

# garinga djimbayang

## Grants Program Guidelines:

Support for Registered Aboriginal Parties and TAFE partnerships to embed Aboriginal traditional knowledge and practices in accredited agriculture training



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## Acknowledgment

We acknowledge and respect Victorian Traditional Owners as the original custodians of Victoria's land and waters, their unique ability to care for Country and deep spiritual connection to it. We honour Elders past and present whose knowledge and wisdom has ensured the continuation of culture and traditional practices.

We are committed to genuinely partner, and meaningfully engage, with Victoria's Traditional Owners and Aboriginal communities to support the protection of Country, the maintenance of spiritual and cultural practices and their broader aspirations in the 21st century and beyond.



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# 1 Program Summary

## 1.1 Overview

First Nations people<sup>1</sup> have produced food and managed land on Country since time immemorial. The traditional knowledges and practices<sup>2</sup> held by First Nations people benefit Victoria's agriculture sector. There is an opportunity to embed Aboriginal traditional knowledge and practices into Victoria's agriculture training<sup>3</sup> so that the agriculture sector has broader and diverse skills that support innovation, entrepreneurialism and resilience.

The purpose of the garinga djimbayang<sup>4</sup> Grants Program (garinga djimbayang) is to support partnerships between Registered Aboriginal Parties<sup>5</sup> (RAPs) and Technical and Further Education (TAFE) institutes in Victoria to embed Aboriginal traditional knowledge and practices in accredited agriculture training. This will require genuine and mutually respectful partnerships between TAFEs and RAPs. The projects will be place-based and knowledge about Country will be embedded in selected curriculum content.

garinga djimbayang is designed to support genuine partnerships and Aboriginal self-determination.

- All Projects must have a lead and a primary partner
- Projects will be led by either a RAP or a TAFE, with both parties required to demonstrate involvement in the project delivery
- The TAFE's First Nations Unit<sup>6</sup> must be involved for the duration of the project
- The lead applicant will be required to administer the grant management and reporting requirements for the project
- The TAFE and RAP must agree that the Aboriginal cultural safety policy used by the TAFE is fit for purpose for the proposed project (including appropriate teacher and trainer cultural competence)
- Traditional Owners will be recognised and respected as the owners of Indigenous Cultural and Intellectual Property<sup>7</sup> (ICIP) which will be reflected in a knowledge management agreement as an output of each project. The knowledge management agreement will outline who can deliver content and in what circumstances (e.g. on Country, or in classroom), and who can assess skill and knowledge performance aligned to ICIP preferences.

These Guidelines outline the process for eligible organisations (refer to the Eligibility Criteria section) to apply for funding under garinga djimbayang and Government's expectations for this commitment.

## 1.2 Objectives of the garinga djimbayang Grants Program

The objectives of garinga djimbayang are to:

- Integrate Aboriginal traditional knowledge and practices into elements of accredited agriculture training
- Ensure accredited training delivered through the program is culturally safe
- Encourage more First Nations people to pursue training and/or careers in agriculture
- Recognise the value of Aboriginal traditional knowledge and practices in agriculture

Applications to garinga djimbayang must deliver on all of these objectives.

## 1.3 Program context

Victorian agriculture is the cornerstone of the State's economy and the backbone of rural and regional communities.

The Victorian Government (Government) has committed to a ten-year Agriculture Strategy to drive Victoria's recovery from the coronavirus pandemic, bolster the economy and support the agriculture sector to thrive. The strategy identifies the need to modernise the agriculture sector by delivering skills for the future. The \$50 million Agricultural College Modernisation Program, which includes garinga djimbayang, is delivering on this commitment.

garinga djimbayang has been designed with input from an Aboriginal Working Group that identified key challenges for First Nations engagement with agriculture and priorities for investment to address these challenges to achieve on the following outcomes:

- Aboriginal knowledge and practices are included in agriculture education and training
- Agricultural education and training is culturally safe
- Aboriginal knowledge and practices are widely valued in agricultural training
- More Aboriginal people pursue education and/or work in agriculture

garinga djimbayang has been designed in line with the Victorian Government's priorities for First Nations peoples' self-determination.<sup>8</sup> This includes the Department of Energy, Environment and Climate Action's Pupangarli Marnmarnepu: Owing Our Future Aboriginal Self-Determination Reform Strategy 2020–2025, by recognising First Nations people as equal partners, prioritising a place-based approach, recognising ICIP and data sovereignty<sup>9</sup> and embedding Aboriginal cultural safety and competency in projects.

garinga djimbayang also aligns with the The Marrung Aboriginal Education Plan 2016–2026 that is focused on improving the performance and success of First Nations students in Victoria and closing the gap in the education outcomes.

