



bushfire&natural  
**HAZARDS**CRC

# NORTH AUSTRALIAN BUSHFIRE AND NATURAL HAZARD TRAINING

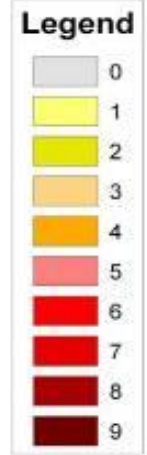
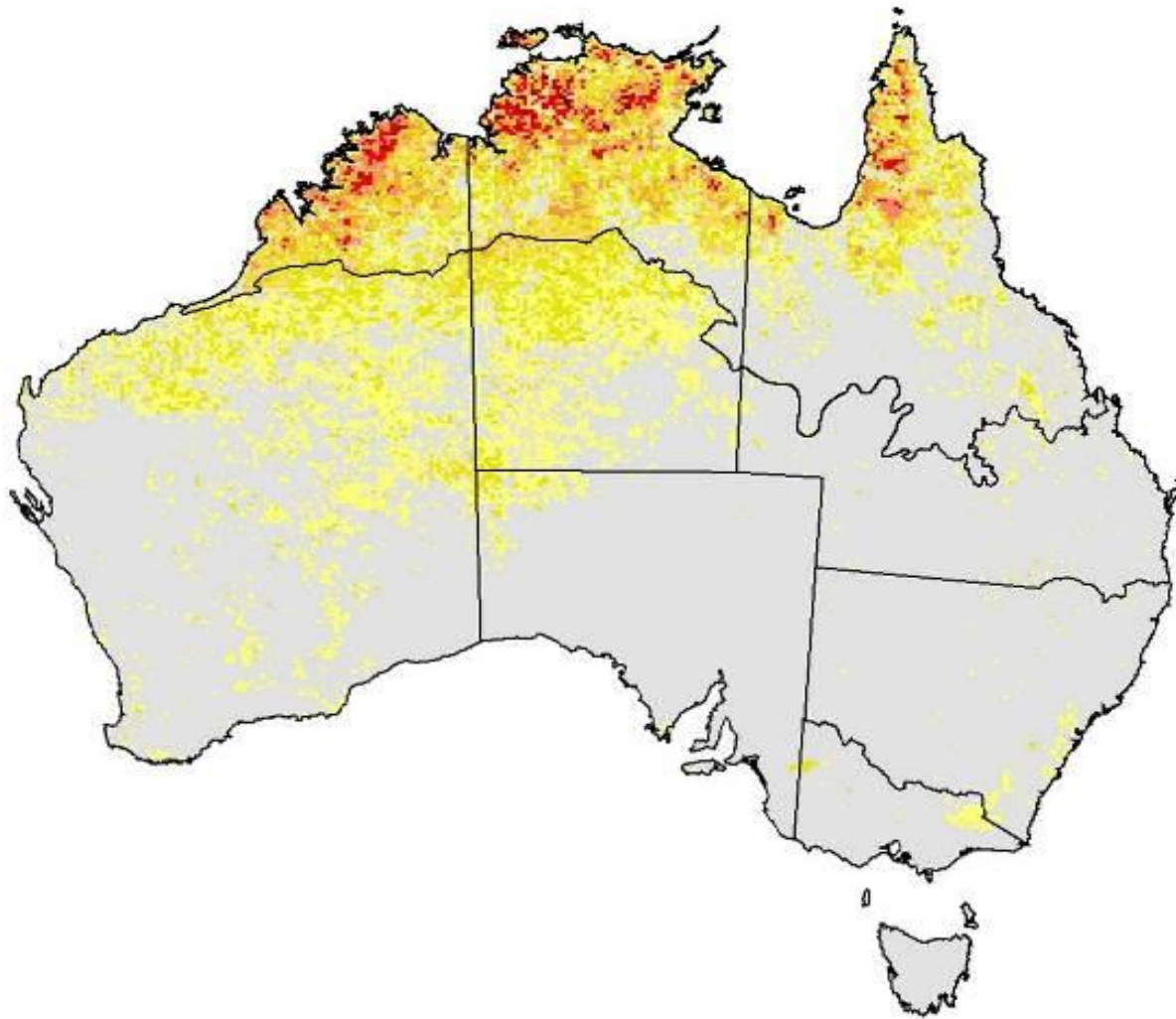
## Steve Sutton

