



# *Centre for Research in Aboriginal and Multicultural Studies*

## *Annual Report 2005*

### **Centre for Research in Aboriginal & Multicultural Studies**

School of Professional Development and Leadership  
Faculty of Education Health and Professional Studies  
University of New England  
Armidale NSW 2351 Australia

Phone: +61 (0)2 67733848

Fax: +61 (0)2 67733877

Email: [crams@une.edu.au](mailto:crams@une.edu.au)

www: <http://www.une.edu.au/crams/>



# Table of Contents

Foreword.....	ii
Introduction.....	1
Mission.....	1
The Centre's Overarching Goals.....	2
Evidence of Achievement of Goals.....	3
Specific Goals for 2005 .....	6
Members.....	7
Grants 2005.....	11
Continuing Grants.....	12
2005 Publications.....	13
Appendix 1.....	16
Appendix 2.....	17
Appendix 3.....	18
Appendix 4.....	19

## *Foreword*

CRAMS is a unique research centre within the Faculty of Education Health and Professional Studies in that it incorporates members from all three schools and focuses its research on issues related to power and powerlessness, adaptation and accommodation, cultural violence, structural violence systemic bias and ecological violence in the education, health and community building of culturally diverse groups.

2005 was a busy year for CRAMS members. We extended our research support to SE Asia, we consolidated our work in Aboriginal communities, we began work towards snaring a major NHMRC grant, and we have published extensively. Indeed, our publications output in 2005 includes, as of November 2005, two books, nine book chapters, eight journal articles and thirteen conference papers, seven major presentations to overseas and national institutions and five major reports.

Currently CRAMS is supporting two overseas research projects and five projects in Aboriginal communities. We are expanding research into factors associated with health in disadvantaged minority groups, and we are extending professional and research associations with an ever growing number of organisations within our region, across States and internationally.



Professor Anne-Katrin Eckermann

CRAMS Coordinator

## Introduction

The Centre for Research in Aboriginal and Multicultural Studies (CRAMS) is one of three Faculty supported Research Centres, and is attached to the School of Professional Development and Leadership.

The Centre for Research in Aboriginal & Multicultural Studies (CRAMS) is a rapidly growing hub of research within the Faculty of Education, Health and Professional Studies. Much of the research carried out through the Centre is team oriented and based on collaboration between researchers and the professions or particular communities. Such collaboration has ensured that CRAMS' expertise continues to be sought by government, professional and community groups for research and consultancies at national and international levels.

Researchers in CRAMS come from a range of disciplines across the faculty and further afield including, peace studies, adult education, health, languages, environmental studies, and Indigenous studies.

## Mission

The mission of the Centre operationalises the Faculty's overarching mandate to:

*Encourage and support creative and innovative scholarly inquiry and the development of cutting edge research*

*Provide a supportive research environment*

*Enhance research competency through the provision of high quality research training, mentoring programs for novice researchers, and appropriate research leadership*

(FEHPS Vision Statement 2003 – 2006:6)

Consequently CRAMS focuses on transformative action research and research training, publications and consultancies in specific interdisciplinary and multi-disciplinary areas such as:

- Minority health, education and community building with special reference to colonisation, cross-cultural contact and cultural safety.
- The relationship between language, culture and pedagogy in Australia's culturally diverse environment.
- The impact of power and powerlessness, adaptation and accommodation, cultural violence, structural violence, systemic bias and ecological violence on the education, health and community building of culturally diverse groups.
- The principles and practices embodying empowerment in education, health and

community building.

- Cross-cultural research methodologies particularly those which involve members of minorities in defining and clarifying their views of society and their place within it.
- Processes (theoretical as well as practical), which influence cross-cultural communications with rural and remote regions.
- Research into community building, peace building and conflict transformation.

While CRAMS' Mission clearly reflects the Faculty's Strategic Research Plan and Vision, it also support the University's Strategic Plan 2002 – 2006 in the following ways:

CRAMS provides opportunity for

- Excellent research in rural and regional issues
- Indigenous Studies
- Health Studies
- Assisting individual researchers with aligning themselves with research concentrations at UNE
- Nurturing potential research staff

(<http://planning.une.edu.au/Planning/STRATEGICPLAN2002.HTM#Vision>)

The Centre for Research in Aboriginal and Multicultural Studies (CRAMS) focuses on the impact of cultural difference as it relates to education, health and interdisciplinary and multi-disciplinary research and research training. The work of the Centre extends to publication and consultancies of national and international significance related to Aboriginal and multicultural health, education and welfare; cultural difference, language and learning in Australia's culturally diverse society and the processes (theoretical as well as practical) which influence cross-cultural communications. The centre also capitalises on existing ties with government and community groups in Australia, Asia and the Pacific to carry out commissioned research and training.

