Greetings from The Cairns Institute. On 31 October 2012, Professor Hurriyet Babacan stepped down as the Inaugural Director and Professor Sue McGinty became Acting Director until a new Director is appointed in 2013. I want to thank Professor Babacan for all she has done in setting up the Institute and growing it to the stage it is at today.

OPENING OF THE NEW CAIRNS INSTITUTE BUILDING
There is a lot of activity happening on the site of the new Institute building. We are expecting that staff will be able to move into the new premises in May. The date of 8 July 2013 has been proposed for the opening ceremony of the new Cairns Institute building. The Institute’s International Advisory Board will be invited to the opening and a steering committee has been established to convene a conference to coincide with the event.

THE INSTITUTE’S BUSINESS MODEL
At a recent meeting of the Institute’s Management Committee, the business model that provides a framework for the future of the Institute was accepted. This model emphasises the role of the two faculties with major investment in The Cairns Institute: Arts, Education & Social Sciences; and Law, Business & Creative Arts. It was also acknowledged that a growth strategy is needed. The budget was accepted with the awareness that it will need to be revisited, in particular in light of the findings of the Future Taskforce when they are handed down next year.

AUSTRALIAN RESEARCH COUNCIL (ARC) DISCOVERY RECIPIENTS
Congratulations to the following successful ARC recipients:
- Prof Alexandra Y Aikhenvald (TCI Tropical Leader); Prof Robert M Dixon; Prof Lourens de Vries; Prof Dr Willem F Adelaar. How languages differ and why. $350,000
- Prof Christopher Cunneen (TCI Tropical Leader); Prof Eileen Baldry; Ms Melanie Schwartz; Prof Barry Goldson; Em/Prof David Brown. A comparative analysis of youth punishment in Australia and the United Kingdom. $429,000
- Prof Julie Stubbs; Ms Melanie Schwartz; Prof Christopher Cunneen (TCI Tropical Leader); Em/Prof David Brown. Justice reinvestment in Australia: Conceptual foundations for criminal justice innovation. $235,000
- Prof Michael P Ackland (TCI Research Fellow). Christina Stead and the socialist heritage. $124,000
- Dr Roxanne G Bainbridge (TCI Sen Research Fellow); Prof Komla Tsey (TCI Tropical Leader); Prof Adrian Miller; Prof Christopher Doran; A/Prof Anthony Shakeshaft; Asst Prof Roz Walker. Inspiring Indigenous youth to build resilience and sustain participation with education and employment. $515,000

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Adjunct professor activities

While **Adjunct Professor Wadan Narsey** was at The Cairns Institute in 2012 he completed a report for the Fiji Bureau of Statistics, funded by AusAID, based on his analysis of the 2008-09 Household Income and Expenditure Survey.

The report *Poverty in Fiji: Changes 2002-03 to 2008-09 and Policy Implications* was launched in Suva at the end of August 2012 by the Acting Australian High Commissioner to Fiji, Mr Glenn Miles, followed by a full-day workshop. To disseminate the findings widely throughout Fiji, Professor Narsey with the Fiji Bureau of Statistics and National Planning Office also conducted workshops in Nadi and Labasa, all hosted by the Fiji National University.

The workshops, which also included contributions from related government ministries and NGOs, covered poverty and poverty alleviation, income sources and income distribution, food security, substance abuse and other consumption "bads" such as junk foods, broad development indicators at the household level, and growth strategies for reducing poverty. These will be addressed by urban/rural divisions and ethnicity where relevant. The emphasis throughout will be on policy implications and recommendations.

Visiting scholars in 2013

The Cairns Institute welcomes five visiting scholars in 2013 and one Endeavour Awardee visitor.

**Dr Lay Chanthy**
Department of Environmental Science, Royal University of Phnom Penh (RUPP) from February to March 2013 as an Endeavour Awardee.
Research area: How research is organised at JCU and in The Cairns Institute.

**Assistant Professor Gregory Acciaioli**
School of Social Studies, University of Western Australia
Working with: Prof Ton Otto.
Research area: Anthropology, sustainability and tropical environments, language and culture, indigenous futures, social justice, economic development.

**Associate Professor Colin Filer**
College of Asia & Pacific, Australian National University
Working with: Dr Mike Wood
Research area: Land use, sustainability, biodiversity, indigenous livelihoods, environmental knowledge.

**Dr Gwendolyn Hyslop**
School of Culture, History and Language, Australian National University
Working with: Prof Alexandra Aikhenvald
Research area: Linguistics, Asian languages, cultural diversity, language documentation, Indigenous populations.

