

ABORIGINAL RANGER TRAINING PROGRAM

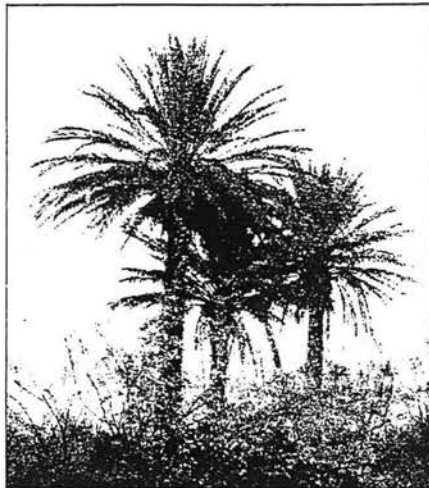
Millstream-Chichester
National Park
Western Australia
March 1987



Australian National Parks and Wildlife Service
Steve Szabo Training Officer



Department of Conservation and Land Management



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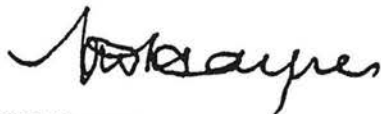
FOREWORD

I asked the Australian National parks and Wildlife Service if I might write a short piece for inclusion with Stephen Szabo's report of the joint training project for Aboriginal park rangers at Millstream-Chichester National Park.

This project was initiated by discussions between a number of senior officers of the Commonwealth and Western Australian Governments and was later agreed to by the Prime Minister and the Premier. I became involved as Director of National Parks in the newly formed Department of Conservation and Land Management early in 1985. I had been associated with the earliest concerted training of Aboriginal people in park management at Kakadu National Park, but I knew that this new project in the Pilbara would have many extra dimensions to what I had been used to.

The task did turn out to be complex, in so far as there had to be a widespread sense of ownership of the project and therefore many people and agencies had to be involved. Steve has properly acknowledged these people. I only have to repeat that a very successful outcome would not have been achieved without their efforts and support. I am glad to say that the now not so new rangers are making a very worthwhile contribution to the running of the Millstream-Chichester and Hamersley Range National Parks.

Steve has attributed the success of the scheme ultimately to the perseverance and character of the Aboriginal men themselves, and I support this view. I think it also needs to be said that both CALM and ANPWS were fortunate in attracting an officer of Steve's calibre to undertake a difficult task and bring it to a successful conclusion. I am sure that both Aboriginal communities would support this view. I am very pleased that this informative report has been prepared and I hope it will be used, especially by people concerned with setting up similar tasks. There are always problems along the way: Steve has pinpointed some ways of minimising the effects of some of them.



C D Haynes
DIRECTOR OF NATIONAL PARKS

11 June 1987

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ABORIGINAL RANGER TRAINING PROGRAMS

MILLSTREAM WA

Report Summary

INTRODUCTION

The Aboriginal ranger training program was conducted at Millstream-Chichester Range National Park, located 100 kilometers southeast of Karratha in the Pilbara region of Western Australia.

The program was co-ordinated co-operatively between the Department of Conservation and Land Management (CALM), Australian National Parks and Wildlife Service (ANPWS) and the Department of Employment and Industrial Relations (DEIR). ANPWS provided the training officer and conducted the training scheme, DEIR provided trainee wages while CALM met training support costs including accommodation and the majority of travel expenses.

Four Aboriginal men graduated from the 12 month scheme in December 1986.

Management of the training program was through a steering committee which ensured that Aboriginal knowledge and concerns were integrated with the park management objectives of CALM.

The Program

The program:

- integrated a mix of classroom and field training;
- recognised the value of traditional Aboriginal knowledge and skills as appropriate qualifications for employment in nature conservation activities;
- ensured that all participants had a dual role being both teachers and learners. Aboriginal and non-Aboriginal participants exchanged their knowledge and skills in a two-way learning and teaching process;
- provided seven weeks of work experience for trainees, enabling them to practice new skills and learn from their supervising rangers;
- was evaluated co-operatively by all participants using a variety of methods which ensured objectivity.

Funding

Funding for the program was adequate and came from three sources (ANPWS, DEIR and CALM). Difficulties were experienced however, in determining operational budget allocations and progressive expenditure information.

Non-Aboriginal Staff

Involvement of Non-Aboriginal field staff in the program was limited despite the objectives which promoted participation. This lack of involvement may have been due to a lack of appreciation of the impact and objectives of the program and what was expected of the field staff.

Conclusion and Recommendations

The successful conclusion of the program was brought about mainly through the motivation and determination of the four graduates. Their efforts are worthy of praise and continued support.

Program Recommendation

1. That the Steering Committee (or similar group) continues to meet to allow exchanges between CALM and the communities to oversee the development of the graduate rangers.

Funding Recommendations

2. That the training officer have more direct involvement with the training budget and more financial information from the start of any program.
3. That the training officer have a financial delegation of \$750 to cover urgent or unexpected costs and to ease additional regional management burden in this regard.
4. The training officer have the authority to make payments to Aboriginal informants, where necessary in advance so they can get petrol and stores in order that they may attend meetings and other events.

Non-Aboriginal Staff Recommendations

5. That only people with an expressed interest in working with Aboriginals be employed in locations where close and regular contact is required.
6. That interviews be conducted for transferees to determine their interest and motivation in working with Aboriginals.
7. That interviews be conducted by a panel including Aboriginals and staff experienced in working with Aboriginals.
8. That participation in cross-cultural awareness programs be required for non-Aboriginal staff working with Aboriginals and eventually for all CALM staff.
9. That counselling and support be available for Aboriginal and non-Aboriginal staff working in a cross-cultural environment by suitably qualified CALM staff members.
10. That regular reviews of cross-cultural effectiveness be undertaken in parks with Aboriginal involvement.
11. That CALM develop a comprehensive policy on Aboriginal employment and involvement in nature conservation activities in WA.

Training Officer Recommendations

12. That a minimum of six weeks be allocated for a new training officer to become conversant with procedures, functions, divisions and key personnel in the host training agency.
13. That a minimum of eight weeks be allowed for the training officer to become familiar with and gain the confidence of any Aboriginal community with which she or he has not worked before.
14. That time is allocated for the training officer to get to know regional staff and local management priorities.
15. That a support system be established at headquarters of the host training agency providing information, learning resources, equipment and advice to the training officer.

Graduate Rangers Recommendations

16. That consideration for tertiary training for rangers in WA should recognise the Aboriginal ranger training course at Millstream - in the form of unit accreditation and exemptions.

ACKNOWLEDGEMENTS

It is no coincidence that this training program came to such a successful conclusion.

Negotiations and planning were conducted with sensitivity and sincerity. The Aboriginal communities were informed and involved in decision making in both the planning and implementation of the program. The trainees and training officer were given every encouragement and consideration which created the secure and supportive working environment which is so necessary in such a project.

Although it is impossible to acknowledge the efforts of the many individuals involved it would be improper not to recognise the negotiating and administrative skills of a number of people most intimately involved in the various stages of the program.

Tony Start - CALM (Pilbara Regional Manager)
Mary Colreavy - CALM (Projects Officer)
Chris Haynes - CALM (Director of National Parks)
Colin Sanders - (former NPA Director)
Peter Kimber - CALM (Scientific advisor)
David Hampton - CALM (Manager - Wildlife and Land Administration)
Ian Darragh - CALM (Engineering Division)
Peter Taylor - ANPWS
Mike Jose - DEIR (Project Officer Pilbara)
Peter Donovan - DEIR (Aboriginal employment and training - WA Director)

Another group of people are worthy of recognition, that being the Aboriginal Community leaders who sat on the Steering Committee, meeting regularly to review and discuss the progress of the program and associated issues. These people were:

Yilbi Warrie	Injibandi people
Woodley King	
Horace Parker	Banjima people
Slim Parker	

ABORIGINAL RANGER TRAINING PROGRAM - MILLSTREAM W.A.

INTRODUCTION

On the 12th December 1986 in Karratha W.A. four Aboriginal men graduated as National Park Rangers. This graduation ceremony was the culmination of over a year's intensive training for the graduates who worked closely with CALM field staff, the public and local communities, in a program strongly oriented toward developing skills on a practical on-the-job basis.

The venue for this first Aboriginal Ranger Training program was the Millstream/Chichester National Park which is situated approximately 100 kms S.E. of the coastal town of Karratha. This is in the Pilbara region of W.A., the scene of rapid development and rising population through intensive iron-ore mining and the huge N.W. Shelf gas project.

Until the early 1960's the region was sparsely populated with the declining pastoral industry and prospecting being the main occupation of the largely Aboriginal population during this period.

The rapid mining developments in the 1960's and 1970's combined with the move by Aborigines into the towns following granting of equal wages had quite devastating social effects. The towns of Roebourne and Onslow typically reflect the breakdown in Aboriginal communities, experienced as a result of the rapid changes.

It is from such a background that the trainee rangers from two associated tribal groups were drawn. The Injibarndi people with their traditional affiliation with Millstream and the Banjima people from the Hamersley Ranges maintained spiritual links with these areas although physically removed to Roebourne and Onslow respectively.

The fact that all the trainees completed the course and graduated is a measure of their strong personal commitment to their respective communities and families. It also indicates the importance they attached to the concept of maintaining influence by the traditional owners over their traditional lands. The Aboriginal Rangers see themselves very much as custodians of the land, representing their communities and in particular the Old People. Their knowledge of and commitment to the areas they now share responsibility for, added to the new skills and confidence acquired over the past 15 months, will make these men very special rangers with a great deal to offer The Department of Conservation and Land Management (CALM) and the visitors to the park.

