Study Guide

KAKADU
Knowledge for Tour Guides

Charles Darwin University
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Images of people now deceased

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Theme 1: Introduction

Welcome to my country

‘Our land has a big story.
Sometimes we tell a little bit at a time.
Come and hear our stories, see our land.
A little bit might stay in your hearts.
If you want more, you can come back…’

Jacob Nayinggul

(Quote from ‘Shared Vision for Tourism in Kakadu National Park’
(Kakadu National Park Board of Management: 2005)

Kakadu National Park is a timeless place. This ancient landscape is a place of exceptional beauty and great diversity.

Kakadu’s pristine country stretches over 20,000 square kilometres, from the mangrove fringed tidal plains in the north to the vast floodplains, the lowland hills and the sandstone cliffs of the Arnhemland escarpment. Teeming with wildlife in the water, on the land and in the air, the country displays a range and concentration of species seen nowhere else. The evolving landscape takes on different forms and colours with the passing of each of its six seasons. This enduring cycle spans millions of years.

Kakadu has been home to Aboriginal people for more than 50,000 years. The people of this culture, rich in spirituality, tradition and respect, have always cared for the land. Sharing and looking after the land has always been part of the Kakadu story.

Vision for Kakadu

The Kakadu Board of Management’s vision for Kakadu National Park is that it is one of the great World Heritage Areas recognised internationally as a place where:

- the culture and natural heritage of the Park are protected and the living culture of Bininj is respected
- Bininj guide and are involved in all aspects of managing the Park
- knowledge about country and culture is passed on to younger Bininj
- tourism is culturally, environmentally and socially sustainable.
The shared vision for tourism also recognises that Kakadu National Park is one of the great World Heritage Parks, recognised universally as a place with:

- a living Aboriginal culture—home to Bininj
- extraordinary natural landscapes and a rich variety of plants and animals
- enriching and memorable experiences for visitors
- a strong and successful partnership between traditional owners, governments and the tourism industry, providing world’s best practice in caring for country and sustainable tourism.

About the tour guide training

‘These laws need to be explained to non-Aboriginal people in the same way it is taught to children so we can all hold on to it and teach it to children who will grow up learning about their land with this law.’

Jacob Nayinggul, from Kakadu Board of Management, Kakadu National Park Draft Management Plan, Commonwealth of Australia, 2006

Kakadu National Park is Aboriginal land. The Director of National Parks leases land from Aboriginal land trusts to be managed as a national park. It is a condition of the lease agreements that Parks Australia implement a licensing and induction scheme for tour operators carrying out commercial activities in the park.

In 2005 the Australian Flexible Learning Framework awarded a grant to Parks Australia and Charles Darwin University to assist in developing online, entry-level tour guide training. From 2008, successful completion of the training will be a requirement for all tour guides working in Kakadu and Uluru–Kata Tjuta National Parks.
Traditional owners and Park staff will continue to hold the popular park-based tour industry seminars two or three times a year. However, these seminars are unable to meet the demand for training for all the guides who work in Kakadu. Instead, the seminars have been enhanced and are available to guides who have completed the entry-level training.

This training course provides information in a range of media, and through discussion forums about the Park’s background, operating safely and responsibly and the Park’s cultural and natural values. Park staff, the traditional Aboriginal owners of Kakadu and the tourism industry have been involved in developing the course, and it has been endorsed by the Park’s Board of Management. The training is available on-line, and in CD-ROM and print-based versions. The online version uses a range of interactive tools including live discussions and other audio and visual learning aids involving Park staff and the traditional Aboriginal owners.

In developing the training program, Parks Australia and Charles Darwin University worked with tour operators and guides to ensure that the delivery of the course is tailored to the business and operational needs of the tourism industry. We hope you find the training course both informative and inspirational, and that it increases your understanding and enjoyment of the Park, and the quality and authority of your presentation of the Park to those you take on tour.

Kakadu is home to many Aboriginal people. The culture of its traditional owners, however, is not uniform across the Park. Several discrete cultural and language groups are affiliated with different parts of Kakadu. Gundjeihmi and Kunwinjku speakers from the central and north-eastern parts of Kakadu call themselves Bininj, pronounced ‘bin-ing’. Jawoyn speakers from the southern region call themselves Mungguy, while Limilngan speakers from the north-west of the Park call themselves Murlugan. Non-Indigenous people in the area are called Balanda. Throughout this training course, the term Bininj is used to refer to traditional owners of all land in the park, and other Aboriginal people entitled by local Aboriginal tradition to enter, use or occupy that land.

Bininj are happy and proud to share Kakadu with visitors, and expect their wishes to be respected to ensure their cultural heritage, lifestyle and privacy are safeguarded.
4 Introduction
Theme 2: Background to the Park

Section 1: Cross-cultural awareness
Section 2: Park history
Section 3: International significance
Section 4: Joint management
Section 5: Park management
Section 1: Cross-cultural awareness

In this section we will look at the issue of working in the cross-cultural environment of Kakadu National Park. We will cover the following three topics:

➔ Topic 1: Thinking about culture
➔ Topic 2: Indigenous cross-cultural awareness
➔ Topic 3: Cultural knowledge when leading a tour
**Topic 1: Thinking about culture**

Working as a tour guide, you will be in contact with a range of people from different cultural backgrounds. While this aspect of your work may be challenging, it will also be interesting and personally rewarding. You will need to be aware of cultural considerations – your own, your clients’ and the traditional Aboriginal owners of Kakadu, the Bininj.

How do you define culture? Some possible ways of thinking about culture may be:

- a person’s heritage and world view
- the customs and civilisation of a particular people or group
- a binding force that enables a group of people to identify themselves as ‘us’
- the way we do things ‘round here’
- the way a group of people agree to be
- the way we live, the way we behave, our beliefs, values and customs.

In essence, culture is the way a group defines itself—this can be within a family, a workplace or a country. Having cross-cultural awareness involves understanding that not everyone defines themselves in the same way.

So what is your culture? Can a person belong to more than one culture? Turn to the Reading, ‘What is my culture?’ and check your understanding by answering the questions that follow.

**Reading**

**Reading 2.1.1: ‘What is my culture?’**

When you have completed your reading, answer the following questions to check your understanding.

**Check your understanding**

1. Do you think that two people can have the same culture?

2. Can a person identify with several cultures?

3. Is it correct to say that people from a similar culture all have the same beliefs?

Check your answers against those provided in the *Answers Book*. 

Source: ANTA 2002, *Working in a Socially Diverse Environment*
Apply your learning

The following text is one person’s view of a special event. Please read it and see what event you think is being described. When you have finished, check the answer provided at the end.

This ritual can occur at any time of the year. It usually starts during the daytime and often extends late into the night. Participation in the ritual is not open to everyone. Only some members of the tribe are permitted to take part. These participants do unusual things to enhance their appearance. Some participants wear paint on their faces. Some participants put an oily substance in their hair. Some participants even artificially increase their height by the use of specially made devices under their feet which is considered by most people in the tribe to look attractive. Cowskin and cloth are worn by most of the participants, and small amounts of metal can also be seen.

The key ceremony of the ritual involves a small group of participants who repeat sacred words with assistance from a holy man. During this part of the ritual, the other participants are expected to listen quietly. Upon its completion, the participants are encouraged to throw a special kind of food at the small group, especially at the man and the woman who are the main focus of the ritual. The significance of this food throwing has not been determined, but some researchers believe that it is connected with fertility. The remainder of the ritual—which can last for many hours—is conducted in a separate location. The main focus of this part of the ritual appears to be the drinking of fermented liquids, although a number of other activities also take place. Researchers are not in agreement about the purpose and meaning of these activities.

What do you think is happening?
Answer: A wedding!

Now read the story again and see if you agree with the answer provided. This can show how someone unfamiliar with a cultural event may perceive it in a different way to those who are familiar with it.

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Cultures, History and Context – An Introduction
http://www.flinders.edu.au/kokotinna/F_SECT02.HTM

Message Stick Cultural Protocols, including Frequently Asked Questions
http://www.abc.net.au/message/proper/

Australian Museum – Indigenous Australia
http://www.dreamtime.net.au/indigenous/index.cfm

Cultural glossary

Human Rights and Equal Opportunity Commission
Topic 2: Indigenous cross-cultural awareness

A person’s cultural background has a very powerful influence on their personal development. As people interact and communicate with each other, they are drawing upon cultural beliefs and values that they have learned since birth.

The following two songs by Interactive Ochre present you with some of the cultural elements you need to be aware of when you are working with Aboriginal people. They also introduce you to some of the sensitive cultural issues that affect relationships between Aboriginal and non-Aboriginal people in contemporary society.

If But Maybe (song lyrics)

You may not have noticed but
We’ve been around for a very long time.
You might have passed me on the streets
But you never took the time
To hold a conversation or even share a laugh.
Instead you walk around as if I was surrounded by broken glass.
Yet, when I want to talk to you, you get scared and want to hide.
Then when you want to talk to me
You think I’m rude ‘cause I avoid your eyes.
But did you know that in my culture
To stare in your eyes is disrespect.
Just in case there is a next time, you’d know what to expect.
I mean I’ve learned to read your books and speak English everyday.
What’s the bet that if I asked you to speak my Language
You wouldn’t know what to say...

Chorus
Make no assumptions
Make no assumptions
Make no assumptions
Make no assumptions about me.
I find comfort in the bottle, for it takes away the pain.
Then when I’m sober and the memories come back
I start all over again.
But don’t judge my people because of the things I do.
There are plenty of Aboriginal people out there
Who has jobs just like you.
But I do need your help 'cause my health is getting bad
You know, from all those diseases
The Whiteman brought to our Land.
Aboriginal health is the worst in the world
And that's statistically proven.

Why are you sponsoring children overseas
when you could sponsor Aboriginal children?

My heart goes out the foreign people.
Their feelings I don't mean to hurt
But don't you think Australia needs to take care
Of their own back yards first...

'Ahh, they dwell too much on the past'
You might hear them say
But that's where our culture and language was lost
Which we yearn for today.

All we have is each other, one big happy family
Learning from each other and trying to be free.

They say you can't choose your family
But you can choose your friends.

I'd rather choose my family cause they're with me till the end.
Our bond is so strong that it cannot be broken
As we sit around the campfire
Listening to stories that are spoken
Respecting our Elders and the stories of the Dreamtime.

Why don't you come and listen? You can come round anytime.

So make no assumptions about me is the message that I'm conveying
If you took the time to listen to the words that I've been saying.

Don't patronise me and tell me what to say or do.
Just because you've got authority don't treat me like a fool.
Remember I am only human and there are real feelings I have inside.

There's a better life for me and my culture which has been denied.

Lyrics - Natasha Taylor (Wodjann Quimerra)
Music – KPU Band
© Kangan Batman, Koori Programs 20th May 2004
News Flash (song lyrics)

**Chorus**

News flash!
We’re never going back
’Cause I’m trying to tell you Fellas
Australia ain’t no Terra Nullius.

**Verse 1**

Don’t judge me from the colour of my skin.
If you try to get to know me
see the beauty within.
So don’t get impatient
’Cause I’m only trying to learn
the things I’ve never seen and
the things I’ve never heard.

**Verse 2**

Black is for the People.
Yellow is for the Sun.
Red is for the Land
We share and walk upon.
So don’t you walk where
Angels fear to tread.
Learn something from the Elders
And the people instead.

**Bridge**

So much we all
Need to do
In so little time.
So many Issues.
So many Tribes.
Understand each other,
Make it work this time.

**Verse 3**

It’s an ancient Culture
Told through the Dreaming
Where the Land is our Mother
Through the spirits and the feeling.
Unique as our faces
From all over the Country
And different places.

**Bridge**

Do you know what to call us?
Our places and our People?
From Nyoongah to Koori
To Nunga and more
The name is our People.
It’s all about Lore.

Lyrics - Natasha and Fiona Taylor (Wodjiann Quimerra); Music – KPU Band
© Kangan Batman, Koori Programs 20th May 2004
Reading

Reading 2.1.2: ‘Interactive Ochre: A workplace guide’
The reading introduces a range of issues relevant to cross-cultural understanding.

When you have completed your reading, answer the following questions to check your understanding.

Check your understanding

1. According to archaeological evidence, how long have people lived in Australia?

2. What do Aboriginal people have a spiritual connection with through the Dreaming?

3. What are Elders in Aboriginal Communities responsible for?

4. Is there a misconception about the rate of alcohol consumption in Aboriginal communities?

5. What are some areas of life opportunity where Aboriginal youth experience disadvantage?

Check your answers against those provided in the Answers Book.