**Associate Professor Andrew Searles**
Hunter Medical Research Institute
Working with: Prof Komla Tsey
Research area: Wellbeing indicators, economic evaluation, indigenous health.

**Dr Gregory Smith**
Lewis & Clark College, Portland, Oregon
Working with: Prof Bob Stevenson
Research area: Sustainability curriculum, community-based education.
Training in the tropics

In January 2013, Mark Franks was appointed as the Professional Development Training Manager for The Cairns Institute, representing us in northern Australia and the Pacific region.

Holding an honours degree in Marketing, he built his career in the UK with J Walter Thompson, the world’s largest advertising agency, liaising with clients at the highest level and developing media strategies for international brands such as Smirnoff Vodka and Sharp Electronics.

Based in Cairns as a consultant since 1998, Mark has worked in close collaboration with government organisations including Ergon Energy, Queensland Parks & Wildlife Service, the Wet Tropics Management Authority and many others. Plus he has considerable commercial expertise gained within the private sector in the areas of business development and professional training, making him ideally suited to managing our Professional Development program.

Under the strategic commitment of The Cairns Institute, the Professional Development unit was created to address the considerable training gap that exists between standard vocational training and intensive higher education courses.

All professional organisations have key personnel and senior staff who are tertiary qualified and do not need further formal higher education; however, there is a strong requirement for them to acquire industry-specific knowledge and high-level management skills in order for them to perform more effectively in their role and assist in furthering their career.

Given the calibre of our research and teaching staff The Cairns Institute, in close partnership with faculties/schools of JCU, is perfectly positioned to create highly developed ‘niche market’ short courses that are tailor-made to suit the specific needs of large organisations and professional individuals.

Certificates of course completion with the brand of James Cook University are highly valued and make a clear statement that an individual is committed to ongoing professional development.

The Cairns Institute is focused on developing human and organisational capabilities in the tropics to make our work relevant to industry, government and communities. In recognition of this, we are already developing courses in:

- Governance and leadership
- Strategic planning and policy development
- Family violence legal and policy responses
- Community safety
- Advocacy for non-lawyers working for legal service providers
- Native title for anthropologists and others in private enterprise
- Child protection and therapeutic care
- Critical thinking and mindfulness in human services work
- World heritage listing process
- Heritage compliance
- Cultural awareness

Our aim is to work in complete partnership with our clients to form mutually beneficial long-term relationships. Contact Mark to discuss your professional development requirements in more detail.

mark.franks@jcu.edu.au
Phone +61 7 4042 1897

“Our aim is to work in complete partnership with our clients to form mutually beneficial long-term relationships”
Fellow in residence 2012 Ryan Daniel

CREATIVE SPACES, INDUSTRIES AND ECONOMIES IN NORTHERN AUSTRALIA

Having the opportunity to spend time as a fellow in residence at The Cairns Institute has enabled me to establish a new research direction and focus. The core of this new area of focus is the concept of creativity and all its forms, including the ways in which creative practices contribute to social structures and economies. While the concept of the creative industries has now received significant research attention, including policy analysis and economic mapping, the nature and contribution of this sector to northern Australia remains largely under-researched. Certainly, creative practice in northern Australia is diverse and complex, yet contains unique elements that sets it aside from that of other geographical areas.

The Cairns Institute provided valuable direction and support during my fellowship, in particular through mentoring and advice from (then Director) Professor Hurriyet Babacan. In addition, there were regular offers of administrative assistance as well as the opportunity to meet other researchers who were equally committed to the discovery of new knowledge relevant to the tropics and northern Australia. The backing of the Institute was also very helpful when undertaking discussions and negotiations with key external stakeholders, all of whom showed a genuine interest in my research and in the role of the Institute in building capacity and understanding in this area.

The outcomes of my period as a fellow have been significant. These include presentations at the International Economic Development conference in Cairns in September 2012 and a keynote presentation at the Arts Matters conference in Townsville in June 2012. A book chapter and two journal papers are in process, while grant applications for external funding have been submitted at both local council and national levels. In addition, ongoing workshoping with colleagues within the Institute and external experts towards ongoing collaborative research projects continues. The creative industries concept as it applies to northern Australia is an exciting area worthy of ongoing attention; I am pleased to be able to play a small part in promoting this area of research moving forward.