## *The Centre's Overarching Goals*

Goal 1 – Encourage staff research activities and productivity by initiating and supporting applications for competitive grants and related publications

Goal 2 – Provide guidance to new and community based researchers

Goal 3 – Consolidate and extend postgraduate research into cross-cultural interactions in education, health and training, community building, peace building and conflict transformation

Goal 4 – Contribute to the international debate into the theoretical and methodological implications of cultural difference in research, education, health and training, policy development and community relations by building on existing relationships with overseas institutions

Goal 5 – Provide appropriate consultancies for business, governments, professional groups, non government and community based organisations

## *Evidence of Achievement of Goals*

Goal 1 – Encourage staff research activities and productivity by initiating and supporting applications for competitive grants and related publications

During 2005, CRAMS supported one NHMRC and one URG application. Although the NHMRC application was unsuccessful, Dr Mary Cruickshank was invited to take part in a NHMRC training workshop in Melbourne. An ARC Linkage Grant is nearing completion, as is a shared ARC Linkage grant with the University of Queensland. Colleagues have also been active in a range of national and international projects as outlined under Goal 4. Further, collaboration between the Central Aboriginal Congress and a member of CRAMS has resulted in a review of the relationship between education and health in Indigenous communities. In addition a research consultancy, concerning the Gunggari Native Title Claim, with the Queensland South Native Title Unit has been completed.

Goal 2 – Provide guidance to new and community based researchers

The Centre has included early career researchers in external grant applications eg Parmenter, Edwards and Brooks. The Centre has also guided colleagues, who are in the process of completing higher degrees as its contribution to enhancing the research culture in the Faculty. The Centre provided support for the UNE Indigenous Research Discussion Group, which brings experienced and new researchers together in the field of Indigenous research. Further, members of CRAMS engage in on-going research training for Indigenous researchers in SW Queensland, the Northern Tablelands (NSW) and community based research in Bouganville and Timor Leste.

Additionally, the Centre is supporting research on literacy development among Aboriginal and non-Aboriginal rural children at Tabulum through collaboration with Ngallingnee Jarum Aboriginal Community Pre-School.

Goal 3 – Consolidate and extend postgraduate research into cross-cultural interactions in education, health and training, community building, peace building and conflict

transformation

In 2005, staff attached to CRAMS supervised more than 70 HDRS. In 2005, 13 students supervised by staff associated with CRAMS graduated. These were composed of 7 Doctoral and 6 Masters (Hons) students (see Appendix 1).

Goal 4 – Contribute to the international debate into the theoretical and methodological implications of cultural difference in research, education, health and training, policy development and community relations by building on existing relationships with overseas institutions

Members of the Centre presented 13 papers at the following conferences: *Australian Research in Early Childhood Education*, *MCEETYA Forum on Indigenous Education*, *Inaugural East Timor Studies Conference*, *International Society for Cultural and Activity Research International Art and Early Childhood Conference*, *XXV Conference of the International Union for the Scientific Study of Population*, *Fifth Women's Health Australian Conference - Reflecting on Gender/Confronting the Evidence*, *16th International Nursing Research Congress*, *4th International Conference on Researching Work and Learning at UTS*, *EECERA 15th Annual Conference*. In addition representations were made at the Robert Hawke Centre for Social Sustainability, the School of Oriental and Asian Studies, Ausaid and Australian Volunteers International.

In addition, Boughton, Kupczyk-Romanczuk and Spence continued their collaboration with colleagues in Thailand, Cambodia, Bouganville and Timor.

From April 26 – 28 CRAMS, in collaboration with the UNE Ethics Committee, supported a workshop in the ethics of research in Indigenous communities, conducted by Mr Jack Beatson.

Goal 5 – Provide appropriate consultancies for business, governments, professional groups, non government and community based organisations

Much of the research carried out through the Centre is team oriented and based on collaboration between researchers and the professions or particular communities. Such collaboration has ensured that CRAMS' expertise continues to be sought by government, professional and community groups for research and consultancies at national and international levels.

