



## **Program Report**

**Alice Springs**

**September 17-21, 2012**

**Indigenous Peoples,  
Human Rights and Advocacy  
Training Program**



## Executive Summary

The Program *'Indigenous Peoples, Human Rights and Advocacy Training'*, held in Alice Springs from September 17-21 2012, was developed in partnership with The Fred Hollows Foundation.

The participants were drawn from Alice Springs and the surrounding areas including the Harts Range community. There was also representation from Sydney, Melbourne and Bendigo. Participants were mainly involved in health and service delivery in their communities and organisations. All participants were engaged with and committed to seeking ways to improve the well-being of the local communities from which they came.

The program was opened with a Welcome to Country by Aunty Elaine Peckham, a Central Arrernte Mbantua woman and founder of the Central Australian Aboriginal Strong Women's Alliance. Dr Sarah Pritchard, a Sydney barrister with expertise and extensive experience in international law and the United Nations and a long history of working alongside Indigenous peoples, was the opening trainer. Sarah delivered sessions on human rights, the historical and contemporary engagement of Indigenous Peoples with international law and the opportunities and challenges offered to Indigenous advocates within the United Nations system.

Emma Sydenham, manager for policy and research at SNAICC, the Secretariat of National Aboriginal and Islander Child Care, joined the program on the second day to provide sessions on children's rights relating particularly to Aboriginal people. Bill Barker, a former government diplomat and international human rights consultant and trainer, provided explanation about the principles and the structure of lobbying and campaigning and led the participants through a number of practical exercises designed to build skills and confidence.

Barb Shaw, a descendent of the Arrernte, Kaytetye, Warlpiri and Warramungu people and founding member of the Intervention Rollback Action Group (IRAG), shared with participants her first hand experiences of advocacy and campaigning and of utilising the international human rights mechanisms to challenge governments. Tammy Solonec, a Nykina woman from Derby, WA, and a Director of the National Congress of Australia's First Peoples shared her extensive experience in advocacy and provided participants with an overview of National Congress and the campaign for constitutional recognition of Aboriginal and Torres Strait Islander people.

Andy Nilsen from the Media and Public Affairs Department of The Fred Hollows Foundation led an interactive session on the media and a practical session for the participants to build their confidence and effectiveness in getting their messages into the media. Tania McLeod, the Governance Co-ordinator with The Fred Hollows Foundation, partnered the DTP team in facilitating the program.

In the course of the training, the participants engaged in discussions about their issues of concern and worked with these topics in a number of practical advocacy and campaigning exercises. In this way the training afforded the group an opportunity to raise their concerns, to identify the

possibilities of utilising human rights standards and mechanisms to apply pressure for just outcomes and to develop action plans for concerted lobbying and campaigning on their concerns.

The Diplomacy Training Program wishes the participants well in their advocacy and has committed to support them in accessing tools and information for effective advocacy of their rights.

## Background

The Diplomacy Training Program has been delivering Human Rights and Advocacy Training programs with Indigenous peoples since 1990. The partnership with The Fred Hollows Foundation has been instrumental in enabling DTP to deliver regionally-based programs to Aboriginal and Torres Strait Islander community advocates. In 2009, 2010 and 2011, with the support of The Fred Hollows Foundation, DTP delivered programs in both Alice Springs and Katherine in the Northern Territory. In 2011 and 2012 Maari Ma Health Aboriginal Corporation assisted DTP and The Fred Hollows Foundation in delivering human rights and advocacy training in Broken Hill.

## Program Objectives

This program was a five day intensive program which aimed to develop the knowledge and lobbying and advocacy capacity of Indigenous community advocates in Australia to enable them to more effectively claim and promote their rights as recognised in Australian and international law.

The objectives of the program were to:

- Build knowledge of human rights and their application with Indigenous community advocates in NT;
- Explore practical strategies for holding governments accountable at the state, national and international level;
- Develop practical skills for effective human rights advocacy and lobbying at community, state and national level;
- Provide opportunities for Indigenous advocates from across Australia to share and learn from experienced Indigenous advocates and from each other's experiences and to develop their support networks;
- Develop an understanding of the human rights approach to health, and its relevance to policy and practice affecting Indigenous Australians.



## Program Schedule

### Welcome to Country

Aunty Elaine Peckham, a Central Arrernte Mbantua woman and the founder of the Central Australian Aboriginal Strong Women's Alliance (CAASWA), welcomed the program participants to Arrernte land. Aunty Elaine Peckham, a 2009 DTP Alumni who has subsequently assisted with program delivery in Alice Springs spoke about the value of the program and of speaking up for human rights and encouraged the group to engage fully in the training.

### Introduction

Following an introduction to the Diplomacy Training Program and staff and The Fred Hollows Foundation, Dr Sarah Pritchard walked course participants through the program and through the training materials.

### What are Human Rights?

Dr Sarah Pritchard commenced the training with participants sharing their understandings about human rights. An extensive list of rights was compiled. Sarah emphasised that governments are obliged to provide all these rights to all their citizens on the basis of equality. Having established a shared understanding of human rights Sarah built up a time-line of the history of human rights.

