over time others from the community who may be trained in social inquiry skills	For project accountability (to understand the benefits of the service or infrastructure) and also for project learning (to understand how the project can improve next time)	Traditional owners and the communities themselves, and CLC Executive if necessary	Random sample of 10 people or local Shire board
	4. A discussion with each community about the projects they have received for the year. This discussion would explore the following questions: 1. What projects have been received by this community this	For each community which has received projects for that year	Annual discussion	CDU staff as part of the community development process with the community	For project learning and improvement.	The traditional owners and the communities themselves.	Community meeting or Local Shire board

	<p>year?</p> <p>2. What have been the best projects and why?</p> <p>3. What have been the most important benefits and why?</p> <p>4. What would you like to see changed for next time you may receive project funding so the benefits are improved for the community?</p>						
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Program area	What would be collected	How much	When	By whom	For what purpose	Reported to	Informants
Dialysis project ¹¹	<p>1. Report from service provider to include:</p> <p>1) A description of each component of the service (town based support, short country visits, supported dialysis in community, community-based kidney disease prevention activities, promoting and supporting access to other treatment options that enable people to return home¹²),</p> <p>2) Who is using each component of the service, numbers, gender and ages, (maintaining confidentiality by not releasing names for this information).</p> <p>3) Who has not been able to be accommodated by the project?</p>	Reports on all components of the service and service users	6 monthly	Service provider (using existing information collected as part of the health data)	Accountability	Kurra Aboriginal Corporation and CDU	N.A.

¹¹ While there is a need to collect some regular monitoring information about this project the very nature of the project requires an evaluative review on a regular basis. There needs to be consideration of the value of the project for people in regard to lifestyle, long term health outcomes, mental well being, family cohesion, preventative strategies and other factors including a cost-benefit of analysis of delivering remote renal health services. These are not easily answered through a regular monitoring plan however the project manager has been funded to develop and implement a comprehensive evaluation strategy. A focused review, perhaps on an annual basis which researches the experience of a wide sample of people using the project compared to those who have not, would be a useful way to investigate these questions.

¹² These other options include peritoneal dialysis, self-care dialysis, and kidney transplant.

	<p>2. In addition a review of the project quality from the perspective of each participant ought to be sought. This would involve a brief set of questions each person answers after their use of the service. Ideally this would be a confidential written survey¹³ covering the following questions:</p> <ul style="list-style-type: none"> (a) How did this service help you? (b) What was this important to you? (c) How could the service be improved? (d) What other suggestion do you have for this service? 	Survey for every person using the service.	Annually	Health provider	Accountability and project improvement	Kurra Aboriginal Corporation and CDU	All service users.
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¹³ It is important people are able to say what they think. Ideally the survey should be confidential and a normal part of the service, so everyone gets their say. However for people who may struggle to write and read a formal survey there needs to be a way they can safely and confidentially express their views. This may require the assistance of an external person not directly engaged in the service.

	<p>3. A community consultation in the areas where dialysis is made available in order to elicit a picture of what it means to have people able to return to their home. This would involve an annual set of discussions with the communities, with a focus on the families where people have made use of the service.</p>	<p>With at least all the families in the community who have relatives using the service and other interested community members</p>	<p>Annual</p>	<p>CDU</p>	<p>Learning</p>	<p>Kurra Aboriginal Corporation</p>	<p>Relevant community members</p>
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**Annex Two: CDU staff reporting format
Community Development Unit
Quarterly reporting format**

Name:

Date:

For the quarter ended:

<i>Major projects supported for this quarter: e.g. Uluru, GMAAAC, WETT Youth and Media, WETT Early Childhood, Dialysis</i>	<i>Activities within these projects for the quarter (across the CD steps: issues selection, issue assessment and development of an action strategy, identification of stakeholders and partnerships, action group identification or formation, resource mobilization to implement action strategy, monitoring and evaluation)</i>

Any other significant activities undertaken this quarter?

Significant changes you have observed across the three intentions of the program:

(Changes can be positive or negative. Explain why these changes are significant. Highlight any contextual factors you think may have influenced these changes.)

1) Quality of decision making

2) Benefits to people

3) Increased visibility and leverage of the program

What opportunities for cooperation with other areas of CLC have you observed or undertaken this quarter?

What have been the main contextual influences on your work for this last 3 months? (These points will form the basis of discussion at the quarterly team meeting)

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