

Transcript of the 2016 Duguid Memorial Lecture, held on Monday 30 November at Kerry Packer Civic Gallery, Hawke Building, UniSA City West Campus

“Three Generations on – The Duguid Legacy”

Professor Tom Calma AO
Chancellor, University of Canberra
Co-Chair, Reconciliation Australia

MC: Professor Peter Buckskin

Dean: Aboriginal Engagement & Strategic Projects, University of South Australia

Professor Peter Buckskin:

Good evening everybody, if you could all just come into session for the lecture, my name is Professor Peter Buckskin, I am the Dean of Aboriginal Engagement and Strategic Projects for the University of South Australia and it's my pleasure to be your MC tonight.

I would like to welcome you all to the 12th Duguid Memorial Lecture 2016 where both universities, Flinders University and the University of SA are celebrating significant milestones in their histories. The University of Flinders is celebrating 50 years of its existence and we're very proud here at the University of SA to be celebrating our 25th anniversary. So it's very fitting that we're launching tonight also as part of this series of lectures a publication capturing a number of years of the publication, I will talk more about that, of people that have spoken at the Duguid Lecture.

We're very honoured to host this year's lecture at the University of South Australia, and particularly in the Alan Scott Auditorium. We acknowledge the continued support of the Hawke Centre in making the Kerry Packer Civic Gallery available to us for our pre and post lecture receptions. Before we get underway, I would like to invite Uncle Dr Lewis Yerloburka O'Brien, Kurna elder but especially to the University of SA, an adjunct to our university, to honour us with a welcome to country.

Would you please welcome Uncle Lewis?

Applause

Uncle Lewis O'Brien:

Welcome to country spoken in indigenous tongue.

On behalf of the Kurna people, I welcome you all to Kurna country and I do this as an ambassador of the Adelaide plains people. My brothers, my sisters lets walk together in harmony. Natalia.

Applause

Professor Peter Buckskin:

Thanks Uncle Lewis. Can I say as a Narungga man, whose lands border the Kurna country, I acknowledge and pay my respects to the Kurna peoples, and I also acknowledge the sovereignty of all my brothers and sisters that are in with us tonight, and celebrate as we do together our rich

cultural diversity and our resilience being the proud people that we are, who we are of the oldest living culture of humanity.

There is a number of people I would like to acknowledge tonight and that to particularly the University of SA's, Chancellor, Jim McDowell. Thanks very much for honouring us tonight Jim.

Our Speaker tonight, a special welcome to Professor Tom Calma AO. Because this is very much a joint venture between the Flinders University and the University of South Australia, I want to acknowledge the indigenous leadership of the university, of Flinders University, Professor Daryle Rigney, the Dean of Indigenous Research and Education at Flinders, I understand we have in the audience April Lawrie-Smith, Director of Aboriginal Education with the South Australian Department of Education and Child Development.

I want to welcome members of the Duguid family. It is very good to see you amongst us again, and we know that some of you have travelled from afar so it is very good to have you with us tonight.

It is always good to have in our audience and on the grounds of the university our elder and esteemed leader Lowitja O'Donoghue. Lowitja it is very great to have you with us tonight.

We also have some apologies as we are also launching a publication tonight of people that have delivered the Duguid Lecture over a number years. We have apologies from:

Dr Jenny Baker, from Professor Tracey Bunda, Dr Anita Heiss, Professors Dennis McDermott and Irene Watson from the University of SA here.

This is a biennial lecture, which is organised jointly as I said, by the Flinders University and University of South Australia. It's in honour as we all know, because that is why we are all here, to celebrate the lives of Dr Charles Duguid OBE and his wife Mrs Phyllis Duguid OAM, who advocated for the advancement of indigenous peoples and championed improved race relations between the first Australians and others, long before reconciliation became the 'in' word for our community here in this country.

As I said, this lecture is held every two years to perpetuate the Duguids' vision for respect and equity for indigenous race relations within our community. The Duguids over time went onto establish the South Australian Aboriginal Advancement League and delivered a gift in 1994 to the University of South Australia and to the Flinders University, to provide grants to indigenous post-graduate students.

Tonight after the Duguid Lecture, we are also celebrating, as I said, the launch of a book called 'The Long Campaign' and it is a collection of the Duguid Memorial collection, which is a collection of the speeches over the years, from 1994 to 2014. And we'll be launching this collection, later, and I will say a bit more about that, when we invite Dr Tom Calma to come and talk to us.

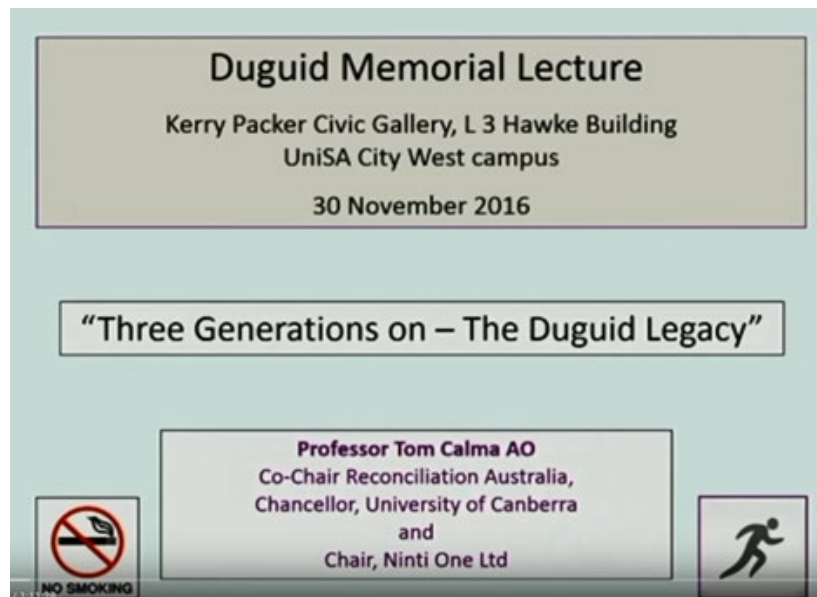
I particularly want to pay my respects to Emeritus Professor Gus Worby, Associate Dean, Professor Simone Tur and Yunggorendi Student Engagement, Associate Lecturer, it's a big title, but he has done a big job, as well, Tristan Kennedy from the Flinders University's office of the Indigenous Strategy and Engagement. We will talk more about, as I said, this publication later.

It is now my absolute pleasure to welcome a great friend of the University of South Australia and I am sure Flinders, Tom Calma to come and deliver the 2016 Duguid Lecture.

Thank you.

Welcome Tom.

Applause.



Slide: Duguid Memorial Lecture – “Three Generations on – The Duguid Legacy”

Professor Tom Calma:

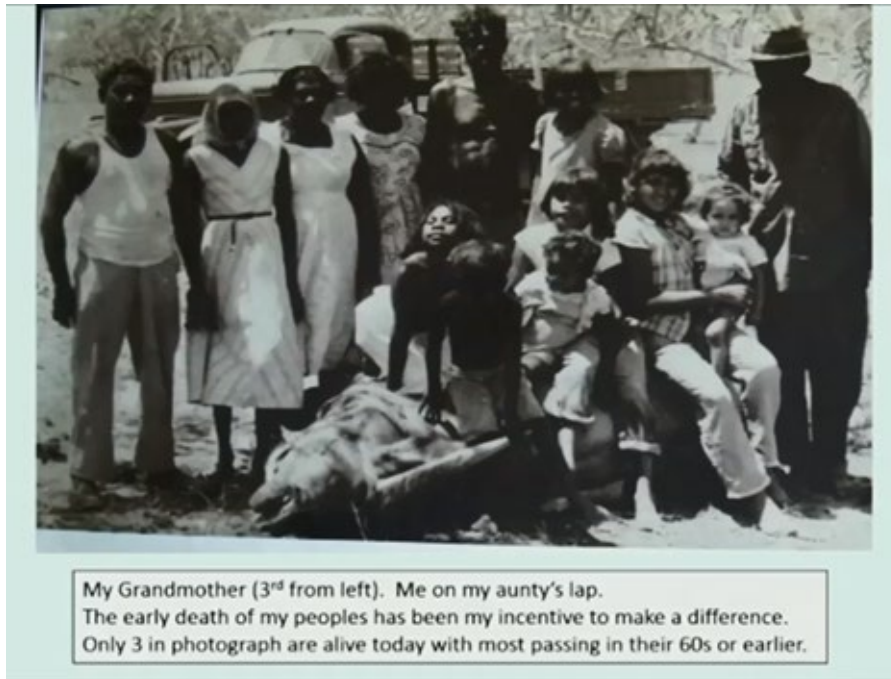
Well, thank you Peter and thank you everybody for coming along tonight. I’m probably going to keep you here for about 40 - 50 minutes, probably closer to 50 than 40, as I go through, but just a bit of booing will help me move along if it gets too long.



Slide: Map of origin

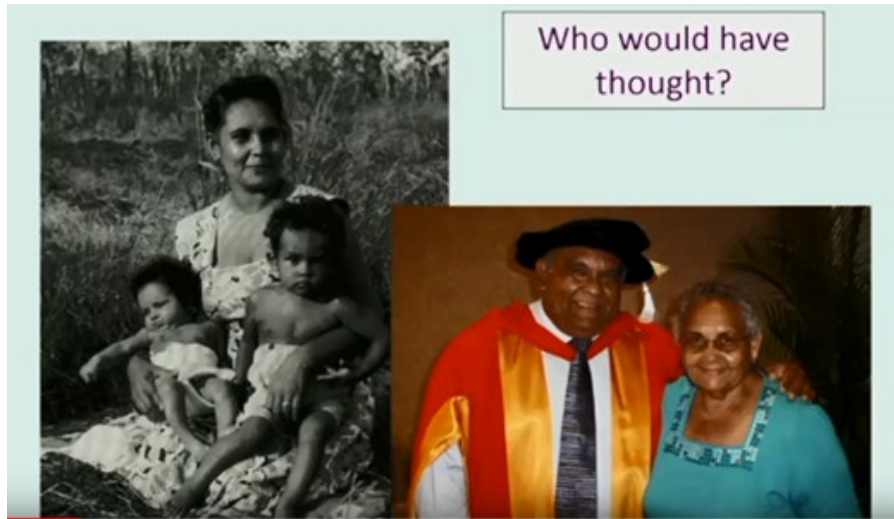
Can I begin by also recognising, that we are on the land of the Kurna Peoples. I'm from Darwin, the Northern Territory my family are from Kungarakan on my mother's side and Iwaidja on my father's side and as protocol predicts, we should, and dictates, we always acknowledge the land that we are visiting and the owners and in fact seek permission where ever we can. In recognising, the Kurna People I would also like to recognise their youth as we do with all youth because they are our future, the future custodians of our stories, our cultures, our histories, our languages and it's really important that we all take the opportunity to grow up our youth for the future, in doing that.

I would also like to recognise as Peter did, the many people here, my fellow Chancellor Jim McDowell, Aunty Lowitja, who was my mentor from way back in Aboriginal hostel days in the eighties and really did and can take a lot of credit for the way that I operate. Uncle Lewis always, it's good to be here with you, Peter who we have worked with, Darryl. I see Paul Hughes at the back there, I see my in-laws up there helping to build up the numbers, which is good to see just in case there were no shows as there were, and can I recognise everybody and thank you for coming along.



Slide: Family photo

This is a photo of my family back in the fifties. That's me, as you can see, looking down at the buffalo and sitting on my auntie's knee, and my sister is on my other auntie's knee. The story here is that there are only three of us that are still alive and that really does in many ways depict what happens across Aboriginal and Torres Strait Islander society and so I will be talking a little bit about that as we go along. But one of my relatives in the picture also took her own life in the late sixties and that was around about the time when we started to notice Aboriginal and Torres Strait Islander people starting to take their own life. Before that, it was just totally unknown so it's really a manifestation of fairly recent time and that is why we spend a fair bit of time on it generally when talking about health but I won't do that tonight.



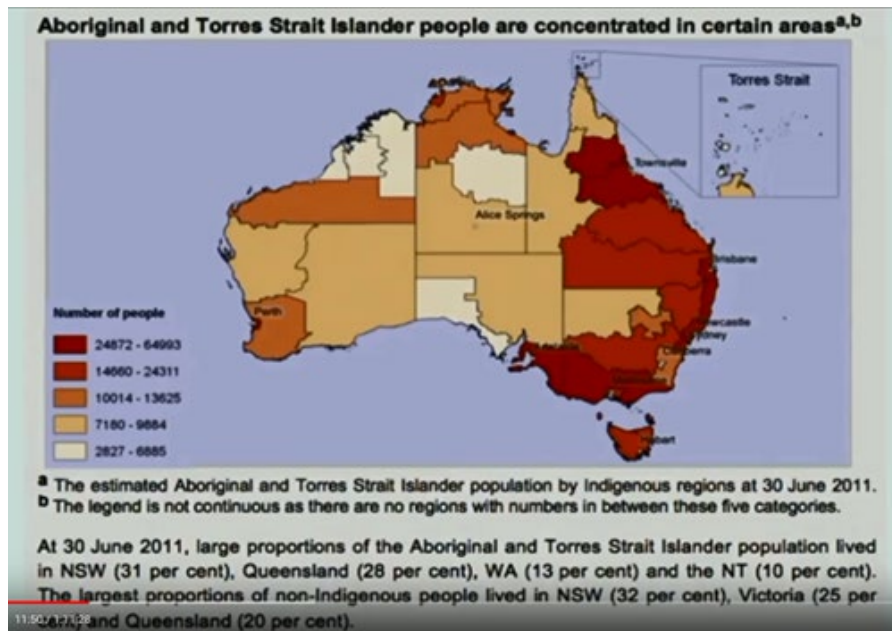
Slide: Two x Photos "Who would have Thought?"

