First Nation Drone Policy Partnerships
Group Workshop Outcomes Report

11 to 12 June 2024

Contents

Glossary

BVLOS - beyond visual line-of-sight

CASA - Civil Aviation Safety Authority

DITRDCA - Department of Infrastructure, Transport, Regional Development, Communications and the Arts

FPV - First person view, a type of drone equipped with a camera that streams live video to a set of goggles worn by the pilot.

ICIP - Indigenous cultural and intellectual property

IP - Intellectual property

ReOC - remotely piloted aircraft operator's certificate

RePL - Remote pilots licence

VR - Virtual reality

A note on language

The project is titled First Nation Drone Policy Partnerships and we have primarily used the term First Nations to describe Aboriginal and/or Torres Strait Islander peoples, communities, cultures and Knowledges.

However, we recognise that there is varying preferences around terminology and Indigenous, First Nations and Aboriginal and Torres Strait Islander are frequently used interchangeably. Where one of these terms has been used by participants we have honoured their chosen term, recognising that preferences differ across the First Nations community.

When we are discussing a specific Nation/Country peoples or culture, for example the Gunggandji Nation, we use that Nations name, understanding that there are occasionally variations in spelling.

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Event Overview

About this document

This event was designed to help facilitate further conversation and understanding of the potential for codesigning sustainable policy partnerships and frameworks for future action. The two-day event brought together group participants, including First Nations drone experts and Aboriginal Rangers, and government employees from DITRDCA and CASA.

The first day saw the group travel to Ganyjira Beach, Yarrabah to hear from group participants Gunggandji-Mandingalbay Yidinjii (GMY) Rangers. Day 1 provided an important opportunity to hear the outcomes from this case study and meet and talk to the GMY Rangers. It also provided an alternative approach to a business-as-usual workshop and provided participants the opportunity to spend time outdoors and engage in the physicality of drone use and the Country drones are being used to map.

The second day was spent in a conference room in Gimuy (Cairns) working through a set of steps designed to elicit further consideration and conversation around the use of drones and the structure of government partnerships, from a First Nations perspective. The day included presentation from two other case-study participants and opportunity for participants to discuss and network.

This document captures the outcomes of these two days, weaving together documentation of the case studies and the workshop outcomes.

Attendees

Group Participants (Day 1 & 2)
Anthea Lawrence
Suzannah Nabulwad
Cara Penton
Chris Warrior
Stirling King
Helen Tait
Grant Eaton
Cherie Rolf
Rebecca Reeves
Jason Perry

Department Participants (Day 1 & 2)
Ross Slater
Emilie Hoffmann-Fattore
Siah Mye
Tanya Koeneman
Tanya French
Danusha Cubillo
Rebecca Dini
Jaclyn Smith

Day 1 Participants
Justin Keyes
Dion Sands
Keith Ambrym
Yitzhak Bulmer
Meegan Fourmile
Karen Joyce

Day 2 Participant
Cathy Robinson

Facilitators, Relative Creative
Tristan Schultz
Bec Barnett

Day 1

Time	Activity
8.30	Depart Cairns
9.35 - 9.45	Welcome to Country
9.45 - 10.30	Morning tea & networking
10.30- 12.00	Presentation of case study outcomes
12.00 - 12.30	Lunch
12.30- 2.30	Drone flights, conversation and Polaris tours
2.30-3.15	Afternoon discussion and reflection
3.30	Depart

Day 2

Time	Activity
9.00 - 9.25	Arrival and coffee/tea
9.30 - 9.45	Welcome to Country Session opening
9.45 - 10.25	Yarning circle
10.25 - 10.45	Presentation 1: Wiru Drones
10.45 - 11.45	Activity: Session 1
11.45 - 12.05	Presentation 2: Mimal-Warddeken Drone Uplift Program
12.05 - 12.50	Lunch
12.50 - 1.45	Activity: Session 2
1.45 - 1.55	Movement/Fresh air break
1.55 - 2.55	Activity: Session 3
3.05 - 3.20	Afternoon tea
3.20 - 4.30	Presentations and closing yarn

Outcome Summary

Overview

Across all discussions, case studies and group outputs there was a recurring theme of using drones (and associated technology) to address climate change, preserve First Nations culture and empower First Nations communities. Collaboration and knowledge sharing were also regularly considered.

These are woven through the eight recommendations, outlined in further detail on the next page.

It has been clear throughout all phases of this project that drone use provides many opportunities, particularly for Aboriginal Rangers. Drones provide increased capacity for Rangers to collect important data relating to the health of Country, contributing to research and fee-for-service work. Beyond this, drone use helps to keep community engaged in Ranger activities and allows Elders to see Country they can no longer access.

It is expected that the actioning of the recommendations will further extend these benefits.

Observed Gaps/Limitations

The following gaps should be considered alongside the recommendations and in the design of future project work:

Conversation focussed on air based drones

It is understood that the policy landscape for the use of underwater drones is different, however similar concerns around impacts to culture, consideration of Sea Country and approach to training are likely to be relevant.

Backgrounds of participants determined direction of conversation

Focus on Ranger groups for the development of studies and the design of Day 1 led to the primary use focus being care for Country. While acknowledging the value of this it is understood that there is a multitude of other ways for First Nations peoples to engage in drone use.