Perhaps the most important outcome of this program has been the interest and optimism it has generated across a number of government departments and the wider community. Its successful completion has been a landmark in Aboriginal Employment Training in W.A. and has helped to create a climate where further such projects will be approached with greater confidence, enthusiasm and urgency.

BACKGROUND AND ESTABLISHMENT OF PROGRAM

The notion of training and employing Aboriginal National Park Rangers in the Pilbara arose initially in 1983. Discussions between the Roebourne Aboriginal community, the Public Works Department (PWD), National Parks Authority (NPA) and WA Museum focussed on compensation for the loss of traditional lands, resources and sites resulting from the construction of the Harding River Dam, 23 kms east of Roebourne.

Provision of employment opportunities for members of the Roebourne Aboriginal community was one form of compensation requested. On this basis, the Harding River Working Group recommended that employment opportunities be considered in such areas as construction work by government authorities and in the long term for site protection officers and as agents to liaise between the community and government departments.

The NPA responded to this by expressing an interest in employing Aboriginal Rangers in Pilbara National Parks. Under the leadership of Colin Sanders (former National Parks Director) negotiations began, involving political leaders and officers of both State and Commonwealth governments and departments as well as the Aboriginal communities involved. The WA Premier, Brian Burke sought Commonwealth assistance to develop an Aboriginal Ranger Training Program. Increased staffing levels within the NPA were also sought to allow permanent employment for those trainees who successfully completed the training program.

Subsequent negotiation and discussion determined the most appropriate form for the training and employment program. Programs at Kakadu (NT) and the Gammon Ranges (SA) provided valuable models for the development of this program.

Following Commonwealth/State negotiations it was agreed that the Department of Employment and Industrial Relations (DEIR) would pay trainees salaries and associated travelling costs under their Public Sector Training Scheme. The Australian National Parks and Wildlife Service (ANPWS) provided the training officer and his salary while the NPA met the employment costs of the graduates and all infrastructure training costs including housing for the graduates at the Millstream/Chichester National Park and the Hamersley Ranges National Park.

Budgeting and operational details of the program were finalized following the incorporation of the NPA within the new State Government Department of Conservation and Land Management. These arrangements were finalised by officers from CALM and to a lesser extent ANPWS.

The lengthy period of sensitive negotiations and discussions between CALM, ANPWS, DEIR and the Aboriginal communities of Roebourne and Onslow was essential to minimize the chances of the project failing. It promoted mutual trust and allowed for honest and on-going communication to develop, a factor of great importance, particularly when problems and differences arose.

The Steering Committee

From the early planning stages of the program it was recognised that the home communities of the trainees should be involved on a regular basis. It was important that as Aboriginal people and communities were participating in the program, they should also have a say in running it. Initially this took the form of open community meetings where anyone interested could attend and voice opinions. This consultation process needed to be streamlined and formalised with a reliable mechanism for ongoing interaction between the training program and the communities. It was deemed appropriate that representatives of all bodies with an interest in the program should meet regularly to oversee the development of the program and the trainees. A Steering Committee was subsequently formed to fulfil this role.

CALM was represented by Regional Manager Tony Start with a Perth link being Mary Colreavy. DEIR was to be represented by the local district officer involved in Aboriginal employment projects, initially Mike Jose, with Mary Attwood in the later stages. ANPWS would also be represented, by Peter Taylor before the program commenced then Stephen Szabo (Training Officer, when appointed). Four Aboriginal representatives Slim Parker and Horace Parker from Onslow, Yilbie Warrie and Woodley King from Roebourne made up the Aboriginal representation on the committee. It was decided later that the two Rangers-in-Charge Ron Holland and Keith Cunningham should also be on the committee because of their close involvement with the trainees and their knowledge of the job requirements of rangers.

The Regional Manager accepted the role of chairperson of the steering committee. His role included recording minutes, reimbursing travelling costs for members and notifying members of forthcoming meetings.

The steering committee first met on the banks of Deep Reach Pool, (Millstream) at a barbeque lunch to mark the commencement of the training program in October 1985. Subsequent meetings occurred throughout the program at intervals of 4 to 6 weeks. During this period the steering committee played a very important role in monitoring and directing the program. It was also an important forum for discussing issues arising from the program and an avenue for all involved to be brought up-to-date on developments, events and difficulties. The trainees saw the steering committee and particularly the Aboriginal members as the main decision makers and were always anxious that these people saw them in a positive light. In those few instances where one or more of the trainees had not performed to the expectations of the Aboriginal representatives, stern and very direct censuring was forthcoming from the elders. In fact they were generally far harsher in their criticism of trainees than the non-Aboriginal members of the committee. This direct approach took much of the load off the training officer and Regional Manager when dealing with delicate issues.

The chairman of the steering committee wisely chose to aim for consensus when decisions needed to be made or when taking any action on matters discussed at meetings. Voting was not the most appropriate way of resolving matters and although consensus was not the fastest way of making a decision it was the most satisfactory.

During the program there was considerable variation in attendance at steering committee meetings. People with special interests or curiosity in the program were allowed to sit in and participate in discussions at the discretion of the permanent members of the committee. These people included members of the Aboriginal communities, CALM staff and visitors from other departments.

For all the valuable contribution of the steering committee, it was not without its problems. One or more of the Aboriginal members was absent from almost every meeting. This meant that full consensus was very difficult to achieve on important decisions thus breaking down the link between the Aboriginal communities and CALM. This problem was discussed often and many offers of assistance were made to achieve full attendance at meetings but the problem was never fully overcome. Some likely reasons for non-attendance by Aboriginal committee members were:

- formality and European orientation of meetings
- more pressing problems in town
- not having sufficient money to buy fuel to get to Millstream
- unreliable vehicles
- reluctance to ask for or accept assistance.

On-going Liaison with Aboriginal Communities

The concept of a steering committee comprising equal representation from government departments and Aboriginal communities is vital to success of projects involving Aborigines. It serves the interests of both groups in several ways:

- The communication generated avoids potential conflicts and misunderstandings.
- The contact provides both groups with a deeper understanding of each others objectives, motives and values.
- Normally divergent groups and interests are drawn together on common ground with common goals.
- A large pool of relevant skills and understanding are made available to the project.

In the area of nature conservation the first hand knowledge and traditional skills of local Aborigines is proving to be an increasingly significant factor in land management strategies Australia-wide. Maintaining and developing communication channels with Aboriginal communities is essential to satisfying the interests of both government agencies and the Aboriginal people.

In the case of the Pilbara national parks there is already a structure in place (the steering committee) which has facilitated effective cross-cultural communication and liaison. With minor changes in its composition, this committee should continue to be very valuable as:

- a source of Aboriginal knowledge
- a link with the community
- a forum for exchange of ideas
- a body to oversee the development of the Aboriginal Rangers for their own communities and for CALM.

On-going Liaison Recommendation

Recommendation 1

That the Steering Committee (or similar group) continues to meet to allow exchanges between CALM and Aboriginal communities to oversee the development of the graduate rangers.

Selection of Trainees

Prior to nominations being made, discussions were conducted with the communities clarifying the role of national parks rangers. During this time the question of employing women rangers arose. CALM expressed that they had no objections to this, but none were nominated by the community. Subsequent to a visit to Kakadu by the Aboriginal members of the steering committee, where women rangers are employed, one of the old men expressed the opinion that this would not be appropriate in the Pilbara. His reason was that there were too many dangerous places for women in this region.

In October 1985, six trainees were nominated by their communities to commence a 3 month work experience program with the understanding that only four would be chosen for the 12 months training scheme. This work experience phase of the program was important for several reasons:

- to enable trainees to find out what their future work will entail and to decide whether it suited them.
- to enable CALM administrative and field staff to assess the suitability of the trainees for a career in national park management.
- to enable the communities to determine the most suitable Aboriginal people to represent their interests in the management of land with which they are traditionally affiliated.
- to enable the steering committee to obtain information on performance, attitudes and skills of the prospective trainees so that the best four could be chosen to complete the 12 months training.

Unintentionally, the 3 months work experience created considerable concerns and perhaps undue pressure on existing park staff and the trainees themselves. The six Aboriginal men were all very keen to continue after the 3 months work experience thus placing a difficult selection responsibility onto the co-ordinating steering committee. In retrospect greater participation of the trainees in the final selection may have minimised the criticisms, concerns and disappointments.

In addition, the steering committee meeting, when final selection was to be made, did not have full representation from the Aboriginal communities and the decision arrived at was immediately subject to criticism. Further criticism occurred as a result of the delay in re-employment of one of the unsuccessful trainees. This ceased when the individual was re-employed by CALM initially, as an Aboriginal sites officer. This responsibility was subsequently picked up by the WA Museum.

Although the concept of a work experience program to assist in selection is very appropriate and should be maintained it may be wise to modify the approach used at Millstream. Pressures existed to finalise the make up of the training group and as a result decision making proceeded without full

representation at the steering committee meeting. This process places considerable responsibility on a few individuals who can become subject of on-going criticism and credibility problems if unpopular decisions are made.

It would be preferable for the training officer to be involved with the field staff, regional administrators and the trainees during the work experience period. His role could be solely to develop a rigorous, objective and formalised assessment procedure where everyone involved was clear on what qualities were required.

Finally, all major decisions need to be made by the steering committee as a unit and the committee needs to be consistent in its membership.

THE PROGRAM

Philosophy

Fundamental to the philosophy of the training was the recognition that Aboriginal knowledge, skills and practices are a valid qualification for employment in the nature conservation field, distinct from, but not inferior to formal educational qualifications. The exchange of knowledge and skills between park staff, Aboriginal elders and the trainees facilitated understanding of the environment and alternative management strategies. In this way all who were involved in the program were at different times both teachers and learners and through this two-way process it was possible to create a large pool of knowledge and skills available to all participants.

