



North Australian Remote BNH Training
TRAINING MANUAL



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PURPOSE OF THIS MANUAL

INTRODUCTION

Bushfires and other natural hazards are a part of the Australian landscape, and an issue affecting communities no matter where we live.

This training is a key product of a Bushfire and Natural Hazard Cooperative Research Centre project entitled "North Australian Fire and Natural Hazard Training", managed through RIEL at Charles Darwin University. As part of a program of action research projects based at Charles Darwin University entitled "Building Community Resilience in Northern Australia", it has a strong focus on action research methods to promote and increase resilience in remote communities.

Perhaps the largest single opportunity for enhancing community resilience lies in the encouragement and enhancement of existing nodes of capability and excellence. The most prominent of these for fire and emergency management are ranger groups. Ranger groups have grown substantially in the last decade and have built a solid base of capacity by ensuring skills, knowledge and qualifications in fields ranging from the basic, such as obtaining vehicle driver's licenses, to a range of technical skills including operating Geographic Information Systems.

This project aims to provide a 'next-generation' training program that builds on the work that has gone before and leads to increasing levels of competence and confidence and, in its turn, resilience for their communities. The project is a direct response to north Australian stakeholder concerns about existing training; that it is inadequate for their needs. The new training units differ from the existing VET training to some extent in their content, but more importantly it differs in the way the course material is to be delivered, hence this manual. These units seek to create a cultural space that does not favour one cultural paradigm (that is, the western 'VET' approach to training) but establishes shared goals and ways to achieve them by building a shared world view about fire and emergency management and the ways these affect preparation and response, particularly to bushfires, but also other natural hazards. The development of a training process that will be user friendly for the target audience has been central to this approach. This includes indigenous rangers, traditional custodians and others living in remote areas and communities, who are involved in bushfire and natural hazard (BNH) management, pastoralists and other landholders and members of organisations and agencies whose remit includes fire and natural ecosystems management including hazard mitigation.

DEVELOPING THE TRAINING MATERIALS

The development process needs to be understood if the materials are to be employed most effectively. The project team includes a very broad range of contributors. From the beginning the project has evolved through an authentic collaborative process involving representatives from the three jurisdictions in the Top End; relevant government agencies, Land Councils and other Indigenous support organizations, research organizations and tertiary institutions with a strong track record in the Top End and connecting with other regions across Australia.

As the project developed the emphasis on the inclusion of stakeholders from remote communities grew significantly. Invitations to conduct workshops in outstations were received and enthusiasm grew as Traditional Owners provided input into the arrangement of the course and their role in its delivery. As a consequence new skills and understandings were absorbed into the capability set of the community *in the act of delivering training itself*.

This situation significantly altered the nature and delivery of training units so that they are better suited to the learning needs of the indigenous audience they are aimed at. Crucially they prioritize indigenous knowledge and shift the perspective from a predominantly western paradigm to an indigenous one. The information is vested in both western and indigenous science and ecological management approaches providing a basis for a new way of thinking about BNH management.

Indigenous researchers, particularly ARPNet (the Aboriginal Research Practitioners Network), have been the primary contributors of the data used. Teams of trained researchers from communities across the north have been employed, using a specially designed set of qualitative and quantitative research methods in a contracted research service further enhancing community resilience. This model reinforces the quality of data capture and provides a legacy of understanding of modern scientific techniques that can be utilized in fire and land management.

PROJECT BACKGROUND

It is important to recognize that fire and emergency management in Northern Australia is quantitatively and qualitatively different to that in the south of the continent. The geographical scale of natural disasters such as cyclones, floods and bushfires are legendary. For fire alone, an average of 430,000 km² of northern Australia is burnt annually, much of it in severe late Dry season fires that contribute to destruction of assets, environmental degradation and the majority of the region's greenhouse gas emissions.

The enormity of the scale of these events is juxtaposed with a low population and confounded by the remoteness and poverty of resident communities.

Nearly 360,000 people living in northern Australia are in communities with varying degrees of remoteness from 'outer regional' to 'very remote'. These communities are predominately inhabited by indigenous Australians with the percentage rising in direct proportion to remoteness. Annual widespread flooding disrupts their lives and livelihoods, with many communities more than 150km from the nearest hospital and becoming inaccessible by road for more than 90 days per year. Many communities are within 50km of the coast and are vulnerable to storm surge, erosion and sea level rise (18 cm in the last 20 years around Darwin). In the last decade cyclones and flooding have caused the destruction and evacuation of whole communities including some that have no incidence of cyclonic events in living memory.

