



# Update on Reef 2050 and its Integrated Monitoring, Modelling and Reporting Program (RIMReP)

## Indigenous Heritage Expert Group (Program Design)

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Great Barrier Reef Marine Park Authority  
CSIRO Land and Water

# What is RIMReP?

- In 2014, GBR strategic assessment identified the *need for monitoring programs to align with each other and with management objectives*
- Reef 2050 Long-Term Sustainability Plan (Reef 2050 Plan) - a 35-year plan to protect the Reef
- Includes **Reef 2050 Integrated Monitoring, Modelling and Reporting Program (RIMReP)**  
[www.gbrmpa.gov.au](http://www.gbrmpa.gov.au)

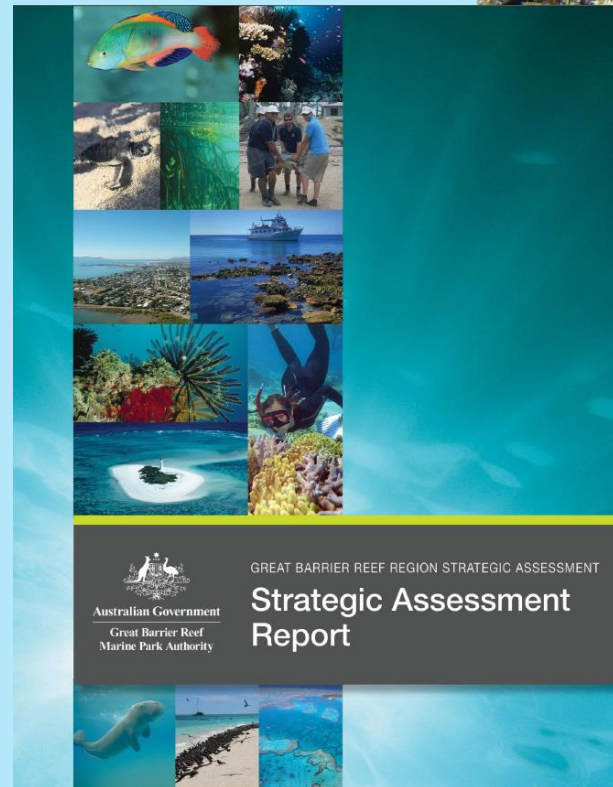


Australian Government



Queensland Government

## Reef 2050 Long-Term Sustainability Plan





# RIMReP Vision



*To establish a coordinated and integrated monitoring, modelling and reporting framework for the Great Barrier Reef and its catchment, explicitly linked to the outcomes in the Reef 2050 Plan.*

