

RNLD & the *Documenting and Revitalising Indigenous Languages* training model

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RNLD — www.rnld.org

Resource Network for Linguistic Diversity (RNLD) was founded in 2004.

RNLD's mission:

- *to advance the sustainability of Indigenous languages and to increase the participation of Indigenous peoples in all aspects of language documentation and revitalisation*

This mission is activated through 4 key strategies:

- sharing resources
- networking
- advocacy
- training



Documenting and Revitalising Indigenous Languages

DRIL is a grassroots training program developed by RNLD and launched nationally in 2009 with funding through the *Maintenance of Indigenous Languages & Records* grant scheme.

DRIL aims to support the goals of Aboriginal and Islander people who want to develop and run all stages of their own language projects.



Nyul Nyul & Wajarri



Motivation

- the desire for greater participation in language activities at all levels by Indigenous people.
- the need to broaden access to training in linguistics, language documentation methods, and a range of language maintenance and revitalisation strategies.
- recognition that different kinds of training and educational programs are necessary to meet diverse interests, needs and backgrounds.
- to meet the goal of increasing the number of Indigenous linguists and skilled community language activists in Australia.
- to support the language activities of Indigenous organisations through developing additional skills.



Sharing Culture



Model and participants (see handout)



Miriwoong



Djab Wurrung

29 modules grouped into 7 broader topics

- 14 modules have been piloted so far

Pilot workshops

- 9 workshops in 2010-2011
- 15 language communities in five states and territories
- 35 adults and 6 children (including individuals, family groups, school language teams and staff members of language centres and Indigenous organisations)



Key features

Flexible program customised to local interests and needs.

Participants aren't required to take all of the modules in the program or in any topic.

No assessment.

Intensive on-site workshops.

Hands-on and practical at all stages.

Learning and immediately using skills.

Online resources through RNLD's web site.

Emphasis on planning.

Reflecting on learning and processes at each stage.

Immediately sharing skills with others.



Ngarla & Kariyarra



Learning environment



Nyangumarta



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Nyul Nyul

This model

- does not require any particular educational background,
- is adaptable to and inclusive of all literacy levels,
- supports learning for people who do not meet the requirements for formal education or who have been deterred by earlier educational experiences,
- quickly provides the skills to take a project to the next stage independently,
- builds skills and confidence and may provide a stepping-stone to formal training.

Ownership of language projects is emphasised throughout the training.

Recognition is given for each module that is completed.



Language teams

DRIL encourages and helps to build teams to carry out different parts of language work.

Foundation module D01 examines skills and roles in a language team and identifies and strengthens leadership.

Modules D03 and D04 help to locate and return language materials, and bridge between community members and external partners: e.g.

- linking up with archives and language centres
- locating linguists who have worked on the language



Miriwoong

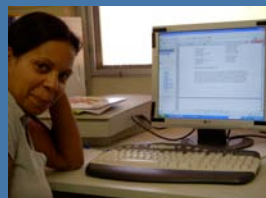


Kabi Kabi



Outcomes and highlights

- finding your language
- beginning to speak your language
- making a Welcome to Country for the first time
- breaking down barriers to studying linguistics
- enrolment in tertiary education
- success with grant applications
- linking up with linguists
- gaining independence and confidence to increase roles in the workplace
- training other people in the skills participants themselves have learned



Wajarri



Nyangumarta



Accreditation?

DRIL is currently unaccredited.

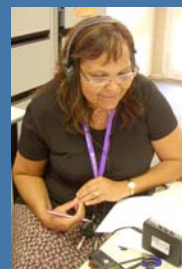
For some people, this program continues to meet their ongoing training needs.

For others, it is a stepping stone to more formal education and/or training programs.

- Module T03 *Where to from here?* offers information and support to those looking for courses in linguistics.
- Some participants have already enrolled in courses.

In 2012, we will investigate the possibility of an optional accredited stream and/or pathway recognising prior learning from DRIL to formal education.

We are looking for ways to partner with other programs and educational institutions.



Yinhawangka



Paakantyi



Issues

Issues we are currently addressing include:

- how to best meet the needs and provide the necessary follow-up/ ongoing support,
- staffing: balancing skills, regions, availability, need for training
- sustainability: a national program serving over vast distances involving high travel costs
- exploring possibility of introducing a "Linguists without borders" model of volunteers to support language teams



Participate

- If you are interested in joining the training program, please contact us:
contact.rnld@gmail.com
- Thank you