The **history of Human Rights** can be traced back into the 15<sup>th</sup> century, when Christopher Columbus set sail in **1492** to explore and conquer the world under the Spanish crown. The process of European colonisation, the suppression of Indigenous peoples and the non-recognition of their rights began at this time. In **1918**, after the First World War had ended and shaken Europe, the **League of Nations** was formed in Geneva to ensure world peace and international stability. In **1945**, the Second World War ended and the **United Nations (UN)** was established with 54 member countries. The horrors and devastations of the Holocaust and the war, happening on European soil, convinced the founding states of the need for a UN Charter recognising human rights for ALL people. This was also the beginning of the end of European rule of the world and the beginning of decolonisation. Today, 67 years later, the UN counts 193 members.

In **1948**, the **Universal Declaration of Human Rights (UDHR)** was signed and in **2007**, the **UN Declaration on the Rights of Indigenous Peoples (UNDRIP)** was passed, granting rights specifically to Indigenous peoples all over the world.

The **Universal Declaration of Human Rights** – although the UDHR is a universal declaration of basic rights for all human beings, **violations** such as slavery (migrant workers, sexual slavery, etc. ) are taking place every day. Australia, despite being a founding member of the UN and one of eight nations involved in drafting the UDHR, has violated human rights. Its history and treatment of its First Peoples is shocking evidence on how little influence the international law of human rights had in the past on the Australian government.

The participants then read through the 30 articles contained in the UDHRs. [\*copy in program manual]

**Practical Exercise 1:** A simulation exercise, whereby participants prepared for a visit to Alice Springs by the United Nations High Commissioner for Human Rights, Madame Navi Pillay, provided an opportunity for the participants to discuss the concerns and needs of their communities from a human rights perspective.

<p><b>Group 1: Major Human Rights Issues</b></p>	<p><b>Education (Art. 26)</b> Education is a basic right and the foundation to protect many of the other basic rights. Appropriate education is a basis for gaining qualifications, being able to obtain a job, earn money and finally to pay for food, health, transport, the upbringing of children, housing, etc. Not having education is socially excluding. In Australia, the right to (appropriate) education is not being met in many places. Aboriginal history, culture and languages are not being taught, thus Aboriginal learning needs are not being met. There is no cultural and educational safety despite the right to (cultural) education.</p> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>-make education more accessible,</li> <li>- participate in federal government discussions about education,</li> <li>- ensure that Aboriginal education is taught in school and introduce elders in the class room.</li> </ul>
<p><b>Group 2: Major Human Rights Issues</b></p>	<p><b>Intervention and Shire System, lack of Self-Determination (Arts. 1-30)</b> In the Intervention and the following Shire System, community people were and still are not involved in the decision-making process. Inappropriate outcomes are the result.</p> <p>Apart from insufficient and inappropriate education and health care, <b>housing</b> is another issue in many communities. Crowded family homes, no good housing structure and a complicated reporting system (need a police report to get broken things fixed, which will often take months while own repairs are prohibited) are the result of <b>insufficient consultation</b> of the Aboriginal communities by the government. The shire police and shire rules are not applicable in remote communities, although they take control over these communities.</p> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>-communities need to be involved in the process of decision-making,</li> <li>-local interpreters / liaison officers would help negotiate with legal services and government and form an Aboriginal representation,</li> <li>- transport services (infrastructure), housing policies and health systems need to improve.</li> </ul>
<p><b>Group 3 + 4</b></p>	<p><b>A disempowering of communities</b> is taking place as Aboriginal people are not</p>

<b>Major Human Rights Issues</b>	<p>represented and consulted in governmental decisions. Services provided are (culturally) inappropriate. A common example: The lack of housing leads to overcrowded homes. If something is broken in the house, the house owner needs to report this to the Shire police and cannot fix the problem on his own. This can cause an open hazard until the problem gets fixed, which can take many weeks. Especially when children are involved and exposed to the open hazard, this can lead to welfare restrictions and many more problems follow. For many, this is an issue of discrimination and inequality.</p> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>-raise cultural awareness and understanding and awareness of discrimination,</li> <li>-seek [international] help to put pressure on the government to change and promote better service provisions (e.g. education, housing, transport, funding),</li> <li>-engage elders and leaders in their local communities in decision process to advocate on behalf of the people,</li> <li>-insist on plain language delivered by the people to the people (interpreters, liaison officers).</li> </ul>
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In providing feed back to each of the groups Sarah outlined some lobbying tips which might be useful for meeting with officials.

*It is important to have reports and maybe even statistics prepared when you make an appeal. These documents will give your arguments more credibility can be handed to the person you are lobbying for them to take away. This way, you can focus on the strongest arguments in your speech (time allocated to face-to-face meetings is often very short) and get more detail and important facts across with the written records.*

The final session of Day 1 introduced the participants to the international human rights framework and Australia’s obligations under the treaty system. Australia is a signatory to 7 international treaties.

