



2014 Mungo Youth Project Report



Traditional Groups:

Paakantji, Ngiyampaa, Mutthi Mutthi

1. BACKGROUND

The innovative Mungo Youth Project is a biennial, three-day conference hosted by the traditional Aboriginal communities of the Willandra Lakes Region World Heritage Area. The 2014 conference was the fourth event with previous events in 2007, 2009 and 2011.



Elders & Traditional Owners and 2014 participants on the dunes, Top Hut, within the WLRWHA

Pre conference learning ensures that students know that the Willandra Lakes Region World Heritage Area (which includes Lake Mungo) is a place that informs a major story of humanity, evolution and global settlement.

The conference is founded on the educational premise that it will create an authentic student centred approach to Australia's deep Aboriginal cultural history and it will create powerful references to contemporary challenges including engagement, adaptation due to change, including climate, and cultural respect.

The conference employs the 'kids teaching kids' model and, critically, provides meaningful interaction with a partnership of Elders & traditional owners, scientists, landholders, mentors and National Parks staff in this extraordinary World Heritage landscape, one that documents over 45,000 years of cultural presence, and adaptation of Australia's First Peoples.

The conference occurs in a specifically constructed 'high-tech' tented community within the Willandra Lakes Region World Heritage Area and Mungo National Park. The 2014 conference hosted over 200 students and 100 adults and was beamed live and interactive to over 2000 participants in schools across Australia and around the world.

This report will indicate the strengths of this model, things to make stronger and will commend it as a model of learning and engagement, with the potential to be rolled out across similarly significant sites within Australia, and indeed the world. It is a model through which the longevity, success and richness of Indigenous history is appreciated.

The Mungo Youth Project was a core element of the Mungo Festival held in 2006 to celebrate 25 years of World Heritage listing and over 45,000 years of indigenous culture in the Willandra Lakes area World Heritage region. The project underpins and honours the traditional owners' aspiration to engage and educate their young people in the culture, conservation, education and management of the World Heritage Area.

In March 2014 the fourth Mungo Youth Conference was held within the spectacular landscape of “Top Hut Station” within the Willandra World Heritage Area, 120 km north of Mildura. A diverse community of people attended, including Year 6 to Year 10 students from schools in NSW and Victoria, including schools from Sydney and Bendigo.



High Tech Tented Community – Top Hut Station Willandra Lake Region World Heritage Area

Participants also learnt from local Pastoralists of their many challenges and achievements in the large lease hold areas east of the ‘Barka’ (Darling) River.

2014 mentors included Patron Prof Jim Bowler AM; Rarriwuy Hick star in “Redfern Now” & “The Gods of Wheat Street” and a range of films; Indigenous Hip Hop Artist Corey “Nookey” Webster; Dean Kelly & Uncle Athol Dixon (Cultural Heritage Programs – NSW National Parks); Hank Horton & Marie Mitchell (AWHIN Co - Chairs); Uncle Roy Kennedy (AWHIN representative & Ngayampaa Elder); The Australian Indigenous Mentoring Experience AIME team of Ash Paxton, Amy Priestly and Jake Thompson; the Jimmy Little Foundation represented by Glen Duncan and Kevin Bennett; Angela Bates (SBS Producer); Archaeologists’ Mark Dugay Grist, Caroline Spry, Harvey Johnston and Dr Michael Westaway; Ian Wakefield (Pastoralist); Discovery Rangers – Tanya Charles, Madina Charles, Daryl Pappin, Ricky Handy.

Volunteer support plays a critical role and this year we acknowledge and thank Cliff Downey, Jacqueline Reid, Helen Healy, Jenny Bowler, Ross O’Shea, Jonothan Kimberly & Yutaka Kabayashi.

VISION

The vision of the Willandra World Heritage Elders continues to create an authoritative and respectful foundation essential for this biennial youth project to succeed, and it is to those Elders and their active, engaged descendents that we thank.

Representing the Traditional Owners: Elders’ Uncle Roy and Auntie Beryl Kennedy, Uncle Noel Johnson, Auntie Marie Mitchell, Auntie Beryl Carmichael, Uncle Daniel Kelly, Auntie Joan Slade, Auntie Peggy Thomas, Auntie Mary Anne Marton, Auntie Dawn Smith, Auntie Maureen Taylor and with apologies from the MYP Patron Auntie Lottie Williams.

ABC Open, ABC Rural and NiTV captured the stories, images and aspiring statements of many students and some of these can be viewed by searching ABC Open - "Mungo Youth Project 2014". The NSW Distance Education Team beamed presentations 'live and interactive' into schools across the world.



Discovery Ranger Tanya Charles & AHWIN Co Chair Hank Horton with students identifying cultural artifact

Following feedback from previous conferences the program structure was varied to allow for an integration of cultural and personal development activities within the program. This improved the flow, depth and integrity of student engagement and learning.