The role of the training officer was one of facilitator drawing together people who were willing to impart their non-Aboriginal skills and were willing to learn from Aboriginal people in exchange. It was necessary for the training officer to co-ordinate opportunities and conducive environments where these exchanges could occur.

It was recognised that to maximise learning exchanges between trainees and support staff it was important that all individuals played a part in the design, content and daily activities of the program. The trainees were mature men who knew what aspirations they were striving for and how to achieve them. This co-operative approach to the programming created a situation where all participants "owned" the program, shared responsibility for the development and outcomes and created a team mentality which worked toward a shared goal.

The cultural skills, knowledge and responsibilities of the Aboriginal trainees have encouraged and promoted an added dimension to the knowledge and understanding of these national parks that will benefit all park staff, administrators and the public. In addition to the benefits to Europeans, young Aboriginal community members will have direct opportunities to reinforce cultural values on the land they are traditionally affiliated with through the presence of these rangers. Pilbara Aboriginal communities currently fear the loss of their cultural integrity especially as a result of the rapid decline in the number of old people. This program has gone part of the way in assisting the preservation of this cultural integrity.

Program Development

As the program developed there were shifting emphases in subject matter and types of activities undertaken.

In the early stages the proportion of time spent in the training centre on "classroom" type learning experiences was far higher than in the latter stages. It was considered by the group that it was important to develop trainees literacy skills and the theory side of the course before addressing the practical skills required of rangers.

In establishing the two-way teaching process the program initially focused on the "European" requirements of the job, later then emphasising the teaching of Aboriginal knowledge and interests. This latter component involved trainees and community members informally teaching non-Aboriginal CALM staff.

Training Components

A specific breakdown of training components occurs in Appendix A. This includes, responsibilities for conducting the training component, the location and the dates the training events occurred.

Evaluation Techniques

An eclectic approach to the evaluation of progress and performance of the trainees was used. The use of several forms of evaluation limited possible bias toward particular skills (eg. literacy skills) and gave a more complete picture of the trainees' performance. Evaluation procedures varied from quite formal "sit down" question and answer tests through to a practical test of how well trainees could rout a sign. Evaluation techniques included:

- Formal written tests on a regular monthly basis initially. This technique was phased out because of the significant variance in the literacy skills of the trainees.
- Written reports - trainees reported on specific courses and training experiences.
- Work experience evaluation - completed by supervising rangers following periods of work experience (Samples in Appendix B).
- Self-Evaluation - trainees assessed their own performance. This was conducted at the conclusion of work experience phases of the program. Initially it took the form of a forum between the training officer and trainees. The trainees later expressed a desire to complete evaluation forms, the same as their supervisors.
- Practical skill tests - often skills such as welding, routing or concreting were taught:- each trainee was asked to demonstrate that skill without supervision.
- Subjective written evaluation - by training officer to record periodically impressions of the progress of the trainees in terms of intangible traits such as confidence, enthusiasm, attitude and motivation. This was done for the training officer's use and was confidential.
- Periodic reviews of trainees resource files.
- Interim program reviews in May 1986 by Peter Taylor (ANPWS) and Mary Colreavy (CALM). See Appendix C for review itinerary.
- Steering Committee - this committee was informed by the training officer and rangers about all aspects of the training. They also observed the conduct of the trainees when they returned to their communities during time off. After each steering committee meeting the trainees were called in and the committee informed them of what was discussed and how they felt about the performances of each of them.

Throughout the program the trainees showed concern about their progress and more particularly how their performance was being viewed by other people. They were keen to receive feedback as quickly as possible after various assessment points. As it was the intention to see that all the trainees completed the program successfully, feedback was very important to ensure that they met the standards expected of them. Ongoing performance feedback was valuable to the trainees and training officer in identifying those components of the program which required further attention or revision. This was vital in adapting the program to overcome shortcomings as they surfaced.

As with other aspects of the program, the trainees participated in decisions regarding how their performance should be assessed. They also had the opportunity to discuss privately or in a forum comments and reports pertaining to them. This open and varied evaluation kept everyone informed as to their progress throughout and was flexible so as to be useful for assessing the wide range of skills expected of a ranger.

Support Staff

CALM staff in the Pilbara region were the source of considerable input into the training program. They provided support in the form of sharing their knowledge and practical expertise. At least as important was the moral support of staff in the form of encouragement, interest and friendliness.

These factors created both a pleasant working environment and an enriched program. The clerical support from the office staff of the Pilbara Regional Office was essential in easing the training officer's workload on administrative and organisational tasks.

In addition to the local staff and Regional Manager, several outsiders were involved in running short courses and special instruction sessions. These supplemented course areas in which the training officer was neither qualified or experienced. Examples of these are:

- locating information in a library: Karratha College Library Staff
- collecting and preserving plant specimens: Clare Oslen, Karratha Herbarium
- Aboriginal linguistics course: Nick Thieberger, W.A.C.A.E.
- Land Councils: Ken Lance Western Desert Land Council.

Workshops conducted by CALM

The training unit tapped into staff development workshops for CALM field staff and government employees in the Pilbara region. The trainees joined rangers and other employees as part of a larger group during these courses. Workshops included:

- Chainsaw operation, maintenance and safety.

- St John Ambulance 1st Aid Course.
- Trapping and wildlife survey techniques.
- Cliff rescue course.
- Ranger seminar.

Co-operatively conducted workshops gave the trainees and existing staff the opportunity to get to know more about each other which helped to break down barriers and prejudices which existed within both groups. These types of situations allowed for all the participants to gain an appreciation of each other and were a source of many positive experiences for both the trainees and non-Aboriginal staff.

With regard to the long-term acceptance of these trainees and future Aboriginal employees by non-Aboriginal staff, these structured "shared experiences" are essential in breaking down barriers. It created situations where all participants had equal learning status and were involved in group problem solving which necessitated the sharing of problems, hazards, fears and successes. These shared experiences also provided an excellent basis for solving the problem, often expressed by non-Aboriginals during this program, of not knowing what to say to the Aboriginal trainees or how to strike up a conversation.

Work Experience

The theory aspects of the program (based at the training centre) were interspersed with periods of work experience. Initially periods of 2 weeks work experience were scheduled every two months. During these phases the trainees worked without the support of the training officer under the supervision of the park staff in those parks where they would eventually be employed.

These work experience periods served several functions important to the development of the trainees as competent rangers and to the refinement of the program. These functions included:

- important preparation periods. Work experience endeavoured to mirror the duties rangers commonly engaged in.
- opportunities for trainees to develop independence and initiative away from the normal training unit working structure.
- opportunities for supervising rangers to impart skills and knowledge in a daily, on-the-job environment rather than in the contrived "classroom" context where some staff were not comfortable.
- the provision of essential feedback from trainees and supervisors which directed necessary modifications to the program content, based on identified needs arising from work experience.
- provision of time for the training officer to plan and arrange the next stages of the training format.
- provision of variety in the program necessary to avoid the program becoming repetitive or tedious.

As the program developed, unforeseen interruptions and unscheduled training opportunities meant that it was not possible to fit in as much work experience as was hoped. A total of seven weeks work experience was completed during the program. The rangers-in-charge of the two parks concerned felt that this amount of direct contact with the trainees was inadequate. Considering the program was of only 12 months duration and of this, 4 weeks were taken up with short courses and a further 5 weeks with field trips, it would have been very difficult to allocate any more time to work experience without extending the duration of the program.

Travel - Field Trips

Two major field trips were undertaken during the training program which were possibly the most rewarding and exhausting segments of the program.

The first trip to the national parks and CALM establishments in the Kimberleys then on to Kakadu National Park occurred in the latter part of July and was of three weeks duration. The second trip was to Perth and the national parks of the southwest and was of seventeen days duration (Details of both trips in Appendix D).

None of the trainees had ever been involved in such extensive travel. These two trips were acknowledged by the trainees as being most enlightening and broadening experiences.

These field trips had many important outcomes:

- Enhancement of the trainees' understanding of the country and State in which they live.
- Provided the opportunity to view and experience the range of climatic and geological regions within WA and part of NT.
- Provided opportunities to observe various land use patterns around WA.
- Enhanced trainees understanding of their new employer, CALM, its functions, responsibilities and hierarchy.
- Broadened trainees' understanding of the diversity and management problems of WA national parks.
- Provide opportunities for exchanges with rangers who manage the parks visited.
- Provided opportunities for trainees to experience WA city life and the operation of State administrative centres.
- Provided opportunities to meet and discuss relevant training management issues and to compare experiences with other Aboriginal rangers in Kakadu.
- Enabled trainees to see how Aboriginal people and community groups are involved in park management elsewhere and to talk to people who are leaders in this field.
- Enabled CALM staff throughout the state including national park rangers to see and meet the new Aboriginal recruits.

These trips positively reinforced through first-hand experience much of the theory covered in "class-room" work. The trips provided invaluable sources of ideas, discussion and interest. They generated a range of first hand knowledge that would otherwise have been impossible to acquire. Additionally, meeting so many people from all levels within CALM and other departments, being questioned by reporters, photographed and speaking to large groups of strangers were all testing experiences. However, once the immediacy passed, these experiences were uplifting, a boost to confidence and feelings of self-worth.

Analysis of skills required for trainees

In November 1985 CALM published "A Survey of National Parks Rangers in Western Australia". This survey was conducted and written up by David Greenhill, a personnel consultant to CALM. Part of this survey involved the production of an inventory of skills in which national park rangers in WA needed to be proficient in and tasks to which they would be exposed. This inventory is reproduced below.

