



Building young people's skills, aspirations and connection to the community.

AUGUST 2016

The programs of Future Voices are based on an **independent learning model** further developing the following skills:

Cognitive skills – memory, attention and problem-solving

Metacognitive skills – skills associated with an understanding of how learning occurs

Affective skills – are skills related to feelings and emotions, such as developing value system and then internalizing and acting on these values.

Motivation is considered to be the most important affective skill.

Future Voices has 3 pillars:

1. Building a New Generation of Leaders (BNGL) program
2. The Alumni program
3. A Global Citizen strategy

1. **Building a New Generation of Leaders (BNGL) program** is a year-long leadership youth program that consists of: building hopes and dreams, the tools for success, learning from over 70 leaders, accessing networks and connections and linking with mentors. The BNGL program is designed to increase the participants' chances of success.



“It is difficult to quantify the influence of the BNGL program across the whole community because it is like measuring the ripples in a pond caused by throwing a stone – the influence goes on and on...”

Committee member

“Participation in the program raises cultural awareness within the community for everyone involved, including participants, guests, hosts, and business mentors. The speakers that engage in the program find that their perceptions of multicultural youth are challenged and changed for the better.”

The power is inside us.

The acting High Commissioner of South Africa, Canberra, His Excellency Mr. Ray Sithole at the Nelson Mandela Day Ceremony and Future Voices Launch on 18th July 2016.

“It is not surprising that Future Voices was gaining support from the Federal government and others.

Big things come from small packages. You only have to look at the example of Nelson Mandela who came from a small village.

The power is inside us. It’s not about our background.

You can achieve a lot with passion and education”

Having a ‘voice’, having a good education, having good support, having mentors – these will all contribute to developing individuals, to enhancing social cohesion, to building resilience and fostering the next generation of potential leaders. These will in turn become mentors and positive role models within their own communities and the general community.

Participants attend workshops locally and interstate. These create a sense of self-worth and inspiration as participants see and hear firsthand what is possible for them.

2. The Alumni Working in the Community program: *brings together different experiences, knowledge, wisdom, supports and networking into a cohesive whole. It builds community capacity through collective action community projects driven by the alumni and their networks and communities.*

“This project is intended to be the next step for the alumni to show community leadership.

What a great and worthy cause for young people and our diverse cultural communities to come together on! In my BNG year, the participants represented many cultural backgrounds in Shepparton, including African Sudanese and Congolese, Afghani, Australian, Indian, and Aboriginal young people and their communities.

Many of them wanted to be involved in helping others after the year ended.

Thanks to FACEBOOK, our journey in the leadership program has been followed all over the world, including in the refugee camps, where the pictures and experiences have provided hope to others”

Declo Bisimwa.



*I was a poor kid
with no education
and little hope.*

Australia has changed my life. I have seen how people struggle to live, and struggle to get a job without education. Where I come from, more materials are needed in schools, books and resources that are better than a tiny blackboard constantly wiped clean. I have learnt that kids need to be fit and fed in order to learn. My vision and passion is to help others, and one of the ways has been through the setting up of a Youth Leadership Foundation - Masomo Mbele- – School First.

Declo Bisimwa

Hands-on and real life learning includes:

- Role modeling
- Scenario acting
- Debate
- Mock United Nations Conference
- Guest speakers
- Question and answer sessions
- Media interviews
- Radio experience
- Video and journey book
- Immersion trips



Above: Canberra trip with Mother and daughters: a culturally inclusive strategy that meets the needs of the families.

Top: Declo and Masomo Mbele in Kivu, Democratic Republic of Congo. Many students walked many miles through infested mud in bare feet to school. Parasites burrow into the feet, causing great discomfort and infection. Plastic scuffs were bought for some students to assist them.

An African proverb said that 'it is an important to teach people how to fish rather than to provide a fish to people'.

"This is what the program does – teach us how to fish."

Explicit teachings include:

- *What leaders never tell you*
- *Good listening skills*
- *Asking good questions*
- *Public speaking tips*
- *Time management*
- *Memory aides*
- *Record keeping*
- *Different learning styles*
- *Interview skills*

3.A Global Citizen: *a leading regional global youth leadership development program that builds understanding of local, national and international trends, opportunities, issues and links with further education, employment and career mentors. We improve participants' access to leadership skills, cross-cultural experiences, and their understanding of the importance of vision and commitment. It provides participants with an opportunity to develop knowledge and skills in a local or foreign culture and to identify the competencies required for effective global leadership.*

The key goals of the service are to:

- *Provide participants with life and leadership skills, resilience and increased adaptability*
- *Foster innovative ideas and build social enterprise opportunities*
- *Develop sustainable local, state, national and global networks that provide employment opportunities for participants and community members*
- *Provide and develop comprehensive cross cultural collaborations*
- *Develop knowledge of different cultures and build and strengthen harmony and tolerance*

Governance and staffing

Future Voices is staffed and governed by professionals, experts and volunteers who have made highly significant contributions in planning, research, development of community engagement strategies, leadership and teaching. They have been involved with a wide range of community-based initiatives and academia research on youth and emerging communities and have been recognised locally, nationally and internationally.