A new Web Page was developed to allow for curriculum and planning resources to be available to educators and students prior to the conference. A resource pack was provided to participating schools.

For all MYP details visit <http://www.mungoyouthproject.com.au>

A comprehensive survey tool informs this report. See Appendix A.

2. FUNDING SPONSORSHIP AND IN KIND SUPPORT

The 2014 project was achieved with the support of the following;

- Australian Government – Indigenous Heritage Program
- Victorian Department of Education and Early Childhood Development
- Western Local Land Services
- Top Hut Banoon Pastoral Company
- Mungo Lodge
- NSW DET Distance Education Team
- NSW Office of Environment & Heritage
- The Mungo Youth Project Committee

3. MANAGEMENT

The Mungo Youth Project is driven by a committee of volunteers comprising of members from key stakeholder groups and provides overall strategic direction for the program.

Patrons	Professor James Bowler and Auntie Lottie Williams
Chair	-----
Deputy Chair	Robert Biggs
Treasurer	Harvey Johnston
Secretary	Molly Walker
Committee Members	Warren Clark, Ricky Mitchell, Dr Michael Westaway Richard Mintern, Jo Gorman, Tanya Charles, Mary Mudford
Project Manager	Bree Wakefield

3. OBJECTIVES

- To engage students, teachers, Elders, scientists and others with a significant history and culture of the First Australians as evidenced within the Willandra World Heritage Area.



Elders undertake a smoking ceremony and spiritual cleansing associated with a welcome to country.

- Provide educational opportunities for Indigenous and non-Indigenous students to develop their skills and learn from each other about prehistory, traditional culture and the environment, while developing interpersonal capabilities along with communication and leadership skills.
- Involve Traditional Owners in the planning and delivery of the project including cultural training
- Create an authentic student centred approach to learning about Australia's history, environment and human adaptation.
- To emphasise the ongoing Aboriginal connection with the landscape.

- Involve schools from across Australia in curriculum-based learning using the ‘Kids Teaching Kids’ model and resources developed including education packs and the MYP web page.
- Improve education outcomes and engagement, in particular for Indigenous young people.
- Provide role models for the students to develop a more informed worldview and a positive outlook as to the importance of their education.
- Engage with scientists, landowners and national parks staff to explore management, conservation, training and employment opportunities
- Increase engagement with, and pride in culture.

4. LEARNING AND PRESENTATIONS

A two-day Professional Learning Program, October 2013, at the Mungo Lodge and within the World Heritage Area provided educators with an orientation to the conference agenda, its purpose, processes and resources so as to allow schools and students to successfully engage with the 2014 program.

Developed an Education Pack and a new Web Page mungoyouthproject.com.au with resources available to support schools before and at the conference.

A range of topics is provided for each conference. Schools choose a topic, explore it and develop their presentations at school. Some schools chose not to present.

2014 Topics & Presentation Schools:

Topics	Secondary School	Primary School
Language & Identity - the study of local language and cultural identity	<i>Menindee Central</i>	<i>Lindfield East Mildura PS Wentworth Public</i>
Fossil Footprints - what life was like in ancient Mungo	<i>Irymple SC Mount Austin HS Swan Hill College</i>	
Changing Landscape of Mungo - how climate and people shaped land and biodiversity	<i>Coomealla HS B Catholic College Bendigo</i>	Wilcannia Central
World Heritage - understanding and conserving heritage in Australia	<i>Chaffey SC St Josephs College</i>	
Science and the past. What happened when?	<i>Robinvale P-12</i>	<i>Mildura South PS</i>
Initiation, then and now - Rites of passage in society*	<i>Coomealla HS A St Josephs College</i>	

Students were mentored through the development of their presentations, accessing support through their Teachers, local Koorie educators, Elders, Traditional Owners and Scientists.

Students provided forty-minute presentations both within allocated marquees and in the field.

To support scheduling for the conference, students were divided into two 'OCHRE GROUP' teams.

OCHRE GROUP YELLOW	SCHOOL	OCHRE GROUP RED	SCHOOL
	Menindee Central		Mildura PS
	Lindfield East		Wentworth Public
	Irymple SC		Hunters Hill Pub
	Swan Hill A		Swan Hill B
	Coomealla A		Coomealla B
	Robinvale P-12		Mildura South PS
	Buronga Public		Chaffey SC
	Narraweena Public		Wilcannia Central
	Catholic College Bendigo		St Josephs Mildura
	Beaumont Rd		Mount Austin HS
	Gol Gol Public		

A Program Schedule (see webpage) ensured ochre groups rotated through all activities, which included presentations, and 'hands on' tours to significant sites with Archaeologists, Discovery Rangers, Pastoralists and Elders.

