

network noise

The newsletter of the Youth Affairs Network of Queensland (YANQ)



What's Inside...

Popular Education Approach to Citizenship Education

A model for multiculturalism in Qld

What is Youth Work?

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youth affairs network qld

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Contributions welcome!

We'd love you to contribute to Network Noise. Ring, write, email or fax us your latest news on any of the following:

- workshops and events
- youth programs
- training events
- projects
- change of address
- latest resources
- research news
- innovations

The December copy deadline is **November 20th**.

The Network Noise team

Editorial team

Siyavash Doostkhah, Steve Skitmore and Trish Ferrier

YANQ staff

Siyavash Doostkhah	Director
Trish Ferrier	Policy Coordinator
Steve Skitmore	Communications & Administration
Sue McComber	Finance Officer

CPLAN facilitators

Amanda Wright	South East
Rebecca Schroder	South West
Howard Buckley	Sunshine
Victoria Homer	Central
Sheree Miller	Central West
Nikki Hughes	Mid North
Sam Loy	North
Alvin Hava	North West

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A BRAVE NEW WORLD

It's now over five months since the LNP victory at the March State Election and it seems the sector is no closer to finding out what the new government has in store for it.

Unfortunately, we have seen many youth organisations lose their funding in the past few months. In particular, the Skilling Queenslanders for Work (SQW) Scheme, which included Get Set for Work Programs, has been a huge loss for marginalised young people who previously were falling through the cracks of the Federal Employment programs. SQW was fully implemented from 1 July 2007 as part of the broader reforms of the Queensland Skills Plan. Increasing levels of workforce participation for highly disadvantaged groups was a key focus.

In 2011-12, the budget for SQW was \$104.5 million to assist 24,000 disadvantaged jobseekers and low skilled workers. All SQW participants are surveyed externally by Queensland Treasury's Office of Economic and Statistical Research (OESR). The latest survey results indicate that 72% of participants were either in work and/or training 12 months after exiting a program.

Family Planning Queensland have lost their funding which allowed the organisation to provide training for youth workers on sexual health issues. YANQ's research last year identified a lack of engagement by youth workers around sexual health issues of young people.

The Young Workers Advisory Service has also been de-funded. This was the only service which provided free advice to young workers around employment and industrial issues.

Inside the Queensland Government, the Department of Communities is being restructured and the Office For Youth has been severely downsized and has lost its director.

These are all very concerning signs that marginalised people seem to be the group that are paying the heaviest price for Government's cost cutting measures. YANQ has been raising these concerns with other state peak bodies as well as the Futures Forum. We sought to form an alliance with other peaks and state-wide services to collectively lobby the Government and to demand an exemption of cost cutting for services to disadvantaged community members.

Unfortunately, community service leaders seem shell-shocked, are not prepared to publicly make any demands on the Government and have chosen to remain silent during these critical times. A number of peak bodies have gone one step further and have signed contracts with the Government that formally gag them; not allowing them to undertake any advocacy on behalf of their members, nor even have links with other organisations which might undertake advocacy.

With the State Government due to review its relationship with peak bodies in the next 8 months, it seems the NGO sector is voluntarily abdicating its critical role of advocacy. This could/should be seen as nothing short of treachery, selling out community values to big business and priming the sector for a take over by large business-like organisations.

YANQ continues to be a values driven organisation and is looking for other alliances where people and organisations are not prepared to compromise what is best for the community to save their own job. There comes a time when we have to be honest with ourselves about our motives for "sitting around the table" with Government and ask if this is truly for the sake of the sector or if the motivation is self/organisational survival.

The NGO sector has reached this critical point and we will soon be more clear about who is there to represent the sector's view to the Government and who is there to help Government impose its views on the sector. A brave new world is awaiting us.

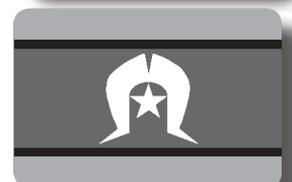
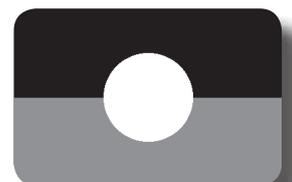


You can contact Siyavash on director@yanq.org.au

YANQ believes that the primary culture of Australia is Aboriginal

We recognise that Aboriginal, Torres Strait Islander and South Sea Islander people are three separate cultures. We recognise Aboriginal people as the permanent custodians of mainland Australia and Torres Strait Islanders as permanent custodians of the Torres Strait Islands that are an integral part of Australia, including those areas of land and sea whose owners have been wiped out as a result of racist politics and acts. We use the term custodianship in the context of protection and care for the land.