TCI building update

**Building timeline**

**Oct 2011**
Site clearing, site & access establishment, civil works

**Nov 2011 – Apr 2013**
Building construction & fit out

**May 2013**
JCU occupation of building

The Cairns Institute building under construction
Indigenous legal needs project

NORTHERN TERRITORY REPORT

The Indigenous Legal Needs Project NT Report was launched in Darwin on the 6 November 2012 by John Elferink MLA, Attorney General, Minister for Justice and Minister for Corrective Services. The research was led by a team from The Cairns Institute, including Professor Chris Cunneen and Ms Fiona Allison. The report provides the most comprehensive survey of civil and family law needs for Aboriginal people ever undertaken in the Northern Territory.

The research, based on focus group interviews and discussion with nearly 149 Aboriginal men and women in eight communities and interviews with over 60 service providers, shows that civil and family legal problems are widespread among Aboriginal people in the Northern Territory. In most cases few people seek legal assistance.

A copy of the report can be downloaded from www.jcu.edu.au/ilnp

“The report provides the most comprehensive survey of civil and family law needs for Aboriginal people ever undertaken in the Northern Territory”

TCI building update

The Cairns Institute building under construction
In 2010 Mission Australia contracted Cairns Institute Research Fellow Associate Professor Wendy Earles to facilitate a three-year evaluative capacity-building (ECB) and action learning process with staff in the Communities for Children (CfC) program. Mission Australia is a national non-denominational Christian community services organisation operating more than 450 community, education and training services in every Australian state and territory.

The CfC program involves a non-profit organisation contracting community partners to provide early intervention and prevention services for families with children aged up to 12. The program seeks to develop robust and inclusive local governance and management systems for integrated service planning, funding, contracting and delivery. Mission Australia is the facilitating partner for six CfC sites, those in Cairns South (QLD), Greater Dandenong (VIC), Inala-to-Ipswich (QLD), Miller (NSW), Mount Druitt (NSW), and Taree (NSW) which enabled a comparative study including tropical FNQ.

Sarah Spiker, Manager of Mission Australia’s National Programs Unit said “Wendy came to us with a bold idea that has really added value to the organisation”. ECB processes aim to assist practitioners innovate and adapt their practice in changing and complex environments and involve action learning designs and practices.

An ECB team was established and the first step was to ‘look backwards’ at existing evaluation reports to discern what was already known. Four knowledge gaps were identified. First, past evaluations identified the need to further understand and embed the vision, model and logic of the CfC practice model. Second, there was a need to build an evidence base for the value added by the program. Third, there was a need to refine outcome measurement tools. Fourth, further investigation of service users’ experiences was warranted. The team designed and conducted studies around these four areas of interest.

The process is now completed and the results of the studies have been presented at major national and international conferences in public administration and non-profit studies. Recently a paper on the process was presented at the Australasian Evaluation Society annual conference in Adelaide. Further presentations are planned in November 2013 for practitioner audiences through the Communities for Children Annual Conference and the Australian and New Zealand Third Sector Research Biennial Conference.

The ECB process has fostered a community of practice across the six CfC sites within Mission Australia. The experiences are now informing CfC managers’ efforts to implement ECB practices at the local level and to respond to funding agencies’ new outcomes measurement requirements. Jo Fildes, from the Mission Australia Research and Social Policy Unit, says “it is important to give our services the tools and support they need to reflect on practice, understand our work and how it links to our organisation’s vision, and make sure that we’re still doing the best we can for the communities we work within”.

"The ECB process has fostered a community of practice across the six CfC sites within Mission Australia. The experiences are now informing CfC managers’ efforts to implement ECB practices at the local level and to respond to funding agencies’ new outcomes measurement requirements."
PhD student profile: Hannah Sarvasy

A GRAMMAR OF NUNGON

Hannah Sarvasy is writing a grammar of Nungon, a Papuan language spoken by about 500 people in a remote river valley in the Saruwaged Mountains of Papua New Guinea. In a fieldtrip in June 2011, Hannah travelled to Towet village, at about 1700m above sea level, to evaluate local interest in the Nungon project. In fact, local government officials had been interested in commissioning a technical grammar of their language for several years! This is an ideal situation for a field linguist: to collaborate with a community with avid interest in having their language officially ‘described.’

In September 2011 Hannah returned to the area to begin several months of learning Nungon and recording stories, songs and speech in the language. She and Nungon speakers transcribed these texts and then Hannah analysed them to figure out the underlying logic of the language. It’s an exhilarating process; in the early stages of language analysis, every revisiting of a text may elucidate another piece of the Nungon language puzzle.