1 For this document, we have used the term First Nations people broadly to encompass Aboriginal and/or Torres Strait Islander people

2 See Glossary for shared understanding of traditional knowledge as used through the Guidelines

3 Formalised agricultural training represents the overall context in which this Project exists. This Project is focused on the process by which First Nations knowledge and education can be shared by First Nations people into formalised agriculture training.

4 In Dja Dja Wurrung Language garinga djimbayang means to grow and learn. The Department thanks Dja Dja Wurrung Clans Aboriginal Corporation for allowing the use of the Dja Dja Wurrung Language to name this program.

5 The list of Victoria's Registered Aboriginal Parties can be found at <https://www.aboriginalheritagecouncil.vic.gov.au/victoria-registered-aboriginal-parties>

6 Names for this unit vary among TAFEs, such as Aboriginal Unit or Koorie Unit.

7 See Glossary for shared understanding of Indigenous Cultural and Intellectual Property as used throughout the Guidelines

8 See Glossary for shared understanding of self-determination as used throughout the guidelines.

See <https://www.firstpeoplesrelations.vic.gov.au/self-determination-reform-framework/about-framework> for further information about Victoria's overarching strategic framework for working with Aboriginal Victorians to drive improved outcomes.

9 See <https://www.maiamnayriwingara.org/> for further information about Indigenous Data Sovereignty.

## 2 Available Funding

Through *garinga djimbayang*, grants of between \$300,000 and \$1,000,000 (excl GST) are available for projects delivered as a partnership between a RAP and a TAFE. The projects will embed Aboriginal traditional knowledge and practices into the design and delivery of accredited agriculture training.

The application should consider how the proposed project can be scaled based on the funding requested and available.

Additional funding and in-kind contributions made to maximise the value of the project will be taken into account during assessment.

## 3 Applicant Eligibility

### 3.1 Eligibility Criteria

RAPs in Victoria are eligible to apply as a lead applicant in partnership with a TAFE as primary partner. RAPs represent those that hold special rights regarding Aboriginal traditional knowledge and cultural practices for Country and are well placed to work in partnership with a TAFE in a place-based manner to contextualise agriculture training.

Victorian TAFEs, including dual sector universities in their capacity as TAFEs (i.e. Swinburne TAFE, RMIT, Federation University and Victoria University) are eligible to apply as the lead applicant with a RAP as primary partner only if they can demonstrate the following:

- They have an established relationship with a RAP that will be built upon through the project; or
- the TAFE has sufficient experience partnering with Aboriginal organisations to demonstrate they can develop a new relationship with a relevant RAP proposed to partner on the project.

It is worth noting that RAPs can utilise partner groups or organisations to deliver activities outlined in the project application while maintaining a lead role on the cultural direction, input and advice.

Other organisations that can be included as secondary partners on projects, including but not limited to the following, are:

- Traditional Owner groups that are not RAPs
- Aboriginal Community Controlled Organisations
- Victorian Aboriginal led businesses
- Other Aboriginal-led organisations
- Other Skills First training providers
- TAFEs from other states
- Registered Training Organisations that are not TAFEs
- Learn Locals
- Local Learning and Employment Networks

### 3.2 Mandatory Documentation and Information Requirements

Applicants must provide the following:

- An application that meets the objectives of *garinga djimbayang* and must include:
  - information about how the investment in the project will provide enduring benefits after the project is completed (sustainability)
  - evidence of/reference to the demonstrated benefit to the relevant agriculture sector/industry stakeholders in Victoria
  - provision of a project implementation approach, including timing and risk management
  - a budget on the template provided that is supported by a robust rationale and listed exclusive of GST.
  - a student attraction and retention strategy for the delivery component of the project
- Signed approval from the lead applicant's Chief Financial Officer (or equivalent) of the project's proposed budget
- A co-signed letter from the lead applicant and primary partner endorsing the application and which confirms their commitment to the partnership on the project, including how the project will benefit Traditional Owners, students and community.

If requested by the Department of Energy, Environment and Climate Action (the Department), applicants must provide further evidence in relation to any of the eligibility requirements.

## 4 Project Eligibility

Funding is available for projects to embed Aboriginal traditional knowledge and practices in the design and delivery of accredited agriculture training by contextualising training (for a unit of competency or selected units of competency, skill set or course) and then delivering it to a cohort of students.

For the purposes of eligibility 'agriculture' is defined as the primary production and enabling activities involved in the practice of farming to provide food, fibre and other products. A full description of how 'agriculture' is defined for the purpose of garinga djimbayang eligibility is provided in the glossary.

