



Kimberley
Land Council

NGURRARA 2 WAY LEARNING PROJECT

Native Title Conference

Darwin

01-06-16



Ngurrara's Vision

WE WANT TO BE BACK ON COUNTRY

We want to be back on Country to look after our country and pass on knowledge to our young people. We want to be back on our country to maintain our cultural relationship to our country and to continue our traditional uses

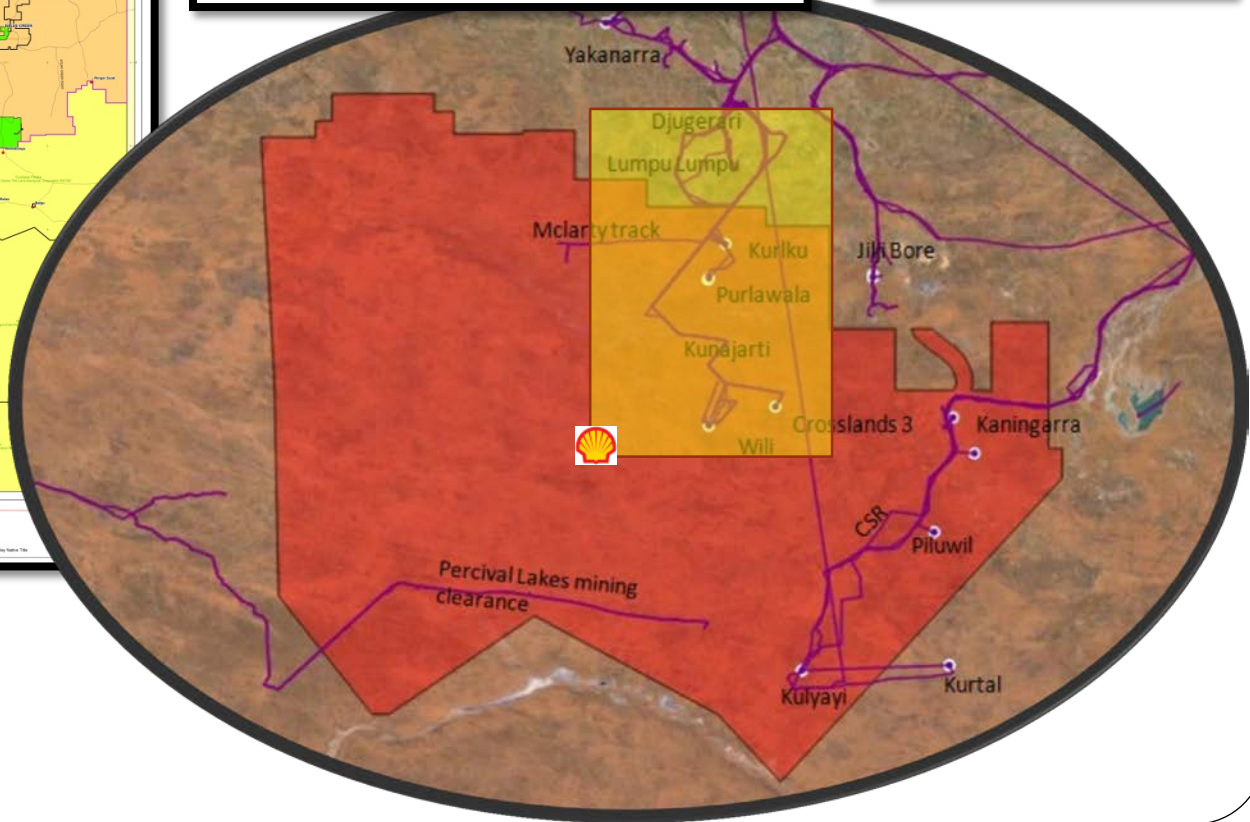
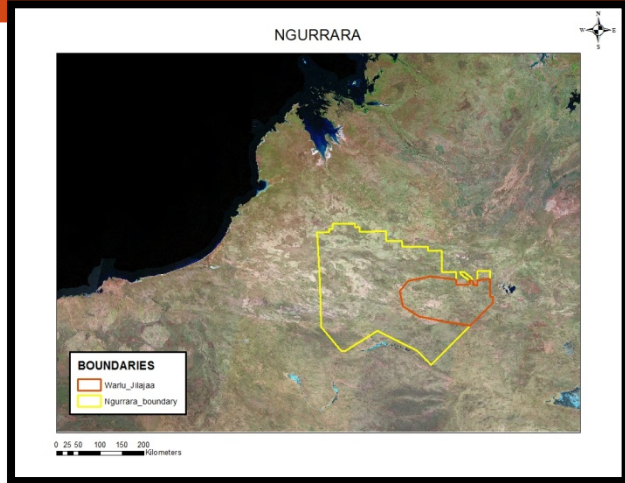
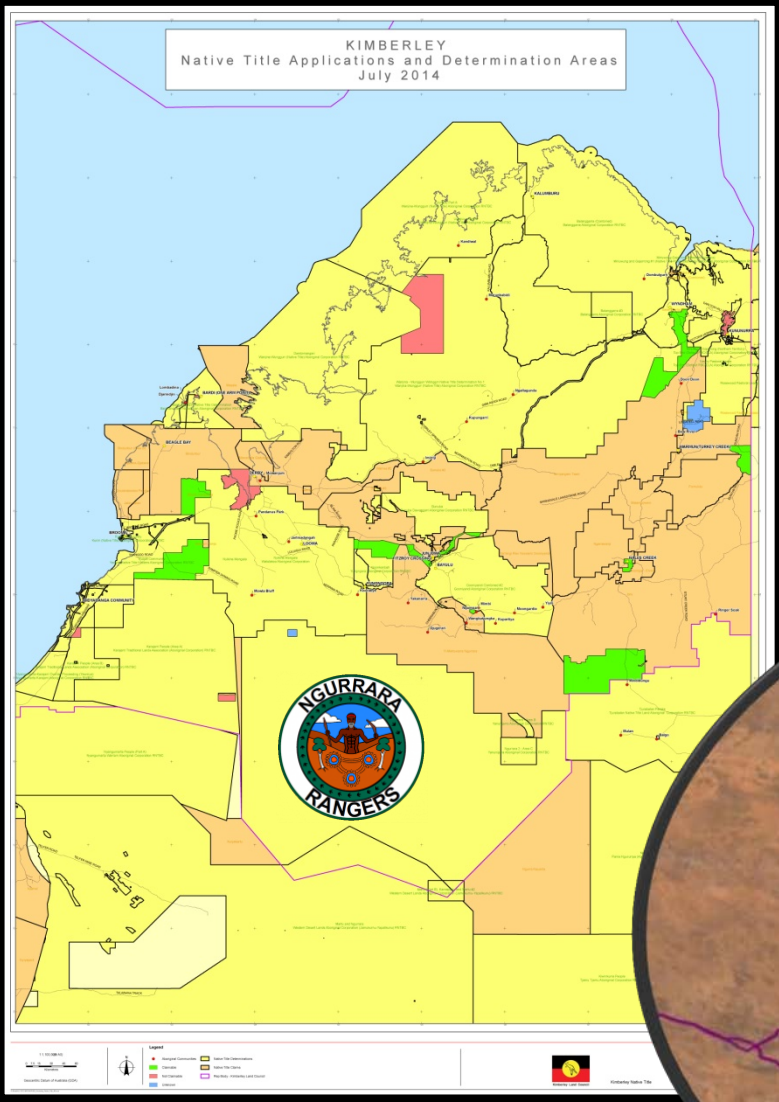
WE WANT TO BE IN CONTROL