In 2008 and 2009, Hannah spent a total of ten months in remote fishing villages of Sierra Leone as research assistant to Prof Tucker Childs (Portland State University, USA) documenting two highly endangered languages. Although the environment in PNG is quite different from the flat floodplains in which Sierra Leone’s Kim and Bom languages are spoken, both regions lack electricity and vehicle roads. Between 2004 and 2010, Hannah supplemented her research assistant income by leading trail work crews in remote wilderness areas of the western US. She finds that linguistic fieldwork is in some ways the ultimate challenge, pushing one intellectually, physically, and psychologically; Hannah draws on the wilderness skills and training from her forestry work as well as her academic linguistic background to help her with fieldwork in remote communities.

Hannah’s PhD supervisor is Professor Alexandra Aikhenvald.

“Local government officials had been interested in commissioning a technical grammar of their language for several years! This is an ideal situation for a field linguist—to collaborate with a community with avid interest in having their language officially ‘described’”
Saving languages in Amazonia

The Amazon River Basin is home to an unprecedented diversity of languages and cultures. This area has more than 400 different languages. At least 55 of them are spoken in the Brazilian state of Amazonas. They belong to many linguistic families, and some are as different as English and Finnish.

Sadly, most of the languages are endangered. This means that children no longer speak them, and only old people remember stories, songs and traditional lore. Over the past twenty years, Distinguished Professor Alexandra (Sasha) Aikhenvald has documented three highly endangered languages, all from one family called Arawak. The Arawak family is the largest in South America. When Christopher Columbus hit the coast of Hispaniola Island in 1492, he encountered the Taino people, who spoke an Arawak language. (Their language became extinct within 150 years.)

In addition, Sasha has been working on documenting the Tariana language of Amazonia since 1991. Tariana is spoken in a very remote area on the border between Colombia and Brazil. The remaining speakers of Tariana live on the upper Vaupés river, one of the major black water tributaries of the upper Rio Negro, which flows into the Amazon River. Having black water is not very pretty, but is beneficial to one's health: black water regions do not have as much malaria, cholera and other diseases as do white water areas. Only about 100 people still speak Tariana out of over a 1000 who consider themselves ethnic Tariana.

The area where Tariana is spoken is not easy to get to. The few remaining speakers of Tariana live in the mission centre of Iauaretê, on the border between Colombia and Brazil, and a few other villages in that area. Before Sasha starts her travel she usually writes to the Tariana Indians in Iauaretê and the neighbouring villages of Santa Rosa and Periquitos to make sure they can meet her in the township of São Gabriel da Cachoeira. To get there she flies by jet to Manaus, the capital of the Brazilian state of Amazonas, a city of about a million people, and then by small plane to the town of São Gabriel da Cachoeira where the Tariana, already notified by short wave radio, await her with their boat. It takes more than 10 hours on an open boat to get to Iauaretê.

Over the years, Sasha has produced a comprehensive reference grammar of Tariana, a lengthy dictionary and a few collections of traditional stories, all with the help of older people who are now all but gone.

Leonardo Brito, the oldest remaining speaker of Tariana, and Teodoro and Rafael Brito looking at the Tariana language website within the Language and Culture Research Centre https://eresearch.jcu.edu.au/spaces/TLA

Sasha’s next stop would be the very remote village of Santa Terezinha, on a small river called the Iauari. This is one of the most multilingual places in the world. Each of the 65 inhabitants of the village speaks five to six languages. One of these languages is called Kumandene Tariana, and it has never been written down before.
Thanks to the support of the Federal University of Amazonas, we managed to organise a brief workshop on Warekena, teaching young people their ancestral language. This was based on a grammar that Sasha wrote 15 years ago based on work with elders, and a dictionary. The workshop was a success with more than 200 participants.

And now, what next? In the early 1990s, Sasha documented the Baré language, from the Arawak family. The last speaker, and her teacher, Sr Candelário da Silva, passed away in early 1992. The descendants of the Baré people now would like to learn their language. They have asked Sasha to conduct a teaching workshop on their language in the village called Amuim. Orlando (picture above) is likely to be one of our students.

Documenting and recording languages and cultural heritage is an important part of our work in the tropics — making sure that linguistic and cultural diversity are not lost.
Inspiring Australia

An Expert Working Group (EWG) Report titled *Science engagement and tropical Australia: Building a prosperous and sustainable future for the north* was released in November 2012. The report addresses objectives and outcomes towards the goals identified through the development of *Inspiring Australia* – a national strategy for engagement with the sciences. The project was funded by the Department of Innovation, Industry, Science and Research, with the Project Leader being Professor Hurriyet Babacan and Project Manager Associate Professor Allan Dale, both from The Cairns Institute. The EWG was chaired by Dr Peter Andrews.