Varying levels of understanding

There were diverse levels of understanding of drones, accreditation requirements and so on that was not bridged during this part of the project. This will have impact on the outcomes outlined.

Strengths

- Use in caring for Country
- Allowing Elders to see Country
- Interest and support from communities (in case study examples)
- Contribution to youth engagement in e.g. Junior Ranger programs
- Contribution to community engagement in Ranger activity

Weaknesses

- Complexity of accreditation process
- Lack of First Nations presence, perspective and expertise within training
- Complexities added by digital divide (poor internet connection and phone service)

Opportunities

- Cultural Authority for emerging technologies
- Connection to education pathways
- Connection to employment pathways
- Fee-for-service work
- First Nations owned and led business in all areas of drone use and training

Threats

- Limited understanding by community of possible risks and threats
- Rapid pace of technological change and adoption reduces ability for application of cultural protocols
- Inability of training to account for First Nations experience and perspective reduces numbers of First Nations drone users

Outcome Summary

Key Recommendations

1 Simplification of regulations

All case studies and prior online workshops highlighted some level of confusion or unnecessary complexity in relation to accreditation and certification requirements. Permitting was also raised as a concern. These remained relevant to workshop discussions. Short and longer-term recommendations include:

- Clarifications of requirements for operating drones. This could be achieved through a clear visual representation of different levels of accreditation and when they are relevant.
- Simplification of registration and operator accreditation to account for difficulties with MyGovID, further compounded by poor phone and internet reception.
- Changes to reduce the regulatory burden, in relation to permits and remote operation of drones, including recognition of stewardship of Country and Sky Country (i.e. via existing Native Title).
- Opportunity for Traditional Owners to establish Country specific protocols for on-Country drone use.
- Continued review of legislation around different drone technology, including FPV drones.
- Improvement of internet access and phone reception Australia wide to proactively reduce the digital divide.

2 Recognition of Sky Country

Caring for Country was central throughout the project with conversation and case studies frequently reflecting on the important role drones play, and will continue to play, in caring for Country. However, this work is often complicated by permitting and accreditation requirements, even on land held as Native Title.

In response to this it is recommended that:

- A review of permitting requirements, particularly in relation to unpopulated land held as Native Title, to ensure caring for Country is not limited by regulations that don't align with land use.
- Opportunities are explored for Traditional Owners to establish protocols for drone use on their Country.
- Opportunities for further exploration of how 'Sky Country' can be recognised within structures of acknowledgement, Native Title and so on that currently and traditionally only recognise in terms of '(land) Country' and 'Sea Country'.

3 Support for culturally responsive training and training providers

All three cases studies highlighted the significance of training by First Nations trainers/mentors or culturally competent non-Indigenous trainers. All case studies responded directly, and in different ways, to concerns raised during online workshops around inappropriate training contributing to a low completion rate.

Recommendations include:

- Supporting training by First Nations trainers, which requires an increase of First Nations trainers within the industry.
- Celebration of First Nations achievements and successful First Nations peoples within the industry to showcase pathways.
- Support for on-Country mentoring, pre-training and training. This could extend to designing training to align with local needs, guided by Traditional Owners. This could extend to teaching in language.
- Support for RePL trainers to engage in training/capacity building so that they are able to work respectfully with participants and the pre-training mentor. This could extend to a framework and set of guidelines for RePL trainers to support cultural capacity of the industry.
- Exploration of a wider use of digital badges, or similar, to support recognition of learning.

Work by government in this space needs to ensure that it does not undermine work already being carried out by private providers but supports and extends the work already being undertaken. For example, pre-RePL training by First Nations drone experts is demonstrating strong outcomes and should be further supported.

4 Funding that supports self-determined projects

The funding for the case studies directly contributed to upskilling, testing of ideas and the purchase of improved equipment. In all cases further opportunities for new fee-for-service work has been enabled. A clear commonality across each case study is that, while guided by the focus on First Nations drone use, the structure of each case study or program was self-determined. Increasing drone capability within First Nations communities provides greater opportunity for self-determination over how drones can support First Nations aspirations as well as the design of culture specific practices and protocols around the use of drones.

Opportunities in the space include:

- Government funding opportunities where communities are able to self-determine project structure and outputs. Community-led projects appear to have multiple benefits such as:
  - Providing opportunity for other community members and Elders to engage with the drones, mentor and trainer.
  - Providing opportunity for communities to explore emerging technology in real time, supporting a better understanding of the potential opportunities and risks.
- Industry sponsorship for training and other activities to help break down barriers within the industry. This could include support for alternative training approaches such as pre-training and providers already offering this service

Outcome Summary cont.

Key Recommendations

5 **Supporting greater community understanding of new technologies to increase capacity for decision making**

Drones are an important tool in the management and protection of Country and the use of drones for this appears to be broadly embraced in the case studies and conversations thus far. However, it is important to remember that drones sit in an ecosystem and while important are not a standalone fix-all.

Primarily the case studies and workshop celebrated the opportunities afforded by drones, there was only some consideration around potential threat.