**Treaty** = a binding agreement between governments (also called a covenant or a convention) → obligations.

### UN Treaty Procedures

- 1. Individual Complaints:** personal appeals can be made to the relevant treaty body.
- 2. Country Reports:** Signatory countries are obliged to submit ‘State’ reports on their implementation of their treaty obligations. Governments tend to report very favourably on themselves so non government organisations (NGOs) **submit ‘Shadow’ reports** which generally contain more truths. The independent experts evaluate the State and NGOs reports and they then make their conclusions. **The Concluding Observations** of the treaty body can be used to challenge governments.
- 3. General Comments** made by treaty bodies (steps that need to be taken by governments) can provide valuable information which can also be used when challenging governments in relation to rights.

Participants looked at an example of a General Comment [Committee on Economic, Social and Cultural Rights: General Comment No 14: The right to the highest attainable standard of health. This is an important General Comment for participants concerned about health issues.

\* Available in the Manual]



## Introduction to the Declaration on the Rights of Indigenous Peoples

Sarah went through the story, which has no parallel anywhere in international law, of how the **Declaration on the Rights of Indigenous Peoples** (Declaration) came about.

1492 – Christopher Columbus  
 1982 – Working Group on Indigenous Populations (**WGIP**)  
 1992 – Indigenous woman Rigoberta Menchu wins the Nobel Prize  
 1993 – International Year of the World’s Indigenous Peoples  
 1994-2004 International Decade  
 2001 – Permanent Forum Indigenous Issues (**PFI**)  
 2001 – **Special Rapporteur** on Indigenous Issues  
 2005-14 Second International Decade  
 2007 – General Assembly passes Declaration on the Rights of Indigenous Peoples (**UNDRIP**)  
 2007 – Expert Mechanism Rights Indigenous Peoples (**EMRIP**)  
 2009 – UN Declaration on the

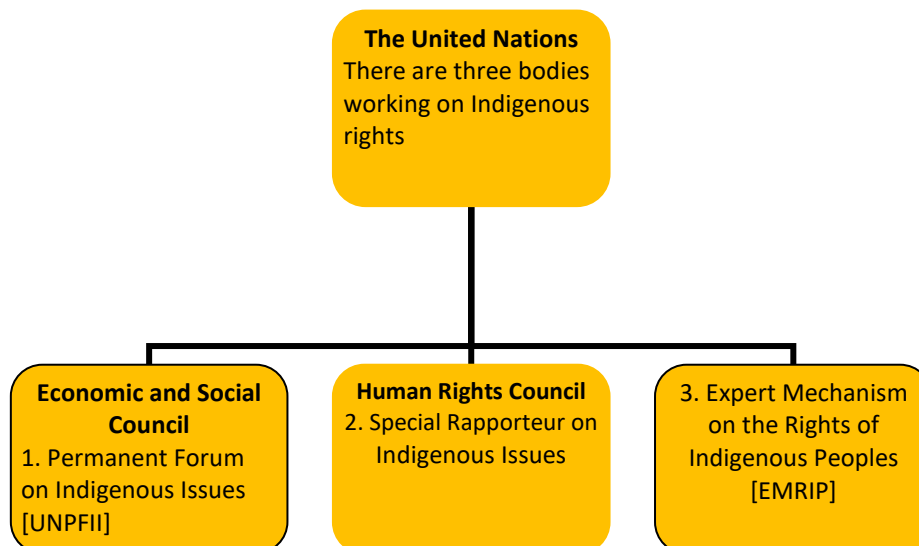
In 1971, the UN authorised a study on the issue of discrimination against Indigenous populations, the Martinez Cobo Study, which helped bring about a change in attitude and international concern about Indigenous issues in the late 1970s / early 1980s – largely due to the active Indigenous front who insisted that the international community should give attention to their concerns. In response to the growing concerns, the UN established a small working group in August 1982 – the Working Group on Indigenous Peoples (WGIP). The WGIP grew to become one of the largest of the UN’s human rights meetings, allowing people to speak about their concerns and needs. Indigenous peoples would come to the WGIP in their traditional dress, performing their dances and speaking their languages and prayers to tell the same stories – stories about what had happened as a result of colonisation, stories about the realities people were struggling with and stories about hopes for the future. These stories provided the framework for the Declaration. No other UN document has been drafted in this way.

Through the strength and solidarity of Indigenous Peoples worldwide, the WGIP started working on a declaration for Indigenous rights in 1985, the Commission on Human Rights established a working group to consider the Draft Declaration on the Rights of Indigenous Peoples in 1995 and the Declaration on the Rights of Indigenous Peoples was passed by the General Assembly in 2007. At the time Australia, the US, New Zealand and Canada voted against it. In 2009 the Australian government announced support for the Declaration and Canada, US and NZ have followed and all have now given support.

The WGIP no longer exists it finished its work with the passing of the Declaration.

## Indigenous Peoples and the United Nations System

Dr Sarah Pritchard discussed the representation of Indigenous Peoples across the United Nations system. Three areas in particular have a mandate in relation to Indigenous issues:



**1. Permanent Forum on Indigenous Issues** in New York: established in 2000 with 16 members, 8 elected by governments and 8 elected by Indigenous Peoples. Professor Megan Davis, the first Aboriginal woman to be elected, is currently a member. The Permanent Forum sits up high at the United Nations at the level of the Economic and Social Council. Barb Shaw shared her experiences of going to the UNPFII twice and of opportunities that arise from such trips.