Projects should focus on:

- contextualising elements of accredited training already on the TAFE's scope of registration and included on the Victorian Government's Training Needs List
- how cultural safety for First Nations students, as agreed by the TAFE Aboriginal, First Nations or Koorie Units and the RAP, will be improved through the project, and how First Nations students will be attracted and supported to engage with the agriculture training
- delivering the proposed agriculture training to all students, rather than target delivery to only First Nations students, to emphasise the importance of Aboriginal traditional knowledge and practices in agriculture
- how the project will support pathways into further training and careers in agriculture

Applications

- must demonstrate that the project will be a genuine partnership between a TAFE and RAP.
- should consider focusing on Aboriginal traditional knowledge and practices that, through ICIP consideration, can be used beyond the duration of the project to achieve the objectives of garinga djimbayang. This should be outlined in an approach to sustainability, which will be considered in assessment of the application.

To be eligible, regardless of whether the TAFE is the lead applicant or the primary partner, the application must show how input from the TAFE's Aboriginal, First Nations, or Koorie Unit, or similar group, will be considered as part of the grant application, including an ongoing demonstrated involvement throughout the project delivery. Projects must do the following:

- Identify Aboriginal traditional knowledge and practices that can be embedded in accredited agriculture training
- Package content into resources (videos, images, stories, text) – which could include use of external suppliers (First Nations people-led preferred)
- Contextualise agriculture training at the unit of competency, skill set or course level so that Aboriginal traditional knowledge and practices are embedded

- Articulate how Aboriginal traditional knowledge and practices within the contextualised training will be considered in student training and assessment plans
- Develop a knowledge management agreement between the TAFE and RAP that covers the Traditional Owner ICIP utilised in the project, which outlines an agreed approach for how content can be used, expectations for how content will be reviewed and delivered through time and any costs to be paid to the RAP by the TAFE
- Ensure the TAFE is equipped to deliver the contextualised agriculture training in a culturally safe manner (ensuring Traditional Owners and TAFEs agree on how cultural safety knowledge and training of staff and students is embedded), including providing evidence that the TAFEs and RAP agree that the Aboriginal cultural safety policy used by the TAFE is fit for purpose for the proposed project
- Develop and deliver a First Nations student attraction and retention strategy, including how First Nations students will be supported to undertake training and assessments, as required
- Deliver to completion the contextualised accredited agriculture training content developed to at least one cohort of students (minimum class size of 10)
- Collect relevant data for contribution to the evaluation of garinga djimbayang

The project must be delivered in Victoria. While projects may also be delivered to students outside of Victoria, such as through online delivery or at border communities, the application must demonstrate the benefit to Victoria.

### 4.1 Developing teaching and learning resource materials

The costs of designing and developing learning resources for contextualised training can be included in project proposals. Applications will need to specify these costs and demonstrate their direct relationship to the project.

This may include the following.

- Instructional design for a targeted area of the training package (a specific certificate, unit of competency or skillset)
- Subject matter experts e.g. input from Traditional Owners including Elders
- Senior educator costs
- Teaching staff costs (including on-costs)
- Student access costs e.g. transportation if being delivered on Country, (e.g. an amount per student) based on average student numbers
- Training and assessment resource development
- Other design and delivery costs, such as for Traditional Owners as knowledge holders and mentors, including as guest speakers and trainers.
- Travel costs including transport, accommodation and meal allowances for travel associated with delivery (e.g. satellite delivery, workplace visits and Traditional Owner travel costs)
- Teacher upskilling required for delivery of training to students (e.g. cultural safety training, relevant professional development, specialist knowledge, software, workplace assessors)
- Licenses specifically required for delivery of the project such as software, trade license requirements, equipment compliance license or other licenses required to undertake qualification delivery or training. E.g. Once off licensing cost for a period of 3-5 years for the TAFE partner to continue delivery of training to future cohorts.

Utilising existing staff at the TAFE and RAP will be valued, as it ensures the relationships, knowledge and capability developed through the project are more likely to be retained and lead to broader benefits. Where existing staffing resources are proposed for use in the project, the application needs to outline how the time will be allocated and managed to ensure project funds are being utilised only for direct project delivery costs.



## 4.2 Other costs

Other costs required specifically for the project can be included in proposals. Applications will need to specify these costs and demonstrate their direct relationship to the project.

This may include the following.