RATIONALE

The development of yet another set of training materials is justified to meet a number of needs in the remote regions of the Top End in order to build community resilience including:

- economic and social opportunities in the communities 'on country' that meet existing cultural and other needs and extend into previously untapped (or under-tapped) economic/employment opportunities;
- more effectively undertaking sustainable ecological management of environments in this region using the science and technology available from both indigenous and modern western knowledge systems;
- a reduction in costs associated with BNH management in these regions and the costs of maintaining communities far removed geographically and culturally from the resource base sustaining other populated areas;
- establishing a new approach to BNH management in the Top End that makes use of ALL the knowledge and expertise available.

To date the design and delivery of courses has limited their efficacy. This project has implemented a development process that allows materials to be created in a new paradigm that not only prioritizes Indigenous knowledge, but promotes new ways of BNH management that synthesize traditional eco-cultural methodologies established through long-term engagement in, and connection with place. It utilizes new methods of management being developed in response to changing environmental characteristics and focuses on facilitating economic development and social and cultural resilience of people living in these areas in the 21st century.

Stakeholders have made it clear that they believe that their needs and their world view have not been addressed in emergency management and training to date. There are three jurisdictions in the north; both Queensland and Western Australia are politically and demographically centered south of the Tropic of Capricorn and their agencies have developed comprehensive training capabilities that are applied uniformly across each state. Inevitably these courses primarily treat with the emergency and fire management needs of the more populated areas, and these are predominantly in sub-tropical areas. The Northern Territory agencies generally adopt/adapt materials developed in more southerly jurisdictions.

While participants in the project agree that the existing training is sound (there is a need to understand how firefighting is conducted safely from a 'western' perspective the key qualitative differences matter to remote north Australians. Addressing these issues may aid dealing with the quantitative issues raised above. Research indicates the key qualitative difference is the 'world view' or 'mind set'.

There are perhaps two main 'world views', one which we characterize as existing in southern Australia (ironically called the predominant 'western' view) and the other is housed in the north. There is a strong narrative in southern Australia that 'we live in a bushfire-prone environment and we have to learn to live with it'. In this world view fire is an unwanted thing, an unwelcome visitor and is dangerous. It is something with which we struggle through the summer months; a thing that must be fought if we are to remain safe in our homes. This deterministic view is not shared by a high proportion of north Australians. In the north Indigenous Australians as well as pastoral land managers and agency personnel perceive the fire regime as something that is malleable and responsive to human agency. Fire is a tool that can and should be used to achieve agreed landscape and local objectives. For Aboriginal people fire is an entity of the (Eternal) Dreaming which has moral character and totemic responsibilities. Fire is also a fundamental component of everyday life and has dozens of uses. In contemporary north Australia the winding together of traditional and western scientific understandings of fire result in a world view of fire management where human agency contributes positively to community safety, biodiversity, aesthetic, cultural, greenhouse, economic and amenity outcomes.

TRAINING DELIVERY

In order for this course to achieve the intended outcomes it is important that the mode of course delivery supports the shift in thinking needed. To achieve this a transformative education approach has been adopted in the development of these units. One outcome of the approach proposed is that some areas of the content will therefore be different each time it is delivered, to cater to the specific needs of the situation and the people involved. Training providers will need to contextualize the materials and add local content. It is particularly important that Indigenous stakeholders contribute to the process and are heavily involved in both the preparation and delivery of the course.

CROSS-CULTURAL TRAINING DELIVERY TEAMS

First and foremost, it is important to establish the socio-cultural context that will support the cognitive, emotional and behavioural learning required to make the shifts in the way that BNH management is conceived. Training delivery should be part of a long-term process of collaborative interaction involving a network of Indigenous and non-indigenous stakeholders. Educators, researchers, representatives including Traditional Owners ('TOs') and Jungkayi from the community/country where training is to take place and other landholder/manager groups and employers.

Pre-engagement

Throughout the project pre-engagement with has been found to be one of the best predictors of success. The best arrangements incorporate logistical planning and training set-up up to eight weeks prior to the event. Local clan groups are made aware of the opportunity to be involved in training and if they want to proceed invite the trainers on country on a mutually agreed date.