Thus, in 2005 Glenda Kupczyk-Romanczuk was funded to go to Cambodia and to Timor Leste to research how environmental issues were perceived by environmental educators, government department facilitators and by the community groups they worked with. To carry out this work, she used an innovative tool: the eco-word-web, to facilitate the collection and also the comparison of data. The work focussed on 'natural resources' and the findings revealed fundamental differences in understandings between the external agencies and the local people, which could have major implications for the ways in which future community development work is carried out. The work was funded by a UNE Research Priming

Grant.

Ms Glenda Kupcyk-Romanczuk (CRAMS) and Dr Greg Carroll from CREC are developing a proposal for the School of Education to assist in curriculum development with the English Faculty of the national university, UNTL.

Further, in 2005, Dr Bob Boughton of CRAMS continued his work in East Timor on the emerging adult education system in that country, developing a five year action research project in partnership with the Ministry of Education's Non-Formal Directorate. The aim of this project is to provide an evidence base which will assist the East Timorees to exert greater policy and program leadership in the field of adult education, and ensure that their adult education programs are helping them achieve their national development goals. This is one of several research and development projects now underway within the Faculty which strengthen UNE's relationship with the world's newest country. A small but growing postgraduate students, including several Timorese nationals, are also undertaking research through UNE on aspects of post-conflict peace-building and educational reconstruction in Timor.

In addition, Dr Rebecca Spence of Peace Studies, a member of CRAMS, is a co-investigator on an ARC Linkage Grant project examining Australian-East Timor Friendship Programs, working with a group in Israel.

As part of her AusAid training consultancy Dr Spence is presenting a 4-day training course to the AusAid country staff at the Regional Office, Bangkok. Dr Spence also received an invitation from the President of the Mar Elias Educational Institutions to visit the campus and discuss the setting up of a Peace Studies Centre and course of study. She will be discussing best practices and directions for the Peace Studies Centre. Dr Spence will also conduct a series of workshops over three days discussing what the core focus areas of research and teaching might be.

Collaboration between CRAMS and Nalingu Aboriginal Organisation continues to support Professor Eckermann's ARC grant *Aboriginal Children's Adaptation to School: Case Studies from SW Queensland*. It has also ensured the continued employment of an Indigenous researcher and the recent research consultancy into the Gunggari Native Title Claim.

Extensive ties with nine Aboriginal communities in the Northern Tablelands and negotiations with the Northern Tablelands Aboriginal Elders Sovereign Authority has been created by conducting a series of four two day workshops with Aboriginal Community development officers (April to August). These ties will support either an ARC Linkage or NHMRC grant application.

Further, the Armidale Aboriginal Women's Leadership project, developed in collaboration with Minimbah Aboriginal School, and supported by a Priming Grant, will be the foundation of another external grant application in 2006.

### *Specific Goals for 2005*

Within the five overarching goals, CRAMS set itself eight goals for 2005. These were:

- i. Apply for 3 major external grants – applied for 1 NHMRC and 1 from Queensland South Native Title service as well as 1 URG
- ii. Apply for funding from government and non-government sources to support collaborative work of the team in East Timor - negotiated for Centre funds to be used in the first instance, negotiations for an ARC linkage grant are proceeding
- iii. Organise a forum on research ethics in Indigenous communities – done Jack Beetson conducted the forum on April 26 – 28
- iv. Publish at least one book – done, see publications list
- v. Submit six refereed journal articles and three book chapters – done, see publication list.
- vi. Sponsor a forum on Indigenous water rights and conflict resolution – still pending
- vii. Conduct a “research open day” at one of UNE's Access Centres – still pending
- viii. Review Centre's membership, mission and nomenclature in the light of changing/increasing membership – began February 2005 and on-going

# Members



**Professor Anne-Katrin Eckermann**, BA (Hons), MA, PhD (Qld)

Methodological issues in the social sciences; educational philosophy/practice; minorities and power and powerlessness; cross-cultural education; Aboriginal studies, community development and Aboriginal health and Native Title research. Anne-Katrin Eckermann is a Fellow of the Australian Anthropological Society

[aeckerma@une.edu.au](mailto:aeckerma@une.edu.au)

**Dr Helen Andreoni**, BA (Hons) (Syd), PhD (Auck), GradDipEd Studies, GradDipEd (Armidale CAE)

Areas of multicultural education; language planning and policy; isolated rural immigrant women, multiculturalism and the arts and multiculturalism in developing countries..