Apply your learning

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

Using ‘Newsflash’ or ‘If But Maybe’ as a starting point for your thinking, develop your own interpretation of the contents of the song. The following questions may help you:

1. What is the most striking issue that arises from the song in relation to my workplace?

2. Has the song helped me to see Aboriginal people in a new light? If yes, in what way?

3. Is there an aspect of my work environment that could be improved to develop better interactions with Aboriginal people?

4. How do the music and the lyrics make me feel?

5. How does the visual imagery make me feel?
Next, present your response in a creative medium such as a:

- painting
- drawing
- song
- poem
- story
- newspaper article.

This is a creative activity. Keep going back to the lyrics and have a play around with the suggested media (e.g. painting, drawing).

**Want to know more?**

If you would like to know more about this topic, please see the materials below.

**Websites**

HealthInfoNet

Aboriginal and Torres Strait Islander Social Justice, Australian Human Rights and Equal Opportunity Commission

Social Justice and Human Rights for Aboriginal and Torres Strait Islander Peoples

**Books**


Garimara, N & Pilkington, D 1996, *Follow the Rabbit-proof Fence*, University of Queensland Press, Brisbane

**Other**

Christine Olsen, “Rabbit-proof fence” – DVD

Northern Land Council “Jabiluka mine” – Video
Topic 3: Cultural knowledge when leading a tour

When conducting a tour through Kakadu National Park you will be considered an interpreter of the local culture. You have a responsibility to be aware of the cultural heritage of Kakadu National Park. The traditional Aboriginal owners’ knowledge of and relationship with the land is an integral part of Kakadu National Park.

Reading

This reading will give you a good understanding of some of the cultural concerns of the Indigenous people of Australia.

Reading 2.1.3: A short guide for visitors to remote Indigenous communities

The next reading will explain the importance of showing your respect for Indigenous cultures when travelling in Australia.

Reading 2.1.4: ‘Welcome to country: Respecting Indigenous culture for travellers in Australia’

Aboriginal languages

Language is fundamental to cultural identity.
This is so for people everywhere.
For Bininj their unique world is expressed in their language.
For this reason, it is important that people keep their own language alive.

Waradjan Aboriginal Cultural Centre,
Kakadu National Park NT

While reading the language note below, practise some of the sounds. Aboriginal languages are transcribed so that each letter represents the same pronunciation.

Reading 2.1.5: ‘Aboriginal languages’

When using the names of creation beings, plants or animals in an Aboriginal language you should make every effort to use the correct pronunciation.

Reading 2.1.6: ‘Kakadu place name pronunciation’

When you have completed your readings, answer the following questions to check your understanding.
Check your understanding

1. Should you have prior knowledge of whose clan country you are travelling through while in Kakadu National Park?

2. Should you make up a clan name if you have forgotten or don’t know who they are?

3. What are the three Rs that should be followed when travelling across Aboriginal Australia?

4. What should you do before taking a photograph of an Aboriginal person?

Check your answers against those provided in the Answers Book.

Apply your learning

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. What differences might you expect when dealing with people from other cultures?

2. How can you make your clients more comfortable and aware of appropriate cultural exchanges in Australia, especially when interacting with Indigenous Australians?

Check your answers against those provided in the Answers Book.

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Successful Tourism at Heritage Places — A guide for tourism operators, heritage managers and communities.

Aboriginal Tourism Australia
http://www.aboriginaltourism.com.au

Respecting Our Culture program
http://www.rocprogram.com/

Books

**Tourist FAQs**

The following questions are typical of those asked by tourists. How would you answer them? Suggested answers follow each question.

Q. When can we see some Aboriginal people?
A. This is an inappropriate question because it implies that Aboriginal people are objects—another part of the scenery for visitors to ‘experience’. While Kakadu is a jointly managed park Bininj are not ‘on show’ in Kakadu. While some are staff members of the Department of the Environment and Heritage, Bininj who live in the region, like most other people, like to go about their business without being interrupted. The park is home to local people, and they have private areas for hunting and other activities.

Q. Do Aboriginal people still eat bush tucker?
A. Always refer to the diversity of Indigenous people in Australia. Sometimes Aboriginal people do eat bush tucker and many do not. In Kakadu, many Bininj regularly enjoy eating bush tucker.

Q. How do Aboriginal people live today?
A. Again, it is important to demonstrate the diversity of Indigenous people living in Australia today. Explain that Indigenous people live in a wide variety of geographical areas and in a variety housing situations—urban, rural and on communities.

Q. Is there only one Aboriginal language spoken in the Kakadu region?
A. No. Three Aboriginal languages are frequently used in the region—Kunwinjku, Gun-djeihmi and Jawoyn. Many people speak more than one language.

Q. Is it alright to take photographs of Aboriginal people?
A. It is important to ask anybody, no matter who they are, for permission to take their photograph. Generally, advise clients that they should always ask before taking a photo of a person or a cultural activity. Always refer back to why they want to take the photo in the first place. If a photograph is used for commercial purposes then permission needs to be sought from the Permits Officer, Kakadu National Park.
Review your learning so far

By this stage you should be aware of the importance of cultural sensitivity when conducting a tour, or providing commentary in Kakadu National Park.

You should be able to draw on the topics covered:

- Thinking about culture
- Indigenous cross-cultural awareness
- Cultural knowledge when leading a tour

Assessment

1. Please write or present a three-minute talk that you could give to a small group of tourists to introduce them to the concept of cultural awareness while visiting the Kakadu region. Your answer should expand on the following points:

   - treating people of all backgrounds with respect
   - how people can have differing views of the world
   - respecting the cultural integrity of the area
   - Bininj cultural values

2. Please provide three dot points of how you would respond to a client on your trip that continually made negative/derogatory remarks about Indigenous people or culture.
Section 2: Park history – Non-Aboriginal history of Kakadu National Park

The material in this section is based mainly on the records of non-Indigenous visitors to the Kakadu region. It is important to understand, however, that Indigenous Australians do not share the same linear and time-based view of history.

We will cover the following two topics:

- **Topic 1:** Social history since colonisation
- **Topic 2:** Chronology of the establishment of Kakadu National Park

The traditional Aboriginal owners meeting at Mudginberri to discuss the draft agreement between the Northern Land Council and the National Park and Wildlife Service, 1978. Reproduced with permission from the Northern Land Council. Please be advised that the picture may depict people who have passed away. We apologise to any persons who may be offended.
**Topic 1: Social history since colonisation**

Although most visitors to Kakadu that you will meet as a guide will see it as a pristine wilderness—untouched by humans—this is not the case. The landscape is the way it is today partly as a result of the activities of people over millennia. Traditional owners actively managed it to maximise the availability of resources as much as any European farm. In more recent times, the landscape has also been modified significantly by the activities of non-Indigenous visitors to the area.

People from other countries have been visiting the Kakadu area for a long time. These include Chinese, Malays and Portuguese people, who all claim to be the first non-Indigenous explorers of the area. The first written account of Kakadu comes from a Dutchman, Jan Carstenzoon, who was the captain of the Arnhem which visited in 1623. However, it was not until 1845 that a non-Indigenous person first visited the area by land.

Kakadu has been visited by explorers, missionaries, buffalo hunters, miners, pastoralists and crocodile hunters. They have brought colourful stories and have interacted with the Aboriginal people of the area. The following reading takes you through this rich history.

**Reading**

**Reading 2.2.1: ‘Social history since colonisation’**

When you have completed your readings, answer the following questions to check your understanding.

**Check your understanding**

1. Who were the first people claiming to have visited the Kakadu region?

2. What is the common theory about how buffalo were introduced to the area?

3. Why do you think that there are two different quotes from Aboriginal people about the missionaries?

4. Name two of the minerals that were mined in the region.

5. In what area of the Park were pastoralists present in the early 1900s?

Check your answers against those provided in the *Answers Book*. 
Apply your learning

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. Draw up a timeline of visits of the main groups of non-Indigenous people to the Kakadu area.

2. Describe the events and outcomes of one of the settlers of the Kakadu area in the early 1900s.

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Please click on the following link to read the diary of a visitor to the area, M Leichhardt.
http://www.gutenberg.org/files/5005/5005-h/5005-h.htm

Take note of the time of year Leichhardt was travelling through the region of Kakadu. How did he relate to the Aboriginal people he came across?

Books

In the following sources the buffalo and crocodile hunting days in the region are covered. The book Kakadu: Natural and Cultural Heritage and Management (see reference below) provides a detailed account of the social history and park resources, and explores the effects on Aboriginal life and society on pages 64–83.


**Topic 2: Chronology of the establishment of Kakadu National Park**

While you are not expected to remember all the dates, when you are tour guiding in Kakadu you will be frequently asked when some of the more significant events occurred. These include:

- the Ranger Uranium Environmental Inquiry
- proclamation of the Park in three stages
- World Heritage Listing of the Park.

**Reading**

The readings show the progression of events from the early 1900s that led up to the establishment of Kakadu National Park.

**Reading 2.2.2: ‘Establishment of the Park—A chronology’**

**Reading 2.2.3: ‘Reconciling competing interests’**

When you have completed your readings, answer the following questions to check your understanding.

**Check your understanding**

1. What competing interests led to the establishment of the Fox Inquiry?
2. Why was the Park proclaimed in three stages?
3. Why was World Heritage Listing of Kakadu in three stages?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following question in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

Imagine being involved in the Ranger Uranium Environmental Inquiry. Can you describe how the different interest groups may have behaved or reacted after the report was handed down? (Think of both positive and negative reactions).
Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

World Heritage Listing (UNESCO)
http://whc.unesco.org/en/list/147

Ranger Uranium Environmental Agreement
http://www.atns.net.au/biogs/A0012706.htm

Books

The book *Kakadu: Natural and Cultural Heritage and Management* (see reference below) provides a detailed account of the social history and park resources and explores the effects on Aboriginal life and society on pages 1–4.


Tourist FAQs

Q. When was Kakadu National Park declared?
A. In three stages: 1979, 1984 and 1987

Q. Why was Kakadu World Heritage listed?
A. For its cultural and natural values

Q. When and from where were buffaloes introduced to this region?
A. From the 1840s, buffaloes had been released from the European settlement at Port Essington.

Q. Why is uranium mining allowed in the region?
A. You can describe the outcomes of the 1977 Ranger Uranium Environmental Inquiry and the subsequent decision to allow a lease for uranium mining within, but not forming, part of the park.
**Review your learning**

By this stage you should be able to conduct a three-minute presentation on the social history of Kakadu, including the establishment of the Park. You should draw on material covered in this topic, including:

- a brief history of European explorers
- the process of settlement of the region
- the major non-Indigenous uses of the Kakadu region
- the establishment of Kakadu National Park
- the World Heritage listing of Kakadu National Park.

Do you think you can do this? If not, please return to the topics and review the readings and activities before doing the formal assessment.

**Assessment**

Please write or present a three-minute talk that you could give to a small group of European tourists, introducing them to the concept of Kakadu being explored and settled by non-Indigenous people.

Your answer needs to expand on the following:

- social history since colonisation
- chronology of the establishment of Kakadu National Park.
Section 3: International significance

In this section we will look at the international significance of Kakadu National Park. The following two topics will be covered:

- **Topic 1:** World Heritage Listing of the Park for both its cultural and natural values
- **Topic 2:** Other international conventions, treaties and responsibilities
Topic 1: World Heritage Listing of Kakadu National Park

The cultural and natural values of Kakadu National Park were recognised internationally when the Park was placed on the United Nations Educational, Scientific and Cultural Organisation (UNESCO) World Heritage list. This list is a register of sites that are recognised as having outstanding cultural or natural values of international significance.

By signing the World Heritage Convention, the Australian Government agreed to ensure the identification, protection, conservation, presentation and transmission to future generations of the cultural and natural heritage and situated on its territory, and to take the appropriate legal, scientific, technical, administrative and financial measures necessary for the identification, protection, conservation, presentation and rehabilitation of this heritage.

Nominations for the World Heritage List are made by the Australian Government in consultation with other stakeholders and specialist agencies such as the Department of the Environment and Heritage and the Commonwealth Scientific and Industrial Research Organisation (CSIRO). Nominations are then considered by the World Heritage Committee.

Only twenty-three sites in the world have been listed for both cultural and natural values. In Australia we have four areas listed for both types of values—Kakadu National Park, Uluru-Kata Tjuta National Park, Wilandra Lakes region and Tasmanian wilderness.

Reading

The readings introduce World Heritage Listing, and the values for which Kakadu is listed.

Reading 2.3.1: ‘World Heritage Listing of Kakadu National Park’

Reading 2.3.2: ‘Kakadu National Park World Heritage Values’

When you have completed your readings, answer the following questions to check your understanding.
Check your understanding

1. What are the values for which Kakadu National Park was listed as having World Heritage status?

2. What are some of the cultural values of Kakadu National Park?

3. What are some of the natural values of Kakadu National Park?

4. In how many stages was Kakadu listed for World Heritage?

5. Under the World Heritage Convention, what are the Australian Government’s obligations?

Check your answers against those provided in the Answers Book.