The local clan leaders invite both the trainers and the trainees (see below). That is, the course participants are selected by the traditional owners and managers of the country. Adequate 'lead time' is necessary to ensure that the scheduling of the course does not interfere with other events (notwithstanding the ever-present potential for everything to be put on hold by 'sorry business').

Traditional owners and local 'Professors' are identified and engaged to be involved in the auspicing of the training as well as in the delivery of both the content and activities. The training team should meet on country two days before the course is scheduled to proceed and work through the proposed Training Units and the materials to be presented. Activities and assessments should be adapted in cooperation with Traditional Owners, Jungkayi and Professors to suit the course participants and local conditions. The drafted course materials provide general directions and suggestions for activities, but these can and should be amended and improved to better suit the specific clan group involved in the training.

Training on Country

It is crucial that training takes place 'on Country' and that activities are tailored to the country where participants will be expected to undertake management roles. While an increasing number of Aboriginal people are familiar with the 'western' classroom 'chalk & talk' approach to learning, it remains the case that most are discomfited by it. People are more comfortable and receptive on their own country with their own people. Accepting this point allows training to move to smaller and more remote settings which reinforces the 'Clan' training approach advocated below.

Training on Country allows for the incorporation of the local landscape into training activities. Presentations may be embedded in other activities consistent with the Transformative Education approach discussed below (eg a leadership session for women might be conducted while digging yams). Practical activities around fire management or some other natural hazard can be arranged as timely changes of pace throughout the training program.

One other aspect of training on country that cannot be overestimated is the value that accrues from the cohabitation of trainers and trainees in the evenings after formal training has ceased. Sharing meals and entertainment offers endless opportunities to model behaviours (leadership for example) and to reiterate the important points embedded in lessons. Most importantly it provides quiet and safe spaces for matters that may have been unclear or 'untranslated' to be discussed or followed-up. This is a crucial step in allowing trainees to incorporate new knowledge into their existing scaffold of knowledge.

Training the whole Clan

The project found that, while Rangers were the primary 'target' audience for the training, success was correlated with the invitation of the whole land-holding Clan to attend. In practice this meant that during formal training sessions Rangers, dressed in their uniforms, were seated near the front of the group. However, scattered around the space there may be up to two dozen other people. These are the kin of the formal trainees; grandmothers, uncles, children and babies.

When training on Country, it is possible to arrange an informal training space with a 'classroom' area bracketed by a campfire and say a kitchen. People feel free to move between these spaces and all are encouraged to ask questions and seek clarification throughout the training. Children and others are free to leave if their needs require it. The incorporation of traditional Professors allows for interpretation and on occasion concepts that do not translate easily ("Resilience" being one example) result in illuminating discussions in multiple languages until it is felt that the group 'own' the concept in their own right.

Through training the whole Clan, Rangers are able to receive increased levels of moral support from their families. This is due to the fact that the knowledge they hold and the work they do is shared. There is a greater empathy for their situation, particularly when that work requires ongoing engagement with Balanda.

Traditional Professors as trainers

Trainers should include experienced members from the organization and community and the process should, in part, be viewed one aspect of inter-generational transfer: the passing on of traditional knowledge from one generation to the next. As well as the obvious advantage of Rangers accessing traditional information they may not have, the space created by this training arrangement further secures the framework for incorporating new (non-indigenous) knowledge into Skills and Knowledge of the trainees.

The inclusion of traditional Professors also builds increased rapport between trainees and their Clan's elders. This counters a trend toward increasing antipathy between TOs and Rangers, who they feel, under the influence of Balanda workplace pressures act without consulting and seeking proper authority.

One final, but important recommendation with regard to engaging traditional Professors is that they should be paid. This should be a professional rate commensurate with the extensive knowledge they hold and will impart.

In summary, training delivery should:

- Incorporate extensive pre-engagement ('lead time') with Traditional Owners
- Be on Country
- Train a formal audience (eg Rangers) but invite the whole Clan
- Employ local traditional Professors in training delivery

Whilst these factors add to the costs, complexity and time needed to organize delivery, the North Australian BNH Training project has identified this as a key point of difference for successful training delivery involving indigenous people. The term 'training fatigue' is frequently mentioned and there is widespread dissatisfaction with training that has caused many to become disengaged from VET through conventional delivery modes. The approach proposed here has an additional benefit:

inevitably within the trainer team there will be a process of 'cross-fertilisation' - everyone taking on the role of learner at times throughout the training delivery phase. This training phase should not be seen as a culminating activity but rather a catalyst for promoting a learning community where sharing information and skills, is on-going.