We want to control access to our country and educate visitors on our country. We want to be involved in all levels of decision making and management of our country and IPA. We want to act with respect to country, uphold traditional responsibilities and recognise and respect the rights of traditional owners.

WE WANT TO LOOK AFTER OUR COUNTRY

We want our young people to look after our country as rangers. We want to look after our country in a sustainable way that balances the needs of current and future generations. We want our rangers to learn both ways by traditional knowledge and Western Scientific knowledge. Future land management should incorporate traditional principles and practices.

The Area of Interest

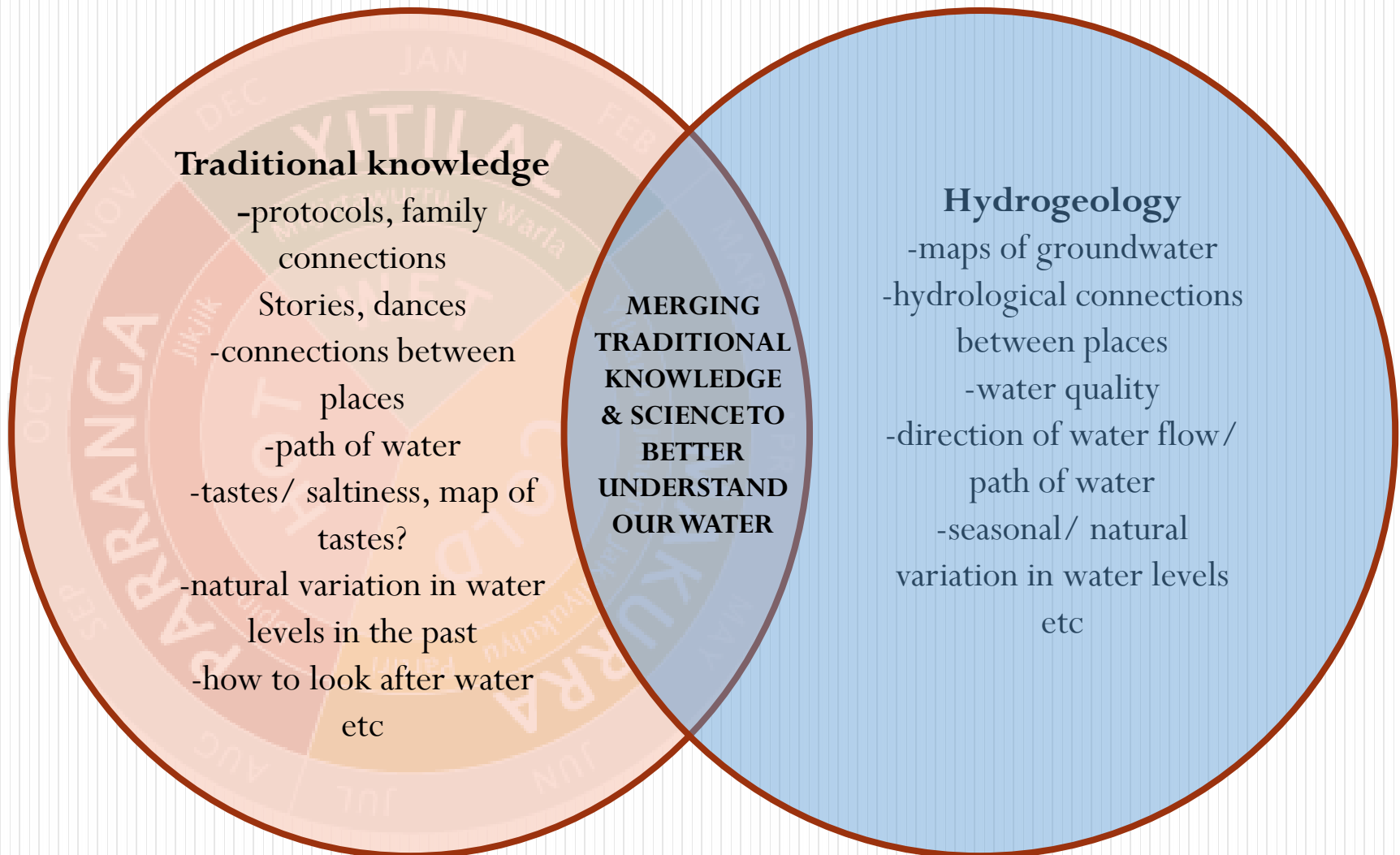


What it's all about

Ngurrara 2 Way Learning Project is a two and half year cultural and environmental program combining western science and traditional knowledge to:

- Engage with and build the capacity of our youth, Rangers and Traditional Owners.
- Aspirations and employability skills of Ngurrara youth and Rangers who are spread across a number of remote Aboriginal communities in the Central Region.
- 120 young Indigenous people, including at least 10-20 who are unemployed, will be engaged in the western scientific and Traditional Ecological Knowledge (TEK) study of culturally and environmentally significant water sources in the northern Great Sandy Desert of Western Australia, approximately 200km SE of Fitzroy Crossing.

2 Way Learning Project
Methods of understanding



What it's all about



Environmental - Shallow and bore water monitoring, Understanding Jila, links to song, dance and stories



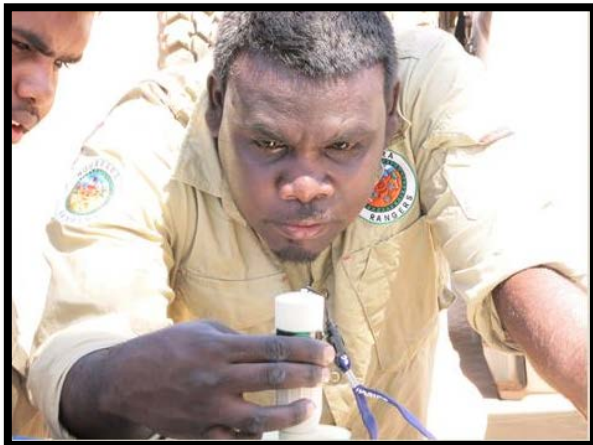
Educational - develop curriculum for schools, engagement through ranger program, incentives for good attendance, opportunities beyond school.

Employment - Youth develop technical skills, personal and social skills, position themselves for local and regional employment opportunities



Environmental

- Monitoring program (shallow & bore water) with Shell geoscientists, UWA, Dept of Water, Rangers and TO's;
- Understanding Jila (living water), bore water levels and quality to assess variations in water health and climate change impacts;
- Gain a scientific understanding of the links between Jila and Jumu that are linked through traditional stories and rituals;
- Gain a better understanding of changes with climate change that are affecting some of the lakes today.