In comparing the content of the training program with this inventory it was found that training dealt with the majority of these skills. Trainees were assessed (via evaluation procedures already described) as being proficient in these skills. Proficiency varied from total skill competence to introductory understanding depending on exposure given to the skills (for example, rehabilitation of degraded areas and data collection and storage systems where trainees were exposed to general principles only). The marked items were not dealt with during training. (See Table 1)

Table 1: IMPORTANCE OF "WORK SKILLS AND KNOWLEDGE" ITEMS IN RANKED ORDER OF IMPORTANCE - Supervisors and Rangers

Ranked Order No.	ITEM	Ranked Order No.	ITEM	Ranked Order No.	ITEM
1.	Fire Fighting	15.	Liaison with local community	29.	Tractor driving and implements
2.	Work safety	16.	Report writing	30.	Heritage conservation
3.	First aid	17.	Natural sciences	31.	Time management
4.	Four-wheel vehicle driving	18.	Planning and programming in parks	32.	Welding
5.	Care and maintenance of vehicles, plant and equipment	19.	Personnel management	33.	Liaison with Aboriginal communities
6.	Search and rescue	20.	Weed and vermin control	34.	Knowledge of Aboriginal cultures
7.	Public control and law enforcement	21.	Natural history	35.	Painting
8.	Impact of public on parks	22.	Landscaping	36.	Carpentry
9.	Fire protection	23.	Mechanics	37.	Plumbing
10.	Rehabilitating degraded areas	24.	Data collection and storage systems	38.	Concrete work
11.	Public education and park interpretation	25.	Administrative methods	39.	Sheet/metal work
12.	Wildlife conservation methods	26.	Public speaking	40.	Care of native gardens
13.	Chainsaw use	27.	Organisation and management	41.	Bricklaying
14.	Public recreation	28.	Research methods	42.	Nursery work

PROGRAM COSTS

Funding

This program received funding from a variety of sources:

ANPWS

Training Officer's salary

CALM

Trainee accommodation

Operational training costs

Vehicle and running costs

Trailer

Materials and teaching aids

Trainee uniforms

Maintenance of accommodation and equipment.

DEIR

Trainee wages and associated costs

Trainee and training officer travel

Travel for 3 CALM staff and 4 Aboriginal members of the steering committee to Kakadu.

Generally speaking the program received very adequate funding in keeping with the high priority it was given by the respective agencies.

There were, however, areas of concern regarding expenditure. For most of the program's duration the training officer had no knowledge of budget allocations and progressive expenditure. Possibly because of the Commonwealth/State funding arrangements and the necessity for several people to book charges against the training budget, the training officer was not able to keep tabs on the expenditure. Given this situation the training officer is not in a position to report accurately on the total costs of the program, information which would be very useful for planning future programs.

Funding Recommendations

The following points should be considered in streamlining funding and expenditure of future programs.

- Recommendation 2:** The training officer to have more direct control of the training budget. Information of what the budget is and expenditure print-outs be made available from the outset of the program.
- Recommendation 3:** A financial delegation of \$750 to the training officer for costs such as equipment and vehicle maintenance, purchase of materials and teaching aids.
- Recommendation 4:** Advance payments be made available for the Training Officer to pay informants directly. In some instances informants needed petrol money in advance to enable them to attend meetings. (The term INFORMANT in its use here refers to Aboriginal people from the communities involved who provided special instruction or information to the trainees or non-Aboriginal staff. Included are the Aboriginal members of the steering committee whose regular attendance was an important means for exchange of information.)

NON-ABORIGINAL STAFF

Issues

From its very early stages, this training program required the input and participation of non-Aboriginal staff at all levels within CALM. There was the need to perform additional tasks, accept new responsibilities and cope with added pressures, particularly among the field staff in the Millstream/Chichester and Hamersley Range National Parks.

This was accepted by the staff concerned and assurances of their commitment were given prior to the starting date of the program.

It is unlikely that anyone was fully aware of the impact this program was to have on the lives of the CALM field staff involved directly with the program. Being the first program of its kind in WA a good deal of experimentation was necessary to determine procedures which did not unduly encroach on

daily park operations, but at the same time promoted maximum field staff involvement and support. Some of the issues encountered by the training officer and CALM management included:

- Ill-feeling about the level of resources expended for this program, especially in the light of perceived shortages in park management funds.
- Feelings among some staff that opportunities for employment in Pilbara national parks were being threatened by Aboriginals who will fill these positions.
- The appointment of a training officer who has not been a park ranger. The concern being that a person without this background would not be ideally suited to teach ranger skills. (A strong training assumption in this program was that the teaching "experts" would be field staff who were qualified in the skills required.) This issue reflected either a reluctance of field staff to participate in the teaching or a misunderstanding of the responsibilities of these teaching assumptions.
- A perception that perhaps the Aboriginal training concept was a purely a political issue and that Aboriginal concerns and aspirations may in fact have little value in relation to the management of the Pilbara national parks.
- The issue of trainees' performance and abilities being judged at times by Anglo-Saxon standards which tended not to account for Aboriginal cultural skills and knowledge. Other issues tended to reflect cross-cultural misunderstandings between the staff and trainees.

In spite of these issues it is noteworthy that they didn't detract greatly from the overall success of the training program. However they do highlight the needs of staff in terms of their preparation for working in a cross-cultural context in the management of these two Pilbara national parks.

Resulting from these issues the following recommendations are made:

Recommendation 5: Only people with an expressed interest in working with Aboriginals be appointed to parks where close and regular contact is required.

Recommendation 6: Interviews for transferees be conducted to determine their interest and motivation in working with Aboriginals.

Recommendation 7: Interviews be conducted by a panel which includes Aboriginals and staff experienced in working with Aboriginals.

Recommendation 8: Non-Aboriginal staff working with Aboriginals be required to participate in cross-cultural in-service courses aiming at sensitising and informing them of Aboriginal needs, culture and values. These programs should eventually be developed for all CALM staff on a state-wide basis.

- Recommendation 9:** On-going support in the form of advice and counselling be available to both Aboriginal and non Aboriginal staff operating in this cross-cultural setting from a suitably qualified CALM employee.
- Recommendation 10:** Regular reviews of cross-cultural effectiveness be undertaken in parks with Aboriginal involvement.
- Recommendation 11:** CALM develops comprehensive policies regarding Aboriginal employment and involvement in nature conservation activities in WA.

TRAINING OFFICER

Lead up to training

Due to factors including work commitments and a need to get the program under way, there was only three weeks between the time the training officer terminated his employment with the WA Education Department and the commencement date of the training program.

Consequently this was a period of intense and frenetic activity which included:

- induction of the training officer
- preparation of an acceptable training program
- orientation of the training officer to the functions and procedures of CALM
- relocation of the training officer and his family to Millstream.
- These activities occurred between the 16 December 1985 and the 6 January 1986.

Support

The training officer was inadequately prepared particularly in gaining a reasonable understanding of procedures, structures and hierarchy within CALM. Only two days were available for this orientation, immediately prior to Christmas 1985. Naturally this was not the most appropriate timing as operations were winding down and many people were already on leave. As a result the training officer was initially dependent on considerable guidance from the regional manager and staff, adding extra burdens to existing regional pressures.

The support required at these early stages was generally basic:

- fuel purchasing
- vehicle log books
- time sheets
- radio operations
- local purchase orders
- requisitions
- clerical assistance

In addition to regional support (particularly Dr Tony Start), encouragement and assistance was freely given when needed from all quarters and levels of CALM.

From ANPWS, Peter Taylor kept up a steady flow of information and resources including news cuttings videos, films and books. Additionally and perhaps more importantly he was an outlet for the training officer's concerns and a source of advice and encouragement. This program benefitted greatly from Mr Taylor's experience in co-ordinating an Aboriginal ranger training program in the Gammon Ranges in South Australia. The Millstream program bore many similarities to this program, being co-operatively run with the State and having a similar format, content and philosophy. Many difficulties experienced in Mr Taylor's program were averted in WA because of his relevant experiences.

He was also an important link between the program at Millstream and similar programs at Kakadu, Uluru and the Coorong which gave the training officer the feeling of not being completely isolated from peers which can be a danger considering the remoteness and intensity of the situation. Contact with the other programs, a sharing of ideas and discussion of common problems and concerns is essential for maximising the expertise available to such programs.

A role similar to Peter Taylor's was played by Mary Colreavy from CALM. She acted as a link between the training program and CALM Head Office in Perth. She also provided valuable resources, answers to problems, administrative assistance and was an invaluable source of feedback and encouragement.

CALM staff around the state provided input and assistance to the training officer, assistance without which the program would have suffered considerably.

The Executive of CALM, specifically Dr Syd Shea, Roger Underwood and Chris Haynes gave this program a high priority. Their determination to see success, their willingness to confront and solve problems, the standards and leadership they provided all contributed significantly to the success of the program.

The Steering Committee was perhaps the most potent form of support available to the training officer. Problems were referred to it, questions asked of it. It dealt out praise and where necessary reprimanded. The Aboriginal members of the committee were held in high esteem by the trainees and it was their approval that the trainees sought the most.

The knowledge and advice of the elders on this committee in matters relating to the land was an important source of information and inspiration to all participants in the program.

Recommendations for future training programs

Recommendation 12: Adequate time be allocated for a new training officer to become fully conversant with administrative procedures, functions and divisions within the host training agency (Recommended time: 6 weeks minimum).

- Recommendation 13:** Where a training officer is to operate within an Aboriginal community where he isn't well known, time be allocated for familiarisation with language, traditional lands, social structures, community leaders, special needs and aspirations (Recommended time: 8 weeks minimum).
- Recommendation 14:** The training officer be given the opportunity to spend time developing familiarity with management priorities of the local national parks. This includes the opportunity to meet and get to know park rangers and regional staff he/she will be associated with.
- Recommendation 15:** A centrally based (Perth) support system be established for these programs where the training officer has access to learning resources, equipment and advice and contact with other similar projects can be coordinated.