- Marketing costs to attract students to the training (design of promotional materials, production, advertising, and other distribution costs) to a value no greater than 10% of the total funding request
- Equipment, including installation costs for large equipment, not exceeding 20% of the project cost, can be funded through the garinga djimbayang Grant Program where there is a demonstrated need for the equipment for the delivery of agriculture related content within the scope of the proposed project<sup>10</sup>
- Professional development training for TAFE Aboriginal, First Nations, or Koorie Unit staff, Koorie Liaison Officers and Koorie Student Support Officers to better support students through the TAFE system and promote agricultural training and career opportunities. These costs would need to be demonstrated as additional to general professional development funded through the Government's Wurreker funding for Koorie Liaison and Koorie Student Support Officer programs.
- Training of jobs and careers centre staff to increase their capacity to support Aboriginal students to understand the links between the training and careers opportunities in agriculture
- Aboriginal cultural capability training that is endorsed by the RAP, for TAFE staff and agriculture employers engaged in the project
- Individual learning assistance and other supports for Aboriginal students undertaking the training
- Project management costs incurred by the TAFE and RAP to deliver the project including those associated with developing the partnership relationship and arrangements for managing intellectual property rights on content
- Project management costs must not exceed 30% of the total funding request. A robust rationale and costings must be included in the budget template.

It is expected that projects will incur costs by both partners in the project, and that funding and payments for the primary partner will be managed through the lead applicant.

## 4.3 Ineligible expenses

Funding is not available for the following:

- Current ongoing costs, including Wi-Fi and electricity running costs for equipment being used as part of a project
- Projects that have been completed or commenced before funding has been approved and agreements executed with the Department
- Costs already funded through other programs or funding streams at local, state or Commonwealth level, including costs covered through subsidised training (e.g. fee free TAFE)
- Costs covered under course overhead fees
- Costs covered under material fees such as consumables, printing/photocopying
- Construction of new buildings, or purchase of land for the construction of new buildings
- Capital expenditure
- Personal protective equipment required to maintain a COVID-safe learning environment (e.g. masks, gloves, hand sanitiser, Rapid Antigen Tests)
- Business as usual costs and overheads costs. Course Coordinators are considered a part of course overhead budgets. If a Course Coordinator is requested, please provide rationale for why this position is not included as part of course overheads.
- Marketing costs that are greater than 10% of the total project budget
- Combined administrative and project management costs that are greater than 30% of the total project budget, total across both project partners
- Funding requests for a TAFE to review its own cultural competency policy is considered a business-as-usual activity and will not be funded.
- Any other expenditure as determined by the Department in its sole and absolute discretion
- All costs related to the preparation of the application is to be borne or funded by the applicant organisation. The Department does not provide this as part of the funding.

## 4.4 Illustrative examples of projects

Below are illustrative examples only. RAP and TAFEs may have other ideas very different to these which will be considered as long as they align with the Guidelines.

- A RAP and TAFE partner work together to embed relevant Aboriginal traditional knowledge into the Certificate III in Agriculture. The contextualised course includes clear points where relevant Aboriginal traditional knowledge is to be shared. As part of the project, Traditional Owners share this knowledge with students in the classroom. The project includes communication with local agriculture businesses about the project and potential benefits to them and the agriculture sector. The project also highlights options for First Nations people to consider agriculture careers.
- A RAP and TAFE partner develop teaching and learning resources about elements of Aboriginal traditional knowledge and practices the RAP would like to share with people undertaking agriculture training. The resources support the delivery and contextualisation of the relevant unit of competency in agriculture training. The partners agree how and when the resources can be used.
- A RAP, TAFE and local high school partner develop and deliver a targeted program that teaches students about the links between Aboriginal traditional knowledge and practices and the agriculture sector to attract students to study agriculture. The program includes training units that are contextualised for the purpose and packaged up so students can receive a Certificate of Attainment, which can be recognised in further training.

- A RAP and TAFE partner contextualise a component of agriculture training that is then delivered on Country by the partners with Traditional Owners, with a clear plan for developing the project into an ongoing program (beyond the life of the funded project), including through the use of communications to demonstrate the benefits for students and industry. The project includes relationships with local agriculture businesses as pathways to employment, including cultural safety training.
- A RAP and TAFE partner contextualise an agriculture traineeship program to focus on elements of Aboriginal traditional knowledge. The project includes a focus on attracting First Nations students and developing strong relationships with local businesses for traineeship opportunities. Businesses are provided cultural safety training, so they are able to provide culturally safe workplaces.
- A RAP, TAFE and local Aboriginal native food business partner contextualise training units as a package of skills to build local capability for indigenous food production, including pathways to employment. Students receive a Certificate of Attainment.



<sup>10</sup> Items over \$10,000 (GST exclusive) must include either a copy of a quote from suppliers (either informal, e.g. email from supplier or formal, e.g. on letterhead) or a link to the website where the supplier advertises the equipment price.

## 5 Assessment Process

### 5.1 Assessment Criteria

At the close of the application period, an eligibility assessment will be completed to ensure the application is eligible to be considered for funding.

Eligible applications will be competitively assessed against the assessment criteria below. All supplementary attachments and information provided as part of the application will be taken into consideration during the assessment process.

