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The
ARPNet

Dilly Bag

Bevlyne Sithole

A practical field guide to participatory and other research tools
for use by Aboriginal Research Practitioners in Australia



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All diagrams, tables and figures present hypothetical data not real data.

Aboriginal and Torres Strait Islander readers should be warned that this document may contain names and photos or make references to deceased persons.

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Author

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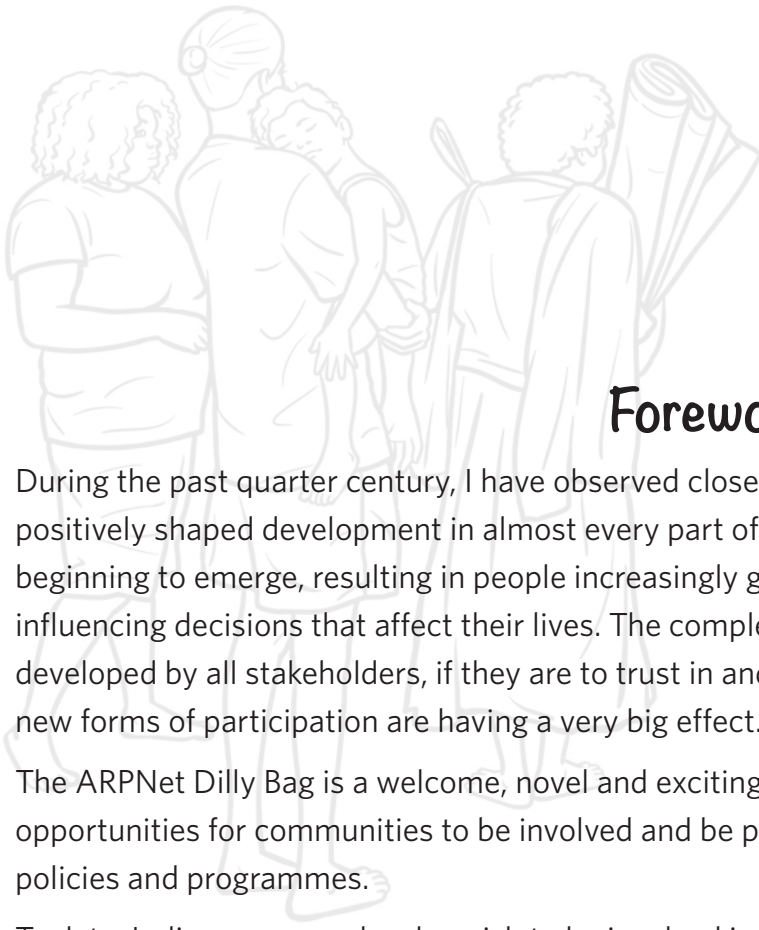
Many people have pushed to see the development of a field guide and resource materials for ARPNNet. Among these, I would like to thank Hmalan Hunter-Xenie, Lorraine Williams, Julian Gorman, Beau Austin, Melissa Bentovoglio, Narelle Higginson, Bentley James and Paul Josif who at various points have participated in discussions and shared experiences that provided valuable insights on how to develop stronger engagement tools for Indigenous people. I am grateful to Linda Gurawana - the Artist for letting us use her artwork to form the base of the design for the Field Guide. I would like to thank Claire Summers and Babbarra Women's Centre ¹ for arranging permission to use the artwork.

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This field guide is dedicated to Cherry Daniels, a great territory Elder and woman who works tirelessly for her people and continues to cheerfully embrace new ideas!

¹ www.babbarradesigns.com.au/about-babbarra.



Foreword

During the past quarter century, I have observed closely how participatory methods and action have positively shaped development in almost every part of the world. New forms of engagement are beginning to emerge, resulting in people increasingly getting involved in their own communities and influencing decisions that affect their lives. The complexities of real-world, problems need solutions developed by all stakeholders, if they are to trust in and abide by the outcomes. In some cases, these new forms of participation are having a very big effect.

The ARPN Net Dilly Bag is a welcome, novel and exciting set of methods and approaches that create opportunities for communities to be involved and be part of important processes which influence policies and programmes.

To date, Indigenous people who wish to be involved in planning or action, face the challenge that they have limited access to tools for engaging with external processes and discussions. These participatory approaches contain simple visual tools that can be used by all communities. Making

sure that communities have good tools is the first step; the second step is to ensure that those who are interested and want to use the tools feel comfortable with the tools. Participatory tools have been used in many different situations, and with each use, the tools are adapted to work better to suit the place, its people and local social and ecological conditions. Good tools and appropriate engagement can lead to the collection of good quality information on which to base strong decisions.

The ARPN Net Dilly Bag presents a simple tool box for Indigenous people in the Top End of the Northern Territory, Australia who are involved in research, evaluations and planning. The field guide also puts forward some important ideas and practices described as the “*Bininj² way*” which is a strong argument for strengthening grassroots participation for more effective policy and programme design.

Professor Jules Pretty OBE, University of Essex, United Kingdom.

**these are simple visual
tools that can be used by
all communities**

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Introduction

This field guide is called the ARPNet Dilly Bag. It was developed with the members of the Aboriginal Research Practitioners' Network (ARPNet) in the Top End of the Northern Territory who want to use participatory tools³ and other methods to collect information. ARPNet⁴ (see Attachment A) is a network of community based Indigenous researchers in remote areas and town camps who are practicing research practitioners.

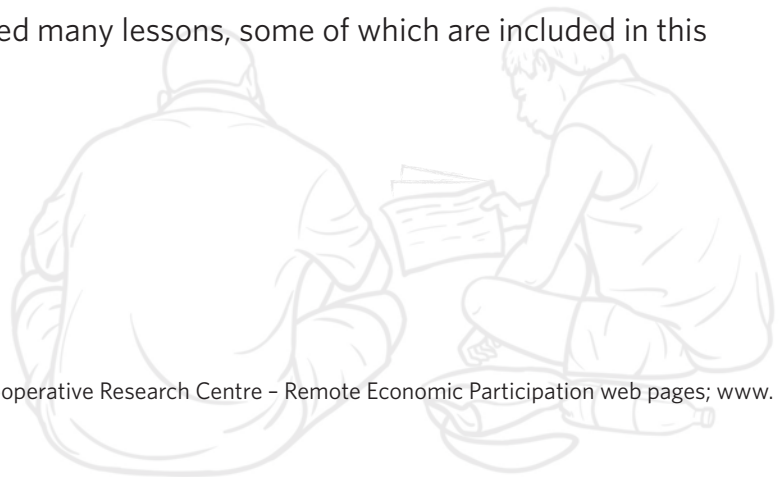
“Us mob bin talking about doing this job ourselves and doing it different like. We want our mob⁵ thinking this is good, us mob can do this, even better than Balanda⁶....we gotta do this Bininj⁷ way you know, way that is different, our way”.

The ARPNet Dilly Bag is for you and other Indigenous people who are interested or currently *“on a job”* and they don't have or want to get more tools to collect and manage information. The ARPNet Dilly Bag is also useful to trainers and teachers who might be looking for some resource materials to train Indigenous people in participatory research, evaluation and planning.

The language in the ARPNet Dilly Bag is simple and easy to understand. It is the language used in the ARPNet training workshops. The ARPNet Dilly Bag breaks everything down into simple steps. But the ARPNet Dilly Bag cannot give you all the information. It is best that you get some training before you start using the ARPNet Dilly Bag or work with an experienced Indigenous research practitioner.

Like any tool box, the ARPNet Dilly bag has many different tools. You can add your own tools to the bag, that is alright. The tools you get, give you some ideas, *“a bit of how to do it”*. Each tool is described on its own in the Tool Cards and on Cue Cards (find them in the book cover pockets) so *“yous mob⁸ can just pull a card out and go”*.

Over the last couple of years, Indigenous people have been involved in many projects and in a number of training courses that have produced many lessons, some of which are included in this field guide.



³ Pretty et al., (1995); Laycock, et al.. (2011); Ninti One and Cooperative Research Centre – Remote Economic Participation web pages; www.nintione.com.au/http://crc-rep.com/

⁴ See Attachment A. (Poster explaining what ARPNet does)

⁵ “Our mob” is used here to mean our people.

⁶ “Balanda” is a term used here to mean white people or “whitefella”.

⁷ “Bininj” is used here to mean person.

⁸ “Yous mob” is used here to mean, you the people.

What for you put⁹ the ARPNet tools in the dilly bag?

Many projects want to involve Indigenous people. Getting to know some of the tools in the ARPNet Dilly Bag makes it easier for you to get involved and get jobs. More and more Indigenous people feel that it is time to get new tools and get that training so that Indigenous people can become more involved.

“We want to do research for them rather than getting them and get the government paying them, why can’t they pay us to do research for them? Get them to come up and teach us, we would be happy to do their research (Australian Broadcasting Corporation Transcript, Northern Australian Indigenous Land and Sea Management Alliance (NAILSMA Forum, 2004).

People in the community are very happy to see Indigenous research practitioners *“on the job”*¹⁰ and feel relaxed to work with them. People in the community said *“our people might feel it is hard to express our feelings to them”*¹¹ when they come. *Countryman*¹² feel comfortable, relaxed with our own people.” The ARPNet Dilly Bag only gives you new tools that bring you closer to understanding how *“them Balanda and other researchers collect information”*. Otto Champion says it *“is like everything falls into place and your eyes are opened”*. Sometimes you will find that different people use the same words but the meaning is different. Cherry Daniels finds that when,

“Them mob¹³ bin talking, its still English, but there is language¹⁴ when countryman talking, there is language when them government mob talking, sometimes we don’t understand what them mob saying and they don’t understand what we mob are saying, it can be very hard. you bin switch off, because them Balanda are not talking Blackfella¹⁵ way or are talking different. Blackfella can still tell that story¹⁶ Blackfella way but sometimes that story, im hard too for Balanda to understand when Blackfella talking. When that message go Canberra¹⁷, it been changed and im Balanda say it be Blackfella story, I bin say, that no Blackfella story.”

Indigenous researchers live far away from each other and from people who can support them when they are using the tools. You will find it is good to have this ARPNet Dilly Bag and the cards (find the Tool cards and Cue cards in the book cover pockets) to help and *“keep you going”*¹⁸.

Good tools fix a problem, bad tools don’t do the job properly and sometimes they can make the problem bigger. Having tools that you can use and that you feel comfortable to use is very important. The ARPNet Dilly Bag has tools that you can pull out whenever you wish and cards you can look at just before conducting an activity. You will find participatory tools in your Dilly Bag.

⁹ “What for you put’ is used here to mean “why did you put”.

¹⁰ “On the job” is used here to mean working.

¹¹ “Them” is used here to refer to outsiders, agencies or researchers.

¹² “Countryman” is a term used here to refer to Indigenous or Aboriginal person.

¹³ “Them mob bin talking” is used here to mean they or those people will be talking.

¹⁴ “Language” is used here to refer to the “way of expressing things” or way of talking.

¹⁵ “Blackfella” a term is used here to refer to Indigenous people, Aboriginal or Bininj people.

¹⁶ “Story” is a term used here to refer to point of view.

¹⁷ “Canberra” is used here to mean Federal government.

¹⁸ “Keep you going” is used here to mean “help you remember or to be confident in what you are doing”.

What are these participatory tools?

Participatory tools are simple tools¹⁹ which can be used when you work with people in remote communities or town camps. These tools allow you to work with people in a way that makes people understand why and what you are doing. Otto Campion finds that using participatory tools is like *“doing it Blackfella way²⁰, being slow like, respectful and letting people speak and do things with you.”* When you use participatory tools there is no boss, you are working together with people showing them what to do and letting them get on with it. The best thing about these tools is that once you explain how the tool works and what you need, very often people *“get it”²¹*, they understand what to do and take the activity over. When you see that people understand, you can then stand back and watch people use the tools by themselves, then you know you have done a good job and the tools are working for you. Most times people can get really involved in using the tools and have fun. Other times you will find that people might want to use the tool for something else and ask you more questions about the tools.

When you collect information using participatory tools, you and the people you are working with become part of creating that story²². Creating a strong story means:

- You can have a say in how that knowledge is collected because you know what the tools can do;
- You can say how that knowledge should be looked at because you understand better the meaning of things that people say or do²³ and you live and see what goes on;
- If you are part of collecting that story it means you don't have to wait till “someone comes back with a big report”, you can tell that story without “them papers and big English”;
- You also know what people's concerns about ownership (Intellectual Property²⁴) of that knowledge are;
- You are in a position where you can “shame”²⁵ outside researchers or Balanda to come back and give that feedback because you don't want your mob to humbug you²⁶. This means there is more accountability and;
- You might get opportunities through the project to meet up and talk with government mob and “tell that story” in your own way.

A tool works best when you look after it, sharpening it and working on it so that it does its job well for you. As Godfrey Blitner says,

“That tool one, like im spear, you can sharpen im and fix im till him good for hunting, then that kangaroo be careful when you go hunting coz countryman bin git im!”

¹⁹ See Pretty et al 1995; Vermuelen (2005); Walsh and Mitchell (2005).

²⁰ “Blackfella way” is used here to mean Aboriginal or Indigenous way.

²¹ “Get it” is used here to mean they understand clearly or understand totally.

²² “Story” is a word used here to mean information, research, or data.

²³ “Aboriginal” refers here to Indigenous peoples and Torres Straits Islander peoples of Australia.

²⁴ http://www.griffith.edu.au/__data/assets/pdf_file/0007/282850/DKCRC-Aboriginal-Knowledge-and-IP-Protocol-Community-Guide.pdf

²⁵ “Shame” is a loaded term that is used here to mean “embarrass or humiliate”.

²⁶ “your mob to humbug you” is used here to mean “to come and ask you when the results are coming back”.

Living in a place, having connections in the community, on country, being able to speak language and knowing the culture makes these tools more powerful in your hands. In the hands of someone else from outside these tools may not be as powerful.

what does participation and involvement mean?

To understand how these participatory tools work, we need to understand what participation²⁷ means. Participation and involvement are two very common words that are used together, but they

can mean different things to different people. When you are thinking of participation or involvement, you will need to ask yourself the following questions;

1. Does it mean involvement and jobs or just getting community to support or give consent?
2. How many people will be spoken to? Does everyone get a chance to speak?
3. Did people get enough time to talk and were there enough chances to do this?
4. Was the language you used easy for people to understand and were the questions good ones?

You can say you are getting strong participation or involvement when;

- Most people you meet know what you are doing.
- People come and want to be involved.
- People ask you to come back again.
- You get good feedback about what you did and how you conducted yourself.

To be sure about what you are doing, think of it like arranging for that big trip out bush. Hmalan Hunter-Xenie suggests you think of it like,

“You been thinking of taking them big mob family with you out bush, maybe there is a big celebration or ceremony. You want biggest mob family with you and you must think how to get them to come. For your plan to work out you want as many people from your family to know about the plan and come. You got to know where they are, but they are always changing mobile numbers, who is where who needs pick up? Its big humbug, but if you want that bush trip, you gotta put up with family saying this and that and growling you. Sometimes you might go to that club or casino and get family out of there so you can go. For children at school, you might want to wait till they finish. You got to work very hard to make sure big mob come and you gotta think about many things. It be like organizing one of them ARPNet meetings. You can say that bush trip worked out when big mob family come, lots of eating and catching up. You can say that bush trip “im little bit good if only small mob family turn up. If no one come, then you can say you mob family all gammon, im not work out! There is no participation when no one comes.”

²⁷ See Arnstein (1969) to read about the participation ladder. Also See Sithole 2004 to read about politics and how that affects participation.

It is the same when you are working on this job. If you tell many people but only few come then that tells you participation was weak. If everyone comes when you ask them, then you have strong participation. The drawing (Figure 1) shows you the different levels of participation that you can have. You must always try to get big mob participation in everything you do.

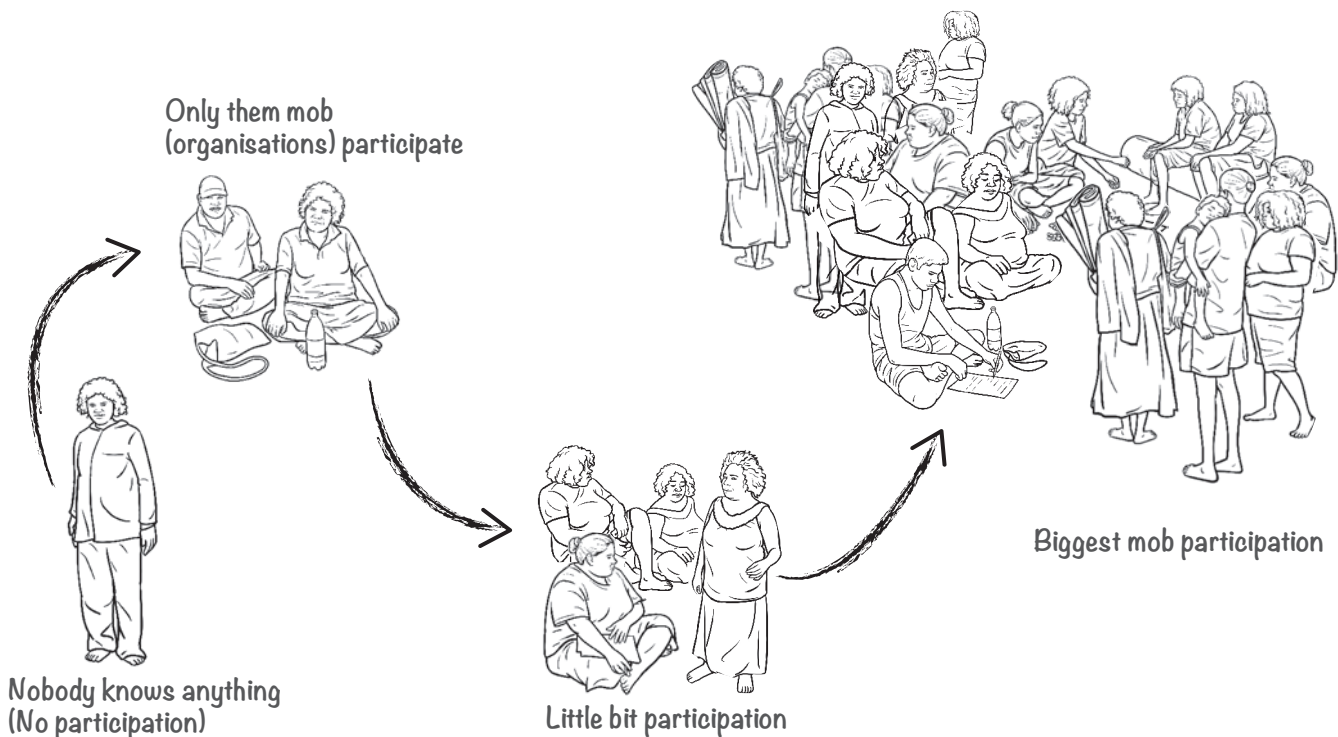


Figure 1. Levels of participation that you can expect to get when you are on the job.

Sometimes even when you work very hard it is not easy to get good and strong participation. As with family, at the end of the day, *“when family growl you and say they didn’t go, you can tell them they were told and they had the chance”*. Giving people that chance or opportunity, that is what you should do. Just like for family, if you tell people to come and be involved and they do not take up the chance, then you must respect their decision. Sometimes people might come and start an activity and stop before they finish. It is okay for you to let them go.

Participatory tools give control over collecting information to the research practitioner and the people they are working with. The researcher chooses which tool to take out of the ARPNet Dilly Bag, but the people who use the tool can also be in control when they start using the tool. Giving over control to those people you are working with is called empowerment. This means you leave them to decide if they want to get involved, how much they want to say, when they want to speak and when they don’t. It also means you respect their wishes for privacy or confidentiality.

You will find that in this job, control can come about in many ways, it can be control over information. In a project, there are a few questions that can help you think about control;

- Who is this for?
- Who is making the questions (are you or your people having an input)?
- Who is deciding on the tools?
- What happens to that information that is collected?
- Who owns it?
- Who benefits from the work?

The way you choose to work and the projects you work on will show whether you believe in giving control to those you work with. Empowerment is when you or people in the community realize you are speaking in a new way that makes someone who did not hear you before sit up and listen or you get a good feeling that people are realizing that they have a voice and it has a purpose.

What tools are in the ARPNet Dilly Bag?

There are twelve participatory tools and a questionnaire in the ARPNet Dilly Bag and more can be added. Each of these tools is summarized for you on a card (See the back cover pocket for Tool Cards). Each Tool Card tells you what that tool can do, where and when it is best to use it and reminds you of the steps to use the tool. It also tells you what kind of information you will get and what you can do with it. Some of the problems that you might find as you use a tool are also described. Each of these tools also has a Cue Card (see the front cover pocket for the Cue Cards) that you can look at to remind you of the steps. The Cue Cards can be carried around and looked at just before you conduct an activity if and when you want to have a reminder.

Most times, decisions about which tools you use for a project will be decided by whoever is paying for the job. You can have an input but sometimes this is not a lot. Sometimes there is room for you to give your opinion about which tools are good to use - if you feel some of the tools may not be good for the job. You must choose the right tool for the job otherwise that story *"im not good one or proper one, you might be thinking you getting that story right, but im not good one"*. Remember, the following things will affect which tools you pick out for a task:

Who you are using the tool with is very important.

- You will need to find tools that suit different people of different ages – like old people may not do well with tools that take a long time or tools that force them to do something like walking too far or standing too long. For young people or kids you might think of tools where they play games or do something so they do not get bored. Even for men you might find they like tools which allow them to walk around. Women do not like to stop what they are doing so you must make sure you can use tools that can let you get on with the job while they continue.
- If you have a feeling that many people can't read and write then you want to think about using tools that don't make people read or write or feel they have to. If you need to use such tools you should do the reading for people and do it loud so everyone can hear.

Where you use the tool affects your choice.

- If you choose to use a tool out in the open, remember the rain, the wind or the type of surface can affect your activity. Floors are good to do Maps, Time lines, Flow Diagrams, Matrices and Ranking. Focus Group Discussions and Key Interviews can be done anywhere.

- If you choose somewhere open (open field, club grounds, in front of the store, at the wharf etc), remember people can come and join you and want to look or join in. If the tool was to collect private, sensitive or confidential information then this can be difficult in a very public area.
- If you choose an office or a building remember there are opening and closing times. You might also get disturbed by things happening in the building.
- Time also affects your choice of tool and the place you do your activity. In the evening is often a good time for workers. When people get their royalties or there is a festival, ceremonies or sorry business or the Darwin Show it is hard to get participation.
- If someone is away and you feel you have to get information from them, you should go ahead and give them a call, send a message on the internet (email). But remember you still must introduce yourself and say a little bit about the project before asking questions
- Where people are or can be found will also affect which tools can be used. For some tools like Questionnaires or Survey Forms you can leave questions behind and come back to and collect answers (completed form). Do not leave equipment like iPads or computers or tape recorders behind.