[handreo2@une.edu.au](mailto:handreo2@une.edu.au)



**Professor Gisela Kaplan**, BA (Hons), MA, PhD, DipEd (Monash)

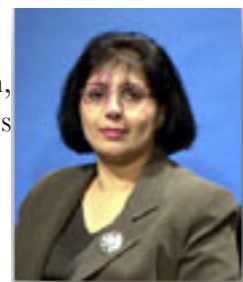
Theoretical issues related to gender and racism, the politics of multiculturalism and discrimination and minority status in education.

[gkaplan@une.edu.au](mailto:gkaplan@une.edu.au)

**Associate Professor Rafat Hussain**, PhD, MBBS, MPH

Reproductive and sexual health, women's health, health promotion, population genetics, developmental disabilities and health services research.

[rhussain@une.edu.au](mailto:rhussain@une.edu.au)



**Ms Glenda Kupczyk-Romanczuk**, BA (Hons)(EAnglia), MA (Kent), CertEd TEFL (NWales)

Teaching English to speakers of Other Languages (TESOL); regional varieties of English; English language dictionaries; language across the curriculum and language and culture.

[gkupczyk@une.edu.au](mailto:gkupczyk@une.edu.au)

**Ms Ruth Nicholls**, BA (Hons)(Syd), DSLA (Paris III), DipMigTeach (Armidale CAE), MA (Hons)(NE), GradCertHighEd (NE)

TESOL Methodology (Teaching English to Speakers of Other Languages); language development and learning styles and literacy.

[rnicholl@une.edu.au](mailto:rnicholl@une.edu.au)



**Dr Margaret Brooks**, BEd (Early Childhood); MEd (Early Childhood) (Alberta); PhD (Alberta)

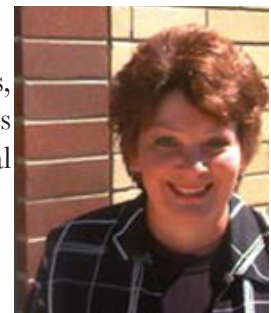
Research interests include young children's use of drawing in their learning, socio-cultural learning theories, Project work, visual ethnography, and the teacher as researcher.

[mbrooks3@une.edu.au](mailto:mbrooks3@une.edu.au)

**Ms Christine Stafford**, BA (Hons) (NE)

Interdisciplinary approaches to the study of the social sciences, particularly the ways in which social, political and legal institutions effect Indigenous peoples; comparative race relations and structural violence.

[cstaffor@une.edu.au](mailto:cstaffor@une.edu.au)



**Dr Helen Edwards**, PhD (UNE); Grad Dip ContEd (UNE); MEd (UNE); B Occ Thy (UQ); Cert Adult Training (RAAF-AIRTC), Cert Community-Based Projects Skills Training, Program (Conflict Resolution Network), Cert Occupational Health & Safety (TAFE), Basic Methods of External Teaching (TAFE), Cert IV Assessment & Workplace Training (UNEP)

Research interests include Aboriginal education; quality assurance in early childhood settings; early intervention; clumsy children; adult and life long learning; learning in rural and remote environments.

[helen.edwards@une.edu.au](mailto:helen.edwards@une.edu.au)

**Dr Rebecca Spence**, MA Hons (Edin), M.Litt (NE), PhD (NE)

Peacebuilding in post-conflict situations; Reconciliation processes in Bougainville; Northern Ireland and South Africa; NGO effectiveness in post-conflict situations and making peace keepers more effective.

[rspence1@une.edu.au](mailto:rspence1@une.edu.au)





**Dr Mary Cruickshank**, BAppSci (Adv.Nsg) (La Trobe), MedSt (Monash), PhD (UWS) FRCNA

Palliative care research; health care policies and issues; quality management practices in health care; quality management practices in higher education; organisational culture; human resource management and leadership and clinical research and systems research.

[mmacarty@une.edu.au](mailto:mmacarty@une.edu.au)

---

**Dr Glenda Parmenter**, RN, BSocSci (UNE), MLitt (Psychology) (UNE), PhD (UNE)

Palliative care; dying and bereavement; community nursing; residential aged care; the effect of massage on chemotherapy-related nausea and visiting in rural Australian nursing homes.

[gparment@une.edu.au](mailto:gparment@une.edu.au)



**Dr Bob Boughton**, BA (Hons) (Syd), PhD (La Trobe), DipEd (SAust)

Popular education and social movements; Indigenous adult and vocational education; adult education history and theory and social determinants of health;

[bob.boughton@une.edu.au](mailto:bob.boughton@une.edu.au)

---

**Dr Adeel Khan**, BA, MA, PhD

Current research projects include the socio-economic roots of health inequalities and understanding male perception of violence against women in Pakistan. Adeel is an Affiliate Fellow of the UNE Asia Centre.