TRANSFORMATIVE EDUCATION

"Transformative education holds that "learning is understood as a process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow, 1996, p. 162). Drawing upon the work of O'Sullivan, Morrell and O'Connor (2002), transformative education can further be defined as teaching and learning which involves:

- *A deep structural shift in the basic premises of thought, feelings and actions*
- *A shift of consciousness that alters our way of being in the world*
- *Understanding ourselves, our self-locations, and our relationships with others in the world*
- *Understanding relations of power in interlocking structures of race, class and gender*
- *Envisioning alternative approaches and possibilities for social justice (p. xvii). In other words, transformative education is teaching and learning which effects a change in perspective and frame reference (Mezirow, 1996).*

Further, transformative education and learning as it is practised today places increasing emphasis on shifts taking place ontologically as well as epistemologically, so learners become actively engaged in new avenues for social justice (Garde-Hansen & Calvert, 2004)."

<http://www.teaching4change.edu.au/node/4>

This approach is vital for achieving the principle outcomes of the programs supporting the project. A key outcome of a transformative training program as proposed here is that participants will recognize that their existing personal knowledge has contemporary practical and academic value and that the cultural understandings of fire and emergency management also carry weight in the wider community.

For the BNHCRC program, the development of improved understanding of BNH, the role the individual and community play in its management and the mapping of new knowledge on to existing cognitive constructions means that this transformative training will contribute directly to the enhancement of community resilience among participants.

Taking this into account, the learning culture that is created is vital for successful delivery of these units. Ideally, the delivery context will encourage participants to be actively engaged in an interrogation, not just of the knowledge and methods required to undertake BNH management but perhaps more importantly, their own knowledge and assumptions about the natural landscape, fire management and emergency response. While Indigenous knowledge is increasingly recognized as of value in management of 'country', a much more detailed and organized use of this knowledge and how to apply it in the 21st century is required following significant shifts in the ecological nature and

challenges that constitute the north Australian environment. The course therefore, guides a process of 'meaning-making' where the participants can enrich learning by contributing new understandings that sponsor development of a paradigm of thinking and acting that is shared, and which allows application of content in new ways.

The first unit *TETBNH301 Indigenous and Non- Indigenous BNH Management Principles* is designed to begin the process of creating a new shared world view for participants. It promotes understanding of the historical context of current thinking about Australia as a context for bushfires and natural hazards and establishes traditional knowledge at the centre of future management approaches in north Australia. This is followed by the second unit *TETBNH302 Applying Indigenous Fire Management Processes in North Australian Contexts* which looks at how this way of thinking informs and taps into current practices that successfully use a BNH management approach predicated on traditional indigenous knowledge. All units in the course encourage learning that is contextualized so that each person develops a shared cross-cultural world view that is intimately linked to their own particular practice as BNH managers within their specific organization/community.

Delivery of units is designed to be interconnected to allow activities and assessment tasks to be part of a real application, rather than simulation, of these skills and where possible be embedded in regular land management activities performed as part of caring for country or other paid and unpaid work.

TRAINING MATERIALS

In addition to this Training Manual, the package consists of the following:

- Unit Descriptions
- Power Point Presentations
- Suggested Assessment Tasks
- Suggested Activities
- Resource Materials to support delivery

UNIT DESCRIPTIONS

The Unit Descriptions have been modeled on VET Training Packages for a number of reasons. Firstly, this format is familiar to both training deliverers but also students working in the BNH sector. A key objective of the project has been to provide entry into tertiary education pathways particularly Higher Education. This continues to be an elusive goal for many Indigenous people living in remote areas. These materials will open up opportunities for career and education relevant to their location and existing cultural and social responsibilities, allowing them to stay on country AND participate in employment and enterprise development that is relevant to, and supports maintenance of, indigenous culture and language.

UNIT CODES

TETBNH - The unit code is an acronym for *Top End Training for Bushfire Natural Hazard Management*.

301, 302 etc. - The number 3 refers to the VET Certificate level targeted for the courses when accreditation is sought in the future, to facilitate mapping of these courses for VET and HE pathways. The other numbers refer to the unit's place in the course sequence.