GRADUATE RANGERS

Follow up and support

Although in the latter stages of the program there was an emphasis on developing confidence and independence in the work situation, it is important to note that the sudden removal of the support systems operating throughout the program may leave the graduates with a sense of loss and uncertainty. Missing will be the support of the training officer and the close bonds developed among the individuals in the training unit. There will be a period of adjustment to new working conditions and some frustration until new housing is finalized. Because of this, continued support and counselling should be a high priority to maximize the outcomes of the program and ensure the smooth transition into the workforce.

It is most appropriate that the training officer continues his contact with the graduates which should include visits to the parks where they are working. The need for this contact will depend on local events which may spontaneously arise. This need for the training officer, however, should diminish with time as the graduates become more confident in their new roles. Regional management and park staff also have a crucial on-going role in providing encouragement and assistance during the transition from trainee to ranger - and beyond.

The long-term outcomes of this program will help to determine the direction and structure of future Aboriginal training initiatives. Follow up support and monitoring will be essential in evaluating this process.

The type of support most often sought during training related to administrative procedures concerning pays, leave, requisitions and general communications from and with headquarters. This need will no doubt continue. Additionally there may be assistance required with the establishment and settling into new homes on the parks. The educational arrangements for these rangers' children, a problem not satisfactorily resolved during the training phase may also need to be considered in the context of support for the rangers and their families.

Consideration and understanding will need to be given to the necessity for trainees to attend funerals and ceremonies and the consequent absence from work. These matters can be negotiated sensitively with the Aboriginal rangers and certainly during their training they were always willing to make up any lost time, at a later stage.

Personal Development of Graduates

The successful completion of the training program was a source of great pride and satisfaction to the graduates, their families and communities. The development of self-esteem and confidence was a major aim of the program and its achievement was very evident at the Graduation Ceremony in December 1986.

Maintaining and continuing this development depends very much on the work environment and the sensitivity and support of their colleagues. These rangers, unlike non-Aboriginal rangers, will have a dual role in satisfying the aspirations and objectives of both CALM and their communities. The completion of their training has placed them in a situation where they have a role and status in both areas and they are strongly committed to the obligations of both. This duality of responsibility will need to be understood and appreciated by CALM staff working with the graduates so that they may assist with the development of their capabilities in both areas. It is hoped that, in facilitating graduates' development, supervisors recognize the skills and the knowledge of the graduates by involving them in planning, decision making, job allocation and keeping them updated with information and developments emanating from HQ. This also means encouraging graduates to become involved in further training and to accept wider responsibility in the work place.

Responsibilities to their home communities will require that supervisors be flexible in their planning to allow these men to fulfil their obligations and maintain prominent roles in their communities. Flexibility in rostering and at times leave-without-pay may be required to meet some of these needs. Open communications between supervisors and the graduates should ensure the resolution of any potential difficulties.

On-going graduate training needs

Although a very broad range of topics and skills were addressed during training, there remains the need to practice and develop proficiency. During the follow-up contact with the graduates and their supervisors it will be possible to identify areas of specific training needs.

Eventually all WA national parks rangers will be required to seek tertiary qualifications in park management. Currently, CALM are negotiating with Higher Education authorities in Perth in efforts to determine the most suitable course for WA rangers. Attempts should be made to recognise the recently completed training scheme by way of exemptions and unit accreditations when planning and negotiating tertiary courses for rangers.

Recommendation 16: That considerations for tertiary training for rangers in WA should recognise the Aboriginal ranger training course at Millstream - in the form of unit accreditation and exemptions.



CONCLUSION

This Aboriginal Ranger Training Program has been hailed as a great success and is a source of pride for all those associated with it. The combined efforts of many people and the support and encouragement at all levels of the three departments involved was very gratifying to the trainees and the training officer and created the sort of environment where success was possible.

However, the most remarkable efforts were those of the four graduate rangers. They were under very considerable pressure (both positive and negative) from the time they commenced the first work experience phase. Many aspects of their lifestyle had to change to fit their new roles and status. These changes included:

- shifting away from family and friends into isolated, cramped accommodation.
- making daily contact with the public.
- taking on a role of law enforcers.
- working closely with non-Aboriginal people on a daily basis.
- altering attitudes and behaviour in regard to the hunting of native fauna.
- being the subjects of considerable interest and criticism.
- being pioneers (and show-pieces) in a new political initiative.
- returning to formal learning where early school experiences were not very positive or successful.

These changes placed great pressure on these men from all quarters, including their own communities. They coped extremely well, in fact their performance exceeded the expectations and hopes of those initiating the program.

Throughout the training period their motivation and level of commitment to the program and each other remained high and they had a very clear understanding of the significance of the project they were involved in. In graduating they have achieved much:

- fulfilling needs within their community.
- fulfilling the needs of CALM.
- opening up opportunities and avenues for other Aboriginal communities and individuals.
- seizing a great personal opportunity.
- adding a new cultural dimension to Pilbara national parks.

The accomplishments of Robert Cheedy, Bruce Woodley, Maitland Parker and Johnny Parker cannot be over-estimated. They proved more than worthy of the investment made in them and deserve all the continued support they require.

APPENDIX A
TRAINING COMPONENTS

SUBJECT MATTER	SUPPORT	LOCATION	DATES
SETTLING IN AND ORIENTATION	Dave Milne (Mobile ranger - Acting Ranger in Charge)	Millstream Training Centre	6/1/86
WORK PATTERNS - HOURS		Millstream Training Centre	6/1/86
BACKGROUND TO ABORIGINAL RANGER TRAINING		Millstream Training Centre	6/1/86
ROLE OF VARIOUS DEPARMENTS INVOLVED		Millstream Training Centre	6/1/86
WORKING FOR THE GOVERMENT Privileges & Obligations		Millstream Training Centre	7/1/86
STRUCTURE OF GOVERNMENT IN AUSTRALIA - Commonwealth State Local		Millstream Training Centre	7/1/86
- The Westminster System			8/1/86
- Election			9/1/86
- The Party System in Australia			
TIME SHEETS	Dave Milne	Millstream Training Centre	8/1/86
RADIO PROCEDURE, USES AND CONVENTIONS	Dave Milne	Millstream Training Centre	9/1/86
LAYING CONCRETE SLAB		Millstream	9/1/86
INTERPRETATION - WHAT IS IT IN TERMS OF NATIONAL PARKS	Helen Fordham Dave Milne	Millstream Lily Ponds	8/1/86
VEHICLE RUNNING SHEETS - fuel supplies - calculating km/litre	Dave Milne " "	Millstream Training Centre	10/1/86
HUNTING IN NATIONAL PARKS RULES AND CONSERVATION ETHIC			13/1/86
BEING A RANGER list qualities & requisites BEING AN ABORIGINAL RANGER list qualities	Dave Milne	Millstream Training Centre	13/1/86
PLANNING RECREATION SITE IN TRAINING VILLAGE - materials - plants, trees - costs - make out requisition	Dave Milne Michael Hughes (CALM Nursery Karratha) Tony Start Wally Edgecombe (CALM Operations Manager, Karratha)	Millstream Training Centre Karratha Nursery	Commenced 14/1/86 Ongoing task for next month
WELDING - SPARE WHEEL CARRIER	Dave Milne	Millstream	14/1/86
ROUTING SIGNS	Dave Milne	Millstream	14/1/86

SUBJECT MATTER	SUPPORT	LOCATION	DATES
MAPPING - MAPS OF BOTH MILLSTREAM/CHICHESTER AND HAMERSLEY RANGE N.P.'s - elements of a map - locate landmarks - estimate distances		Millstream Training Centre	17/1/86
FILING AND RECORDING - course and work related information		Millstream Training Centre	20/1/86
LINEAR METRIC MEASUREMENT - metric units - using appropriate units - practical use with tape measure, rulers, odometer		Millstream Training Centre Workshop	20/1/86
VEHICLE RUNNING SHEETS - how to complete - what are they for - importance of maintaining		Millstream Training Centre	21/1/86
FILES Prepare files for siting of - birds - mammals - reptiles - Aboriginal sites		Millstream Training Centre	23/1/86
CONSTRUCTION OF PERGOLA/ SHADE HOUSES to be attached to each of our living units DESIGN AND BUILD	Dave Milne Wally Edgecombe	Millstream	24/1/86 to 9/2/86
ROUTING - Use of Departmental Sign Manual	Dave Milne	Millstream Workshop	29/1/86
VEHICLE MAINTENANCE - Departmental procedures - emergency repairs - regular maintenance		Millstream Workshop	30/1/86
METRIC MEASUREMENT Units of mass Conversion of imperial to metric		Millstream Training Centre	2/2/86
NATIONAL PARKS Definition Purpose (Conservation, Recreation) Aims and Values History of National Parks in Australia		Millstream Training Centre	
WINDMILL AND TANK STAND Assemble and erect over bore	Keith Cunningham Tony Smith	Hamersley Range National Park	3,4,5/2/86
PLANTING TREES, SHRUBS INSTALL TRICKLE, LANDSCAPING	Michael Hughes (Karratha Nursery)	Millstream Recreation Area	6/2/86
COMMUNITY LIAISON Meeting to (a) ascertain traditional owners of country within H.R.N.P. & M.C.N.P., and (b) get approval for access by trainees and I to all areas within the park	Onslow Community Roebourne Community	Noualla Centre, Onslow	10/2/86