A photo of me when I was young, with my mother and my sister, and I just like the look of myself on that one, no*laughter*..... it's one that I share with people, because I think it's really important, particularly for young people to always remember that you never know where you are going to be. Having come from the country, you know, we grew up on our own traditional lands outside of Darwin, on Mum's lands and moved when I was three years old, little bit older than that. And that's mum who a few years ago, but just a couple of weeks ago Mum turned eighty five, which is again pretty good in Aboriginal terms to be able to make that, so there's that.



Slide: “.....A skilled medical practitioner ...”

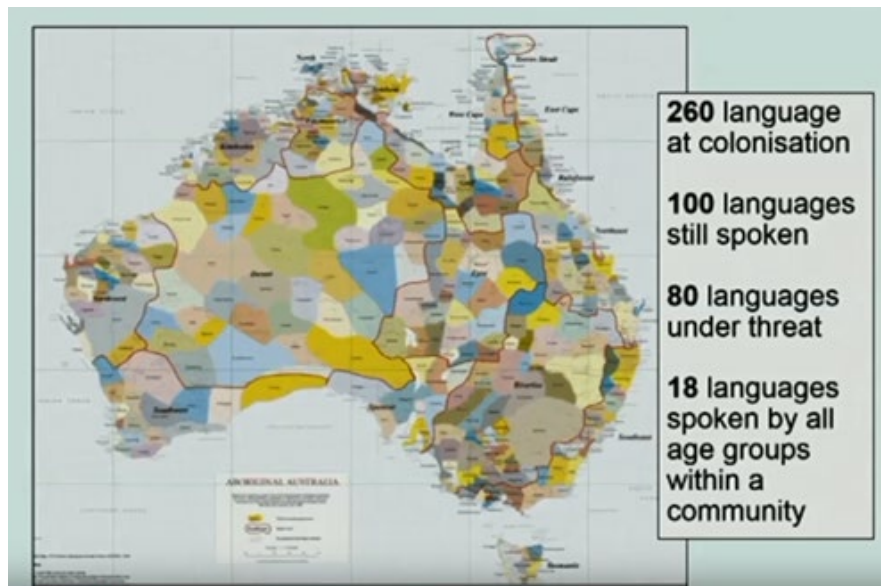
So look, I wanted to touch and to recognise, and I wanted to saved it till now, to recognise the Duguid family and your family of the past, both Charles and Phyllis. Because I think what they did, as is mentioned up there, did some wonderful things and we will talk a bit more about that a bit later when we talk about the book. But what I’ve tried to do is, in the next forty five or so minutes, is really capture some of the things that I think really depict what they were fighting for and amongst. You know the people of the day and long before they became topical issues and in fact when they weren’t topical and they weren’t issues of interest to everybody. They took on the challenge and did it. So I’ll pick up on a number of those issues and discuss some of the challengers but also some of the solutions, some of the ‘where we’re at’.



Slide: Aboriginal and Torres Strait Islander people are concentrated in certain areas

Just as a reminder, you know this is some of the latest stats that have come out on where Aboriginal and Torres Strait Islander people are located around the nation. Again, we can see about 20 to 25% are in remote and very remote, but the rest are in the eastern seaboard and so forth and you can see on the population's basis, South Australia, parts of South Australia, very limited populations as are in other parts of the nation.

But it is really just to reflect on that to remind us, that when we are talking about Aboriginal and Torres Strait Islander people, not to, you know, homogenise us as, as one people but to recognise that we are very dispersed and culturally very different.



Slide: 260 language at colonisation

As this slide shows when you start to look at languages. That's the old Tyndale map, you know, it's anything between two hundred and sixty and two hundred and eighty languages at the time of colonisation and upwards to about five hundred different dialects that we had, but you can see the pressures that we as a peoples are under as far as language lose is. In fact, Australia is a country that is the fastest language losing country in the world. And in the last decade we have lost fifteen languages according to the last national indigenous language survey over here.

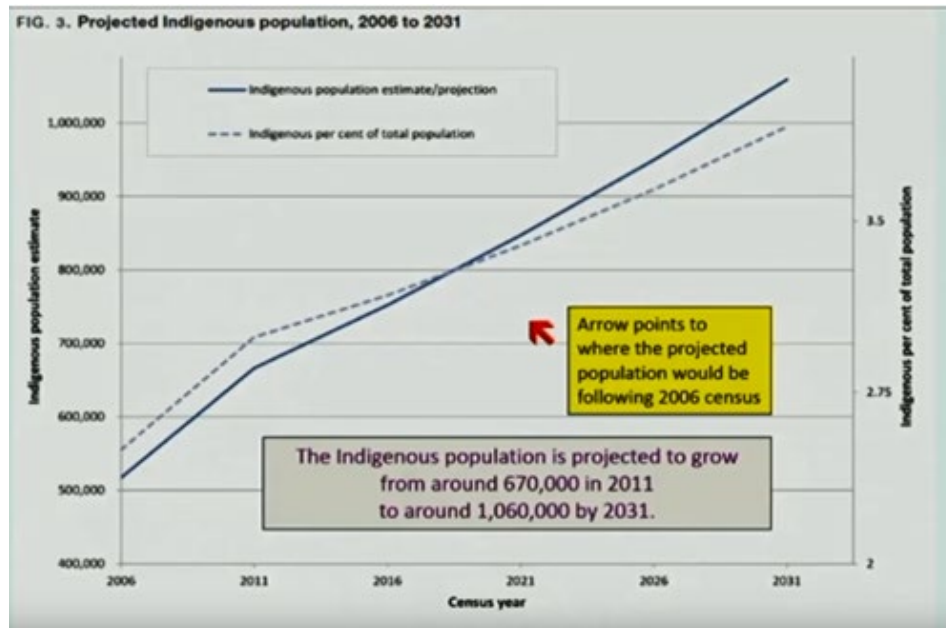
Slide: Acknowledgement of Country – ABS

I will talk a bit about that, but I've got a few **videos**, and this is the first one to again give you a bit of a picture about Aboriginal and Torres Strait Islander affairs. This is the latest NATSAS data and I hope it will come up, yes, it will, happening ever slowly. Success straight off, that is good!

National Aboriginal and Torres Strait Islander Social Survey 2014-15 – Video played.

- *Total Aboriginal and Torres Strait Islander Population: 2008 – 520,350*
- *Total Aboriginal and Torres Strait Islander Population: 2014 – 686,800*
- *Of the total Australian population: 3%.*
- *Under Age 20: 50%*
- *Aboriginal: 90%*
- *Torres Strait Islander: 6%*
- *Both Aboriginal and Torres Strait islander: 4%*
- *Live in major cities: 35 %*
- *Live in regional areas: 44 %*
- *Live in remote areas: 21 %*
- *Year 12 Completions: 2002 - 17% 2008 - 20% 2014 - 26%*
- *Non-school qualifications: 2002 – 26% 2008 – 32% 2014 – 47%*
- *Full-time employment rates: Men – 38% Women – 18%*
- *1 in 3 experienced racial discrimination*
- *1 in 8 experienced physical violence*
- *For 1 in 2 a family member was responsible for the most recent incident.*
- *Rate of daily smoking 2002 – 49% 2008 - 45% 2014 – 39%*
- *Engage in risky drinking 2002 - 35% 2008 – 38% 2014 - 30%
(More than 4 drinks at the one time)*
- *Rate life satisfaction 8 out of 10 or better: 53%*
- *Support relatives living outside their household: 50%*
- *Regularly involved in cultural events: 63%*
- *Can speak an indigenous language: 11%*
- *Can speak an indigenous language (some words): 20%*
- *Have a connection to country: 74%*

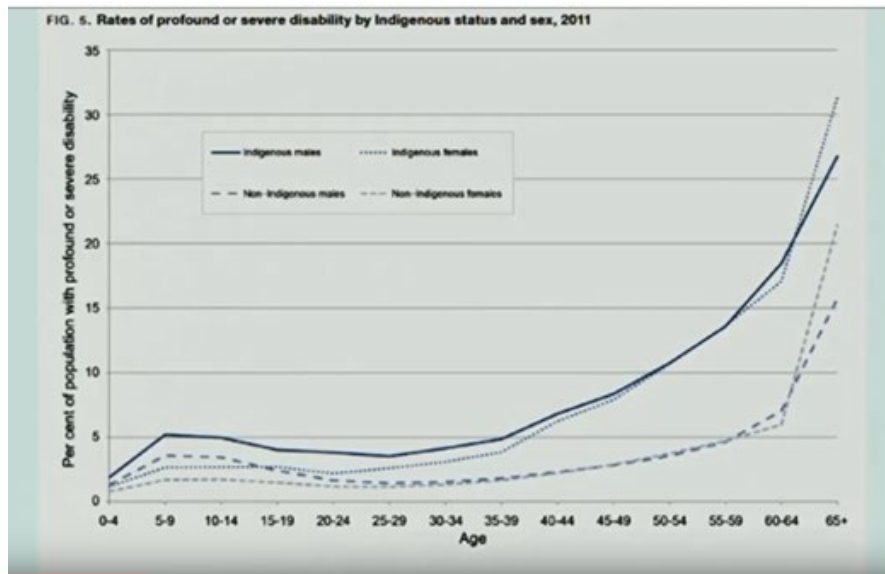
So that captures in the 4 or 5 minutes what I'd take me over half an hour to say so, but I think it is better to do it that way, but I think, what it does represent is that.



Slide: FIG 3. Projected Indigenous population, 2006 to 2031 (Source Customised calculations based on the 2011 Census.)

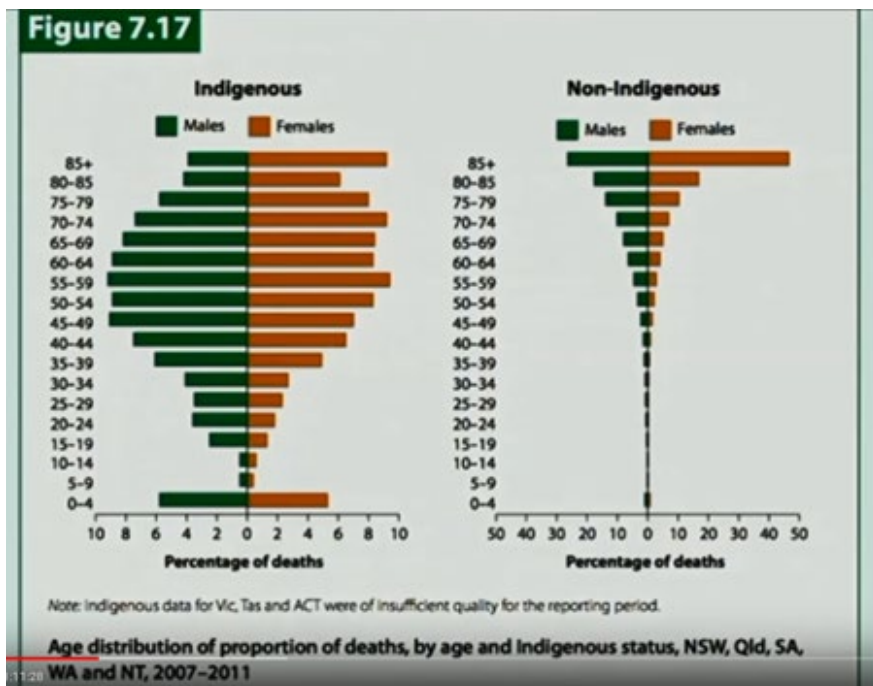
You know, if you just want to be informed by what you see in the mainstream media you will have a very distorted view of the Aboriginal and Torres Strait Islander people. And in fact, you know, the situation is grim in some parts but also a lot to celebrate, you look at the number of Year 12 completions, the number of people entering university, the drop in smoking rates and so forth, they are all very, very good news stories.

You know, family violence, incarcerations and so forth are not so good. But, one of the stories I think in all these statistics and population data is that if we think we've got issues now, if you look at where the predications are going to be with the population almost doubling, you know, by 2031, then it is now time to get stuck in to doing something serious. If we are going to make a difference, rather than just let the status quo remain, which doesn't happen.



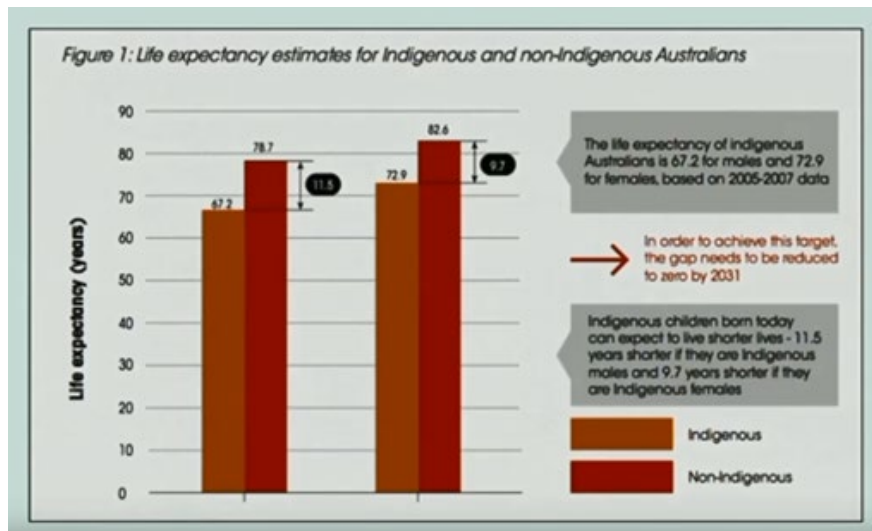
Slide: FIG 5. Rates of profound or severe disability by Indigenous status and sex, 2011

And, I think, one of the big sleepers that we have to look at is disabilities, and I will touch a little bit on this a bit later. But it is an area that is increasing for Aboriginal and Torres Strait Islander people particularly Aboriginal and Torres Strait Islander women. And it's an issue that the NDIS is not capable of solving at this stage. And there needs to be a fair bit of work done and we're trying to do a bit of work on that, which I'll mention a bit later, to try and make sure that we don't really fall too far behind. The NDIS, I must say, is not reaching and the issues that face Aboriginal and Torres Strait Islander people and particularly people in remote Australia, regional Australia, are common between indigenous and non-indigenous, so it's there.