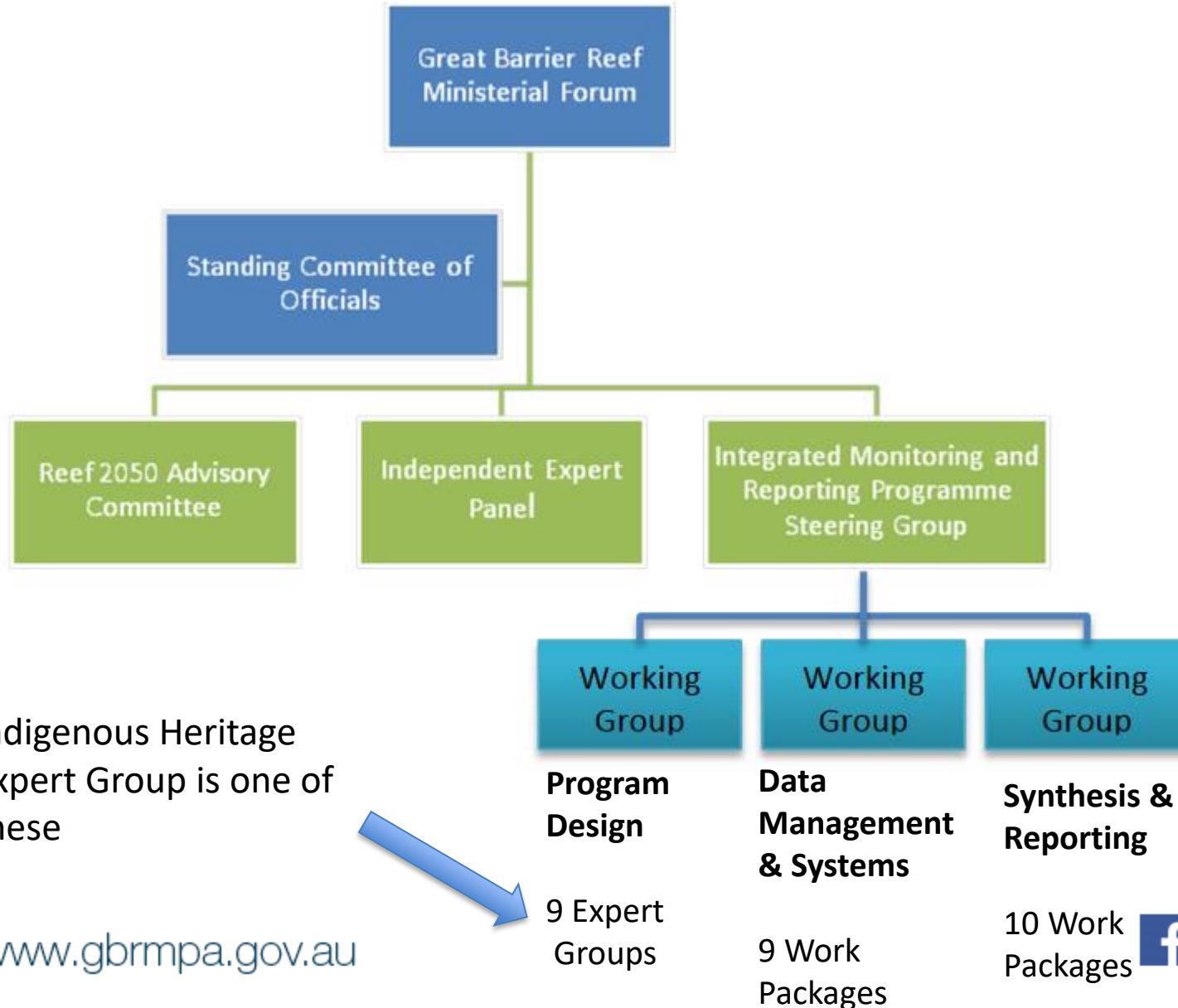
# What is RIMReP looking at?

- Include GBR World Heritage Area and catchment monitoring programs
- Encompass **all aspects of the Reef's environment**, including its natural and physical attributes, heritage values, as well as its social, economic and cultural aspects
- Track the progress of the Reef 2050 Plan's **outcomes and targets** and inform management decisions

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# Three RIMReP “Working Groups”





# History of the Indigenous Heritage Expert Group

- CSIRO and AIMS, at the request of and supported by the Australian Government, hosted a meeting of key Traditional Owners in February 2017
- Traditional Owners invited to lead with CSIRO providing research support
- It was agreed at the Feb meeting that I would take on Chair's role
- Traditional Owners at February agreed to commence work, on the basis of using Traditional Owner methodologies
- GBRMPA agreed to IHEG proposal in August
- Ethics Clearance granted in August
- Commenced work soon after



# IHEG members and role

- Invited on the basis of
  - Traditional Owners with a history of engagement in the GBR
  - Availability
  - Geographic and gender spread
- Additional invitations from Chair
  - Chrissy Grant (Chair)
  - Duane Fraser
  - Samarla Deshong
  - Larissa Hale
  - Malcolm Mann
  - Gavin Singleton
  - Liz Wren
  - Allan Dale
  - Margaret Gooch

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## Goal of the Indigenous Heritage Expert Group

The IHEG is tasked, with support from the Project Team, to deliver:

- Draft report that includes:
  - The identification of Indigenous Heritage components, including a framework and indicators, for incorporation into the framework for long term benchmarking, monitoring and reporting systems of RIMREP.
  - Draft guidelines for a participatory Indigenous heritage monitoring pilot.
- Plain English Fact Sheets that communicate the project and its results.