NSW D.E.C. DISTANCE EDUCATION TECHNOLOGY provided "LIVE INTERACTIONS" by beaming conference presentations into school across Australian & a range of International Schools, with over 2000 additional students participating.

Beaming Live & Interactive	Presentations
Thursday Morning	8.00am Elders & Scientists – <i>"the world through the eyes of others"</i>
Thursday Morning	9.20am Student Presentation - Menindee & Lindfield East
Thursday Morning	11.25am Student Presentation - Irymple Secondary College
Thursday Afternoon	2.05pm Cultural Heritage Activities – Dean Kelly & Mildura PS



Distance Education, beaming live and interactive a presentation into schools across the planet

NSW DEC – Distance Education Team led by David Foley



Presentations by Dean Kelly (Using spear making as a metaphor for directions in life), the AIME team (Team Building, goal setting and self belief activities) and the Jimmy Little Foundation (personal health, cultural awareness, song writing and community singing) enhanced the 2014 conference program.



Dean Kelly – Cultural Program

Discovery Rangers, Archaeologists and Pastoralists provided 'in the field' experiences for all students. These experiences complemented the presentation program and provided insights into a range of expert knowledge and skills within the World Heritage Area.

Field Trips			
Field Group 1	Archaeology	Discovery Rangers: Trackways & Interpretation	Pastoralists & Zanci Woolshed
Field Group 2	Pastoralists & Zanci Woolshed	Archaeology	Trackways & Interpretation
Field Group 3	Trackways & Interpretation	Pastoralists & Zanci	Archaeology



Aboriginal archaeologist Mark Dugay-Grist in the land with students

SCHOOLS ATTENDING IN 2014

<ul style="list-style-type: none"> • Beaumont Road Public School, Sydney NSW • Buronga Public School, Buronga NSW • Catholic College, Bendigo VIC • Chaffey Secondary College, Mildura, VIC • Coomealla High School, Dareton, NSW • Gol Gol Public School Gol Gol, NSW • Hunters Hill Public School, Sydney, NSW • Irymple Secondary College, VIC • Lindfield East Public School, Sydney NS 	<ul style="list-style-type: none"> • Menindee Central School, NSW • Mildura Primary School, VIC • Mildura South PS, VIC • Mt Austin High School, Wagga Wagga, NSW • Naraweena Public School, Sydney, NSW • Robinvale Secondary College, Victoria • St Joseph's College Mildura, Victoria • Wentworth Public School, NSW • Wilcannia Central School, NSW
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5. ACTIONS SUPPORTING THE CONFERENCE

5.1 Traditional Owners

Traditional Owners were involved throughout the project including mentoring in schools, a welcome to Country and explanation of protocols expected from the Elders. Students had the opportunity during the three days to talk and listen to Elders about culture and history, as well as participation in language lessons and art.

5.2 School visits

Less school engagement occurred for this conference. Participating schools appear to have developed internal capacities and the Professional Learning Program and briefings assisted schools in their participation. Aboriginal Community Project Coordinator, Ricky Mitchell, engaged with Robert Biggs to enhance the participation of some World Heritage area schools. Between conferences Ricky Mitchell, Tanya Charles, Robert Biggs and Jenny Bowler played a key role with educators in Melbourne, Adelaide, Sydney, Darwin and local schools.

5.3 Involvement of Elders

The involvement of the Elders and the implementation of their aspirations for young students, is integral to the success of the project and Elders and traditional owners from the Paakantji, Mutthi Mutthi and Ngyiampaa attended and worked with the students.

5.4 Role Models/Mentors

Invited role models told their own story, the pathway they had taken and shared insight into the tools to achieve dreams and goals. Importantly local indigenous mentors with a variety of significant successes are active before and during the conference. A 'Ways of Knowing' – education sessions featured Prof Jim Bowler and Jenny Bowler.



Rarriwuy Hick, Prof. Jim Bowler AM & Corey “Nookey” Webster

5.5 Scientists & Discovery Rangers

Scientists, including archaeologist Harvey Johnston and team, along with the Discovery Rangers engaged students in on land explorations and shared insights into how science informs understandings of history and culture.

5.6 National Parks & Discovery Rangers

Discovery Rangers guided students through an interpretation tour at the Information Centre that includes a replication of the oldest known human track-ways (21,000 year) and led tours through the Walls of China. Students identified the layering of time, evidence of human occupation dating beyond 40,000 years and gained insights into artifacts', mega fauna, conservation and management along with training and employment opportunities.

5.7 Pastoralists

World Heritage Area landowners (and Elders who worked within the pastoral industry) provided students with a tour of the Zanci Woolshed and the Mungo Woolshed, providing insights into their management and engagement with the land and co – management within the World Heritage Area.