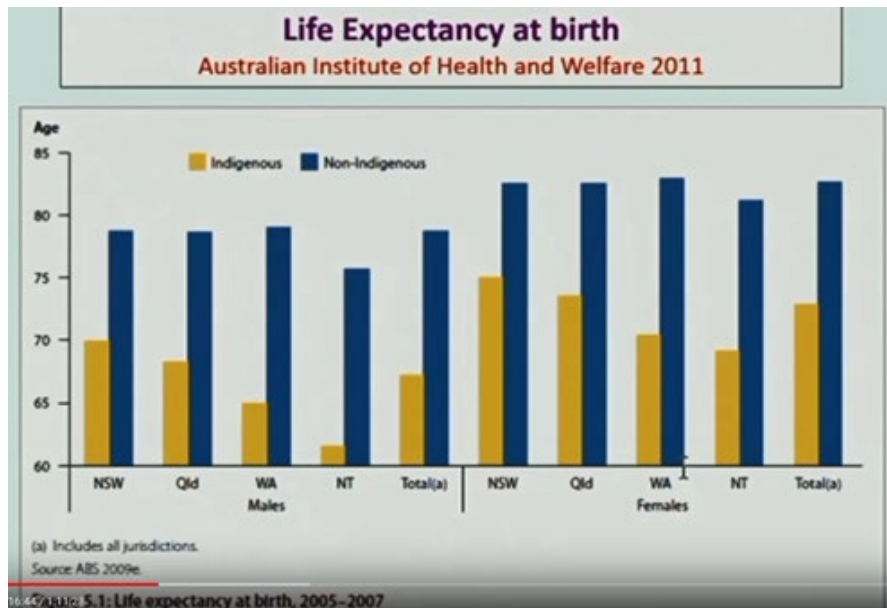
Slide: Figure 7.17 Age distribution of proportion of deaths, by age and indigenous status, NSW, Qld, SA, WA and NT, 2007-2011

An oldie, but it really just shows the mortality figures, when Aboriginal and Torres Strait Islander people die compared to the general population. You know, very high infant mortality rate on the left hand side, very early deaths and we die throughout life, whereas when you look at the right hand side the non-indigenous population live to a very ripe old age and it is not until you are in your 70's or 80's that you start to drop off whereas we're going a lot earlier. So our challenge and in population health terms, how do we move from the graph on the left to the one on the right. And women are faring a bit better than men, not so much, in old age they are doing very well.



Slide: Figure 1: Life Expectancy estimates for Indigenous and non-Indigenous Australians

And of course this is just the discrepancy in the life expectancy, the 10 – 11 years gap that we currently see, the latest statistics are suggesting that we might have shaved of 0.9 of a year for women and about 0.7 or so for men. But the problem or no, it is not a problem, you know, you'd get equality really quick if a lot of non-indigenous people died earlier but the issue is that the life expectancy for non-indigenous people is increasing at the same rate as indigenous people so the gap is not closing, so we need an exhilarated effort to be able to do it.



Slide: Figure 5.1: Life Expectancy at birth, 2005-2007 - Australian Institute of Health and Welfare 2011 (Source ABS 2009)

And again, just to highlight the need for public policy makers not to look at a 'one size fits all' approach – because life expectancy differs across the nation, across the location, the demographics, the environmental issues all impact on life expectancy and you know, sadly Northern Territory we are right down when it comes to indigenous bars, anyhow, indigenous peoples.

Achieving Aboriginal and Torres Strait Islander health equality within a generation

A human rights based approach

The campaign for health equality requires a comprehensive national plan

OVERALL TARGET:
HEALTH STATUS EQUALITY WITHIN 25 YEARS

Targets and benchmarks as appropriate.

FOUNDATION TARGET:
EQUALITY OF OPPORTUNITY TO BE HEALTHY WITHIN 10 YEARS

Sub-target 1:
Equality of access to primary health care within 10 years.

Sub-target 2:
Equal standard of health infrastructure within 10 years

Slide: Achieving Aboriginal and Torres Strait Islander health equality within a generation – a human rights based approach.

As the Duguid's did, we are very interested in health and human rights and health is a basic human right. And back in the early 2000's this is a report that I did, when I was the social justice commissioner. It was really looking at Aboriginal and Torres Strait Islander health from a human rights perspective and suggesting that if we wanted to make a difference we had to look at it that from the human rights perspective but also look at it from, what we call the principle of progressive realisation.

One that you set some very clear targets or goals, but really targets, what you want to achieve and then within a realistic time frame and look at measures to be able to evaluate, monitor and evaluate, and the accountability comes in feeding back.

And you see that accountability now where the Prime Minister and the Leader of the Opposition all at the beginning of Parliament each year, talk about what they have or haven't achieved. And so that's the level of accountability. But it is not only politicians it's all of us that needs to look at this, and what's also talked about in that report are social determinates which are starting after ten plus years, to get a little bit of traction.

Achieving Aboriginal and Torres Strait Islander health equality within a generation - A human rights based approach

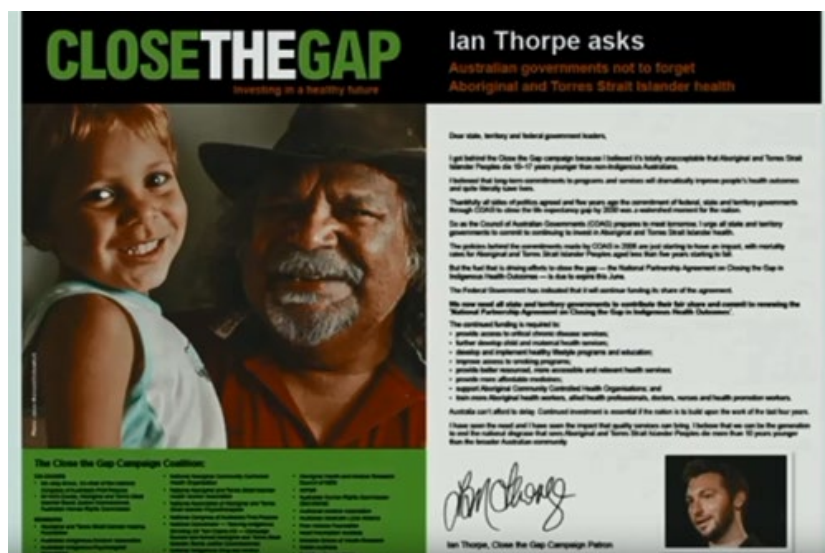
- From 2005 Social Justice Report. For complete report, see 2005 Social Justice Report

- 1. The challenge - addressing Aboriginal and Torres Strait Islander health inequality
- 2. An overview of the health status of Aboriginal and Torres Strait Islander peoples
 - a) The health status of Aboriginal and Torres Strait Islander peoples
 - b) Equality of opportunity in relation to health
 - c) Social determinants of health status

Slide: Achieving Aboriginal and Torres Strait Islander health equality within a generation.

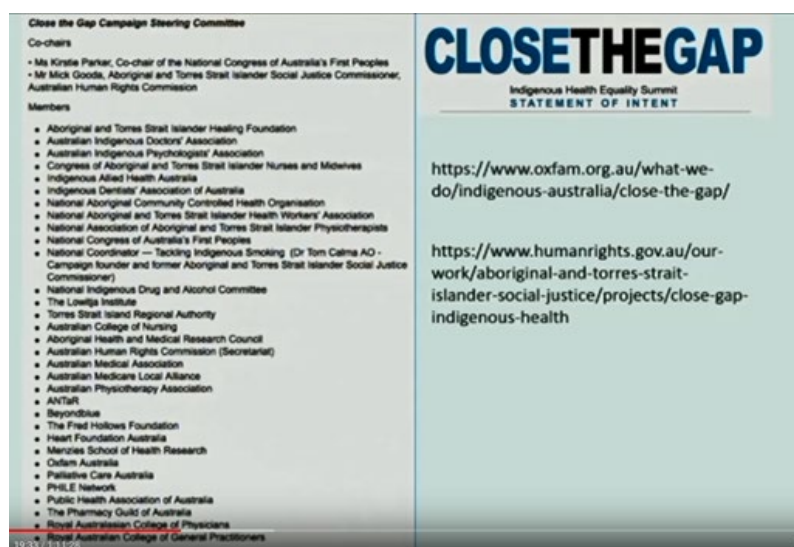
This is just a human rights based approach. I will talk about that before getting to that slide.

But yeh, so that's 'actually just what it is, a human rights based approach. And it is that same approach that actually, is not too dissimilar from a community development approach, an empowerment approach. And it is just different in the sense that it's, you know, got a whole lot of evaluation mechanisms put in place in a human rights based approach versus a community development type approach.



Slides: CLOSE THE GAP – Investing in a healthy future

So the Close the Gap campaign formed out of that report. And we got about sixty, seventy indigenous and non-indigenous peak, health peak bodies, human right bodies all working together to try and effect change in health. Both attitudinal change and also, changes to the system to be able to respond. And you're probably familiar with the Close the Gap and again it is just for a bit of info.



Slide: CLOSE THE GAP – Close the Gap Campaign Steering Committee

What we call a statement of intent and a statement of intent is a very important document to look at. And it reminded me in this, it is the same sort of petitioning and issues that the Duguids raised throughout their time and that's captured a little bit in the book, which we'll be talking about a bit later. But, having a real discipline around the way that we want to achieve a change is the important bit.

Statement of Intent

".....**commits** the Government of Australia, Indigenous Australians, supported by non-Indigenous Australians and non-Indigenous health organisations **to work together to achieve equality in** health status and life expectancy between Indigenous and non-Indigenous Australians **by the year 2030.**"

- To developing a **comprehensive, long-term plan of action**, that is targeted to need, evidence-based and capable of addressing the existing inequalities in health services, in order to achieve equality ... by 2030
- To ensure **the full participation of Aboriginal and Torres Strait Islander peoples** and their representative bodies in all aspects of addressing their health needs.

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Slide: Statement of Intent

And the Statement of Intent was signed by both the Government and the Opposition way back in 2008, and talked about and the time frame is always about a time frame to achieve equality. So you could put in special measures or special activities to be able to achieve equality in the long term. And so the time frame, the 2030-time frame, comprehensive plan, monitoring, evaluation, all those sort of things. And the last dot point is really the important one for success and sustainability and that's, you know is very strong participation by Aboriginal and Torres Strait Islander people in the process.

But the same principles apply to any affected group, irrespective of who you are and where you are. And I often use the example of some of the big disasters we have, around the natural disasters, bush fires particularly. You know, governments want to come in straight after bush fire and do a lot of things, but the community won't let them. They have to negotiate with their community, the affected peoples before, you know, the redevelopment of townships and provisions of other services take place. But, when it comes to Aboriginal and Torres Strait Islander peoples, you know, the government kind of feels that they've got a right to treat us differently and just apply what they think is best for us. So there's some lessons in that.

CTG Campaign guiding principles

Since its inception, the Close the Gap Campaign **adopts a human rights-based approach** to addressing health inequality. The Campaign's operations are driven by these guiding principles:

- **Aboriginal and Torres Strait Islander leadership.**
- **Consensus** based decision-making.
- **Ongoing Member contributions** to the Campaign (financial and in-kind) from Steering Committee members.
- The Campaign will **remain non-partisan** and work **across the parliament.**

Slide: CTG Campaign guiding principles.

Anyhow, this goes onto some of the principles that we as a Close the Gap committee apply in the way we go about our campaigning. And in all the campaigning, and this is highly respected and supported by the nonindigenous parties, and that is Aboriginal and Torres Strait Islander leadership, and gender equality is very important for us in what we do. And I'll touch a bit on that, in a later, a bit later.

But we are also very nonpartisan. And we work with all parties in government, irrespective of who they are.

And we also have this little principle that we've been applying since 2008 and that's one of no surprises. So we always flag with government if we're going to come out, on the attack and give them a chance to get themselves together, but boy that's never once been reciprocated. We hear about it when it gets into the mainstream media.



Slide: CTG Day 2015 – over 1,500 registered events etc.

Close the Gap again, you know, just an opportunity if you get to, in March each year on Close the Gap day, you know, participate in an event. Particularly if you are a non-indigenous person because Aboriginal and Torres Strait Islander peoples across the nation invite you to come and join in on the celebrations, and the activities and so really, as a nation, we really should be pulling together on these matters.

What are the social determinants of health?

According to the [World Health Organisation](#), the social determinants of health are the conditions in which people are born, grow, live, work and age, including the health system. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequalities - the unfair and avoidable differences in health status seen within and between countries.

Examples of social determinants of health



Slide: What are the social determinants of health:

I mention social determinants before, this is really just what they're about, if we look at the social determinants of health it's all those non health issues that impact on somebody's health, outside of clinical intervention. Things like housing, like employment, poverty is a major determinant, mental health is a big issue, having control over a person's life, you know, are big issues, so we have get them to be all working together to be able make a difference.

If you get the opportunity and listen to the last, series of Boyer Lectures by Sir Michael Marmot and you will see he talks about social determinants. And in fact, he influenced my writing back in 2004, in what he was doing in England at the time, and he has now become the big guru internationally and a good guy he is too.



Slide: POCHE – Due to their vision a network of Poche Centres now exists.

One of the other things the Duguids did very well, was they were philanthropists. And we saw that through their or the leagues donations to support students, but also to support this series of memorial lectures.