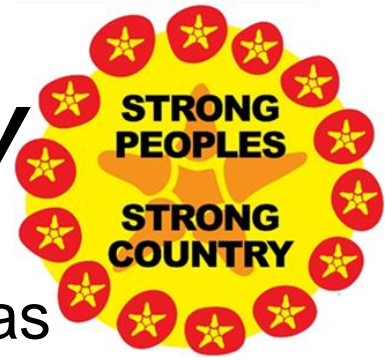


A photograph of two belugas swimming in deep blue water. The belugas are light-colored, almost white, and are positioned diagonally across the frame. They have long, slender bodies and large, pointed snouts. The background is a deep blue, and there are several small, dark fish visible in the upper left corner.

## Questions and discussion



# ***Strong Peoples – Strong Country***



- The Indigenous Heritage Expert Group (IHEG) was created to advise on the design of the Reef Integrated Monitoring and Reporting Program (RIMReP)
- The IHEG sought to identify which values of importance to Traditional Owners should be monitored when looking after the Great Barrier Reef
- First step: **what are the most important values?**
- IHEG developed the ***Strong Peoples – Strong Country*** draft framework - Seeks to show how the quality of life of the Traditional Owners of the GBR region is fundamentally and inseparably connected to, and underpinned by, their land and sea country

# ***Strong Peoples – Strong Country***

- Each hub represents a different aspect of connection to Country
- Shows how these hubs each impact upon the overall quality of life of the Traditional Owners of the GBR region



# Country Health



Reflects the need for land and sea Country to be healthy for TOs to feel they have carried out their cultural obligations and responsibilities in looking after country

- **Being on Country** – the need to be on Country was considered to be a fundamental underpinning to the quality of life of TOs
- **You to Country health** – embodies the concept that a TO's presence is fundamental for the Country itself to be healthy
- **Healthy animals** – reflects the importance of maintaining biodiversity and protecting all species, including species currently threatened, and totemic species of particular importance to Indigenous groups
- **Healthy coral** – as for healthy animals; encompasses the reef as a whole and the corals of which it is comprised
- **Healthy other habitats** – as for healthy animals; encompasses all habitats other than the reef
- **Clean saltwater** – embodies importance of good water quality in the oceans
- **Clean freshwater** – embodies importance of good water quality in the rivers and creeks



# People's Health



Looks broadly through a cultural lens about what you need (physically & emotionally) for healthy body & mind

- [Access to Traditional Medicine](#) – includes bush and sea medicines
- [Spirituality](#)
- [Social & emotional well-being](#)
- [Cultural well-being](#)
- [Access to medical services](#)
- [Access to traditional foods](#)
- [Know your mob](#) – TOs need to fully understand who their people are and where they come from to build a strong sense of identity, enabling them to be fully healthy in mind and body. Rebuilding and strengthening the sense of belonging enhances peoples health.

# Heritage and Knowledge



Comprises knowing, managing, protecting, and having access to your country and heritage as well as being able to continue the oral history, transfer of knowledge and interaction with western science

- **Oral history** – including songlines and stories for Country themselves
- **Knowledge of Country and heritage** – ensuring this forms part of daily life and is not lost
- **Managing knowledge and heritage** – ensuring both the oral histories and the physical heritage sites are appropriately managed
- **Protecting knowledge and heritage** – ensuring the oral history and the heritage sites are protected for present and future generations
- **Access to heritage sites** – recognising TOs need to access sites as part of their responsibilities/obligations for ongoing management & protection
- **TO knowledge transfer** – sharing knowledge within TO communities, particularly from Elders to the younger generation, and between TO and non-Indigenous peoples
- **Western science** – recognising western scientific knowledge together with Traditional knowledge may tell a more integrated and holistic story

# Culture and Community



Encompass the different aspects of TO culture as well as mentorship and community activities; recognises the need of TOs to know their kinship structure and totems

- **TO voices at all levels** – a requirement for TOs to be included and able to participate across the multiple levels of our society
- **Getting actively involved in community activities** - and have some ownership of those activities.
- **Cultural mentorship**
- **Local mentorship (business, education, sporting)**
- **Cultural authority**
- **Language** – including understanding & speaking traditional languages
- **Lore and ceremony** – ideas and practices comprising traditional cultural lore and ceremonies were considered to heavily overlap and ceremony could be considered an expression of lore.
- **Tool making, hunting, and gathering**
- **Arts, songs, dance**
- **Kinship, family, totems**



# Education



Reflects that education includes cultural learning, Western education, and the two-way sharing of knowledge in all areas