YANQ is committed to respecting individuals, Murri and Islander communities. We seek to understand their responses to policies and issues affecting them. We are committed to learning about their understandings of the impact of decisions on them. YANQ apologises for the past and present social mistreatments of Murri and Islander people created by colonisation, and is committed to supporting the healing process.



Carmody Inquiry Submission

YANQ's submission to the Queensland Child Protection Commission of Inquiry has received wide media attention this month, with reports in The Australian, Brisbane Times, National Indigenous Television and SBS. Our submission covers the prevalence of 'ADHD' diagnosis and 'targeted stimulant' prescriptions in children and young people in state care.

Recent studies suggest that stimulant medication is being more frequently used to treat young people, children and young children throughout Australia diagnosed with 'ADHD'. Between 2002 and 2009, "ADHD targeted stimulants" prescription rates increased by 87%. Methylphenidate, which has previously been the second most frequently prescribed stimulant after dexamphetamine, had prescription rates which increased alarmingly by 300% in the study period – a rate which was attributed to the drug's inclusion in the Pharmaceutical Benefits Scheme.

A study by Hollingworth, Nissen, Stathis, Siskind, Varghese and Scott, described as "the most comprehensive report to date of Australian national trends of stimulant dispensing", additionally highlighted the

disparities in stimulant use between the genders with 'ADHD'. Records show 'ADHD' diagnoses are 2.45 times higher in males than females. Further, **stimulant use is five times greater in males than females**. Over-prescription, illegal prescription and illicit use are all potential contributors to this diagnosis-prescription disparity.

Given the prevalence of attention and conduct disorders among children and young people in care, it is not surprising that they are frequently diagnosed as having 'ADHD'. Children exposed to domestic violence, child abuse or other trauma can indeed develop behaviours symptomatic of 'ADHD' (Royal Australasian College of Physicians, 2009) and an emerging body of research points to 'ADHD' medication being prescribed to those in statutory care at rates well above those in the general community.

For the past several years the CCYPCG has conducted a state wide survey in relation to the wellbeing of children and young people in the Queensland foster care system. *The Views of Young People in Foster/Residential Care* survey results show rates of 'ADHD' diagnosis and associated stimulant use at levels significantly higher than the state average.

In 2010, 18% of young people, 17% of children and 23% of young children in foster care identified as having a disability. Of these, 16.4% of young people and 15.2% of children were being medicated for 'ADHD'. These statistics indicate a significant disparity between medication levels of children in care and the 6.7% of those medicated in the general population. The 2010 results worryingly indicate that of the medicated group of children, 30% are under the age of six.

This evidence contradicts strong recommendations by the Royal Australasian College of Physicians that pharmacological treatment of the alleged 'disorder' is not appropriate for children under the age of six. The recommendation confirms the need for caution in the prescription of stimulant medication amongst moderate 'ADHD' supporters.

To read YANQ's full submission with complete reference list, visit www.yanq.org.au/our-work/advocacy-and-lobbying/policy-submissions.

Collaboration and Integration Project

John Flanagan - Project Officer

YANQ is producing a research document on good practice in collaborative and integrated service delivery that will assist YARI funded services and Youth Justice Services to improve the service delivery to marginalised young people.

We are interested in exploring a cross section of current models of integration and collaboration literature, especially those with an evidence base that has been evaluated locally or effectively demonstrated at the community level. The evidence based models which demonstrate collaboration and integration between Government and Non-Government service providers, in particular relationships with local Youth Justice; Child Safety and Housing services will be reviewed.

In recent years in the human services sector, there has been shift away from specialised and bureaucratic patterns of service provision towards a more coordinated, integrative approach. This more holistic approach aims to create greater connections and purpose, leading to innovation and streamlining of service delivery through information and skill sharing with greater engagement with all stakeholders. The Local Compact- Working Together model typically commit partners to working together on identifying gaps, avoiding duplication, using resources

effectively and providing better services. Boosting involvement of groups in service planning, design, delivery, review and improvement increases their influences while enabling public bodies to draw on their knowledge. This type of integration cannot happen without groups knowing what processes exist, how to get involved or what support they would get and be asked to provide.