But these, you know, philanthropy I think is very important, and Greg and Kay (Poche) (the ones without the Rabbitoh's glasses on) they're the big philanthropists. And you'll see where they're located. We have six universities have each received ten million dollars each from Greg and Kay to look at indigenous health, issues and matters. And so, Flinders has been one of the early recipients of that, and so Flinders have got two Poche Centres, one here in Adelaide and one in Alice Springs. And I am patron and chair of the network of people.

But Kay and Greg also donated over fifty million dollars (*sic*)

to the Melanoma Institute of Australia and so if you ever have a melanoma and you get treated, that's made it the best research institution in the world and is now leading in research on melanoma. I feel fairly confident that they will have a break through very soon to address that, and to particularly to address second stage, because the primary is generally the melanoma but it is all the secondary cancers that go with it, trying to arrest them or to at least slow them down is a challenge.

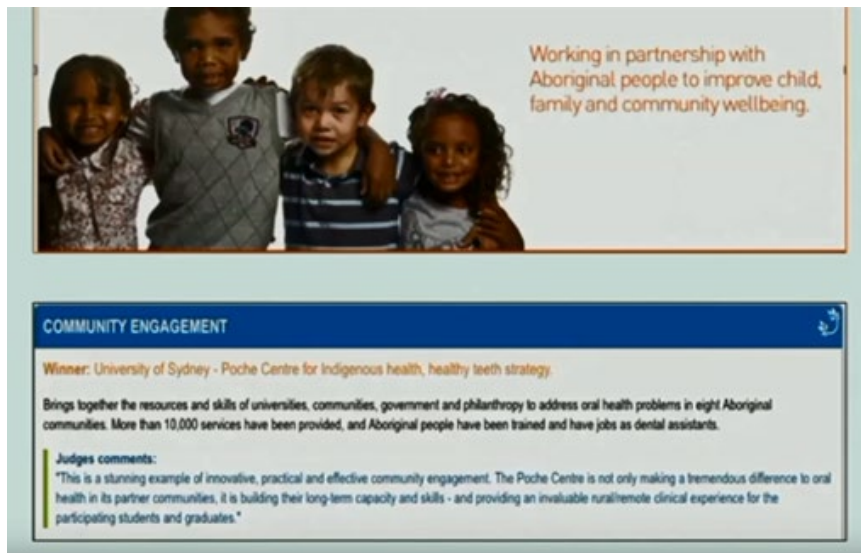
- Diagnoses normal/abnormal heart rhythm in 30 secs
- Anyone who has been trained can use it
- ECGs can be emailed to the GP or health centre
- Works on most smart phones
- Poche Centres intend to conduct 1,500 opportunistic screens in 2016 to:
 - Detect heart rhythm problems
 - Encourage treatment
 - Increase understanding of cardio vascular disease
- Local Aboriginal Health Workers, Drivers, Dental Assistants and Assistant Nurses will conduct the screens with their patients over 45 years

iECG



Slide: iECG

The sort of works that happens out of Poche Centres, is highlighted there. But one of the big ones is ECG reader that fits on the back of a smart phone, we're currently trialling. But that will revolutionise one of the big issues that affects Aboriginal and Torres Strait Islander peoples and that is cardio vascular diseases, and particularly rheumatic heart disease in the Northern Territory, which is the epicentre of the world on rheumatic heart disease. And we're trialling this new device, which is pretty simply, you pick it up, hold it, within a few seconds it will take a reading, which will be transmitted back to a professor or a specialist in Sydney. Who will then interpret what it is and then determine whether you have an issue or you don't and the course of action taken from it. If we can get early detection of any irregular heart rhythms and so forth then we've got a better chance of preventing a lot of the diseases, but we do a whole range of things. And each of the centres differ from, down here that looks at Flinders in Adelaide looks at *quicklin* development and making sure that *quicklin* across the health profession at the universities is culturally appropriate and so forth whereas the outlet in Alice Springs looks at remote indigenous health and does work. Melbourne looks at leadership, West Australia looks at child health and mental health issues and suicide prevention and in Queensland, they look at urban health delivery, which is all-good.



Slide: Working in partnership with Aboriginal people to improve child, family and community wellbeing.

This is just an interesting slide in that Poche Sydney won an award last year for their work in delivering over ten thousand episodes of care, in dental care. And what is significant about that is that they have done it in collaboration with the New South Wales government who funds it. But in the approach that we take working with the Aboriginal medical services, empowering them to take control, we can deliver services for a quarter of the price and twice as fast as what the government can do.

And so that is the type of research that we're doing to be able to influence policy which in turn will save money and particularly look at us. And we've got about close to twelve communities in outback New South Wales where every man, woman and child has had a dental check and treatment including a lot of extractions.

Poche Sydney – Denture Van



Slide: Poche Sydney – Denture Van

And so we built a mobile denture van. And so we pull them and we re-fit them. I think it's the only mobile denture van around but we can do about six or seven sets of dentures a week out of that van, for people's self-esteem, it's very important for us. It is all funded out of philanthropy.

COAG Targets – Dec 2007

- Council of Australian Governments (COAG) target areas:
 - **life expectancy**
 - young child mortality
 - early childhood education
 - reading, writing and numeracy
 - Year 12 attainment, and
 - employment.
- To close the employment gap, an extra 100,000 Indigenous Australians need to be in employment by 2018.

Slide: COAG Targets – Dec 2007

I just want to dance through these fairly quickly – the COAG target, Council of Australian Governments targets because that what dictates where we're going in funding terms. We look at life expectancy which is a health one, but a lot of the others are looking at the determinates and where we're going but as you'll see again a bit later.

Closing the Gap funding – pledged Nov 2008

- \$5.5 billion under the National Partnership Agreement on Remote Indigenous Housing over ten years until 30 June 2018.
- \$1.57 billion under the National Partnership Agreement on Closing the Gap in Indigenous Health Outcomes over four years until 30 June 2013.
- \$564.4 million under the National Partnership Agreement on Indigenous Early Childhood Development over six years until 30 June 2014.
- \$228.9 million under the National Partnership Agreement on Indigenous Economic Participation over five years until 30 June 2013.
- \$291.2 million under the National Partnership Agreement on Remote Service Delivery over six years until 30 June 2014.

29.38 / 1:11:28

Slide: Closing the Gap funding – pledged Nov 2008

The analysis is that we are not really making a big difference even though there has been plenty of money allocated to it. But it's the way that governments then apply that funding. And for a lot of us who are commentators it's all about not empowering the community, it's about government. And every report that the government gives back that they commission themselves says the same thing. That as long as governments continually impose programs on communities, there is not going to be successes. You've got to really engage with the community and the people most affected to be able to make a difference. And I have particularly noted that as pledged up there because you know, it is easier to say a lot of things, but it doesn't necessarily hit the ground on it.

Closing the Gap Targets and Other Already Agreed Government Targets – Oct 2015

- Close the gap in life expectancy in a generation by 2031.
- Halve the gap in mortality rates for children under 5 by 2018.
- Ensure access to early childhood education for all Indigenous 4 year olds in remote communities by 2013.
- *Close the gap between Indigenous and non-Indigenous school attendance within five years by 2018.*
- Halve the gap in reading, writing and numeracy achievements for Indigenous students by 2018.
- Halve the gap in Aboriginal and Torres Strait Islander students' Year 12 attainment rates by 2020.
- Halve the gap in employment outcomes between Indigenous and non-Indigenous Australians by 2018.
- *Increase the representation of Aboriginal and Torres Strait Islander employees across the Commonwealth public sector to 3% by 2018.*
- *Three per cent of new domestic Commonwealth contracts will be awarded to Indigenous suppliers by 2020. Interim targets will apply from 1 July 2015 to drive and track performance.*

024 / 1:11:28

Slide: Closing the Gap Targets and Other Already Agreed Government Targets – Oct 2015

But they are also a bit slippery in how the targets do get changed a fair bit and additional ones put in. And if you look at some of the ones like the attendance targets, the amount of money that the governments wasted so far in trying to get kids to school. Their approach is round them up and send them to school or drop them off at the front gate and expect an outcome. Well the outcome is they walk out the side door and there is no learning. And they haven't quite come to grips with the fact, that they need to change the way curriculum is developed and so forth and you will see a bit about that in a second.

Indigenous Advancement Strategy

Actions

Implementation of the Indigenous Advancement Strategy (IAS) by PM&C: the IAS supports actions across five programmes that take a comprehensive approach to the social and cultural determinants of health.

The five programmes are:

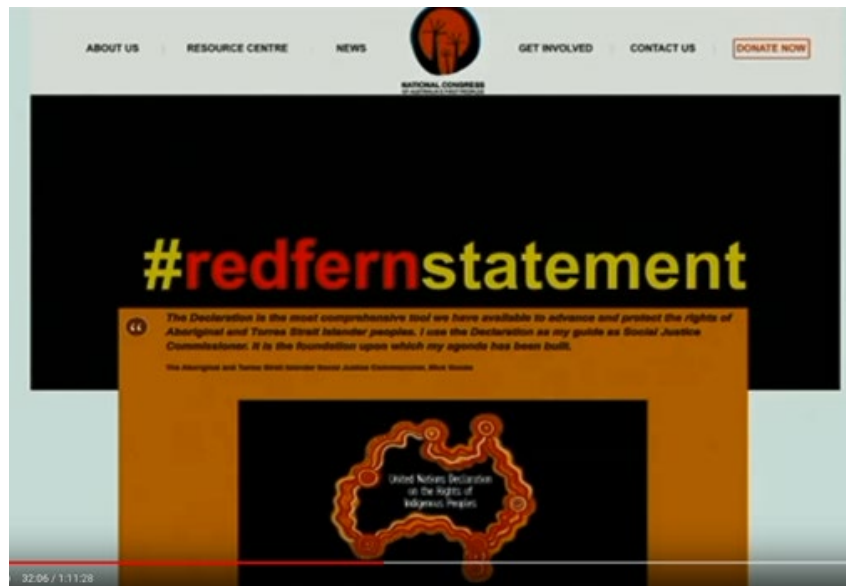
- Jobs, Land and Economy
- Children and Schooling
- Safety and Wellbeing
- Culture and Capability
- Remote Australia Strategies.

- Implementation of other relevant strategies, for example:
 - Remote Indigenous Housing Strategy
 - Flexible Literacy for Remote Primary Schools Programme
 - Community Development Program
 - Employment Services 2015–2020
 - National Indigenous Law and Justice Framework 2009–2015
 - National Plan to Reduce Violence Against Women and their Children 2010–2022
 - Remote School Attendance Strategy.

Slide: Indigenous Advancement Strategy

Indigenous Advancement Strategy again, it's admirable what they want to do but the way that they've done it and their major review showed that it was pretty much a failure. And in the whole process a lot of non-indigenous parties, got funding to deliver services to Aboriginal people, so they get the money and then they have to try and develop a relationship with Aboriginal group or whatever and there is plenty of opportunities for Aboriginal people to take on some of these issues.

And I pick on these, because, when you look at the way, that Charles and Phyllis operated, that was all about empowerment and working with the community. Now when they established Ernabella, you know, it was a very different situation, where they allowed people to still speak language, to still practise culture, they were encouraged to do that, but over the years we've seen that real turn around and those sort of principles aren't applied which is a real concern.



Slide: #redfernstatement website screen

They established the Advancement League and our most contemporary counterpart is the National Congress of Australia's First Peoples, and which is a national body.

South Australia can claim to have been at the forefront of those developments because I think it was probably 2009, Peter's probably got a better memory than me that we had a big meeting. We bought people in from all over the nation to sit down and talk about how the new congress should be, it wasn't called congress at that stage, how the new representative body should be formed and that happened down at Glenelg. And it was pivotal to the changes that we had, and the key thing is that from the outset we said that it had to be gender equality across all structures. And so we had a male and female co-chair the whole governance structure there was 50% males 50% females on the governance structure and across the administrative structure, which is all very important and they were elected bodies.

Their funding was cut by the government and particularly by one, Nigel Scullion and he famously said that the National Congress is not a representative body because they only had eight thousand members but they did have one hundred and sixty peak body members. But when you do a calculation, the National Congress' membership out ways the membership of both the National Party and the Liberal Parties, nationally on a per population basis. And so we are very representative. We work in a way that is a very co-operative model, and democratic model which is far less infighting than what we see amongst the parties.

But we also have in more recent years seen the development of the declaration on the rights of indigenous peoples, which is an international declaration, United Nations declaration that still has to be put into effect in Australia, in a meaningful way. But they're worth doing.

And the Redfern Statement, that's the most recent statement or log of claims by Aboriginal and Torres Strait Islander people for the government. And particularly their first hundred days in government to address, and that included a meeting with the Prime Minister which has been a corridor meeting at this stage but we expect that something more meaningful will happen soon.