SUBJECT MATTER	SUPPORT	LOCATION	DATES
INTERVIEWS - with old people to collect stories about early contact days with Europeans. Trainees record stories with cassette recorder and written notes.	Onslow Community Elders Roebourne Community Elders	Noualla Centre, Onslow Roebourne Village Centre	
GENERAL DISCUSSION OF NATIONAL PARK ISSUES - mining - hunting - access for Aboriginal people	Roebourne & Onslow Community Elders	Noualla Centre, Onslow Roebourne Village Centre	12/2/86
UNIONISM - role of unions in Australia - some history of development - membership - discuss pros & cons	Dave Milne	Millstream Training Centre	15/2/86
SPECIES - define - creation vs evolution - Aboriginal view		Millstream Training Centre	16/2/86
KARRATHA COLLEGE LIBRARY - view materials and records on the European perspective of early contact and settlement in the Pilbara	Library Staff Karratha College Library	Karratha College	18/2/86
VISIT TO HERBARIUM - view collection - techniques of collection and pressing - discuss Ethno-Botanical project involving Roebourne community	Clare Olsen	Karratha College	18/2/86
REPORT WRITING - purpose and importance - planning - sample report		Millstream Training Centre	19/2/86
FIRST AID COURSE	Harold Pears Wally Edgecombe	W.A.W.A. Depot Millstream	24,25,26/2/86
GENETICS - introduction - terms, genes, chromosomes, mutation, adaptation, natural selection		Millstream Training	27,28/2/86
DIARIES - issue to trainees - discuss value of these a) recording event b) planning future events c) maintain organised approach		Millstream Training Centre	28/2/86
INSTALL GUIDE POSTS along hazardous section of road in park. - plan tools, equipment - safety considerations for park visitors - consult CALM sign manual for specifications	Ron Hollands Dave Milne	Millstream	1/3/86 completed 3/4/86

SUBJECT MATTER	SUPPORT	LOCATION	DATES
ACCOUNTING - monitor spending on program - record all expenditure - compare against budget	Tony Start	Millstream Training Centre Karratha Office	12/3/86
COMMUNITY LIAISON/PUBLIC SPEAKING Conduct tour of Millstream for secondary school group for Roebourne		Millstream	13/3/86
COMMUNITY LIAISON Meeting with new Minister, Ernie Bridge, at Roebourne		Roebourne Community Centre	14/3/86
WORK EXPERIENCE	Keith Cunningham Ron Hollands A. Smith	M.C.N.P. H.R.N.P.	10-19/3/86
REPORT WRITING		Millstream Training Centre	24/3/86
RADIO ANTENNA Manufacture and erect antenna for School of the Air radio	Ron Hollands	Millstream	25/3/86
REPRODUCTION - asexual/sexual - plants, animals - gametes, genes, chromosomes		Millstream Training Centre	25-26/3/86
ADMINISTRATION Applications for Recreation and Sick leave	Rose Hollands	Millstream Training Centre	17/4/86
REPORT WRITING - on Enderby Island Field Trip			
ADMINISTRATION - purchasing - ordering and paying - L.P.O.'s, Requisitions	Tony Start Ron Hollands	Karratha Millstream	21/4/86
ADMINISTRATION Stock-taking in response to request from Perth as to what equipment and materials presently held in T.C.	Tony Start	Millstream Training Centre	22/4/86
PLANNING Camping and heavy visitor use areas. How do we protect, maintain and restore areas liable to damage. Survey and list areas of concern around Millstream		Millstream	26/4/87
PLANNING Itinerary, costs for trip to Northern Parks and Kakadu		Millstream Training Centre	29/4/86
WELDING Design & manufacture folding portable BBQs for our northern trip	Keith Moon (Mobile Ranger)	Millstream workshop	29/4/86

SUBJECT MATTER	SUPPORT	LOCATION	DATES
MEETINGS Procedure and formalities associated with group or committee meetings - minutes - chairperson - agenda		Millstream Training Centre	30/4/86
WORK EXPERIENCE - 5 days	Keith Cunningham Ron Hollands A. Smith Keith Moon G. Kregor	M.C.N.P. H.R.N.P.	5-9/5/86
WRITTEN REPORTS On activities during Work Experience			
CALM COURSE - trapping techniques - flora sampling - recording data - preserving specimens - reporting find - wildlife enforcement	G. Liddlow Tony Annels Tony Start Wally Edgecombe N.P. Rangers	Millstream	13-16/5/86
WRITTEN REPORT On course just completed		Millstream Training Centre	19/5/86
PHOTOGRAPHY Use of 35mm SLR cameras	Peter Taylor MAry Colreavy	Millstream Training Centre	21/5/86
PROGRAM EVALUATION Discussion with P. Taylor (ANPWS) and M. Colreavy (CALM)	Peter Taylor Mary Colreavy	M.C.N.P. H.R.N.P.	19-30/5/86
ADMINISTRATION Collecting money, writing receipts, balancing cash with receipts	Ron Hollands Rose Hollands	Millstream	3/6/86
WELDING	G. Kregor (Mobile Ranger)	Millstream Workshop	4/6/86
COMMUNITY CONTACT Nguruwana outcamp - show videos we have taken of our work - Documentary 'Couldn't be Fairer' - 'Lousy Little Sixpence' Discuss and relate to local experiences	Woodley King (Elder)	Nguruwana	4/6/86
MAPPING - compass use - 360° in circle - lines of latitude, longitude - units of measure - degrees, minutes, seconds		Millstream Training Centre	6-7/6/86
WATER MONITORING - measuring points - methods of measurement of water levels	Ron Hollands	M.C.N.P.	7/6/86R- why?
COMMUNITY LIAISON - visit to Western Desert Lands Council Office, discuss goals, problems, functions	Ken Lance (Administration W.D.L.C.)	Port Hedland	10/6/86

SUBJECT MATTER	SUPPORT	LOCATION	DATES
BUILDING Assist in construction of tropical roof for mobile ranger's caravan pad	G. Kregor R. Hollands	M.C.N.P.	11/6/86
MEDIA - video use - edit several videos taken into single cohesive tape for showing other groups - add commentary	G. Kregor A. Smith	Millstream Training Centre	12-13/6/86
MAPPING - relate latitude to variations in climate - Tropics, Equator, Arctic and Antarctic Circle		Millstream Training Centre	12/6/86
CLIFF RESCUE COURSE	Pt Hedland S.E.S. Keith Cunningham Phil Ramsay (Wittenoom Police)	Wittenoom Gorge	14-15/6/86
CLIMATIC REGIONS - relate to latitude - other factors influencing climate		Millstream Training Centre	16/6/86
2 WEEKS RECREATION LEAVE			19/6/86 to 9/7/86
PLANNING - forthcoming trip - food and supplies - tools, spares, equipment - calculate fuel costs - accommodation - accounting - funding	Tony Start	Millstream Training Centre	6-7/7/86
PURCHASING SUPPLIES PACKING AND PREPARATION	Tony Start	Karratha	8-9/7/86
TRIP TO KIMBERLEYS AND KAKADU (See Appendix for itinerary)			11/7/86 to 1/8/86
RANGER SEMINAR - CALM's role in community - expectations of staff - future training - conflict resolution - personal and resource presentation	R. Underwood C. Haynes W. Schmidt	Millstream Homestead	6/8/86
PROTECTION - list areas in M.C.N.P. which are damaged and require protection or restoration - put in order of priority - discuss reasons for degradation - resources and action required	Park staff	M.C.N.P.	7/8/86
REPORTS - on Kimberley-Kakadu trip - format and contents		Millstream Training Centre	7/8/86

SUBJECT MATTER	SUPPORT	LOCATION	DATES
LINGUISTICS COURSE - writing Aboriginal languages - produce information leaflet	Nick Thieberger Institute of Applied Aboriginal Studies - WACAE	Millstream Training Centre	12-16/8/86
VHF RADIO USE - revise conventions - begin regular schedule calls for trainees from Karratha Base	Tony Start Karratha Staff	Millstream Training Centre	18/8/86
PLANNING - 2 walk trails in Chichester Ranges - view site and decide best approach - materials and tools required	Geoff Kregor (Mobile Ranger)	Chichester Ranges - Mt Herbert - Snake Creek	19/8/86
MAPPING - using a compass - accurate location using compass and maps		Millstream Training Centre	20/8/86
PROTECTION - clearing exotic weed in Lily Ponds at Millstream	Geoff Kregor Jerry Deegan (Mobile Rangers)	Millstream	21/8/86 to 24/8/86
WORK EXPERIENCE	Resident and mobile rangers at M.C.N.P. and H.R.N.P.	H.R.N.P. M.C.N.P.	25/8/86 to 4/9/86
SELF EVALUATION from work experience		Millstream Training Centre	8/9/86
PUBLIC SPEAKING - prepare talk for school groups - select set of slides - practice		Millstream Training Centre	9/9/86
COMMUNITY LIAISON - talks to school groups as part of National Aborigine Week programs in schools	Teaching staff of Roebourne and Onslow Schools	Roebourne School Onslow School	11/9/86
COMMUNITY LIAISON Assist Community groups in Roebourne with setting up Corroboree for public	Roebourne Community	Roebourne	12/8/86
CHANGE WHEEL BEARINGS ON TRAILER	G. Kregor	Millstream	18/9/86
ABORIGINAL CULTURE 1. Visit two significant men's sites inside Millstream - collect paints and stones - listen to stories - preparations for ceremonies on coming weekend	Woodley King Yilbie Warrie	Millstream	19/9/86
2. Visit and photograph 3 increase sites ('tdalu') at Millstream. One of these sites has become a target for vandals and needs protection. Erect a stone barrier on track so only access on foot is possible.	Woodley King Yilbie Warrie	Millstream	19/9/86