[akhan4@une.edu.au](mailto:akhan4@une.edu.au)



**Mrs Lynette Nixon**, ADAS (UNE), Indigenous Junior Research Fellow

Mrs Nixon is employed through the ARC Linkage Grant Aboriginal Children's Adaptation to School: Case Studies from SW Queensland. Her particular research interests relate to Indigenous languages (particularly Gunggari), cross-cultural communication and community development.

## *Honorary Research Associates*

**Dr Mariel Tisdell**, BEd (Lueneburg/Germany), PhD (ANU), GdEd (Newcastle), MAppLing (USQ)

Applied linguistics, community language schools and LOTE methodologies.

[marieltisdell@bigpond.com](mailto:marieltisdell@bigpond.com)

**Dr Lynette Toni Dowd**, BA, RN (UNSW), GDES (Aboriginal Education) (Armidale CAE), MSc (International Health and Cross Cultural Nursing)(San Fran.), PhD (U of QÖld), FRCNA

Research into cultural differences and health.

[t.dowd@qut.edu.au](mailto:t.dowd@qut.edu.au)

**Dr Jonathan Makuwira**, Dip. Ed. (Malw), B.Ed.(Hons), M.Phil. (Nottingham), PhD (New England)

Peace (Education) Studies; Community Development Studies in developing countries; Non-Governmental Development Organisations (NGDOs) and policy analysis and advocacy; Indigenous Studies;

[jmakuwir@une.edu.au](mailto:jmakuwir@une.edu.au)

**Dr Kumie Fujimori**, BA (Hons), MLitt (NE), DipEd (Chuo/Tokyo), DipSocSc (NE), PhD (NE)

Research into cross-cultural values, socialisation practices and language, Japanese culture and language.

[kfujimor@metz.une.edu.au](mailto:kfujimor@metz.une.edu.au)

## *Adminstration*

**Ms Sue Whale**, BFinAdmin (NE)

Provides administrative and technical support to the Centre and participants.

[swhale2@une.edu.au](mailto:swhale2@une.edu.au)

## Grants 2005

### External Grants

**Eckermann, A-K.**, Preliminary Anthropological Report: Gunggari Native Title Claim, QLD South Native Title Service \$20000

### UNE Priming Grants

**Eckermann, A-K., Hussain, R., Cruickshank, M. & Boughton, B.**, A pilot study to develop a community capacity building initiative for Aboriginal women in Armidale \$13500

Smith, L. & **Kupczyk-Romanczuk, G.**, How do we communicate about our environment? : Negotiating cross-cultural understanding using a language of wider communication \$14500

### Centre supported projects

**Boughton, B.**, Adult Education in Timor Leste.

**Brooks, M. & Edwards, H.**, Building Bridges Between Local and Wider Literacies in an Aboriginal Rural Community.

**Kupczyk-Romanczuk, G.**, Pedagogy in post conflict settings: Possibilities and Pitfalls: A case study with the University of Timor Lorosa'e.

### Faculty Large Grants

Lea, J., Paliadelis, P., **Parmenter, G.**, Sanderson, H., Thornberry, P. & **Cruickshank, M.**, An investigation of the impact rural clinical placements have on the career intentions of final year nursing students at UNE, \$9177.

Fitzgerald, L., **Edwards, H.**, Irwin, L., Avery, A. & **Hussain, R.**, Ageing and developmental disabilities: Challenges for adult individuals and the ageing carers in rural NSW, \$10195.

### Consultancies

**Spence, R.**, Peace, conflict and development learning package material support, AusAID, \$25500

**Spence, R.**, Restoration Fund (CPRF) subcontract to AusAID, Illawarra Technology Corporation Ltd, \$19000

## *Continuing Grants*

### *External Grants*

**Eckermann, A-K.**, 2004, ARC Linkage Grant, \$136 000, Adaptation of Aboriginal children to school: Case studies from SW Queensland.

**Eckermann, A-K.**, 2004, Harrison, N. Briggs, C. and Pegg, J. NSW Department of Education and Training \$105 000, The River, Mobility and Indigenous Schooling.

Bittles, A.H., Glasson, E. (Edith Cowan University), **Hussain, R.** (CRAMS) & Chalmers, R. (Disability Services Commission of Western Australia), ARC Linkage Grant, \$95,665, Health and ageing among intellectually disabled persons in Western Australia.