5.8 Other Activities

- Astronomy – Mildura Astronomy Club
- Team Building
- Cultural Activities - Handprints and art
- Professor Jim Bowler AM presentations
- Mungo Education Resources presentation by Jenny Bowler;
- Jimmy Little Foundation – the big sing
- Entertainment prepared by the students for a 'Let the Stars Shine' performance night, with key engagement by Rarriwuy Hick and Corey "Nookey" Webster.
- Mungo Curriculum -Teacher's Workshop
- ABC Open – "Life's Big Questions"
- NITV

4. SPECIAL GUESTS

- Patron, Prof Jim Bowler AM
- Apology – Patron & Paarkanji Elder Auntie Lottie Williams



Patron and Paarkanji Elder Auntie Lottie Williams

- Tracey Avery (Director, Heritage Division, OEH, NSW)

- Jake Kindred (Heritage Division, OEH, NSW)
- Steve Merideth (Heritage Division, OEH, NSW)
- Steve Millington (Regional Manager Far West Region NSW NPWS)
- Jacqueline Reid (EO Blue Mountains World Heritage)
- Hank Horton (Co Chair - AWHIN)
- Marie Mitchell (Co Chair - AWHIN)
- Uncle Roy Kennedy (AWHIN representative)
- Rarriwuy Hick (Performance Artist)
- Corey “Nooky” Webster (Musical Artist)
- Dean Kelly & Uncle Athol Dixon (Cultural Heritage –NSW NPWS)
- Angela Bates (SBS)
- Sandra Stewart (KEC DEECD)
- John Stone (Director Cohort Strategy – DEECD)
- Tim Fitzgerald (Director NWV – Service Planning DEECD)
- Gene Reardon (Director – Service Delivery & Design – DEECD)
- Julie-Anne Philp (Aboriginal Liaison Officer – Broken Hill Schools Network)

5. MEDIA AND BROADCASTS

Elements of the event were broadcast live and interactive into Australian & International schools through the NSW Distance Education network, led by David Foley;

- ABC Open Broken Hill & Mildura – “Life’s Big Questions” worked with students and teachers with outcomes online – visit: ABC OPEN : <https://open.abc.net.au/people/mungo-youth-project-2014-97qi2bq/contributions?page=1>
- NiTV news
- ABC Mildura Swan Hill Radio
- Sunraysia Daily covered the event prior
- Simon Hughes, professional photographer

6. REVIEW

All schools completed a comprehensive survey with the results published below as graphical, and qualitative data.