The information you are looking for will affect which tool you choose:

- If you want to hear people's opinions then you want to find tools where people do a lot of talking like Focused Group Discussions and Key Interviews.
- If you want numbers then you must get tools that allow you to get numbers like Questionnaires and Survey Forms, Ranking or Matrices. These can be on paper or on the computer or iPads.
- Sometimes you will need both types of information, numbers and what people say. In this case you take tools that give you both.
- If the information is secret (sacred) or sensitive then you will want to choose a tool that gives people some privacy like a Key Interview, an Electronic Survey or a Telephone Interview.

Your experience using the tool matters too.

If you don't understand clearly how a tool works it is best to not use it until you can learn to use it with an experienced researcher.

When you start using a tool you may be a bit nervous and not sure what to do, you may see that people don't understand what you want. When that happens, don't worry, just slow down, collect your thoughts and start again. If they still show that they are not getting what you are saying, then you must think of a "made up"²⁸ example to show what you mean.

- You can choose another tool.
- You can also work with someone who is more experienced and they will help out.
- You can practice on family before you go out to do the activity.

²⁸ "Made up" is used here to mean hypothetical, not a real situation.

Your choice depends on whether you are working in a team or alone:

- You may feel it is best to work in a team if the tools you are planning to use have a lot of writing and a lot of talking. If there is no chance to work in a team or group you may want to use a Tape or Video Recorder, though people may be uncomfortable with being recorded. You will need Signed Consent for this (see an example of the ARNet Consent Form or Talent Release Form – Attachment B).
- Where there are places that are not safe, or “little bit not safe” you will need to work with another person and be prepared (you may need to carry that satellite or mobile phone, call in every few hours to say you are alright). If you believe the place to be really unsafe even in a team then it is best to avoid it altogether.
- If there is chance of a situation where “jelousing”²⁹ might happen, it may be best to work with another person or avoid the individual.

You need to check the information and be satisfied that you got the whole story. Sometimes you might need to go back to ask or check on something you did not understand or hear well. That is good.

The important thing is that you get the full story. Figure 2 (below) gives you some ideas about which of the tools in your ARNet Dilly Bag work well together and what kind of uses they have.

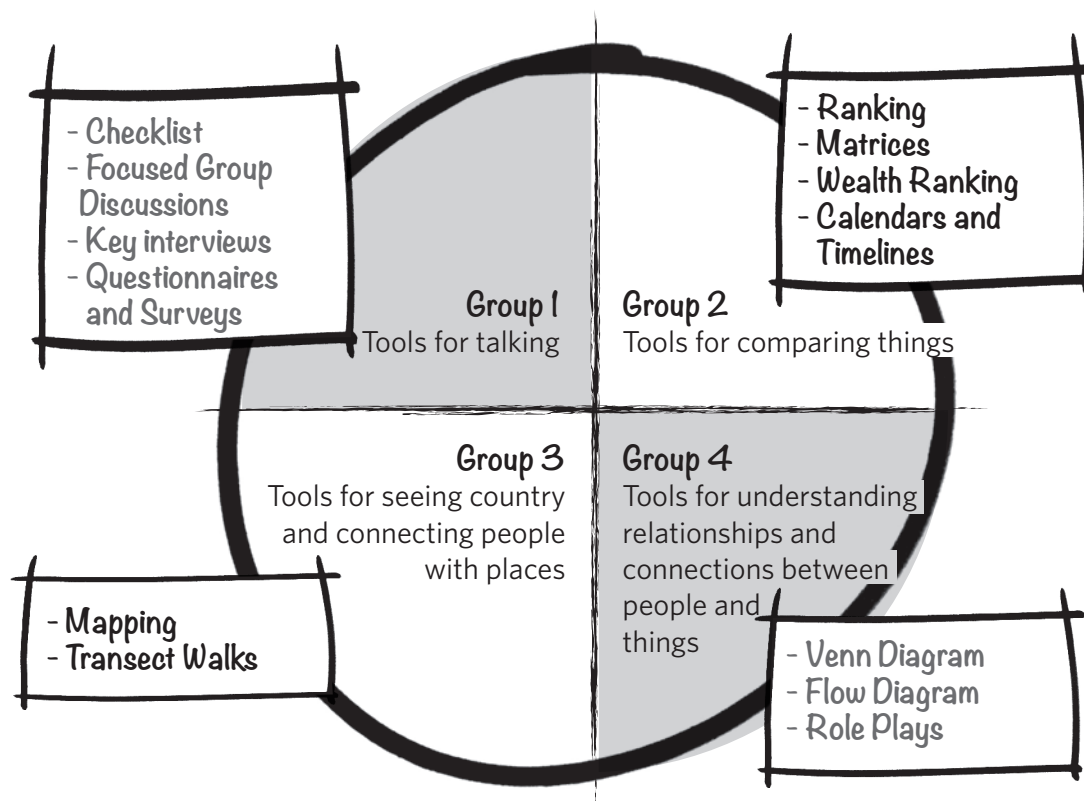


Figure 2. Suggestions about which tools work well together.

Tools can also move from one group to other, and when you are experienced, you will be able to move them around even out of the groups that are suggested here. When you have a tool that jumps out of one group and can be used in another group, this tool is very important.

²⁹ “Jelousing” is a term used here to refer to envy, jealousy or spite.

Sometimes you will need to use more than one tool because one tool can help the other to get a *“strong story”*³⁰. You should try and think about these tools before you start your work. Sometimes when one tool is not working so well, then it is good to know which tool could work in its place.

Very few tools work alone. They work together in partnership. Look at it like this, one tool gets the talking started and the other gets the whole story out. Otto Champion says you should see this,

“Like digging for im long yam³¹. Digging for a yam is not fast, you must do it slow if you want to get the whole yam out, you don’t want it to break. Sometime it takes a long time, but you can see them old people are very patient and careful, digging slowly and carefully around until they get the yam out, sometimes using that stick, sometimes that hand, all very careful. That is what you must remember to try and do always”.

When you use more than one tool, sometimes this also helps you to check what people tell you. This is called Triangulation it helps us to check if all the bits of the story fit together well. Edna Nelson once explained that,

“It be like doing that jigsaw, or checking that story when some mob gossiping and telling you wrong one story, you bin check with everyone, then you see that text message and you gotta believe im story, that mob not lying”.

It can be like Serina Nimarnyilk explains here,

“It be like that wanim hunter, when im go hunting, im take his tools because im knows what job he is going to do, so im carry them when he goes, might be he does a bit of spear fishing on the way and collect wannim yam, or get im kangaroo, he goes prepared for the job, and take his gear. If im go hunt buffalo then he needs that rifle, its very important”.

Different people will have tools that are so important to them they use them all the time sometimes without thinking. You will like some tools more than you like others, that is normal, but remember the task you have to do must help you to decide which tool to use.

If you are working in a group, every member must agree on which tools you are all going to use. This makes it easy to look at the information when everyone comes back together.

You must also get used to thinking about the order in which you will use the tools. If you think about what you want to do, it might be good to start with one tool and then follow up with another. For example, a common order is given in these 2 examples. In a project funded by Darwin Indigenous Coordination Center (ICC), ARPNet members found that to get consent in a community you don’t know may require you to follow this process,

“You get to a new community, you might start with a simple question to someone in the office, the store or clinic, church, Indigenous Engagement Officer (IEO) or Government Business Manager or school and ask who you must talk to. It can be someone you meet when you jump out of the car. The answers give you a list of people which make up your Checklist. As you speak to more people you keep adding on more names until you end up with quite a long list. Then you have a bit of challenge knowing what to do with

³⁰ “Strong story” used here to mean good information, good data.

³¹ “long yam” (Gulaka, Ganguri, Rinyatjangu) is the name of a wild root from a plant used for bush tucker or bush food.

such a big list. The next thing to do is to see if you can reduce the number of names to a smaller list. You can go to the elder, a priest or the IEO and ask for them to help. Using the shorter list you make appointments to have Key Interviews with people. You can also have a Focused Group Discussion where you check if you have everyone and also find out what other people who are not on the list say. You go from that Focused Group Discussion and the Key Interviews with a good Checklist of names of people you should talk to, and then you go about asking them for consent.”

Another example of a common sequence is when you want to compare things or issues. In the Community Safety and Well-being Project (FaHCSIA) ARPNet researchers found,

“You get into a community and want to know what are the big issues for kids. You might start with Focused Group Discussions to find out what the big issues are. If you speak with several focused groups then you come up with what one group say and what another might say. You make a Checklist for each group (no matter how many groups you work with) then you look at what is on the lists. You will find that there are issues or things that are found on more than one check

find out what
the big issues are

list. Take these out and make a Checklist of 4-5 issues. Those are the big things /issues that people told you about. You don't throw away the other issues, they are still important and you must write them down. You might get the kids to do a Role Play to show you what issues affect them. Watch the Role Play carefully and record what issues you see being shown and what people watching the Role Play say and do. Include these issues on your final list. Once you have the checklist then you might use Ranking or Matrices. After the Ranking you might decide you want to know more and follow up with a few Key Interviews or even have another Focused Group Discussion and a map showing which areas in the community have big issues and which have not.”

During the training you will be able to talk about many more examples so that you become comfortable using your tools. You will get to hear how ARPNet research practitioners have done it before.

When can these tools be used?

You can use these tools anywhere, anytime even with family or when you are on a job. The tools you have in the ARPNet Dilly Bag can be used on different jobs/projects. You could be involved in some of these projects where you do research or surveys; visioning and planning or monitoring and evaluation. For each of these you may be asked to get involved or you may be on a project where all these tasks are being done. First you need to understand the meaning of some of these words that are used to describe tasks or projects.

- Research means finding out about things so you can understand things better.
- Surveys are like research, it is a process of finding out information from a group, using a set of questions.

- Visioning is when you talk about the future and find out people's ideas and priorities (what they want to see happen first).
- Planning is when people sit down and talk about what they want to do, how they want to do it and what is needed to make things happen.
- Monitoring is checking how you are going, always looking at signs to make sure you stay on the path.
- Evaluation is when you go out to find out what people think of results.

what is needed to make things happen?

Figure 3 is showing you examples of the type of situations where you can use the tools and gives you the kinds of questions that you might be thinking about.

Depending on which project you get involved in, you will need to understand what goes on for different kinds of tasks and projects.

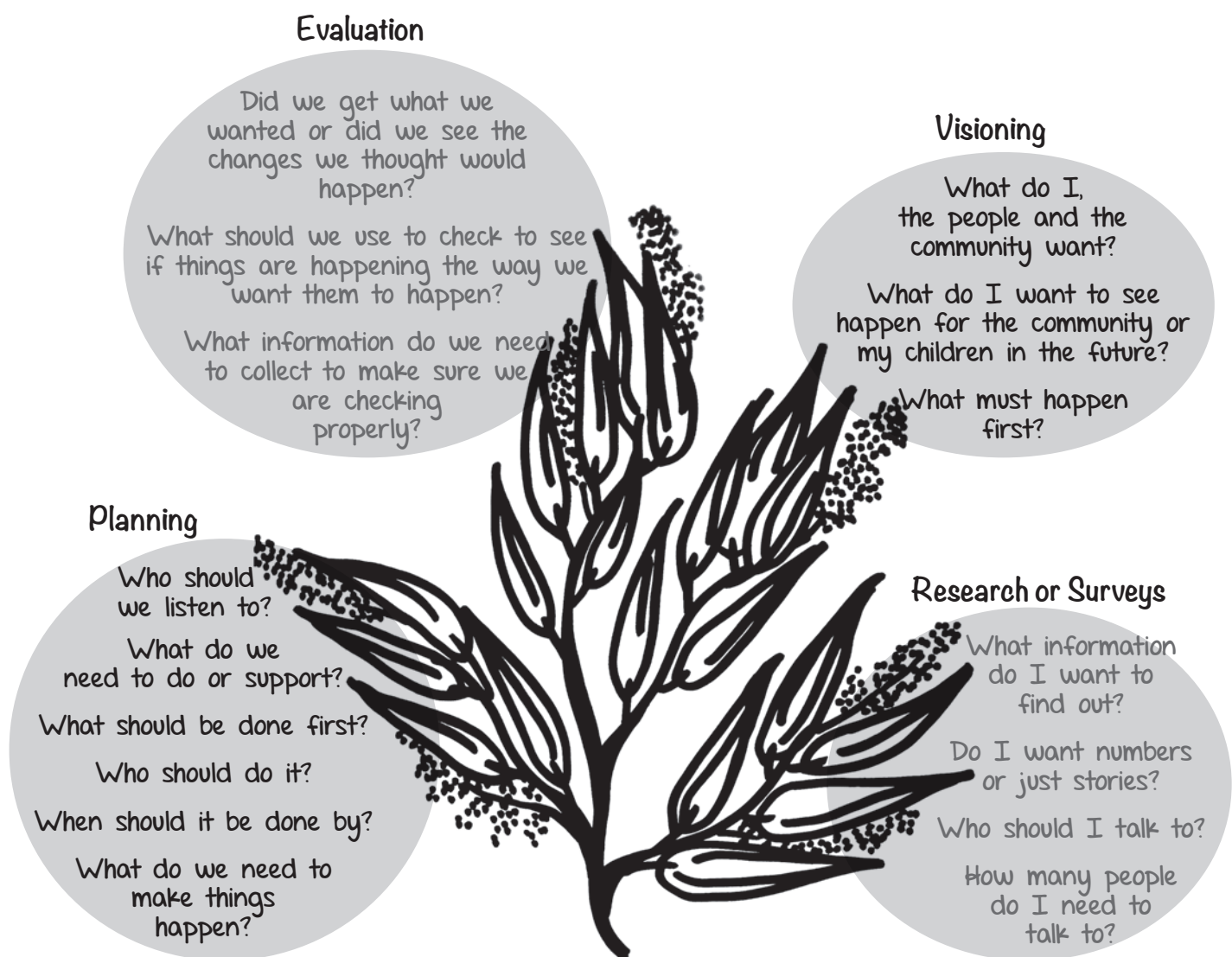


Figure 3. Types of situations where you can use the tools.

Doing research and surveys

You will find tools for doing research and survey projects change from time to time and from project to project. At different stages of the research or survey process you might be expected to do something different. Research and survey projects can be divided into two big groups – one group is called qualitative and the other is called quantitative. In a simple way, the word qualitative research can be used when someone is talking about what people say and think and are more interested in how and what things mean – the stories. This type of research usually uses participatory tools. The most common tools for this type of research are the Focused Group Discussion or the Key Interview. Other tools are just as important but do not get used so much. Most of the participatory tools you have in the ARPNet Dilly Bag will allow you to collect the type of information that is needed. You will find some projects are talking about quantitative research. This kind of research can be seen in a simple way as looking for numbers. The most common method used for this type of research is the Questionnaire.

In order for you to do your job well there are some steps in the research and survey process that you should know about (see Figure 4).

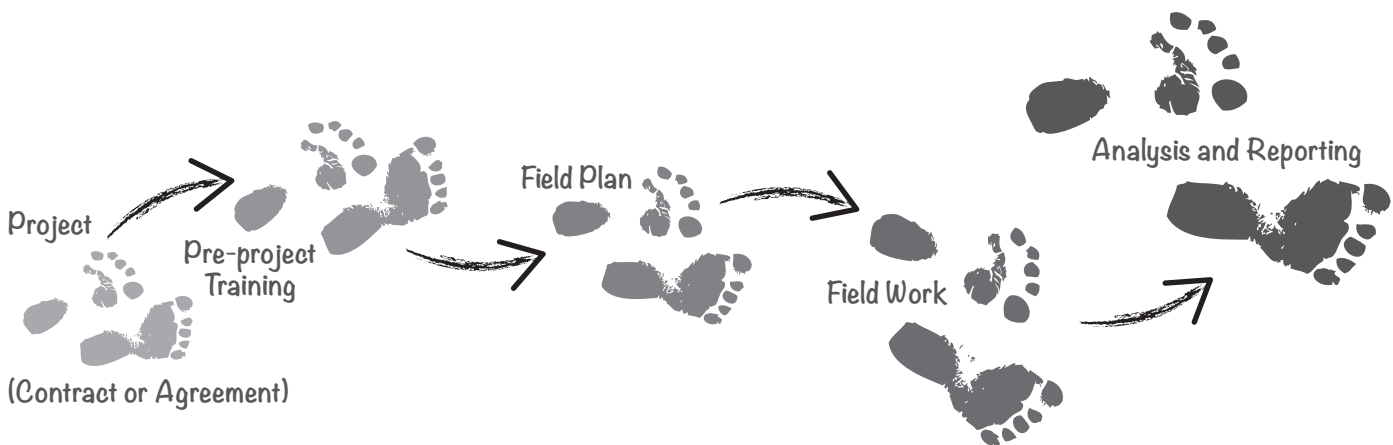


Figure 4. The path you follow from start to finish when you are doing a research or survey project

The first step you take before you agree to get involved in a research or survey project is to know what the project is about. You can ask many questions so that you are clear about what the project is about and what it will produce. Once you are satisfied that you want to work on the project, the next step is to sign onto the project and then you become a team member. You do this with a **Contract or Agreement** that says what you will do, for how long you will work, and how much you will be paid. Make sure the agreement does not affect your other payments from Centrelink³² and other departments. If you are not sure ask the person or organisation that you are going to work with to look into it for you and help you.

You will find that for each project you will take part in, you might want some pre-project training where you will get introduced to the tools you will be using and you come face to face with people you are going to work with. You may get a chance to test the tools you will be using so that you become familiar with them before you go to the field. If you are to use questionnaires you should expect to try and use the **Questionnaire Form** or use the iPad or computer to complete the survey (See the Questionnaire Tool Card or Cue Card). If the research is going to be qualitative then you

16 will at this stage find out which of the participatory tools you are going to use. This is often the stage

³² Centrelink is found in the Department of Human Services, Australian Government Department (www.Centrelink.gov.au)

when you can give your opinion about how comfortable you are to use the tools that have been chosen. If you feel uncomfortable at all with the tools this is the time when you must say it.

Once you know what tools you are using, it is good to sit down and make a **Field Plan** that says what is going to be done tool by tool and the job you must do.

This will help you organise your time so you can finish the job or the task on time. If you are working in a team this field plan will also say who is doing what every day.

**it is good to sit down and
make a Field Plan**

Sometimes you can be asked to enter the data on a computer or to check if all questions on the questionnaire have been answered. These jobs are very important for you to try and do while you are on the job. If you wait to do it after the job is finished, this will be hard.

You will need to get all the **Consent Forms (or Talent Release Forms)** together and other paperwork for the project organized (see an example of the ARPNet Consent Form or Talent Release Form – Attachment B). Even for people you know, you will need to get them to sign so that you have proof that they have given their permission. This can be hard when the people you are asking are family to you, but it is a rule on most projects.

There may be a situation where you are asked to go back because there is not enough information. This is quite common. Once there is enough information to write **the Report** you can sit back and relax, but expect to be asked some questions about some of the information as the team members start to look at the information and analyze it. Some of these reports are written in English and can be quite long, and hard to understand, but it is still important for you to have a look and see what happened to the information. It is okay to ask the person who wrote the report to take you through it.

The final stage on a research project is **Feedback** where you bring back the information to the person who asked for the project (the client) and to the community. You might be asked to go with the team leader to help explain the result. It is good to prepare a little bit beforehand and agree on what you want to say. Remember you are only there to speak on the project, not other *“stuff that you might want to discuss”*.

When it is time to talk to the community about the project you will be expected to help with telling people about the feedback and inviting them to come for a meeting. You may be asked to speak in language and report what you find out. Ask to keep a few copies of the report with you in case someone in the community wants the report.

Visioning and planning

Planning³³ ahead and thinking about the future is very important to people in the community.

Visioning is about thinking ahead, thinking about what you would like to see happen in the future, for the community, your family or yourself.

“Visioning is like putting on new glasses and starting to see the way ahead clearly or taking them binoculars and looking far into that rocky country and seeing that Wallaby that you didn’t see clearly with your own eye before.”

³³ See Walsh and Mitchell 2002; Wollenberg et al., (2000).

Getting people to say what they are thinking may be hard because as Dean Yibarbuk says,

“People bin talk, talk and nothing happen, you talk to this mob, that mob, and you get tired of just talking. Our people bin talked out”

A lot of the old people say that they are always thinking about the future and the kids. Cherry Daniels says she worries when she looks at *“them”*³⁴ grandchildren and kids around the community, she cries just thinking about what their future is going to be. She is thinking all the time what she can do to make that future good. Figure 5 shows the steps you must follow.

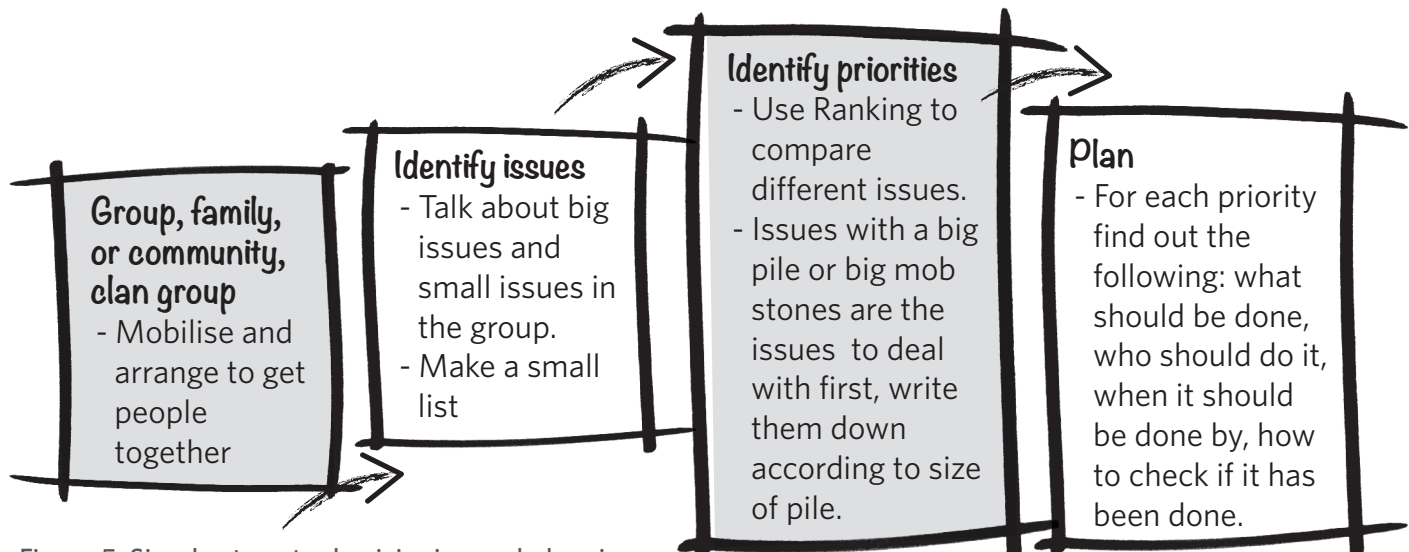


Figure 5. Simple steps to do visioning and planning

Decide who is involved.