POWER POINT PRESENTATIONS

The primary delivery resources are the PowerPoint™ presentations. These provide a foundation for the development of a program that can be tailored to the client group. They are designed to identify the key type of information that needs to be delivered and, perhaps more importantly, the paradigm for delivery required.

ASSESSMENT TASKS

Assessment must focus on the participants' capacity to undertake the work of BNH management and therefore needs to be tailored to the group's learning preferences. It is essential that expectations about delivery mode, English language proficiency and any other factors do not limit their ability to successfully demonstrate achievement of learning objectives and readiness to work in the BNH/EFM sector. Assessment tasks provide direction about options for successful completion but it remains the responsibility of the training provider to ensure the learning has occurred and to facilitate participant's ability to demonstrate their learning.

ACTIVITIES

Activities are an important means of deepening learning and also provide opportunities for more detailed assessment. They have been included to promote deeper learning and to break up the otherwise passive delivery process that has been referred to as "death by PowerPoint". As with other resources in the package the training provider needs to be mindful of how they use the activities to best advantage. As stated above, the activities are suggestions. In the absence of a better idea the training provider might use the activities precisely as presented. But in the local context and through pre-engagement with local traditional owners, the activities may be further developed to accentuate the receptiveness of trainees.

RESOURCE MATERIALS

Through the development process a collection of resources have been located that are both up to date and specifically relevant to the original course version. As with any educational delivery continual updating will need to occur.

Resources relevant to some units have been provided. These are located in the folder entitled "Support Materials". Resources relevant to that unit are stored in this folder. Other resources are provided in the Power Point Presentations prepared for each unit. These are listed in the NOTES attached to each slide and provide specific relevant detail for use if required.

Resources such as the film clips have been created specifically for these units. In some cases they represent a unique capture of research and experience giving insight into cutting edge approaches that have effected huge improvements in BNH management founded on an evolving cross-cultural collaborative process. As such they capture the subtleties of the world view of future BNH management needed to make the most of opportunities in remote Australia to "do a better job".



A Ranger using ITracker in the field during the KLC Ranger Forum 2011

TABLE 1: COURSE OVERVIEW - TOP END TRAINING FOR BUSHFIRE NATURAL HAZARD MANAGEMENT

UNIT CODE	UNIT NAME	DESCRIPTION	UNIT MATERIALS				
			Unit Descriptor	Power Point	Assessment Tasks	Activities	Resources+
TETBNH301	Non-Indigenous and Indigenous BNH Management Principles	Introduction to the two world views and history directly relevant to emergency management in Australia promoting awareness of personal perspective and how it relates to the	*	*	Observation throughout course	Case Study & Expert Panel	Course Outline & Reading lists
TETBNH302	Applying Indigenous Fire Management Processes in North Australian Contexts (Local Variant)	Introduces a learning framework for the development of an applied fire management program based upon local traditional and western knowledge and practice, as	*	*	Portfolio Dashboard	Practical Activities	Guide to Dashboarding
TETBNH303	Community Engagement and Cultural Protocols (Local Variant)	Introduction to established protocols used in BNH management but focussing on effective inter-cultural collaboration with indigenous communities and	*	*	Flow Diagram & Evaluation	Organisation Protocols	Film clips. & Notes
TETBNH304	Fire Management and the Law	Explores the key legislative and regulatory processes at both national and state/territory levels, governing fire management operations in non-urban locations in North	*	*	Flow Diagram & Group Discussion Summary	Group Discussion	Reference List and comparison
TETBNH305	Digital Mapping Tools Used in BNH Management	Introduces spatial information technology used by BNH managers to collect and use environmental and other data in land and fire management activities to map, monitor, assess	*	*	Practical Application & Assessment Task Booklet		Training Manual
TETBNH306	Apply Standard Operating Procedures (SOPs)	Introduction to Standard Operating Procedures (SOP's) used in BNH with a focus on those that relate to the Top End of Australia.	*	*	Debrief Participation		Guide
TETBNH307	Participate in Debrief (Local Variant)	Introduction to debriefing including rationale and procedures/techniques for BNH management, particularly in the Top End of Australia.	*	*	Debrief Participation		Film Clips
TETBNH308	Advanced Situational Awareness and Dynamic Risk Assessment (Local Variant)	Overview of current risk assessment approaches focusing on development of Situational awareness; commonly used in the BNH/ EFM sector.	*	*	Activity 1: Risk assessment in planning		Guide
TETBNH309	Remote Tactical Leadership	Introduction to BNH leadership utilising relevant components of local indigenous and government agency leadership protocols in a BNH context.	*	*	Observation of Practical	Practical	Field Manual
TETBNH310	Develop Operational Work Plans	Introduction to the nature of, and processes involved in, developing operational plans for BNH management.	*	*	Evaluate an OP		Examples of OPs