The garinga djimbayang Assessment Panel will review all eligible applications. The Assessment Panel will be made up of departmental representatives from the Victorian Government across different areas of expertise including Aboriginal self-determination and cultural safety, agriculture and training and skills.

The assessment and approval process can take up to 12 weeks from the application closing date.

For an application to be recommended for funding, it must score highly against each assessment criteria.

The Assessment Panel will make recommendations to the Minister for Agriculture with the final approval of the grant and amount of funding determined by the Minister.

The Department makes no representation that a grant will be made to any applicant and reserves the right to make no grants available under the Program.

Assessment Criteria	Key considerations that will be measured for the criteria	Weighting
<b>Demonstrate how well the proposed project delivers on the objectives of garinga djimbayang</b>	<ul style="list-style-type: none"> <li>How well the project proposes to integrate Aboriginal traditional knowledge and practices into accredited agriculture training</li> <li>How well the project ensures agricultural training provided through the TAFE is culturally safe</li> <li>How well the project encourages more First Nations people to pursue education and/or careers in agriculture</li> <li>How well the project promotes the value of Aboriginal traditional knowledge and practices in agriculture</li> </ul>	30%
<b>Demonstrate your capacity and capability to successfully implement the project.</b>	<ul style="list-style-type: none"> <li>An outline of your approach to implementation including the roles and responsibilities of the TAFE and RAP, budget, timing, governance, risk management, communications and marketing</li> <li>Evidence that the applicant and primary partner have the capability to implement the project (e.g. record of success in implementing similar projects in Victoria, a record of delivering agriculture programs, allocation of resources and project management)</li> <li>Any in-kind, additional, leveraged funding and cash contributions in the proposal to enhance the project value (must be included in the budget template)</li> <li>Details of project delivery team to provide assurance of delivery capability.</li> <li>A well considered approach to sustainability including information about how the project will provide enduring benefits after the project is completed, how any future costs associated with the project will be managed and consideration by Traditional Owners of how the proposed ICIP content can be utilised beyond the life of the project.</li> <li>Evidence that the project can be delivered, in line with commitments held by the both the lead applicant and primary partner</li> <li>Demonstrated capacity to deliver project objectives in line with the regulatory standards of the Australian Skills Quality Authority or the Victorian Registration and Qualifications Authority</li> </ul>	30%

#### Demonstrate the commitment to delivering the project under principles of Aboriginal self-determination

- Demonstrated interest by the TAFE to prioritise Aboriginal self-determination and Aboriginal cultural safety (e.g. progress on a Reconciliation Action Plan, policies, training, prioritising support for the Aboriginal, First Nations or Koorie Unit)
- Evidence of the TAFE's existing relationship with the RAP or other Aboriginal organisations, through previous engagements, partnerships, collaborations
- Evidence of a genuine partnership approach between the TAFE and RAP
- Evidence that both the RAP and TAFE endorse the project and support the approach as outlined in the application and implementation plan
- How ICIP is proposed to be managed in the project to protect Aboriginal traditional knowledge shared as part of the project

30%

#### Demonstrate how the project will provide the right training to ensure the agriculture industry has the skilled workforce needed

- How the project will address student and industry needs using the training developed
- Farm safety is incorporated into any agricultural training delivered, where appropriate
- The quality of the evidence of established relationships with industry and others in the broader skills development pipeline, connections with schools, other training organisations and industry (e.g. letters of support from businesses and others demonstrating that the project is a genuine priority and point of collaboration)
- How the proposed connections will lead to improved delivery of the project and improved outcomes for learners and industry and community

10%

**Total**

100%

### 5.2 Due Diligence Assessments

Any of the following circumstances may be taken into consideration in any decision on whether to award a grant:

- Any adverse findings by a regulator regarding an applicant or partner
- The lead applicant or primary partner is placed under external administration
- There is a petition to wind up or deregister the lead applicant or primary partner
- The lead applicant or primary partner is or becomes deregistered or unregistered (including cancellation or lapse in registration)

The Department may at any time remove an application from the application process if in the Department's opinion association with the applicant or partner may bring the Department, a Minister or the State of Victoria into disrepute.

## 6 Application Process and Timeline

### 6.1 Prepare an Application

Applicant organisations are required to submit a completed application form that addresses all selection criteria and includes any supporting documentation.

Applicants must undertake the following steps to apply:

- Carefully read these Program Guidelines
- Confirm interest of proposed primary partner on the project
- Consider speaking to the Department for application support (See Section 6.3) before you submit an application, to ensure alignment with the program priorities and ask questions about the process.
- Compile all necessary supporting documents to apply as detailed in Section 3.2 "Mandatory Documentation and Information Requirements" of these Program Guidelines.
- Note there are two ways to submit your application by the due date:
  - Email your application:

Download the application form (Microsoft Word format). Complete and email it to [skillsandsafety@agriculture.vic.gov.au](mailto:skillsandsafety@agriculture.vic.gov.au) addressing all selection criteria and providing all necessary documentation listed on the program website.