Apply your learning

Answer the following question in your own time. Go back through the above readings and access the websites if you need prompting to answer the question.

If you were asked by a client why Kakadu National Park is so significant as a World Heritage site, what points would you include in your reply?

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

UNESCO – About World Heritage
http://whc.unesco.org/en/about/

DEH World Heritage Listing of Kakadu

Books


**Topic 2: Other international conventions, treaties and responsibilities**

As a guide working in the Park, it is important for you to know the other international conventions, treaties and responsibilities that apply to parts of Kakadu. These include the:

- Ramsar Convention
- JAMBA
- CAMBA
- the Bonn Convention
- CITES
- Apia Convention
- SPREP
- Tri-national Wetlands Initiative.

**Reading**

The reading will explain the above-mentioned names and acronyms, and what they represent.

**Reading 2.3.3: ‘Other international conventions, treaties and responsibilities’**

When you have completed your reading, answer the following questions to check your understanding.

**Check your understanding**

1. The Ramsar Convention assists in protecting what type of habitat?
2. The Ramsar Convention aids in protecting what type of species?
3. The JAMBA treaty assists in the protection of bird species migrating between what countries?
4. The CAMBA treaty assists in the protection of bird species migrating between what countries?
5. Name the three countries that the Tri-national Wetlands Conservation Program involves.

Check your answers against those provided in the *Answers Book*. 
Apply your learning

Answer the following question in your own time. Go back through the above readings and access the websites if you need prompting to answer the question.

Select one of the international obligations and describe why it may be important that Kakadu be part of it.

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

The Ramsar Convention
http://www.ramsar.org/

JAMBA and CAMBA

Tri-national Wetlands Initiative
http://www.ramsar.org/speech/speech_wwf_bali.htm

CITES

Tourist FAQs

Q. What does UNESCO stand for?
A. United Nations Educational, Scientific and Cultural Organisation

Q. What does Kakadu’s World Heritage listing mean?
A. The listing recognises Kakadu’s international significance for its natural and cultural values and it places an obligation on the Australian government to protect Kakadu’s natural and cultural heritage.

Q. Is the World Heritage status of Kakadu National Park affected by the three uranium mining leases within the Park?
A. The leases are not part of Kakadu National Park. However, their potential impacts on the Park are closely monitored.

Q. How does a site get to be on the World Heritage list?
A. The Australian Government nominates the site or property for inscription to the World Heritage list.

Q. How are sites selected for World Heritage listing?
A. Nominations for the World Heritage List are made by the Australian Government in consultation with other stakeholders, and specialist agencies such as the Department of the Environment and Heritage, and the CSIRO. Nominations are then considered by the World Heritage Committee.
Review your learning

By this stage you should be able to conduct a three-minute presentation on the international significance of Kakadu National Park including the criteria for World Heritage listing. You should draw on material covered in this section including:

- World Heritage listing for cultural and natural values
- the cultural and natural values of Kakadu National Park
- the many international conventions and treaties which aid in the preservation and conservation of the Kakadu environment and species.

Assessment

1. Please outline how and where you could obtain information about Kakadu having international significance through World Heritage listing and other conventions and treaties. Your answer needs to include:
   - where you could get information from
   - who you could approach to assist you in obtaining information.

2. In a paragraph, describe the World Heritage values and international significance of Kakadu National Park. Your answer needs to include:
   - World Heritage values
   - aspects of other international significance.
Section 4: Joint management

Kakadu National Park is jointly managed by the traditional Aboriginal owners and the Director of National Parks. In this section we’ll look at the joint management arrangements and how they relate to the Park. We will cover the following four topics:

- Topic 1: Land ownership
- Topic 2: The traditional Aboriginal owners
- Topic 3: The managing authority
- Topic 4: Vision and guiding principles

To appreciate the process of joint management, it is important to understand how Kakadu National Park was created, and how the current management arrangements came into effect. If you haven’t already completed the Park history theme—which explains how the arrangements came about—then it may be a good idea to cover that section before doing this one.

The promotion of the concept of joint management in Kakadu is very important to the traditional Aboriginal owners. Explaining this concept to visitors is an extremely important part of your role.
**Topic 1: Land ownership**

As a tour guide in Kakadu, it is your responsibility to have a good understanding of the ownership of the land you visit. Not only does this show respect to the traditional Aboriginal owners of Kakadu, but it also assists the development of visitors’ knowledge and understanding of the continuing culture in Kakadu.

**Reading**

Reading 2.4.1: ‘Land ownership’
This reading outlines the key points of land ownership in Kakadu.

When you have completed your reading, answer the following questions to check your understanding.

**Check your understanding**

1. How much land in the Park is Aboriginal Land?
2. What type of legal agreement does the Director of National Parks have over the Aboriginal owned lands in Kakadu?
3. What other lease arrangements are there in region of Kakadu National Park?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following question in your own time. Go back through the above reading and access the websites if you need prompting to answer the question.

Why do you think that it is important to the traditional Aboriginal owners to have ownership of their land? (Think about what it would mean to you).

**Want to know more?**

If you would like to know more about this topic, please see the materials below.

**Websites**

Kakadu National Park Plan of Management

NLC – Land and sea rights
Australia Now – Indigenous land rights and Native Title

PM – Land rights changes not welcome
http://www.abc.net.au/pm/content/2005/s1475565.htm

Books


**Topic 2: The traditional Aboriginal owners**

As you travel through Kakadu, you may meet some of the traditional Aboriginal owners. Many live in Jabiru but others live at outstations and communities in areas to which access is restricted for the public. As a guide, you must show respect for the country and the traditional owners.

**Reading**

The reading outlines the ways in which traditional Aboriginal owners care for Kakadu.

**Reading 2.4.2: ‘Aboriginal knowledge for sustainability’**

When you have completed your reading, answer the following questions to check your understanding.

**Check your understanding**

1. What is the approximate population of Aboriginal people in Kakadu National Park?
2. Are all the Aboriginal people in Kakadu traditional Aboriginal owners?
3. Where do the Aboriginal people from Kakadu live?
4. Can you go to one of the Kakadu Aboriginal outstations with your tour group – even if you are invited?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following question in your own time. Go back through the above reading and access the websites if you need prompting to answer the question. There is no answer for this question. Just think about the issue.

Do you know other people who are generous enough to share their land/property with the general public?
Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Kakadu National Park Plan of Management

Gambil Yalgay – The Cloudy Track

Great Barrier Reef traditional owners
http://www.reefed.edu.au/explorer/traditional_owners/

Central Land Council – Land management

Books


Topic 3: The managing authority

When you are in Kakadu National Park, your clients are going to see signs or Park notes about joint management in Kakadu. You need to be able to describe to your clients the structure of the Board of Management (the managing authority), its functions and what role it plays in the overall management of the Park.

You will also need to know about the Kakadu National Park management plan. The Board directs this plan, and the plan directs the day-to-day management of the Park.

Reading

Reading 2.4.3: ‘The managing authority’
This reading outlines the complex nature of joint management.

When you have completed your reading, answer the following questions to check your understanding.

Check your understanding

1. Who are the parties jointly managing Kakadu National Park?

2. Who makes up the fifteen members on the Board of Management?

3. The Board of Management makes decisions about the management of the Park, consistent with what documents?

Check your answers against those provided in the Answers Book.

Apply your learning

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

1. The Board of Management comprises a wide range of people. List some of the things that may complicate decision making.

2. What sort of processes need to occur before a new visitor facility or information resource can be available to the public. Think about the lease agreement, joint management, management plan, consultation with traditional Aboriginal owners, staff and industry representatives.
Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Kakadu National Park Plan of Management

Northern Territory Parks and Conservation master plan

Centre for Indigenous Natural and Cultural Resource Management

Northern Adelaide and Barossa Catchment Water Management Board
http://www.nabcatchment.net/

Books


**Topic 4: Vision and guiding principles**

Having knowledge of the vision and guiding principles of Kakadu National Park will help you understand and interpret some of the management decisions of Kakadu.

**Reading**

The reading gives an overview of the vision and guiding principles.

**Reading 2.4.4: ‘Vision and the guiding principles’**

When you have completed your reading, answer the following questions to check your understanding.

**Check your understanding**

1. What is the vision for Kakadu?
2. What do the guiding principles determine?
3. What are the four guiding principles?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following questions in your own time. Go back through the above reading and relevant websites if you need prompting to answer the questions.

1. How does the vision for Kakadu National Park affect you as a tour guide?
2. Of the four main guiding principles for managing Kakadu National Park, which one do you think is very important to the traditional Aboriginal owners of Kakadu?

**Want to know more?**

If you would like to know more about this topic, please see the materials below.

**Websites**

Kakadu National Park Plan of Management  

Parks Victoria: Vision, purpose, values  
Great Barrier Reef Marine Park Authority - Goals and aims

Esquimalt Lagoon Stewardship Initiative - Vision and goals
http://www.crd.bc.ca/watersheds/elsi/vision.htm

Books


Tourist FAQs

Q. What process did the traditional Aboriginal owners need to go through to claim the lands of Kakadu?
A. They had to prove their ownership through the Aboriginal Land Rights (Northern Territory) Act 1976.

Q. Who are the traditional Aboriginal owners of Kakadu?
A. Traditional Aboriginal owners of the Kakadu area are the people and descendants that have successfully claimed ownership of the lands of Kakadu.

Q. Do the traditional Aboriginal owners have any goals or visions for the Park?
A. Yes. The management plan sets out four guiding principles—Bininj/Munnguy interests, caring for Country, tourism and telling people about the Park.
Review your learning

By this stage you should be able to conduct a three-minute presentation on how the Park is managed and by whom (including the lease agreements, ownership of the land, the Board of Management and management plan). You should draw on the topics covered in this section:

- Land ownership
- The traditional Aboriginal owners
- The managing authority
- The vision and guiding principles

Assessment

Think of a tourism activity that you might like to set up in the Park that may involve local Aboriginal people. List some of the things you will need to consider, and stakeholders that need to be involved before the activity is established. Your answer needs to expand on the following:

- vision and guiding principles
- management plan
- joint management
- Board of Management
Section 5: Park management

As a tour guide working in Kakadu, you may get questions about why the Park is managed in certain ways. It is important that you understand Kakadu’s cultural heritage and joint management arrangements between traditional Aboriginal owners and Parks Australia, and that these arrangements are different to most of the other parks and reserves in Australia and the rest of the world. In this section we will look at the management of Kakadu National Park and how it is different to other parks. We will cover the following four topics:

- Topic 1: Managing Kakadu’s cultural heritage
- Topic 2: Managing Kakadu’s natural heritage
- Topic 3: Managing tourism in Kakadu
- Topic 4: Telling people about the Park
Topic 1: Managing Kakadu’s cultural heritage

Kakadu National Park is jointly managed by its traditional Aboriginal owners and Parks Australia, an Australian Government agency. It is important to understand that not only is Kakadu a national park, it is a home for its traditional Aboriginal owners, who have the legal right to live, hunt, forage and maintain cultural obligations in the Park.

Kakadu represents a continuing cultural tradition thought to be linked to the earliest known occupation of Australia. The different landscapes within the Park have been occupied and actively managed by many generations of Bininj, and strong spiritual associations and interactions between people and country continue today. The tangible aspects of Bininj cultural heritage such as artefacts, rock art and other cultural sites are well-known. However, Bininj cultural heritage also includes detailed knowledge of beliefs regarding the creation era, plants, animals, landscapes, fire, languages, seasonal changes, traditional skills and the history of the Kakadu region.

The cultural heritage of Kakadu also includes Balanda (non-Indigenous) use and occupation of the landscape. There are many historic sites in the Park associated with land uses such as pastoralism, mining and tourism. Some of the people associated with these and other activities, such as buffalo and crocodile harvesting, are alive today and have detailed local historical knowledge of the Kakadu region and previous interactions between Indigenous and non-Indigenous people. Protecting this heritage is important for Bininj and Balanda.

Reading

Reading 2.5.1: ‘Managing Kakadu’s cultural heritage’
This reading explains the key points that you need to know about the management of Kakadu’s cultural heritage. When you have completed your reading, answer the following questions to check your understanding.

Check your understanding

1. What are three aims of Kakadu’s cultural heritage management program?

2. Who controls the management of Kakadu’s cultural heritage?

3. What legal rights to continue traditional practices do Aboriginal people have in Kakadu National Park?

Check your answers against those provided in the Answers Book.
Apply your learning

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

1. Why do you think that it is important to the traditional Aboriginal owners of Kakadu to record and protect:
   - sites of significance in Kakadu
   - the post-contact historical sites in Kakadu
   - the oral history in Kakadu.