The research paper will explore good practice in collaboration works and integrated service delivery. The majority of organisations participating in this research are dedicated "youth" service providers, with a sole or primary target group aged 12-25. The demographics of this group then diversify greatly to incorporate culture, sexuality, youth justice, sexuality, homelessness, education, training and employment pathways and a range of other personal, social and lifestyle factors.

A broad cross section of 28 organisations participated in the questionnaire with 42 questionnaires being completed. 42.9% of questionnaire respondents were from YARI funded services. Youth homelessness services and Youth Support Coordinator funded programs provided 38.1% of the questionnaire respondents with smaller contributions from youth justice, child safety and youth development funded programs.

18 youth service organisations from both government and non-government participated in focus groups in the project localities of the Gold Coast and Townsville. The intention was to bring a range of services together with varying perspectives and provide them with an environment to consider the benefits and obstacles to integrated service delivery through which both new ideas and realistic possibilities would emerge along with case examples.

Specific interviews were conducted with four organisations including the Gold Coast and Townsville Youth Justice Services, Gold Coast Partnership Brokerage Services and the Palm Beach Youth Music Venture, to generate contrasting and complementary case studies of collaborative works and integrated service delivery.

The paper will explore how the youth sector defines terms such as collaboration and integrated service delivery; the driving values and principles of collaboration; collaborative and integrated systems presently in place in the sector, the depth and extent of collaborative works; the impact of integrated service delivery, critical ingredients, evaluation and barriers and obstacles to collaborative works.

This paper will be released and be available on our website very soon.

Engaging Young People through Social Media

John Flanagan - Project Officer

The "Engaging Young People through Social Media" report captures the findings and recommendations from work conducted by the Youth Affairs Network QLD, supporting the Queensland Government's inquiry into effective methods of service promotion and information delivery to young people, particularly those most disengaged, through the use of social media.

The project aimed to:

1. Identify key policy and practice issues which can enhance the use of social media by disengaged or "at risk" young people, including examples of effective policy and service implementation by organisations
2. Develop an evidence base underpinning the key success factors contributing to use of social media by disengaged or "at risk" young people

Social media can be defined as a shift in how people discover, read and share news, information and content. It is a fusion of sociology and technology, transforming monologue, one to many, into dialogue, many to many (headspace, 2009). Social media, in the form of social networking services, has emerged as particularly prevalent for online communication in recent years (Boyd 2008; Hargittai 2007; Ellison, Steinfield & Lampe 2007). A report from the Australian Communications and Media Authority (ACMA) on young peoples' social networking habits, found that interpersonal communication between peers has become one of the most common reasons to go online among young people (ACMA 2008). Social media growth figures in Australia show that by December 2011, Facebook had 11,200,000 users, closely followed by Youtube with 11,000,000 (Cowling 2012). Research also shows that one in five young people access the internet for help, with a greater percentage of young males seeking assistance online (headspace, 2009). It is also recognised that social media does have a number of challenges in regards to privacy, accessibility and misuse issues.

Feedback was sought from all parts of the Queensland Youth Sector including community agencies, local Government organisations and State/Federal Government frontline services who work directly with young people. More than 60 organisations and departments contributed to this report, either online or through in-person interviews, along with 25 young people identified as significantly "at risk" by appropriate agencies.

The use of term "at risk" has been applied excessively to label young people with little thought to the term and what the consequences may be for the young person.

The term "at risk" was the basis for an early intervention program implemented in Inala that identified certain families and young people at risk. The program determined who was at risk using a large set of "risk factors" that the developers argued may predict criminality. In addition, they also identified protective factors that may prevent future offending. As a result of this research, in excess of 6000 children were identified and labelled as potential trouble makers before they had even started school.

YANQ is currently undertaking a research project that is looking at the term "risk" and how it has been applied. To date, we have

Responses gathered through this research produced some interesting results and practical recommendations for Government to consider when reaching out to young people through social media.

A "Government Services Youth Portal" app was identified as the number one recommendation for Government to commence a social media engagement strategy with youth. The app would be free and accessible from a computer or mobile phone, easily downloaded and could be pre-loaded onto the computers of community and government services, public facilities such as libraries, etc.

Young people have an overwhelming preference to communicate via Facebook as their preferred social media platform, followed by phone text. Upon further examination however, it is not the specific tool that gains preference but the communication styles supported by them - short, simple, fast and customisable. This may be compared to email or live chat programs where a greater level of consideration (and time) is applied to how messages are produced or read.