The Inspiring Australia Strategy is a high-level strategy for public engagement with the sciences that aims to build strong, open relationships between science and society, underpinned by effective communication of science and its benefits. In order for the nation to reach its full potential it is essential to explore areas that due to location may face disadvantage in science engagement.

An Expert Working Group was formed that allowed for discussion to be stimulated in the wider community. The EWG developed a discussion paper that outlined some of the challenges that science engagement faces in Australia's tropical region. From the discussion paper and the survey, the EWG developed seven themes of science engagement that need to be addressed.

- Building science literacy for all tropical Australians
- Shifting science engagement cultures at the project and publication level
- Building durable and trusted regional science brokerage and partnership arrangements
- Forging effective science engagement in the Indigenous domain
- Building science partnerships at industry/sectoral level to turbo-charge innovation
- Ensuring science messages from the tropics engage southern Australia
- Engaging tropical Australia in national science messages.

The EWG developed 20 recommendations against the seven key themes. These recommendations aim in the short to medium term to kick-start improved science engagement in the tropical region of Australia.

The EWG concluded that tropical Australia is disadvantaged in the quality and impact of science engagement which weakens the ability of tropical Australia to make genuine economic, social and environmental progress at the same rate as other parts of the nation. This has a direct impact on the daily lives of tropical Australians; for the imbalance to be addressed the recommendations of the EWG need to be given real attention.

Open access publishing

Open Access is the means of disseminating scholarly and scientific literature, free of charge over the internet and, to other researchers and anyone else who might benefit from accessing the results of publicly funded research.

Open Access communication of research outputs maximizes the distribution, potential usage and outcomes of research findings. See the JCU Library guide at libguides.jcu.edu.au/openaccess
Indigenous Arts Centre Alliance

In January 2013 the Indigenous Art Centre Alliance (IACA) celebrated its first year of operation under the auspices of The Cairns Institute at JCU. The organisation is gaining momentum and moving ahead toward becoming an independent legal entity. 2012 saw much foundation work occur with a range of training and service delivery activities rolling out to its 14 member art centres. Some activities held in 2012 included: marketing and promotional activities including a new website and a facebook page; two members’ conferences exploring a range of topics which included hands-on practical workshops, and expert panels discussing market and industry trends; governance training; understanding the implications of the Indigenous Art Code; legal rights training delivered to all artists by the Arts Law Centre of Australia; human resource support and consistency across the membership; and support and promotion at Cairns Indigenous Art Fair (CIAF).

At the IACA members’ conference held in Cairns at The Pacific International Hotel in November 2012 the members worked together to finalise their constitution and elect a new 2013 Management Committee that will direct the future of the soon-to-be incorporated IACA in 2013.

What was the best thing about the IACA conference? Comments from the members:

- Sharing successes
- Meeting and networking with people involved with Indigenous arts
- Great to see IACA and the art centre network evolving!!
- Exchange and share knowledge and information
- Getting together with everyone
- The forums – different speakers – good to hear about things from a gallery’s perspective

- Artists and managers from all over the Cape talking about what’s in the best interests of the community art centre and artists
- Meeting with all the art centre managers; learning and getting ideas from their experience. Also the gallery owners’ discussion on how the galleries work was good information for our centre as we are only just starting. Going out to the Tanks regarding the hanging of paintings was great practical advice
- I found the panel session very valuable in that it provided perspectives (especially by the two gallery directors) that extend understanding of the wider arts industry, where Indigenous art is placed within that context and projections/predictions for the Indigenous art in the national/ international environment
- Seeing IACA form, seeing the organisation, receiving a most moving and beautiful welcome to country, talking with people and seeing the thing develop one step further. Seeing the effort Pam [Bigelow] has obviously extended returns fantastic reward and recognition to her.

The IACA management committee and members would like to thank The Cairns Institute JCU for supporting IACA to get started. Thank you also to our funding bodies Arts Queensland and The Office for the Arts, Department of Prime Minister and Cabinet.
Empowerment Research Program

Professor Komla Tsey provides leadership for transdisciplinary teams across the School of Education, The Cairns Institute and beyond to undertake developmental research in the field of education for social sustainability; build a longer term education for social sustainability collaborative research agenda; and mentor and support emerging researchers to become independent competitive researchers. He also leads a cohesive team of researchers partnering with Aboriginal and/or Torres Strait Islander Australians in Empowerment Research. The team utilises original and collaborative empowerment and participatory approaches to improving understanding of social circumstances and the relationship between these and government policies, thereby improving and sustaining health and wellbeing in population subsets. There is a specific focus on the ways in which empowerment contributes to raising outcomes across the social determinants of health and wellbeing for Aboriginal and/or Torres Strait Islander Australians.