For Raw Data of school responses see Appendix B

Figure 1. Positive >80% approval Neutral 50% Negative <40%

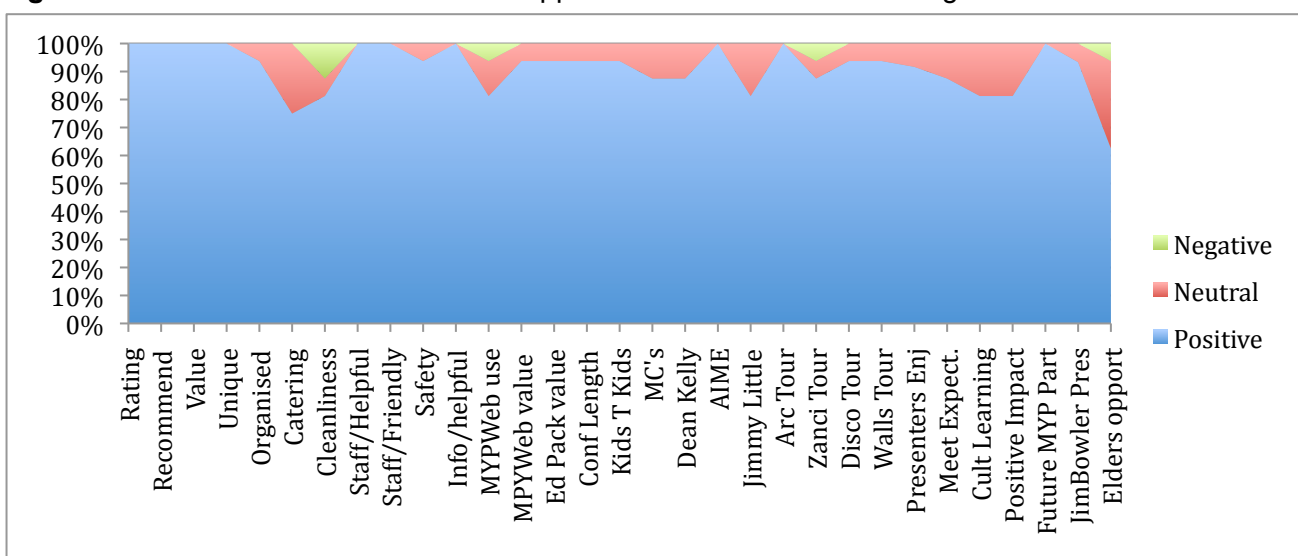
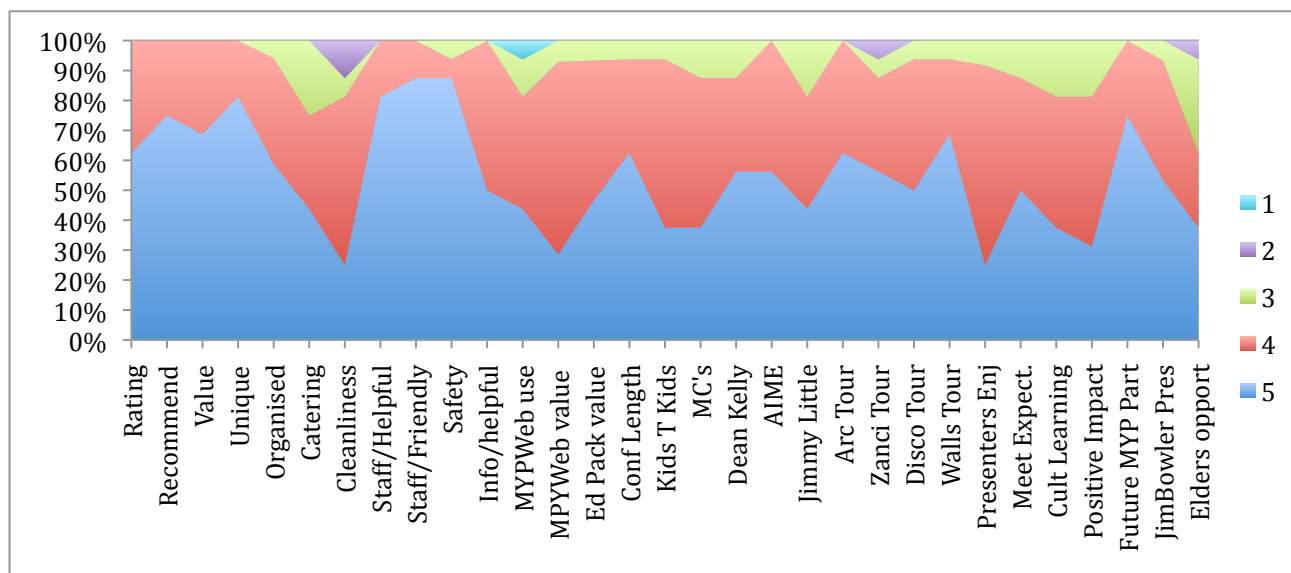


Figure 2.

5 = 100% approval, 4 = 80% approval, 3 = 50% approval 2 = 20% approval, 1 = 20% approval



Qualitative Survey Data – reflections from school leaders/participating educators

Q3 What did you like about the MYP?

- Definitely the students teaching students concept.
- The physical environment.
- The behind the scenes organisation of linking schools together.
- Access to 'real world' people – actual archaeologists, Jim Bowler, indigenous Elders, etc.
- The opportunity for our kids to engage with Elders.
- The organisation and logistics of it all.
- Also the volume of students that attended and the distance that some of them travelled.
- The guests that were there were very impressive and willing to take part in involving themselves with the students.
- Provided unique learning and social experiences for students from the city.
- I really enjoyed the opportunity to share with our Indigenous students in an environment where they, as young Indigenous people, are in the majority. In our school there are over 900 students and only 15 of these are Indigenous.
- Extremely well organised.
- Opportunities for students.
- Everything.
- The place, the experiences, the program, the activities, the diversity of activities, the people and the food.
- Creating partnerships.
- Kids gaining leadership skills.
- Positive indigenous role models.
- Authentic learning opportunities about our ancient past (archaeology and aboriginal culture).
- Fantastic opportunity to get away from it all. No phones and no electronic devices.
- Fantastic presentations and a well presented few days.
- Great organisation and networking.
- Fantastic experience meeting aboriginal Elders.
- Sense of community and excitement.
- Help from staff.
- The children were engaged the whole time.
- It was so well organised.
- I liked how the conference was inclusive to all.
- Students left with a great sense of achievement and appreciation for indigenous culture.
- The extra activities for the students. Such as the spear making.
- I also enjoyed the many presentations from the different schools

Q4 What did you dislike about the MYP?