National Health Leadership Forum

**Co-Chaired by Richard Weston, CEO Healing Foundation
and Jackie Huggins, Co-Chair NCAFP**

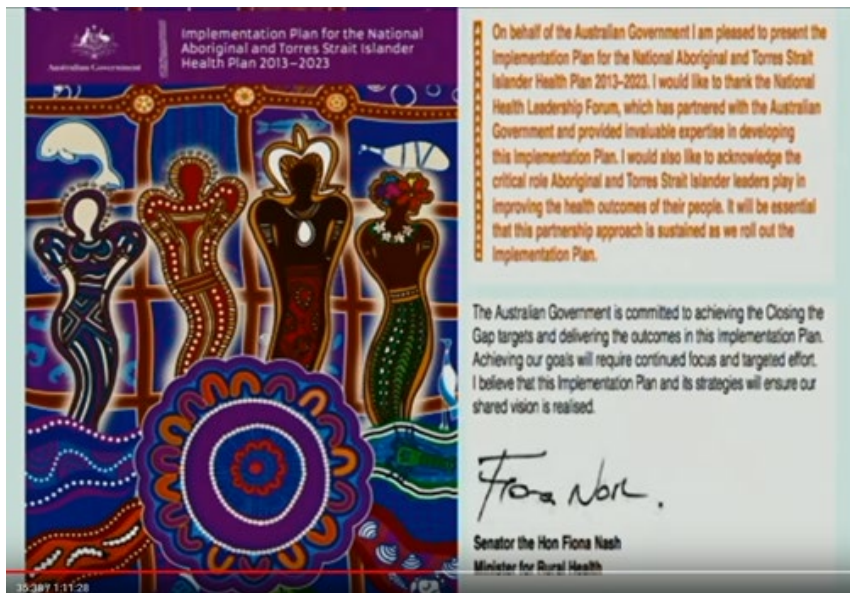
The current members of the NHLF are (in alphabetical order):

- Australian Indigenous Doctors' Association;
- Australian Indigenous Psychologists' Association;
- Congress of Aboriginal and Torres Strait Islander Nurses;
- Indigenous Allied Health Australia Inc.;
- Indigenous Dentists' Association of Australia;
- The Lowitja Institute;
- National Aboriginal and Torres Strait Islander Healing Foundation;
- National Aboriginal and Torres Strait Islander Health Workers' Association;
- National Aboriginal Community Controlled Health Organisation (NACCHO);
- National Association of Aboriginal and Torres Strait Islander Physiotherapists; and
- Torres Strait Regional Authority.

34/54 / 1:11:28

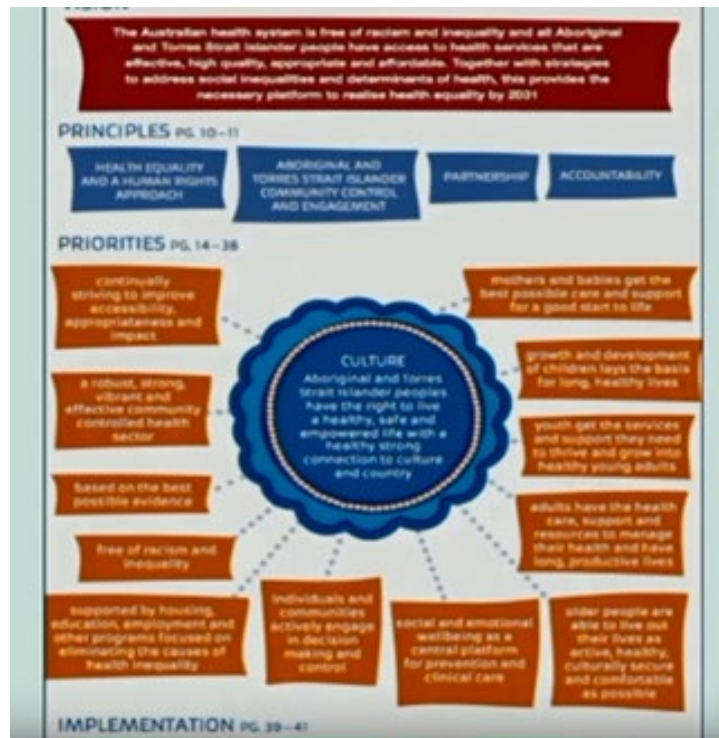
Slide: National Health Leadership Forum

Out of the National Congress came the National Health Leadership Forum, which comprised of all the Aboriginal and Torres Strait Islander health peak bodies. And so we form a very cooperative arrangement where we can talk with authority. And in fact, the Close the Gap steering committee with its seventy member organisations, is the most representative body in the nation, in relation to health, because we've got both indigenous and nonindigenous across the sector and this group comes out of it and you can see there that it's a very, I guess, technically represented body there.



Slide: Implementation Plan for the National Aboriginal and Torres Strait Islander Health Plan 2013-2023

They have been and had a very strong role in developing up the National Aboriginal and Torres Strait Islander Health Plan and the Implementation Plan, which is from 2013-2023. Which is an important plan, which is really the blue print of where we should go when addressing health. Fiona Nash when she was the minister was right behind it. But the good thing about this plan it's the first time that we have had the national leadership forum and the government working together as well as all government departments working together to come up with the development of this plan, so it was a very collegiate approach.



Slide: Vision, Principles, Priorities, Implementation

As part of it, we had Aboriginal and Torres Strait Islander culture at the centre of what we do and that needs to be recognised always that as a peoples we see, we see health holistically, we see health very much grounded on language and culture, and it goes on in the various priority areas.



Slide: Principles, Domains, Implementation, Monitoring, Accountability

But, when we look at the what we call the Domains and where we've got to address it, we see point seven there, where we see Social and Cultural Determinants we're getting now a bit of discussion happening at the highest levels to start to pick up those other determinates. But this has been out for about a year or just under a year now and there wasn't much action and so we've been continually lobbying with government.

Working group approach

- Departments with responsibility for key social determinants of health have agreed to participate in the working group, either by seconding staff for a period of six months or engaging in bilateral meetings.
- The Secretary of the Department of Health has this week written to the Secretaries of relevant Departments to request the selection of one or two staff (equivalent of an EL1 and an APS6 level officer) to be seconded to the Department of Health from late 2016 for a six month period.

| Agencies Involved |
|---|
| Department of Health |
| Department of the Prime Minister and Cabinet |
| Department of Education and Training |
| Department of Employment |
| Department of Social Services |
| Department of Infrastructure and Regional Development |

2 / 11:28

Slide: Working group approach.

And more recently, well it's being formed as we speak that we've got the first unit of social determinates. It's not even public yet, well it's now public. I am talking about it but it's within the Department of Health. And it's got representatives from all the major departments, will come together and look at the health plan, implementation plan, from a social determinates perspective. So if they're looking at smoking, we got to look at all the other departments programs that might impact on smoking. On mental health, on culture, each of them have a role to play, they don't just belong to one department. So it's early days but it's very promising. So it's one to look at.



Slide: Overcoming Indigenous Disadvantage – Key Indicators 2016

And so, just earlier this month we saw the release of ‘Overcoming Indigenous Disadvantage Report 2016’, we won’t wade through this one, but you can see its colour coded, what’s working, what’s maybe working or what we don’t know enough about. The grey area which is that one there and the red indicates that there’s big problems that we have to address.

But it is not all doom and gloom. If you’d looked at this five years ago you probably would’ve seen a few more reds and a fair bit more, more of the orange colour, there in it.



Slide: Ninti One – Innovation for remote Australia

So I want to talk about one of the organisations that I chair actually, not because I chair it but because Flinders and University of South Australia are part of this organisation. It's called Ninti One and the operational arm of that is the corporative research centre for remote economic participation. And it's a body that works across Australia but a lot of the work happens in South Australia.



Slide: Our approach

We have what we call community researchers or indigenous community change agents. They're people who we've trained up in those communities. We've in fact got about two hundred and fifty people trained up who can do project work on behalf of governments or other sector people. And they've been trained to do surveys and then compile them, collect the data on lap tops or iPads and then complete reports out of them. For the academics amongst us, they are also recognised as members of Naragon because of the training that they've done in the research area.

Aboriginal Community Researchers (ACR)

Research success in Aboriginal and Torres Strait Islander communities is dependent on community participation, ownership and partnership

Community input is central to quality of research and research translation outcomes

Unique and innovative program

Slide: Aboriginal Community Researchers (ACR)

Again this is a little bit about them, where they're located and the sort of work that they do across the nation.



Slide: ACR case study for National Disability Insurance Scheme




But we've been doing a fair bit of work on disabilities, and this is why we know that there's major problems. The work that we've done in the Barkley region around Tennant Creek but also in the APY lands. Which is very significant in noting that firstly, rarely does anybody know anything about the NDIS and even if they did know about it there is nobody to deliver any services to them, and there's no effort to try and get service providers to be available. And this is common across regional Australia and even more acute in remote Australia. And we are also doing a fair bit of work in Ceduna looking at that basic card, we're doing a lot all the evaluation and monitoring of that.

CRC-REP and job creation

Creating successful models for micro, small and medium-sized enterprises

Facilitating long-term sustainable growth of enterprises

Addressing barriers to growth: distance from markets, fragile or faulty supply chains and the scope for efficiencies to overcome high production costs

Slide: CRC-REP and job creation

We look at a whole range of different job creation work. And Darrel that's the bush tomato work we're doing down that bottom slide look at anything from creating enterprise for Aboriginal and Torres Strait Islander people in remote Australia something that they want and we'll help to do the research on how to establish it, right through from pastoral to tourism.



Slide: Tourism

Yes, tourism, the next one up, and we do a lot of work in the Northern Flinders area, Iga Warta amongst the Adnyamathanha people and we have been working with them for probably 10 years now, probably a bit more to help them get off and running within that community. They do most of it themselves, but we come in and help them do their planning. We do this across the nation. We've also done it for the indigenous art sector which is helping to determine what sort of art should people be producing that's gonna sell. It's no good producing massive big, you know, twenty, thirty-thousand-dollar works that never sell that doesn't get you the bread and butter you need. So they're the sort of efforts we do.

Remote Education Systems

To improve the education and training pathways in remote areas so that people have better opportunities to participate in the range of economies that exist

Understanding of effective pathways to work and enterprise

Education models to improve the remote education system

Assessment of the interrelationships and interplay between health, wellbeing, education and employment

~~Development of appropriate policies~~



Slide: Remote Education Systems

But a big project we are doing, is around Remote Education Systems and Paul Hughes would be happy to know this and Peter Buckskin, because they have been working on this sort of stuff forever. I remember way back in the eighties, through the ANTIP program and so forth that up in the APY lands, teacher education. But the research that we are showing, I think I have a slide on that, shows what's needed if we are going to make the program successful.

Early Findings: Remote Education Systems

There are **no simple solutions for the challenges of remote education**: what works elsewhere cannot be assumed to work for students from very remote communities.

Early findings and suggestions:

- Short-term intensive boarding school experiences
- Knowledge exchange partnerships
- Non-Aboriginal and Torres Strait Islander credentialing for work in remote communities
- Red dirt curriculum (RDC)
- Capacity-building strategies
- Informal, out-of-school learning spaces
- Aboriginal and Torres Strait Islander assistants as red dirt educators
- ~~Strengthening local governance structures~~



Slide: Early Findings: Remote Education Systems

And this is what we are trying to sell the government, that if they want to get an effective attendance policy and to reduce truancy to be able to get good education outcomes, then there's ways to do it. They've just got to start to listen to a few of the experts and what the community is saying to be able to do it. And you know, one of the key indicators, or one of the key issues for the community is that, you know, they don't need a Year 12 or a pre-tertiary level course if their intent is not to go on. But we need to give them enough skills, should they choose to at some stage, or you know, at a future time or whilst they are there, to go on to further education then they've got, at least the basics to be able to do that and then tap into the other programs that are around.

Conclusion

Avoid a 'one size fits all' approach

Develop local solutions

Strong community engagement

Active collaborations



Slide: Conclusion

And so again, the learnings from all of our work, avoid the one size fits all. You know, clear message, develop local solutions, learn from what the people have to say. That is both in active collaboration and in community engagement.

What does Reconciliation mean?

- Reconciliation is about Indigenous Australians and non-Indigenous Australians.
- It is about:
 - Compassion;
 - Respect;
 - Education;
 - Awareness; and
 - Understanding.



Image source: Remembering the 1967 Referendum @ the National Museum of Australia

Slide: What does Reconciliation mean?

So we are about half way there.

Now, we better be more than halfway. Reconciliation, which was also by Charles and Phyllis, we are very, very keen about and that is working with Indigenous and non-Indigenous people, Aboriginal and non-Aboriginal people to work together. And I recognise the Co-Chairs of Reconciliation South Australia, Mark and Peter, who are here. And you know, you have a very good robust Reconciliation group here in South Australia and you have had for quite some time.

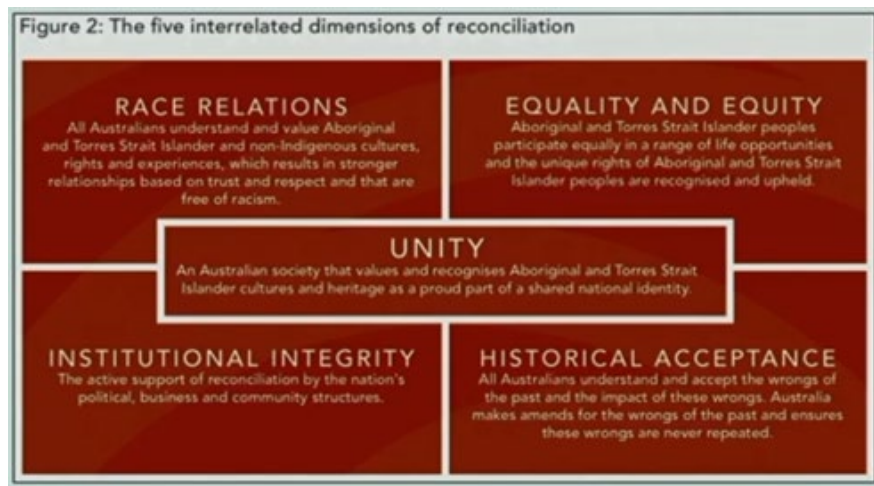


Slide: 25 Years Reconciliation in Australia

We just celebrated for Reconciliation Australia, our twenty-five years and we have seen, you know, a whole range of developments take place in that twenty-five years. Part of this process is that we developed a State of Reconciliation Report and you know, the good news out of that is that we are seeing organisations develop Reconciliation Action Plans.