**2. Special Rapporteur on the Rights of Indigenous peoples:** appointed in 2001 to hear complaints about matters impacting on Indigenous Peoples. Professor James Anaya is the current Special Rapporteur on the Rights of Indigenous Peoples.

**3. Expert Mechanism on the Rights of Indigenous Peoples:** set up in 2007 largely of Indigenous experts to provide the Human Rights Council with thematic advice, in the form of studies and research, on the rights of Indigenous Peoples.

During the session participants viewed two videos which highlighted Indigenous involvement with the UNPFII.

*Richard and Ngarla at the Permanent Forum on Indigenous Issues:*

[www.amnesty.org.au/indigenous-rights/comments/26376](http://www.amnesty.org.au/indigenous-rights/comments/26376)

*Indigenous Peoples and the United Nations:*

[www.un.org/sea/sauced/unify/multimedia.html](http://www.un.org/sea/sauced/unify/multimedia.html)

## Children, Indigenous Peoples, Australia and the UN Convention on the Rights of the Child [CRC]

On the second day of the training, Emma Sydenham from SNAICC (Secretariat of National Aboriginal and Islander Child Care) provided an introduction to children's rights and national and international obligations to Aboriginal and Torres Strait Islander children.



**The UN Convention on the Rights of the Child (CRC/CROC)** was passed in **1989** and gives rights specifically to children.

For the Rights of Aboriginal children to be protected, and child protection to be supported the rights contained in the CRC need to be promoted through policy and advocacy – SNAICC is determined to achieve this by:

- **Promoting** children's rights (mediate between community and government)
- **Policy and Advocacy** (form mutual understanding by knowing how to engage with the government)
- **Training** (develop cultural awareness to get freedom from government)
- **Resources** (based on communication on communities' need, engage on national level)

Child Care is about **belonging, being and becoming**, and it is therefore crucial to support children in care and connect them to their culture and community as a foundation of their lives as well as of their communities.

**Practical Exercise: A common story**

*Sammy is 8 and from a local community out of town. He started local school but didn't get the teachers' way of teaching or their talk in English. He also got distracted because he couldn't hear so well. Mum thought he might have some trouble with hearing, but there is no health service in the area and no transport to town. Mum also didn't feel comfortable in the service because last time they asked funny questions about Sammy and she just felt shame. There is no Aboriginal health service for a long way.*

*What are the child rights issues that come up in this situation?*

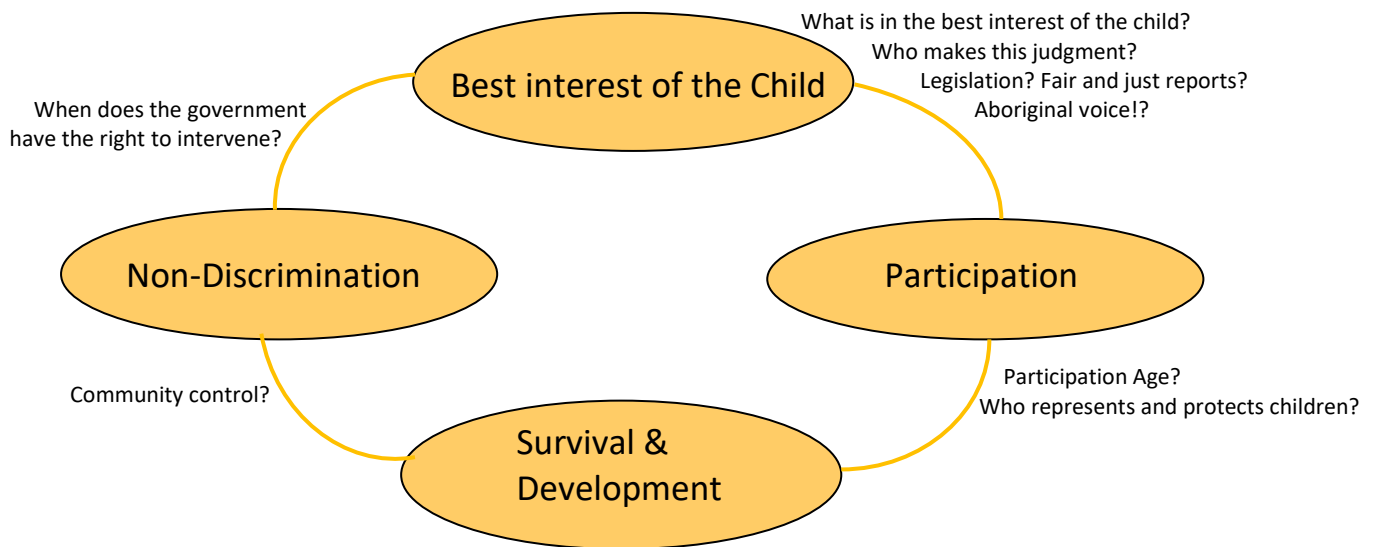
*Are there any things you see that may make working with child rights different to other groups of people?*

