

A few program highlights:

“The Future Voices Inc has been the catalyst for many things that have grown out of this initial collaboration.

- *Building a New Generation Multicultural Youth Leadership Program short video: <http://www.youtube.com/watch?v=KOB40-PcQGc&feature>*
- *Victorian African Community Award 2013 Winner – best community project/program/initiative of the 2013 year for The Building a New Generation Youth Leadership program.*
- *Year 1 participant was accepted into the Performing Arts Olympics held in Hollywood and has returned with many awards, networks and a contract offer.*
- *Year 1 participant playing soccer in Italy in 2014. He was also selected by his church to be part of a charity project in India in 2014. In 2016, he received the inaugural La Trobe University Elizabeth Lavender Scholarship.*
- *Year 1 participant planning to join the police force and was mentored by the Victorian Police Chaplain and was introduced to the police commissioner. He has many local police mentors that have linked through the program.*
- *One graduate has linked in with UNHCR, who are supporting his dreams of working internationally.*
- *Most continue on at school, with many in leadership positions in VCE, either as school captains, deputy captains and sport house leaders. All the school enrolled participants aim to go on to further education.*
- *Schools have reported that the students are taking role on leadership roles both in the school and community.*
- *Another of the graduates has been nominated for the Victorian Community Award and is also on the Victorian Minister for Youth’s Advisory Youth Reference group.*
- *One graduate is setting up an Afghani newspaper for the community.*
- *In 2014 7 participants were assisted in gaining paid part time work whilst studying.*
- *2 gained fulltime work post school completion in 2013.*
- *Three adult members from CALD community gained employment in the project.*
- *The program was nominated for the African Media Australia 2013 Awards – Category “Best Program of the Year”. The program received the Award “Best Program of the Year” at a State dinner in Melbourne.*
- *Over 70 communities, business, government and political leaders participated in the project as volunteers and feedback was outstanding. As a result, many networks and relationships have developed across the whole community.*
- *100% of the speakers expressed a strong desire to continue to support the program and the participants.”*

(taken from the BNGL pilot evaluative report)

- *100% participants completed Year 12*
- *Several participants are now studying international law / affairs*
- *2 participants were UNICEF Australian youth representatives for a year*
- *1 participant was accepted into Japan’s Ship of the World Leadership program*
- *Another participant worked in Fiji for 2 years as a volunteer after completing school*
- *1 participant being mentored by the American Embassy Leadership Program in Melbourne whilst at University studying International Law*
- *1 participant has started a charity*
- *1 participant has been offered work experience at the South African embassy*
- *Another participant has started an agricultural school in Africa*
- *You can watch a video that aired on WIN TV*

- at <https://www.facebook.com/WINNewsShepparton/videos/1145475612160914/>
- Follow the facebook page at <https://www.facebook.com/futurevoicesinc/?fref=ts>

Reflection

Australia needs a skilled workforce to take her competitively into the future, ensuring economic growth and global competitiveness, and thus better living standards for more of her populace. Retention and engagement in education is a worthy goal in itself, but it is also critical for Australia as a nation. Faced with an ageing population, a decline in population size, a shifting industry base and the resultant obsolete skill base of older workers, we will be increasingly relying on all of our young people to be the innovative, educated, engaged members of Australia's wider society, contributing in both the workforce and in civic society.

This means addressing the poverty and poorer completion rates of the most disadvantaged groups in communities, because this is where the differences will be made (*Quality and Equity of Schooling in Scotland, Reviews of National Policies for Education, 2007, OECD*) (Hippisley, 2010)