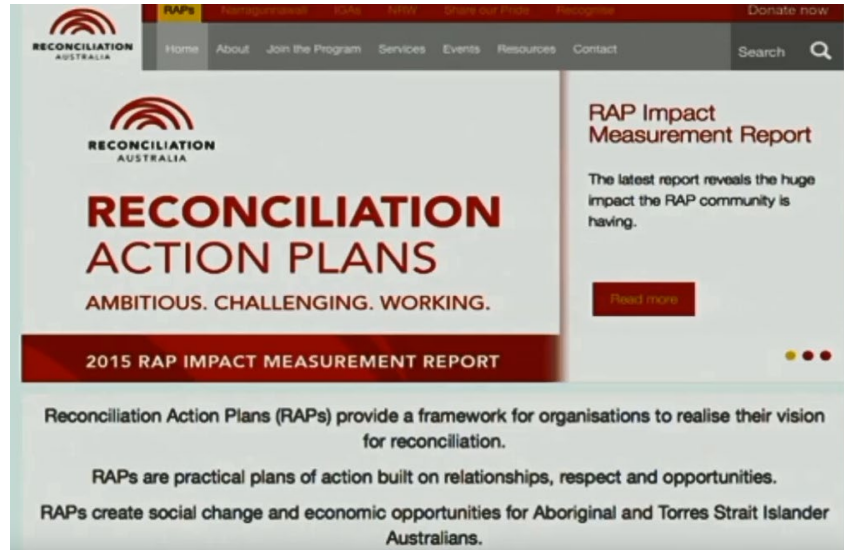
We have over seven hundred, I think we just passed over eight hundred last week, Reconciliation Action Plans and they are basically agreements between an organisation and their employees and the community and with a stamp from RA on to do things.

So we have seen massive amounts of procurement going to Aboriginal organisations, about close to ninety million dollars in the last few years to Aboriginal organisations. We have seen over twenty three million dollars go towards scholarships to support Aboriginal and Torres Islander kids through schools and university. We have seen something like thirty thousand jobs created in these organisations, massive numbers of pro-bono work out to Aboriginal organisations and so forth. So that's all good.



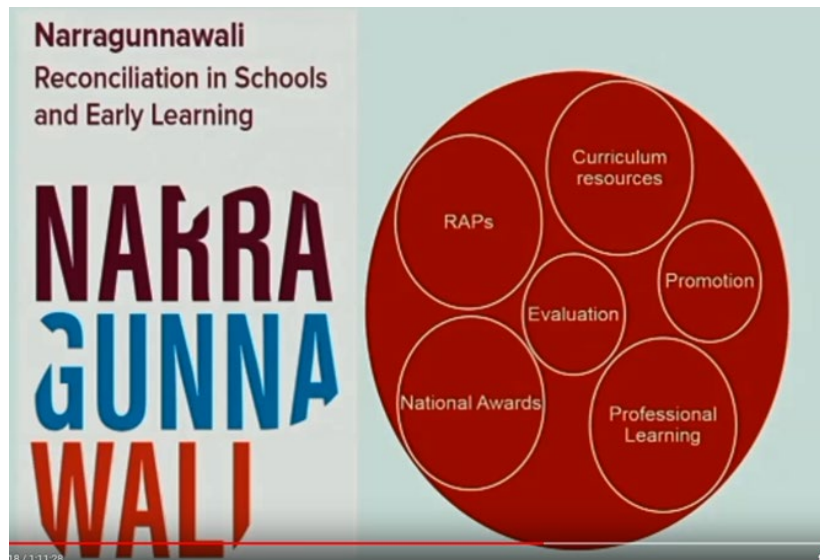
Slide: Figure 2: The five interrelated dimensions of reconciliation

This one, you can reflect on a bit later, is really, what we have identified as the key issues of Reconciliation. And it will always be interesting to know whether these would be really enduring principals or not. Or whether they're just what people think nowadays. I suspect that, you know, back in the thirties and forties, these issues would still be there. Race relations would still have been very big. You know equity and equality are still very big and we are going through that struggle all the time. But that's there just for your reading.



Slide: Reconciliation Action Plans

I have already touched on that one, the Reconciliation Action Plans and the impact statements.



Slide: Narragunnawali

A big one that we've got over here, well, we have launched it here. The Narragunnawali Program which is really working with schools across the nation to develop up their curriculum, to get a fair representation about Aboriginal and Torres Strait Islander people and in the teaching.

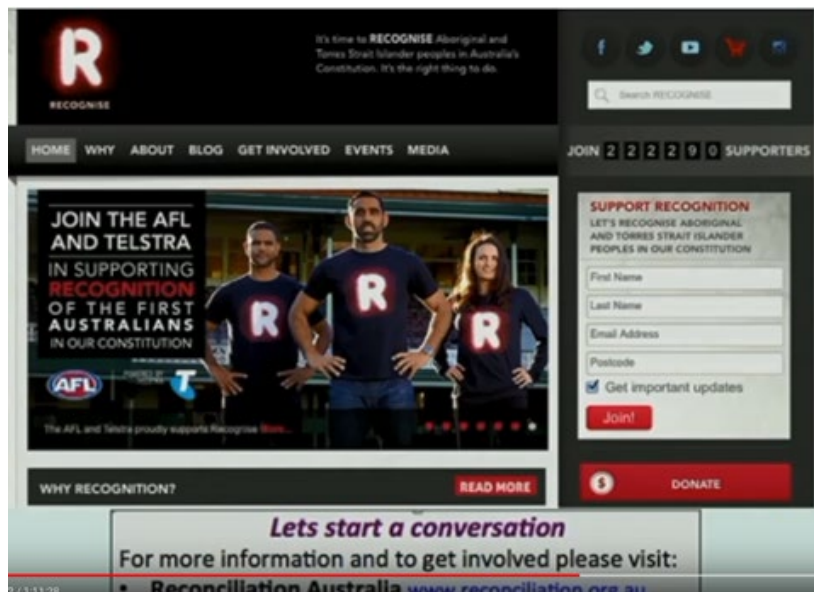
You might recall that it was just a few years ago that it was said that there was too much being taught in schools about Aboriginal and Torres Strait people and we need to move away from that and go into business etc.

Well, you know, that didn't work for the government, you know, but we know that the schools on the other hand and we have over nine hundred schools now, have signed up for this, it's only been going for two years. It is around 10% of the school population, just over 10% of the school population, but part of the problem is we can't cope up with the demand. It has well exceeded our KPI's on that.

| ALL ACTIONS | Relationships | Respect | Opportunities |
|---------------------------|--|--|---|
| In the Classroom | <ul style="list-style-type: none"> ✓ Aboriginal and Torres Strait Islander people in classroom ✓ Link Early Years Learning Framework to RAP | <ul style="list-style-type: none"> ✓ Teach about Reconciliation ✓ Teach about significant days ✓ Explore contemporary issues | <ul style="list-style-type: none"> ✓ Curriculum planning ✓ Teach Australian Curriculum cross-curriculum priority ✓ Local sites, events and excursions |
| Around the School | <ul style="list-style-type: none"> ✓ Staff cultural awareness ✓ Executive approval ✓ Aboriginal and Torres Strait Islander people on committees ✓ Elders share histories and cultures ✓ Specific RAP projects | <ul style="list-style-type: none"> ✓ Acknowledgement of Country ✓ Welcome to Country ✓ Honour Aboriginal and Torres Strait Islander cultures | <ul style="list-style-type: none"> ✓ Inclusive policies ✓ RAP staff meeting ✓ ACECQA standards ✓ AITSL standards ✓ RAP budget allocation ✓ Reconciliation award ✓ Support Aboriginal and Torres Strait Islander students |
| With the Community | <ul style="list-style-type: none"> ✓ National Reconciliation Week events ✓ Create stakeholder list ✓ Cultural exchange ✓ Parent and community room | <ul style="list-style-type: none"> ✓ Fly Flags ✓ Physical Acknowledgement of Country ✓ Celebrate national days ✓ RAP launch ✓ Anti-racism policy ✓ Aboriginal and Torres Strait Islander languages | <ul style="list-style-type: none"> ✓ Event to celebrate RAP progress ✓ Employment strategy ✓ Procurement from Aboriginal and Torres Strait Islander owned businesses |

Slide: All Actions

And this is just a little bit about how it works. And again you can reflect on these later. I think, this will be, the slides will be here.




Slide: R Recognise

I've got to rush through them because I've got a couple more videos. Yeah and just again a reminder that we've got the referendum question coming up shortly. Well, we don't know how shortly, it's been, we thought May next year was going to be he shortly. It's no fixed time or no fixed question as yet. But when it does happen there is a number of elements to it.

- The *Expert Panel* proposed a model for constitutional change that would:
 - **Remove section 25**, which recognises that the States can ban people of a race from voting;
 - **Repeal section 51(xxvi)**, which lets the government make special laws for 'people of any race';
 - **Insert a new section 51A**, to recognise Aboriginal and Torres Strait Islander people and to preserve the Australian Government's ability to pass laws for the benefit of Aboriginal and Torres Strait Islander people;
 - **Insert a new section 116A**, banning racial discrimination by the Commonwealth; and
 - **Insert a new section 127A**, recognising Aboriginal and Torres Strait Islander languages were this country's first tongues, while confirming English is Australia's national language.

Slide: The Expert Panel

One is the recognition of Aboriginal and Torres Strait Islander people in the constitution and the second component is really looking at addressing those discriminatory clauses or race clauses in the constitution, which are cited there. And this comes out of the Expert Panel that met and came up with it. But you see the last one, really does talk about Aboriginal Languages, in particular needs to be recognised.




NATIONAL ABORIGINAL & TORRES STRAIT ISLANDER CHILDREN'S DAY
4 AUGUST 2016

"Family Matters - kids safe in culture, not in care" is Australia's national campaign to ensure Aboriginal and Torres Strait Islander children and young people grow up safe and cared for in family, community and culture. *Family Matters* aims to eliminate the over-representation of Aboriginal and Torres Strait Islander children in out-of-home care within a generation.

How you can be involved

Contact us if you'd like to learn more about Family Matters, receive the latest information or updates, or be involved at the local, state, territory or national level:
 Fleur Smith, Policy Officer fleur.smith@snaicc.org.au (03) 9489 8099, ext. 132 / 0413 331 341
 Follow us on Facebook: <https://www.facebook.com/familymatterskidssafeinculturenotincare/?fref=ts>
 Or visit our website: <http://www.familymatters.org.au/>


 SNAICC – National Voice for our Children

Slide: Family Matters

Phillis Duguid was very much about protecting children. We have a major crisis across the nation where our kids are being removed from families too often. You know, there are principals, placement principals for Aboriginal kids that are not always complied by with all jurisdictions. But it is a big issue that we as Aboriginal and Torres Strait Islander people are trying to address and all of the support we can get from everybody else is going to be very important in that endeavour. But the Family Matters, Kids Safe and Culture program is really what it is about.

MITCHELL REPORT NO. 01/2016

Quality Early Education for All

Fostering creative, entrepreneurial, resilient and capable learners

APRIL 2016

Megan O'Connell
Stacey Fox
Bronwyn Hinz
Hannah Cole

There is a mismatch between investment and opportunity in early childhood policy in Australia. The early years are a critical window for building the foundations that enable all children to become creative, entrepreneurial, resilient and capable learners. Yet current policy settings are not meeting the needs of the children who stand to benefit most. This report aims to inform priorities for action for the next five years.

<http://www.mitchellinstitute.org.au/wp-content/uploads/2016/04/Quality-Early-Education-for-All-FINAL.pdf>

9:01 / 1:11:28

Slide: Quality Early Education for All

Home run now.

What we don't invest in Australia is early education. And the early years, not talking about education only, but those early years of a kid's life. We do know that if we invest in the early years, then we'll get the benefits in the later years.



WHO ARE THE ALNF?

The Australian Literacy and Numeracy Foundation (ALNF), established in 1999, is a registered national charity dedicated to raising language, literacy and numeracy standards in Australia.

The ALNF raises funds to develop, implement and sustain programs with tangible results, supporting adults and children in a minimum of 122 sites across remote and urban New South Wales, Queensland, South Australia, Northern Territory, Western Australia and Victoria.

Slide: Who are the ALNF?

There is a return of, for every dollar spent is a return of seven dollars estimated, you know, back into the economy by a kid who gets early intervention. So I will talk a little bit about the Australian Literacy and Numeracy Foundation which is another not-for-profit that's out there. You might know it as the Wall of Hands; you know who collect a whole lot of money and put into a whole range of programs.



Slide: Indulkana & Mimili

Of particular note, there is work we are doing up in Indulkana and Mimili, in the APY lands. We have been there for a couple of years now, supported by Nigel. You can see him up there with the kids. They're not the ones that ran away. You might have seen that TV program when he was going out to be the school Truancy Officer and couldn't find a kid, they'd all gone. But he got a few up here.

But we, he has given us money and we have been working with the community for a couple of years now. The good news is that the other eight communities in the APY Lands have all decided they want to roll out the program that we are running in Indulkana and Mimili because we're seeing higher school attendance, we're seeing greater retention and progression through schooling. And a lot of our approach is engaging with parents and carers, working with the kids at pre pre-school, getting them into the school.

The Australian Literacy & Numeracy Foundation

RESULTS: BY COMMUNITY

Indulkana

- **92% Improved their Phonemic Awareness.**
- Pre-test, 39% of children reached competency in all five domains. Post-test this percentage increased to 59% of children.
- Pre-test, 26% of children were competent in only 1 or 0 domains. Post-test, this percentage decreased to 3%.