Chairperson: Dr Apollo S. Nsubuga-Kyobe, FAIM, MAHRI, FAFBE, AMICDA, JP

- Holds a PhD in Organisational and Human Resources Management (with high level research and publications),
- Fellow and Executive Board Member of the Asian Forum for Business Education (FAFBE), an international exposure in delivering Business Education in Asian and Australian Universities.
- Considerable work in the Multicultural and Interfaith Space
- Well participated in National, State, Regional as well Metropolitan Multicultural Peak Bodies
- Former Vice Chair, Shepparton and Districts Ethnic Council (Addressing Regional/Rural Settlement Needs)
- Former Vice President, African Studies Association of Australasia and the Pacific (International)

Interactive workshops aim to explicitly teach life skills including:

- ✓ *self esteem and confidence building*
- ✓ *tolerance and understanding of different cultures and beliefs*
- ✓ *learning styles*
- ✓ *different personality types*
- ✓ *interview skills*
- ✓ *communication skills*
- ✓ *verbal and nonverbal body language*
- ✓ *personal presentation*
- ✓ *public speaking*
- ✓ *project development*
- ✓ *strategic thinking*
- ✓ *volunteering*
- ✓ *mentoring*
- ✓ *asking good questions*
- ✓ *record keeping*
- ✓ *time management*
- ✓ *conflict resolution*
- ✓ *respect, equity and fairness in all actions*

- Vice Chair African Think Tank Inc. (ATT) and other many African-Australian developments
- Multicultural Advisory Committee Member of Victoria (Hume Region RAC -VMC)
- Established and run various Settlement Services Delivery Outlets at Prahran & South East and West of Melbourne, for African Communities Foundation Australia (ACFA formerly EACACOV), and Programs under GV African Communities Association (African Rural Women Sewing Program)
- Board member of Ethnic Communities' Council of Victoria (ECCV)
- Member of the Finance and Audit Committee–State Body
- One of the key promoters of the African Union Pan African Australasian Diaspora Network (AU PAADN) launched on the 6th November 2015 at the Victoria Parliament by AU Delegation
- Chairs Communities Leadership and Entrepreneurship and Economic Development Sub-Committees of PAADN
- Council Member of the Universal Peace Federation (UPF) (Australasia and Pacific)
- Focus on using evidence based premise for decision-making and services delivery

Chief Executive Officer: Jennifer Hippisley, B Ed, Grad Dip Student Welfare, MEd Policy International, Fairley Fellow

- Jennifer Hippisley has a Masters Degree in International Education Policy; a Bachelor Degree in Art and Design Education from Melbourne University, and a Post Graduate degree in Student Welfare including counseling and communication skills, conflict resolution and mediation, group behaviour and dynamics.
- She has also undertaken study at the Centre for Adolescent Health, accredited training in: Alcohol and Drug Management, Marketing and Promotion, Total Quality Management and Steven Covey's 7 Habits of Highly Effective People and Principle Centered Leadership.
- Her teaching experience has been in both metropolitan and rural government and non-government schools, holding senior positions in administration, curriculum, faculty coordination and welfare, prior to her 13 year LLEN CEO position.
- She was a Senior Regional Consultant for the Department of Education, Hume Region, based in Kyabram and then Shepparton for 3 years and was subsequently the Regional Civics and Citizenship coordinator for the Department of Education, Hume Region.

Leadership roles have also included:

- Convener of the State LLEN Strategic Alliance working party 2014
- Convener of the Victorian LLEN Partnership Broker Network 2014, 2009-2011
- Inaugural Chair of the National Youth and Transitions Partnership Brokers Network 2010 – 2011
- Convener Regional Youth Advisory Network 2006 – 2011
- State Chair of the Regional Youth Advisory Convener's Network 2009 - 2011
- Past Assistant Governor for Rotary District 9790
- Past President of the Rotary Club of Tatura
- Past Inaugural President of the National Council of Women Goulburn Valley and State Executive member
- Fairley Fellow having completed the Goulburn Murray Rural Leadership

“Education is the most powerful weapon

we can use to change the world”

Nelson Mandela

Value based learning includes:

☐ Respect, equity and fairness in all actions

☐ Empathy

☐ People skills

☐ Social Justice beliefs

☐ Learning from great leaders

☐ Reflections

☐ Different leadership qualities

☐ Tolerance and understanding of different cultures and beliefs

☐ Development of a team culture

Program 1999

- Inaugural board member of the Community Fund 2002 – 2004

Jennifer’s Master study in international education policy and associated study trips to various OECD countries has given her relevant knowledge to develop and support innovative and world class teaching and learning practices, enhanced learning practices that are inclusive and develop links to the broader community. She participated in an Education Leaders’ Study Tour with the University of Melbourne in 2013 visiting Denmark, Finland and the United Kingdom looking at what Australia can learn from international education systems. The study tour exposed participants to the physical and pedagogical milieu of real schools and vocational providers in three OECD countries. Themes included:

- how to promote high achievement
- how to teach young people from disadvantaged backgrounds
- how to manage cultural diversity
- how to revitalise degraded teaching environments
- how to rise to the challenge of developing modern, technologically advanced schools

Visits to schools and other providers were supplemented with the critical and analytical perspectives of some of the most important researchers in those countries

Partnership Manager: Rashidi Sumaili, B Human Services, Fairley Fellow

- Third year Social Work student Double degree: Bachelor and Master of Social Work (Latrobe University in Bendigo)
- Bachelor of Human Services - 2014 (Latrobe University, Bendigo)
- African Community Leadership Development program, Victoria University Melbourne
- Certificate 3 in Education in 2007-2008 (Wodonga TAFE)
- Certificate 4 in Frontline Management in 2010. (Victoria University)
- Diploma of Community Welfare in 2008 – 2009 (Goulburn Ovens TAFE)
- Horses for Hope (a facilitated learning and therapy program with horses to assist people with behavioural, social, developmental or trauma related issues)
- Fairly Leadership Program Graduate 2009
- African Community Leadership 2010 (Program delivered by African Think Tank and School of Enterprise Faculty of Workforce Development, Victoria University).
- Leadership Victoria 2013 Orientation to NFP Board Program
- PACTS facilitator training 2014 (PACTS is a “series of workshops and resources developed to provide parents with up to date information about career transition”)
- Awarded the Shepparton Academic Award on 26th January 2010 by the City of Greater Shepparton
- Awarded the Victorian Refugee Recognition Award by the State of Victoria on 17th July 2010
- Awarded National recognition as one of the “Top 100 Most Influential African Australians” at the Sydney Opera House 2012
- President of the GV Congolese Association 2013 - 2016

Rashidi and his family were in refugee camps in Africa for 6 years. While there, he volunteered his leadership skills to support others. His goal was to empower the

The BNLP program uses a collaborative inclusive approach, with decision-making consultative and horizontal, rather than directed and top down.

“Over 70 communities, business, government and political leaders participate and engage with the program.

They have diverse roles such as hosts, volunteers and guest speakers. Some share with the young people their own life experiences and the lessons they learnt through these, while others focus on leadership aspects only.”

children and families that were at risk or vulnerable to manage their specific issues to live more effectively and to develop opportunities in their daily lives through referral to the local United Nations office and other organisations working with refugees. He developed skills and experience in working with disempowered and vulnerable people including capacity to engage clients and establish effective helping relationships.

He developed programs that focused on client needs and reported on the issues affecting vulnerable children to the United Nations in Tanzania.

Since arriving in Australia in 2005, Rashidi has been passionate in advocating for the refugee and migrant community. Part of his focus is to address socio-economic disadvantage through a targeted community based approach.

Recently, Rashidi was appointed for two years to the Multicultural Regional Council Board and part of his duty is to advocate on behalf of the Culturally and Linguistically Diverse (CALD) community in the Hume region and advise Victoria’s Multicultural Commission on multicultural affairs, resettlement services and citizenship.



The Guest Speaker program engages local, state, national and international speakers who have experience in:

- ✓ Justice
- ✓ Welfare
- ✓ Governance
- ✓ Team work and communication
- ✓ Media and art
- ✓ Education
- ✓ Hospitality and tourism
- ✓ Defense and emergency services
- ✓ Indigenous Affairs
- ✓ Multicultural affairs
- ✓ Business and industry
- ✓ International affairs
- ✓ Politics

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Australian Government
Department of Social Services



We develop better futures for young people through:

- building hope and strong aspirations
- understanding career paths and employment opportunities
- linking with employers and local opportunities, especially in skill shortage areas
- delivering life and work skill learning, work experience and mentoring
- engagement of community, family and careers in a holistic approach
- strengthening cross cultural understanding and inter country relations