Continued consideration of how culture can guide use is important, as are on the ground actions, such as caring for Country. Considering cultural protocols within the digital space or metaverse will be an important step in avoiding techno-colonialism.

More work needs to be done to support community (both Indigenous and non-Indigenous) understanding around potential threats and limitations of drone use, and other new technologies. It is the understanding that helps support informed consent around the choice to use new technologies.

Engaging with and establishing protocols before technologies are fully embraced is an important step to ensuring that culture remains central to decision making and codes of conduct around the use of technology.

There is potential for this recommendation to link to the establishment of a Cultural Authority for New Technologies discussed below.

6 **Opportunities for education, employment and economic outcomes**

All case studies discussed or engaged with the importance of education pathways, particularly when highlighting the potential of education to support transformation of the industry. This was further extended within the workshops. Likewise, all case studies established opportunities for fee-for-service work and employment.

It is recommended that:

- There is further consideration of what drone use might look like embedded within schools via updates to the school curriculum.

- Exploration of how ranger training (including peer-to-peer) could foster nation-wide work plans for Aboriginal Ranger programs and similar organisations to undertake ongoing federally funded drone monitoring of Country for cultural, biodiversity and climate change related knowledge building. Regarding climate change, this work would significantly contribute to transformational adaptation options for respective bioregions and urban areas.

- Embedding senior cultural authority alongside drone training and use. This will ensure nation-based principles and protocols by having seniors and Elders embedded in the education and employment programs.

7 **Continued partnerships and further cases studies will be important**

As noted in a prior recommendation, government can play a role in partnering with self-determined projects. Continuing partnerships within the drone space will help contribute to further outcomes and better understanding of the role policy and government might play, explored across different cultural landscapes.

It is recommended that further case studies are pursued, alongside continued communication across the group.

8

Cultural Authority on Emerging Technologies

There is opportunity to further explore establishing a cultural advisory committee on drones and other new technologies. It is clear that emerging technologies are rapidly transforming society broadly, and First Nations groups. Establishing a 'Cultural Authority on Emerging Technologies' has the opportunity to:

- Play a role in establishing and maintaining cultural protocols, or developing frameworks to support individual Nations establish their own.

- Increases opportunity for drone use to align with cultural values and protocols

- Increases awareness of the ethics of emerging technologies and the extant to which they support or hinder notions of self-determination, autonomy and sovereignty.

- Establishes an avenue through which First Nations peoples can discuss and communicate their First Nations lens' on emerging technologies situatedness in the future of the human species, including post-humanism, trans-humanism, hyperealities and the singularity.

Listening in Yarrabah

Day 1 Summary

The first day of the workshop was spent with the Gunggandji-Mandingalbay Yidinjii (GMY) Rangers at Ganyjira Beach. The focus of the day was on hearing from the GMY Rangers about the outcomes of their drone case study. The case study funded a new drone and five days of drone up-skilling to increase confidence, compliance and capability.

The day provided the opportunity for the group to hear directly from the GMY Rangers, ask questions about what they have learnt. GMY Rangers were also able to showcase what they've learnt including pre-mission planning, mapping and drone flight.

It was evident that the Rangers had learnt and put into practice a wide range of skills and techniques to improve confidence, safety and quality of data.

The rangers shared stories about the benefits drones provided, including further opportunities for fee-for-service work, partnerships with research projects and caring for Country more broadly. Drones were noted as an important contribution to youth engagement and highlighted their potential role in supporting student pathways to further study and employment. It is important to note that this interest is not only because of drones but a general interest in working on and caring for Country. This interested is supported through GMY's junior ranger program which has seen connection to Country and Culture improve school attendance.

Data sovereignty wasn't a major concern for the Rangers due to the software they're using (Geonadir) allowing them to control access to their data; they maintain 100% sovereignty.

Key Learnings from Case Study

Drone use provides many opportunities
Rangers are able collect important data relating to the health of Country, contributing to research and fee-for-service work. Beyond this drone use helps to keep community engaged in Ranger activities and allows Elders to see Country they can no longer access.

Regulations around certification and training requirements are confusing
The ranger group had not realised that they needed ARNs and operator accreditation and highlighted how there was a lack of clarity around requirements.

Identification requirements and limitations of tools such as MyGovID add unnecessary complexity
It was difficult to set some rangers up with ARNs due to the requirements of MyGovID. Access was further complicated by limited reception (for receiving log-in codes) and an 8-month long CRM set-up.

Training by culturally competent people is beneficial to successful outcomes
Geonadir's prior experience working with Aboriginal Rangers helped them approach training in an appropriate way.

Small amounts of funding can help increase a Ranger groups skill-level
The funding for the case study helped support the Rangers purchase a better quality drone, meet licensing requirements and provide a range of new fee-for-service opportunities.

Permit requirements to fly drones out-of-site appear unnecessary in this context
An identified next step was to continue to map the coastline. However, due to the terrain this would require flying the drone out of site meaning rangers would need a ReOC despite the area being unoccupied and on GMY land.

Using a platform where Rangers can control what is or isn't shared outside of the Ranger group has been beneficial
The Rangers can choose whether this is accessible only to GMY or open access (anyone with a Geonadir license can access).