- We would have liked the 'real world' people to be more utilised.
- For our future involvement in the MYP we would like to connect more with our local Elders before coming to Mungo – we would encourage them to be involved in the planning of our session with the students. Also, it would have been useful for the experts/Elders in Mungo to have input into our students sessions prior to and during their presentations.*
- (Minor issue) – we had three vegetarians with our group and we felt that some catering staff were reluctant to give us an adequate amount of food.
- Some interaction between high school students.
- Our group did not get to see another group present their project – this unfortunately did not give us the chance to compare what we had done with others.
- Flies and moths.
- The dirt roads, heat and flies.
- The flies.
- The flies... but that was ok.
- The dust! The heat! Too hot for students outside on final day's closing ceremony.
- Condition of the bathrooms.
- Some of the talks were quite repetitive.
- Free time could have been more productive for some students (perhaps more activities available for students to try).
- Children who did spears on the last day didn't have these to finish during free time on Thursday.
- The flies.
- The toilet facilities.

Q 24 Overall, what aspect of the MYP did your students most enjoy?

- The highlight of the trip of our students was meeting and listening to Dean Kelly.
- Our students really enjoyed the teaching side of the experience.
- The sense of accomplishment and interaction with other students was positive for them.
- Indigenous perspective
- When we asked them it was unanimously the sand hills. Not only the Walls of China, but also the fact that they had sand hills at the camp.
- Camping, meeting and learning from students and personnel from a different culture.
- I believed they enjoyed the excursions, but most of all I really think they enjoyed the mixing and meeting with other young Indigenous students and the social side of the activities.
- The whole experience.
- The "Hands on" all of it!
- Dean Kelly.
- Learning about Mungo, the sand dunes, the friendly kids, the footprints, the ice age cycle, making a song, singing the song and sharing this with others.
- Meeting new students.
- Meeting other students and field trips.
- The archaeology experience and the presentations.
- All of it!
- Dean Kelly and free time.
- Students enjoyed the Wall of China and the Mega Fauna the most, they were primary and so many of the Kids teach Kids talks were a little over their heads, however, I think the high

* *Note: this comment reflects what is an essential, core component of participation*

7. ACTIONS FROM 2011 REFLECTIONS

Sourcing support to ensure sustainability including presentations at key events including Government House, Minerals Council of Australia, Philanthropic organisations, and to key sponsors and funding bodies.	Success with funding support from: <ul style="list-style-type: none">• Other funding support not actioned
Lobby government, particularly education, to support	Partially actioned, limited engagement

the event	
Mentoring by Elders of students	Strong presence, with roles and mentoring to be furthered strengthened.
Engage a professional educator to facilitate full stakeholder engagement with the Strategic Plan	Not actioned
Invite relevant Federal & State Ministers, and local parliamentary members to the next event	Not actioned
Various project content improvements including elder engagement.	Actioned through a variation to the program and the integration of significant other professional activities within the program.
Lobby for the Mungo story to be included in National History Curriculum.	Histories Mysteries – WLRWHA initiative. Mungo in the Curriculum – the work of Jenny Bowler & Jacque Taylor Professional Learning Programs. Mainly through Catholic Education
Enhance the curriculum framework of the project	Actions commenced – A schools Pack containing a range of resources coordinated by Ricky Mitchell. The new web page and a larger array of designed material by Robert Biggs
Invite fee paying private schools to participate in the project	Actioned, with all schools paying \$100 per student. Transport for low socio economic schools supported on request.
Increased publicity and public relations around the project and the next event including social media, making of a documentary, publishing outcomes.	Actioned in a range of ways: Presentations in Melbourne, Adelaide, Sydney and Darwin (The inaugural World Indigenous Network conference, May 2013.) ABC Open – material published on line
Develop a Mungo model toolkit for schools;	Substantial action: Education Packs, Web Page, Museum in a Suitcase
Engage other state youth indigenous leadership groups.	Not actioned
Utilise schools and their participants, role models, and mentors, to become ambassadors for the project.	Actioned through Mt Austin High school. Not actioned elsewhere

10. OUTCOMES and RECOMENDATIONS

The Elders and planning group believe that this Project comes to “the heart of the story” and consider it as a model of ownership and participation of value to the education of all; students, teachers, indigenous educators, teachers in training, and organisations across Australia. We commend this model as having utility in other World Heritage communities, and through a direct link to the valuable material available through the “Mungo Youth Project”.

The Project extends beyond traditional education pathways, in which knowledge is passed from teacher to student, by drawing on a peer education model and mentored research to equip participants with not only knowledge of the topic but also life skills including communication, team work, an understanding of other people’s differing values and experiences, leadership, public speaking and increased esteem.

Students develop valuable experiences that will later assist in further education, job seeking efforts, employment skills and increased motivation, which in turn, have the potential to increase education and employment outcomes.

Exemplars of participation:

Schools have proudly and effectively participated in this project for almost ten years. Their educators can be very pleased with their brilliant work. Mt Austin HS, Mildura Primary School, Wentworth Public School, Menindee Central, Chaffey SC & Coomealla HS have all maintained powerful, ongoing participation and engaging presentations over this time. Their students can be rightfully pleased with their efforts.