It is important for you to think carefully about who should be involved in this activity. If family, then you must only have family come to the activity. If community then you want to think how you are going to involve everyone and get their views. For community, you might want to divide the community up into the following groups:

- Key people and elders
- Young people
- Women
- Men
- Kids (this activity can be done with the school. You must check to see if you need to have an Ochre card³⁵).

Once you divide everyone up then you decide on which tools to use. It is good to use the same tool and questions with different groups. It could just be a simple question like *“what is it you want to see change in the future?”* Sometimes you may need to be clear about how far into the future you are asking about.

³⁴ “Them” is used here to refer to her grandchildren.

³⁵ Ochre Card: in the Northern Territory people can’t work with children without an Ochre Card. Other places have similar rules. You must check on this when planning, if children are going to be included in your work. (http://www.workingwithchildren.nt.gov.au/docs/110627%20Safe%20Territory_WWCC%20contractors.pdf)

Pick the tools you are going to use.

You must use tools that get as many people as possible talking about what they want. You must read over your Tool Cards to remind yourself of what you must do. If you are still not sure of what you are doing then you must carry a Cue Card for the tools you are going to use.

For visioning you can start by making a Checklist of what people want by asking a few simple questions as follows:

- What is the situation now?
- What do you want to change in the future?
- How do you want to change it? It is good to keep people thinking about things they can do or change. If people want help from outsiders to make sure they get that commitment.

For each of these you can also get people to say what they think and write down each idea on a piece of paper, card board, butchers paper or on the board. You can stick all these papers on a wall or the floor depending on where you are. Put all answers to one question together and read them out so people can see and hear each other's ideas. You can move on and ask the second and third question repeating the process each time. At the end you will have lots of papers stuck together answering each question. All these papers are actually 3 or more big Checklists. If you have a chance you can use different colored papers or pens for each question. You may find using Flow Diagrams and Venn Diagrams useful here to connect things and show people how one idea is connected to another.

You also read the answers out loud in case something got left out and then people can get a chance to add to it. You can follow it up by talking to different groups using Focused Group Discussions to make sure you get everyone's interests. Sometimes it is necessary to follow up on ideas where someone's name is mentioned who may be a leader or important for that project using Key Interviews. The next step is to find out which of all the answers you were told and wrote down are the big ideas and which are not. Ranking will be useful to identify which of the answers stand for things they want to see happen quickly (priorities) or issues they want to have addressed quickly.

Deciding which are the big issues.

Once you have a list of the big ideas, the next thing you want to do is to make a plan. At this point you have most of the information you want, now you want to take people back to those ideas they chose and you need to get people thinking about what can be done to change things and who can do it. To start this process, use Focused Group Discussions or Key Interviews to talk about the big ideas or issues. If they agree with the list follow the steps listed here:

- Write each idea on a piece of paper or card board.
- Ask people what needs to be done about that idea to make it happen.
- Ask people to say what they can do themselves and what someone else must do. You need to ask people what they need to get the "idea to happen"³⁶. At this point people might say something just can't be done, so you got to leave that idea out.
- You must also ask people to talk about how they will check if things are happening or not. 19

³⁶ "Idea to happen" is used here to mean become a reality, be implemented.

All this information will need to be written down as people speak. After you follow all these steps, the next thing to do is to take the next idea and start all over again. The more ideas people have the longer the process. It is best to limit the ideas to 3-5 ideas. Getting all this information “to tee-up”³⁷ so you understand what will be done when and by who means you make a simple matrix like the one in Figure 6. This is a simple plan and it can be made very quickly. This kind of plan is good to have and to use to talk to other people or to outsiders about what people want. All the information is there.

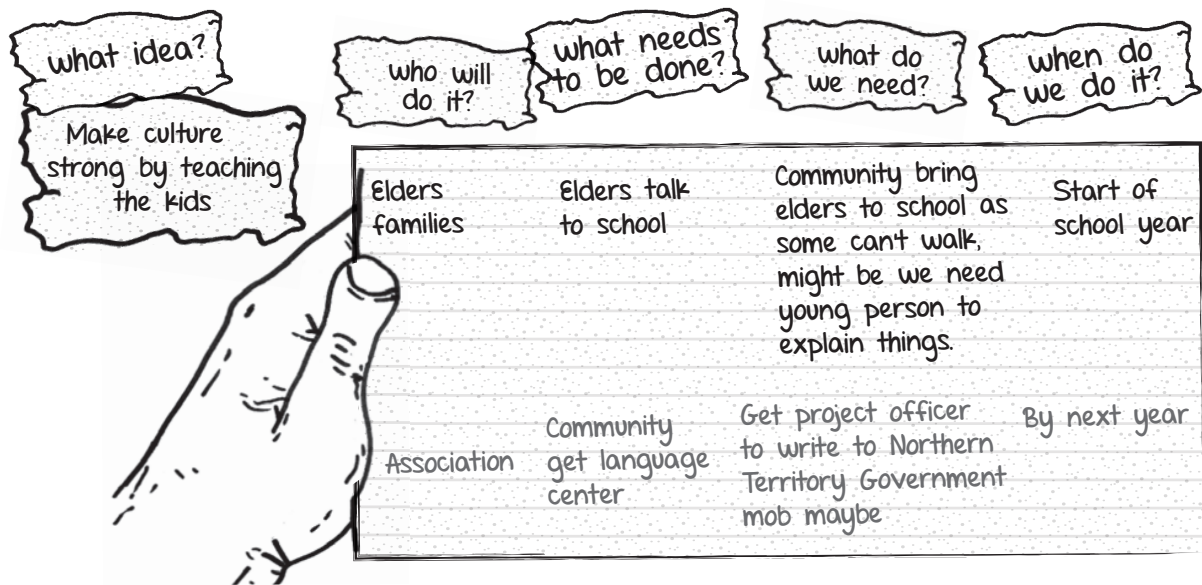


Figure 6. Example of how to put all the information for a plan together in a Matrix

Doing monitoring and evaluation

Any plan is not complete if it does not tell someone how to check if things are going well. Monitoring and evaluation is not someone checking on you to find something wrong, it is about checking to see if everything is going alright so you can get to where you are going. Christine Brown says it is like,

“When kids go fishing, and you know there is wanim crocodile big one in the river, you gotta keep checking because you don’t want them kids being taken. You gotta check and make sure they are where you can see them and be ready because im crocodile fast one. That checking im like monitoring”.

So a mother knows to check all the time to see if her kids are safe because she does not want anything to happen to them kids. The things she uses are voices, sees them or they come to her. If they go quiet she looks quickly to check what is going on. In the same way, with a plan people must agree on what they will check; how they will check; and who will check. At the end of the day they want that plan to work not fail.

It is important to agree on how and what you will use to check progress when the plan is done because then everyone knows what is going on. You must not ask people to give you too many things to check because then the job becomes harder.

Rex Edmond understood monitoring as always looking for,

“them road signs to find out where you are going, because if you don’t look


³⁷ “Tee up” is used here to mean “match up”.

you might end up wrong place, wrong people. You gotta check that road to make sure you get to where you are going”.

Out bush you will often see people jumping out and checking how deep the river crossing is. That is because they want to cross safely. Another way to think about this is when you check your troopie before going out bush or going on a trip. Edna Nelson explains that in the Ranger group, they have to look after that troopie and they must check it all the time. She finds that,

“You gotta take that “troopie” to service or to someone who knows about them cars, if your mob want to go out bush someone must check that the troopie got fuel and that it can move. Us rangers also check them small things like tyres, oil and petrol. If we don’t check the troopie, then we can’t go when we want to go out because maybe someone forgot that spare wheel or someone forgot to change the oil. When we are checking the troopie we check because we want to make sure everything is working and we can go where we want to go. If we don’t check the troopie a wheel might fall off or something might go wrong then we don’t get where we are going, or we can get stuck for days, because this one big country, maybe no one coming to help you, us mob rangers know about checking that vehicle before you go out bush.”

On a troopie you know what to check for. They look at these things always and “tick them boxes”. So to be able to check things, you need to find out what things people use which can be used to check regularly. It is hard and it takes time to check everything, so you only need a few things. We call these indicators (signs) that tell us what is going on. For example, if you look at the drawing showing a simple matrix below you see that some things have changed for kids and some have not (Figure 7). Things like school attendance, food at home, kids speaking language or going out bush are the indicators telling us if things have changed for kids or not.



	All the time	Sometimes	A little bit	Never
School attendance	X			
Food at home			X	
Kids speak language		X		
Kids go out bush				X

Figure 7. An example showing how you can put information together to show how life is changing for them kids. (Based on hypothetical information from training sessions)

Evaluation is not so different it is done when you ask people to say how happy they are with something. To understand what has changed you must know what you started with and you must understand how people feel about the new situation or result. Your big question here is: “did they get what they wanted?” If the answer is “No”, then you want to find out why not. If the answer is “Yes” then you find out what helped so that in future they can be strong on those things in order to succeed.

Organisations want an evaluation at the middle of a project (**Mid-term**) and others want it when the project is finished (**End of Project Evaluation**). You might be asked to work with someone coming from outside (what they call an external evaluator) to look at a project. If you are evaluating you will want to ask these type of questions;

1. Are they happy about the project? What are they happy about?
2. Are they not happy about the project, and why are they not happy?

These two questions are important when you want to find out how people see the result of a project, an activity or a plan. There are many methods you can use to check on what is going on. The common method here would be a Matrix because it gives you a space to make a list of what should be checked and what people say is happening to those things as shown in the drawing on Figure 8.

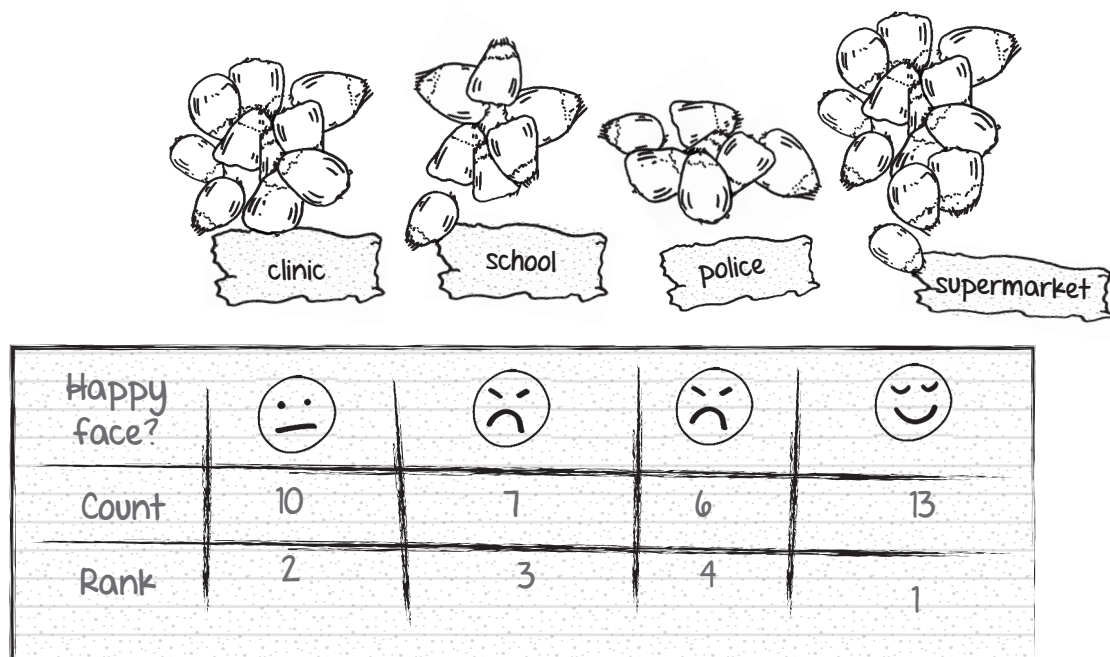


Figure 8. An example of a matrix showing how people feel about different services in the community. (Based on a hypothetical example from a training session)

Many times when you get money from somebody/organisation they always want to do monitoring and evaluation. Be prepared for this.

There are several tools you can use in this task. You can look over the Tool Cards to see what you do with each tool. You can use Focused Group Discussions and Key Interviews to talk to people and get their views. You can use Ranking to look at how people look at different results or outcomes. Some organisations may prefer to use a Questionnaire for this. In this case they will tell you how many people you will need to interview.

What is going on in a project?

For different people, the process can be many things and they see it in many ways. Some of these steps have already been mentioned before (see section: When can these tools be used?) but it is important for you to understand what different tasks and jobs involve. This you can do by understanding the life of a project. Sometimes it is long and difficult to understand and sometimes

everything is straight forward. Here you have some information that can help you be familiar with the process and know what is going on.

You can think of a project as having a life, like being born until it is grown up and independent. Knowing what stage the child is at and what to do to help them grow is the same as what you do on a project. From the time the project starts to when you finish, you have jobs and responsibilities to make sure the project finishes well. Try to finish projects. When you start on a project you will expect to be involved in some or all of the many steps in the life of a project. Some of the steps are described for you in the following sections.

Step 1. Project proposal /project document

A project also has a lifecycle of its own, it starts somewhere and finishes somewhere. It starts as an idea which someone writes down and the document with that idea becomes a **Proposal** or a **Tender Document** which then gets funding. You can give some input for a proposal when it is being written or you can write the proposal yourself. After the proposal is funded then you have a **Project Document**. This tells you about what is going on and who is involved and how much money is being spent. Sometimes these can be long or very short documents. You can ask for a short project description if you do not want to read a big document. This is often called a **Project Brief** or **Project Summary**. There are many different types of projects.

Step 2. Ethics clearance

Every project has to have what is called **Ethics Approval** or **Ethics Clearance** before it can be done. This approval means each project must have the permission of the community or the key people before starting. If you are working in the community where you live, you will still need to get consent or permission from all the key people. It is sometimes possible that a community can say no in this process. You may find that you are one of the people who needs to give consent. If a community or key people do not give the approval or clearance, then you will not be able go ahead with the project.

Getting the permission can be done in different ways in different communities. In some communities permission is given by traditional owners, in others it might be given by an organisation, and in some others maybe you need permission from Traditional Owners and from an organisation. Different people go about getting permission in different ways. Your knowledge of the place, people and customs is very important when deciding what is right to do. You must find out what is the right thing to do by asking around to be sure.

One way to get consent is for you to go to all the key people in the community and the key organisations and give them the following information;

- What you plan to do?
- Who else is involved?
- When you plan to do it?
- Who in the community will be involved?
- How long you will be?
- What or how will the community benefit?

You can give this information on an **Information Sheet**. This paper should be prepared by the project team.

Once you have *“that okay”*³⁸ for you to go ahead, the next thing for you to do is to get a signature. This can be a short **Permission Letter** that has a date, the name of the project, a line saying the project has permission and the signature. The project can prepare these papers beforehand. Remember to read out the letter for those who can't read so they know what is going on. You must be prepared to get signatures witnessed for old people who may not be good with writing. This **Signed Consent** is proof that you were given that permission. In some communities you might find people in a family or in the community who won't believe that you have consent. It is good to keep a copy of the signed letters with you during the project so that you can show them if you have to.

Remember there are other types of consent you must get. You must always ask for permission from someone to speak, take a photo or walk on country. You must check if it is okay to walk on sacred ground or watch or attend ceremony while you are on the job.

Step 3. Pre-project training

You will probably get some training before each project starts. At the training you will expect to see, try out and understand the tools you will use. You will also be told how much information you will collect and how much time you have to finish the job. Remember, your opinions are important so you must say what you think about the tools they are asking you to use. You can and should tell them about your tools from your ARPNet Dilly Bag if you think these tools can work better. At the end for the training expect to know this;

- *What tools you will use?*
- *How long the project will be?*
- *How much you will be paid?*
- *Who will do what on the project?*
- *You will expect to also know how you will be recognized for your work.*

After this training you should make a project **Field Plan**. This is a document which gives you a simple matrix that says what is to be done by who and when it should be done by. You can make one on butcher's paper if you are working in a team and stick the plan on a wall where everyone can see it.

Step 4. Informing everyone

Many times the community says they were not informed, they don't know what is going on, they don't know who people are and what they are doing. It is important to find ways to set aside time to go around introducing and announcing yourself to key people and organisations, to be visible in the community and meet and greet people telling them you are about to start work. This part usually takes at least a day. The more people you see on this day the easier your work will be.

- *2-3 weeks before you start your work you must go around talking and handing out information or brochures about what you plan to do. Sometimes you may not have much time. In communities that have a radio station you must go on the radio. In communities*

³⁸ "That okay" is used here to mean you have permission to go ahead.

where they have a Facebook site you must post the announcement about the project there. You can also be on video or YouTube or TV, if your community uses these tools. Some Shires have small newspapers/newsletters – you must write a small announcement and post an announcement in it. You can stick announcements on the notice boards.

- 1 day before you start, you must spend time walking around and letting everyone know you are about to start. Tell people where you will be and how they can reach you. Go fishing, walk to the shops instead of driving or watch the footy game or any big event and be seen. This gives people a chance to come up to talk to you about what you are doing and gives you a chance to talk to people while you out and about in public. When people know what you are doing they will be able to pass it onto others in the community.
- When you are in the community even if you live there, it is advisable that you wear work clothes or a name tag so people in the community know who or what organisation you are working for.

be out and about, letting everyone know what you are doing

Work clothes can be a T-shirts, caps or bags that show who you are working for or have the name of the project. Wearing these clothes is good as it becomes clear what you are doing. Try to make sure “family don’t take these work clothes” because that can cause some confusion for people in the community.

Step 5. Collecting information

Things you must do at the start of each day and for each tool are found in the Tool Cards or in the Cue Cards (see Sections). You must look at the cards before you leave home or camp;

- You must always prepare your materials and know what tools you will use before you go out. Read the Tool Cards to remind yourself what is involved. You will need to carry things like pens or paper, iPad, or tape recorder you might need. Carry your Cue cards provided in this guide with you so you remember what to do. Also carry your Ochre Card if you have it and are going to work with children.
- You need to plan where you are going and how long you will be. Always make a plan so you don’t spend too much time waiting around.
- Be clear about what targets you want to meet for conducting activities per day (maybe you want to do 3 or 4 rankings that day).
- Remember to take some tucker with you (also for people you meet up with).
- Think about safety too, and make a plan to stay safe. If you are going around by yourself remember to tell someone where you are going and if possible carry a mobile phone (projects can buy credit if you use your phone for the job) in case of any emergencies.

When you know that you are “*right way relationship*” with the people you will see then you can continue your work. If you are not “*right way*” you must arrange for someone else to go. Avoid conducting activities in places where people are drinking, gambling or performing ceremonies.

Choose a good open and public place for collecting your information. You want to be careful to avoid “*jelousing*”³⁹ with family or with people in the community.

When you meet up with people even though you know them well, remember the following;

- You must introduce yourself and say what you are doing and who you are there with.
- Ask for permission to speak, you should not force or “*humbug*”⁴⁰ people to be involved. Always remember to ask for permission from the person, do not expect that everyone in the community will speak because you have consent or because they know who you are. Tell people what you are going to do with them and how long it might take. You must talk with people about being involved, but if they say no you must respect their decision.
- Ask for permission to take photos and remember you also need signed consent from all adults even from your family. For children you must get signed permission from an elder or adult in that family. Different projects will have different consent forms (see an example of the ARPNet Consent Form or Talent Release Form – Attachment B). Respect and recognise people’s relationships with country, their positions in the family or community.
- You must be aware of sensitivities e.g. when talking to people of opposite sex, old people in society, and spiritual leaders.
- Tell them what will happen to the information and how they will be recognised.
- You can and should speak in language so that people can better understand what you want to do.

Things you must do when conducting an activity;

Write down as much as possible what is being said and try to write it all. You must write down the time, place and who you are talking to. Many projects will not need you to write down the name, so even when you know it please don’t write it down. It is enough to write down their sex/age, position etc.

- Do not answer for people or tell them what to say, keep your views to yourself. Remember to lock your views in a box and throw away the key.
- Do not take up too much of people’s time, you can always arrange to come back.
- You must provide a “bit of tucker”⁴¹ as people will be hungry. If you have money in the budget you can organise to have a BBQ at the end of the project.

Always write down what people say so people can see that their voices are being recorded. If necessary let people see what you are writing so they see that they are “*telling that story*”⁴² *one themselves*”. But at the start, writing down what people are saying can be hard even with people you know, so you must practice, it gets easier with time. It might be good to develop a way of writing like you do for *SMS*⁴³ on the mobile phone (short hand) where you don’t write everything like please you will write “*plse*”.

³⁹ “*Jelousing*” is used here to refer to potential for creating conflict associated with situations where there is jealousy, envy, dislike etc.

⁴⁰ “*Humbug*” is used here to say bother, persist or be persistent when clearly someone is not interested.

⁴¹ “*Tucker*” is used here to mean food.

⁴² The word “*story*” is used here to mean data or results.

⁴³ *SMS* is used here to mean Short Message Service.

It is important here for you to think about what kind of information you are collecting. Remember when information is confidential, private, or secret or dangerous, then tools that involve many people are not such a good idea. It is better for you to use tools where people can have some privacy. You must be careful too how you handle the information and be sure to ask again if they are okay to have that information recorded. Remember people can talk to you in confidence, you must keep this information secret even after the project is finished. If the information you get has been given in confidence to you and not to the project, then you must not include it.

As you know there is *“women’s business”* and *“men’s business”*. You are under no obligation to say anything about this business. If you find there is a need to know something for the project you are working on but you are not the right person to do it, you must find someone who is.

Putting the information together - collation

This is an important part of your job and you must do it at the end of each day. Before you start a project you must think about how you are going to look after the information. You must think about the security of the information. Each day you must do the following;

- Look over what you did and finish writing anything that you did not finish.
- Look at your work plan and see if you are on schedule. Check what you are doing against the targets you are given.
- Write down any other things you may have heard that you feel are important. If you don’t want to write then tell someone in your team who can write it down. Try to remember as much as possible.
- Talk to someone or a team member about how your day went and what were the problems and what were the good things. Some projects will have a form for this where you can write down your comments. Write down how much time you are spending on each tool. See how you can improve use of the tools in the future.