Lumpu Lumpu

Bore 1 →

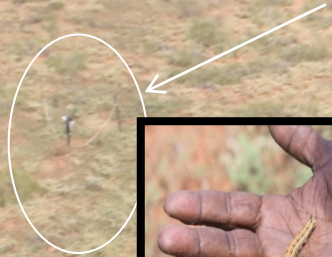
← Bore 2

← Weather Station



Wili

Weather Station



Bore 1

Camera Trap

Wili Jila

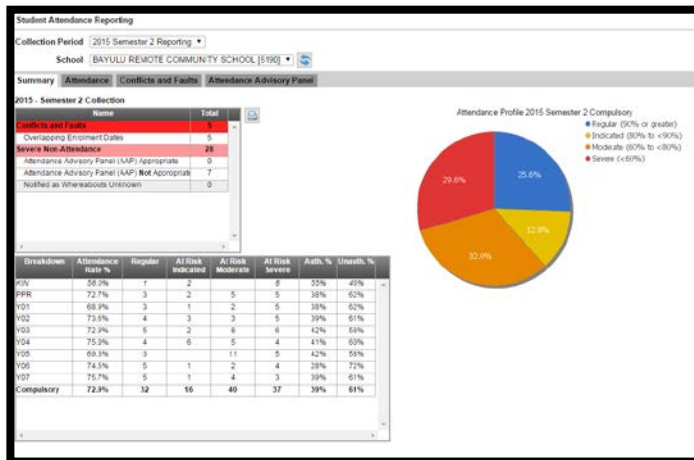
Bore 2

Bore 3

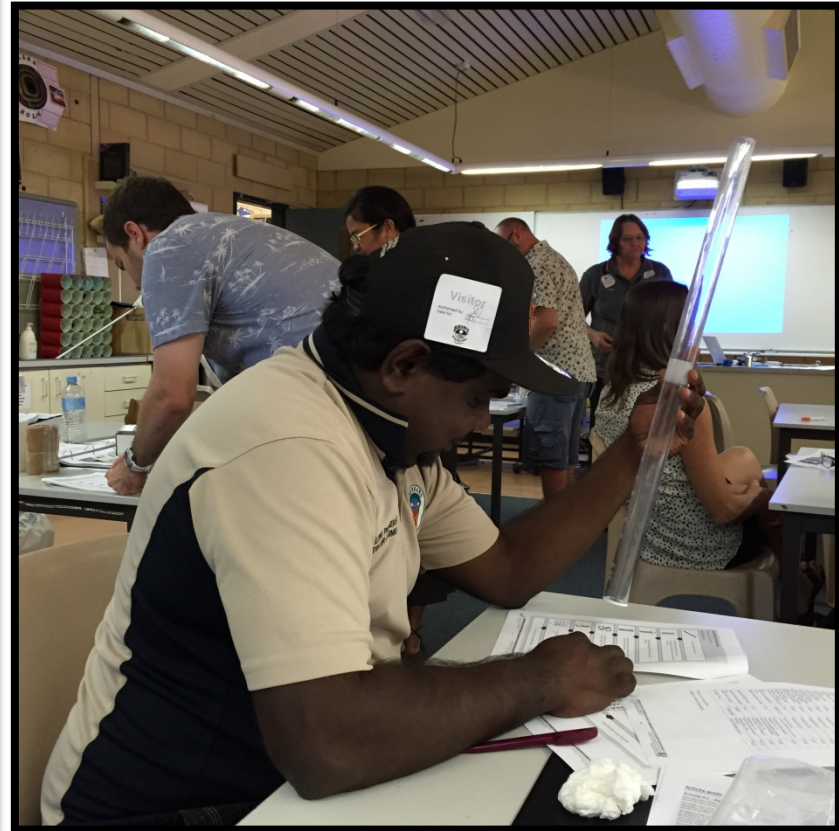


Educational

- Development of two-way learning curriculum material and an incentives program for schools.
- Develop and implement a work readiness and life skills and incentives program for 10 – 20 unemployed youth (18-25 yo) 4 x 1 week intensives in partnership with KTI, Yiriman and other stakeholders.
- Conduct up to 10 field based activities each year to engage with 100 secondary school students from 5 remote schools. (Fitzroy Crossing, Djugerari, Yakanarra, Bayulu and Kadjina)
- Conduct an annual project seminar in Years 2 & 3 to showcase the project and achievements with the project.