The team, Roxanne Bainbridge, Cath Brown, Janya McCalman, Anne Stephens and Rachael Wargent, is located in The Cairns Institute and are involved in a number of projects including, but not limited to:

**Australian Research Council Projects**

While the team has involvement in other ARC projects, for example the National Indigenous Research and Knowledges Network (NIRAKN), it takes the lead in two. These are: A whole-of-community approach to engagement into education for Aboriginal learners; and Mentoring for young Aboriginal and Torres Strait Islander Australians.

**Funding, accountability and results for Aboriginal health services - Closing the policy: implementation gap? (The FAR Project)**

The FAR Project is a three-year project funded by the Lowitja Institute. It aims to describe and analyse planned reforms in two jurisdictions; to generate information concerning the impact and sustainability of both the policy goals and the processes of implementation; and ultimately to contribute to the design of better policies and programs that will support the delivery of high quality, sustainable Primary Health Care. It is a mixed methods study on the enablers and barriers of transitioning to Aboriginal Community Controlled Health Services. It will examine the methods used, gaps, change processes used or not used by providers and funders, policy and practice arrangements, and compare reforms to policy goals. Lastly it will determine whether all of this will result in progress, i.e., will it close the gap? Case studies will be used to tell a story of how things have happened and their influence in achieving policy goals.

**Health promotion capacity building: Tools, resources and training to strengthen health promotion and outcomes**

This project is funded by the Lowitja Institute. It focuses on consolidating knowledge and understanding of the implementation of available tools, resources and training (TRT) that support Aboriginal and Torres Strait Islander health promotion. Specifically, it investigates the extent to which TRT are accessible and appropriate, and how they might be better implemented or supported to enable the Indigenous health promotion workforce to access and use them more effectively.
Empowerment Research Program (cont.)

**Mareeba Therapeutic Community**
Work at the Mareeba Therapeutic Community will continue in 2013 as the service moves into its second year of operation after Easter. Researchers will continue to support the service to implement a continuous quality improvement framework.

**National Disability Insurance Scheme**
A team of TCI and Public Health Researchers have been contracted by Brain Injury Australia to develop a suitable set of assessment instruments and procedures for assessing cognition, daily functioning and support needs of Aboriginal and Torres Strait Islander people with an acquired brain injury. The assessment battery, guidelines and recommendations are to be implemented by the National Disability Support Scheme, to be launched on July 1, 2013.

**National Health and Medical Research Council (NHMRC)**
The team is involved in two key NHMRC projects. Building Indigenous Research Capacity (BIRC), in addition to building the research capacity of a cohort of Indigenous researchers across Australia, aims to establish a network to promote Indigenous health research and build capacity in some Aboriginal Community Controlled Health Services already involved in Indigenous and population health research. The second is an intervention trial to reduce alcohol related harms among high-risk young Indigenous Australians.

**Period of PURPLE Crying**
After completing a scoping study of the Period of PURPLE Crying materials and attending the 2012 International Conference for Shaken Baby Syndrome, researchers will work towards service recruitment and staff training in 2013 to launch pilots of the program here in Australia. In a world first, the research will focus on a non-hospital based delivery of the education program and cultural adaptations to make the program highly effective in the diverse Australian rural, remote and peri-urban settings.

**Cross-Institutional Partnership Meetings**
In December 2012, the team hosted three cross-institutional research meetings – one in Cairns and two in Sydney with partners from several universities and organisations across Australia. Arising from those meetings are several new projects and funding proposals and a collaborative book/monograph. Another forum is planned for February 2013.
In 2012 the Mamu Aboriginal Corporation contracted The Cairns Institute to deliver a Parental and Community Engagement project (PaCE) in the Innisfail District for six months. The Innisfail PaCE project was funded by the Department of Education, Employment and Workplace Relations. PaCE is a community driven program that supports initiatives that encourage families and communities of Aboriginal and Torres Strait Islander children and students to participate in educational decision-making and engage in children’s education. It aims to support parents and carers to ‘reach in’ to enhance the educational outcomes for their children and to enhance local engagement with schools.

The Cairns Institute brought together a project team comprising a local Indigenous Community Engagement Officer and education and training specialists. The project was so well received by the local community that a project extension was granted for a further six months, and discussion is currently underway for an additional program in 2013.