Spence, R., 2003-2004, ARC Linkage Grant, \$29 868, Governance for peace: indigenous and international peace building in East Timor

### *UNF Research Grants*

**Cruickshank, M.** & Paliadelis, P., 2004, University Research Grant, \$10 000, The development of clinical practice guidelines to assist paediatric nurses in the implementation of family-centred care in clinical practice.

Jenkins, B., **Spence, R.**, **Makuwira, J.**, Nannes, P. & Harman, G., URG, \$9 989, Leadership and Higher Education for Post-Conflict recovery in Bougainville.

Minichiello, V., **Cruickshank, M.** & **Parmenter, G.**, 2004, University Research Grant, \$10 000, The development of a unified system of data collection and management of palliative care services in NEAH: a pilot study.

## Publications 2005

### Books

**Eckermann, A-K., Dowd, T., Chong, E., Nixon, L., Gray, R. & Johnson, S.** 2005, *Binang Goonj: Bridging Cultures in Aboriginal Health*, 2nd Edn., Elsevier, Marrickville.

**Khan, A.** 2005, *Politics of Identity: Ethnic Nationalism and the State in Pakistan*, Sage Publications, New Delhi.

### Book Chapters

**Boughton, B.** 2005, 'Assimilationism and anti-communism: A reflection on Gerald Peel's Isles of the Torres Strait', in *Contesting Assimilation: Histories of Colonial and Indigenous Initiatives*, ed T. Rowse, API Network, Perth.

**Boughton, B.** 2005, 'The workers university: Australia's Marx schools & the international communist movement's contribution to popular education', in *Popular Education: Engaging the Academy*, eds J. Crowther, V. Galloway & I. Martin, NIACE, Leicester.

Chappell, N. & **Parmenter, G.** 2005, 'The Challenge of Caregiving', in *Contemporary Issues in Gerontology: Promoting Positive Ageing*, eds I. Coulson & V. Minichiello, Allen & Unwin, Sydney.

**Cruickshank, M., Isouard, G., Irwin, L., Madison, J. & Chandler, M.** 2005 (in press), 'Managing quality', in *Managing Health Services, Concepts and Practice*, eds M.G. Harris & Associates, McLennan & Petty, Sydney.

**Dowd, L.T., Eckermann, A-K. & Jeffs, L.** 2005, 'Culture and ethnicity', in *Fundamentals in Nursing*, eds J. Crisp & C. Taylor, Elsevier, Sydney.

**Eckermann, A-K.** 2005, 'And the poor get poorer – the impact of globalisation on Indigenous Australians – Case studies from SW Queensland', in *Globalisation and World Economic Policies: Studies Highlighting Effects and Policy Responses of Nations and Country Groups*, ed C. Tisdell, Serials Pub., Delhi, India.

**Hussain, R., Marino, R. & Coulson, I.** 2005, 'Health promotion: The cornerstone of positive ageing', in *Contemporary Issues in Gerontology: Promoting Positive Ageing*, eds I. Coulson & V. Minichiello, Allen & Unwin, Sydney.

**Spence, R.** 2005, 'Imagine living life in peace', in *The No-Nonsense Guide to Conflict and Peace*, ed H. Ware, New Internationalise and Verso Press, London.

**Spence, R. & Iribarnegaray, D.** 2005, 'The changing face of peacekeeping', in *Civil Care and Security Studies*, eds R. Gerber & J. Salter, Kardoorair Press, Armidale.

## Journal Articles

**Boughton, B.** 2005, 'Post conflict higher education challenges in Timor Leste', *Horizons: Newsletter of the International Association of Universities*.

**Brooks, M.** 2005, 'Drawing as a unique mental development tool for young children: Interpersonal and intrapersonal dialogues', *Contemporary Issues in Early Childhood Education*, vol. 6, no. 1, pp. 80-91. Online: Available at [http://www.worlds.co.uk/ciec/content/pdfs/6/issue6\\_1.asp](http://www.worlds.co.uk/ciec/content/pdfs/6/issue6_1.asp)

**Cruickshank, M. & Parmenter, G.** 2005 (in press), 'An investigation of community-based palliative care services in a regional area health service in New South Wales, Australia', *International Journal of Palliative Nursing*.

Glasson, E.J., Sullivan, S.G., **Hussain, R.** & Bittles, A.H. 2005, 'Intellectual disability among Indigenous Australians', *Journal of Intellectual Disability Research*, vol. 48, pp. 626-634.