SPICE Program– Broome (Water monitoring)

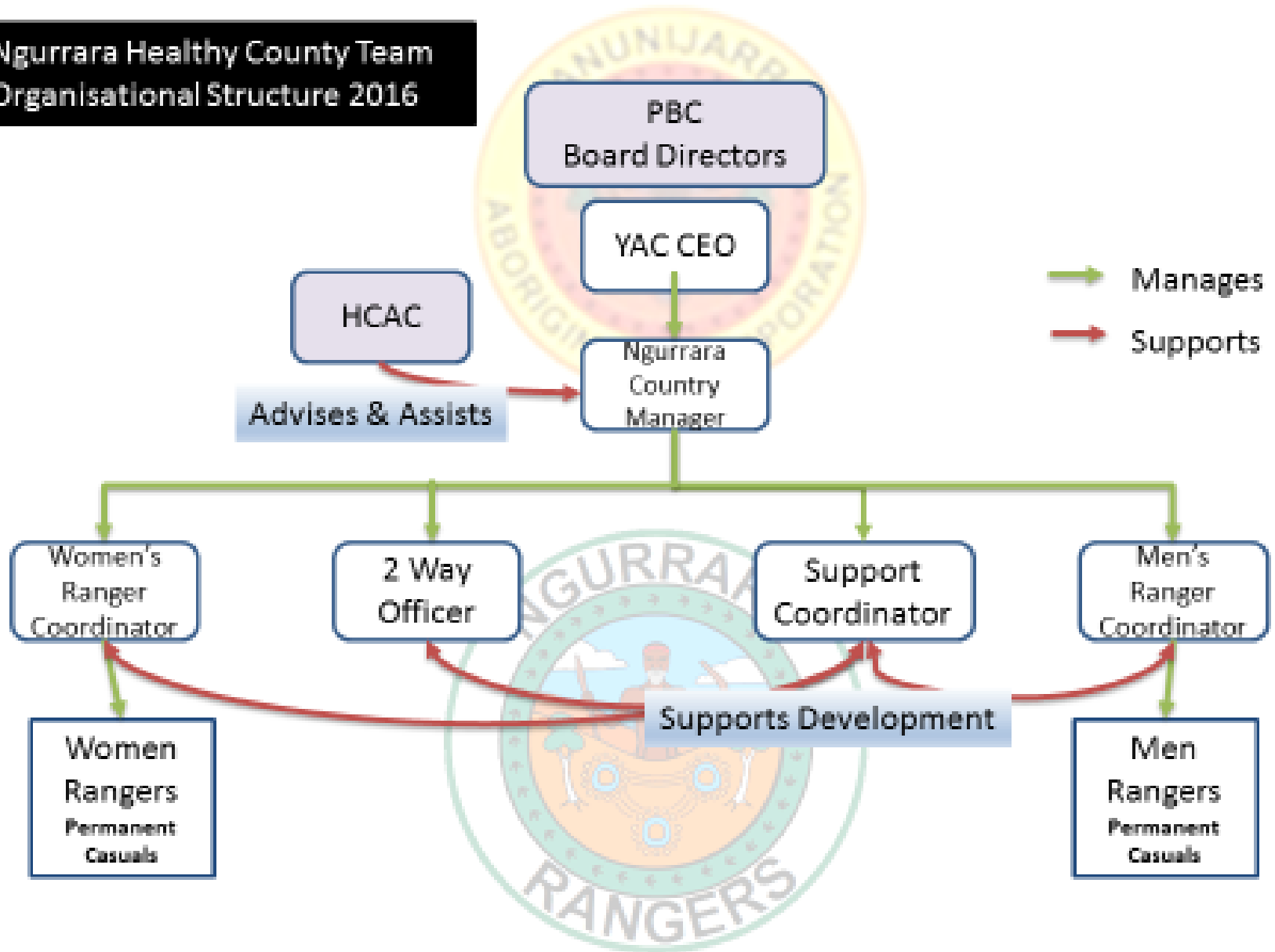


- Teach the teacher in Research program- capacity building

School Engagement – Bayulu School



Ngurrara Healthy County Team
Organisational Structure 2016



Ngurrara Ranger Contracts Transition.

- Sub contractual agreement with KLC(NTRB) for the working on Country and Indigenous Protected Area ranger program.
- Scope out transition over 6 to 12 month period stage 1 and 2 phases.
- Stage 1. Staff contracts employed through Yanunijarra PBC.
- Stage 2. Asset and vehicles including infrastructure signing over ordinal contract between Federal Government and Yanunijarra.

Requirments

- Reporting- quarterly and yearly
- Budgets and finance
- Traineeships and employment.