These problems touch upon the Convention on the Rights of the Child (CRC / CROC)

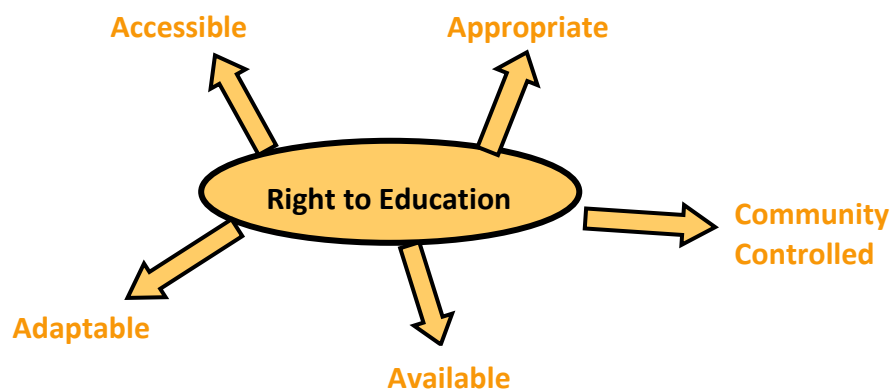
- Education (Art. 28+29) – English, no bilingual education
- Government's Obligations (Art. 4) – provide support to ensure a healthy environment
- Parents' roles (Art. 3) – the mother could not help because she had no faith in the system
- Communication, language, culture (Art. 30) – at school and medical centres
- Non-Discrimination (Art. 2) – funny questions, misunderstanding, no Aboriginal health services
- Support if poor (Art. 26) and for children with disability (Art. 23)
- Healthcare (Art. 24) - Protection of the child, under responsible care of the parents

**Children are rights holders.** However, parents as their guardians are responsible to protect these rights. People therefore have different rights and responsibilities depending on their age, background and development and are either dependent on others or they are their own agents.

## The Right of the Child – Chart 1: General Principles



## The Right of the Child – Chart 2: Education



**Group Reports:** Participants shared their concerns in relation to child rights including:

- 100% Attendance Rule – parents get fined and if the fine is not paid it doubles and can result in warrants; money is deducted from welfare payments which impacts on the availability of food for the family
- No bilingual education
- Recruiting new teachers- no community involvement or information provided
- No parental involvement in school committees
- Juveniles taken into custody are brought into town by police for court and then are not given a lift back but are left stranded in town

A story, shared by one of the participants about her current reality, highlighted the pain inflicted on families as a result of government policies which continue to separate children from their families rather than support families to create environments where children can grow and reach their potential.

## Lobbying and Advocacy

Bill Barker and Barb Shaw worked with the participants to build up their lobbying and advocacy skills. Bill provided information on advocacy and lobbying, defining what they are and what they look like and how they are all about persuading those with power to support your cause. Barb Shaw was able to provide participants with life examples and stories about her lobbying and advocacy experiences.

**ADVOCACY** = voice, speaking up for oneself and speaking on behalf of others.

**LOBBYING** = situation at parliament → When parliament sits people speak inside and raise issues. However, it is outside this official and formal meeting where most actions take place – in the lobby. Lobbying is meeting people more informally, over a cup of coffee or tea, and discussing issues – it is about persuading those people who make decisions to support your cause.

**Advocacy and Lobbying** is about **PERSUASION**, and about getting people to see things the way you do, especially people who have the power to support you. It is about control and power. **POWER** is the ability to do things: Influencing and persuading...

- politicians / elected representatives (federal, state/territory, local government): decisions, policy, money, resources
- business: money, employment, sponsoring, decisions
- celebrities: role models, media, influence
- government officials: helpful, get on the right side, “gate keepers”
- journalists: media
- tourists: carry on information into different countries, overseas, and thereby spread information
- other Australians

**PERSUADE** other people (who have the ability to do something, take actions), so that you can exercise power. Doing this, you have to build your knowledge and skills and take actions in an organised way!

**The Targets for lobbying and advocacy were identified - (i.e.) people who we want to get the message across to.**

- All elected representatives (federal, state/territory and local government): are sensitive to public opinion as they are all dependent on votes. Local members have the responsibility to inform government about local issues.
- Government advisors: senior government people have advisors. They are employed by ministers to prepare the way for them. They look at issues and prepare summaries for the ministers. Often they are useful people to talk to and if you want to see a minister their advisor is often the first point of contact.
- Public Servants: as with government advisors sometimes it is best to find the more sympathetic public servant and work with them (if time is limited you may simply waste energy in trying to work with the more hostile people). Public servants can influence ministers so can be useful for getting your message to the minister.