The model of partner schools, in particular between Western NSW schools and Sydney schools demonstrates the power of positive partnerships and principal leadership, and is a new and positive outcome.

Irymple Secondary College's (ISC) approach maps directly into the new National Curriculum.

All ISC students' in Year 7 completed studies orientated towards the new National Curriculum and also, significantly, visited the 'Lake Mungo' World Heritage Area during their Year 7, 2013 school year.

Teachers then selected **Year 8 students** to lead their school's presentations for the 2014 conference. Their presentations followed the clear "Kids teaching Kids" guidelines identified on the MYP webpage, showing both innovation and excellence. Background experience builds knowledge, builds understanding and helps manage the complexity of effective, powerful learning leadership. This is a commended approach.

Also of note is the very effective, and quite visionary work of the Catholic Education Office, in particular as led by Vicki Charles.

11. THE FUTURE

Since the first event in 2007 The Mungo Youth Conference has grown substantially in its relevance to indigenous students surrounding the Willandra World Heritage Area and has demonstrated a powerful, contextual AND positive model for all students and educators as they engage with the ongoing connection and cultures of Australia's First Peoples.

The committee including Elders, discovery rangers, educators, cultural officers have delivered presentations about the project throughout Australia; at Indigenous, Educational and Government Conferences as well as to the first World Indigenous Heritage Conference in Darwin (2013) and has been accepted to present at the IUCN conference, Sydney, Nov 2014.

Project feedback is overwhelmingly supportive and the next steps include:

- Attract major sponsors to ensure sustainability;
- Invite state education leaders to a professional learning forum so as inform the relevance of 'Mungo' to the National history curriculum.
- Invite key, past patrons to participate in support and development of the MYP.
- Further develop training and resources.
- Facilitate regular professional learning programs for educators and organisations, including teacher education.
- Continuing partnerships – the MYP has formed a new partnership with the Mildura 2014 Palimpsest with a major international art and cultural connection with World Heritage communities in Italy and Japan. The project includes actions with schools and students who participated in the 2104 conference, working with Prof. Yutaka Kobayashi and curator Jonothan Kimberly.
- Engage with key Federal and State politicians.



The Jimmy Little Foundation – The Big Sing

The MYP concept has been developed and furthered by the Mungo Youth Project Committee and together we are developing a powerful and important model for Australian cultural, history, science and geography education.



Pathway to the future

The new committee (Appendix C) will develop a set of actions to support the next Mungo Youth Project and other related activities

Mungo Youth Project Report 2014

www.mungoyouthproject.com.au

Report prepared by Bree Wakefield & Robert Biggs

breewakefield_1@hotmail.com mailto:robbiggs99@bigpond.com



APPENDIX A



Name (optional):

School (optional):

Mungo Youth Project

2014 Teacher Survey

Questions		Please circle or comment as required				
1	Overall, how would you rate the 2014 Mungo Youth Project?	Excellent				Poor
		5	4	3	2	1
2	How likely are you to recommend the MYP to a colleague or another school?	Highly Likely				Unlikely
		5	4	3	2	1
3	What did you like about the MYP?	Comments:				
4	What did you dislike about the MYP?	Comments:				
5	How much value for the money was the MYP?	Excellent				Poor
		5	4	3	2	1
6	How unique was the MYP experience?	Unique				Common
		5	4	3	2	1
7	How well organised was the MYP?	Excellent				Poor
		5	4	3	2	1
8	How do you rate the catering?	Excellent				Poor
		5	4	3	2	1
9	How clean were the MYP facilities?	Excellent				Poor
		5	4	3	2	1
10	How helpful was the staff?	Helpful				Unhelpful
		5	4	3	2	1

11	How friendly was the staff?	Friendly 5 4 3 2 1	Unfriendly
12	How safe did you feel at the MYP?	Safe 5 4 3 2 1	Unsafe
13	Prior to the MYP, how helpful was the information you received?	Helpful 5 4 3 2 1	Unhelpful
14	Prior to the MYP, did you access the MYP webpage mungoyouthproject.com.au and was it useful?	Regularly 5 4 3 2 1 Useful 5 4 3 2 1	Seldom 1 Not useful
15	Did you find the education pack useful?	Useful 5 4 3 2 1	Not useful
16	Was the conference length, too short, too long or about right?	Perfect 5 4 3 2 1	Too long
17	How would you rate the "Kids teaching Kids" part of the MYP?	Excellent 5 4 3 2 1	Poor
18	How would you rate the MC's/ motivation roles of Rarriwuy & Corey	Excellent 5 4 3 2 1	Poor
19	How would you rate the Dean Kelly (spear & motivation) part of the MYP?	Excellent 5 4 3 2 1	Poor
20	How would you rate the AIME (Jake, Ash, Amie) mentoring part of the MYP?	Excellent 5 4 3 2 1	Poor
21	How would you rate the Jimmy Little Foundation mentoring part of the MYP?	Excellent 5 4 3 2 1	Poor
22	How would you rate the Educational tours: 1. Archaeology 2. Zanci woolshed/ Pastoralist 3. Discovery Rangers, Interpretation Centre 4. Walls of China Tour	Excellent 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1	Poor
23	To what extent do you think your students enjoyed <u>doing</u> their presentations?	Greatly 5 4 3 2 1	Not much
24	Overall, what aspect of the MYP did your students most enjoy?	Comments:	
25	Did the activities of the program match your expectations?	Definitely 5 4 3 2 1	Not much
26	Overall, how much understanding/ respect do you think your students gained for the cultural history of Australia?	Significant 5 4 3 2 1	Not much
27	Do you think your student's involvement in the MYP will have a positive effect on their engagement in learning and attendance?	Significant 5 4 3 2 1	Not much