2. Think about what it means to yourself as well as the visitors you bring into the Park.

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Kakadu National Park Plan of Management

Cultural heritage – Environmental Protection Agency
http://www.epa.qld.gov.au/cultural_heritage/

Cultural Heritage – Department of Natural Resources, Mines and Water

What is cultural heritage?
http://www.dreamtime.net.au/indigenous/culture.cfm

Cultural Heritage Centre for Asia and the Pacific
http://www.deakin.edu.au/arts/cheap/

Books


Chaloupka, G 1984, *From Palaeoart to Casual Paintings—The chronological sequence of Arnhem Land Plateau rock art*, Monograph Series 1, Northern Territory Museum of Arts and Sciences, Northern Territory.


**Topic 2: Managing Kakadu’s natural heritage**

Kakadu has an internationally recognised diversity of habitats and a unique abundance of flora and fauna. The principle focus of natural heritage management in Kakadu includes the use of fire, managing crocodiles, weed and feral animal control.

The seasons of Kakadu determine what time of the year different management actions take place. Management techniques are derived from both western and traditional Aboriginal knowledge.

As a tour guide, your job is to interpret the management of Kakadu’s natural heritage within the cultural context of Kakadu.

**Reading**

The reading explains how Kakadu’s natural heritage is managed.

**Reading 2.5.2: ‘Managing Kakadu’s natural heritage’**

When you have completed your reading, answer the following questions to check your understanding.

**Check your understanding**

1. Why is fire used in the management of Kakadu?
2. What should you do if you notice you have unintentionally brought weeds into the Park?
3. True or false: the management of feral animals in the Park is to prevent their adverse effects on the environment while taking into account the views and economic interests of traditional Aboriginal owners.
4. Important aspects of natural heritage management in Kakadu are:
   - fire management
   - weed management
   - management of feral animals
   - and (what else?) __________

Check your answers against those provided in the *Answers Book*. 
Apply your learning

Answer the following question in your own time. Go back through the above reading and access the websites if you need prompting to answer the question.

1. What are the considerations that management has to think about in relation to fire in Kakadu?

2. How do weeds affect the natural heritage of the Park?

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Kakadu National Park Plan of Management

Pouncing on Salvina outbreaks in Kakadu
http://www.deh.gov.au/media/dept-nr/dp10aug05.html

Protecting Heritage places – 10 steps

Protecting natural heritage

Natural resource management

Commonwealth Scientific and Research Organisation (CSIRO)
http://www.csiro.au/

Books


Topic 3: Managing tourism in Kakadu

It is important to understand that, as a tour guide, the traditional Aboriginal owners see you as an ambassador to their lands, and you need to ensure that your behaviour is professional and respectful to them and the country. Tourism is important to Bininj and Munnguy who want to provide visitors with a safe enriching experience while ensuring the park environments are protected.

Maintaining visitor services and facilities, such as visitor centres, walking tracks, camping areas, and monitoring visitor impacts and numbers are an important part of the work of Park staff. Kakadu staff liaise regularly with tourism industry representatives through the Board of Management and the Tourism Consultative Committee.

‘A Shared Vision for Tourism in Kakadu National Park’ was launched in the Park in 2005 and will see a long-term commitment to the future of tourism in this Park.

Reading

The readings outline the aims of tourism management in Kakadu.
Reading 2.5.3: ‘Managing tourism in Kakadu’
Reading 2.5.4: ‘Role of the Kakadu Tourism Consultative Committee (KTCC)’
Reading 2.5.5: ‘Extract from Kakadu National Park Draft Management Plan’

When you have completed your readings, answer the following questions to check your understanding.

Check your understanding

1. Is tourism a priority for the Park?
2. What does managing tourism in Kakadu include?
3. What type of consultation does Park management have with the tourism industry?
4. Who does the KTCC provide advice to?
5. In the development of new visitor experiences in Kakadu, what type of experience does the management plan seek to emphasise?

Check your answers against those provided in the Answers Book.
Apply your learning

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. How does the management of tourism in Kakadu affect you as a tour guide? (Think about things like the commercial permit system, facilities, safety considerations).

2. Consider one of the major visitor areas of Kakadu (e.g. Ubirr / East Alligator or Nourlangie / Gubara / Muirella or Yellow Water / Warradjan / Mardugal or Gunlom / Yirmikmik / Guratba). List the type of work that needs to be done to maintain that area for visitors.

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Kakadu National Park - Plan of Management

Launch of Kakadu tourism vision

A Shared Vision for Tourism in Kakadu National Park

Tourism – Department of Industry, Tourism and Resources
http://www.industry.gov.au/content/itrinternet/cmsindexpage.cfm?objectid=48A3400C-20E0-68D8-ED0D0548296A04E7

Tourism on the Great Barrier Reef
http://www.gbrmpa.gov.au/corp_site/key_issues/tourism/tourism_or glor

Tourism Victoria corporate site

South Australian Tourism Commission

Books


**Topic 4: Telling people about the Park**

The traditional Aboriginal owners of Kakadu want visitors to their country to learn about the Park and their culture, and to come to understand why Kakadu is important to them. Kakadu’s management aims to provide this through sensitive promotion of the Park, information and interpretation.

It is your responsibility to ensure that you promote this aspect of the wishes of the traditional Aboriginal owners and enrich the experience of your clients. This is also a way in which you can show respect for the World Heritage cultural values of Kakadu to them. Other ways of acknowledging the wishes of the traditional Aboriginal owners are to ensure your stories are right for the area, and that you behave appropriately around sites that are special to the traditional Aboriginal owners.

**Reading**

Reading 2.5.6: ‘Telling people about the Park’

When you have completed your reading, answer the following questions to check your understanding.

**Check your understanding**

1. Why is it important to provide accurate information to Park visitors?

2. What overarching features should be highlighted when interpreting Kakadu?

3. What do traditional Aboriginal owners of Kakadu want visitors to learn about?

4. Why is it beneficial for visitors to enjoy their experience in the Park?

Check your answers against those provided in the *Answers Book.*
**Apply your learning**

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

1. What do you think is the main theme for interpreting Kakadu National Park to its visitors? (Think about all the park notes, visitor guides, on-site interpretation boards, entrance to the Park etc.).

2. What processes occur before a new visitor facility or information resource can be made available to the public? (Think about the lease agreement, joint management, and consultation with traditional Aboriginal owners, staff and industry representatives).

**Want to know more?**

If you would like to know more about this topic, please see the materials below.

**Websites**

Park notes

Activities, maps and general information

Telling people about the Park

Kakadu National Park Plan of Management

Interpretation Australia Association
http://www.interpretationaustralia.asn.au/

Best practice in Park Interpretation and Education

**Books**


**Tourist FAQs**

**Q.** What are some of the impacts cane toads are having on the Park?

**A.** They are killing some of the native wildlife (e.g. quolls and goannas).

**Q.** Why are there fewer buffalo in Kakadu today than in the past?

**A.** Buffalo were culled in the mid-1980s due to Brucellosis and Tuberculosis. A residual population still remains because the nature of the terrain makes full eradication difficult.

**Q.** Why do the rangers and Aboriginal people light fires?

**A.** There can be many reasons for individual fires but often fires are used for environmental management to help maintain biodiversity and safety. Aboriginal people have used fire to manage this land for thousands of years and still maintain those traditional practices. For example, in the later part of the year (September to December), fires can be very destructive if there hasn't been suitable burning at other times.

**Q.** Are crocodiles dangerous?

**A.** Yes—saltwater crocodiles have attacked and have killed humans both in and/or out of water. Freshwater crocodiles can be dangerous if disturbed.
Review your learning

By this stage you should be able to conduct a three-minute presentation on the guiding principles of Kakadu National Park and the main themes of how the Park is managed. You should draw on material covered in this section including:

- the aims of managing Kakadu’s cultural heritage
- the aims of managing Kakadu’s natural heritage and to the names of several topics of interest
- the aims of managing tourism in Kakadu
- how park management informs people about the Park.

Assessment

1. Describe how you would respond to a question from a client about how Aboriginal heritage is managed in Kakadu. Your answer needs to include at least three aims of Kakadu’s cultural heritage management program.

2. Describe how you would answer a question from a client about how Kakadu’s natural heritage is managed. Your answer needs to include the four main aspects of managing Kakadu’s natural heritage.

3. What is the main theme for interpreting Kakadu National Park, and what are some of the ways that Park management do that? Your answer needs to expand on the following:
   - the main theme of Kakadu National Park
   - how Kakadu informs people about the Park.
Theme 3: Operating safely and responsibly

Section 1: Visitor safety
Section 2: Exploring the park
Section 3: Minimising environmental impact
Section 4: Compliance, regulations and permits
Section 1: Visitor safety

Tour guides in Kakadu are responsible for the safety and well-being of their clients. Tour guides need to be aware of the risks associated with managing a group of tourists in the Top End. In this section we will look at visitor safety in Kakadu National Park. We will be covering the following three topics:

- Topic 1: Visitor safety on tour
- Topic 2: Crocodile safety
- Topic 3: Visitor safety requirements of the commercial permit holder
**Topic 1: Visitor safety on tour**

As a tour guide you have a responsibility to ensure your clients’ safety. Your duty of care includes warning your clients of the known hazards and risks associated with tour activities. ‘Duty of care’ is the duty of a person to take reasonable care to avoid reasonably foreseeable risks of injury to those for whom they are responsible. Where such risks cannot be avoided, the person must give reasonable warning about them.

Be aware of your clients at all times. Check their understanding of the hazards that you point out. Remember that even in the dry season clients can feel hot and may need reminding to keep hydrated. Remember you are required to have a current first aid certificate.

**Reading**

The reading will point out some of the hazards that exist in Kakadu and how you may minimise the risk to yourself and your clients.

**Reading 3.1.1: ‘Visitor safety in Kakadu National Park’**

When you have completed your reading, answer the following questions to check your understanding.

**Check your understanding**

1. Why should you ensure protection against mosquitoes to your clients?
2. Is dehydration a real threat to a person’s health in the tropics?
3. Should you advise your clients of the hazards and risks involved in any of the activities that you do?
4. What is your duty of care as a tour guide?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

1. What is the recommended procedure to follow if you have a missing client?
2. What are the classic symptoms of dehydration?
Want to know more?

If you would like to know more about this topic, please see the materials below.

PDF files

Duty of care information from Northern Territory WorkSafe

What you should know about induction training
before you start work as a tour guide.

Safety management

Risk management

Websites

Australian Red Cross:

St John Ambulance Australia (NT) Inc.

Personal protection from mosquitos and biting midges in the NT

Poisonous insects and other animals

Mosquito fact sheet

Ross River Virus information

Books

Please refer to the following training providers for First Aid books:

St John Ambulance Australia

Australian Red Cross
**Topic 2: Crocodile safety**

Crocodiles are an unfamiliar hazard for most clients. You should always advise clients of the location of crocodile warning signs. You need to be aware of changing conditions in Kakadu and familiar with the area you are visiting. Do not become complacent! When near the water’s edge, always err on the side of caution.

There have been two fatal crocodile attacks in Kakadu National Park in recent times, including the highly publicised attack in 2002 on Isobel Von Jordan, who was swimming at Sandy Billabong at the suggestion of her tour guide. There have been several other crocodile attacks in which victims have sustained very serious injuries.

**Reading**

**Reading 3.1.2: ‘Crocodile safety in Kakadu’**

This reading makes you aware of the safety issues regarding crocodiles in Kakadu.

When you have completed the reading, answer the questions below to check your understanding.

**Check your understanding – Crocodile safety**

1. True or false – Estuarine or saltwater crocodiles (*Crocodylus Porosus*) are only a hazard in saltwater.

2. Are freshwater crocodiles (*Crocodylus Johnstoni*) completely harmless?

3. Should crocodile warning signs always be pointed out to clients?

4. What can you do to minimise risks associated with crocodiles?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

1. What is the difference in risk between saltwater crocodiles and freshwater crocodiles?

2. Why should crocodile warning signs be pointed out to your clients?

3. What type of action might Park staff take with a problem crocodile?
Want to know more?

If you would like to know more about this topic, please see the materials below.

PDF files

A management plan for *Crocodylus porosus*

Websites

Informative sites written by: Adam Britton
http://www.flnmh.ufl.edu/cnhc/csl.html#crocand

Professor Grahame Webb
http://www.iwmc.org/reptiles/010322.htm

Books


**Topic 3: Visitor safety requirements of the commercial permit holder**

When working in Kakadu as a tour guide you will be working under the conditions of a commercial tour operator’s permit. You should have a good understanding of the permit conditions and how they affect you and your clients’ behaviour. You should read the permit conditions and make yourself aware of your duty of care to your clients.