Workshopping in Gimuy

Day 2 Summary

The Welcome to Country was conducted by Minjal and prompted participants to think about how their conversations and actions throughout the workshop could continue to push for better outcomes for First Nations peoples.

Following the Welcome to Country the group was invited to join a yarning circle, where participants introduced themselves and responded to a prompt. This was supported via a connective art process.

Chris Warrior then presented his work on the Minyerra Borrinyu Drone Program, as a case study for participants to consider in the subsequent workshop activities.

The first task was a prompt to consider the future we would face in 2050 via the front page of the Koori Mail newspaper. While additional "knowledge prompts" were provided to participants, tables largely drew on the knowledge of the group. Groups presented these front pages to the larger group.

After the newspaper activity, Anthea Lawrence, Suzanne Nabulwad and Cara Penton presented their work on the Mimal-Warddeken Drone Uplift Program. Participants were invited to consider this and the other two case studies as they moved into the next phase of the workshop - mapping pathways using a 'cone of possibility' to propose ideas for getting to the future vision. This tool is designed to encourage participants to think beyond just what is probable (likely) towards what could be plausible (could happen) and possible (might happen). Participants used action cards to give ideas form and shape.

At the end of the day groups presented their mapping. The day concluded with a closing yarn.

Key Learnings from Day 2

There are both opportunities and threats in the use of drones, understanding these is important

The many opportunities for drone use were celebrated throughout the workshop. There was some consideration around potential threat. More work needs to be done to support community (both Indigenous and non-Indigenous) understanding around potential threats and limitations of drone use.

The use of drones is broadly embraced

Many stories and ideas were shared about the potential positive uses of drones.

Drones are a useful tool that will be significant for helping Ranger groups (and others) manage and care for Country

The impacts of climate change and colonial land management practices have, and will continue to, impact Country. Drones provide an additional tool to support the care for large tracts of landscape by relatively small numbers of Rangers (and others).

Caring for Country is central to the conversation

Conversation and case studies frequently reflected on the important role drones play, and will continue to play, in caring for Country.

There are multiple layers of complexity within the drone space that require continued consideration

Accreditation and certification requirements, approaches to training and permitting continue to be concerns in this space. There is opportunity for further work in this space to consider:

- Simplification of training requirements (including clearer communication)
- Support for alternative training approaches such as pre-training and providers already offering this service
- Review of permitting requirements; particularly in relation to land held as Native Title.
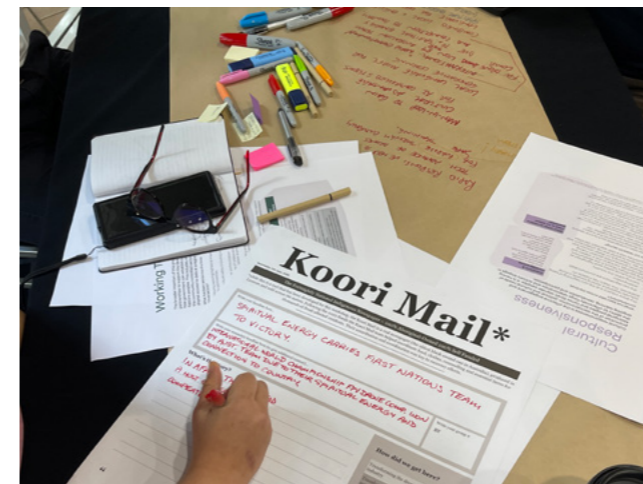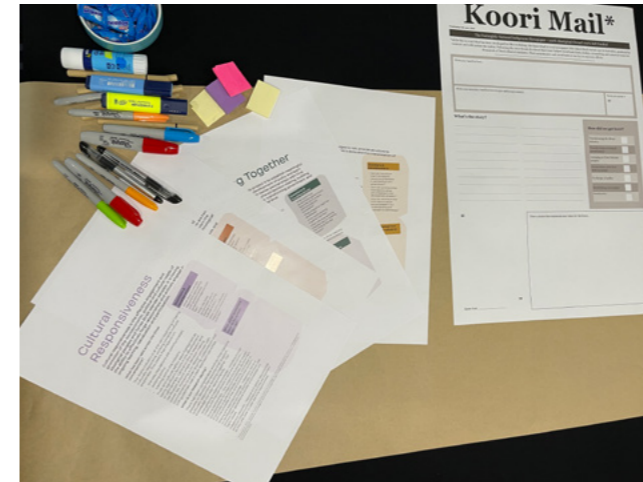
Minyerra Borrinyu Drone Program

Chris Warrior, Wiru Drones

The Minyerra (buzz) Borrinyu (wing) Drone Program was supported as part of the First Nations Drone Policy Partnership project. Designed by Chris Warrior, Wiru Drones the program sought to:

- Demonstrate the benefits of culturally safe approaches to drone training for Indigenous learners

- Provide positive outcomes for local Indigenous community, through access to culturally safe training, such as further education and/or economic opportunities, as well as a greater understanding of potential for drone use to enhance or maintain connection to Country.

The project was guided by the following principles outlined by Chris:

"**Community Engagement**
Doing it the right way and ensuring cultural protocols are adhered too. Understanding whose mob on that country.