- **Learning from elders** – embodies the concept of youngsters transitioning to become elders themselves at a later date.
- **Enabling, creating, developing, pathways towards career opportunities** – could include taking advantage of further educational/training opportunities
- **Training** – represents a wide definition of all training that develops skills, from educational establishments such as schools and TAFE, but also including training in cultural practices provided on Country by other members of the community.
- **Having passion to learn** – considered highly important to inspire this passion within members of the community, and to ensure that opportunities are offered to those with the passion to learn; without such passion then offering training & other development pathways become meaningless
- **Two-way sharing** – embodies the perspective and approach of TOs to the exchange of knowledge, both within Indigenous communities and between TOs and non-Indigenous persons

# Empowerment and Economics



Recognises connectedness between empowerment & economics for TOs, through support and creation of TO led actions; includes ownership (of your land, your house, your business, and your own destiny) and TO led caring for Country

- **Ownership** – encompassing ownership of the important things in people's lives, such as their land, their homes, their businesses, and their destiny
- **Greater level of management** – For true economic empowerment Indigenous management should be operating Indigenous owned businesses based on Indigenous owned land. But, greater management within non-Indigenous owned businesses could form a pathway to developing economic independence
- **Better policy** – representing the need for better policy to be developed reflecting input from TO voices at all levels
- **TO led caring for Country** – Whilst caring for Country initiatives could be funded as part of government initiatives it is important that the practices adopted should be Indigenous led

# Empowerment and Economics (cont).



- Better roads, better internet, better buildings – embodies the importance of developing the required and necessary service and facility infrastructure
- More TO owned and led business (food, tourism, arts) – encouraging TOs to establish and operate a wide range of Indigenous led and owned businesses within their community
- Employment on Country – creating jobs for TOs on Country & ensuring jobs are secure; may result from government initiatives such as Indigenous land management programmes and Ranger groups, or outside of government funding, such as 'fee for service'
- Having the same opportunities for everyone (age, gender, disability, sexuality) – encompassing equity and equality, and the desire to remove stereotypes
- Your rights, interests, goals



# ***Strong Peoples – Strong Country***



How are we testing this framework?

- We are collecting surveys from each of you:
  - Many thanks to those who have already completed survey
  - For those who haven't we will be distributing copies later so that you can ensure your voice is heard
- We will shortly ask you to work in regionally based groups so that we can get a collective view from those living in different regions along the GBR catchment
- The information provided will then be aggregated and statistically analysed

# ***Strong Peoples – Strong Country***



By developing & testing the framework with the survey the group work data we seek to find out:

- What are the things that matter most to you?
  - We have asked you to score the factors using an importance scale
  - This allows us to focus our monitoring on these things
- What are the things people are most unhappy about?
  - We have asked you to score how satisfied you are with each factor
  - This allows us to see where action is most required
- Combining importance/satisfaction = Prioritization of actions
  - If something very important and people have low level of satisfaction then we need to focus on remedying this
  - If something low importance and satisfaction is ok then no immediate action required, just ongoing monitoring to ensure it doesn't deteriorate
- How do each hub and factor contribute to the overall quality of life of the TOs of the GBR region?
  - By understanding these relationships we can gain better understanding of what is required to most improve the quality of life of TOs of the region

# Regional group work

- We would like you each to work within groups based on the region you are from = group for each of the 9 zones on the map
- We are going to ask you, **answering as a group and thinking of your community**, to consider for each of the factors within each hub
  - How important are they?
  - How satisfied are you with that factor?



# Regional group work

Each regional group will be provided with:

- A sheet of paper for each hub, showing importance scale and satisfaction scale
- A set of factor cards for each hub

We then ask you all, working as a group,

- Discuss and agree the importance and satisfaction scores to be assigned to each factor
- Label each factor card with the score, and attach the cards to the scales

We will display each groups output on the wall for discussion and comparison

Each regional group has been assigned a facilitator, who has the materials ready for you, and can help you with the process

Thanks for your input and please, have fun!





A photograph of two belugas swimming in deep blue water. The belugas are light-colored, almost white, and are positioned diagonally across the frame. They have long, slender bodies and large, pointed tails. In the background, several small, dark fish are visible, swimming in the same direction. The water is a deep, uniform blue, and the lighting is soft, highlighting the texture of the belugas' skin.

## Questions and discussion