**Reading**

**Reading 3.1.3: ‘Extract from the commercial permit’**

This reading points out the relevant safety points from the commercial tour operator permit.

When you have completed the reading, answer the questions below to check your understanding.

**Check your understanding – Safety related permit conditions**

1. Who is responsible for the safety of clients in Kakadu?
2. What hazards may be encountered on a tour to Kakadu?
3. When should a guide carry a first aid kit?
4. When should an emergency call device (ECD) be used and where are they located within the Park?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

1. What safety knowledge would be needed by a tour guide to operate a tour in Kakadu?
2. What are some ways to effectively reduce the risk to your clients whilst on tour?
Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Kakadu National Park permits

Environmental Protection and Biodiversity Conservation Regulations 2000

Tourist FAQs

Q. What if I am injured in the Park?
A. I have appropriate first aid training to manage client injury whilst on tour. For serious injuries, we have a communication plan to call for help.

Q. Is it safe to swim in Kakadu?
A. Advice from Park management is that the only safe place to swim in Kakadu is in local swimming pools. However, they do spend considerable time and effort surveying known swimming areas. This includes placing safety signage in the areas, setting traps and removing any saltwater crocodiles located. It is advised though that any water entered is at your own risk.

Q. What would you do if one of your clients was bitten by a venomous snake?
A. Assess the situation. Calm them down. Apply a constrictive bandage to the site, splint the limb and seek medical assistance as soon as practicable.

Q. Why can’t we swim at Twin Falls?
A. Swimming is allowed above Twin Falls but not in the gorge because large saltwater crocodiles can and do enter the area undetected. Because of this risk you may be fined if you enter the water in the gorge.

Q. There are a number of crocodile warning signs in some areas but people still swim there (e.g. at Maguk). How do we know if there is a real danger?
A. The different warning signs relate to the relative risk of injury from crocodile attack. The three types of signs are:

**Warning, enter water at own risk** (e.g. Maguk) – for areas where freshwater crocodiles may live or enter but where the presence of saltwater crocodiles is very unlikely.

**Warning, estuarine crocodiles** (e.g. Yellow Waters) – for areas where large saltwater crocodiles are known to live or enter and where it is extremely dangerous to enter the water. These signs are progressively being replaced by the more effective ‘extreme danger’ signs.

**Extreme danger** (e.g. East Alligator) – for areas where large saltwater crocodiles are known to live or enter and where it is extremely dangerous to enter the water.
**Review your learning**

By this stage you should be able to state the safety issues associated with leading a tour in Kakadu. You should also be able to identify the permit conditions relevant to your role in keeping clients safe, particularly with respect to crocodile safety.

Do you think you can do this? If not—please return to the readings and assessment and test your knowledge prior to doing the formal assessment. For those who feel confident please proceed to the formal assessment.

**Assessment**

Read the following scenarios and formulate appropriate written or verbal actions to minimise the risk to visitor safety.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Appropriate written or verbal actions</th>
</tr>
</thead>
</table>
| Scenario 1  
At a campground you find a snake where you were planning to set up camp. What would you do? | |
| Scenario 2  
You come across a vehicle accident on the way to Jim Jim Falls. What steps would you undertake? | |
| Scenario 3  
You need to locate and use an emergency call device (ECD). How would you do that? | |
| Scenario 4  
You notice that a crocodile warning sign has been damaged or removed. What should you do? | |
| Scenario 5  
You have advised against swimming in a particular area however a client is still insistent that they want to swim. What action should you take? | |
| Scenario 6  
A client is red-faced, flushed and looks unsteady on their feet. What action should you take? | |
Section 2: Exploring the Park

Kakadu is a big place. You need to be familiar with the distances, road conditions and the time it takes to travel safely between places of interest. Timing is crucial to a professionally run tour, so knowing when is the best time to visit a site can give your clients the most memorable experience possible.

We will cover the following four topics:

- Topic 1: Pre-trip planning
- Topic 2: Facilities and accommodation
- Topic 3: Suggested itineraries
- Topic 4: Kakadu visitor destinations
Topic 1: Pre-trip planning

A good tour guide will take advantage of the seasonal changes to the Country. The accessibility of some attractions can change quickly and a tour guide will need to have a degree of acceptance and flexibility. Most tours have a predetermined itinerary which may restrict your ability to change the activities on your tour. However, you may need to adjust your schedule because of circumstances such as vehicle breakdown, client requests/ability, injury or sickness, or extreme weather conditions.

Reading

The reading gives details about the climate and road conditions in the Kakadu region.

Reading 3.2.1: ‘Planning your itinerary’

When you have completed the reading, answer the following questions to check your understanding.

Check your understanding

1. How is Kakadu’s climate usually described?

2. Name two roads that are usually impassable in the wet season.

3. Name two roads or tracks that vehicles over 6,000 kg gross vehicle mass cannot travel on.

4. Give an example of a main point to remember when driving in Kakadu.

Check your answers against those provided in the Answers Book.

Apply your learning

Answer the following question in your own time. Go back through the above reading and access the websites if you need prompting to answer the question.

Describe some of the things you would need to consider when you are conducting tours in Kakadu during Gunumeleng (the build up season between October and December).
Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Kakadu Visitor Guide

Kakadu walking track and road report

Bureau of Meteorology

Books

Miles, G 2000, Kakadu Wildlife, Barker Souvenirs, Alice Springs.

**Topic 2: Facilities and accommodation**

There is a tremendous range of facilities and accommodation in the Kakadu region. Accommodation ranges from bush camping without facilities to high quality air-conditioned rooms. Jabiru boasts the service features of a rural town and a large swimming pool.

**Reading**

The reading gives extensive details about the facilities and accommodation in the Kakadu region.

**Reading 3.2.2: ‘Facilities and accommodation’**

When you have completed the reading, answer the following questions to check your understanding.

**Check your understanding – Facilities and accommodation**

1. What types of facilities are in the township of Jabiru?
2. What are some of the features of the Warradjan Cultural Centre?
3. What is the cost to stay at the major campgrounds in Kakadu, and what facilities are provided?

Check your answers against those provided in the *Answers Book.*

**Apply your learning**

Answer the following question in your own time. Go back through the above reading and access the websites if you need prompting to answer the question.

Describe some things you need to consider when you conduct tours in Kakadu in relation to the facilities and accommodation your tour provides.

**Want to know more?**

If you would like to know more about this topic, please see the materials below.

**Websites**

Kakadu National Park  

Tourism NT  
Tourism Top End

Katherine Region Tourism Association

Books


Topic 3: Suggested itineraries

When a tour company plans a tour into Kakadu they should take into account their clientele, the time of the year, the experience that they are selling and the length of the tour. Distances are larger than most people anticipate and the weather and driving tends to tire clients easily.

Reading

The reading provides a range of suggested itineraries to suit tours of different lengths and the changing seasons.

Reading 3.2.3: ‘Suggested itineraries’

When you have completed the reading, answer the following questions to check your understanding.

Check your understanding

1. Name three destinations you might visit for a one day tour in the dry season.
2. Name some of the locations you may visit if you were staying for three or more days in the wet season.
3. If you were entering the Park from the south, which destinations would you consider visiting first?

Check your answers against those provided in the Answers Book.

Apply your learning

Answer the following question in your own time. Go back through the above readings and access the websites if you need prompting to answer the question.

If you were assisting your head office in planning a charter tour in Kakadu for five clients who wanted a three-day tour which included bush camping and a cultural experience, what would you recommend?

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Kakadu National Park

Tourism NT
http://www.travelnt.com/
Tourism Top End

Katherine Regional Tourism Association

Books


**Topic 4: Visitor destinations of Kakadu**

Information on visitor destinations is grouped with the operational boundaries used by Kakadu’s Rangers, which are:

- East Alligator District
- South Alligator District
- Nourlangie District
- Jim Jim District
- Mary River District.

**Reading**

The readings will provide you with knowledge about what facilities and attractions are available in each area.

Reading 3.2.4: ‘East Alligator District’

Reading 3.2.5: ‘South Alligator District’

Reading 3.2.6: ‘Nourlangie District’

Reading 3.2.7: ‘Jim Jim District’

Reading 3.2.8: ‘Mary River District’

Reading 3.2.9: ‘Full map of Kakadu’

When you have completed the readings, answer the following questions to check your understanding.

**Check your understanding**

1. What is the distance from Jabiru township to Ubirr?

2. Briefly describe the walking tracks that are available around the Gunlom campground.

3. Are there toilets at Jim Jim Billabong campground?

4. What type of activities are available in the Muirella Park/Sandy Billabong area?

5. Can you camp at Malabanjbanjdju?

Check your answers against those provided in the *Answers Book*. 

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*Sunset at Yellow Waters*
Apply your learning

Answer the following question in your own time. Go back through the above readings and access the websites if you need prompting to answer the question.

A question you will often be asked by your clients or other visitors to the park is, ‘what is the best place in Kakadu to see?’ How would you respond to this question?

Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Kakadu National Park

Tourism NT
http://www.travelnt.com/

Tourism Top End

Katherine Regional Tourism Association

Books

Miles, G 2000, Kakadu Wildlife, Barker Souvenirs, Alice Springs.


Tourist FAQs

Q. Are we there yet?
A. Distances are large in Kakadu. Remember your clients may not be aware of the time it takes to travel from one site to another.

Q. Why is Kakadu so big?
A. Kakadu has representative landforms of the main landform in the Top End. Kakadu also protects the catchment of the South Alligator River.

Q. How many people visit Kakadu National Park?
A. In 1985 approximately 100 000 people visited Kakadu National Park. In the late 1980s visitor numbers increased rapidly and during the early 1990s visitor numbers averaged about 230 000 people per year. Currently about 210 000 people visit Kakadu each year. Visitor numbers are greatest during the dry season months of June to September (approximately 33 000 people visit each July), and least lowest during the wet season months (approximately 7 000 people visit each January).
Review your learning

By now you should have a good broad understanding of tourism knowledge and facilities in Kakadu National Park. You should be able to source and access information to modify a tour if needed and to answer typical questions a tourist may ask.

Assessment

Q1. Where can tourists access specific information about the cultural and natural values of Kakadu whilst in the Park?

Q2. Where is fuel (diesel/petrol) available from in Kakadu?

Q3. What are the names of two places that have motel style accommodation in Kakadu?

Q4. What are the names of two places to camp with access to showers in Kakadu?

Q5. What are the names of two places with minimal facilities to camp in Kakadu?

Q6. Draw a map of or give the names of the two main highways into Kakadu.

Q7. Where can you access medical attention in Kakadu?
Section 3: Minimising environmental impact

Tour groups can have a detrimental impact on the natural and cultural values of Kakadu National Park, but the severity of this impact can be minimised by the knowledge, actions and attitude of the guide. In this section we will look at minimising the impacts of tourism in the Park. We will cover the following two topics:

- Topic 1: Minimal impact techniques
- Topic 2: Minimal impact requirements of the commercial tour operator permit
**Topic 1: Minimal impact techniques**

Your role as a tour guide in Kakadu National Park allows you to influence the environmental impact of your clients in the Park. As clients come from a range of backgrounds and experiences you need to be well-versed in minimal impact knowledge, as well as in gentle persuasion techniques, to promote behaviours that reduce visitors’ impact on the country. We acknowledge that all tourism will have some impact—your role is to identify the impact and take steps to reduce it.

As a guide, your role starts before you enter the Park, when you are planning your tour. For instance, reducing the amount of packaging you bring into the Park will reduce the amount of rubbish that needs to be disposed of. During a tour, clients may need to be reminded of the importance of reducing their impact on the country and encouraged to minimise it.

**Reading**

**Reading 3.3.1: ‘Minimising your groups’ impacts’**

This reading gives clear guidelines on how to minimise your impacts on country and others in Kakadu.

When you have completed the reading, answer the following questions below to check your understanding.

**Check your understanding – Minimal impact techniques**

1. What are five of the important minimal impact procedures that affect a vehicle-based tour in Kakadu?

2. True or false — if you have any leftover food you should feed it to the native animals.

3. When there is no toilet available, what is the recommended manner of disposing of human waste?

4. How can your clients best protect the cultural heritage sites of Kakadu?

5. List some negative effects of tourism on the environment.

Check your answers against those provided in the *Answers Book*. Use recycling containers where provided, or take your recycling back to town.
Apply your learning

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

1. What could happen if you bury rubbish in Kakadu?

2. What challenges do you think you might have in minimising your clients’ impact in Kakadu?

Want to know more?