Ngurrara 2-way learning project



Ranger work



Cissy Gore-Birch
2 Way CCEO



Site visits,
ranger
training
records

cybertracker
sequences

Photos, film,
etc TOs, TEK,
docos

Reports & docs
Copies of news/
media stories



water loggers
manual
download 6
monthly

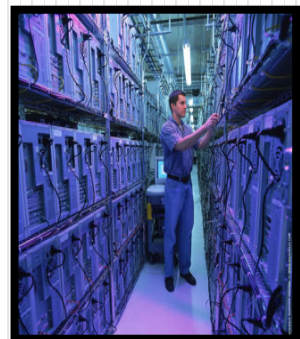
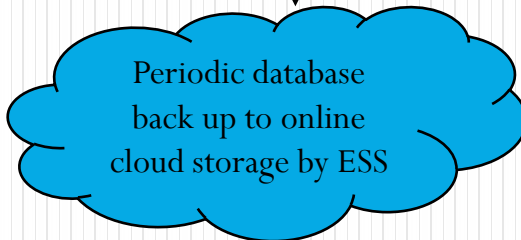
Weather
stations &
water
loggers
with data
garrison/
telemetry



via satellite



Seasonal calendar
database



Weather data stored at

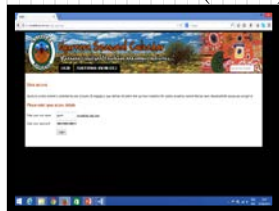
<https://datagarrison.com/>

Access online anytime. Data transferred to
Djugerari database about every 6 months

Visitor
photos,
researcher
data



Steve Bolton
(UWA)



Website: Demonstration database
hosted by ESS (Glen)