**Tips for developing your personal skills and confidence to persuade people to support your cause were discussed:**

1. Know what you want- have a clear objective for what you want to get out of the meeting.
2. Identify the best person to lobby and try to get some background on the person you're meeting.
3. Often you are only given a very short time slot so

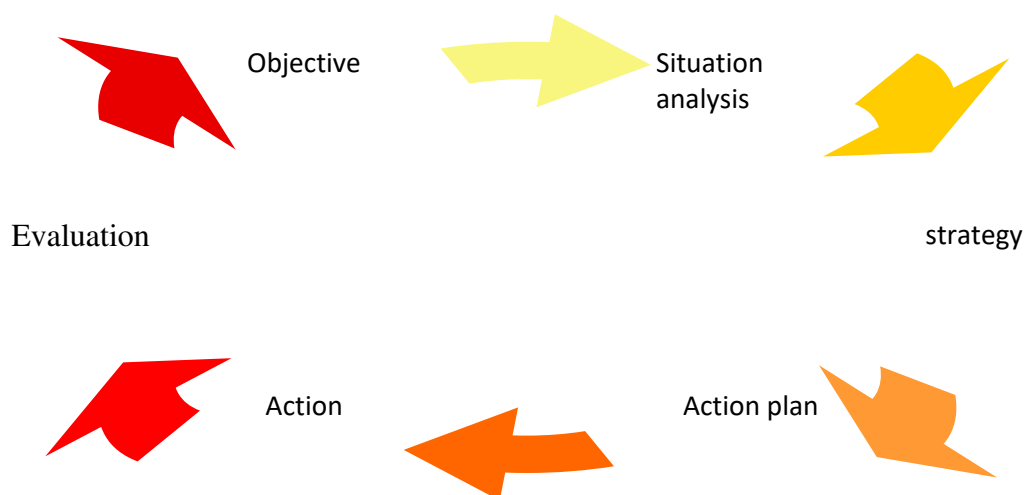
you need to think through what you want to say. The power of the human rights message – you can quote the Declaration, treaties Australia is a party to, articles the government has committed to. By quoting these things you can strengthen your case.

4. Look for allies –find people who can support your cause. Useful to have other people with you – the minister will invariably have other people with her/him, so it's useful to have support as well. Often good to have a range of people – gender & age representation.

**Practical Exercise:** Participants took part in a role play, lobbying a government representative on an issue of importance to them. Feed back was provided by Barb and Bill.

**Advocacy Campaigning**

Bill provided a presentation on Advocacy Campaigning which is wider than lobbying activity and requires a long-term strategy.



In preparing an advocacy campaign participants were advised to keep in mind:

- You should be able to express the objective for your campaign in a single sentence- need to have this clearly in your mind.

- Your objectives should be SMART: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-limited.
- Keep things in a human rights context - remember that the government has accepted human rights standards and so should abide by them.
- A SWOT analysis can be helpful in developing an effective campaign: identifying **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats.

**Practical Exercise:** In their groups participants developed an advocacy campaign - which they presented at the conclusion of the program.

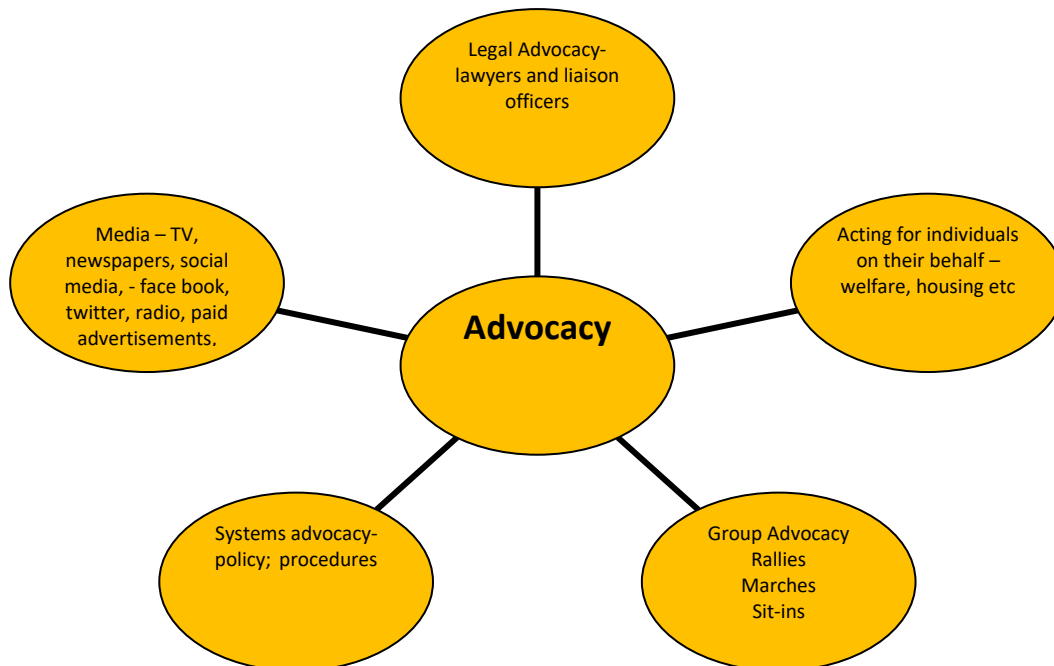
### Advocating for Indigenous Peoples Rights in Australia

Tammy Solonec, a Director of the National Congress of Australia’s First Peoples, provided the participants with an historical overview of the developments which led to the setting up of National Congress and a briefing on its current composition and work. Participants were very interested to get a better understanding of this new national organisation and would have liked to have been given more time for discussion about National Congress.