SUBJECT MATTER	SUPPORT	LOCATION	DATES
PARK WORK - Relieving for Head Rangers at M.C.N.P. and H.R.N.P. while they are on their trip to Kakadu with Elders	G. Kregor G. Deegan A. Smith J. Wolfendon K. Moon	M.C.N.P. H.R.N.P.	22-28/9/86
SOUTH WEST TRIP - Visit southern parks - Forestry Operations - CALM H.W. (See Appendix for details)	CALM Staff	South West of Western Australia	2-19/10/86
REPORT WRITING - S.W. Trip - highlights - what we got out of it		Millstream Training Centre	26/10/86
POLITICS IN AUSTRALIA - Parties and philosophies - history and origins - decision making - system in other countries, societies, Aboriginal communities		Millstream Training Centre	27/10/86
ABORIGINAL SITES Visit two sites on Water Authority reserve that trainees are concerned about	Woodley King	Millstream Borefields	27/10/86
GENERATOR SERVICING - changing motors - setting load bank - changing oil - refueling	G. Kregor	Millstream Workshop	28/10/86
CLASSIFICATION OF LIVING THINGS - taxonomical principles - need for classification - apply to known animals and put into appropriate class - characteristics of each class of animal		Millstream Training Centre	28-29/10/86
MEDIA - forms - function - effects - control Examine news articles for bias, inaccuracy	Peter Taylor	Millstream Training Centre	29/10/86
ADMINISTRATION - calculating camping fees - daily journal writing - vehicle running sheets - time sheets and pays	Tony Start Rose Hollands	Millstream	29/10/86
ABORIGINAL SITES - visit rock pool near Tambrey Station. Early habitation site. - Examine and photograph petraglyphs		Tambrey Station	30/10/86

SUBJECT MATTER	SUPPORT	LOCATION	DATES
COPING WITH STRESS - in the work place - need to be honest - approaches to conflict resolution - avoiding situations or actions which upset others - relaxing and unwinding		Millstream Training Centre	31/10/87
COMMUNICATION WITH CALM - writing letters - format - which section? - filing duplicates - filing incoming mail		Millstream Training Centre	3/11/86
WALK TRAILS - Complete trails at Mt Herbert and Snake Creek - Check for visitor safety	R. Hollands G. Gregor	Chichester Ranges	3-4/11/86
REPRODUCTION IN ANIMALS - view video "Birds do it, Bees do it" - discuss - make notes		Millstream Training Centre	4/11/86
COMMUNITY LIAISON - Aboriginal Legal Service - Police Station - Medical service Speak to Aboriginal staff to gain greater understanding of their roles	Staff of Aboriginal Legal Service, Police Aides, Medical Service	Roebourne	5/11/86
ABORIGINAL EMPLOYMENT - Trainees report on area where Aborigines are employed in town - importance of employment opportunities - how can the situation be improved?		Millstream Training Centre	6/11/86
PLANNING - Graduation ceremony - who should be invited - trainees guest lists - estimate numbers - catering options - format - 1 trainee to prepare speech	Tony Start	Millstream Training Centre	8/11/86
BUDGET - consider present situation - areas N.P. need funds for - where money should be spent, saved	Tony Start	Millstream Training Centre	8/11/86
WORK EXPERIENCE	R. Hollands G. Gregor K. Cunningham A. Smith	H.R.N.P. M.C.N.P.	9/11/86 to 19/11/86
COURSE REVISION - filling up to date - examine subject matter covered			24/11/86 to 2/12/86

SUBJECT MATTER	SUPPORT	LOCATION	DATES
PREPARATION FOR GRADUATION			
FIRE FIGHTING IN HAMERSLEY RANGES H.R.N.P.		3/12/86 to	10/12/86
GRADUATION CEREMONY			12/12/86
PACK UP			15/12/86 to
- Clean and store equipment			19/12/86
return things on loan			
- farewells			
RECREATION LEAVE			20/12/86 to
			20/1/87
GRADUATES COMMENCE WORK AS RANGERS			21/1/87

APPENDIX B
SAMPLE WORK EXPERIENCE EVALUATIONS

DATE: _____ NAME: _____

WORK EXPERIENCE ASSESS. - QUESTIONNAIRE
ABORIGINAL RANGER TRAINING

1. Personal Presentation

How did you rate the personal presentation of the trainee, i.e. clothing, cleanliness, general image?

_____ H _____ S _____ US

Suggestions/Comments _____

2. Punctuality

_____ H _____ S _____ US

Suggestions/Comments _____

3. Efforts I found the effort put in by the trainee to be

_____ H _____ S _____ US

Suggestions/Comments _____

4. Skills The work skills displayed by the trainee were

_____ H _____ S _____ US

Suggestions/Comments _____

5. Initiative The trainee's level of initiative in your view was

_____ H _____ S _____ US

Suggestions/Comments _____

6. Motivation The trainee's level of motivation to park work and the work experience in general was

HIGH

MED.

LOW

Suggestions/Comments _____

7. Interest Did the trainee express interest in general park management or conservation issues, i.e. ask questions, make comments about things relevant to rangers?

OFTEN

OCCASIONALLY

NEVER

Suggestions/Comments _____

8. Reliability When the trainee is given a task he can be depended on to complete the task without supervision -

ALWAYS

USUALLY

RARELY

Suggestions/Comments _____

9. Social Development In the work place and after hours. How well did the trainee fit in with colleagues, wives and families, park visitors?

VERY SOCIABLE

SOMEWHAT RESERVED

VERY RESERVED

Suggestions/Comments _____

10. Progress How well do you think the trainee is progressing in the overall picture in comparison with the way he was when he started?

H.S.

SATISFACTORY

US

Suggestions/Comments _____

11. Suitability for job. This trainee's level of suitability for the job is -

HIGH

AVERAGE

LOW

Suggestions/Comments _____

12. ANY ADDITIONAL COMMENTS

RANGER IN CHARGE

APPENDIX C
ITINERARY FOR INDEPENDENT PROGRAM EVALUATIONS

ABORIGINAL RANGER TRAINER PROGRAM
MILLSTREAM W.A.

VISIT BY:- PETER TAYLOR, MARY COLREAVY

MON 19TH

- meet Mary and Peter at Karratha airport 3.05 p.m.
- Drive to Millstream and settle in.
- Darts night?

TUE 20TH

- Meet with trainees. Discuss program, work files, photos etc.
- Peter and Mary to give talks to trainees regarding their role, ideas, and the type of work which occupies their time.
- Morning Tea with other rangers and wives.
- Lunch.
- Tour of Millstream for afternoon.

WED 21ST

- Pack camping gear.
- Go to Roebourne for Ngurin meeting.
- Shopping for stores.
- Camp at new block on Fortescue.

THU 22ND

- Still camping on Fortescue. Look at sites and talk about plans for this block.
- Back Millstream 6.00 p.m.

FRI 23RD

- Drive to Onslow.
- School opening at 10.00 a.m.
- Meet with Elders from Onslow area.
- Camp overnight at Peedamulla.

SAT 24TH

- Tour Old Onslow.
- Drop Mary at Karratha Airport.
- Return to Millstream.

SUN 25TH

- Work in and around Training Centre.
- Public Speaking.

MON 26TH

- Meet with trainees.
- Steering Committee meeting.
- Morning Tea with committee.
- Lunch.
- Information sheets - Prepare and design.

TUE 27TH

- Leave Millstream
- Visit Tambrey Station, Mt Florance Station, Wittenoom.
- Arrive Hamersley Range National Park.

WED 28TH

- Stay in Hamersley Range National Park.
- Climb Mt. Bruce?

THU 29TH

- Leave Hamersley Range National Park return to Millstream.
- B.B.Q. in evening.

FRI 30TH

- Trainees commence 4 day break.
- Peter and Steve to visit Tony Start and CALM staff in Karratha.

APPENDIX D
FIELD TRIP REPORTS

ABORIGINAL RANGER TRAINING PROGRAM
MILLSTREAM W.A.

PROPOSED ITINERARY FOR TOUR
11TH JULY TO 1ST AUGUST 1986

Day 1 (11th July)

Depart Millstream. Drive to Broome and camp overnight.

Day 2 (12th July)

Depart Broome. Drive via Fitzroy Crossing and camp at Geikie Gorge National Park.

Day 3 (13th July)

From Geikie Gorge visit to Tunnel Creek and Windjana Gorge National Park. Camp overnight at Geikie Gorge.

Day 4 (14th July)

Depart Geikie Gorge. Drive to Turkey Creek. Meet with Kwarra Community elders, traditional owners of the Bungle Bungle country.

Days 5, 6, 7 (15-17 July)

Remain in Bungle Bungle/Turkey Creek area meeting with Community; discussions on Aboriginal Ranger Training.

Day 8 (18th July)

Depart from Turkey Creek. Drive to Kununurra. Visit Kimberley Regional Office. Meet staff and discuss plans for a longer visit on the return leg of the journey. Drive to Katherine and camp overnight.

Day 9 (19th July)

Drive to Kakadu. Settle in and meet local staff.

Day 10-15 (20-25 July)

Remain in Kakadu. Discuss Aboriginal Ranger Training with other trainees, rangers and training officer. Include visit to Coburg Peninsula in this time.

Day 16 (26th July)

Depart from Kakadu. Drive to Darwin.

Day 17 (27th July)

Around Darwin, places of interest - Batchelor College.

Day 18 (28th July)

Depart Darwin and drive to Kununurra.

Day 19 (29th July)

In and around Kununurra, Hidden Valley National Park, CALM facilities and operations. Depart Kununurra for Drysdale River National Park.

Day 20 (30th July)

Drysdale River National Park.

Day 21 (31st July)

Drive to Broome and camp overnight.

Day 22 (1st August)

Depart Broome and return to Millstream.