<http://dev.essolutions.com.au/wjj/default.aspx>



**Wulungurra RCS–
Milijidee
Introductions and
artefact making in
partnership with
Mangkaja arts**



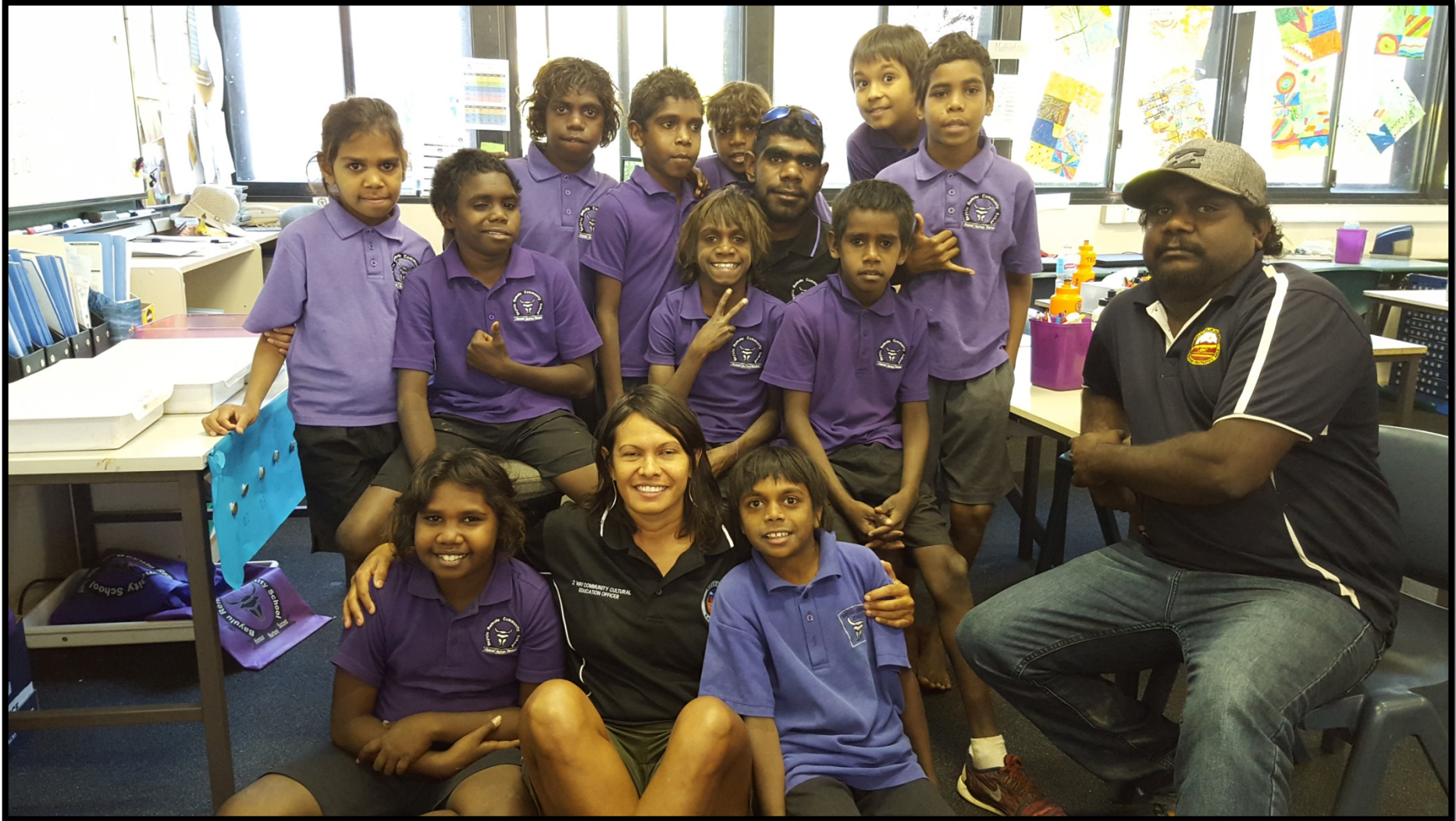


**Fitzroy Crossing
District High
School – Bush