Darwin Centre for Bushfire Research,  
Research Institute for the Environment & Livelihoods  
Charles Darwin University, Northern Territory



An Australian Government Initiative





# WHY NEW TRAINING?

- Current training contains much that is not relevant to north Australia
- Current training omits much that is necessary for northern Australia
  - [Constant complaints to this effect]
- National Strategy for disaster resilience
  - National Equity
- Support emerging economic opportunities
- ‘Bottom-up’ development of BNH resilience
- Emerging understandings from new research

# OVER-ARCHING OBJECTIVE

“Training that supports north Australian needs and world view”

- Chosen fire regimes
- Emergency management approaches

# WHAT STAKEHOLDERS WANT

- Focus on safety
- Emphasis on applied skills & knowledge
- Delivery needs to be field based
- “kabardibimbukan” - apprenticeship style
- Training for ‘here’
- Training for ‘us’

# PHASE 1 – FOCUS ON FIRE

## ABORIGINAL USE OF FIRE

Fire continues to be important in the life and culture of Aboriginal people today.

Aboriginal people still use fire -

- to cook
- to hunt (eg kangaroo fire drives, collect honey)
- to clear walking tracks
- to clean domestic spaces
- for ceremony
- for signalling
- for warmth
- to encourage bushtucker and medicine plants to grow
- to protect sacred sites
- protect jungle
- to keep the dreaming and the country alive

# Phase 1 – Focus on Fire

## Pastoral /agricultural use of fire

### Many pastoralists use fire to manage their land.

- to control woody weeds and fuel loads,
- to create fire breaks
- improve pasture
- control stock
- to fight fire
  - Reduce wildfires which:
    - damage infrastructure such as fences, bore pumps & irrigation, yards
    - burn valuable feed
    - burn livestock
    - sometimes promote the growth of woody shrubs.

## Without abatement activity - baseline

Late fire



Emissions

100



Offsets

0



Emissions (tCO<sub>2</sub>e)

## With abatement activity - CFI project

Early fire



Emissions

80



Credits

20



Emissions (tCO<sub>2</sub>e)



# TAILORING TRAINING

- Workshops
- Interviews with individuals
- Interviews with groups
  
- Participants from all three jurisdictions  
BNH Agencies, Aboriginal organisations,  
pastoral and horticultural producers

# COURSE DEVELOPMENT I

Identified skill sets

Develop curriculum framing documents

curricula

delivery materials

...mapped to existing courses

New training units to fill 'gaps'

Start with 'philosophy' and raison d'être as  
stated previously

Contextualised for local circumstances...

# DELIVERY

- Interactive
- Tailored and locally relevant
- Reliance on local expertise, use of elders & leaders
- Strong practical component
- ‘On-ground’ competence assessment
- Use researchers
- Iterative

# EVALUATION

- Ongoing, starting at course development
- In field and through documentation
- Iterative: feedback incorporated throughout program to improve / adapt course material
- Institutional and local community perspectives

# COORDINATION

- Adoption of info and resources from BNHCRC projects
- Higher Education Participation Partnerships Program
- Charles Darwin University Higher Education Courses including conservation and land management
- Charles Darwin University Masters in Emergency Management
- Batchelor Institute of Indigenous Tertiary Education
- Australian Centre for Indigenous Knowledges and Education
- National Remote Indigenous Communities Working Group

# TRAINING UNITS

- Introduction to Traditional Burning Principles
- Applying Indigenous Fire Management Processes in Practice (Local Variant)
- North Australian Climate, Weather and Fire Interactions (Local Variant)
- Savanna Fire and Ecology (existing VET course)
- Advanced Situational Awareness and Dynamic Risk Assessment (Local Variant)
- Apply Standard Operating Procedures (SOPs)
- Tactical Leadership
- Participate in Debrief (Local Variant)
- Community Engagement and Cultural Protocols (Local Variant)
- Advanced Navigation (with/without GPS)
- Apply Web-Based Fire Management Tools
- Use ICT to Monitor Program Delivery
- Safety Around Aircraft
- Operate Aerial Incendiary Equipment
- Develop Operational Work Plans
- Understand Legislative Basis for Operations