This stage is very important because you can notice that you didn’t collect enough information or that you have not been collecting that information the right way. Checking your work while on the job is good because you can fix problems there and then.

**checking your work while
on the job is good**

Once you have done everything expected of you, the next step is to pass on the information you collected including tapes, photos and drawings to the person/partner or organisation you are working with. Remember to also pass on any signed consent forms, CDs and tapes you might have.

Analysis (making sense of all the information)

If you are collecting information for yourself/family/community or project this is the point when you expect to sit and look at all the information that has been collected and make sense of it. This is the stage when you are asking yourself, what does this all mean, what story is coming out when *“I look at what this mob and that mob bin saying?”*⁴⁴

⁴⁴ “I look at what this mob and that mob bin saying” is used here to mean “what different groups have been saying”.

If you are working with a partner, that person or organisation will now look at that information and analyse it to see what it is saying. At this point, you can expect that the person or organisation will ask you what some of the information means and if people said more or what you think. All these questions will help to make that *“story im true and strong one for your people. So you gotta put up with a bit more humbug after.”*⁴⁵ Then it takes a while to get everything looked at and written up.

Writing Reports

You may find you are not ready to write reports or you don't like writing but you can find someone who will help you, but you need to start learning to write your own reports. Practice makes report writing easy in time.

If a partner or organisation is working with you, then they will often do this job. There are different types of reports that can be written up.

1. The first report is called a **Draft Report**. This is the report that is sent around to people to make comments and it might come to you too. This document can be changed, which means some things can change, be taken out or be put in. When this draft comes it is

practice makes report writing easy with time

giving you a chance to check that “that story bin” captured properly and there is nothing left out. You shouldn't look at that report and say, “oh im too big” but ask the writer to go through it and tell you what it is saying. You can ask and see where things are and be comfortable that the report is “taking

that voice, im clear the way people want and expect to them government mob or wherever”.

2. The **Final Report** is the report that is produced at the end when all the comments have been considered and everyone on the project is comfortable that the report is “telling that story right” and all the information is there.
3. The **Feedback Report** is a short report that only gives you the big points in the story. This report can also be called a **Summary Report**.
4. Some projects will also have what is called a **Field Report**. This is a report that tells someone what happened on the ground from who the team was, the tools that are used and what happened with the community.

You must make sure you get recognition for your work. Make sure you discuss and come to an agreement about this at the start. If you don't want your name to be put on the report it is okay to say so too, but if you want your name to be shown, then you must say.

Evaluation

As mentioned before (see section: When can these tools be used?) evaluation comes when you check to see if you got what you wanted. Each time you finish a job you must think about how to learn from it. There are different types of evaluation for a project. When you or people involved in a project do an evaluation, it is called Self-evaluation or community driven or participatory evaluation. Many

⁴⁵ The results will reflect people's views and therefore be more persuasive.

names can be given. People who are involved and have a very close connection to a project know what is going wrong and what is going right.

You will also hear people talk about a **Midterm Evaluation** or review. A midterm evaluation is done halfway through a project, to check that the project is going well. This is like stopping at a garage or at a mechanic's house and checking tyres and oils before you continue on a long journey.

At the end of the project you may find you are asked to be involved in an evaluation. This is often called an **Independent Evaluation**, it means someone else from outside comes who is not connected to the project and has a look at it. The results of this evaluation can affect whether you get more funding in

somebody new looks at something with new eyes

the future or whether the project is continued or stopped. The reason to get someone from outside is that when someone who is not involved in a project looks at something with new eyes they may see what people who are involved cannot see.

You may also be asked to do a post project evaluation by the team leader on your project. Sometimes you might be asked to write down the good things and the bad things about the project. Other times you may get a form like the one you will get from ARPNet (see Attachment C - the ARPNet Post Project Evaluation Form) which asks you to give honest feedback about how things went in the field. This helps give feedback that can be used to support you better and to give you more tools that work for you. When you hear this word evaluation, check to make sure you understand which one it is.

Feedback

One of the big issues raised in many communities is that people come and go. Someone in the community said, *"it is like you have people with a return air ticket to fly in do the work, but never come back"*. If you get involved in a project, you must check to make sure that the project has some money put aside for feedback. If there is money for feedback you will need to make a plan and inform people about the feedback activity as the project is starting. This might take you a day where you:

- *Go around the community telling everyone, make an announcement at community radio, TV or internet.*
- *Leave messages or posters at the clinic, store, school, club, anywhere where people get together. You can also leave posters in the community in places where people will see them*
- *You can also drive or walk around the community on the actual day talking to people. Supermarkets are a good place for you to hang out because many people go there.*

You will also need to prepare something that tells people the big points from the work. It is good to write something short that you can leave with people. At this feedback, you should if your project has some money, provide food and drink during the meeting. Some projects have money and organise a community BBQ.

What can you expect during fieldwork?

Fieldwork means you are on the ground in the community, town camp or out bush at outstation doing some work. You will often be in the community where you live or sometimes you will be in another community in the Top End. You may be unprepared for the challenges in the field. For a start, you are still at home in the community with all the relationships and the humbug that go with it. It means you might be called for meetings, family might fight and bring that fight to you or family and friends want you to do other things while you cannot because you are on the job. It can be that *“wife one or husband one growl you because they are jelousing”*. There can be many problems for you. Some of these are listed below.

Dealing with humbug

When you live in the community, doing this type of job can be really tricky as you will get humbug from family and country man; Otto Campion says,

“Humbug⁴⁶ follows you everywhere sometimes and it messes you up, you can’t work. I tell my team to tell family that we are on the job, I will see you after the job.”

Sometimes, you get *“humbug for car, for cigarettes, for everything”*. When you are on the job you have to learn to deal with humbug.

Sometimes you may hold important positions on different groups and then you get invited to so many meetings, it interferes with your work. When you have this situation, you must talk with your team to make sure the job is getting done while you are away.

**doing this job can
be really tricky**

When things are happening at home that affect your work you will need to speak to your team to let them know and together you can make a plan. Sometimes you might get a bit of time to go and look after things or you might want to continue. Talking with the team is important so you can get some support.

Cultural issues and safety issues

You will have relationships and connections with some people in the community or group you are working with. Safety comes first in this work. You and the organisations or person you are working with must talk about safety. You must talk about some of the issues and what you will do to stay safe. Sometimes this means you cannot talk to an individual or a particular group (payback issues) or be in a particular place. You must let someone know about the problem and be sure other plans are made to ensure that the work continues without putting your life in danger. In many situations where you think there might even be *“little bit danger”* you must ask to work with someone else or must be extra careful.

This has been mentioned before, but it is important for you to tell someone when certain cultural relationships make it impossible for you to interview or talk to certain people in the community because of avoidance relationships or gender or role (senior culture man/woman) or payback issues.

⁴⁶ “Humbug” is used here to refer to situations where family or community members come and hassle someone because they want something, can also be bothering or pestering.

You must let others know about these relationships during the time of making the field plan so that a good plan is made.

Letting people have their own voice or say

While you have the big advantage of being familiar with the country, the issues, culture and people, this can also be a big problem. Making sure that your opinions do not affect the people you are talking to can be a big challenge especially when some people may already know your views. The important thing is that you make sure people know that you want to *“hear their story, not your story”*. You can let them know that you have *“put them views in a box, lockem up and throw away that key”*. It is hard but you must try hard not to show that you agree or disagree.

Moving between languages and changing words to English

You will be able to speak several languages and this is a big advantage for you when you are on the job. But this can be a big problem too, when you have to *“change them words from language to English, it be hard, sometimes maybe change em from language to la-Kriol then English”*. If you are able to repeat what was said to a team member they might be able to help with the translation. If you can't find someone, then write down what is said. Some projects can have money for interpreter from a Community Language Centre⁴⁷.

Living conditions while on the job

You must not think everyone you are going to work with knows community life or understands your situation well. Some might think, as you live in the community you have a good house and a good bed and tucker in your belly. But this is not always true, yes you might have a house but sometimes you might find yourself in *“a sticky situation”*⁴⁸ where you do not have a place to sleep because family comes visiting and you might turn up to work the next day tired. You must remember to talk about this issue as some partners may think since you live in the community you will eat and sleep at home. Sometimes the solution for accommodation is *“a swag”*⁴⁹, or a room, it will depend on how much money is there and if you talked about the issue before the project started. Remember to talk about what you need at the start. You must make your situation clear at the start before you join the project so that your needs are covered by the budget. All projects do not give money for grog or tobacco, but may have money to give you *“a bit of feed”*⁵⁰ during the project.

Work hours

It is important that you know how or how long you will be working and how you will be paid. Sometimes, you are paid after you finish a job, while other times you will be paid per day or for week or for an agreed period. If you are getting paid when the whole job is done be very clear about what you have to do (like number of interviews that you have finished).

Daily rates are set in each organisation, they are not easy to change. You must check how many hours

⁴⁷ Language centre: some communities have language centres e.g. Ngukurr Language centre, Katherine Language Centre or the Yolngu Aboriginal Consultative Initiative.

⁴⁸ “Sticky situation” is used here to mean “difficult situation”.

⁴⁹ A “swag” is a rolled up bed that you carry around when you go out bush or camping.

⁵⁰ “A bit of feed” is used here to mean a bit of food or tucker.

you will work at each project. They may also be different. You must know what you are happy with. When an organisation comes to you and they want to employ you, they may also pay you according to experience. It is good to have all the jobs that you have done before, written down as this shows what you can do. In ARPNet these are called **Job Profiles** and you can put your picture on it if you wish to.

You must also understand how often different organisations make payments. Some pay every week and others every two weeks. Remember, if you want to be paid on time you need to complete all the **paperwork**⁵¹ on time. You must remember to sort out your Centrelink payments too as they may be affected by your job. If you are taking some time off another job to work on the project you will need a letter giving you permission. This letter is called a **Release Letter** and it will make sure you can go back to your old job when the project is finished. This letter is written to your employer and says what you are going to do, what you will be paid for and how long you will be away. You should talk to your employer some time before so you give them time to make other plans while you are away.

Most times, you will find that hours when you are on the job change from day to day depending on the tools being used. For example, ARPNet research practitioners continue to work even after the hours per day are finished as they use every chance they get whatever the place or time. Start and finishing hours are flexible depending on the following:

- How you divide up the work among the team you are working with.
- The length of time you have to complete the tasks.
- Activities and events in the community (sorry business⁵², royalty payments, bush court, opening times for clubs, government visit, footy matches etc.)

Finding people to participate

You will think that because you live in the community or because you know people, it will be easy to get people to participate. No, it is not easy. Each project will have different ways of inviting people to talk. In ARPNet, teams always have someone who is good with mobilizing people. This is a very important member in the group. Another good person to have in the team is someone who speaks many languages. This is important because some of the old people like speaking in language.

Another, very important person to have in a team is someone who is respected in the community because when they are in the team, people listen and come to find out what is going on. When you are in a team you must find out and make sure everyone gets to do what they are strong on. If you find you have someone in the group good at something, this does not mean everyone must stand back and not help, it means that person is leading on that job. In this way people enjoy their time on the project and feel they are doing something they are good at.

To find people you have to visit the key areas (store, clinic, Community Development and Economic Projects (CDEP) mob, Centrelink, ranger mob, club, school or art centre, language centre, church, footy fields) in the community where members would meet or go hang around telling people about the survey and asking them if they want to participate. Go where the people are. Tell people what you are doing and where and when you want to work with them. When you get people to participate you

⁵¹ "Paperwork" is used here to mean invoices or ways that you record your time for payment.

⁵² "Sorry business" is a term used to refer to funerals or related activities.

may need to provide a bit of tucker and a drink or water. You might work with organisations that give the people you work with a voucher/money. Remember don't promise anything until you are sure what the project can give. Projects are different.

Competing events and respondent fatigue

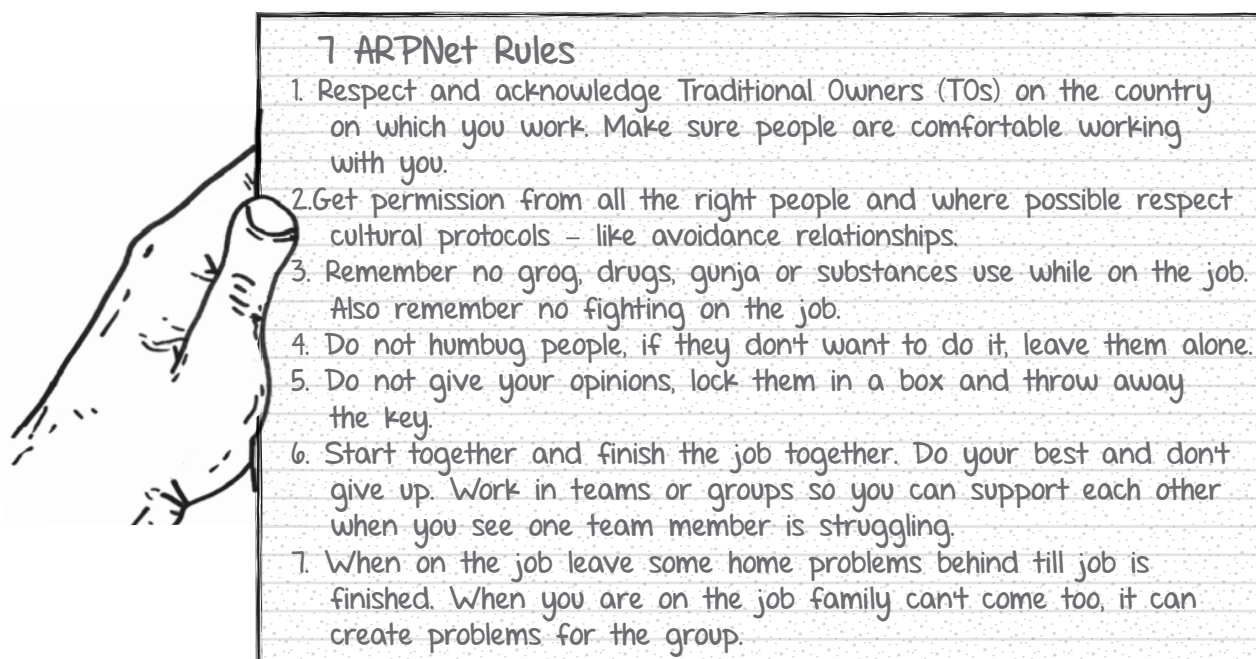
There are many events and other things happening in the community. Meetings, footy matches, hunting and gathering trips, festivals, ceremonies, Centrelink and royalty payment days, festivals and shows, gambling rings and sorry business affect who comes to work with you. This means that you have to compete for people's time. It is good to have a long time to work with people as you should try to *"go with the rhythm of community life"* not try to stop or interfere with activities. But many projects have a short time that they must be done so activities may be done quickly.

Some people or even whole communities can become tired of people coming in and conducting research or evaluation projects with them. People start to refuse to participate and enthusiasm becomes low. This might be a problem for you. In this situation, it might take a big effort to get people to come and be involved. Your job is to let people know that you are there to give them an opportunity to participate, and then people will not be able to say they were not given opportunities to participate.

What is expected of you on the job?

Every job has its rules. You will need to find out the rules for any job you take on. Every time you are in a team, you should sit with others and talk about the rules, add to them and take some out that may not apply. It is important too to know who will make the small decisions and who will make the big decisions. This makes you and other team members responsible to each other.

Over several years members of ARPNet have come up with a rule book which controls how members work on the job. Some of these are listed below:



7 ARPNet Rules

1. Respect and acknowledge Traditional Owners (TOs) on the country on which you work. Make sure people are comfortable working with you.
2. Get permission from all the right people and where possible respect cultural protocols – like avoidance relationships.
3. Remember no grog, drugs, gunja or substances use while on the job. Also remember no fighting on the job.
4. Do not humbug people, if they don't want to do it, leave them alone.
5. Do not give your opinions, lock them in a box and throw away the key.
6. Start together and finish the job together. Do your best and don't give up. Work in teams or groups so you can support each other when you see one team member is struggling.
7. When on the job leave some home problems behind till job is finished. When you are on the job family can't come too, it can create problems for the group.

These rules explain the *"Bininj way"*⁵³ of doing this job in communities and town camps. You will find as you do projects on the ground, you are mixing with the communities and you are also mixing partners and researchers, you are slowly starting to be clear about what is a good way and what is a bad way of working on this job. Rules are made with each project building on old rules and making up new and stronger rules or taking away those that are not needed. Members of ARPNet believe that,

"To be strong one for this job, us mob gotta follow our rules, our own book, because that Balanda one not written for us mob".

You will find that the Balanda rule book (Guidelines for Ethical Research⁵⁴) does not show you a clear way to do things and many of the rules might not apply to you.

When you work with another person/or organisation the relationship between you and them must be clear. You must not think that the other person/organisation knows what you are thinking, it is better to talk about this at the start. In a project you could think of your relationship as;

"Two legs working together in harmony to get you where you are going. When one leg not good, the other leg has to do all the work. Walking on one leg is tough that is why we need those crutches or a stick to help that one leg..., it is good when both legs are working, there is balance and the partnership is good. You watching out for im stone fish" or it be "like wanim crocodile and that little white bird, you must make up your own mind."

developing the 'Bininj' way of doing the job

You can do this by checking with others or asking the partner directly who and how they worked before. You will be working in a *"Bininj way"* when you:

- Show respect for traditions, livelihood and lifestyle patterns and people's choices.
- Make your work schedule flexible to fit in with the patterns of life in a community where people come and go but they are involved in many things.
- You involve as many people as possible in the process and try to make sure that no one is left out.
- Make sure that results come back to the community in a form that you and people can understand what the *"story is"*⁵⁵ and be useful when you need to use them to explain what they are.

There are some very important things that make this *"Bininj way"* stand out as a different way of working. You will notice these things;

- The team should be made up of or include Indigenous people. These can be community based or town camp based, or people from another community who have family and strong connections in that community.
- You set up camp or you come and live in the community where people can find you. You keep an open house where people from the community come and talk and see what you are doing and you are there for a long time.

⁵³ "Bininj way" is used here to mean "Blackfella way" or Indigenous way or Aboriginal way of doing things.

⁵⁴ <http://www.aiatsis.gov.au/research/ethical.html>

- You have local knowledge and experience and know when big things are happening in the community and what to do in different situations. You speak language (languages) and can move between languages.
- You have many connections in the community and can use these if needed to make sure no one feels left out. You know or understand how to operate in a good way that respects culture and are careful to respect “right way and wrong way relationships” or “women and men’s business”.
- You recognize the big responsibility you have on the job and you recognize that what you are doing must mean something for your people.
- You are strong on and have training and experience using participatory tools and are open to learning how to use other methods.
- Give recognition to people giving you information and handle that information respectfully.

You will come to understand that you are part of developing the “Bininj way” of doing the job. But you should see that “Bininj way” does not only mean Indigenous people doing a job, it means Indigenous people are developing ways of working through practice that they believe will more effectively engage people in remote areas and town camps.

How do you get training?

There are many organisations that are giving training to Indigenous people in the Northern Territory and other parts of Australia. You have to look for the best training that suits you. There is credited and unaccredited training. The kind of training for the tools described in the ARPNet Dilly Bag is given through ARPNet. ARPNet⁵⁵ is a network of Aboriginal people, working, learning and growing together. Training⁵⁶ is offered free at least once a year. You will expect to do training in a group with other Aboriginal people with a trainer and experienced Indigenous researcher practitioners’ from ARPNet.

you have to look for the best training that suits you

Training usually takes place over a two week period and it is tough. You should expect to also meet other Indigenous people who have been through the course who will talk to you about the tools.

There are several ways you can be involved in a job that allows you to use some of your new skills. These ways are listed below:

- You can be asked to work on a project by a person/organisation that wants to do something in the community. When this happens you must negotiate an agreement for the job yourself. If you are a member of the ARPNet, then someone in the ARPNet office will help you to negotiate.

⁵⁵ ARPNet Poster (see Attachment A).

⁵⁶ You can put your name up for the course to someone at ARPNet or you can write and or call the ARPNet office at Charles Darwin University at this telephone number : +61 8 8946 6413 or send an email to this address: arpNet@cdu.edu.au

- You can have an idea for a project and ask someone (you can ask ARPNet if you are a member) to help you develop it and look for money for you to do that project. This project can be done through your community, association or clan group.
- If you are a member of the ARPNet, then the office may find opportunities for jobs for you. You must remember, this is only possible if you have good communication with the ARPNet office. Every time your telephone number changes you must let the office know.

ARPNet members have several roles and responsibilities in a project. So you can expect to be involved in projects with partners or projects you develop yourself. In these projects there are many opportunities for jobs (see the Figure 9 below).