One clear barrier was identified for Government in using social media as a way to engage young people; itself. Of the State Government departments providing frontline services to young people, most have active policies and procedures in place preventing workers from communicating with clients using social media. Workers recognise tools such as Facebook are proven effective methods for communicating with young people who are already disengaged, but do not have the authority to communicate using this preferred medium. It is these barriers of bureaucracy that are preventing Government from truly engaging with young people.

A user-friendly interface for young people is another key to engaging with Government services. This includes the technical design and maintenance of a social media tool, the method or locations of access and the support available. Findings indicated that the majority of young people access the internet from either home or their smart phone, and for those who are homeless or transient, community organisations are critical for accessing computers and the internet.

This paper will be released and available on our website very soon.

Looking 'at risk' Project

been speaking with those involved in the program, assessing the literature both domestically and internationally and examining the impacts that risk has had on community programs in the UK and America.

The purpose is to critically analyse risk and develop an alternative approach that is inclusive, empowering and focused on the human rights of young people. It will also examine the rights of the young person for self determination within services and the importance this has on the relationship between the young person and youth worker. The project report is due to be released in mid-November.

Jacinta O'Keefe - Policy Placement Student

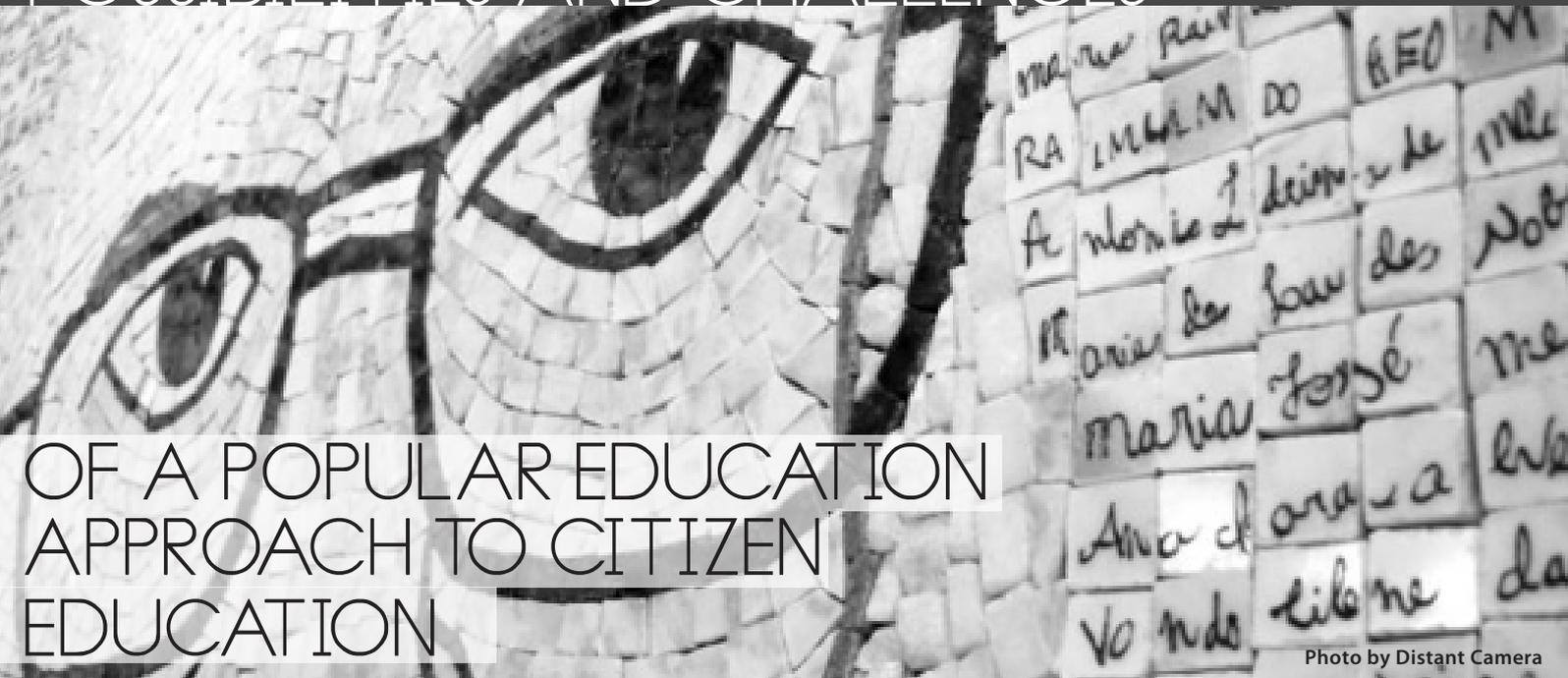


Photo by Distant Camera

OF A POPULAR EDUCATION APPROACH TO CITIZEN EDUCATION

By Keith Heggart

Popular Education has had a long history around the world, not least of which involved Paulo Freire's work within South America to empower marginalized and oppressed groups through informal, adult education contexts. At its heart, Popular Education is based on identifying the oppressive imposition of power, and facilitating the empowerment of those oppressed people to challenge this power and therefore free themselves from oppression. These issues are often closely linked to more maximal interpretations of civics and citizenship education, so it is natural for academics and educators to explore the nexus between citizenship education and Popular Education.

Maximal interpretations of citizenship education are, according to Terence McLaughlin, those that place an emphasis on activist, participatory ideals of democracy (McLaughlin 1992). In maximal examples of citizenship education, students are involved in solving real world problems, engaging with people outside their school community and are engaged in negotiating the curriculum as equal participants, rather than being dictated to as objects. There is a lot of commonality between this model of citizenship education and Freire's problem posing pedagogy (Freire 1970). In addition, both McLaughlin and Freire emphasize the importance of critical thought and analysis of existing structures.

However, it should be recognized that the Australian school environment is a very different context than the one in which Paulo Freire was working. Therefore, while there are specific possibilities for the adoption of a popular education inspired approach to citizenship education, there are also challenges presented by this altered context that the Freirean educator will need to carefully navigate.

Citizenship Education in Australia