If you would like to know more about this topic, please see the materials below:

PDF files

Aboriginal Tourism Australia ‘Welcome to Country’ brochure

Minimal impact bushwalking

Recycling in the Northern Territory

Minimal impact bird watching

Websites

Read the definition of ecotourism from Ecotourism Australia.

Read the seven principles of ‘Leave No Trace’. Leave No Trace Australia is a national non-profit organisation dedicated to promoting and inspiring responsible outdoor travel and recreation through education, research and partnerships.
http://www.lnt.org.au/

Other

Steps to sustainable tourism
**Topic 2: Minimal impact requirements of the commercial tour operators’ permit**

As a tour guide working in a protected area you are bound by permit conditions. These permit conditions are in place to minimise the impacts of tourism. Tour guides have a responsibility to guide their clients in a professional manner that reduces the impacts of tourism. The permit conditions form part of the overall commercial tour operator’s permit and breach of a condition of the permit condition is an offence that may result in prosecution, and/or suspension or cancellation of the permit.

**Reading**

*Reading 3.3.2: ‘Excerpt from the commercial tour operator permit’*

This reading details the commercial tour operators permit requirements that deal with minimising the impact of tour groups in Kakadu.

*Reading 3.3.3: ‘Notification of activities affecting listed species or ecological communities’*

This reading explains the actions required if you impact upon certain species or communities in Kakadu.

When you have completed the readings, answer the questions below to check your understanding.

**Check your understanding – Minimal impact permit conditions**

1. Is it alright to handle wildlife in Kakadu to get a better photograph?
2. Are you allowed to take flowers from Kakadu as souvenirs?
3. What is the latest you should arrive at the campsite?
4. Give two reasons why there are barriers and raised walkways at the art sites in Kakadu.

Check your answers against those provided in the *Answers Book.*

**Apply your learning**

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. Why are vehicle load restrictions enforced on some roads in Kakadu?
2. What impacts could occur if the handling of wildlife was unrestricted?
Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

The Department of the Environment and Heritage website provides information about the Environment Protection and Biodiversity Conservation Act 1999 and the Regulations made under it.

Kakadu National Park Plan of Management

Link to commercial tour operator permit form and conditions

Books


Tourist FAQs

Q. Is it alright to throw an apple core in the bush?
A. No—place it in a rubbish bin. The wildlife will not benefit from your 'gift' and it will encourage other visitors to litter in this way.

Q. Can we have a campfire?
A. Yes—but only in approved fireplaces. Remember that firewood is shelter for animals. Keep fires small; don’t leave them unattended; extinguish before you leave. Don’t bring firewood into the Park as this can transport weeds, diseases, and cane toads.

Q. Can I use soap in the creek?
A. No—soap pollutes the water, which is habitat for some of Kakadu’s unique wildlife.

Q. Can I pick up an animal so I can get a better photograph?
A. No—handling wildlife is not good for the animal and is prohibited by the Environment Protection Biodiversity Conservation Act 1999 and management plan.

Q. Can I break off a branch to use as a fly swat?
A. No—plants in Kakadu are protected. Imagine what this place would look like if a thousand people came through and did this. Suggest buying fly nets and/or veils that are available to protect against flies, or just living with these insects, which are part of the wildlife of Kakadu and clients’ experience in visiting the Park.
**Review your learning**

By this stage you should have knowledge of the potential impacts of tourism on the World Heritage listed Kakadu National Park, and the ways to minimise their effects. You should also understand the permit conditions which apply.

**Assessment**

Develop a list of five rules on minimal impact techniques for your clients to follow. Explain what the techniques are, whom they relate to, and why they are important. Make sure you provide an example of each technique.

What course of action should you take when a client is displaying inappropriate minimal impact behaviour? Give an example if needed.

For one of the following scenarios detail the minimal impact techniques which you need to consider to protect the integrity of the sites:

- A group of nine clients are travelling to Gubara in a 4WD and intending to have lunch.
- A group of twenty to thirty international clients are walking around the Ubirr art site.
Section 4: Compliance, regulations, and permits

Among the features of protected areas that distinguish them from other parts of the country are the laws that protect, conserve and manage their biodiversity, heritage and other values. Kakadu National Park is one of these protected areas and has laws that govern the behaviours of visitors to the Park. The implications of these laws on commercial operators and guides are far-reaching, and guides should be aware of their legal responsibilities.

While in the Park, guides are the eyes and ears on country and Park managers see them as valuable assets in helping to look after the Park. You may be interested to know that a percentage of the Park staff had been tour guides, and therefore have an understanding of what the job involves. We will cover the following three topics:

➔ Topic 2: Permits
➔ Topic 3: Compliance and enforcement

The *Environment Protection and Biodiversity Conservation Act 1999* (the Act) aims to protect the environment, particularly matters of national environmental significance for which Australia has made international agreements. The Act streamlines national environmental assessment and approval processes, and promotes ecologically sustainable development and conservation of biodiversity. It also provides for a cooperative approach to the management of natural, cultural, social and economic aspects of ecosystems, communities and resources. The Act came into force on 16 July 2000.

Management plans for Commonwealth reserves—such as Kakadu National Park—guide the day-to-day management and planning for the Park. Like the *Environment Protection and Biodiversity Conservation Regulations 2000* (the Regulations), they are subordinate legislation, developed under and given effect by the Act.

**Reading**

**Reading 3.4.1:** Related sections of the ‘EPBC Acts & Regulations’

**Reading 3.4.2:** ‘Code of Conduct for Tour Guides and Coach Captains on Northern Territory Parks and Reserves’

**Reading 3.4.3:** ‘EPBC Act and Regulations (Kakadu)’

When you have completed the readings, answer the following questions to check your understanding.

**Check your understanding – EPBC Acts and Regulations**

1. Are you affected by the Act when working as a tour guide in Kakadu?

2. Does filming or taking photos commercially in Kakadu require a permit?

3. What type of fine could be incurred if someone from your group was caught interfering with art at one of the three public art sites in Kakadu?

4. What is the fine for littering in the Park?

5. As a tour guide are you authorised to use roads signposted with ‘authorised persons only’?

Check your answers against those provided in the *Answers Book*. 
**Apply your learning**

Answer the following question in your own time. Go back through the above readings and access the websites if you need prompting to answer the question.

1. List the ten regulations most relevant to the activities of tour guides in Kakadu National Park. If your understanding needs a bit more work, review the previous sections. It is important that you have a good working knowledge of the Regulations.

2. Give an example of a situation that may occur on tour in Kakadu which may be contrary to the Act or Regulations.

**Want to know more?**

If you would like to know more about this topic, please see the materials below.

**Websites**

EPBC Act  

EPBC Regulations  

Frequently Asked Questions — EPBC Act  

About the EPBC Act  

Kakadu National Park Plan of Management  

**Books**


**Other**

*Environment Protection and Biodiversity Conservation Act 1999*  

Environment Protection and Biodiversity Conservation Regulations 2000
Topic 2: Permits

The Director of National Parks issues permits subject to conditions that help to identify, protect, conserve and manage biodiversity, heritage and other values of national parks. This is a system through which industry and the public can share in the responsibilities of managing and protecting the Park. Permits enable Park managers and the traditional Aboriginal owners of Kakadu National Park to:

- maximise visitor safety
- encourage responsible behaviour in the Park
- ensure that commercial and other Park users are accountable for their actions
- separate potentially conflicting activities
- manage impacts on high-use and sensitive areas
- monitor activities that could degrade biodiversity, heritage and other values of the Park
- collect data for planning.

All commercial activities in Kakadu are regulated by the permit system. Tour operators are required to hold a commercial tour operator permit. Tour guides are required to have available a copy of the permit for inspection when requested by a ranger or warden, and to understand its conditions.

Reading

The readings introduce the type of activities which require a permit, and the permit conditions for commercial tours in Kakadu.

Reading 3.4.4: ‘Permits required for Kakadu’

Reading 3.4.5: ‘Commercial permit types’

Reading 3.4.6: ‘Commercial permit and conditions’

When you have completed the readings, answer the following questions to check your understanding.

Check your understanding

1. Are tour guides required to hold first aid qualifications to work in Kakadu?
2. As a tour guide, are you required to have a copy of the commercial tour operator permit and conditions?
3. Do you have to talk to your clients about the crocodile safety messages?
4. Can you quickly go to a destination such as Moline Rockhole which is not in the permit?
5. Explain the differences between the following terms:
   - permittee
   - permittee’s clients
   - permittee’s staff
   - permittee’s tour guides

6. Should you, as a tour guide, encourage your clients to feed native animals, e.g. birds, dingos or possums?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. Why does Kakadu National Park have a permit system for commercial operators?

2. If you have a client on your tour who insists on behaving contrary to the Regulations or your commercial tour operator permit conditions, what are some ways of dealing with the situation?

3. What benefits are gained by having commercial tour operator permits in Kakadu?

**Want to know more?**

If you would like to know more about this topic, please see the materials below.

**Websites**

EPBC Act

EPBC Regulations

Frequently Asked Questions — EPBC Act

About the EPBC Act

Kakadu National Park Plan of Management
Permits required under the EPBC Act

Great Barrier Reef Marine Park — Permit system

Tasmania Park and Wildlife Service — Permits and forms

Conservation And Land Management (CALM) — Licensed Tour Operators
http://www.naturebase.net/tourism/tour_operators/how_to_become.html

Parks and Wildlife Service of the Northern Territory — Commercial tour operator permit system

Books


Other

*Environment Protection and Biodiversity Conservation Act 1999*

*Environment Protection and Biodiversity Conservation Regulations 2000*
**Topic 3: Compliance and enforcement**

The *Environment Protection and Biodiversity Conservation Act 1999* (the Act) is the governing legislation for Commonwealth reserves such as Kakadu National Park. The Act, and the Regulations and Management Plan made under it, regulates the activities of commercial tour operators. Compliance with the Act is the responsibility of the tour operator.

Park staff undertake on-going compliance checks of commercial tour operators. This is an example of an activity that can be used to educate those in the industry about the relevant legislation under which they operate. You should have a good understanding about what is meant by compliance (abiding by the legislation relevant to your activity) and enforcement (action against those who breach the relevant legislation). Some of the members of Kakadu National Park staff have the responsibility for educating those in the industry and individuals about the Act, as well as monitoring and enforcing compliance with the Act.

**Reading**

Please read the information listed under ‘About the EPBC Act’ on the Department’s website which outlines the responsibilities of the Act.

**Reading 3.4.7: ‘About the EPBC Act’**


In Kakadu National Park, the traditional Aboriginal owners and Park staff actively participate in compliance and enforcement activities. The next reading demonstrates the powers conferred on rangers and wardens appointed under the Act.

**Reading 3.4.8: ‘Rangers and wardens’**

When you have completed the readings, answer the following questions to check your understanding.

**Check your understanding – Compliance**

1. What powers do rangers have?
2. What is the main element of the compliance strategy that occurs in the Park?
3. What does compliance mean?
4. What is the governing legislation that Kakadu National Park operates under?
5. What is your role as a guide in regard to compliance in the Park?

Check your answers against those provided in the *Answers Book*. 
Apply your learning
Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. Why does the Park have so many rules?
2. How does the Park monitor compliance with the EPBC Act?
3. As a tour guide, how would you ensure that your clients comply with the park’s rules?

Want to know more?
If you would like to know more about this topic, please see the materials below.

Websites
Commonwealth Fraud Control Policy

Department of the Environment and Heritage Compliance and Enforcement Policy

Tourist FAQs
Q. Can we camp anywhere in Kakadu?
A. The EPBC Regulations state that camping is only permitted in designated camping areas. The conditions of the permit under which you work may further limit where you and your clients may camp.

Q. Are we allowed to feed the animals in Kakadu?
A. No. The EPBC Act and the Park’s Management Plan state that you must not interfere with, feed, handle or disturb any native animal, or damage or disturb a nest or dwelling place of a native animal. This is also specified in the commercial tour operator’s permit conditions.

Q. Can you go abseiling or rock climbing in Kakadu?
A. No. The EPBC Regulations and the Park’s Management Plan state that these activities are neither appropriate nor allowed in Kakadu National Park.

Q. Can we have a wild party on our last night camping in Kakadu?
A. No. The EPBC Regulations prohibit disorderly, offensive or indecent behaviour, and disturbing or annoying other people engaged in the proper use of the Park.

Q. Can we take flash photos of animals and rock art?
A. Yes. Taking photos is an appropriate pursuit and can be encouraged. If they are for commercial purposes the photographer will need to get a special permit.
Q. Can we go out on a billabong in a small boat with oars?
A. No—the risk of crocodile attack is too great on most billabongs and waterways. Non-motorised vessels are prohibited on all waters in Kakadu and motorised vessels can only be used by those tour operators specifically authorised by their permit.