    - Supporting documents must be in an acceptable file type, such as Word, Excel, PDF, or JPEG. The maximum file size for each file is 10MB.
    - Check that all relevant documents are attached to the email prior to submitting.
    - Await email confirmation of application submission. Please check junk/spam folder if confirmation email cannot be seen in your inbox.
  - Use the Grants Online portal:

To apply, go to the grant program web page <https://agriculture.vic.gov.au/support-and-resources/funds-grants-programs>, click on the garinga djimbayng tile and click on the 'Start New Application' button. To return to a saved draft application, click on the 'Access Saved Application' button.

    - Attach required documents (in format and file type as listed above).
    - You will receive an application number when you submit an application online. Please quote this number in all communications with the department relating to your application.

- If you have documents to submit that cannot be attached to your online application you can email them to [skillsandsafety@agriculture.vic.gov.au](mailto:skillsandsafety@agriculture.vic.gov.au), quoting your application number. Attach all documents to one email, zipping the files if required.

### 6.2 Program timeline

The table below outlines key timelines. All timelines are indicative and subject to change following the application and assessment process.

All projects funded through this Program should be completed, with all funding expended, by 30 April 2026. A final report is due by 29 May 2026.

No.	Key milestone	Date
1	Application process opens	June 2024
2	Application process closes	28 August 2024
3	Notification of application outcome	Up to 12 weeks after application process closes
4	Executed agreement	4 weeks after notification
5	Completion of training to a minimum of 10 students	30 April 2026
6	Final report submitted	29 May 2026

\*Successful applicants will be required to provide an implementation plan as part of their first project milestone scheduled after the execution of the agreement

### 6.3 Application Support

Organisations are encouraged to contact the Department at the email address below before submitting an application. A representative will then call you to discuss your funding request prior to submission. All queries should be directed to: [skillsandsafety@agriculture.vic.gov.au](mailto:skillsandsafety@agriculture.vic.gov.au).

Any discussion with the Department will not be an indication of whether a project will be successful. It will provide an opportunity to test proposed projects against program objectives and address significant gaps in the application.

## 7 Conditions of Funding

### 7.1 Grant Agreements

Subject to approval of the project, applicants will be invited to enter into a legally binding grant agreement. The grant agreement details all funding obligations and conditions. Applicants will have 14 calendar days from the date of the Letter of Offer to accept the offer in writing, after which they will be presented with a grant agreement. The applicant's offer may be withdrawn if the grant agreement is not executed within 30 days of receiving the grant agreement.

The project must not commence until a grant agreement has been duly executed.

### 7.2 Intellectual Property of Learning Resources

All training curriculum, teaching and learning resources designed and developed through a funded garinga djimbayng project should acknowledge Traditional Owner cultural authority through proper management and attribution of ICIP where required or articulated.

To support this, each project must develop a knowledge management agreement that outlines agreed expectations about the ownership and use of ICIP, as an output of the project.

If RAPs agree to learning resources which incorporate traditional knowledge being shared for the benefit of future students, either at the same TAFE or through other TAFE Network members, the knowledge management agreement will need to specify how long and under what protocols the content may be made available for use. It should specify if it will be made available for one of more TAFE Network members, and note the circumstances under which content may be used and by whom. Where agreements to share curriculum materials are in place, the curriculum materials will be stored on, and made available to TAFE Network members through a curriculum sharing platform managed by the Office of TAFE Coordination and Delivery (OTCD). The terms and conditions of curriculum use will also be made available to TAFE Network members through this platform.

### 7.3 Other Conditions

These Guidelines and any discussions you may have with the Department representatives are for information only and do not constitute advice.





## 8 Evaluation of garinga djimbayang

Grant recipients (lead applicants and primary partners) are expected to contribute to an overall evaluation of garinga djimbayang. As such, grant recipients may be required to collect and share different qualitative and quantitative aspects of their projects for the duration of the project for the evaluation. Grant recipients can also use these data points in their own final report due at the conclusion of their project.

Grant recipients will also be expected to provide information to assist in auditing during the project or the evaluation after grant completion if this is requested.

## 9 Publicity

Grant recipients (whether they are lead applicants or partners) must not make any public announcement, issue any press release, or publish on any media channel (including social media) reference to the receipt of a grant without prior written approval from the Department.

Similarly, the Department notes RAPs may require prior agreement on the release of communications/announcements by Government that reference a Traditional Owner group and its connection to the grant. Traditional Owner preferences will be set out in the grant agreement.