Citizenship education in Australia has had an extensive history. From Federation in 1901, most

of the states have had some form of education that addressed civics and citizenship. Often, this education reflected the prevailing ideology of the government of the time; for example, in the early years post federation, there was an emphasis on moral education and civic understanding. Following World War One, this changed to more of an emphasis being placed upon patriotism and defending the British Empire. In the period after World War Two, ironically, when citizenship education was perhaps most needed due to the influx of migrants and refugees, citizenship education was gradually subsumed into the US-influenced social studies curriculum, and reduced to nothing more than an insignificant part of the broader history and geography subjects.

This changed in the late 1980s, when there was a gradual increase in interest in citizenship education in Australia. This interest in Australia was mirrored overseas, and no less than 15 different countries took part in the International Association for Evaluation of Educational Achievement (IEA) CivEd study in 1999, as more and more countries grew interested in the role education had in preparing students for life in a democracy. Kerr explained that citizenship education was highly topical due to the millennium effect, as well as growing concerns about social cohesion (Kerr 1999). MacIntyre, who would eventually have a leading role in the development of Discovering Democracy, writes that the government at the time favoured it because 'it saw a link between educational achievement and national economic performance in a growing global economy' (MacIntyre and Simpson 2009, p. 127).

This interest, in Australia, was formulated in a number of senate reports. The first one, 'Education for Active Citizenship' was tabled in 1989, and identified a 'lack of engagement' and a 'need to address the ignorance, apathy and powerlessness of young people' (Davis 2003, p. 24). At around the same time, the Ministerial Council on Education, Early Childhood Development and Youth Affairs released the Hobart Declaration on Schooling. This declaration listed an agreed set of national goals for schooling, including one that specifically addressed the idea of citizenship: '7. To develop knowledge, skills, attitudes and values which will enable students to participate as active and informed citizens in our democratic Australian society within an international context' (MCEECDYA 2002).

Following this, 'Active Citizenship Revisited' was released in 1991 and identified examples of civic participation. It also defined citizenship as 'a lived process of participation, a process in which citizens... transform themselves through debate and contestation over public issues' (Senate Standing Committee on Employment 1991, p. xix). According to MacIntyre, these reports contributed to 'concern within the education system that the pressure for academic success and vocational achievement came at the expense of citizenship commitment and skills' (MacIntyre and Simpson 2009, p. 127) and 'concern about how effectively Australian society was being held together by common values. The reintroduction of civics and citizenship education was seen as a possible answer'.

Following these reports, the Civics Expert Group was formed in 1994, and they released a report, 'Whereas the People' later that year, which identified a 'civics deficit' amongst young Australians. This deficit was generally characterized as a 'widespread ignorance and misconception about the structure and the function of Australia's system of government, about its origins and the ways it can serve the needs of its citizens' (CEG 1994). This led to the development of the Discovering Democracy program which was trialed and implemented in 1997.