Ngapartji Ngapartji
Working together for a drone program with community is the term or concept of exchange and reciprocity. We are doing something for each other and understanding the cultural differences.

Emerging Technologies
As technology evolves First Nations People are looking at innovative ways on managing country using drone technology.

Meeting on Country
Facilitating RePL Training on country where participants feel safe, to be able to recharge and also feel that the community to observe and drop in to see how the group is going."

Minyerra Borrinyu Drone Program, Outcome Report, Chris Warrior

"I was nervous at first but the workshop prepared me on what to expect with the RePL Training and gave me confidence in the practical flying."
Program Participant

To achieve this a three-day pre-training program was developed and facilitated on the trainees Country (right place). As well as providing an economic boost to local services (venue, catering and Welcome to Country), trainees families where able to be present for support. This extended the learning opportunities more broadly within the community as Elders and others were able to see the drones in action and have conversation around potential benefits and risks of drone use.

Running the pre-training and RePL training on Country also provided the opportunity for the training to be viewed as a journey. The RePL trainer was invited on this journey and part of a Welcome to Country at the beginning of the RePL training. Chris worked closely with Aviassist to ensure a trainer with prior experience working with First Nations participants was selected for this project. A positive working relationship between Chris (pre-training and mentoring) and John Morrison (RePL training and assessment) was important (right trainer). Participant feedback has suggested that the pre-training was significant for them to feel confident and learn key elements in preparation for the RePL training but that it was also important that they felt safe with the RePL trainer. Having a RePL trainer and First Nations mentor work together was a key component to the success of the project.

Key Learnings from Case Study

Representation matters
Training by First Nations trainers, as well as showcasing of successful First Nations peoples within the industry is important for people to see that there are pathways.

Running pre-training and training on Country is significant
Being in a familiar space with support from Elders and other community members was significant to the comfort of participants.

Working with a RePL trainer who has an understanding of First Nations learners and contexts is important
Having a RePL trainer who could work respectfully with participants and the pre-training mentor was significant in increasing cultural safety. The trainers expertise and experience meant they were able to adapt where necessary and provide appropriate support to participants.

This case study provides a format that can be repeated with other Nations
A framework and set of guidelines for RePL trainers has the potential to contribute to the increased cultural capacity of the industry.

Increasing drone capability within First Nations communities provides greater opportunity for self-determination over how drones can support First Nations aspirations
Locating this training within community provided the opportunity for other community members and Elders to engage with the drones, mentor and trainer. This provides opportunity to explore an emerging technology in real time, supporting a better understanding of the potential opportunities and risks.

Working together with a RePL training organisation boosts their cultural capacity
This helps overcome misconceptions and education gaps and creates much better outcomes for participants.

MINYERRA BORRINYU DRONE PROGRAM

Presented By:
Chris Warrior Founder & Operator Wiru Drone Solutions

Case Study Outcomes

Mimal-Warddeken Drone Uplift Program

Anthea Lawrence, Suzannah Nabulwad and Cara Penton

The Mimal-Warddeken Drone Uplift Program was presented as a case study during Day 2. This program is an extension of their Digital Women Ranger program, part of the Healthy Country AI and Digital Impact Program – a partnership between CSIRO, North Australia Indigenous Land and Sea Management Alliance (NAILSMA) and Charles Darwin University (CDU). The case study focusses on implementing the HCAI co-designed training modules at Mamardawerre oustation, West Arnhem, to support rangers in developing drone skills in remote regions.

The program responds to enhancing Indigenous ranger capabilities to collect data, assess, data, use data for the evidence-based management of country. The program uses two-way learning and recognises the importance in having senior cultural authority woven into the training. Using language and learning in language has been a significant component of the program with training being conducted in language and drone parts being named in different language (on occasion).

Successful trainees are presented with digital badges, from CDU, signed off by an Elder with relevant cultural authority. These badges give students an online record of their assessments and achievements and can be stacked with other digital badges to achieve other credentials, or link to pathways for education, employment or career progression. As the first person to be awarded the Site Survey Using Drones introductory digital badge Anthea is able to deliver peer-to-peer training to other Rangers.

The presence of senior cultural authority within the training supports drone training and use that aligns with the cultural practices and protocols of the Nation where drones will be used. It also provides an opportunity for Elders to engage with the opportunities and risks of a new technology. This provides greater opportunity for self-determination around how drones are used on Country.

Both Anthea and Suzannah expressed the importance of having Traditional Owners and young people learning and teaching on Country.

The case study showcases how both technical and cultural requirements can sit side-by-side, creating opportunities to support the management of and care for Country.

The presentation highlighted future opportunity for drone use on the Mimal and Warddeken Nations to monitor art sites, conduct surveys, mapping waterholes, manage fires, firefighting and to protect Country and animals.

Key Learnings from Case Study

Scope to adapt language is important

The program supported teaching in language and provided the opportunity for participants and trainers to learn with each other (side-by-side training mode in language).

Cultural Authority increases opportunity for drone use to align with cultural values and protocols

The inclusion of a person with senior cultural authority to sign off on the training ensures better engagement with cultural practices and protocols and allows communities to self-determine what these are.