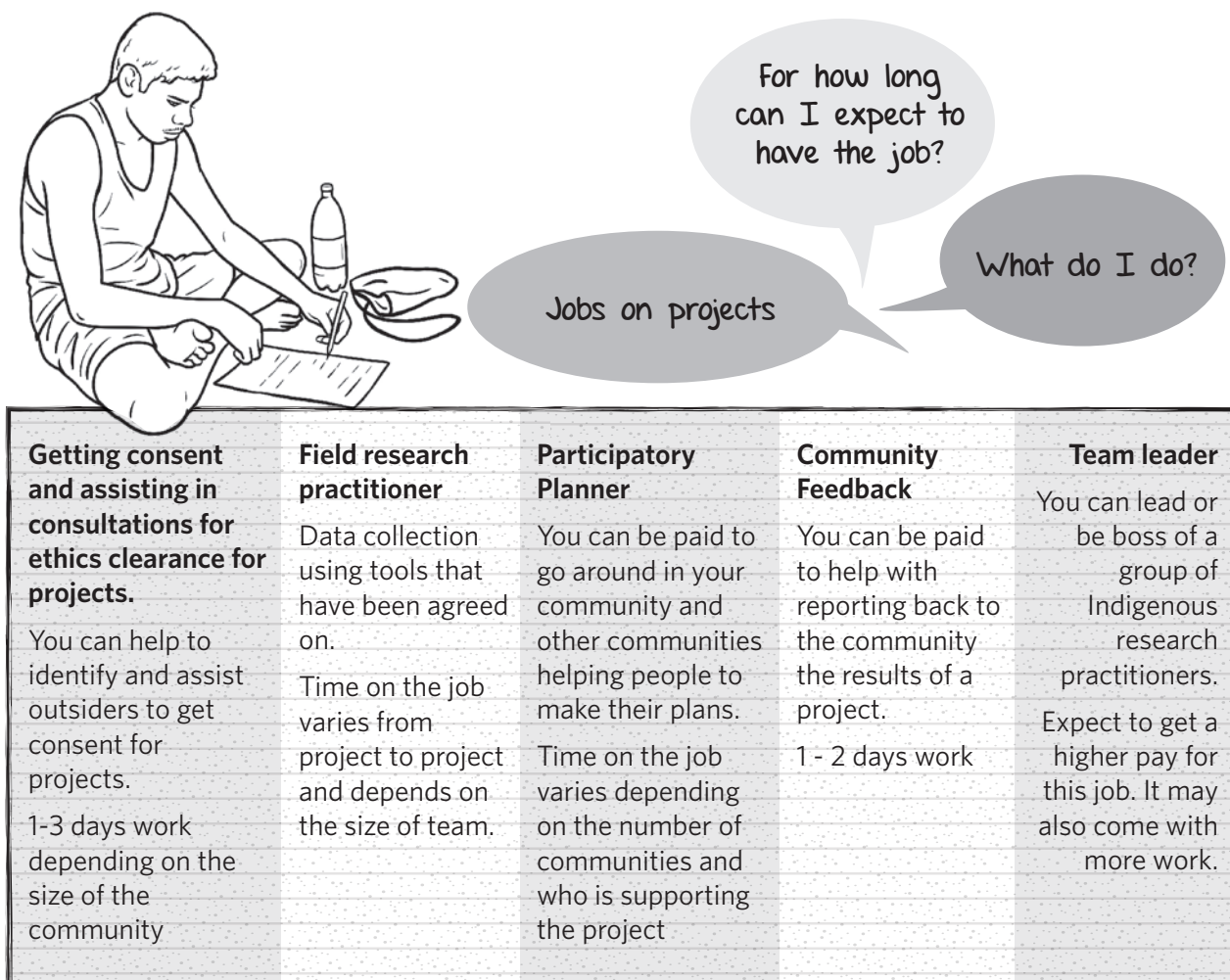


Figure 9. Ideas about the types of jobs you can do when you know how to use the tools.

To make sure there are no problems you should always get advice from somebody before agreeing to anything.

Where do I get more information from?

There are many books and manuals that give you more information on tools and how to use them. These are books you might find in the ARPNet office or in the library. Some of these are listed here:

Arnstein S, R. (1969). **A Ladder of Citizen Participation**, JAIP, Vol. 35, No. 4, July 1969, pp. 216-224.

Chambers R. (2002). **Participatory workshops: a source book of 21 sets of ideas and activities**, Earthscan, London UK.

Hunter-Xenie and Sithole with others (2012). **Networking for change, Experiences of the ARPNet**, ISSRM Conference, Edmonton, Canada.

Laycock, A. with Waker, D, Harrison, N. and Brands J. (2011) **Researching Indigenous Health - a practical guide for researchers**, The Lowitja Institute.

Ninti One and Cooperative Research Centre - **Remote Economic Participation** web pages; www.nintione.com.au/http://crc-rep.com/

Pretty J. Gujit I, Thompson J and Scoones I. (1995). **Participatory learning and action, A trainer's guide**, IIED, London, UK.

Sithole B. (2002). **Where the power lies: Multiple stakeholder politics over natural resources: a participatory methods guide**, CIFOR, Bogor

Vermuelen S. (2005). **Power tools: Handbook to tools and resources for policy influence in natural resources management**. IIED, London, UK

Wadsworth, Yoland (1997a). **Everyday Evaluation on the Run** (2nd edn), Allen and Unwin/Action Research Issues Association, Sydney.

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Walsh F. and Mitchell P. Eds. (2005). **Planning for country: cross cultural approaches to decision making on Aboriginal lands**. Jukurrpa books, Australia

Wollenberg E with Edmunds D. and Buck L. (2000). **Anticipating change: scenarios as a tool for adaptive forest management - a guide**, CIFOR, Bogor, Indonesia.

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North Australian Indigenous Land and Sea Management Alliance. (2004). **Report of NAILSMA Forum**. NAILSMA, Darwin.

Sithole, B., Hunter-Xenie, H. & Dunnett, D. (2009). **Research as opportunities for aboriginal engagement: A case study of the aboriginal research practitioners' network**. *Learning Communities: international journal of learning in social contexts* December, 62 - 85.

Smith, L.T. (1999). **Decolonizing methodologies: Research and Indigenous peoples**. London: Zed Books.

Networking for change in Northern Territory, Australia.

"ARPNet gives us Indigenous mob a voice. A strong voice to go back to that government. These ARPNet, they are doing important work for us."
(Pers. Comm., 2011)

Over the last few years there have been growing calls by grassroots Aboriginal people to get involved in the delivery of research (NAILSMA, 2004; Sithole et al., 2009). Current experience of research delivery in Northern Australia is that Aboriginal people are the subjects of research and actual delivery is dominated by outsiders and academics (Henry et al., 2004, and NAILSMA, 2004; Tuhwai Smith, 1999). The Aboriginal Research Practitioners' Network (ARPNet) was established in 2007 by Aboriginal people from areas across the Top End, Northern Territory of, Australia. ARPNet addresses some of the elements of the current critique of research and development delivery in Aboriginal communities and provides engagement through much needed short term employment (Gorman and Vemuri, 2012; Garnett et al., 2009; Sithole et al., 2009).

Aboriginal research practitioners

Strengthening local capacity to engage in research requires investment in training. Training is done in *"continuous and incremental training steps"* including training courses, project specific training and ongoing field mentoring (see Figure 1 below). The most important step in the training is to create as many opportunities as possible for *"training on the job"* but the success of ARPNet in tendering for the jobs is variable, good in some years and bad in others. As participatory research practice is fairly new in the Northern Territory research practitioners have found themselves at the forefront.

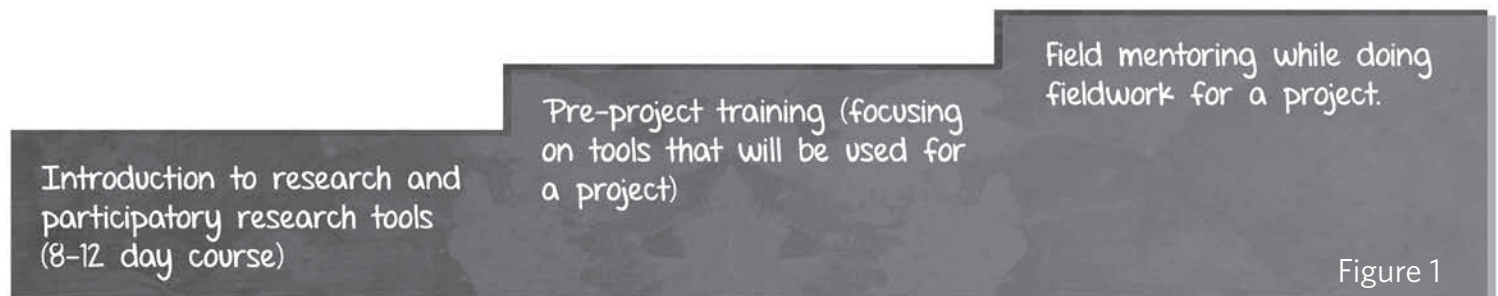


Figure 1

Researching with Aboriginal people -the *Bininj* way

The experiences of ARPNet demonstrates that involving communities has a significant impact on the quality and uptake of research. There are many outcomes when people are engaged (see Figure 2, top right). It validates the research process while forcing real commitment from government and NGOs to grassroots informed development.

For ARPNet there are also outcomes at a personal level as members talk about *"having the trust from the people"* and *"talking up for their people in the language of the researchers"*. Communities see ARPNet research practitioners as counter to the current and past research experience dominated and driven by outside interests. Feedback from stakeholders about ARPNet underline the significance of Aboriginal involvement on many levels,

"No other group had a research team who live in the community (or have close ties with the community) with the skills, experience and understanding of what the project involves and the work strategies needed to get the job done. It was those family links and connections that

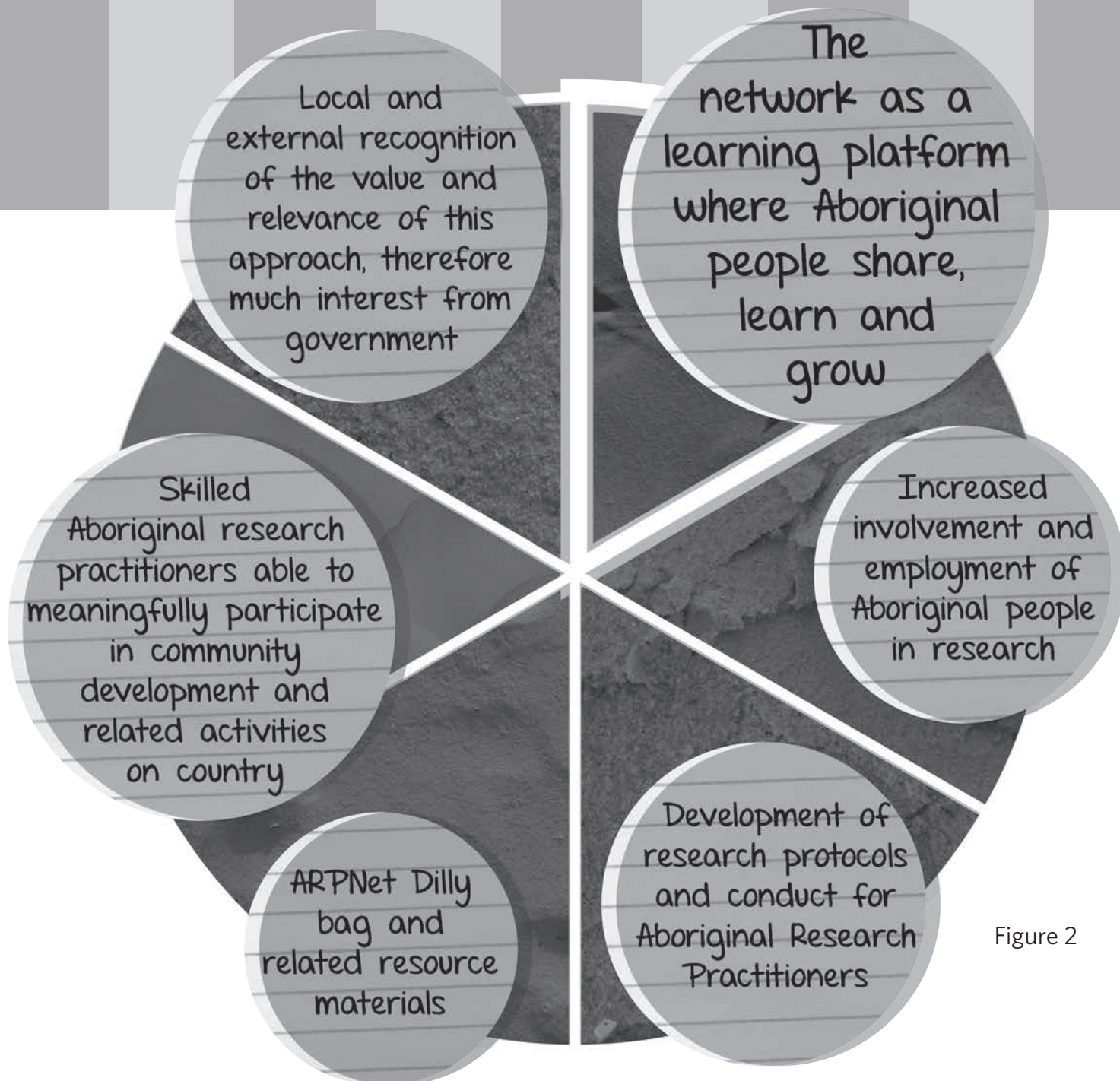


Figure 2

generated the interest and commitment on the ground. Without the ARPNet approach I don't think we would have ever gotten to undertake the research in X!" (Pers. comm, 2011)

ARPNet is still young and prospects for the future are good since Australian government policy is now more focused on finding meaningful ways of engaging. There are still some challenges for the Network. There is still a high level of political and institutional inertia - a reluctance among some agencies to accept that Aboriginal research practitioners are effective deliverers of research and that what is produced is credible. Another big challenge is the effect of welfare policy on level of participation. Current provisions of the welfare system create many disincentives for Aboriginal people to get employed.

Networking for change

The network is a platform where Aboriginal people come together to learn, work together and grow. It is the place where tools are getting adapted, where new research practice is evolving and Aboriginal research practitioners are finding their voice again. It is a place for "*Blackfella dreaming*".



ARP Net

Aboriginal Research Practitioners' Network

TALENT RELEASE FORM

To be able to use your photograph, image, words, artwork or audio-recording (the "talent") we need your permission. Wherever possible, the Aboriginal Research Practitioners' Network (ARPNet) will be understanding of cultural, family and personal sensitivities.

If you do not wish your photograph, image, words, artwork or audio-recording to be used or are under the age of 18, please let us know.

You have granted ARPNet and its representatives, employees, agents and assigns, the irrevocable and restricted right to use, reproduce and publish:

- the photographs taken of me, including my image and likeness as depicted therein
- the statement or testimonial made by me
- the artwork made by me
- the video/audio recording made of me

for editorial, trade, advertising or any other purpose and in any manner and medium, to alter the same without restriction. I hereby release APRNet and its trustees, officers, employees, agents, legal representatives and assigns from any and all claims, actions and liability relating to its use of said photographs, statements, testimonials, artwork, or video/audio recording.

I (Name) have read the above statement.

Signature Date

Best contact (Telephone or address)

If under 18 signature of parent/guardian:

Signature Date

ARPNET POST PROJECT EVALUATION FORM

How happy were you with the project?

How happy were you with the pre-project training?

Would you do a project like this again?

How comfortable were you with the subject of the project?

How happy were you with the tools you were using on the project?

How happy were you with the team or group work?

How happy were you with the length of the job?



How happy were you with the project management?

How happy were you with the leadership on the project?

How happy were you with the administration and support you got for organising money and Centerlink?

How happy were you with the arrangements like food, accommodation or travel when you were in the field?

How happy were you with the logistic support and coordination of activities on the project?

How happy were you with the support (mentoring) given when you were on the job?

How happy were you with the communication on the project?





Focused Group Discussions



This card tells you what to do when you decide to use Focused Group Discussions to talk about an issue, an activity or a place. Focused Group Discussions are one of the tools put in Group 1 (see Figure 2 of the Field Guide for suggestions on which tools work well together). You use Focused Group Discussions when you want to get an opinion from a group.

To use this tool well you must think about the following:

You should have a list of questions ready (you can get questions from the project). You should ask the same questions if you are working with different groups. The group should not be too big (2 – 8 people) so that everyone can get a chance to speak (see the illustration to see what a group might look like for this activity).

You should think about what kind of group you are talking to and can say what group of people it represents (like women, men, old people or kids if this information is needed). All opinions are important and should be recorded. Make sure you look around and ask everyone if people want to make a comment.

Team: You can use this tool alone or when you are working in a team. If you are working in a team you can agree that one member can ask the questions and the other can write the notes.

What to bring: You must bring pen and paper, a camera or tape or video recorder if you have it. You should bring a bit of tucker and drinks for everyone you are meeting with. If you take videos, photos or make voice tapes, you must remember to bring Consent Forms with you.

Where to do this: You can have a Focused Group Discussion anywhere, where people are comfortable and can have a yarn.

Suggestions for steps you can follow:

1. Get everyone together and make sure they are comfortable.
2. Introduce yourself and tell people what you are doing.
3. Sit down use your list to ask questions (you can get the list from a project). You don't have to ask the questions in order. Follow up on some questions to make sure you are getting a strong story.
4. Watch out for who speaks and who does not. You will also need to watch out for the body language in the group. Give those who are not speaking a chance to speak by asking simple questions like *"what you mob say to that?"* or *"Do you agree with this?"* or *"What is your opinion?"*
5. Start to write down what people are saying or record as soon as people start talking. Remember to write the date, place, size and nature if this is needed.

Suggestions for what questions you can ask?

All the projects will come up with what questions they want you to ask. You should try to think of these questions in language because this makes it easier when you are on the job. Some of the questions might be the following:

- What do you think about this?
- Are you speaking from your own experience or knowledge of this?
- Would you say everyone feels the same about it?
- Why do you feel like this? Have you always felt this way?
- Is there anything else you would like to add to what we discussed here today?

You must make these questions fit what you want to find out. Remember these questions are not in order. The answer you are given tells you which follow up question to ask.

Problems with the tool

Getting everyone involved or participating might be hard. Sometimes in a group there can be a problem if one person or two people are the only ones talking all the time. If this is the situation, then this tool is not a good choice.

Keeping up with talking while you are writing things down can be hard like Otto Campion found out:

"I was talking to these two old men, they bin get excited and start talking, this one talking and the other talking, I am trying to write everything down as fast as I can, then I go ah you mob gotta slow down, I can't keep up ..."

Sometimes people talk too fast and you cannot keep up, ask them politely to slow down.

What you do with what you collect?

While you are conducting an activity you must look at the group involved, you will see many things. You will notice the following:

- You will see who speaks and who does not speak.
- You will notice the body language.
- You will notice the silence when certain subjects are brought up.
- You will notice emotions.

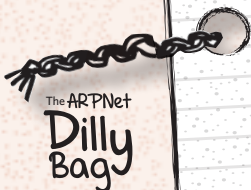
All this is important for you to notice and you must write it down and you should follow it up with more questions. You must look at the information and write down what the common issues are that most people were talking about, you must also look to see what issues people did not want to talk about or feel uncomfortable about. How long and how many people keep talking about an issue tells you a few things especially how important people feel about that issue. If you hold many group discussions in the same community, try to ask the same questions, this helps when you look at differences between opinions of the groups.

Always remember!

Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Key Interviews



This card tells you what to do when you decide to use a Key Interview to find out more about an issue. Key Interviews are one of the tools put in Group 1 (see Figure 2 of the Field Guide for suggestions on which tools work well together). You use a Key Interview when you want to get an opinion of an individual.

To use this tool well you must think about the following:

You should have questions ready (you get the questions from the project). You will need to use the same questions with everyone you interview.

- Key persons hold information or are in a key position. You will need to start by finding out who these people are. Sometimes they may only be comfortable talking with family or friends present (as shown in the picture above).
- In sensitive situations, cultural situation (avoidance relationships or payback) or situations where you suspect that there might be jealousy you must be careful to avoid dangerous situations or find a safe way of working around it.
- The issue you are talking about should be clear to avoid confusion.
- All opinions are important and should be recorded. Keep information safe.

Team: You can use this tool on your own or if you are part of a group.

What to bring: You must bring pen and paper, a camera or tape or video recorder if you have it. You should bring a bit of tucker and drinks for the person you are meeting with. If you take videos, photos or make voice tapes you must remember to bring Consent Forms with you.

Where to do this: You can conduct a key interview anywhere (in a building, outside on the footy field, outside the supermarket, while fishing or collecting, on the telephone or internet (email)).

Suggestions of steps you can follow:

1. Make appointment with the key person to meet at a place where the person is comfortable (see picture to see what a Key Interview might look like).
2. Ask the key person questions that you have on your list. You must follow up with more questions if you are not clear about an answer or a point of view.
3. Write down or record the answers as the person is talking. Do not wait till the end. Remember to write down the date, place and status of the person you are interviewing if this information is needed.

Suggestions of questions you can ask?

All the projects will come up with what questions they want you to ask. You should try to think of these questions in language because this makes it easier when you are on the job. Some of the questions might be the following:

- What do you think about this?
- Are you speaking from your own experience or knowledge of this?
- Would you say everyone feels the same about it?
- Why do you feel like this?
- Have you always felt this way?
- Is there anything else you would like to add to what we discussed here today?

Remember these questions are not in order. The answer you are given tells you which follow up question to ask. Remember, you must change these questions to suit what you want to find out about.

Problems with the tool

You might find that getting all the key people to talk might be difficult. Some only want to talk about one thing or issue, some may be too angry about the topic to answer all or any of your questions.

Keeping the talking going while writing things down can be hard. If you are using a recording machine remember to get Signed Consent at the start. You can just keep talking as long as the person is happy and want to talk some more. You can also stop if the person gets tired or busy. You can plan and come back another time.

What to do with the information you get?

It is always good to put the 'actual' statements down (writing exactly what they said) so people can see their voices recorded so people can **"tell that story one themselves"**. There are many ways to look at this information. Some simple ways are described here.

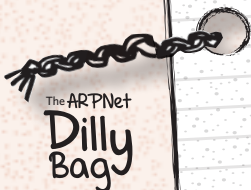
- You can count how many of the comments were positive and how many were negative.
- You can count to see how many key people were giving answers that were similar and answers that were different.
- You can also see what were the big things and the small things by the number of times the key people raised the issues or the amount of time they spend discussing it.

Always remember!

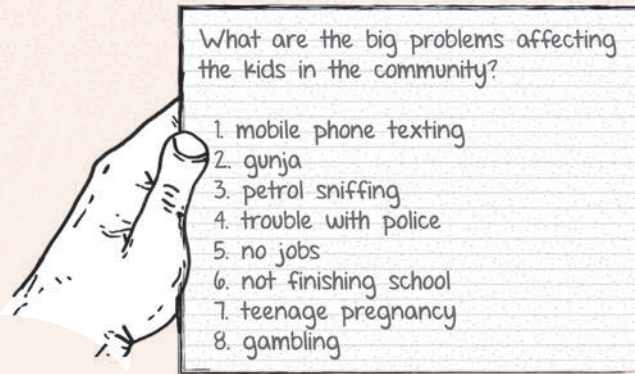
Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require Signed Consent for doing recordings.



Checklist



This card describes what you do when you decide to use a Checklist. Checklists are one of the tools put in Group 1 (see Figure 2 of the Field Guide for suggestions on which tools work well together). You use this tool to make a list of issues, people or places, or projects.

To make a good list you must think about the following:

You should have questions ready (you get the questions from the project). You will need to use the same questions with everyone you interview.

- You will need to make a list from talking with as many people as possible, the more people you speak to the stronger and more complete the list (see the example above of a Checklist affecting kids in remote areas).
- You must check with key people to make sure the list is as complete as can be.
- You must look to see if there is a way to arrange the list or put things in groups or in some order.

A checklist is important because it allows you to make sure you are including everyone or covering as many issues or opinions as possible.

Team: You can use this tool alone or when you are working in a team.