Grant recipients may be asked to assist the Department in promotion of the program. This may include involvement in media releases, case studies or promotional events and activities.

The Department may request recipients to fact check any text and seek approval to use any owned imagery associated with the project prior to the publication of any such promotional materials.

The Department may include the name of the recipient and/or grant amount in any publicity material and in the Department's annual report.

Successful applicants are expected to acknowledge the Victorian Government's support and promotional guidelines (<https://www2.delwp.vic.gov.au/grants>) will form part of the funding agreement. Successful applicants must liaise with the departmental program area to coordinate any public events or announcements related to the project.

## 10 Privacy Statement

Any personal information about you or a third party in your application will be collected by the department for the purposes of administering your grant application and informing Members of Parliament of successful applications. Personal information may also be disclosed to external experts, such as members of assessment panels, or other Government Departments for assessment, reporting, advice, comment or for discussions regarding alternative or collaborative grant funding opportunities. If you intend to include personal information about third parties in your application, please ensure that they are aware of the contents of this privacy statement.

Any personal information about you or a third party in your correspondence will be collected, held, managed, used, disclosed or transferred in accordance with the provisions of the *Privacy and Data Protection Act 2014* and other applicable laws.

DEECA is committed to protecting the privacy of personal information. You can find the DEECA Privacy Policy online at [www.delwp.vic.gov.au/privacy](http://www.delwp.vic.gov.au/privacy).

Requests for access to information about you held by DEECA should be sent to the Manager Privacy, P.O. Box 500 East Melbourne 8002 or contact by emailing [Foi.unit@delwp.vic.gov.au](mailto:Foi.unit@delwp.vic.gov.au).

## 11 Departmental Discretion

### 11.1 Absolute Discretion

The Department's decisions on all matters pertaining to the award of grant funding under this Program is at the Department's absolute discretion. This includes offering to the applicant a lesser amount than that applied for and amending funding conditions without notice.

The Department reserves the right to request the applicant provide further information should it be deemed necessary.

The Department reserves the right to amend these guidelines and the application terms at any time as it deems appropriate.

## 12 Conflict of Interest

A conflict of interest is a situation in which someone in a position of trust or influence has competing professional or personal interests.

Applicants must advise the Department of any real or perceived conflict of interest relating to a project for which it has applied for funding.

Conflicts of interest for Victorian Government staff will be handled as set out in the Code of Conduct for Victorian Public Service Employees (Section 61) of the *Public Administration Act 2004* (Vic).

## 13 Glossary of Terms

Term	Meaning
<b>Agriculture</b>	<p>For the purposes of eligibility for garinga djimbayang, agriculture is defined as the primary production and enabling activities involved in the practice of farming to provide food, fibre and other products.</p> <p>This definition is consistent with the Agriculture TAFE and Training Fund and the Secondary Schools Agriculture Fund also a part of the broader Agricultural College Modernisation Program. Eligible projects will relate to the following agriculture industries and their enabling activities.</p> <p><b>Livestock Management</b></p> <ul style="list-style-type: none"> <li>• Beef, dairy, sheep, pigs, poultry, other livestock</li> <li>• Apiary</li> <li>• On land aquaculture</li> </ul> <p><b>Land Use and Management</b></p> <ul style="list-style-type: none"> <li>• Irrigation</li> <li>• Permaculture</li> <li>• Natural resource management</li> <li>• Native food and botanical production</li> <li>• Cultural land management</li> <li>• Broadacre cropping</li> <li>• Protected cropping (greenhouse horticulture)</li> <li>• Viticulture (grape growing)</li> <li>• Horticulture (fruit, vegetables, nuts)</li> <li>• Fungiculture</li> <li>• Nurseries</li> </ul> <p><b>Enabling Activities</b></p> <ul style="list-style-type: none"> <li>• Pest and disease management</li> <li>• Shearing and wool handling</li> <li>• Agronomy</li> <li>• Rural machinery operations including servicing and support for emerging needs in robotics<sup>11</sup></li> <li>• AgTech (e.g. digital technologies and using the data derived from them for decision making)</li> <li>• Agriculture-related elements of the circular economy (e.g. organic waste recycling, renewable energy on farms)</li> <li>• Agribusiness (business skills for farm management)</li> <li>• Farm accounting and business planning including financial literacy, human resources management and sustainability planning</li> <li>• Farm workplace, health, safety and wellbeing</li> <li>• Extension services</li> <li>• Agriculture supply chain logistics</li> <li>• Primary and secondary food processing (e.g. dried vine fruit, meat processing, dairy, wine making) as a minor focus of a proposed project (less than 25 per cent and linked to primary production)<sup>12</sup></li> </ul> <p><b>Not included</b></p> <ul style="list-style-type: none"> <li>• Forestry</li> <li>• Off-shore aquaculture</li> <li>• Non-food related processing (e.g. leather, cloth, carpets)</li> <li>• Tertiary food processing/processed foods</li> </ul>

<sup>11</sup> The application will need to clearly outline how the project will be contextualised for agriculture to ensure the training meets the needs of the agriculture sector rather than other rural industry sectors.