Rangers
Engagement.**



**School
Engagement –
Fitzroy District
High School**

School Engagement – Bayulu School



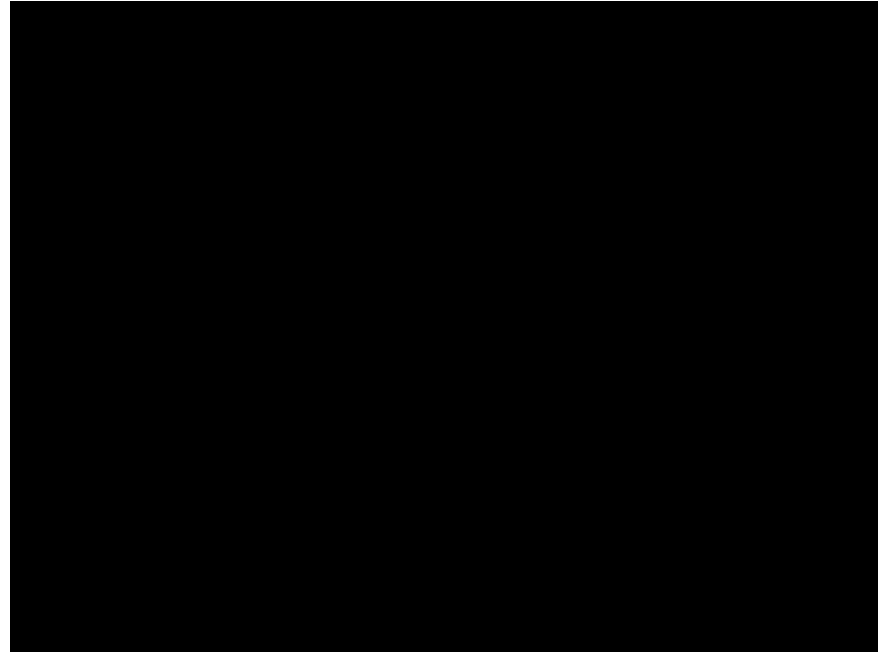
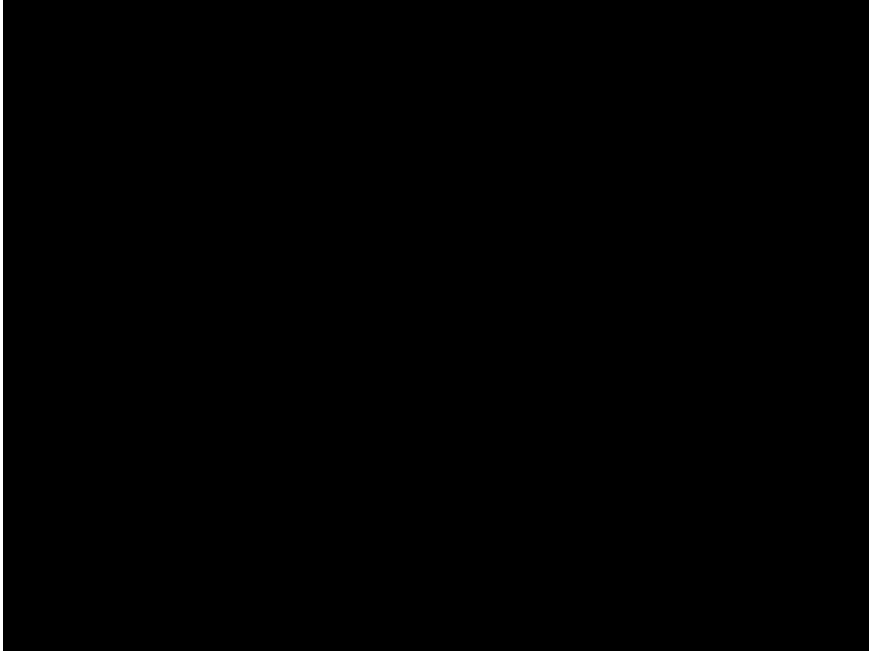
Yakanarra High School Student