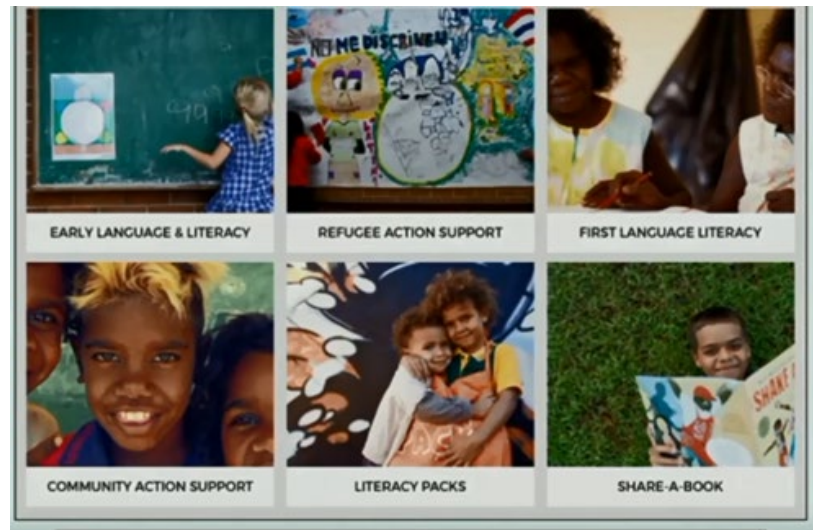
Mimili

- **87.5% Improved their Phonemic Awareness.**
- Pre-test, 19% of children reached competency in all five domains. Post-test this percentage increased to 31% of children.
- Pre-test, 50% of children were competent in only 1 or 0 domains. Post-test, this percentage decreased to 31%.



Slide: Results: By Community

But we also do first language. We teach in first languages. These are just some of the outcomes of the Indulkana and Mimili projects and you can see there on how, Phonemic Awareness has really changed. But, we've also seen that as part of the process we have identified a lot of inner ear, and eye infections that have to be treated which again is that other determinant, you know? For education you get the health side of it, all correct.



Slide: <https://alnf.org>

This is just the types of programs that we run and are particularly, you know, important. This all comes from philanthropy, so if you want to donate, there is the website. Nah, it's a worth thinking about though, in what we do.

I'll touch on a couple of the programs. Oh, you get a video straight off, how's that and this is what we do in the Kempsey program I believe.

Video: Communities Building Capacity

Aboriginal and Torres Strait Islander People should be aware that this film may contain images or names of people that have passed away.

Imagine what it would be like in a day for somebody who couldn't read. Imagine trying to fill out a form. Taking money out of the ATM. Trying to get a job. Reading a bus route instruction, I just, you couldn't, you couldn't even depict a day without being able to read because we all take it for granted. But imagine if you taught somebody those skills. How their lives would change.

One in seven of our most disadvantaged students so not meet the national minimum standard for reading. (Programme for international assessment, 2012). 58.1% of the population in Kempsey left school at year 10 or below. (Australian bureau of statistics, 2011).

I've worked in Kempsey 25 years now, where people do it tough. You know, there's high unemployment, domestic violence. We are in the 0.5% of most disadvantaged schools. A lot of families can't afford to go to, a private Speech Pathologist and we do have a lot of families with children with learning difficulties So the learning we give to our students, it has to be engaging.

The Australian literacy and numeracy foundation (ALNF) is a registered national charity dedicated to raising language and literacy standards in Australia. The ALNF believe all Australians have the right to literacy, because being able to read and write is the key to accessing education and employment, and participating fully in society.

The reason that ALNF was such a good fit compared to some of the other applicants we were getting, was that the people of Kempsey were stepping up saying we want to help our kids. It's got to be us; we want to lead this. And the other things that we were looking at funding were all program delivering, so people bringing a program in and delivering it into the early-childhood system. Whereas ALNF's Program was very much about building the skills and the capabilities of the people who were already in Kempsey. The parents, the early childhood teachers, the teacher's aids, the entire community, so that's what the community were crying out for. We had the training here in the community room and it was full. We had 40-45 participants every time over the last 7 years of delivering it. After the first day of training, already, I felt like the light bulbs had switched on. We have a lot of programs in schools and some of them the staff are very positive towards and other ones they're less so and ALNF was one that they were obviously very positive about. We also saw that we have families with literacy issues, we have staff with literacy issues, so then the ALNF saw a need there to train those people. Especially for me because I am probably one of the most dyslexic workers that we have here here, so I have always struggled with language and now I have this skill, I actually wished I had this skill when my children were smaller. I never really knew numeracy and literacy until I came to pre-school here. ALNF showed me ways so I could give the kids a foundation to help them understand literacy and numeracy. One of the very first things I witnessed was people actually doing a book walk through a picture book and their children, they were just glued. I enjoy watching their faces, I enjoy them interacting with the book because that's all what reading is all about. All of our staff now will have this training, so all of the children will have a similar standard of training and understanding because we will all be in the same boat. The program gives the aids a huge amount of confidence. I don't find myself as an assistant, I see myself as like an Aboriginal teacher, a kindergarten teacher. She's always been valued but I think she values herself and what she does in the school even more and I think she realises that she really has got something to offer.

By the end of the day, you know, I go home happy and I think I have made a difference with that child. Instead of us having a teacher and an aid, we've got 2 teachers in that room and that's the true strength of this program. The empowerment and the skill set that it builds in our aids has provided a huge improvement to the learning we are able to provide the students.

It was pretty apparent that some good things were happening. The growth in the number of the participating sites from 3 to 24 over 4-5 years was a pretty strong indication that there was a community need there. I remember these lovely ladies and I approached them and said would you please come and work with us? Because I knew they had been successful in Kempsey area and you know, their gains, what they were doing there was terrific so I wanted to see if we could tuck into that great resource and to pull it all together here. Eventually, funding was accessed through the Vincent-Fairfax Family Foundation who came on board and said yes. So we are very relieved thinking yes we now can move from Kempsey, extended to Nambucca.

Since 2008 the Project has grown from 3 to 30 sites reaching thousands of children across the mid north coast region, NSW.

The great thing about ALNF and their program is that it works on so many levels. So seeing kids that are now writing their name is an obvious outcome that we wanted to see, but probably what I found more exciting because it kind of has generated a sort of real systemic shift was seeing local people empowered to be teachers of their children. I think there is something quite inherent in the way they work that is kind of anchored around respect. A deep respect in what these communities bring and the strengths that they have. We are always very keen to have strong links between the home and the school and that is one of our main school goals is to build those links. So this program means that parents are able to become more involved in the education of their children. They've actually got a lot more books in their homes than they used to, I've found. They buy a lot more you know, colouring books and crayons and pencils. It has taken a long time I think to see that change, but I have seen it. Even though I know it is tempting to always fund programs that are delivered directly to a child, but think about where that child is going to be in 10 years' time and if you haven't sort of changed the culture and the capacity and the capability in a community, it won't have made a difference long term. It's one of the best programs, one of the best, if not the best, literacy programs I've seen and I have been in early-childhood for 23 years. We've actually, over time, changed our funding principals because of what we have learnt from funding ALNF in Kempsey. So we now have as one of our funding principals that everything that is done must include capacity building. If you can read, you can learn about anything and that's what I want for all children and I know without this funding things would have happened a lot slower in Kempsey, but the programs that they offer and the training they offer and then the support that they offer is just fantastic. As I tell my children all of the time, you need to get a foundation, you need to get an education and push yourself. All families and children should be involved in this program. It would be wonderful to be able to fund it enough so it would be Australia wide, it could be a national thing. My hope for our community is that our kids get a good education. Yep, I'm very passionate about it.

Support the ALNF to empower communities to be their own change makers.

ALNF's work on Palm Island, Qld

- Since 2009:
- Capacity building.
- Whole of community participation.
- Results that prove the effectiveness of the Early Language & Literacy (EL&L) program.
- A community request for ongoing support from the ALNF.
- Developing the employment skills of local community members.



Slide: ALNF's work on Palm Island, QLD


Good, well that's enough of that one.

Fantastic story and this has been going for a few years and I should have declared that I am on the board; I've been on since 2008 of ALNF. It has been you know, a great, great journey and not only do we do the Kempsey and the regional areas, but we do a lot of remote and particularly one that we've done on Palm Island. There is a video but I won't worry about showing you the video, but there is a story that goes... I'll go past that video, but in... unless you want to go and watch a video?

Oh no its getting late, I'll run over time well and truly.

Working in Remote Communities

In remote contexts, the EL&L program is regularly a Two-Way program that is offered in both English and local Aboriginal or Torres Strait Islander First Language.



MULTIFACETED OBJECTIVES

- The use of First Language with young children contributes to strong literacy growth in English, and aligns with international best practice.
- Indigenous elders and communities continue to reiterate the importance of culture and language, which has a known impact on a wide range of outcomes, including educational engagement and attainment.

UNIQUE ALNF FEATURES

- The ALNF's Coding of Aboriginal Languages for Indigenous Literacy (CALIL) course recognises the vast knowledge of local speakers by offering post-graduate level certification.
- The ALNF develops key EL&L print and digital resources in local languages, such as phonogram cards, games and activities, and apps.

52:23 / 1:11:28

Slide: Working in Remote Communities

We try and teach in first language where we can and not as a bilingual school but in actual teaching in language, the curriculum and that's important. We have developed a number of apps that are there that we're using.

The story I wanted to tell you after looking at the video, but I will skip the video, is about Palm Island. Where we have been working for quite a number of years now and during that time, we had heard a story about the Palm Island language, the Warrongo language. Warrongo language had been lost, because Alf Palmer, the last speaker died in 1981 and so there are no speakers.

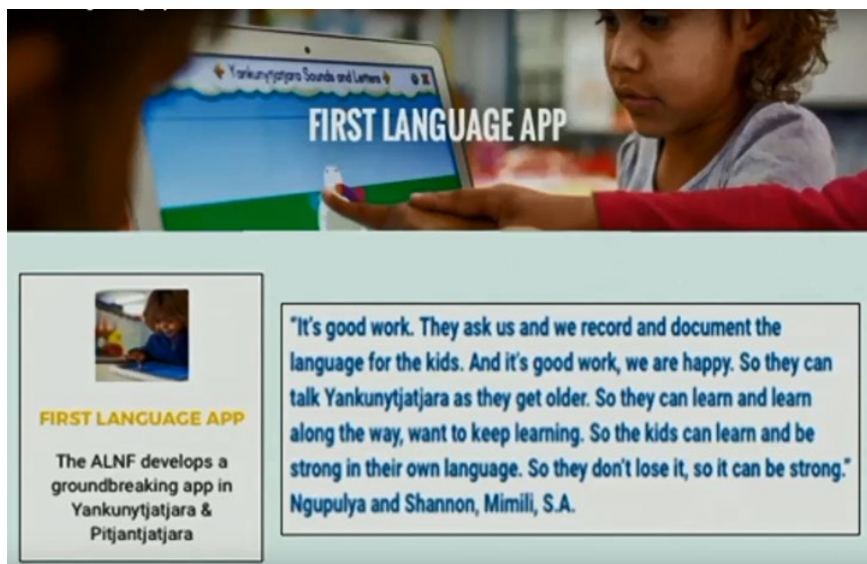
But there was this little story about a Japanese linguist who had been working within the community with Alf before he passed. So we tracked him down in Japan, the University of Japan, Tokyo and got him back and started to record the language on the app that we use, basically. And we are now at the stage where, the language, the irony is that the Japanese guy, Tasaku, was the last speaker of the Aboriginal language. But now, we've got it to be teaching it across the school curriculum now and so that is one of the languages that has not only been saved, but it is now being regenerated across the community.

We are working with one of the Torres Strait Islands where they've currently have five speakers left and they want to do the same. But our goal is to be able to record every Aboriginal language across the nation. We launched this mid-year, put it on the app, and use that as a teaching tool that will go through the whole lot.



Video: Palm Island – building capacity – Noriah reading to her baby brother

They automatically launch, so sorry about that. But that was only a short one you know, because that's the one that really gets to me, that you know, you are getting, you know, two generations now where the parents and the kids, and the kids are now teaching the younger siblings on how to read.



Slide: First Language app

So we've got this app that I mentioned that's out there and Uncle Lewis I think we can do something with the Karna language, particularly I know you guys are trying to get it back together, but we are looking at Adnyamathanha as well. I should say Adam Goodes is one of our supporters on this program as well, in doing it.

Worrongo Language Palm Is, Qld



Slide: Worrongo Language Palm Is, Qld

And this is what, that's Tesaku there when he was, that's him just last year and the other one with him is Alf Lacey back in the eighties. So you know, that is a wonderful story to be able to have.

IT STOPS WITH ME

THE CAMPAIGN WHY RACISM? WHAT CAN YOU DO? CASE STUDIES RESOURCES



Jenny Brockie says

IS A CAMPAIGN WHICH INVITES ALL AUSTRALIANS TO REFLECT ON WHAT THEY CAN DO TO COUNTER RACISM WHEREVER IT HAPPENS.

WHAT IS RACISM?

Racism can take many forms, such as jokes or comments that cause offence or hurt, sometimes unintentionally; name-calling or verbal abuse; harassment or intimidation, or commentary in the media or online that inflames hostility towards certain groups.

At its most serious, racism can result in acts of physical abuse and violence.

Racism can directly or indirectly exclude people from accessing services or participating in employment, education, sport and social activities.

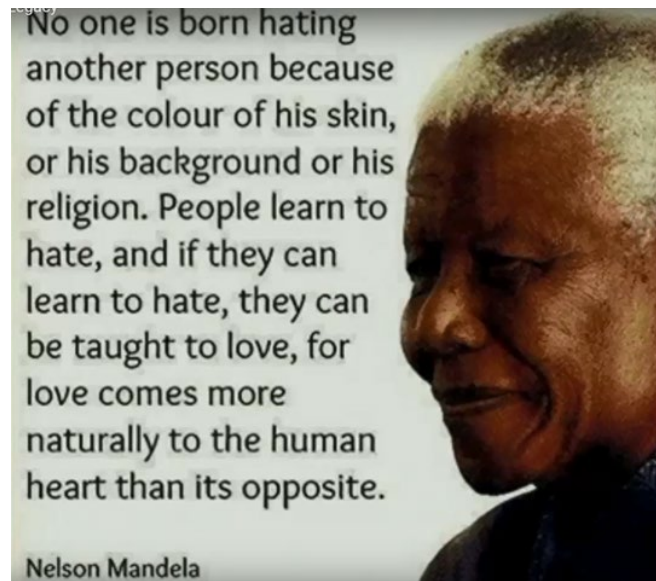
It can also occur at a systemic or institutional level through policies, conditions or practices that disadvantage certain groups.