Conducting training on Country provides more opportunities than learning to use drones

On Country training, conducted with multiple groups or Nations provides opportunities to visit with neighbours, connect and share culture.

Increasing drone capability within First Nations communities provides greater opportunity for self-determination over how drones can support First Nations aspirations

Locating this training within community provided the opportunity for other community members and Elders to engage with the drones, mentor and trainer. This provides opportunity to explore an emerging technology in real time, supporting a better understanding of the potential opportunities and risks.

Digital badges, or similar, provide recognition of learning and achievements

Recognition of learning helps learners track and share achievements and can be useful for further learning and employment opportunities. The cultural layer within these badges is also significant.
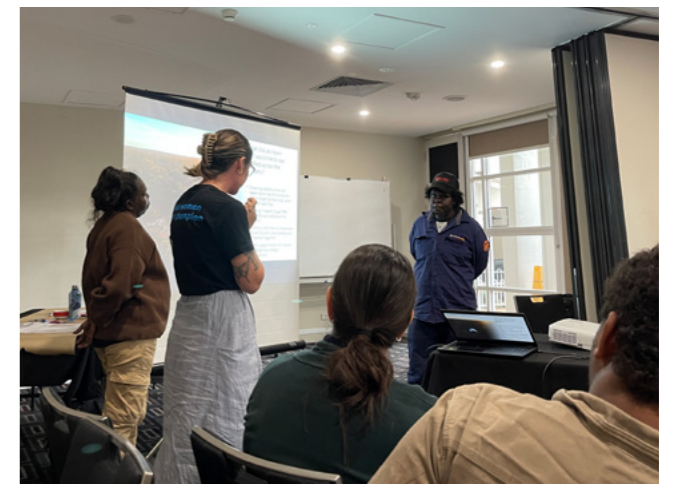
Post Workshop Outcomes

Training and accreditation mapping

Draft proposal

The workshop prompted participant Grant Eaton to provide further information (post workshop) around the steps to training and accreditation. These have been organised into a visual diagram here, (shown as *current training and accreditation*).

Further suggestions have been adapted from detail provided by Grant and outcomes of the workshops (shown as *proposed training and accreditation*).

Current training and accreditation

Step 1	Step 2	Step 3
Accreditation	**License**	**Certificate**
RPA Operator Accreditation	Remote Pilot Licence (RePL)	Remote Operators Certificate (ReOC)
Not required if already completing a RePL		*You must hold a RePL to apply for this.*

1 day

5 +/- days — *2 days only if a Private Pilot Licence (PPL) or higher is held.*

1 +/- day — *6 hours. Add an Aeronautical Radio Operator Certificate in another 4 hours.*

Required if

You fly for business or as part of your job

Your drone weighs:
no more than 2 kg OR,
more than 2kg but no more than 25 kg and you only fly it over your own land.

Required to

Be a remote pilot for an individual or business that holds a remotely piloted aircraft operator's certificate (ReOC)
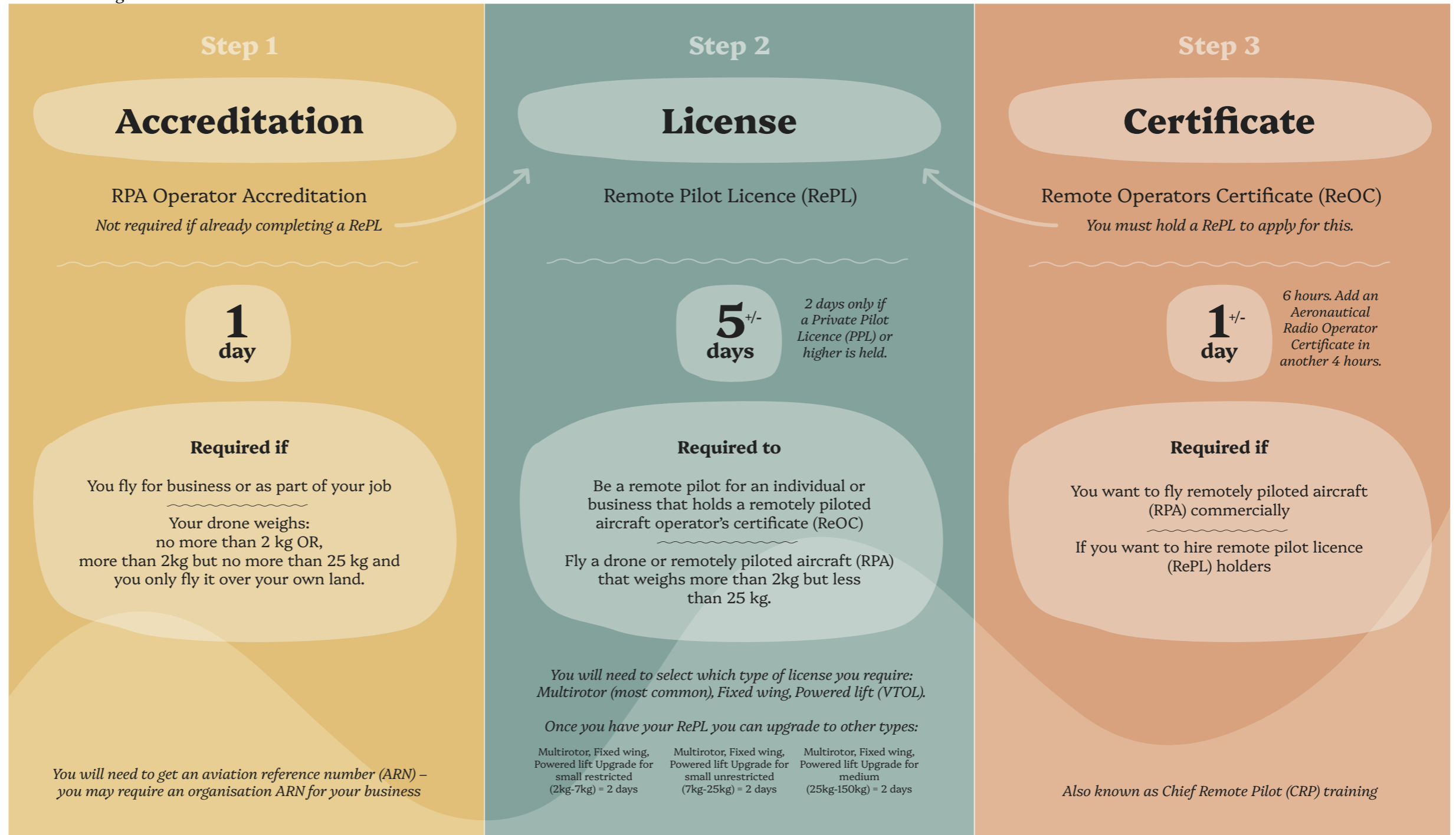
Fly a drone or remotely piloted aircraft (RPA) that weighs more than 2kg but less than 25 kg.