**Review your learning**

By this stage you should have good knowledge of the legislative requirements for commercial operators and guides who work in Kakadu National Park. You should also have a basic understanding of the EPBC Act and Regulations, and how they and the Management Plan work together to empower the permit conditions that relate to commercial activities in World Heritage listed Kakadu National Park.

While in the Park, guides are the eyes and ears on country, and Park managers see them as valuable assets in assisting with the responsibilities of looking after the Park. Do you think you can do this?

If not—please return to the readings and assessment and test your knowledge prior to doing the formal assessment. For those who believe they can, please proceed to the formal assessment.

**Assessment**

1. Write or present a three-minute briefing you could give your clients about the legislative responsibilities governing Kakadu National Park and how these relate to their behaviour whilst in the Park. Your answer should expand on the following:
   - the EPBC Act
   - the EPBC Regulations
   - the conditions of a commercial tour operator permit.

2. Develop a written or spoken list of your top five rules for your clients to follow in line with the commercial tour operator permit conditions. Your list should expand upon the following:
   - what the rules are
   - whom they relate to
   - why they are important
   - when it is appropriate to talk about them.
Theme 4: Understanding cultural and natural values

Section 1: Indigenous cultural values

Section 2: Natural values

Section 3: Recreational issues
Section 1: Indigenous cultural values

Kakadu is a cultural landscape. It was shaped by the spiritual ancestors of Aboriginal people during the creation time. These ancestors, or ‘first people’, journeyed across the country creating landforms, plants, animals and Bininj (Aboriginal people). They brought with them laws to live by—ceremony, language, kinship, and ecological knowledge.

In this section we will look at the Bininj cultural understanding of the Kakadu region. We will cover the following four topics:

- Topic 1: A cultural landscape
- Topic 2: Fire management
- Topic 3: Seasonal changes
- Topic 4: Aboriginal rock art
Topic 1: A cultural landscape

The landscape that you travel through when visiting Kakadu is a cultural landscape. The heritage of the people who live here is entwined with the essence of the country. Knowing the history of the people of the country will assist you in your role as an interpretive tour guide.

Reading

Reading 4.1.1: ‘A Cultural Landscape’
This reading will give you an excellent insight into the complexities of the Aboriginal culture in the Kakadu area. It includes information about dreaming sites, clans, kinship, language and the changing lifestyles of Bininj.

When you have completed your reading, answer the following questions to check your understanding.

Check your understanding – A cultural landscape

1. What is a clan?
2. What is moiety?
3. What are skin names?
4. What is one of the names that are used to describe local Aboriginal people?
5. What is a djang site?
6. What is a djang andjamun?

Check your answers against those provided in the Answers Book.

Apply your learning

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

1. The kinship system of Aboriginal people in the Kakadu area is very important and complex. What is the Dhuwa and Yirritja association?
2. What explanation is there for how the landscape was made?
3. How has the lifestyle of Bininj changed since non-Indigenous people came to this area?
4. Think about your relationships amongst your family and the people with whom you grew up. Do you speak to and treat all these people the same way? What obligations could Aboriginal kinship relationships have on the interaction between Aboriginal people?

Want to know more?

If you would like to know more abut this topic, please see the materials below.

PDF files

The following Kakadu National Park note is about Gun-djeihmi (Mayali), a common language of the Park.


Kakadu Park note Gunlom and beyond


Books


**Topic 2: Fire management**

Bininj have utilised fire as a management tool for countless generations. Today fire is used extensively to manage the National Park. As a guide, you will need to have a fair understanding of Bininj use of fire, as it is a frequently misunderstood topic.

**Reading**

**Reading 4.1.2: ‘Fire management’**

This reading gives you an understanding of Bininj use of fire.

When you have completed the reading, answer the questions below to check your understanding.

**Check your understanding**

1. Are all fires in Kakadu deliberately lit?

2. What technique is used to minimise the potential for large late fires?

3. Is it important to extinguish your campfire when you break camp?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following questions in your own time. Go back through the above reading and access the websites if you need prompting to answer the questions.

1. Fire is a major feature of Kakadu during Yegge (the start of the dry season). How can you explain the major implication of controlled fire to a group of clients?

2. Prior to the arrival of Balanda how was fire used by Bininj?
Want to know more?

If you would like to know more about this topic please see the materials below.

Websites

Department of the Environment and Heritage — Use of Fire for Ecological Purposes in Protected Area Management

Northern Land Council

Savannah links — Kakadu fire

Commonwealth Scientific Industrial and Research Organisation (CSIRO) research

Aboriginal wetland burning in Kakadu

Books

**Topic 3: Seasonal changes**

The seasonality of the climate dictates the availability of resources such as food, water and shelter. Aboriginal people from this country utilised the resources to the maximum return.

**Reading**

The readings outline the spectacularly diverse six seasons in the Kakadu calendar, and the five seasons of the Jawoyn calendar.

**Reading 4.1.3: ‘Seasonal changes’**

**Reading 4.1.4: ‘Jawoyn seasons’**

When you have completed the readings, answer the questions below to check your understanding.

**Check your understanding – Bininj seasons**

1. Is the food available to Bininj the same through the seasons?
2. Are calendar plants an indicator of the changing seasons?
3. What are the six Bininj seasons recognised in Kakadu?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. How would you explain the seasonal changes in Kakadu from a Balanda perspective, compared to the Bininj view?
2. List some aspects that identify each of the six Aboriginal seasons.
Want to know more?

If you would like to know more about this topic, please see the materials below.

Websites

Jawoyn Calendar

Books

Topic 4: Warddehbim (rock art)

Generally, the act of painting was more important to Binjnj than the painting itself. At many sites in Kakadu images have been painted over each other, as the artist was not concerned about preserving an image for posterity but simply wanted to paint to tell a story. The stories and knowledge associated with many paintings often have a number of levels of meaning. Younger Binjinj and non-Aboriginal people are told the first level, known as the ‘public story’. Access to the ‘full story’ depends on an individual’s progression through ceremonial life, their interest, and their willingness to take on the responsibilities of that knowledge. There are three publicly accessible gunbim (art) sites in Kakadu.

Reading

Reading 4.1.5: ‘Rock art of Kakadu’
This reading will give you a good overall understanding of the rock art of Kakadu, including the materials used, their conservation and an estimation of their age.

Reading 4.1.6: ‘Ubirr art site’
This reading gives details about the Ubirr occupation site. It includes stories, photographs and a map.

Reading 4.1.7: ‘Nourlangie art site’
This reading gives details about the Nourlangie rock occupation site. It includes stories, photographs and a map.

Reading 4.1.8: ‘Nanguluwur art site’
This reading gives details about the Nanguluwur occupation site. It includes stories, photographs and a map.

Reading 4.1.9: ‘Suggested styles of the ages of rock art in the Kakadu region’
This table shows approximate dates of rock art styles in the Kakadu region.

When you have completed your readings, answer the following questions to check your understanding.
Check your understanding – Rock art in the Kakadu region

1. Does some of the Aboriginal rock art in Kakadu contain drawings of extinct animals?

2. As a tour guide, how can you help protect this priceless cultural heritage?

3. Why is carbon dating unsuitable for rock art?

4. The colours of the paint come from many sources. Can you name five of them?

Check your answers against those provided in the Answers Book.

Apply your learning

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. Some people want to know how old the rock art is. How do you explain the different ways of dating the art?

2. There are many different styles of art on the rock walls. What explanations can you give for the change in styles?

3. What would you do if you don’t know the story about the art you are viewing?

Want to know more?

If you would like to know more about this topic, please see the materials below.

PDF files

Kakadu Park note on Ubirr

Kakadu Park note on Nourlangie

Kakadu Park note on Gunbim (Rock Art of Kakadu)

Websites

Homepage of the Australian Rock Art Research Association, Inc.
http://mc2.vicnet.net.au/home/aura/web/index.html
A curator at the Cambridge University Museum of Archaeology & Anthropology 
http://www.mcdonald.cam.ac.uk/Projects/Chip/Chip001.htm

Books


Tourist FAQs

Q. Don’t fires kill the plants and animals in the National Park?

A. Some plants and animals are killed as a result of burning. However, the result of good fire management actually leads to a more diverse range of flora and fauna. This replicates, as far as possible today, the traditional burning practices of Bininj/Mungguy.

Q. When is the best season to come to Kakadu?

A. That depends on what you would like to experience. Most visitors come during Yegge—Cooler but still humid season; and Wurrgeng—Cold weather season.

The most wetland bird life can be seen in Wurrgeng—Cold weather season; and Gurrung—Hot Dry weather season.

Q. A lot of clients want to come back for their second trip to Kakadu in the wet season to experience the change from the dry season and the dramatic thunderstorms. Can I take a photograph of rock art with a flash? Will it ruin the painting?

A. It is fine to take a photo using a flash. There is no indication that a flash photograph impacts upon the artwork.
Q. That art doesn’t seem very hard to do—my child can paint better than that.
A. Comparing artistic styles of different cultures and time periods is fraught with danger. Bininj/Mungguy use the natural resources available to make their paint and brushes. The art was used to teach children, to tell a story or for other cultural reasons. The art reflects the unique changing and dynamic cultural heritage of a people over thousands of years.

Q. Where does the name Kakadu come from?
A. It is derived from the name of the floodplain language, Gagadju.

Q. Why did Bininj paint over existing art?
A. Not all/just any paintings are/is painted over. Some paintings hold special significance. Paintings are done for many reasons, and not all paintings are ‘sacred’. Some paintings are painted over to strengthen the story. After a period of time a painting may no longer hold special significance to the people of the region.

Q. What is the white line above the painting?
A. This is a recently applied silicon dripline used to prevent the rock art from getting damaged by rain water.

**Review your learning**

By this stage you should be able to express an understanding of the cultural relationship of Bininj to the land in the Kakadu region. You should also be able to explain kinship and the importance of the use of language in Kakadu National Park.

Do you think you can do this? If not, please return to the readings and assessment and test your knowledge prior to doing the formal assessment. If you can, please proceed to the formal assessment.

**Assessment**

Write or present a talk, for approximately five minutes, which you could give to a group of tourists that would introduce them to the importance of Kakadu to the traditional Aboriginal owners.

You should include the following:

- features of the cultural landscape
- how traditional Aboriginal people use fire management
- the Aboriginal seasonal changes
- Aboriginal rock art.
Section 2: Natural values

In this section we will look at the natural features of Kakadu National Park. As you move through the Park you will encounter a variety of landforms, natural landscapes and habitats. Some animals and plants are restricted to defined areas, while others may be found in a range of habitats. We will cover the following three topics:

- Topic 1: Geology, landscapes and habitats
- Topic 2: Flora
- Topic 3: Fauna

View from Gun-warddewardde Lookout; Burrunggui (Nourlangie Rock); Namarrgon – Djang, (Lightning Dreaming) in the background
**Topic 1: Geology, landscapes and habitats**

The landscape that we see today in Kakadu is the result of billions of years of geological change. Some features of the landscape are extremely old—the Arnhem Land escarpment originated 1,650 million years ago—while others are relatively new, for example the wetlands of Kakadu which are only a few thousand years old. The following geological formations provide the basis for six major landforms that are found in Kakadu National Park:

- stone country which includes the Arnhem land plateau and escarpment complex
- outliers
- lowlands, known as the Koolpinyah surface
- southern hills and basins
- floodplains
- tidal flats

**Reading**

Reading 4.2.1: ‘Conceptual time line for Kakadu’
The diagram shows an artist’s impression of the evolution of the geology of the Kakadu region.

Reading 4.2.2: ‘Geology of the Kakadu region’
The reading describes the geological formation of Kakadu.

Reading 4.2.3: ‘Landforms of the Kakadu region’
The reading describes the landforms and habitats found in Kakadu.

When you have completed the readings, answer the questions below to check your understanding.

**Check your understanding – Geology, landscapes, and habitats**

1. What are the six landforms found in Kakadu?
2. Name three river systems (of five) found within Kakadu.
3. Nourlangie and Ubirr are examples of which type of landform?
4. What is the rate of retreat of the escarpment at its weakest points?
5. According to the conceptual time line for Kakadu, when did the freshwater swamps start to form?

Check your answers against those provided in the *Answers Book*. 
Apply your learning

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. When did the sea level rise in the Kakadu region and erode the base of the Arnhem Land escarpment and the outliers?

2. There are rocks in Kakadu about half the age of the earth. Where would you find the oldest rocks in Kakadu?

3. Where could you find examples of the Kombolgie formation?

Want to know more?

If you would like to know more about this topic, please see the materials below.