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# THANK YOU



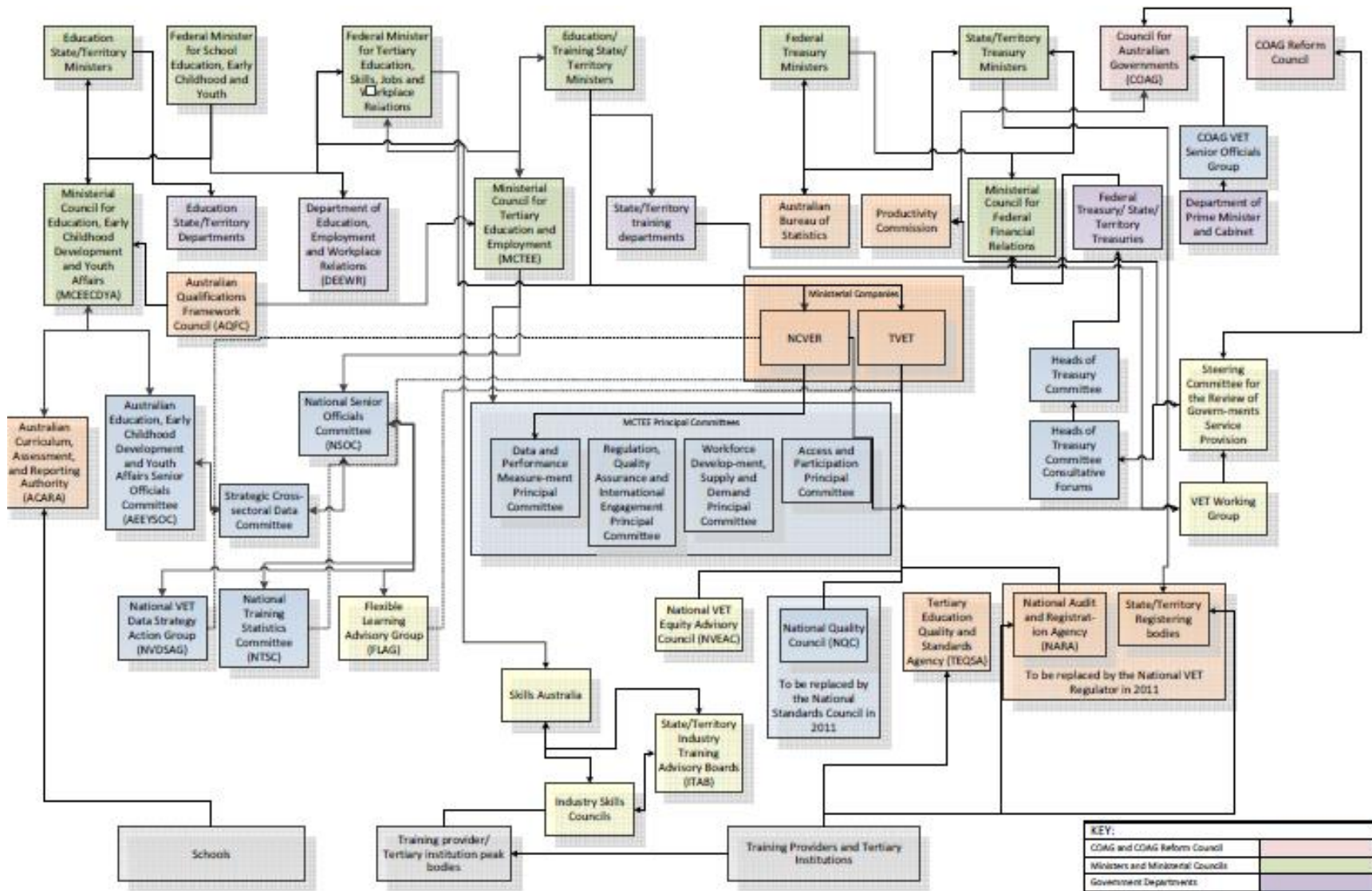
  
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**RIEL**  
Research Institute  
for the Environment  
and Livelihoods







**KEY:**

COAG and COAG Reform Council	
Ministers and Ministerial Councils	
Government Departments	
Committees of officials/experts	
Independent bodies, ministerial companies, statutory bodies, registering agencies	
Advisory bodies	
Schools/providers and their peak bodies	