Kurlku Cultural Camp May 2016



Kurlku Cultural Camp May 2016



School feedback

Ngurrara Steering Committee Meetings



Back to Country trips

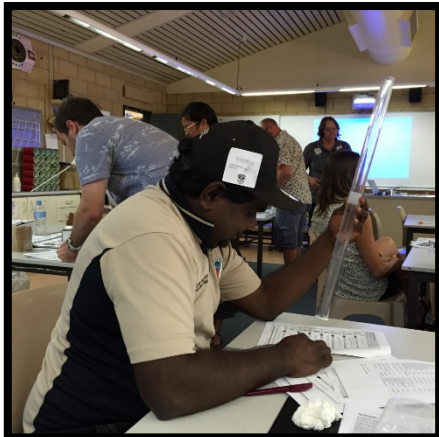


Ngurrara Womens Camp



Employment

- Ngurrara Rangers will learn and apply the technical skills required to undertake water monitoring and sampling activities on country.
(*Cert 3 AHCLPW306A undertake sampling and testing of water*)
- Working closely with UWA Masters student and KTI and other RTO's to gain the necessary skills in undertaking sampling and testing of water for future FFS works.
- Work closely with the Ngurrara TO's, Rangers, Youth and the Junior Bush Rangers program to gain technical skills, personal development and creating pathways for further education, training and employment opportunities.



Ranahl Yungabun

“I became a Ranger because I wanted to look after my country and native plants and animals. How I became a Ranger - I did Bush Ranger training at TAFE in Broome while I was in year 12, learning how to use a chainsaw, drip-torch and whipper-snipper. I like working out bush, looking after Jilas and Jumu, checking camera traps and lighting fires”.



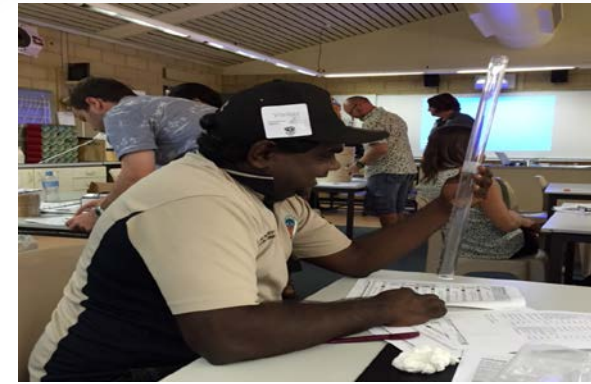
Bevan Bent

“I wanted to become a ranger for a few years now to look after country for my ancestors. Im looking forward to doing more fire work and water testing ,visiting Jila and Jumu that my family have connections to”.





2 Way learning Project





Thankyou



Engagement Process

- Currently employed to work 3 days per week
- Ongoing Engagement and relationship building with stakeholders (Educational, Employment& Training, Other Youth groups) MWW, Schools, Teachers, KTI, Karriyili, DPAW, Dept of AG, DoW, Nindilingarri Cultural Health, Yiriman Project, KALACC, Ngurrara Canvas Committee, Mangkaja Arts,
- Constantly building the rapport with teachers, students and community elders &TO's
- Curriculum development, collating all current resources around TEK/Water.
- Teachers /Students Introduction, workshop sessions & capacity building
- Participants workshop development (Aspirations, SWOT, Goal setting, Family genograms etc
- Training for Rangers and Participants (Water Monitoring & Capacity Building) sessions
- Back to County Trips
- Collating other resources (books, stories etc), Recording stories, working with interpreters,
- Working with Schools and community members towards enhancing and developing Junior Ranger programs (Yakanarra, Fitzroy Valley District High School, Djugerari, Bayulu School)
- Report writing
- Developing a mentoring program to assist with working with Youth.

Challenges for the Project:

- Cultural Business , family feuds, youth projects/programs, trauncy, alcohol & drugs, positive role models, lack of mentoring, long term planning, mind sets of community members, competing groups and organisations, lack of consistency, high turnover of staffing, lack of resources, lack of community involvement with youth programs and schools, lack of structured youth events, busy schedules of organisations,

Important aspects of the project

- 2 way learning (Cultural Traditional knowledge / Western Science knowledge)
- Keeping close positive relationships with the Schools, teachers, volunteers, stakeholders and students.
- Ongoing follow-up and information sharing will all involved with the project
- Steering Committee members to be supportive of the project and expected outcomes
- Proper planning and communication plans for project
- Working closely with the Ngurrara Rangers / TO's
- Positive messages / sharing stories (Promotion of the Project)
- Keeping youth and young adults and the Ngurrara community enthused and excited about the project.
- Consistent follow-up and encouragement for the stakeholders and participants.