28	How likely is it that your school would be involved in future MYP events?	Definitely 5 4 3 2 1	Not likely
29	Did you participate in the Jim Bowler/ Jenny Bowler presentations? How would you rate their session/s	Excellent 5 4 3 2 1	Poor
30	Was the engagement with Elders/ Traditional Owners sufficient?	Definitely 5 4 3 2 1	Not Sufficient
31	Is there anything else you would like to share about the MYP?	Comments:	

Appendix B: Raw Data – school responses

	5	4	3	2	1		Positive	Neutral	Negative
Conference Rating	10	6	0	0	0	Conference Rating	16	0	0
Project Recommend	12	4	0	0	0	Project Recommend	16	0	0
Value	11	5	0	0	0	Value	16	0	0
Unique	13	3	0	0	0	Unique	16	0	0
Organised	10	6	1	0	0	Organised	15	1	0
Catering	7	5	4	0	0	Catering	12	4	0
Cleanliness	4	9	1	2	0	Cleanliness	13	1	2
Staff/Helpful	13	3	0	0	0	Staff/Helpful	16	0	0
Staff/Friendly	14	2	0	0	0	Staff/Friendly	16	0	0
Safety	14	1	1	0	0	Safety	15	1	0
Info/helpful	8	8	0	0	0	Info/helpful	16	0	0
MYPWeb use	7	6	2	0	1	MYPWeb use	13	2	1
MPYWeb value	4	9	1	0	0	MPYWeb value	15	1	0
Ed Pack value	7	7	1	0	0	Ed Pack value	15	1	0
Conf Length	10	5	1	0	0	Conf Length	15	1	0
Kids T Kids	6	9	1	0	0	Kids T Kids	15	1	0
MC's	6	8	2	0	0	MC's	14	2	0
Dean Kelly	9	5	2	0	0	Dean Kelly	14	2	0
AIME	9	7	0	0	0	AIME	16	0	0
Jimmy Little Foundation	7	6	3	0	0	Jimmy Little Foundation	13	3	0
Arc Tour	10	6	0	0	0	Arc Tour	16	0	0
Zanci Tour	9	5	1	1	0	Zanci Tour	14	1	1

Disco Tour	8	7	1	0	0	Disco Tour	15	1	0
Walls Tour	11	4	1	0	0	Walls Tour	15	1	0
Presenters Enj	3	8	1	0	0	Presenters Enj	11	1	0
Meet Expect.	8	6	2	0	0	Meet Expect.	14	2	0
Cult Learning	6	7	3	0	0	Cult Learning	13	3	0
Positive Impact	5	8	3	0	0	Positive Impact	13	3	0
Future MYP Part	12	4	0	0	0	Future MYP Part	16	0	0
Jim Bowler Pres	8	6	1	0	0	Jim Bowler Pres	14	1	0
Elders engagement	6	4	5	1	0	Elders engagement	10	5	1

APPENDIX C:

Mungo Youth Project Committee:

Chair: Robert Biggs
Deputy Chair: Mary Mudford
Treasurer: Harvey Johnston
Secretary: Molly Walker

Team Leader - Discovery Rangers WLRWHA
 Archaeologist, WLRWHA

Members: Belinda Mirana Principal Buronga Public
 Bree Wakefield Event manager
 Della Philp Educator, Coomealla High School
 Jo Gorman Area Manager Officer Environment & Heritage (Buronga NSW)
 Dennis Mitchell Principal Mildura Primary school
 Sandra Stewart KEC DEECD Mildura
 Richard Mintern EO WLRWHA
 Ricky Mitchell Traditional Owner
 Warren Clark EO Mungo Joint Management Committee
 Tanya Charles Discovery Rangers WLRWHA

Our thanks go to our previous committee members for their wonderful, professional support and to all 2014 participating schools.



The 2014 organising team



Elders & AWHIN Representatives program briefing