**Hussain, R.** 2005, 'The effect of religious, cultural and social identity on population genetic structure in Pakistan', *Annals of Human Biology*, vol. 32, pp. 142-153.

Lea, J. & **Cruickshank, M.** 2005, 'Factors that influence the recruitment and retention of graduate nurses in rural health care facilities', *The Collegian*, vol. 12, no. 2, pp. 22-27.

**Parmenter, G.** 2005, 'Visiting at rural nursing homes', *Australian Nursing Journal*, vol. 12, no. 7, p. 31.

**Spence, R. & Makuwira, J.** 2005, 'Do we make a difference? Teaching and researching peace at tertiary level', *Journal of Peace Education*, vol. 2, no. 1, pp. 3-17.

## Conference Publications and Presentations

Amadio, K., **Brooks, M.**, Collins, A. & Power, K. 2005, 'More than one bridge is built: The benefits of an academic research project in a rural preschool', *Australian Research in Early Childhood Education*, Melbourne.

Bittles, A.H., Glasson, E.J., Sullivan, S.G. & **Hussain, R.** 2005, 'Cancers, comorbidities and ageing in people with Down Syndrome, *Annual Conference of the European Society for Human Genetics*, Prague, May.

**Boughton, B.** 2005, 'Alternative pathways', *Ministerial Council for Education, Employment, Training & Youth Affairs (MCEETYA) Forum on Indigenous Education*, Canberra, May.

**Boughton, B.** 2005, 'Where do correct posters come from?' *Irony Takes a Holiday: Exhibition of the Posters and Graphics of Paul Worstead at the Tin Sheds Gallery*, Sydney, June.

**Boughton, B. & Durnan, D.** 2005, 'The political economy of adult education and development in Timor Leste', *Inaugural East Timor Studies Conference*, Victoria University, Melbourne, June.

**Brooks, M.** 2005, 'The social construction of knowledge through drawing', *International Society for Cultural and Activity Research (ISCAR) Conference*, Seville, Spain.

**Brooks, M.** 2005, 'Bringing a Vygotskian socio-cultural lens to young children drawing: Engaging, collaborating and communicating', *International Art and Early Childhood Education Conference*, London.

**Brooks, M.** 2005, 'Visual ethnography in the primary classroom', *Australian Research in Early Childhood Education*, Melbourne.

**Edwards, H.** & Carey, J. 2005, 'Collaborative partnerships: Reflections on workplace boundary crossing', *4th International Conference on Researching Work and Learning at UTS*, Coffs Harbour, December.

**Hussain, R.** & Regmi, K. 2005, 'Abortion caseload at a tertiary care-hospital in Nepal', *XXV Conference of the International Union for the Scientific Study of Population*, Tours, France, July.

Loxton, D., Schofield, M. & **Hussain, R.** 2005, 'Factors that mediate the relationship between intimate partner violence and mental health among mid-aged Australian women', *Fifth Women's Health Australian Conference - Reflecting on Gender/Confronting the Evidence*, Melbourne, April.

**Parmenter, G.** 2005, 'The determinants of frequent visiting in a sample of rural Australian nursing homes', *Sigma Theta Tau, 16th International Nursing Research Congress*, Hawaii, July.

**Spence, R.** & Forrest, R. 2005, 'Toward an understanding of the needs and rights of traumatised young children in post disaster contexts: Lessons from Tsunami ravaged Asia', *EECERA 15th Annual Conference*, Dublin, September.

## Other

**Boughton, B.** 2005, *Indigenous Health and Community Development: Study Guide, Development Work in the Indigenous Context, Graduate Certificate in Community Development Practice*, Charles Darwin University, submitted June.

**Boughton, B.** 2005, Submission to Senate Employment, Workplace Relations and Education Committee Inquiry into Provisions of the Indigenous Education (Targetted Assistance) Amendment Bill, Online: <http://www.aph.gov.au>

**Boughton, B.** & Durnan, D. 2005, *Aboriginal Cultural Heritage & Natural Resource Management: Towards more Effective Partnerships*, Report of the Northern Rivers CMA & Aboriginal Peoples Consultation Workshop, Corindi.

**Boughton, B.** & Durnan, D. 2005, *Education & Community Development: Study Guide, Development Work in the Indigenous Context, Graduate Certificate in Community Development Practice*, Charles Darwin University, submitted June.

**Eckermann, A-K.** 2005, *Preliminary Anthropological Report: Gunggari #2 Native Title Application*. Report submitted to Queensland South Native Title Service, November.