Tammy also presented on constitutional reform. She explained:

- why reform is needed - there is currently no recognition of Aboriginal and Torres Strait Islander peoples and sections 25 and 51(XXVI) are discriminatory;
- the commitment of all the major parties to hold a referendum
- the composition and work of the Expert Panel and their recommendations to delete sections 25 and 51 (XXVI), to add new sections recognising Aboriginal and Torres Strait Islander peoples and prohibiting racial discrimination ( except in cases of positive discrimination).

Barb Shaw and Tammy then partnered to share with the participants their extensive experience of advocating at a local, state, national and international level and the things they have learnt along to way to increase the effectiveness of their advocacy.



Tammy advised the participants to think about what sort of advocate they might want to be – what would work for them.



## Integrating media into an advocacy campaign - Andy Nilsen

Andy Nilsen, from the Media and Public Affairs Department of The Fred Hollows Foundation, spent the morning with the participants to build up their understanding of the media and how to work with the media.

After an initial discussion about participants' experiences with the media and the persistence of racist opinion Andy provided a presentation on what people can do to drive positive change.

Some advice Andy gave included:

- a good idea to target local and regional media because it is set up for the local community
- the radio should be your secret weapon – they have hours and hours to fill so are always looking for interesting people. Andy advised participants to make sure the local ABC presenter knows them, take them out for coffee and then when they are looking for a spokesperson they will know they can contact you
- be prepared for opportunities and strike straight away, there is a fast 24 hour news cycle, most of the time news is what is happening on that day so don't delay
- try to make sure that your story is as relevant to as many people as possible or to the audience of the medium (radio station, newspaper, TV station etc)
- make sure your story is very focused
- provide a great photograph and make it easy for the journalist
- with the rapid changes in technology power is swinging to the public so it's important to learn how to work with these opportunities- using twitter and face book you can get your opinion out to thousands of people in a few seconds!

**Practical Exercise:** Andy briefed the participants on the steps involved in developing a **Key Points Document**.

1. One sentence that states your opinion
2. Three points to justify your position (evidence that your position is right)
3. One point on what you want to happen

In groups, participants came up with very useful key points documents which could then be used as the basis for a media release, a radio interview, an article etc.

## Closing

Harold Furber, Co Chair of the Desert Peoples Centre and a DTP alumna joined the program on the final afternoon and awarded the certificates to the participants on completing the program.

## Acknowledgements

**The Diplomacy Training program would like to acknowledge The Fred Hollows Foundation in enabling this program to be delivered. The Foundation provided the financial support for the program and also significant and invaluable staff support.**

**The Diplomacy Training Program would also like to thank the team of trainers – Bill Barker, Tania McLeod, Andy Nilsen, Aunty Elaine Peckham, Dr Sarah Pritchard, Barb Shaw, Tammy Solonac and Emma Sydenham.**



## Appendix 1: Participants

<b>Participant</b>	<b>Organisation/Community</b>
Gerald Thorne	Life Style Solutions
Josephine Bundy	Atitjere Community
Bernard Kernan	Atitjere Community
Joanne Peckham	Atitjere Community
Louise Webb	Atitjere Community
Michelle Bates	Lifestyle Solutions
Beverly Peckham	Centre for Appropriate Technology
Isobell Ingram	The Fred Hollows Foundation
Bronwyn Penrith	Mudgingal
Melinda Hooper	Central Australian Aboriginal Family Legal Unit
Julie Bathern	Central Australia Aboriginal Congress
Trina Dalton-Oogjes	Dept. of Human Services
Rebecca Francis	SNAICC
Josie Fry	Central Australian Aboriginal Congress
Kellie Gorey	Central Australian Aboriginal Congress
Phillis Gorey	Central Australian Aboriginal Congress
Emslie Lankin	Central Aust. Aboriginal Congress
Ebony Miller	NT Medicare Local
Melynday Tilmouth	Central Australian Aboriginal Congress
Jasmine Woodbury	Central Australian Aboriginal Congress
Monique Wiseman	The Way Side Chapel