What to bring: You must bring pen and paper, a camera or tape or video recorder if you have it. You should bring a bit of tucker and drink for the person you are meeting with. If you take videos, photos or make voice tapes you must remember to bring Consent Forms with you.

Where to do this: You can do this, wherever you find countryman¹ who are willing to talk. You can even use this tool while you are busy doing other activities like going fishing or hunting.

Suggestions for steps you can follow:

1. You must use your list of questions to talk to as many people as you can find. These can be individuals or groups.
2. Write each answer on a separate card and stick it on a wall or any surface available where people can see it (if you are working in a group).
3. You must look to see if there is a way to organise the list or put things in groups or in some order.
4. Read out loud and look at all the cards you have to see if anything or anyone was left out.
5. Check with some key people to make sure the list is as complete as it can be.

¹ Countryman is used here to refer to Indigenous people in general.

Suggestions for what questions you can ask?

You must be clear about what you want. Usually for this tool, you only need to make 1 question that you ask everyone. Remember for a Checklist you are only getting a bit of information that you need to use to get more information. You are not trying to go very deep at this point, because you are only just scratching the surface. You want to get an idea. You must keep this question very simple and general.

The question itself depends on what kind of list you are trying to make. There are many different kinds of lists. You might make a list of key people in the community, the question will be different. You might make a list of places, the questions changes again, even when you want to make a list of problems or issues that question changes too. Depending on what the list is for, here are some possible questions for making different lists. If you want to get a good list, you must speak to as many people as possible.

People	Places	Issues	Activities
Who is the key person in this community for [development, culture, country, politics or working with them kids etc.?	What are the places important to you for [name the purpose for example for hunting, for problem on country etc.?	What are the big issues for you [in your family, community for women, men, kids or service providers?	What activities (you must specify what kind) are taking place in this community?

Problems with the tool

The list can be too long and this can make it difficult to use.

What to do with what you collect?

There are many ways that you can look at this information. Some simple ways are described here.

- You must sit down and go through the list that you made from talking to everyone.
- You must look at the list to see if there is a way of organizing the list. Look for the following:
 - Things that are similar,
 - Things that are connected,
 - Things that stand out,
 - Things that are common, and
 - Which group raised the issue or mentioned the things.

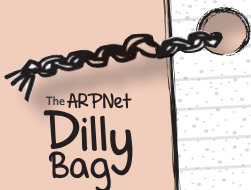
You must look through the list to see which answers come together and which are not. If your answers are written on bits of paper or colored paper then you put them into groups according to whether they are talking about the same things or not. At the end you will have different parts of your wall with bits of paper stuck on in groups under different ideas. The short list becomes the new list.

Always remember!

Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Questionnaires and Surveys



This card tells you what to do when you decide to use a Questionnaire or a Survey Form. Questionnaires are one of the tools put in Group 1 (see Figure 2 of the Field Guide for suggestions on which tools work well together). A Questionnaire or a Survey Form has a list of questions that someone has made which make it possible to ask many people the same questions. The Questionnaires also tells you how to record the information. There are many different kinds of Questionnaires and survey forms. Some Questionnaires or Surveys are online and can be done on a computers or iPads and some are on paper. Questionnaires can be simple or they can be difficult to conduct. They usually come written in English (sometimes they can be translated into language). You usually get some training on how to use the Questionnaire or Survey Form before you go out into the field.

At the training you would expect to do the following:

- Understand why they are collecting the information for the Questionnaire or the Survey.
- Practice asking the questions in the Questionnaire or Survey Form. You can make a comment about questions that you are not comfortable to ask and also say which questions are hard for you to understand. You can comment on how long it takes to ask the questions.
- You would also have tried to think of the questions in language in case you meet someone who does not speak English.
- You would understand how many of these Questionnaires or Survey Forms need to be completed and what to do when they are completed.
- You would know if something is being offered to people who complete surveys (like vouchers).

Once you complete a Questionnaire or a Survey Form remember it is private, you cannot leave it lying around, it must be put in a safe place so family or other people cannot see it.

Team: You can use this tool alone or conduct questionnaire interviews in a team.

What to bring: You need to carry enough Questionnaires or Survey Forms with you, pens and paper. If you are doing an electronic survey you will need to take a fully charged computer or an iPad with you. You may need glasses to help you with reading (talk to the project about this). If you are doing telephone interviews make sure you have enough credit.

Where to do this: You can conduct Questionnaire interviews in most places as long as people are comfortable (see the drawing that is showing a person doing a questionnaire interview). You will need to be careful about cultural issues (Payback, avoidance relationships) and jalousing when choosing where to do the interview.

Suggestions for what steps you can follow.

1. You must decide on how you will find people (If you will invite people to a place or you will go).
2. You must have enough copies of the Questionnaire or Survey Form ready and numbered.
3. You must decide how you will conduct/do the Questionnaire or Survey Form (you can choose to do face to face, groups interviews or you will drop off the forms).
4. You must check each completed Questionnaire or Survey Form and make sure all questions have been answered.
5. You must check the number of completed Questionnaires or Survey Forms regularly to make sure you meet your personal or team targets.
6. You must write down any problems or issues that come up as you are doing the Questionnaire or the Survey.

It is very easy to use this tool if you take time to practice before hand.

Suggestions for what questions you can ask?

A Questionnaire or Survey Form comes with the questions already listed for you to ask. If you plan to speak in language then you must look at the questions carefully. Check that your translation is good.

Problems with the tool

The Questionnaire or Survey Form can be too long and take up too much time. People may walk away before they finish answering or they may refuse to answer any more questions. If this happens there is nothing you can do.

Some questions may be difficult to translate to Kriol or language. You must try to think about this carefully because a wrong translation can produce a bad or a wrong answer. Some questions may not be good (inappropriate) and people might refuse to answer them, this is ok. In that case you can skip and continue with other questions. We call this an incomplete questionnaire because all the questions are not done.

Some Questionnaires or Survey Forms have questions that other researchers might have asked before at a different time for a different project. This can make people angry because they feel that they are doing the same things over and over again. If they refuse to answer you must respect their decision.

What to do with the information you get?

Normally you will not be asked to look at this information, someone else will do this for the project and may use a computer program. You can be trained to put this information into the computer. This is called Data Entry.

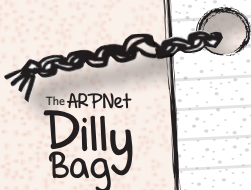
You will be asked to explain some of the information that might be on a questionnaire. You will be asked to explain some of the problems you had using the tool and what people thought about it.

Always remember!

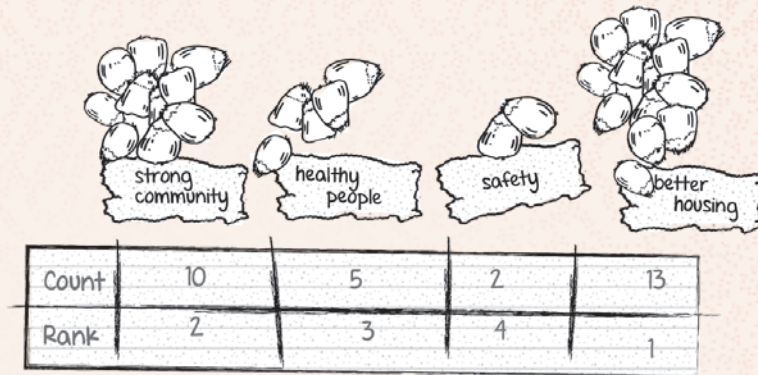
Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Participatory Ranking



This card tells you what to do when you decide to use Participatory Ranking. Ranking is one of the tools put in Group 2 (see Figure 2 of the Field Guide for suggestions on which tools work well together). You use Ranking when you want to compare issues and understand how different things are.

To use this tool well you must think about the following:

- You will need to use good (appropriate) counters. These should not be too small because the kids could swallow them, or too round that they will move around or roll away.
- You must arrange for people who have knowledge of the issue to be involved. You must be aware of how many and who is in the group participating (like whether they are male, female, young or old – in case you are asked to give this information).
- Use the same list for every group you repeat this activity with.

Team: You can use this tool alone or when you are in a team. If you are in a team, one member can get the activity going while the other asks questions and writes what people say.

What to bring: Permanent markers, pieces of paper or cardboard or paper (if a nice smooth floor you can use chalk but be aware some people may have allergies). Bring enough counters. You will need a shopping bag full. You will also need to bring a bit of tucker and drinks for you and people involved as this activity might take a while to complete. If you bring cameras and recording equipment remember to bring Consent Forms.

Where to do this: For this activity it is best to do it on any flat ground (floor, pavement, lawn or on an unused road) where you can lay your paper and counters down. You will want a big enough space so people can walk around and feel comfortable doing this activity.

Suggestions of what steps you can follow:

You will need to ask questions to get a list (you can also get the list from doing a Checklist, a Key Interview or a Focused group discussion or the project you work for gives you one).

- Write each idea (one or two words) on a paper or card board and place it on the ground.
- Put these cards down in a line so that they make a list. Make sure to leave enough space between the cards so that the piles will not overlap.
- Read the cards out loud so that everyone knows what is written.
- Ask people to look at each card and show you what they think by making piles to show differences. *“Big mob pile means big issue/problem/big success or a lot and small mob pile means small issue/problem or small success or few”*, then step back and watch them do it. The meaning of the size of pile depends on what you are doing.

- Ask why one pile is big mob and another is small mob. Write down or record what people say when they are doing the Ranking (see the example provided of Ranking produced during training. In this example you can see what information you put on the cards and where the piles go).
- When you see that people have finished the task, look at the piles again and check if the different sizes on the piles show the story people want to tell.
- When the talking stops, make sure you ask if people are happy with the size of each pile. You can now count and record what you see.

Suggestions of what questions you can ask?

The question here is *"how does this compare to that one?"* Ask why one pile is bigger than the other. Once the activity starts you can continue to ask the questions like *'Is it really that big or small?'* or *'Is it really the case?'* Repeat the question for a few of the issues and give people time to think and talk. Remember these questions are not in order and you must change them to fit the job you are on.

Problems with the tool

You should not to have a long list. You should really try to compare 4-6 issues as people are alert and there is a good discussion. Counting must only take place when the Ranking is complete, and where possible take a photo of the finished activity as a record.

Make sure you understand what big mob and small mob mean to the people.

What to do when you have the data

If it is a *'big one'* the number of counters or pile will be big, *"if it is small one"* the number will be small. You can give ranks (number 1 starting with the big one till you end with the small pile). The example in the picture is of a simple ranking that shows you where the information you collected goes. You can see just by looking at the piles that people want housing. The number of ranks depends on how many things you were looking at.

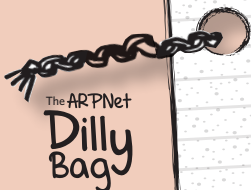
If you repeat this activity with many groups you will end up with many numbers. For Ranking with different groups use the same list because then it will be easy to make a story about what many people think about the same issues or activities. People are only comfortable doing Ranking of those issues or changes that they themselves identified.

Always remember!

Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Participatory Matrix



This card describes what you do when you decide to use Participatory Matrices to make connections between things. Matrices are one of the tools put in Group 2 (see Figure 2 of the Field Guide for suggestions on which tools work well together).

There are many different Matrices you can make. You must decide on which one. If you want to look at change over time and to show the amount of change with numbers you need to use good (appropriate) counters. These should not be too small because kids could swallow them, or too round because they will move around or roll away.

- People must have high familiarity with the issue and be able to talk about the different time periods.
- You must be aware of who is in the group (in case you are asked to, you must count the number of people involved and indicate whether they are male, female, young or old).
- Use the same list for every group you repeat this activity with.

This is a good tool to use with old people because they like to “*have a yarn*” and they are happy to look back and think about changes from the past.

Team: You can use this tool alone or when you are in a team. If you are in a team, one of the team can get the activity going while the other can ask questions and write what people say.

What to bring: Permanent markers, pieces of paper or cardboard or paper (if there is a nice smooth floor you can use chalk but be aware that some people may have allergies). Bring enough counters (seeds or stones, pebbles, beans, shells or Pandanas seeds). You will need a shopping bag full. You will also need to bring a bit of tucker and drinks for you and people involved as this might take a while to complete. If you bring cameras and recording equipment remember to bring Consent Forms.

Where to do this: For this activity it is best to do it on any flat ground (like a floor, pavement, lawn or on an unused road) where you can lay your paper and counters down. You will want a big enough place (space) so people can walk around and feel comfortable doing this activity.

Suggestions for what steps you can follow:

1. Get an individual or a group to conduct the activity with. Agree on a location that is comfortable to all. Remember to write how many people there are and if they male or female, young or old (if this information is needed for group activities).
2. Arrange the paper or cards across and down like “*a crossword puzzle*” so everyone can see what has been written. Make sure to leave enough space between the cards (see the example of a Matrix drawn in a training workshop where you have a list of problems at the

top and the places where the problems are found on the list coming down. That's how you should talk about what is in the list across and what is on the list that is going down).

3. Read the cards out so that everyone knows what is written on them.
4. Start by talking a bit, so you are sure people understand what you want them to do.
5. You must ask questions so you understand all the connections between the cards.
6. Record what people say when they are doing the Matrix, it is important.

If you decide to do a Change Matrix, then you must go further and ask people to show you how much change they feel has happened by putting "**big mob counters for big change and small mob counter for small change**". Come back and look at the piles and then start to ask questions about why some piles are bigger than others. Write down what people say. You can now start count what is in the piles. Remember to record what the Matrix has.

Suggestions for what questions you can ask:

You must use the same list if you do this activity with many groups. These are the questions you might ask when you want to connect issues with a time period:

- Is this and that connected?
- Has there always been a connection?
- How big is this connection?
- Does everyone see the connection?
- Have these connections changed?

Problems with the tool

You will find that 4-5 issues is a good size list for a Matrix, any more and people get tired and the discussion takes too long.

When people talk, you will find that they will move between issues because many times things are not so easy to explain (because they are quite complicated) and there are many connections which outsiders sometimes miss.

What to do when you have the data

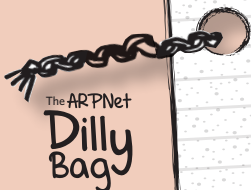
With this tool you will be able to show how things are connected. You should now copy the Matrix from the ground into your notebook. When you look at the example of the matrix you see here, you see by looking at the piles that gunja is big mob problem in the family but grog is big mob trouble in the town.

Always remember!

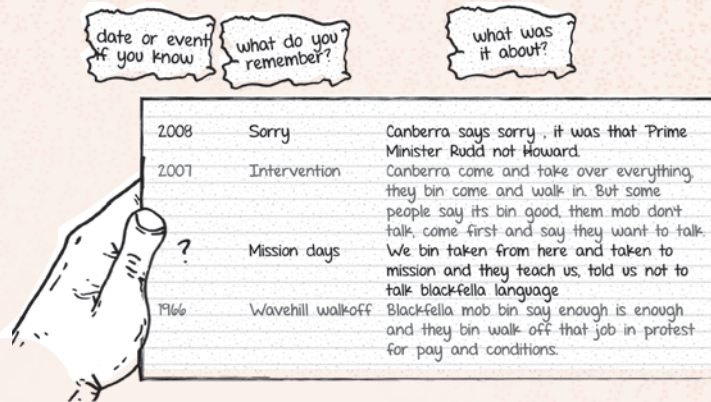
Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Calendar or Timeline



This card describes what to do when you decide to use a Calendar or Timeline to find out more about what happens when or what people do or feel at different times in their lives. A Calendar and or a Timeline are part of a Group 2 tools which work well together (see Figure 2 of the Field Guide for suggestions on which tools work well together). The Calendar or Timeline can be done day by day, week by week, season by season, event by event or year by year.

To use this tool well you must think about the following:

- You must involve people that live in a place most of the time. Young people will not be able to talk about times before they were born or people who move in and out of the community might not have information for times when they were away or absent.
- An individual or a group can be involved in this task.
- You must be aware of who is in the group (count number of people involved and whether they male, female, young or old – if this information is needed). Try to keep the group small so that everyone can see what is going on and they will get a chance to speak.
- It is best to have or talk through an example to show what you want to be done.

Team: You can use this tool by alone or when you are in a team/group.

What to bring: You must bring permanent/white board markers, your notebook, pen and butcher's paper, a camera or tape or video recorder if you have it. You should bring a bit of tucker and drink for the people you are meeting with. If you take videos, photos or make voice tapes bring Consent Forms with you.

Where to do this: For this activity it is best to do it on any flat ground (floor, pavement, lawn or on an unused road, board) where you can lay your paper and counters down. You will want a big enough space so people can walk around and feel comfortable doing this activity.

Suggestions for steps you can follow:

1. Plan to talk to an individual or a group.
2. You must first agree about time period to use (this can be decided by the project or you must find out from the community). Once you have the time periods then you must use the same time periods with all other groups.
3. Have your questions ready (you get these from the project) and ask them for each time period. Do not skip time periods.
4. Write down all the answers or record with equipment you have. You will need to get Signed Consent. You must check with your project.

Suggestion for what questions you can ask?

For a Calendar or Timeline the questions you ask are simple. You want to ask the following questions;

- What happens at a certain time, or how do people feel at a certain time or what is found at a certain time?
- Why are things or issues seen in a different way at different times? How do different people see things ?
- Are things changed/different or has it is always been like that?

Remember these questions are not in order and they must be changed to fit what you are working on.

Problems with the tool

Too many issues or things put on the Calendar or Timeline can be very confusing, so be very clear on what story you want the tool to show (see the simple timeline prepared as part of training showing part of the memories shared by Cherry Daniels who was talking about government control of indigenous people).

What do you do when you have the data?

There are different ways to write up what people say to you. Some people might use a painting to tell that story, some might write words to explain what is going on. You must decide how you want to show this information. If you have collected information for many Calendars or many Timelines with many groups then you must take all the information and write it up on one big Calendar or on one long Timeline.

What does this information mean?

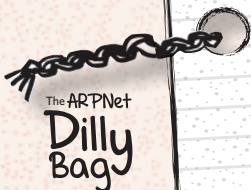
With this Calendar or Timeline you can answer a few questions explaining what happens during a time period or how people felt about an issue at a specific time. You can also see how opinions/preferences and ideas change from time to time using a Calendar or through a Timeline.

Always remember!

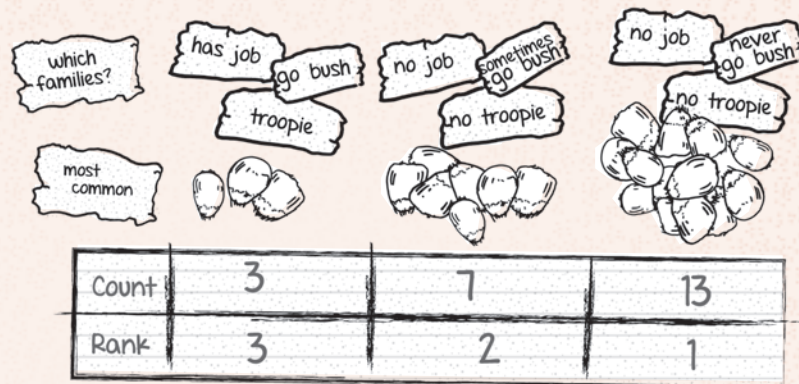
Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Wealth Ranking



This card describes what to do when you decide to use Wealth Ranking to understand the socio-economic status and wellbeing within a family, group, clan, community, or area.. This tool is one of the tools in Group 2 that work well together (see Figure 2 of the Field Guide for suggestions on which tools work well together). Asking the question about wealth and wellbeing is not easy especially if people are uncomfortable talking about it. It is also important to understand that many people have their own meaning of wealth and wellbeing.

To use this tool well we must think about the following:

- You will need to ask as many people as you can to explain what wealth or wellbeing means to them? This you can do using Key Interviews and Focused Group Discussions. You may also get this meaning from your project.
- You will need to pull out of these answers what the big things/reasons are that people use to say you are well or that you are wealthy and if you are not well or not wealthy. You can create some Checklists.
- You will need to ask follow up questions to know what these big things are for different people and use these to make groups.
- Use the same indicators for every group you repeat this activity with.

This is a good tool to use when you want to be clear on who has what hopes/issues and separate one group from a big group for targeting. It is also a good tool to use when you want to understand who is affected by what problems in the community.

Team: You can use this tool by yourself or in a team/group so that you can get help to get this started. If you are experienced you can do this alone. You will need to practice using this tool as some people find it hard.

What to bring: You must bring permanent/whiteboard markers, pen and butcher's paper, a camera or tape or video recorder if you have it. You should bring a bit of tucker and drink for the people you are meeting with. If you take videos, photos or make voice tapes bring Consent Forms with you.

Where to do this: For this activity it is best to do it on any flat ground (floor, pavement, lawn or on an unused road) where you can lay your paper and things down. You will want a big enough space so people can walk around and feel comfortable doing this activity.

Suggestions for steps you can follow?

1. You will need to identify a small group to work with.
2. You will need to write down each thing (indicators) that makes individuals in the group different.
3. You should have a map or a list that shows things like (the location of all houses, communities or projects in the community depending on what you are working on).

4. You must ask people which, households or communities or activities are affected by each of the things (indicators) you identified. It is best to use a list or map (of places, people, and activities etc.). You can see from this example produced in a training workshop that things like having a job, owing a troopie and spending time out bush are important when people are talking about wellbeing (see example shown). People are happiest when they have a job they like, a troopie to take family outbush when they like to but there are not many people in a community that can do this.
5. Each time someone or something is affected by an indicator you place a mark against it. You can use different colours of permanent markers for each indicator if you are working on a whiteboard or butcher's paper. On a floor you should use different colour chalk. You need a key so that others can understand what you are doing. Talk about what you see and ask follow up questions.
6. Write down what you hear or record. Check with your project.

Suggestions for questions you can ask?

Questions one might ask are "What is wealth or what is wellbeing?" In one project research practitioners has to ask "what is safety?" Sometimes you can ask this question in a different way like, "What kind of person would you say is wealthy" or "What kind of person would you say is poor in this community?" If you ask who, then there is a chance that you are naming and shaming people. This is not necessary. Once people start talking you can follow up with the questions below:

- What do they (people, homes, people, things or projects) have to make you say that?
- Are these the things that people always use to describe different (people, homes, people, things or projects or groups)?
- Have they always been like that?

Problems with the tool

Wealth and wellbeing may be sensitive topics for some people so you must go slow and be careful how you start talking about this. Make sure people know that they do not have to name or shame somebody. It will be good to do this activity with individuals or small groups at the start until you see how comfortable people are with this.