Required if

You want to fly remotely piloted aircraft (RPA) commercially

If you want to hire remote pilot licence (RePL) holders

You will need to select which type of license you require: Multirotor (most common), Fixed wing, Powered lift (VTOL).

Once you have your RePL you can upgrade to other types:

Multirotor, Fixed wing, Powered lift Upgrade for small restricted (2kg-7kg) = 2 days	Multirotor, Fixed wing, Powered lift Upgrade for small unrestricted (7kg-25kg) = 2 days	Multirotor, Fixed wing, Powered lift Upgrade for medium (25kg-150kg) = 2 days

You will need to get an aviation reference number (ARN) – you may require an organisation ARN for your business

Also known as Chief Remote Pilot (CRP) training

Proposed training and accreditation

**3 +/- days
First Nations Accreditation with culturally respectful mentoring**

For people not ready to apply for a license:
Accreditation, basic mapping, maintenance.

For people who are ready for a license:
Accreditation, basic mapping, maintenance, advanced mapping, CASA unit pre work, flying (as per the Minyerra Borrinyu Drone Program model)

**5 days
First Nations License with culturally respectful mentoring**

Culturally responsive and safe, based on-Country (if selected) with protocols and co-sign-off with trainer and cultural authority present and remunerated.

**3 days
First Nations culturally respectful mentoring**

For people who are ready to lead a group:
First Nations mentoring program including AROC, Night, EVLOS, BVLOS.

**1 day
First Nations Certificate with culturally respectful mentoring**

Culturally responsive and safe, based on-Country (if selected) with protocols and co-sign-off with trainer and cultural authority present and remunerated.

Appendix
Workshop Materials

Workshop Materials

For reference

Values

Values, whether acknowledged or not, provide structure to decisions made, the way work is done and the interpretation of research (including data).

What has been said across the three conversations?

Values are dynamic, as is what is valued. Conversation reiterated that there is not a homogenised Indigeniety or Indigenous nation, meaning that values will vary.

Values remain significant beyond the project, especially in relation to data stored and used.

What is our research saying?

Our research and experience suggest are three core values, deeply embed First Nations worldviews. While these in different ways across different cu they give shape to decision making.

Caring for Culture	Caring for Community
In relation to drones, this means...	In relation to drones, this means...
In relation to working with government, this means...	In relation to working with government, this means...

Questions & Considerations
- How can we ensure that First Nations values are embedded

Cultural Responsiveness

Cultural responsiveness is the effective engagement and promotion of the socioeconomic, political and cultural needs of Aboriginal peoples and Torres Strait Islander peoples. It is having the ability to effectively forge relationships and actively engage in ongoing learning, reevaluation and participation.

What has been said across the three conversations?

The drone industry is at the very beginning of being culturally responsive, working towards cultural awareness. This clearly has impacts on:

- the way regulations are communicated,
- existing policy
- training within the industry.

Trust and cultural safety were highli being significant factors in the dev of partnerships. Central to this is res clarification around where decision power lies. Following a co-design pr commitments to power sharing, col ICIP guidelines was a clear approach

What is our research saying?