<sup>12</sup> Food processing content that is proposed to be included as a part of a project proposal must be less than 25 per cent of the course content and project costs. The processing content must be linked to primary production (e.g. grape growing linked to wine making; barley and hops production linked to brewing; goat production linked to processing of meat or cheese; growing pomegranates linked to seed processing).



Term	Meaning
<b>Contextualised Training</b>	Contextualisation in training packages is modifying training materials to make the learning more relevant and meaningful. It involves tailoring units of competency, or packaging certain units together into a qualification, to suit specific needs.
<b>Country</b>	The term often used by First Nations peoples to describe the lands, waterways and seas to which they are connected. The term contains complex ideas about law, place, custom, language, spiritual belief, cultural practice, material sustenance, family and identity.
<b>First Nations People</b>	First Nations people refers to peoples or nations of people connected to an area prior to and after colonisation. These terms have some general acceptance but may not be the term preferred by individuals or specific groups of Aboriginal and/or Torres Strait Islander peoples.
<b>Indigenous Cultural and Intellectual Property (ICIP)</b>	ICIP refers to all aspects and elements of Indigenous people's cultural heritage, and the rights that Indigenous people hold in relation to that cultural heritage. ICIP includes Aboriginal traditional knowledge; cultural expression, environmental resources and objects; performances; ancestral remains; secrets and sacred material and information; documentation of Aboriginal and Torres Strait Islander peoples' heritage in all forms of media (e.g. films, photographs, artistic works, books, reports and records taken by others, sound recordings and digital databases) (Janke 1998).
<b>Registered Aboriginal Party</b>	<p>A Registered Aboriginal Party (RAP) is a Traditional Owner group, legally recognised under the Victorian Aboriginal Heritage Act 2006, with responsibilities for managing and protecting Aboriginal Cultural Heritage on Country. RAPs are the primary guardians, keepers and knowledge holders of Aboriginal cultural heritage (including tangible and intangible cultural heritage) in Victoria and the primary source of advice and knowledge. They have important roles and functions as the decision makers for their cultural heritage over their appointed area of Victoria.</p> <p>RAPs are Traditional Owner Corporations incorporated under the Corporations (Aboriginal and Torres Strait Islander) Act 2006 (Cth).</p> <p>The list of Victoria's RAPs can be found at <a href="https://www.aboriginalheritagecouncil.vic.gov.au/victoria-registered-aboriginal-parties">https://www.aboriginalheritagecouncil.vic.gov.au/victoria-registered-aboriginal-parties</a></p> <p>RAPs are eligible to be a lead applicant or primary partner on projects through this grant program. Traditional Owner groups not formally recognised as a RAP in Victoria can be included as a secondary partner on projects.</p>

Term	Meaning
<b>Sustainability</b>	Successful projects are required to include a sound sustainability plan as part of their implementation plan. Sustainability planning includes consideration of how learning resources and related elements developed as part the project can be shared for the longer-term benefit of future students once the garinga djimbayang projects are completed and funding ceases. E.g. including but not limited to consideration of any fee for service costs, delivery dependencies, staff retention and/or capability, knowledge retention (inclusive of Indigenous Data Sovereignty considerations and ICIP), equipment lifecycle. Sustainability considerations should include First Nations people's preferences required for continued delivery of incorporated Aboriginal traditional knowledge and practices as part of the project. Please note, providing an approach to the project's sustainability will be required in the application stage, while a more detailed sustainability plan will be required of grant recipients.
<b>Self-determination</b>	Self-determination is an 'ongoing process of choice' to ensure that Indigenous communities are able to meet their social, cultural and economic needs. ( <b>Aboriginal self-determination – VPSC</b> )
<b>Traditional knowledge</b>	For Aboriginal and Torres Strait Islander People, traditional knowledge includes ecological knowledge, medicinal knowledge, environmental management knowledge and cultural and spiritual knowledge. It includes technical knowledge and know-how, agricultural knowledge, and astronomy ( <b>Traditional knowledge   Victorian Aboriginal Heritage Council</b> ).
<b>Training</b>	Training in this program must relate to accredited courses delivered by Victorian TAFEs. Training includes delivery and assessment. Proposals need to describe how the training fits in the broader skills development pipeline.



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