# *Appendix 1 -*

## *Higher Degree Research Graduations 2005*

**Anne-Katrin Eckermann**

Christine White - Master of Professional Studies (Hons)

**Mary Cruickshank**

Katherine Moore – DHSM

Danny Hills – Master of Nursing (Hons)

**Glenda Kupczyck-Romanczuk**

Margaret Shields - EDD

Christine White - Master of Professional Studies (Hons)

**Rebecca Spence**

Scott Fisher – PhD

Faorligh Hunter – Master of Professional Studies (Hons)

**Rafat Hussain**

Big Leung – PhD

Mary Ditton – DHSM

Asaduzzaman Khan - PhD

**Bob Boughton**

Carolyn Cousins – Master of Education (Hons)

**Helen Edwards**

Myfanwy Maple - PhD

## Appendix 2 - Expenditure of PVC(R&D) Grant

Funds from this initiative were used to support three different projects as follows:

### ADULT EDUCATION IN TIMOR

	ACTUAL
Domestic Travel (Melbourne, June & Alice Springs, Nov)	\$1891.06
International Travel (2 trips to Timor - April & Sept)	\$4927.29
	COMMITTED
International travel (expenses relating to Timor trip Sept.)	\$815.17
Domestic travel (expenses relating to Alice Springs Nov)	\$700.00
Video-conferences and research assistance	\$1500.00
Subtotal	\$9833.52

### BUILDING BRIDGES BETWEEN LOCAL AND WIDER LITERACIES IN AN ABORIGINAL RURAL COMMUNITY PRESCHOOL

	ACTUAL
Domestic Travel	\$428.50
Teaching Release	\$1720.00
VHS Tapes	\$19.92
Subtotal	\$2168.42

### PEDAGOGY IN POSTCONFLICT SETTINGS: POSSIBILITIES AND PITFALLS: A CASE STUDY WITH THE UNIVERSITY OF TIMOR LOROSA'E

	COMMITTED
International Travel (Timor)	\$4300.00
Salary - General (Development of word webs)	\$3522.24
Subtotal	\$7822.24

Total expenses (actual and committed) from all projects	\$19824.18
---	------------

## Appendix 3 - Expenditure of Research Priming Grants

### HOW DO WE COMMUNICATE ABOUT OUR ENVIRONMENT: NEGOTIATING CROSS-CULTURAL UNDERSTANDINGS USING A LANGUAGE OF UNDER COMMUNICATION (RE21254)

	ACTUAL
International Travel (2 trips: Cambodia - June, Timor - Sept)	\$8174.36
Salary - General (data entry)	\$2048.95
	COMMITTED
International Travel (Timor)	\$3000.00
Salary - General (data entry)	\$1000.00
Subtotal	\$14223.31

An additional \$1000 will be provided by CRAMS to contribute to International travel in order to complete this project.

### A PILOT STUDY TO DEVELOP A COMMUNITY CAPACITY BUILDING INITIATIVE FOR ABORIGINAL WOMEN IN ARMIDALE (RE21245)

Subtotal	\$13500
----------	---------

Please note: This project has been delayed by 5 tragic deaths in the Aboriginal community which have directly affected the Director and Administrator of Minimbah. It is planned to carry out the research in Term 1 2006.

## Appendix 4 - Income & Expenditure

### CRAMS OPERATING ACCOUNT

	ACTUAL
Opening balance - 2005	\$24356.39
Income	\$1228.36
Expenditure	\$13714.66
Balance	\$11870.09

### NSW DEPARTMENT OF EDUCATION & TRAINING - THE RIVER, MOBILITY AND INDIGENOUS SCHOOLING

	ACTUAL
Opening balance - 2005	\$70000
Expenditure	\$10408.15
	COMMITTED
Expenditure	\$180.00
Balance committed to case studies in 2006	\$59411.85

### ARC LINKAGE - ADAPTATION OF ABORIGINAL CHILDREN TO SCHOOL: CASE STUDIES FROM SW QUEENSLAND

	ACTUAL
Opening balance - 2005	\$77815.60
Expenditure	\$54503.65
Balance committed to data analysis etc in 2006	\$23311.95

### QUEENSLAND SOUTH NATIVE TITLE SERVICE - GUNGGARI NATIVE TITLE CLAIM

	ACTUAL
Income	\$20000.00
Balance committed to reimburse UNE, Faculty and CRAMS	\$20000.00