There has been considerable work b peoples to develop frameworks that culturally responsive working togeth *Knowledge Our Way* recommends:
- Strengthening Indigenous knowledge - creating and maintain access to land an
- Strong partnerships – that enable the b and appreciation for Indigenous knowled of protocols to guide knowledge sharing with the principles of free, prior and info
- Sharing and weaving knowledge – Indige co-developed tools are most appropriate promote inter-generational transfer of k highly valued.
- Indigenous networks – National and glo promote Indigenous knowledge practice as they offer peer-to-peer learning oppo

*Woodward, E, Hill, R, Harkness, P and R. Archer (Eds) 2020 Ou to strengthening and sharing our knowledge for land and sea NAILSMA and CSIRO.

Questions & considerations
- What does a culturally responsive partnership with government/a government agency look like?

Sovereignty & Technology

At its most basic sovereignty is about ideas of power and authority. When discussed in relation to technology there are two types of sovereignty: 1) data sovereignty, the right to govern the collection, ownership and application of data and 2) technological sovereignty, where information and communications infrastructure and technology interests of the Country in whi

What has been said across the thre conversations?

Concern was raised that the broader of a new technology on Culture aren understood or considered. This impa for Traditional Owners and Elders to decisions. It was also raised that pro rules around use of Drones on Count determined by individual Nations.

While work around data sovereignty significant consideration, as the use currently focuses on the collection sovereignty is a much broader issue requires consideration on a national is opportunity for the drone industry leadership role in this space and exa been provided by participants to this

What is our research is saying?

Much modern technology is designe within the frameworks of western w Often these contradict or ignore Ind Knowledge and ways of being, threa Nations sovereignty and reinforcing it is possible to challenge the domin and power structures embedded in t This involves questioning the assum values that underpin technological d and ensuring that technology is des that respects and empowers divers communities.

Working Together

The broader intention of this project is to establish meaningful partnerships to support the development of policy and learn how government can establish better partnerships with First Nations peoples. This includes, shared decision making, building the community controlled sector, transforming government, and shared access to data at a regional level.

What has been said across the three conversations?

The following were highlighted as important to successful partnerships:
- Ensuring cultural safety (including trust and respect)
- Effective and clear communication
- Clarity on the purpose of collaboration, particularly in regard to power sharing and ongoing relationships
- Opportunity for capacity building and career pathways as outcomes of a partnership

What is our research is saying?

There are varying levels of 'working together' and engaging with First Nations peoples and Indigenous Knowledge. Consider the list and descriptions below and add your thoughts.

Action	Description	Notes/Questions
Acknowledging	An acknowledgement is made to the Traditional Owners of the land where work is being undertaken.	
Celebrating	Indigenous knowledge is celebrated within the project. Cultural knowledge may have been shared as part of the project and this is then positively communicated to a broader audience.	
Listening/ Consulted	First Nations peoples are consulted with as part of the project.	
Participation	First Nations peoples are participating, in a variety of roles within the project.	
Application: at project level	Indigenous Knowledge is applied within the project by First Nations peoples.	
Application: self-determined/ Decolonisation	Indigenous Knowledge is applied within the project and the outcomes have a direct social, economic and environmental outputs that are self-determined by the First Nations peoples involved.	

Questions & Considerations
- What work must government/government agencies do to ensure partnerships are successful?
- What programs might be developed?
- What could working together look like?
- What role does working together play in meeting the Closing the Gap targets?

Knowledge Prompts

Notes on Knowledge Prompts

The knowledge prompts were designed to support thinking during the workshop. It is noted that there was limited use of these during the workshop and no notes were added to the prompts by participants.

Koori Mail*

Wednesday 12th June, 2023

The Fortnightly National Indigenous Newspaper – 100% Aboriginal-Owned 100% Self Funded

*while this is a tool that has been developed for this workshop, the Koori Mail is a real newspaper (the oldest black-owned one in Australia), produced in Lismore and sold across the nation. Following the 2022 floods the Koori Mail team helped coordinate food, clothes, counselling and essential items for thousands of flood-affected residents. Their contribution and coordination was key to recovery efforts.

Write your headline here...

Write your secondary headline here (to give additional context)...

Write your group ♦
BY

What's the story?

How did we get here?

How did we get here?	
Transforming the drone industry	
Transforming training & accreditation	
Listening to First Nations peoples	
Partnership with First Nations people	
Co-design of policy	
Establishing sovereignty	
Something else ...	

Draw a picture that represents your vision for the future...

Quote from _____

Left: Newspaper Front Page

WHAT ACTION IS NEEDED?

- COMMUNICATION
- REGULATION
- EDUCATION
- CONSULTATION
- RESOURCES
- FINANCING
- POLICY
- OTHER

WHAT DOES THE ACTION HOPE TO ADDRESS?

WHO SHOULD BE INVOLVED?

What level of **CHANGE** is needed to achieve this?
- LOCAL/ COMMUNITY
- GOVERNMENT/ INDUSTRY
- GLOBAL

Action Card

PRESENT   TIME   FUTURES

POSSIBLE

PLAUSIBLE

PROBABLE

PLAUSIBLE

POSSIBLE

PROBABLE
Current trends – likely to happen to be this case.

PLAUSIBLE
Current knowledge – able to be achieved or happen (could happen)

POSSIBLE
Might happen – requires future knowledge but remains credible or believable

Cone of P's