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning 1</b> 9.00 - 10.30	<b>Session 1:</b> Welcome to Country – Auntie Elaine Peckham Intro from DTP and the FHF. Participant Introductions and expectations Training outline and Manuals Group agreements	<b>Session 5:</b> Introduction to the UN Declaration on the Rights of Indigenous Peoples (UNDRIP)	<b>Session 9:</b> Recap and Review	<b>Session 13:</b> Advocating for Indigenous Peoples Rights in Australia – The Role of Congress and the Constitutional Reform Process	<b>Session 17:</b> Media Skills – Understanding the media and tips for using the media effectively
<b>Facilitator(s)</b>		Dr Sarah Pritchard		Tammy Solonec	Andy Nilsen
<b>Morning Tea 10:30-10:45</b>					
<b>Morning 2</b> 10:45 - 12:15	<b>Session 2:</b> What Are Human Rights? -The United Nations (UN) system -The Universal Declaration of Human Rights(UDHR)	<b>Session 6:</b> Indigenous Peoples and the UN System United Nations Permanent Forum; Expert Mechanism on the Rights of Indigenous peoples; Special Rapporteur	<b>Session 10:</b> Lobbying and advocacy skills – where and decisions are made developing strategies.	<b>Session 14:</b> Advocating for Indigenous Peoples Rights in Australia – Reflecting on Experience – Drawing some lessons from advocacy at State, National and International Level	<b>Session 18:</b> Integrating Media into an Advocacy Campaign
Facilitator(s)	Dr Sarah Pritchard	Dr Sarah Pritchard	Bill Barker & Barb Shaw	Tammy Solonec & Barb Shaw	Andy Nilsen
<b>Lunch 12:15.-1:15</b>					
<b>Afternoon 1</b> 1:15 - 2:45	<b>Session 3:</b> Practical Exercise 1: Presentation to theUN High Commissioner for Human Rights (Simulation)	<b>Session 7:</b> Children, Indigenous Peoples, Australia and the UN Convention on the Rights of the Child (CRC)	<b>Session 11:</b> Lobbying and Advocacy – A practical exercise	<b>Session 15:</b> Strategic campaigning skills: developing an advocacy campaign on issues of concern	<b>Session 19:</b> Where to go for support: AHRIC; Anti-Discrimination Boards; National Congress of Australia's First Peoples IHRNA
<b>Facilitator(s)</b>	Dr Sarah Pritchard	Emma Sydenham (SNAICC)	Bill Barker & Barb Shaw	Bill Barker	
<b>Afternoon Tea 2:45 - 3:00</b>					
<b>Afternoon 2</b> 3:00 - 4:30	<b>Session 4:</b> The International Human Rights Framework and Australia's Obligations. Health and Human Rights	<b>Session 8:</b> Practical Exercise – Using the CRC to promote and realise the rights of children in Australia.	<b>Session 12:</b> Strategic Campaigning Skills – Principles of campaigning	<b>Session 16:</b> Reviewing advocacy campaigns – and lobbying role play	<b>Session 20:</b> Closing, Course Evaluation and Feedback
<b>Facilitator(s)</b>	Dr Sarah Pritchard	Emma Sydenham	Bill Barker	Bill Baker, Barb Shaw & Tammy Solonec	Harold Furber

## Participant's Evaluation

The Alice Springs program was evaluated very favourably by the participants.

When asked what were **the best parts or sessions of the program**, some of the things participants told us include:

*All the knowledge and stories shared will remain with me forever and empower me to lead the way in education and rights*

*The initial introduction to our rights, but the story telling was interesting to me because of their significance to why we should have our rights. They were certainly an eye- opener to what is really happening to our people.*

*The way in which the facilitators brought us the program*

*I really enjoyed the whole week. Particularly human rights as this information will be very useful in my role as an outreach worker.*

Given the opportunity to provide feed back on **the least useful sessions** participants consistently reported that all sessions were useful or relevant. We did hear that participants felt that the sessions on the media and on the National Congress of Australia's First peoples were too rushed and participants would have liked more discussion opportunities in these sessions.

The **length** of the program, **degree of difficulty** and usefulness of the **training materials** were all positively evaluated. A number of participants reported that they would be using the materials to pass on the knowledge *...in our workplace....can use for my family...helping the community to speak up for ourselves*. Participants were also very happy with the quality of the trainers.

The following is a tabulation of the ratings given by participants assessing the objectives of the program:

Program Objective	1 (Very poor)	2 (Poor)	3 (Average)	4 (Good)	5 (Very Good)
To build knowledge of Human Rights and the Rights of Indigenous Peoples and how this applies to Indigenous Peoples .				1	12
To look at the international Human Rights framework and the obligations of the Australian government to respect, protect and fulfil Human Rights and the Rights of Indigenous Peoples.				2	11
To explore how Human Rights can be used to hold government accountable at the state, national and international level.				2	11
To develop practical lobbying and advocacy skills.				3	10
To provide opportunities for participants to share and learn from each others' experiences and to develop support networks				2	11

When asked if they could identify how the knowledge about human rights and the UN system might influence their work or approach to particular issues some of the feedback we received included:

*I will use the knowledge gained to help not only in my workplace but in every aspect to help in any way that I can for my people.*

*It will open up the way for me to tell my people out there that they have their rights to stand up and to have their say.*

*The knowledge has helped me to be more proactive/empowered as an individual. I had been doing some of the advocacy already but I will now be more proactive about using the advocacy skills and motivating others.*

*Help to advocate for better health services and access to appropriate services.*

We received some advice in relation to the materials such that some of the terminology needs to be broken down and to include more audio visual material. A number of participants also noted that the program needs to be better promoted in more remote communities who still do not have access to the information and skills being built through these *Indigenous People, Human Rights and Advocacy* programs.