It often manifests through unconscious bias or prejudice.

Slide: Racism. It stops with me

So, last couple of slides just to really pick up on those sort of issues that Charles and Phyllis were very, very strong about.

Addressing racism. We do have the campaign now - Racism I Stops With Me. If you are not aware of it, you should hop on board because racism, particularly as it impacts on Aboriginal and Torres Strait Islander people, but also all minority peoples, is alive and well in Australia. It has a fairly significant impact on both mental health and physical health and so we've got to try and stamp out because it also affects people's capacity to be able to participate actively in society.



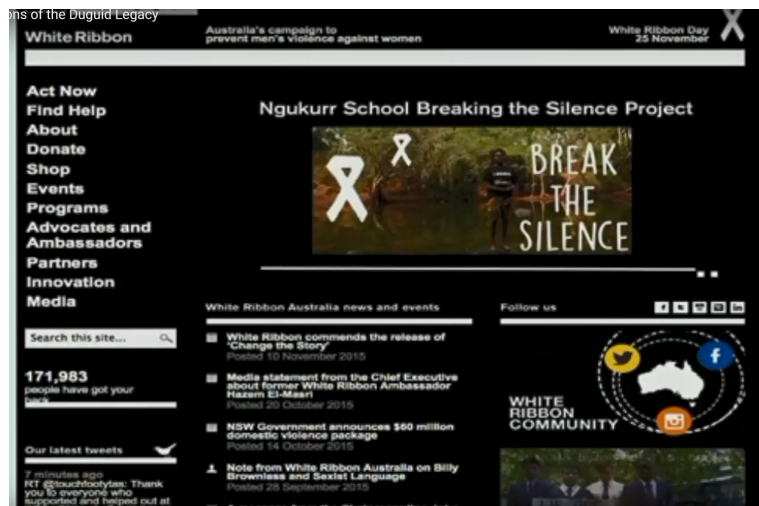
Slide: Nelson Mandela

I think this, I love this quote from Nelson Mandela. And you know, you weren't born racist, it's a learnt behaviour so you can unlearn it as well. And I think that tells a story of what it is.



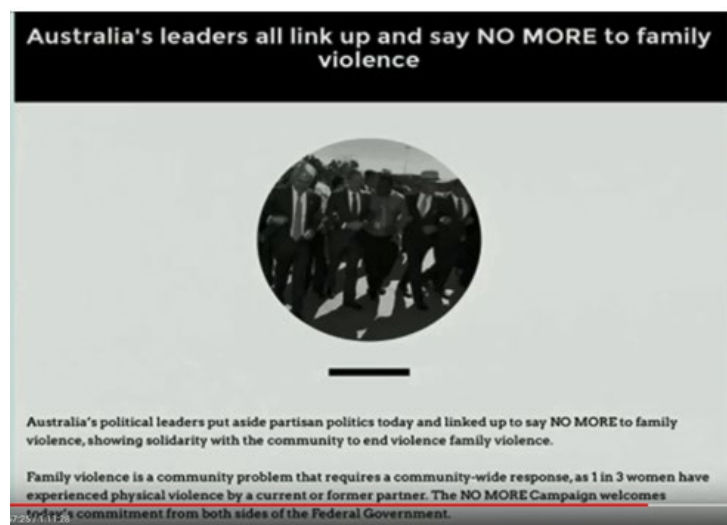
Slide: White Ribbon

And then you would have seen White Ribbon. This is the end of White Ribbon month. Men who stand up against violence against women and you know, I urge guys to think about that and take the pledge in what we do.



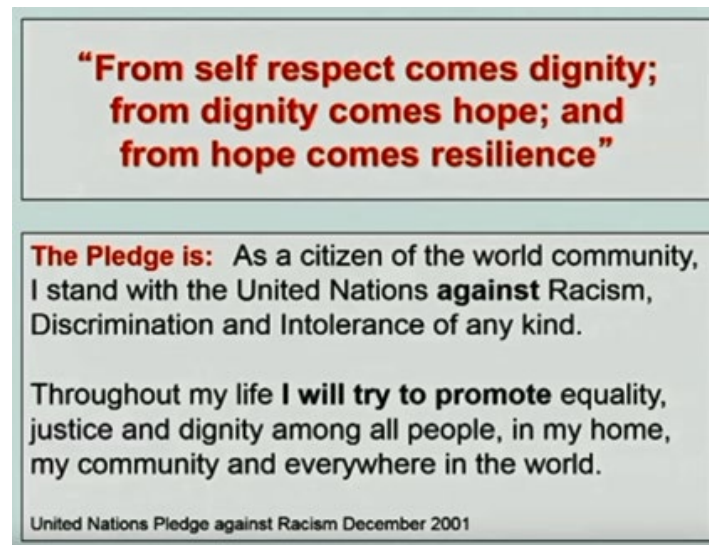
Slide: Break the Silence

We are seeing across the nation now movement of Aboriginal people, Aboriginal organisations embracing White Ribbon and trying to address it. We had the break the Silence movement last year with White Ribbon up in Ngukurr and those communities around the Katherine region and really got behind it.



Slide: No More Campaign

This year we have seen the No More Campaign and just earlier this week, we had a whole group, on Monday it was, a whole group from Yirrkala in the Northern Territory come down and work with the politicians. Both parties, all parties getting together to stand up against violence but also to look at different ways and start to listen to how we, from how our various communities want to address this issue because one of the significant impacts we continually talk to government about is, the disempowerment of people through their programs. We know that once you start to get disempowered and you start to not want to participate in activities and you get on the little rollercoaster, which is not there.



Slide: United Nations Pledge

So in the Duguid tradition I leave you with my favourite little bits of quote, mantras or whatever and they had some beauties as well in wanting to make the world a different place.

With that I say thank you and I hope that I have addressed some of those issues that I think the Duguid's started and hopefully will be continued in the future years.

Thank you.

Peter Buckskin:

Now it is not often we get the opportunity to ask some questions of Tom, but I think because of time and those wonderful videos, we might get you to ask just one. If you have a burning question out there to ask Tom, because I think the key messages around reconciliation, the Duguid's were on about, about a right to gender, about racism, something that's still very much prevalent to us and important to us today. So what is a question you would like to ask? Why doesn't, I mean all that stuff governments have been doing for some time, some of them are a bit grey, some of us have got more hair than others. But these messages are not new. So why when a Prime Minister takes five hundred million dollars out of Aboriginal affairs, in his very first year of his Prime Ministership... This current Prime Minister doesn't want to give it back, or invest it back in and these are the statistics that we still appreciate.

So when do I think that governments just get it? When do they use their ears rather than just their mouths? To control and you know.



Slide: 2016 Duguid Memorial Lecture

Professor Tom Calma:

Yeah well and if you look at just the stuff that ALNF does, that's basically been funded out of philanthropy. You know, three hundred and fifty thousand dollars over two years in two communities is nothing, you know, not even a teacher in each community and yet we have seen the significant impact and outcomes and the systemic change it is making across the community and yeah, it's really, you know, very puzzling why governments aren't interested in that.

Professor Peter Buckskin:

Yeah we have one question from the floor, come on. You're a bit tired, you might need to go and have a refreshment. Okay, I think you've stumped them all. Anyway, but thanks very much for your advocacy. I started by saying I celebrate our resilience as Aboriginal and Torres Strait Islanders of this nation, the first peoples. It just shows you our strength that we continue to be resilient and tenacious because of the work we have to do for our communities. Can I invite...

Professor Tom Calma:

One of things I forgot to say and she told me I had to say it. Because I am a very proud alumni of UniSA, at least from the days of SAIT when I went through in the seventies, the late seventies.

But, you know, my dear wife always reminds me that the best came out of me after I met her at Uni and we are still together. So it's, what's always interesting that there are five of us that went through and Adrian is the last of our Lecturers that are still here at UniSA. But, five Aboriginal men who went through, who married our fellow students and all still married which is not bad after, you know, nearly forty years.

Professor Peter Buckskin:

Congratulations on that. Now can I please Professor Darryl Rickie to come up and present the Duguid plaque and the pin I'm wearing tonight, that's the Duguid pin and he gets to have one of these as well.

One quick photo because we have to go...Thank you very much. Thanks very much Tom.

We have one final important thing to do and that is to launch the Duguid publication. And this was put together and we have asked to Tom to do that. But I am going to ask as I have mentioned before, we have young Tristian who works at Flinders University at the Student Services area and to come and talk a bit about the project because it really has been a project of commitment and love really. It has been a pleasure to read the whole range of addresses over the years.

So thanks very much, Tristia.

Please welcome Tristian.

Applause

Tristian Kennedy:

Thanks very much. First of all, thanks a lot to Professor Calma for that lecture. I think in the context of the memorial, the Duguid Memorial Lectures, the book and so on, it fits in really, really nicely. I think it highlights that it's very, very important for us all to sort of keep our finger on the pulse for what is going on for our communities around Australia. It was a very interesting lecture, thank you.

On behalf of the other editors Gus Worby and Simone Tur, I pay respect to Elders past and present and to Country. This publication is as much a tribute and gift to them, as it is a celebration of the Lecturers and those who have worked with them in what we have called the Long Campaign for a fair and just Australia.

It's an incredibly proud moment for me as a Nunga Australian to be at the launch of this collection here tonight. Amongst such a wonderful group of people and in the memory of Charles and Phyllis Duguid.

My time working with my colleagues, Gus and Simone, who are sitting over here, on the editing of this collection has been a wonderful experience and a great learning opportunity for me as an early career Academic. But not only that, the reading and editing of each of the lectures has given me a greater insight into the passionate and persistent efforts of many in our Indigenous community over the last 25 years and certainly well prior. I sincerely hope that this collection as we have assembled it, does justice to the tireless work of Charles and Phyllis Duguid and to the dedicated and deadly community of Indigenous Australians who inspired them and who continue to inspire us.

Thanks must of course go to Professor Peter Buckskin and his office and staff at the University of South Australia Advancement Services and to Professor Darrell Rigby and our colleagues at the office at the Indigenous Strategy and Engagement at Flinders University for their assistance and ongoing encouragement.

Thanks also to the Duguid family for their support and permission to use archive material and to the Steadfast Wakefield Press for publishing this collection.

I sincerely hope, as does Gus and Simone, you will all enjoy reading the book as much as we have enjoyed shaping it.

Thanks very much.

Professor Peter Buckskin:

Okay, I'm going to invite Tom now to say a few words about it, a few words about it.

Professor Tom Calma:

Yeah, thank you, thank you Peter you know, I've said a number of things already about Charles and Phyllis Duguid, but I think that you know, this collection and I all know all the contributors are bar one on there. I don't think I know Jenny Baker, but maybe I do? But all the rest are fantastic Australians and have all done us proud in their various fields and you know, done South Australia very proud both at the national, other than the local level, but at the national and international level. Under the stewardship and the direction of a Lowitja over all those years and still, still not shy to have a word and give a bit of advice about how we should be going and that's how it should be.

And we should learn to respect, and I think the issues that I got out most of doing a little bit of research that I did about Charles and Phyllis and it was captured in the book, in a number of the speeches, is just what great humanitarians they were. And really selfless people both in what they did for Aboriginal and Torres Strait Islander people but, not only for, but with Aboriginal and Torres Strait Islander people. Which is most important because a lot of people want to do things for us but not a lot want to work with us and even fewer want us to take the lead, in some of these initiatives. But I think that's captured in a lot.

You might have seen earlier, I'd sort of penned what I thought I'd talk about tonight and I didn't do that, I didn't talk about that because I read Irene Watsons, a paper that she did and it was going to capture the same stuff. So I thought I would just change direction. But you know, Irene gives a great depiction about all the various campaigns and activities, that went throughout, since the time of when Charles and Phyllis were about and prior to that. But also since then and some of the big initiatives that manifested in the latest, like the National Congress of the Australia's First Peoples and the various bodies that come out of it.

So, you know, whether it is a direct legacy of you know, the Duguid's or not, it is very difficult to say but what we do know that the way they approached life and engage with Aboriginal and Torres Strait Islander people and advocated for us, did lead a lot of the way forward.

Unfortunately, too often it falls on deaf ears when it comes to politicians. They have other things to think about, but we always think that if they only took a little bit of advice, they would save a lot of time and lot of money. That's the sad thing, is that for us, Aboriginal and Torres Strait Islander people with our life expectancy being so short and still having to recover from you know, all the impacts of colonisation and the various policies which are captured in these various essays that we've seen.

I think, you know, means that we are still evolving, but we are getting to a stage where we are taking a lot more control, we are getting a lot more senior people. We've got senior academics now across institutions, across bureaucracy, across the community organisations that are leading.

So can I just, also recommend this book to you. It's not a difficult read and it's a great read because it gives you an idea of what some of the big thinkers think about and how they think about issues and that's what you will get out of this. And you know, I mentioned Paul is up there, Peter's a contributor, Lowitja is a contributor and I think that is all in the room that have done past lectures. But you know, I've learnt a lot about Charles and Phyllis that I didn't know about beforehand and I think it should be you know, central reading, particularly in upper secondary, secondary school and so we should be looking at also how do we promote this to the Education Department as part of their curriculum.

So, in saying that, can I launch and congratulate the authors, those who pulled it together, the contributors particularly, but the editors who pulled it all together.

Well done.

Professor Peter Buckskin:

Thank you very much Tom for that. So now I invite people to the join us in the Kerry Packer Gallery for some refreshments and those that would like to come down and have a photo with Tom and you can buy the book as well. This is great, there's about ten contributors in this projects. It goes from law and rights, education to health, to politics and of course, there is a wonderful chapter in here by Lowitja O'Donoghue.

Thanks very much. It's worth a buy. It's worth a read. Thank you. Safe trip.