What to do when you have the data:

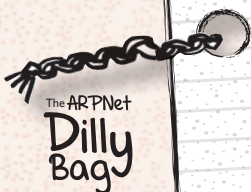
Look at the picture or pattern that comes out and make a small key. The person, home place, community or activity that is most affected will have many things (indicators) on it. If you are using things to represent issues then you end up with places that have big mob heap on them and others that have small mob heap. If you are using lines then you can have different kinds of lines on each place and each one is telling its own story. You can put the information together and produce a table like the one shown here which was produced in the training workshop. If you are using lines then you will find some houses have more multi-colored lines than others. This makes it easy to know what to do and plan.

Always remember!

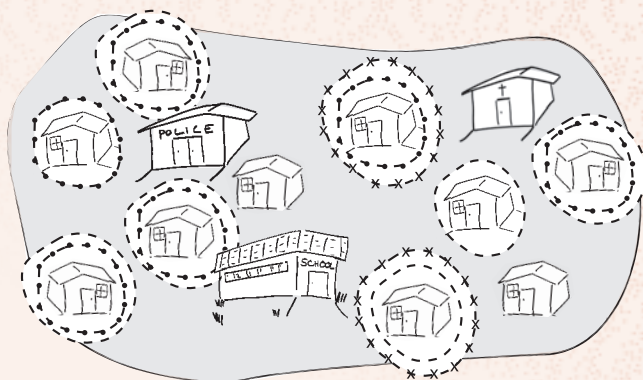
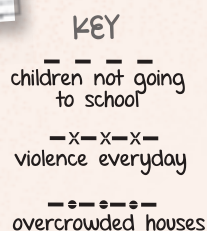
Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Participatory Mapping



This page describes what you do when you decide to use Participatory Mapping to find out what is going on in different places. A Map is one of the Group 3 tools (see Figure 2 of the Field Guide for suggestions on which tools work well together). You can produce many different kinds of Maps. You can also add on to old maps to put down more information. Different groups may have different information, so you can use this tool with men, women, young people or old people to get different points of view.

To use this tool successfully you must think about the following:

- People doing this activity must know the area or issues very well.
- You must be aware and take note of who is in the group (count the number of people involved and whether they are male, female, young or old - if this information is needed).
- You must try to keep the group small so that everyone can see what is going on.
- It is good to carry an example of a map you have done before (if you have it).
- Use the same questions for every group you repeat this activity with.

Team: You can use this tool by yourself or use this tool when you are in a team/group.

What to bring: You must bring permanent/whiteboard marker or chalk and butchers' paper, a camera or tape or video recorder if you have it. You should bring a bit of tucker and drink for the people you are meeting with. If you take videos, photos or make voice tapes bring Consent Forms with you.

Where to do this: For this activity it is best to do it on any flat ground (floor, pavement, or on an unused road) where you can lay your paper and counters down or write on even using a stick. You will want a big enough space so people can stand around, walk or sit around and feel comfortable doing this activity.

Suggestions for steps you can follow:

You need to start by talking a bit about what a Map is so you are sure that everyone involved understands what and how much information you want to show on the map. Ask if anyone in the group has drawn a Map before or is familiar with Maps. If there is someone you can ask them to help you "get the group going".

1. Ask people to draw a boundary to show the area (it could be community, country, homeland etc.).
2. Ask people to put a few key landmarks because then it helps anyone who wants to join in the activity to see what is going on.
3. Now ask your questions to get them to put information on the Map
4. Remind people to make a key so other people know what the different things on the map mean.

5. Make sure they understand what you want them to do, then step back and watch them do it.
6. Come back and ask questions about what they have put on the Map. Use the Map to ask about different places and locations and ask more questions if necessary.

Suggestions for what questions you can ask:

Remember a Map is a tool you use to get people talking about places and areas they know. A Map like the one shown here which was produced during a training workshop shows where social problems are in the community with each line telling its own story. This type of map can help you or the project understand what is going on more clearly.

Here are the questions you can ask:

- What is happening here?
- Is what happens here happening anywhere else on the Map?
- Does everyone in the community have the same opinion on this?

Remember these questions are not in order. The answer you are given tells you which question to ask next. Once you have described the tool, you should stand back and let people use this tool. Allow people to take Maps home and continue working on them. Recording must only take place when the Map is completed (it is good to take a photo or scan the finished Map for your records).

Problems with the tool

Too many issues or things put on the Map can be very confusing. Sometimes people don't agree with a boundary so that can be difficult to move the activity on. Be very clear what the project needs them to show. It can be very difficult to get people started on mapping, so it is good to be very patient.

What to do when you have the data

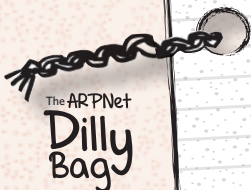
Once the Map is complete it tells the story about places and the people who live there. The key is very important as it helps to make people understand what the Map is saying (you can see an example of a key used in the Map shown here where different kind of lines tell different stories).

Always remember!

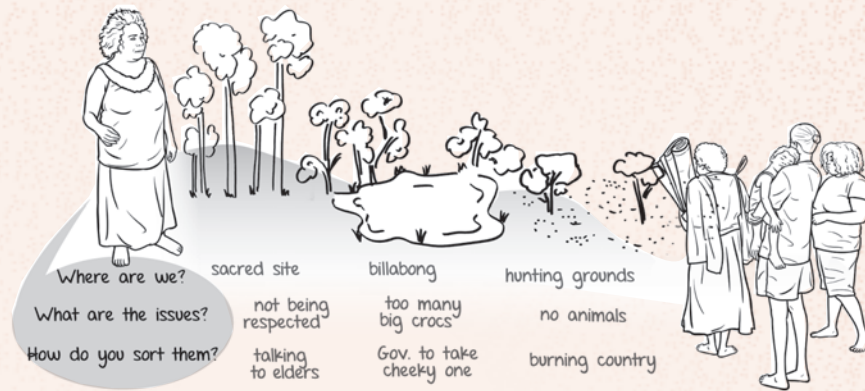
Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Transect Walk



This card tells you what to do when you decide to use a Transect Walk to find out more about places and issues. A Transect Walk is one of the Group 3 tools (see Figure 2 of the Field Guide for suggestions on which tools work well together).

To use this tool well you must think about the following:

- People must know the area well. They must be able to speak for the area you will walk through and have rights to be on that country (e.g. as there might be areas where certain people can't be - culture way). Check if you need to ask permission to walk on country or if it is a good time to be going out bush. Sometimes there can be ceremonies in progress then it is not a good time to use the tool.
- An individual or a group can be involved in this task. Be aware of who is in the group (count the number of people involved and whether they male, female, young or old - if this information is needed by your project).

Team: You can use this tool by yourself. If you are working in a team/group you can help each other to get this activity started.

What to bring: You must bring pen, paper, a camera or tape or video recorder if you have it. You should bring a bit of tucker and drink for the people you are walking with. You might carry a portable first aid kit. If you take videos, photos or make voice tapes bring Consent Forms with you. You can also take fishing lines as most people like to go out bush and do other things too while walking.

Where to do this: Agree on a walk that is comfortable to all. You will want people to come with you on this activity who can cope with walking and know the area well.

Suggestions for steps you can follow

1. Talk about the route/path you will follow.
2. Find out where the good places to stop are on the path you have chosen.
3. Ask 3-4 questions every time you stop somewhere. You will need to write down where you stop and everything that is said about that place. You should only focus on things on either side of the path as far as the eye can see (see the example of a Transect Walk shown in the drawing which shows you clearly where people can stop and what they can talk about. This example is made during a training session and does not show a real place).
4. When you sit down for a rest you can also continue talking making sure to find out and write as much down as possible.

Suggestions for what questions to ask:

For each of the places you stop, you can ask the same 3-4 questions. You may ask questions like:

- What is this place?
- Why is it important? (Is it significant culture way or any other way)
- Are there rules about being in this place or using this resource?

Remember these questions are not in order and you must make up or get questions that suit your project.

Problems with the tool

Asking too many questions or putting too much information on the Transect can be confusing. You must be very clear what you want people to show you. Make sure you don't walk too far.

What to do when you have the data

You sit down and write all the information you gathered on each place where you stopped along the path. If you are good at drawing you can show where you went using a drawing and mark the points on the path where you stopped. If you repeat this activity with another group you must walk on the same route and ask the same questions. You must put all the information together so that it makes sense.

What does this information mean?

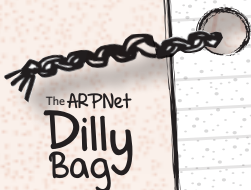
With the Transect Walk, you can find out different things about the places and the people who leave and depend on them. You find out and see what is going on, you also get to hear the stories connected to each place along the path, the stories connected with the plants and animals or sites you walk past.

Always remember!

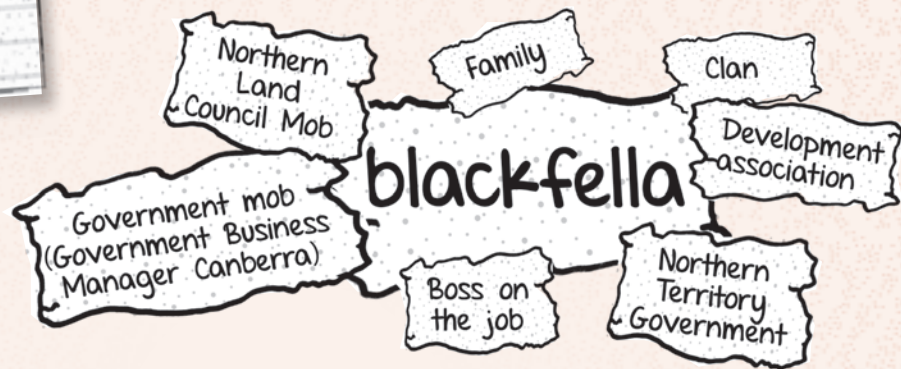
Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

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Venn Diagram



This card describes what to do when you decide to use a Venn Diagram to understand relationships and power in a community. A Venn Diagram is one of the Group 4 tools (see Figure 2 of the Field Guide for suggestions on which tools work well together).

Knowing about relationships and responsibilities makes it easy to understand who you talk to for what business. This tool is good one for making the family or clan tree and knowing who is who. It also makes it clear who are the important people to talk to in a family, clan, community or area as a first step for planning.

- People must be familiar with a place and know what is going on. They should be able to tell you different groups or things in the community.
- People must be open and be ready to give their point of view about relationships or connections between things or groups.

Team: You can use this tool by yourself or when you are in a team/group so that you can get help to get this started.

What to bring: You must bring permanent/whiteboard markers, chalk, pen and butcher's paper or card board, a camera or tape or video recorder if you have it. You should bring a bit of tucker and drink for the people you are meeting with. If you take videos, photos or make voice tapes bring Consent Forms with you.

Where to do this: For this activity it is best to do it on any flat ground (floor, pavement, or on an unused road) where you can lay your paper and things down. You can use a white board or a flip chart. You will want a big enough space so people can walk around and feel comfortable doing this activity.

Suggestions for steps you can follow

Every time someone or a group identifies a group (or individual, community or family) or issue (like grog, drugs, school attendance, violence, pornography etc.) you should write it down on a separate piece of paper, or cardboard paper and place it where everyone can see it. You can use different colour paper or pens for each answer.

- You can ask people to arrange or move the papers around to explain relationships (see the example in the diagram where bits of card are placed around the Blackfella to show how many organisations make decisions about a Blackfella's life. This example was produced during a training session and may not include all the organisations that are involved).
- Ask people to explain what the position of the papers means.
- Also ask people to explain why they used different size papers or colour paper.

Suggestions for questions you might ask:

- Which individuals (or groups, associations, organisations or issues) are here?
- What do they stand for?
- What do they do? (use colour to show different roles). How do they affect things?
- How long have they been here?
- Are they connected to other groups here? How are they connected?

For this to work you can also have questions like, “*which of these organisations are good to people/community/families/children/youth or kids?*”. A follow up question can be “*Is this one better than that one?*”. Remember these questions are not in order and you must change them to fit what you are working on.

Problems with the tool

Relationships are sometimes difficult to talk about. Make sure people know that they do not have to name or shame any individual/organization. You must make it clear that they do not have to talk if they feel uncomfortable.

What to do when you have the data

You make a Venn Diagram with pieces of paper on which you write what you are looking at. These pieces of paper can be shapes (can be circles/boxes/shapes). The size of the shapes can also tell a story - it could tell us that the smaller the shape the weaker the organisation while big organisations will be represented by bigger shapes. The position of the shape is important, it tells us a story. In this way you might find:

- Two papers put close together or next to each other mean they have a close connection.
- Two papers one put on top of another might mean one organisation is like family to the other organisation, where one is like father and the other is the son.
- Two papers touching, one on top of the other might mean they have times when they do the same things or work on the same issues.
- Two papers far away from each other can mean there is no connection.

A missing organisation in this kind of discussion might mean it does not do much for people or people may not know what it does.

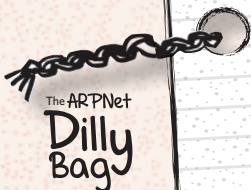
The example in the diagram shows how many organisations affect a Blackfella's life - big mob as you can see starting from family all the way down to Canberra!

Always remember!

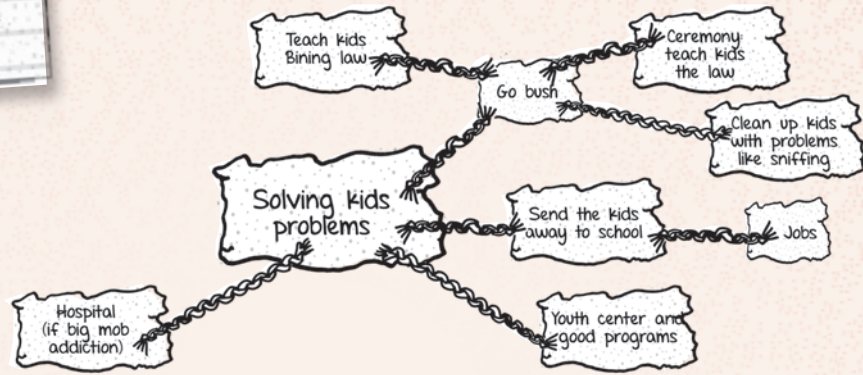
Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Flow Diagram



This card describes what to do when you decide to use a Flow Diagram to determine connections in a family, community or clan. A Flow Diagram is one of the Group 4 tools, (see Figure 2 of the Field Guide for Suggestions on which tools work well together).

You may want to understand connections between activities and organisations or how things move or issues change between one point to another. It is like showing all the different parts of the river as it flows through country.

To use this tool well you must think about the following:

- People must be familiar with a place and know what is going on. They should be able to tell you different groups or things in the community.
- People must be open and be prepared to give their point of view about relationships or connections between things or groups.

Team: You can use this tool alone or when you are working in a team/group so that you can get help to get this started.

What to bring: You must bring permanent/whiteboard markers, chalk, pen and butcher's paper or coloured paper or card board, a camera or tape or video recorder if you have it. You should bring a bit of tucker and drinks for the people you are meeting with. If you take videos, photos or make voice tapes bring Consent Forms with you.

Where to do this: For this activity it is best to do it on any flat ground (floor, pavement, or on an unused road) where you can lay your paper and things down. You can use a white board or a flip chart if you prefer. You will want a big enough space so people can walk around and feel comfortable doing this activity.

Suggestions for steps you can follow:

1. Write down each issue (or a person/ group/organisation/ activity or thing, idea or thing) on a separate piece of paper.
2. Place the pieces of paper down where people can see or stick them on a wall or board.
3. You must ask if any of the things on the paper are connected and how. Ask people to show you the connections. If on a board you can use different colour permanent markers to show different connections. If on the ground you may use rope of different thickness or sticks to show the connection.
4. You can ask questions and talk about each of these cards. Start with one, and then connect it to the others. Using cards allows you to move them around as you find new connections.

Suggestions for questions to ask with this tool

- Which groups (individuals, groups, associations, organisations) or activities/projects are here?
- What is the connection?
- How strong is this connection?
- Has it always been there?

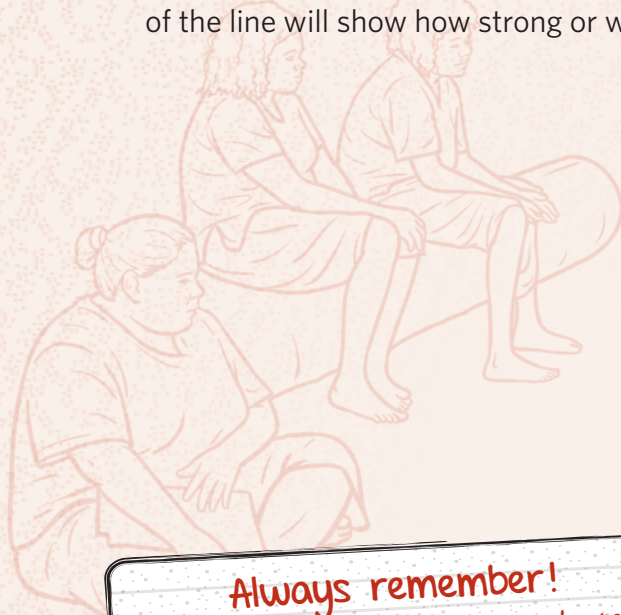
Problems with the tool

Connections are important. But you must be careful that you don't leave anyone or anything out so that you will need to check to avoid getting someone offside.

What to do when you have the data

You make a Flow Diagram when you connect all the pieces of paper on which you wrote. You can see an example of a Flow Diagram that was produced during a training workshop which shows ways of solving kids problems in remote areas. Some of the solutions are connected to other solutions as you can see. Write down what people say about the connections. If you use different size paper, this could mean some things/issues are bigger and others are smaller.

If you use sticks/lines for the connections, the size of stick or the thickness of the line will show how strong or weak the connection is.

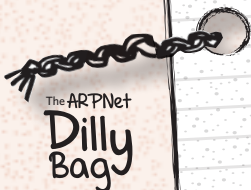


Always remember!

Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Role Plays



This card tells you what to do when you decide to use a Role Plays to find out more about relationships and behaviours that people may find difficult to talk about. A Role Play is one of the Group 4 tools (see Figure 2 of the Field Guide for Suggestions on tools that work well).

You use role plays when you want people to show a situation/relationship or event they may be uncomfortable to discuss. This is a useful tool for difficult topics. The Role Play is usually also entertaining.

To use this tool successfully you must think about the following:

- You must find people who are not shy to stand in front and perform.
- You must let people develop the story by themselves.
- Be aware of how close the story is to the truth or if it's made up. If the story is about conflict you want to be careful in case someone "gets mad" at the people acting.
- The performance and comment should be open.

Team: You should consider using this tool as a team/group so that you can help each other to get this started. Record as the Role Play is happening. A summary of the Role Play is useful here. The team must note what comments are made as the Role Play is happening and reactions of the people watching it.

What to bring: You must bring a pen and paper, a camera or tape or video recorder if you have it. If you take videos, photos or make voice tapes bring Consent Forms with you. You should bring a bit of tucker and drink for the people you are meeting with. This may be a good time for a small BBQ if there are many role plays being performed. The school can also get involved. Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so you can call in).

Where to do this: For this activity it is best to do it on any flat ground (floor, pavement, or recreational centre, room or community meeting place) where you can have the performance and people watching.

Suggestions for steps you can follow:

1. You need to organise the groups to discuss what they want to do for the Role Play. Agree on what is going to be covered and offer as little advice as possible. You must give them enough time to prepare.
2. Before starting you must make sure people are comfortable with being recorded and that you have been given permission.
3. Find someone to help you make an example and show what needs to be done. Your team can also do a role play, be involved as this will encourage more participation.
4. Give people time to prepare. Recommend a rehearsal. 1 to 2 days is usually enough
5. During performance record what is going on. You must also record how people watching react and comment.
6. Ask questions after the role play is done.

Suggestions for questions you can ask:

These are the questions someone might ask:

- What is this Role Play telling us?
- Do things really happen like that?

The answer you are given will tell you which question to ask next.

Problems with the tool

Too many issues or things in the Role Play can be confusing. So you must be very clear about what you want the Role Play to show. You must also be careful with your questions.

Role plays where there is big attendance can be hard to control as many people get involved and the people acting may get uncomfortable.

What to do when you have the data

You make a list of the issues that you saw in the role play and write down any comments people made.

What does this information mean?

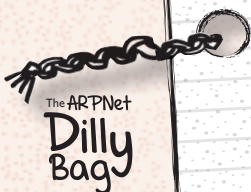
Role plays can be very good for getting people talking about difficult issues. They can also be a meeting place for people to come together to learn, change ideas and have fun. You can have a big group in attendance like the one shown in the picture. You will see the relationships that are shown in the Role Play and also see the way people see them.

Always remember!

Write down your notes as people are talking because you might forget some things. The information you get is people's private business (confidential). You must keep it safe. Remember to write the date, place, number and who was involved (like women, men, mixed, youths etc. if this is needed) so you can remember when you did the activity.

Your safety is important, so think about this and plan for it before you go out (carry a satellite phone or mobile phone so that you can call in).

There are many ways to put your information together. You must check with your project. Write down what you hear or record. If you taped the information, store the recorded tapes or videos in a safe place. Remember that you may require signed consent for doing recordings.



Key Interviews



You will need to remember the following:

- Key people must be recognised as people who hold information or are in a key position.
- You must have a list of questions that you want to ask (you can get these from a project).
- You must have a list of key people that you want to talk to (you may get a list from the project or you may have to make one. See how to do a Checklist).
- Bring pens and paper, a camera or a tape or video recorder if you have it. If you take videos, photos or make voice tapes you must remember to bring Consent Forms with you.
- You will need to bring tucker and drinks to share.

Suggestions of steps you can follow:

1. Make a plan to talk with the key person at a place where the person is comfortable.
2. Ask the key person questions that you have on your list (from the project).
3. You must follow up with more questions if you are not clear about an answer or a point of view.
4. Other people can be present when a key person is talking.

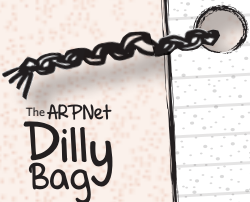
Always remember!

Write down your notes as people are talking.

Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Checklist



You will need to remember the following:

- You will need to talk to as many people as possible, the more people you speak to, the stronger and more complete the list.
- You will need to have your questions ready (you can also get questions from the project).
- Bring pen and paper, a camera or a tape or video recorder if you have it. If you take videos, photos or make voice tapes you must remember to bring Consent Forms with you.
- You will need tucker and drinks to share.