TABLE 2: RESOURCE/SUPPORT MATERIALS

SUPPORT MATERIALS	SITE	PRECIS
ORGANISATIONS		
NAILSMA (North Australian Indigenous Land And Sea Management Alliance)	http://www.nailsma.org.au/hub/programs/i-tracker	NGO focussed on supporting Indigenous people to build social and economic capacity through culturally appropriate enterprises such as caring for country. More than 25 Indigenous ranger groups in north Australia are now involved in the NAILSMA I-Tracker program. These organisations work with BNH agencies, contribute to the body of knowledge, provide local expertise and manpower for operations such as wildfire or controlled burns.
BALKANU: CAPE YORK DEVELOPMENT CORPORATION P/L Caring For Country Business Unit	http://www.balkanu.com.au/ Further information refer to: http://www.balkanu.com.au/index.php?option=com_content&view=article&id=9&Itemid=27	The Caring For Country (CFC) and Traditional Knowledge Revival Pathways (TKRP) units within Balkanu focus on strengthening Indigenous traditions by supporting enterprise development in the Cape York region using traditional knowledge to care for country.
KIMBERLEY LAND COUNCIL (KLC)	http://www.klc.org.au/ http://www.klc.org.au/news-media/video-gallery	North Kimberley Fire Abatement project (carbon abatement), extending the land management process initiated through WALFA, extended through regional Abatement projects across the Top End. Key activities include traditional knowledge transfer from old to young people, fire management, cultural and environmental services, biodiversity, cultural enterprise development Videos on BNH initiatives
BUREAU OF METEOROLOGY (BoM)	http://www.bom.gov.au/nt/ http://www.bom.gov.au/weather-services/bushfire/index.shtml	Up-to-date information about weather across Australia, including warning for the range of weather events that might impact on communities. Detailed information on climate and weather matters related to fire.
NAFI (North Australian Fire Information)	http://www.firenorth.org.au/nafi3/	Regularly updated satellite information verified by on-ground observations, providing information, tools and a repository for use by public to assist anyone needing fire information and mapping technology for tropical and rangelands environments in Australia.

ON-LINE RESOURCES		
Cybertracker	http://www.cybertracker.org/	Environmental management program developed by Apple Mac. Data collected using applications adapted from Cybertracker are used in Virtual Earth which is a product of the same company.
I Tracker	http://www.nailsma.org.au/hub/programs/i-tracker Available in PDF on-line: http://www.landmanager.org.au/sites/default/files/downloads/CyberTracker%20Instruction%20manual%20for%20CT%20web_0.pdf	A local version of Cybertracker developed by NAILSMA I Tracker For Women Manual: <i>How To Make And Use A Women's Land Use Cybertracker Sequence</i> By Ens, E. and the female Manwarrk Rangers (Seraine Namundja, Barbara Gurwalwal, Carol Pamkal, Jenny, Nadjamerrek and Georgia Vallance) for the Indigenous Women's Land and Sea Management Forum, 1-3 June 2010, Ross River, Northern Territory, Australia. Centre for Aboriginal Economic Policy Research, ANU.
QGIS 2.10 Pisa	http://www.qgis.org	
Fire Manager	http://www.firemanager.org.au/	Northern Fire Manager contains over 3,000 resources ranging from project case studies and organisation profiles to individual fire responses for a range of plant species.
OTHER RESOURCES		
Dyer, R. et.al. 2001. <i>Savanna Burning</i> . Tropical Savanna CRC, Darwin.		
Gammage, B. 2012. <i>The Biggest Estate on Earth</i> . Allen & Unwin, Australia		
Smith, C. 2004. <i>Country, Kin and Culture: Survival of an Australian Aboriginal Community</i> . Wakefield Press, Adelaide		
Nulungu Research Institute 2015. <i>Cultural and Natural Resource Management: Feasibility Study Report</i> . University of Notre Dame Australia, Western Australia.		