Engagement with schools and the community was critically important to the success of the project with over 30 visits to local schools occurring throughout the year. The project engaged extensively with the Innisfail Indigenous community through a variety of mechanisms including meetings, events, workshops, homework groups, home visits, and traditional and social media. Over 1000 people participated in activities including 743 parents/caregivers and 233 children to 31 December 2012.

Some of the project highlights include:

• Events held to celebrate national Indigenous Children’s Day, including a dinner for 350 people and a performance by the National Indigenous Gondwana Choir

• The formation of an Indigenous Parent and Carer Group with an executive committee and over 25 members. The name of the group is Jilbay Bin, which means ‘become clever’ in local Mamu language

• The formation of a homework group, which is run by volunteers in coordination with staff at The Cairns Institute. This homework group ran weekly in term 4 of 2012 and assisted primary school students. Based on the success of the homework group Jilbay Bin wishes to expand to include an extra day per week and to include high school students

• In response to issues highlighted by the community, workshops aimed at enhancing community capacity to lead and support children’s learning at home and through parent and carer engagement at school were held. Workshops included computer education, blue cards, cultural awareness and history of the legal situation of Indigenous people, national curriculum issues, and governance training.

All of The Cairns Institute’s project team valued the opportunity to work with community members of Innisfail. In particular the enthusiasm, dedication and level of support that the homework group received indicate that this is one aspect of the project that there is an urgent need and support for in the community.

Considering the disparity in educational outcomes that exists between Indigenous and non-Indigenous students, initiatives such as the Innisfail PaCE project can help to build community capacity and assist parents and carers to develop skills to improve educational engagement.
Visiting scholar report

As a visiting scholar of The Cairns Institute, **Professor Ilango Ponnuswami** from Bharathidasan University, Tiruchirappalli, India had the opportunity to live and work in Australia for almost 3 months. The scholarship enabled him to visit the JCU campuses in Townsville, Cairns and Mackay and experience the teaching and learning environment and contribute to activities in the Department of Social Work. With JCU colleagues he peer-taught and conducted three workshops on gerontology for social work practitioners in Townsville, Cairns and Mackay. Professor Ponnuswami was able to bring an international perspective, and particularly a developing country perspective, to subjects such as mental health, gerontology and other related subjects.

Professor Ponnuswami forged links and collaborative arrangements for joint research and writing projects and with Drs Wendi Li and Abraham Francis successfully submitted a symposium proposal for the 20th IAAG World Congress of Gerontology and Geriatrics in Seoul, Korea in June 2013. During his visit Professor Ponnuswami also completed a comprehensive literature review on geriatric mental health in India and Australia and with JCU colleagues is finalising manuscripts for submission to international journals and as well as a grant application for carrying out a more extensive review of literature on geriatric mental health in India and Australia.

Other outcomes from the visit to JCU were professional events at the Bharathidasan University in Tiruchirappalli (India) for 2012-2013 including a workshop on international social work with participation by JCU’s Dr Debra Miles, Mr Peter Jones and Dr Narayan Gopalkrishnan. An online open access peer-reviewed international journal, *Collaborations in International Social Work Education (CISWE)*, was officially launched on the occasion, and in January 2013 Dr Nonie Harris, Dr Abraham Francis and Professor Ponnuswami conducted a three day residential scientific writing and publication workshop for social work faculty members and research scholars at the Karl Kubel Institute of Development Education in Coimbatore, India. Also in January 2013 they conducted an international conference on child and adolescent mental health with Dr Nonie Harris as keynote speaker and Drs Beth Tinning, Abraham Francis and Tony McMahon from Centacare Townsville all plenary speakers.

Furthering the links with JCU, a former JCU student from the Department of Social Work and Community Welfare, Ms Annica Nilsson, spent a month on placement with the Department of Social Work, Bharathidasan University, Tiruchirappalli in 2012.

Professor Ponnuswami was extremely thankful to The Cairns Institute for the generous scholarship, particularly, he would like to thank Professor Hurriyet Babacan (former Director) and other members of The Cairns Institute, the Vice-Chancellor, and Pro-Vice Chancellors for the wonderful opportunity.

"Professor Ponnuswami was able to bring an international perspective, and particularly a developing country perspective, to subjects such as mental health, gerontology and other related subjects”
Pathways to excellence

Learning Earning Active Places Strategy – Pathways to Excellence

The Pathways to Excellence Project emerged from a partnership formed between the Department of Aboriginal and Torres Strait Islander and Multicultural Affairs (DATSIMA) and The Cairns Institute to progress the Learning Earning Active Places Strategy (LEAP) 2011-2014. The LEAP initiative delineates the intentions of government to work with Aboriginal and Torres Strait Islander Queenslanders to improve their access to education, employment, health and housing opportunities in urban and regional areas.