Suggestions for steps you can follow:

1. You must use your list of questions to talk to as many people as you can find. These can be individuals or groups.
2. Make a list of all the answers you get. You can also write each answer on a separate card and stick it on a wall or any surface available where people can see it (if you are working with a group).
3. You must look to see if there is a way to arrange the list or put things in groups or in some order.
4. Read out loud and look at all the cards you have to see if anything or anyone was left out.
5. Check with some key people to make sure the list is as complete as it can be.

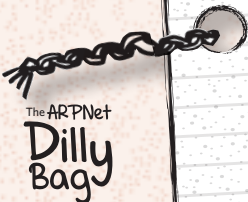
Always remember!

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Think of your safety and be careful.

Check if you need Signed Consent.



Questionnaires and Surveys



You will need to remember the following:

- You need to bring enough copies of the Questionnaires and Survey Forms.
- You will need pens and paper. If you are doing an electronic survey you will need to take a fully charged computer or iPad with you. If doing telephone interviews, you must make sure you have enough credit to last you through the interview and all the talking.
- Make sure everything is completed on the Questionnaire or Survey Form before you move on.
- It is very easy to use this tool if you practice before hand.
- You will need to bring tucker and drinks to share.

Suggestions for what steps you can follow:

1. You must decide how you will find people, (will you invite people to a place or go to them).
2. You must have enough copies of the Questionnaire or Survey Form ready and numbered.
3. You must decide on how you will do the Questionnaire or Survey Form (will it be face to face, groups or if you will drop off the questionnaires).
4. You must check each completed Questionnaire or Survey Form to make sure all questions have been answered.
5. You must check the number of completed Questionnaires or Survey Forms all the time to make sure you meet your target and finish the job.
6. You must write down any problems or issues that come up as you are doing the Questionnaire or Survey Form.

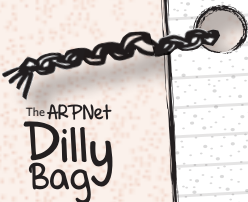
Always remember!

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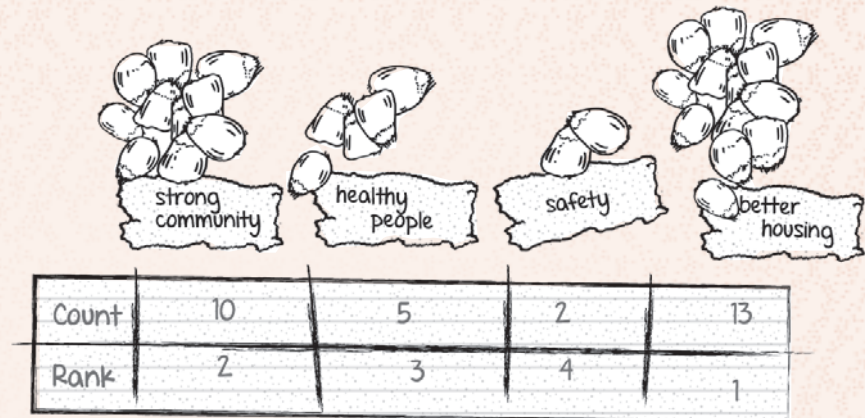
Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Participatory Ranking



You will need to remember the following:

- You must have a list of issues ready (you can make a Checklist, from a Key Interview or a Focused Group Discussion or the project will give you a list).
- You must bring permanent markers, pieces of paper or cardboard or paper (if a nice smooth floor you can use chalk but be aware some people may have allergies). If you bring cameras or recording equipment you must remember to bring Consent Forms with you.
- Bring enough counters (seeds, stones, bottle tops, Pandanas seed etc.). You will need a shopping bag full.
- You will also need to bring a bit of tucker and drinks for you and people involved as this might take a while to complete.

Suggestions of what steps you can follow:

1. Organise to do this activity with an individual or a group.
2. Write each idea (one or two words) on a paper or card board and place it on the ground. Put these cards down in a line so that they make a list. Make sure to leave enough space between the cards so that the piles will not overlap.
3. Read the cards out loud so that everyone knows what is written.
4. Ask people to look at one and then the other down and across and show you the differences. Big mob pile means big or many and small mob pile means small or few. Ask why one pile is big mob and another is small mob.
5. Write down or record what people say when they are doing the Ranking, it is important.
6. When you see that people have finished the task, look at the piles again and you must check if the different sized piles represent the story people want to tell.
7. When the activity stops, make sure you ask if people are happy with the size of the pile. You can then start counting the piles.

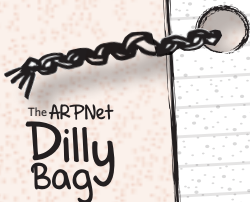
Always remember!

Write down your notes as people are talking.

Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Participatory Matrix



You will need to remember the following:

- People must be familiar with the issue/subject and be able to talk about the different things (issues, projects or places) and link them.
- Decide on what the matrix should show (if you are working in a team, then you must use the same list). Write each item in big letters on a paper or card or on whiteboard, butchers paper or floor or whiteboard.
- If you are doing a change Matrix with numbers then you must bring enough counters.
- You must bring permanent markers, pieces of paper or cardboard or paper (if a nice smooth floor you can use chalk but be aware that some people may have allergies).
- You will need to bring a bit of tucker and drinks for the people involved as this might take a while to complete.

Suggestions for what steps you can follow:

1. Make a plan and get a group together or an individual to conduct the activity with.
2. Put the paper or cards in a list across and down like ‘a crossword puzzle’ so everyone can see what has been written. Make sure to leave enough space between the cards.
3. Read the cards out so that everyone knows what is written on them. Start by talking a bit about the tool so that you are sure that people understand what you want them to do.
4. Use the questions you have to ask so that you understand all the connections between and among the cards.
5. Write down what people say when they are doing the Matrix. Copy the Matrix and if possible take a photo of what people do.

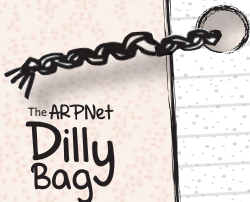
Always remember!

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Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Calendar or Timeline

date or event
if you know

what do you
remember?

what was
it about?



2008	Sorry	Canberra says sorry , it was that Prime Minister Rudd not Howard
2007	Intervention	Canberra come and take over everything, they bin come and walk in. But some people say its bin good, them mob dont talk, come first and say they want to talk.
?	Mission days	We bin taken from here and taken to mission and they teach us, told us not to talk black-fella language
1966	Wavehill walk-off	Black-fella mob bin say enough is enough and they bin walk off that job in protest for pay and conditions.

You will need to remember the following:

- The Calendar or Timeline can be done day by day, week by week, season by season, event by event or year by year.
- You must involve people who live in a place most of the time.
- You must bring permanent /water board markers, your notebook, pen and butcher's paper, a camera or a tape or video recorder if you have it.
- You should bring a bit of tucker and drinks for the people you are meeting with. If you take videos, photos or make voice tapes you will need to remember to bring Consent Forms with you.
- Try to keep the group small so everyone can see what is going on and also because you want to give them a chance to speak.

Suggestions for what steps you can follow:

1. Organise to talk to an individual or a group.
2. You must first agree on which time period to use (this can be decided by the project or you find out from the community).
3. Once you have the periods then you must use the same time periods with all other groups. Remember the time periods that you decide to use will affect who in the community can get involved.
4. Have your questions ready and ask them for each time period. You should get your questions from the project.
5. Write down all the answers or record with equipment you have.

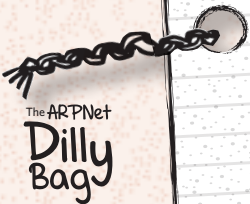
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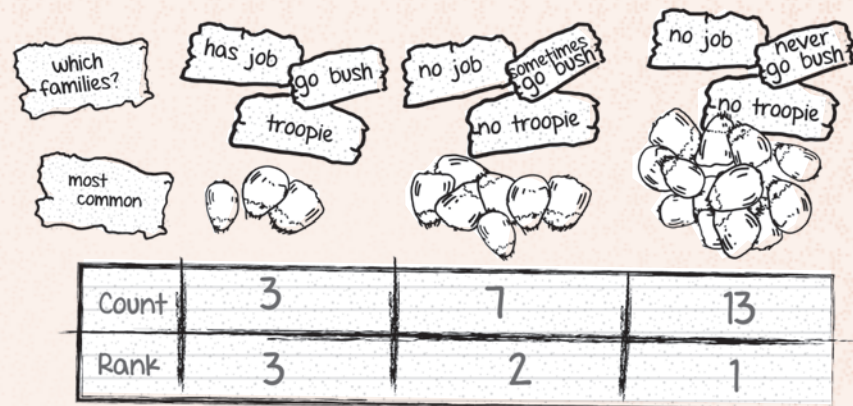
Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Wealth Ranking



You will need to remember the following:

- You need to have a list of things or reasons (indicators) you can use for this activity (you can get this from doing Key Interviews and Focused Group Discussions or get a list of indicators from the project).
- You must bring permanent /whiteboard markers, pen and butcher's paper, a camera or a tape or video recorder if you have it. If you take videos, photos or make voice tapes you must bring Consent Forms with you.
- You should bring a bit of tucker and drinks for the people you are meeting with.

Suggestions for steps you can follow:

1. You must identify an individual or a small group to work with.
2. Write down each reason (indicators) on a card that makes individuals/things/projects in the group different.
3. Take a map (look at how you can do a Participatory Map) out that shows the location (of all houses, homes, people, or communities, or projects or things) in the community. You can make this map or a list (or you can get one from a project).
4. You must ask the question which people (or households or communities, projects, things, places) are affected by each of the things (indicators) you identified.
5. Each time someone or a group or something is affected by an indicator you place a mark against it. You can use different colours of permanent markers for each indicator if you are working on a whiteboard or butcher's paper. On a floor you should use different colour chalk. You need a key so that others can understand what you are doing.
6. Talk about what you see and ask follow up questions.

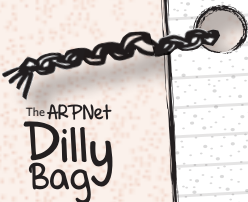
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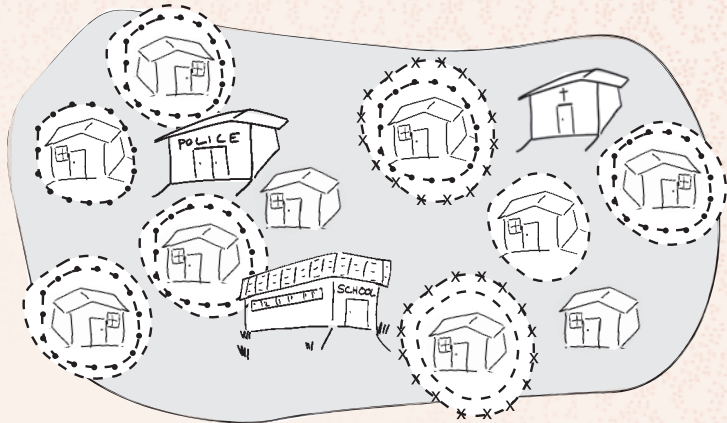
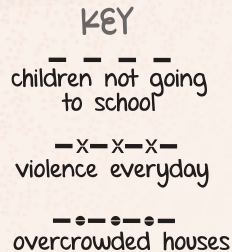
Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Participatory Mapping



You will need to remember the following:

- People doing this activity must know the area or issues really well.
- You must be aware and take note of who is in the group (count the number of people involved and whether they male, female, young or old - if this information is needed).
- You must try to keep the group small so everyone can see what is going on.
- It may be good to try it out or show an example of what you want people to do.
- You must bring permanent /whiteboard markers, pen and butcher's paper, a camera or a tape or video recorder if you have it. If you take videos, photos or make voice tapes bring Consent Forms with you.
- You should bring a bit of tucker and drinks for the people you are meeting with.

Suggestions for steps you can follow:

1. You need to start by talking a bit about what a Map is so you are sure that everyone who is involved understands what and how much information you want to show on the map. You can ask if anyone in the group has drawn a map before or is familiar with maps; ask this person to help you “get the group going”.
2. Ask people to draw a boundary to show the area (the community, country, homeland etc.).
3. Ask people to put a few key things on the map (like school, church, police, safe house, clinic or shops) because then it helps anyone who wants to join in the activity understand what is going on.
4. Remind people to make a key so other people know what the different things mean.
5. Make sure they understand what you want them to do, then step back to watch them do it.
6. Come back and ask questions about what they have put on the Map. Use the Map to ask about different places and locations and ask more questions if necessary.
7. Write down what you hear or record.

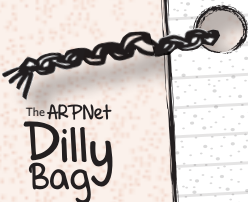
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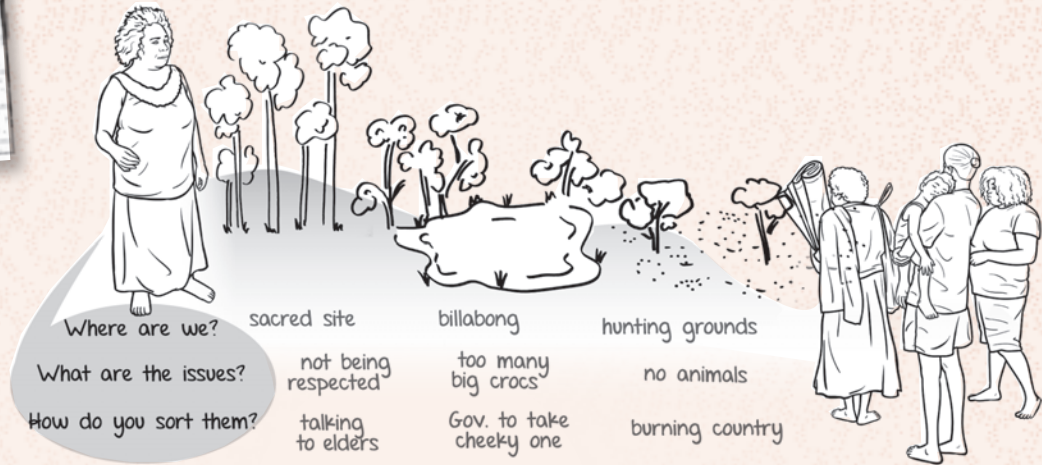
Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Transect Walk



You will need to remember the following:

- An individual or a group can be involved in this task. Be aware of who is in the group.
- People must know the area well. They must be able to speak for the area or you need to get permission.
- You must agree on where you are walking from and where you will end. You must follow the same route with every group.
- You must bring pen and paper, a camera or tape or video recorder if you have it. If you take videos, photos or make voice tapes, you must remember to bring Consent Forms with you.
- You should bring a bit of tucker and drinks for the people you are walking with. You should also carry a fishing line if people pass through their fishing grounds.

Suggestions for steps you can follow:

1. Talk about the route you will follow. Talk about where you are going and agree on the good places to stop on the path you have chosen.
2. You must use already prepared questions every time you stop somewhere.
3. You will need to write down where you stop and everything that is said about that place. You should only focus on things on either side of the path as far as the eye can see.
4. When you sit down for a rest you can also continue asking questions.

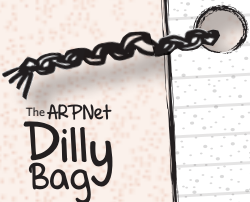
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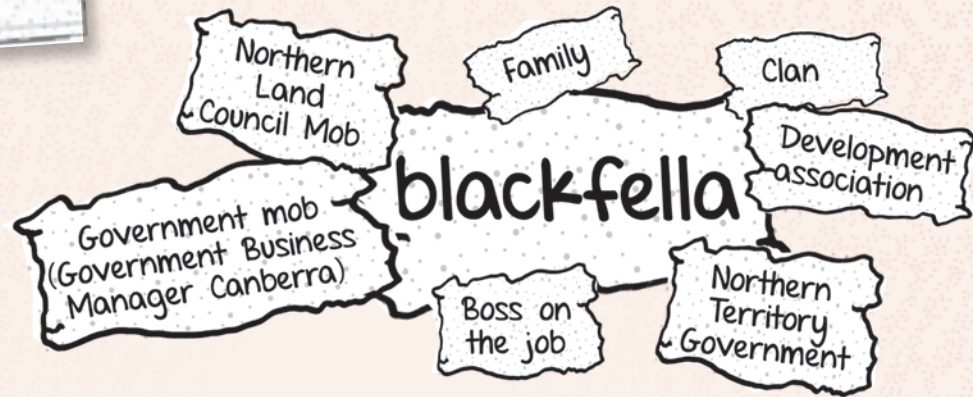
Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Venn Diagram



You will need to remember the following:

- People must be familiar with a place and know what is going on.
- People must be prepared to give their point of view.
- You must try to keep the group small so everyone can see what is going on.
- You must bring permanent /whiteboard markers, pen and butcher's paper, a camera or a tape or video recorder if you have it. If you take videos, photos or make voice tapes, you must remember to bring Consent Forms with you.
- You should bring a bit of tucker and drinks for the people you are meeting with.

Suggestions for steps you can follow

1. Every time someone (or a group, community, clan or family) or issue (like grog, drugs, school attendance, violence, pornography etc.) you should write it down on a separate cardboard paper and put it where everyone can see it. You can use different colour paper or pens for each answer.
2. You need to ask people to arrange or move the papers around to explain relationships.
3. You must ask people to explain what the position of the papers mean.
4. You can also ask people to explain the meaning of different size paper.

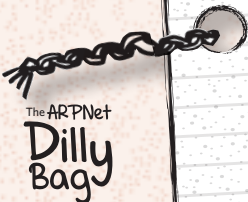
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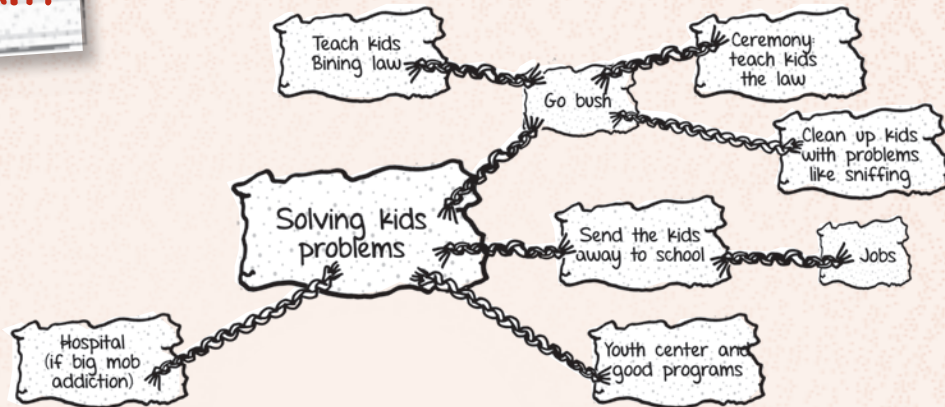
Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Flow Diagram



You will need to remember the following:

- People must be familiar with a place and know what is going on. They should be able to tell you about different groups or things in the community?
- People must be open and be prepared to give their point of view about relationships or connections between things or groups.
- You must try to keep the group small so everyone can see what is going on.
- You must bring permanent /whiteboard markers, pen and butcher's paper, a camera or a tape or video recorder if you have it. If you take videos, photos or make voice tapes you must remember to bring Consent Forms with you.
- You should bring a bit of tucker and drinks for the people that you are meeting with.

Suggestions for steps you can follow:

1. Write down each issue (a person/ group/organisation/ activity or thing, idea or thing) on a separate piece of paper/card board.
2. Place the pieces of paper/card board where people can see it on the ground or you must stick them on a wall or board.
3. You must ask if any of the things on the paper are connected and how. Ask people to show you the connections. If you are working on a board or butcher's paper you can use different colour permanent markers to show different connections. If on the ground you may use rope of different thickness or sticks to show the connection.
4. You can ask questions and talk about each of these cards in turn. Start with one, and then connect it to all the others. Using cards allows you to move them around as you find new connections.
5. Write down what you hear or record.

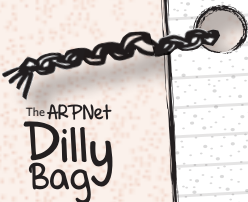
Always remember!

Write down your notes as people are talking.

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Think of your safety and be careful.

Check if you need Signed Consent.



Role Plays



You will need to remember the following:

- People must be familiar with a place, issues and know what is going on.
- You must find people who are not shy to stand in front and act/perform.
- You must let people choose and develop the story by themselves.
- You must be clear in your instructions about what you want people to show. You can organise more than one performance.
- You must bring pen and paper, a camera or tape or video recorder if you have it. If you take videos, photos or make voice tapes bring Consent Forms with you.
- You should bring a bit of tucker and drinks for the people you are meeting with. If you organised more than one performance and expect a big group to attend, you should plan to have a BBQ at the end of the performance and invite many people to come.

Suggestions for steps you can follow:

1. You need to organise the groups to discuss what they want to do for the role play. Agree on what is going to be covered and offer as little advice as possible. You must give people enough time to prepare.
2. Before starting you must make sure people are comfortable with being recorded and that you have the Signed Consent.
3. Find someone to help you make an example of what a role play is and show what needs to be done. Your team can also do a role play, be involved as this will encourage more participation.
4. Give people time to prepare. Recommend a rehearsal. 1 to 2 days is usually enough
5. During the performance you must record what is going on. You must also record how people watching react and any comments they make.
6. Ask questions afterwards when the role play is finished.

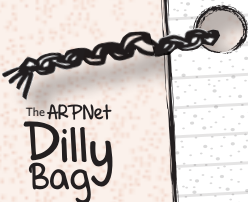
Always remember!

Write down your notes as people are talking.

Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.



Focused Group Discussions



You will need to remember the following:

- You will need to have more than one person. The group should not be too big. Depending on your experience you can have 2-8 people in the group.
- You must have a short list of questions (from the project) that you can ask.
- Bring pen and paper, a camera or a tape or a video recorder if you have it. If you take videos, photos or make voice tapes you must remember to bring Consent Forms with you.
- You will need to bring tucker and drinks to share.
- You must find somewhere good and public to sit.

Suggested steps for you to follow:

1. Get everyone together and make sure they are comfortable.
2. You must introduce yourself and tell them what you are doing.
3. Use questions you have from the project to start the discussion going. You don't have to ask the questions in order. Follow up on some questions to make sure you are getting a strong story.
4. Watch out for who is speaking and who is not and look for the body language in the group. Give those people who are not speaking a chance to speak by asking simple questions like what do you say to that? Do you agree with this? What is your opinion?

Always remember!

Write down your notes as people are talking.

Protect the information you collect.

Think of your safety and be careful.

Check if you need Signed Consent.