S.G. Szabo
ANPWS TRAINING OFFICER

16th May 1986
SGS:bb

Copy to: R. Underwood, General Manager, COMO
C. Haynes, Director, National Parks, CRAWLEY
Dr A. Start, Regional Manager, PILBARA
M. Colreavy, COMO
P. Taylor, ANPWS, c/- MILLSTREAM
M. Jose, DEIR, SOUTH HEDLAND

APPENDIX E

ABORIGINAL RANGER TRAINING - MILLSTREAM

S.W. TRIP

2nd - 19th October, 1986

1. Depart Millstream October 2nd and stay overnight in Carnarvon with Bernie Ryder.
2. Depart Carnarvon 8.00 a.m. and arrive at Yanchep 7.30 p.m., 3rd October. It is cold and we are very tired. Accommodation in "Bungalow" is not satisfactory as it has no power for lights and showers. We find an alternative with power and ablutions on the park with assistance from Ron Chandler and Ron Shimmon.
3. 4th October. Spend till lunch time looking around Yanchep National Park. Koalas and cave tour are the highlights. We are escorted by Ranger Lance Jackson.
4. I arrange with Mary Colreavy to move from Yanchep to Mundaring a day earlier than planned because accommodation there is more satisfactory. We meet Ranger Terry Hales and wife at house in Mundaring in afternoon and settle in.
5. 5th October. Meet with Terry Hales and other rangers 8.30 a.m. at John Forrest National Park Headquarters. Terry showed us around the John Forrest National Park and Greenmount National Park. He is very informative and knowledgeable and describes many of the problems and issues he is confronted with in his parks.
6. After lunch we drive down to Fremantle to markets and America's Cup festivities.

Evening is spent at a BBQ at Mary Colreavy's home where we meet informally with CALM management and staff. A pleasant evening was had by all. Back to Mundaring for the night.
7. 6th October. Meet at CALM Hackett Drive office 9.00 a.m. Meet Chris Haynes, Roger Underwood and Mary Colreavy. We are introduced to a meeting of policy directors then move around building seeing what various activities occur here.
8. 9.30 a.m. Meet in Chris Haynes' office with two reporters. Chris, trainees and I are interviewed and comments are recorded for radio program to be broadcast later in the week.
9. 10.30 a.m. Meeting with D.A.A. State Director, Cedric Wyatt and Dave Brandis (Pilbara District Officer) at D.A.A. office in City. We report on the program at Millstream and discuss future training and employment prospects for Aboriginal people in other areas. Particular reference is made to the Miller Report and how CALM and D.A.A. can work together in future. The meeting was very promising mainly because the type of program we are involved in is very much in line with the philosophies of the Miller Report. Indications were that funding through D.A.A. and D.E.I.R. would be available to pursue training Aboriginal people in land management and tourism areas.

10. Lunch at CALM Operations H.Q. in Como.
11. Move around CALM offices meeting various staff in their respective departments:

e.g. Salaries & Staff, Mapping Branch, Seed Store, Information section, Engineering, Wildlife and Stores.
12. 3.30 p.m. Slide show about program at Millstream to be shown to interested staff in conference centre at Como. A large group (approx. 70 people) attend. After a nervous start, things progress satisfactorily and plenty of interest was shown by staff.
13. Evening – Movie "The Gods Must be Crazy". This was enjoyed greatly and discussed at length afterwards.
14. 7th October. 9.00 a.m. W.A. Museum. Meet with curator of Aboriginal Exhibits. He shows us some of the behind the scenes work and the storage of artifacts in the Museum. We then view the public display.
15. 10.30 a.m. W.A. Museum Department of Aboriginal sites. Discussions about the work of this section of the museum, approaches and methods and some of the controversial issues they have been involved in. The matter of the trainees acquiring Heritage Warden status through the museum is also raised.
16. 12.30 p.m. Mount Lawley C.A.E. Aboriginal Student Enclave. Meet staff and some students. We are shown through Department of Applied Aboriginal Studies and look at some of their activities and resources.
17. Order new boots and uniforms from wholesalers.
18. Night at Mundaring.
19. 8th October. 9.00 a.m. at Woodvale Wildlife Research branch. Speak with Bob Prince, Andrew Burbidge, Phil Fuller regarding their work. Particular reference to work where Aboriginal informants are used to assist with gathering information on wildlife. Morning tea with staff.

Look at and discuss animals being held at Wildlife Research Centre; numbats, kangaroos, rock wallabies, short necked tortoise.

Introduction to vegetation sampling and recording procedures to be used by all CALM field staff.
20. South Perth Zoo 12.30 p.m. We meet assistant director of the Zoo who gives us a very thorough and informative tour of the Zoo and it's operations, staffing, administration and future plans.
21. Back to Mundaring. Pack up and prepare for early start in the morning.
22. Thursday, 9th October. Depart Perth 8.30 a.m. Drive to Dwellingup Cadet School. Meet Frank Pridham, other training staff. Do slide presentation for staff and trainees in training centre.

23. Drive through to Pemberton arriving at around 4.30 p.m. Meet Bob Hagan, District Manager. Make arrangement for following day. Settle into house in Pemberton.
24. Friday 10th October. Meet in Pemberton Regional H.Q. at 8.30 a.m. Do slide presentation for Pemberton staff and meet them over morning tea.
25. Visit various forestry operations around Pemberton including clear fell, thinning and regeneration areas. Discuss procedures, problems, burning regimes, types of timber and their application.
26. View Bunnings timber mill.
27. View tourist venues of Gloucester Tree, Trout and Marron hatcheries.
28. Evening in Pemberton.
29. 11th October. Meet with Ranger, Karl Mucjenko at 8.30 a.m. He shows us around Warren-Beedelup National Parks.
30. Move on to Northcliff where we meet with Rick French, Ranger in Charge for Shannon/D'Entrecasteaux National Park who gives us a tour around his park. We part at the Shannon Basin and drive on to Walpole.
31. Meet with Rangers Chris Hart & Hardy Derschaw and settle into our accommodation at Coalmine Beach in Walpole.
32. Casual day travelling around Walpole looking at tourist attractions and features of the area.
33. Visit local farm and a deer farm where we are given a comprehensive tour and explanation of operations and specific problems associated with deer breeding and handling.
34. Meet with ranger Hardy Derschaw and get map and information about coastal areas of Walpole Nornalup National Park.
35. 13th October. Meet at Walpole H.Q. Meet local staff.
36. Meet with group involved in wildlife survey of Walpole Nornalup National Park at Single Mens Quarters. Go through procedure for recording information on vegetation, soil types, land forms and presence of wildlife.
37. 14th October. Engage in setting pit traps in various habitats along coastal dunes and heathlands for the day.
38. 15th October. Depart Walpole and arrive in Albany around 10.30 a.m. Check into hotel. Go to CALM regional office 11.00 a.m. Meet staff over morning tea. Discuss parks, forestry operations and reserves in the area.
39. Get lunch and look around Albany, scenic and historical spots.

40. Meet with Ranger from Torndirrup National Park, Jack Andrews. He shows us around the park, popular spots and points of interest. We discuss the nature of the park and specific issues and problems prevalent there. Jack is the oldest and longest serving ranger and is due to retire very soon. He is an excellent person to meet with a great deal of knowledge and enthusiasm for the job.

41. Evening in Albany.

42. 16th October. Depart Albany and drive to Perth arriving around 2.30 p.m. We go to CALM Como office and pick up some uniforms. Speak to staff at information branch, say our goodbyes.

Evening shopping in City centre. Night at Mundaring.

43. 17th October. Depart Perth and drive to Kalbarri. Arrive around 3.00 p.m. Meet local rangers and have social evening with them. Plan following day.

44. 18th October. Look around Kalbarri National Park with Ranger Keith Kickett as our guide. We see most of the points of interest and through Keith gain some insight into local problems, characteristics and organization.

Depart Kalbarri around 3.30 p.m. and drive right through to Millstream arriving 4.30 a.m. on Sunday, 19th October.

Achievement of Objectives: - I am satisfied that the objectives of the trip have been achieved. One of the most important aims I felt was to see a fuller range of CALM functions and responsibilities throughout the State and to gain further insight into the operations of this department. Although rather hasty, the trainees saw a wide range of activities of CALM and gained an appreciation of the size and complexity of the organization. They also now have a mental picture and experience of this entity called CALM.

The second important objective was for the trainees and a large number of field and administrative staff to meet each other in both formal and informal settings. Although at times this was rather trying, I considered that the trainees acquitted themselves very well when they were "on show". We were all impressed by the hospitality and interest displayed by CALM staff in all the regions we visited.

Issues Considered & Discussed

1. Range of land use practices in State.
2. Range of climatic zones, soil types and land forms.
3. Relationship between points 1 and 2.
4. National Parks close to the city. Differences in pressures and management in these parks.
5. Visitor patterns in National Parks throughout S.W.
6. Areas of responsibility of CALM.
7. Hierarchy and administrative network of this Department.
8. Forestry in principle and practice.
9. Forestry and conservation, are they mutually exclusive?
10. Burning regimes in heavily forested parks.
11. Park developments, visitor centres and information dissemination.
12. Private enterprise on National Parks.
13. Parks bordering towns and associated problems.
14. Housing and vehicles.
15. Aboriginal interests and influence in the S.West.
16. Aboriginal employment and training prospects.
17. Relative merits of various parks and working conditions in each.

CONCLUSION – The success of the trip was largely attributable to the co-operation and assistance provided by CALM staff in the various locations we visited. I am aware that many staff sacrificed their own time to spend with us and ensure that we got the most out of our time in their region. This was appreciated by all of us and also a positive sign for the long term acceptance of this and similar programs.

Mary Colreavy's assistance in organizing a very interesting and varied program was invaluable.