DATSIMA and JCU partnered with PASS Australia, an Indigenous mentoring program operating in Cairns, to provide targeted mentoring support for six Aboriginal and/or Torres Strait Islander Year 12 students from inner Cairns suburbs.

Peter Narducci and Guea Pitt who coordinate the PASS Australia program organised for Simon Towle (DATSIMA) and Roxanne Bainbridge (JCU) to provide additional mentoring support for six of their Year 12 students. The students preferred a one-on-one mentoring style: “it was great to actually focus on us instead of everyone”. Another student commented on the additional intensive support provided during the project. She maintained that most important in transitioning from education to further education, training or employment is “having someone there by your side, believing in you, and saying you will get somewhere”. All six students made successful transitions into:

- University studies in criminology
- A position in the mining sector
- The Australian Defence Force
- Enrolled in the JCU Remote Area Teacher Program (RATEP)
- Hotel management
- Volunteering at the Police-Citizens Youth Clubs (PCYC).

The project laid the foundations for further research directions and mentoring partnerships to support Aboriginal and Torres Strait Islander young people.

Publishing

From Head-Loading to the Iron Horse: Railway Building in Colonial Ghana and the Origins of Tropical Development

In this meticulously researched book, Komla Tsey, Tropical Leader at The Cairns Institute, brings to light the historical origins of a wide range of issues confronting present-day international development researchers and policy-makers, such as technology transfer, wealth creation versus equity of access, and ways to evaluate the benefits of development work, especially across cultures.

ISBN 9789956728992 | 258 pages | 229 x 152 mm | B/W Illustrations and Maps | 2013 | Langaa RPCIG, Cameroon | Paperback
Events

**MASTER CLASS IN NATIVE TITLE FOR ANTHROPOLOGISTS:**
So you want to work in Native Title?

**Convenor:** Dr Susan McIntyre-Tamwoy  
**Date:** 13th-20th April 2013  
**Time:** 8.30-5pm daily

This master class provides graduate and early career anthropologists with targeted skills-based training for Native Title work, with a particular focus on northern Australia. Topics covered in the course include: the roles of anthropologists in Native Title work and the Native Title process, cultural awareness and working with Indigenous knowledge, contemporary kinship and concepts of Aboriginal 'society', defining the claimant group, legal frameworks and registration requirements, linguistics, genealogical research and mapping descent groups. Participants will also cover: documenting the claim and the nature of 'evidence', writing connection reports and supplementary reports, addressing Terms of Reference, dealing with ethical issues and how to maintain objectivity. Throughout this course participants will gain valuable insight from industry experts and have the opportunity to consider scenarios based on real cases. This course will equip anthropologists to transition from study or other areas of practice to Native Title field work. The development of this course has been supported by a grant from the Attorney General's Department.

More details from [http://www.jcu.edu.au/cairnsinstitute/info/JCUPRD1_057980.html](http://www.jcu.edu.au/cairnsinstitute/info/JCUPRD1_057980.html) or susan.mcintyre-tamwoy@jcu.edu.au

Publishing

**SELECTING A JOURNAL**

If you want to publish a journal article it’s often difficult to choose a journal to submit your manuscript to.

A new journal selector tool called edanz will make this task easier. Just copy and paste your abstract into the text box and it will give you a list of journals to select from.

You can match only to journals with an Impact Factor or Open Access options. Edanz is available from [http://www.edanzediting.com/journal_selector](http://www.edanzediting.com/journal_selector)

**ECOFEMINISM AND SYSTEMS THINKING**

*Ecofeminism and systems thinking* is the title of Dr Anne Stephens’ first book to be published as part of the Gender and Society series with Routledge in the new year. Anne is a Senior Research Officer with The Cairns Institute working with Professor Komla Tsey and the empowerment research team. Anne developed a set of five ‘feminist-systems thinking’ principles in her 2012 PhD thesis that have been shown to help enhance systemic intervention practice - that is work that inspires positive and wanted social change in a collaborative and participatory way. The book is an adaptation of her PhD work outlining the compatibility of ecofeminism and systems thinking building a framework for practice and will be a useful resource across a range of social science, health and business studies disciplines.

“Throughout this course participants will gain valuable insight from industry experts and have the opportunity to consider scenarios based on real cases. This course will equip anthropologists to transition from study or other areas of practice to Native Title field work”