PDF files

Kakadu National Park, ‘Park Notes: The Geology of Kakadu’, Environment Australia,

Websites

Wetland habitats of the Top End

Australian landforms
http://science.uniserve.edu.au/school/quests/ozlandforms.html

Scanned geological maps for Australia

Books

**Topic 2: Flora of the Kakadu region**

The range of flora in Kakadu is diverse. As you travel through Kakadu you will notice the wide range of landscapes, which allow a richness of plants. Some plants are restricted to small areas and others are found throughout the Park. For example, one tree found in sandstone rainforests along the Arnhem Land escarpment is the **An-binik** (*Allosyncarpia ternata*). This is the large tree found on the base walks into Jim Jim Falls and Maguk. Other plants, such as the **An-rebel** or Stringybark (*Eucalyptus tetradoenta*) and **An-djalen** or Darwin Woolybutt (*Eucalyptus miniata*), are found throughout the Top End.

**Reading**

Reading 4.2.4: ‘Plants of the Kakadu region’
This reading gives an introduction to some of the plants that can be found in Kakadu. The common names, scientific names and Gun-djehmi names are provided.

Reading 4.2.5: ‘Weed management in Kakadu’
This reading describes the current weed management practices in Kakadu. Weeds are defined, for Park management purposes, as any naturalised (established and reproducing in the wild) plants that are not native to Kakadu.

When you have completed the readings, answer the questions below to check your understanding.

**Check your understanding – Flora of the Kakadu region**

1. Why can Kakadu support such a wide range of flora?
2. Are there endemic, rare and vulnerable species of plants in Kakadu?
3. Give three examples of common trees found in the woodland areas of Kakadu.
4. Give two examples of common plants found in the rivers of Kakadu.
5. Name two weeds found in Kakadu.

Check your answers against those provided in the *Answers Book*. 
Apply your learning

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. What enables plants to thrive in tropical regions such as Kakadu?

2. Bininj have utilised plants from the landscape for countless generations. What is the range of uses that plants can have?

3. What was Parks Australia’s response to the threat in Kakadu of invasion from Mimosa pigra?

4. How can a tour guide assist in the management of weeds in Kakadu?

Want to know more?

If you would like to know more about this topic, please see the materials below.

PDF files

Northern Territory plant checklist (October 2005)

Websites

Salvinia notes

Media release: Salvinia in Yellow Water

Weed identification tool for the Northern Territory

Northern Territory Herbarium

Dictionary of botanical epithets
http://www.winternet.com/~chuckg/dictionary.html

Books

Brennan, K 1986, Wildflowers of Kakadu: A guide to the wildflowers of Kakadu National Park and the Top End of the Northern Territory, KG Brennan, Jabiru, NT.

Brock, J 1993, Native Plants of Northern Australia, Reed, Sydney.

Clark, M & Traynor, S 1988, Plants of the Tropical Woodlands, Conservation Commission of the Northern Territory, Darwin.

Topic 3: Fauna of the Kakadu region

The fauna of Kakadu is diverse with an extensive variety of animals and birds living in a wide range of habitats. Many species are rare, endemic and endangered creatures. Bininj continue to utilise wildlife in their lives as they have done for countless generations.

Reading

Reading 4.2.6: ‘Animals of the Kakadu region’
This reading describes information about various types of birds, animals, fish and invertebrates found in Kakadu.

Reading 4.2.7: ‘Management of feral animals in Kakadu’
This reading describes the current feral animal control practices in Kakadu.

Reading 4.2.8: ‘Photo gallery – The fauna of Kakadu’
The images in this reading show a selection of fauna found in Kakadu.

When you have completed the readings, answer the questions below to check your understanding.

Check your understanding – Fauna of Kakadu

1. What are the two physical characteristics that distinguish the freshwater crocodile (*Crocodylus johnstonii*) from the estuarine, or saltwater, crocodile (*Crocodylus porosus*)?

2. How many bird species have been recorded in Kakadu?

3. What is the definition of ‘feral animal’ in Kakadu?

4. What animal group has the highest number of species in Kakadu?

5. How many species of freshwater fish have been recorded in Kakadu’s waterways?

6. List some of the Australian marsupials found in Kakadu.

Check your answers against those provided in the Answers Book.
Apply your learning

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. What bird species would you consider reporting sightings of to Park staff at Kakadu?

2. Kakadu waterways don’t have any introduced fish species. What could happen if feral fish were introduced?

3. What are some of the things Kakadu National Park management take into account when managing feral animals in Kakadu?

Want to know more?

If you would like to know more about this topic, please see the materials below.

PDF files

Tropical topics: Termites

Websites

Birds of the Top End checklist
http://www.ntbirds.com/PAGES/LIST.HTM

Birds Australia

Crocodilian biology: Difference between a crocodile and an alligator
http://www.flnmh.ufl.edu/cnhc/cbd-faq-q1.htm

Feral Buffalo

Feral animals in Australia

Books


**Tourist FAQs**

Q. What is the pink flowering bush growing along roadsides in Kakadu National Park?

A. *Anbarndarr*, turkey bush, *Calytrix exstipulata*. It is used by Aboriginal people for good firewood and the leaves are crushed to release a liniment which is used to treat wounds.

Q. Where does the name ‘Jim Jim’ come from?

A. *An-djimjim*, the wetland pandanus, *Pandanus aquaticus*.

Q. What animals are we likely to see while visiting Kakadu National Park?

A. Depending on the time of the year, you might be able to see:

- *Gornoboloh*, agile wallaby, *Macropus agilis*
- *Ginga*, estuarine crocodile, *Crocodylus porosus*
- *Bamurru*, magpie goose, *Anseranas semipalmata*
- *Birritbirrit*, rainbow bee-eater, *Merops ornatus*
- *Djagarna*, jabiru, *Xenorhynchus asiaticus*
- *Dalken*, dingo, *Canis familiaris dingo*

Q. What is the yellow flowering plant with no leaves commonly seen during the dry season?

A. *An-djedj*, kapok bush, *Cochlospermum fraseri*. This plant loses its leaves (deciduous) as a survival strategy in the dry season.

Q. What trees are didgeridoos made from?

A. Several eucalypts are commonly used: *An-djalen*, Darwin woollybutt, *Eucalyptus miniata*, and *An-rebel*, Darwin stringybark, *Eucalyptus tetrodonta*, and *Eucalyptus phoenicea*. 
Q. Which poisonous snakes are found in Kakadu?
A. The poisonous snakes which are in Kakadu are:
   - Dadjbe, king brown (or mulga) snake
   - Yirrbardbard, western brown snake
   - Bek, northern death adder
   - Taipan

Q. If Kakadu is a national park why are there horses and cattle at Yellow Water?
A. The populations of large feral animals at Yellow Water can be explained by the joint management context in which Kakadu operates. Cattle, horses and buffalo are a major part of the heritage of today’s Park owners. Senior traditional owners living in the Yellow Water area maintain small herds of these animals as was done in the past, when their parents and grandparents worked with the forebears of these animals. Back then the staple of the local economy was buffalo (for their hide) and cattle.

An extract from the Kakadu National Park Draft Management Plan may also help answer this question.

   Bininj place a range of values on some introduced animals which are influenced by the history of association between Bininj and each species over time. They value particular species as a source of food, such as buffalo, cattle and pigs, and believe in the idea of rights to exist on country, for example horses were around long before the declaration of the Park and some Bininj feel they have a right to continue to live here. During the life of the previous Plan, a small herd of buffalo was kept in a fenced area in the Park (the Buffalo Farm) to provide meat for Bininj.

In consultation with Bininj, a comprehensive feral animal strategy for the Park has been developed. The strategy emphasises joint decision-making about values requiring protection and joint assessment of effectiveness in reducing damage to important values. It provides decision support tools and processes, and manuals for management of a range of threats and situations. The strategy emphasises prevention of new invasions, in part through participation in relevant national and regional forums assessing proposals for introductions.
Review your learning

By this stage you should be well aware of the features of the natural history of Kakadu. The material covered in this section includes:

- geological formation of the area
- six major landforms in the region
- native flora of the region including endemics
- native fauna of the region including endemics
- threats to the country including feral animals and weed species.

Assessment

By this stage you should have a good understanding of the natural values of Kakadu.

Write or present a talk for five minutes that could be given to a small group of tourists to introduce them to the unique natural values of Kakadu. Your answer would need to include:

- a brief description of the main features of the geological history of the region
- a discussion on Kakadu’s diversity of landscapes and habitats
- information on diversity of wildlife and plants, including some of the significant flora and fauna of Kakadu, for example, endemics
- some of the threats to the natural values of Kakadu.
Section 3: Recreational issues

A wide range of stakeholder groups value Kakadu for different reasons. Over the years the Alligator Rivers Region, of which Kakadu is a part, has been utilised by many interest groups. People managing Kakadu today have to take into account the legacies of the past as well as plan for the future. We will cover the following two topics:

- **Topic 1:** Boating and fishing in Kakadu
- **Topic 2:** Bushwalking
**Topic 1: Boating and fishing in Kakadu**

For several decades recreational fishing has been a significant use of the Kakadu region for Balanda from Darwin and other parts of Australia. The Park’s management plan prohibits commercial fishing in Kakadu, but allows for a limited number of permits for commercial fishing tour operators. While recreational fishers do not need to hold a permit, Northern Territory bag (possession) and size limits, and other rules, do apply to them.

**Reading**

The following readings explain important points about fishing and boating in Kakadu.

Reading 4.3.1: ‘Boating and fishing in Kakadu’

Reading 4.3.2: ‘Kakadu National Park Plan of Management, 6.10 – Boating and fishing’

When you have completed the readings, answer the questions below to check your understanding.

**Check your understanding – Boating and fishing in Kakadu**

1. Which water bodies in Kakadu are you allowed to fish in?
2. Can you use crab pots in Kakadu?
3. What is the legal size limit for Barramundi?
4. Are you allowed to take your clients fishing and/or boating in Kakadu?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following question in your own time. Go back through the above readings and access the websites if you need prompting to answer the question.

When someone goes boating or fishing in Kakadu, what advice would you give them?
Want to know more?

Please see the materials below for more information about this topic.

Websites

Native fish

Tourism NT sportfishing guides
http://www.travelnt.com/experiences/experience_fishing.htm

Northern Territory Guided Fishing Industry Association

Books


**Topic 2: Bushwalking**

There are a variety of walking tracks in Kakadu. These include short walking tracks around art sites and billabongs and several longer ones to the top of the stone country. Day walks on marked walking tracks can be accessed by the public, while overnight walks on approved walking routes and commercial bushwalking trips require a permit.

**Reading**

Reading 4.3.3: ‘Bushwalking in Kakadu’

Reading 4.3.4: Extract from the Kakadu National Park Draft Management Plan ‘Day walks and overnight bushwalking’

These readings give you information about the different types of walks available in Kakadu. When you have completed the readings, answer the questions below to check your understanding.

**Check your understanding – Bushwalking in Kakadu**

1. When walking in Kakadu, how much water should you carry and drink?
2. When is the best time of the day to walk in Kakadu?
3. What type of clothing should you advise clients to wear?
4. Can you take your clients on overnight bushwalks in Kakadu?

Check your answers against those provided in the *Answers Book*.

**Apply your learning**

Answer the following questions in your own time. Go back through the above readings and access the websites if you need prompting to answer the questions.

1. What equipment should you take on walks in Kakadu?
2. When organising a walk in Kakadu what do you need to take into consideration before you leave?
3. Before undertaking an organised walk, what are some of the risk factors you need to consider in relation to your clients?
Want to know more?

If you would like more information about this topic please see the materials below.

Websites

Jatbula trail Nitmiluk

Northern Territory map

Books

Bushwalking in Kakadu. A booklet available from Bowali, Kakadu National Park headquarters.


Tourist FAQs

Q. Why is fishing banned east of the Kakadu Highway?
A. To provide refuge areas for fish, and to allow them to build up in numbers

Q. Can we jet ski in Kakadu?
A. No, recreational boating activities such as parasailing and the use of jet skis, airboats and hovercrafts are not permitted.

Q. Can we bushwalk anywhere in Kakadu?
A. No. Permits are required for walking off any marked tracks (and only approved walking routes will be permitted) and to camp overnight.

Q. What do I need to take for the walk to Gubara?
A. light clothing
   water
   adequate footwear
   broad brimmed hat
   camera
**Review your learning**

By this stage you should have an appreciation of some of the recreational issues of the Park, and be able to apply this knowledge to your work as a tour guide. These issues are important to all stakeholders of Kakadu.

You should have a good understanding about the use of the area for activities such as fishing, boating and bushwalking.

**Assessment**

Write or present a list of things which must be conveyed to visitors to Kakadu about some of the current recreational values of the Park.

The points you need to expand on include:

- boating and fishing advice
- bushwalking information
- Bininj views of these activities.