Discovering Democracy was a civics and citizenship education program for all schools in both the primary and secondary sector. It comprised of a range of units and involved both paper and electronic media for educators to use. However, there were a number of problems from the start of the program that led to it being less of a success than one might have hoped. Originally, Discovering Democracy was conceived as a program to encourage empowerment and active citizenship, but after the Howard Government reviewed the program it took a turn towards more of a study of the history of democracy within Australia. Kemp, who was the education minister at the time, said, 'the emphasis on developing active citizenship skills to participate in current civics issues was lessened in order that greater emphasis be placed on knowledge of the historical development of Australian democracy' (Kemp 1997).

In addition, a number of academics criticized Discovering Democracy as being too concerned with

deficit, and ignoring those skills that young people did have. Rather than a passive knowledge about the processes and organizations of government, Kennedy argued that there should have been a focus on 'the things that matter to young people, the things that can help them understand the reality and give them a stake in the future that rightly belongs to them' (Kennedy 1997). O'Loughlin suggested that that Discovering Democracy encourages knowing about things, but it does little to address the need for 'an altogether different sort of knowing which involves going beyond our given identities in a leap of consciousness that brings about a condition of negotiated ongoing partnership with others' (O'Loughlin 1997, p. 27). In addition, O'Loughlin raised the concern of precisely how teachers were going to fit civics and citizenship education into the already very crowded curriculum. Also, many teachers complained that they did not have enough professional development to adequately deliver the Discovering Democracy curriculum. Further criticism came from Gilbert, who wrote, 'A number of subsequent studies have argued that the Discovering Democracy program placed excessive emphasis on government institutions and civic knowledge, that it failed to raise levels of engagement and that a far more imaginative and participatory approach was needed' (Gilbert, in O'Loughlin 1997, p. 31).

Perhaps the most damning evidence of the failure of the Discovering Democracy program comes from the MCEEDYA report, published in 2007. This report explains what progress has been made by students towards the Key Performance Measures. From 2001, the Federal Government defined 2 Key Performance Measures to evaluate the effectiveness of Discovering Democracy. KPM1 was related to civic knowledge, and KPM 2 was associated with citizenship disposition and skills for participation. Data was gathered in 2003 and again in 2007 on a number of schools to assess how the students were performing in relation to these measures. The standard for Year 6 students required them to reach level 2, which meant they were 'able to demonstrate accurate responses to relatively simple civics and citizenship concepts or issues, with limited interpretation or reasoning.' For students in year 10, level 3 was the benchmark, and that meant they 'were able to demonstrate relatively precise and detailed factual responses to complex civics and citizenship concepts or issues and some interpretation of information' (MCEEDYA, 2007, p. xix).

This context is important so that the necessity for a new model of citizenship education can be understood; clearly, the previous model of citizenship education - as demonstrated by Discovering Democracy - was not working; it was not increasing the knowledge, skills and engagement of Australian students. Therefore, one must consider what the other possibilities for citizenship education might be, and the likelihood of them being implemented.

A Popular Education Inspired Approach

It is the contention of this paper that a more effective form of citizenship education might be found in a model based on a Popular Education approach. The Popular Education movement has had a long history and continues to be an important movement for positive and social change in various contexts around the world. As part of its development, there have been a variety of different

might have to work with mixed groups of marginalized and the elite, or groups comprising entirely of members of the elite. Choules warns that 'the rational process of ideology critique will rarely have the same positive affective component for a person from the dominant group' (Choules 2007, p. 166).

Furthermore, the relationship between the teacher and students, as espoused in popular education, is difficult in and of itself; when students begin discussing their experiences, it is possible that the more dominant groups within the class can hijack the discussion. Choules warns that, 'When such students assert experiences of individual discrimination against themselves, this can result in an individualized discourse around discrimination and a denial of structural oppression and discrimination. It also allows the dominant group to (mis)position itself as the victim in relation to a particular social justice issue' (Choules 2007, p. 169).

In this example, it is important to remember the critical element of Popular Education. Every point raised in discussion should be analyzed critically for assumptions; this critical evaluation of discussion will ensure that individual discourses do not overpower the structural discourse that is important in gaining critical consciousness. Choules also advises adopting a kind of ideology critique, which she terms 'privilege critique': 'A useful equivalent of 'understanding reality' is to work to expose privilege with those who have it and gain awareness of what is happening behind the hegemonic facade' (Choules 2007, p. 167).

Finally, the methodology of Popular Education is challenging for Australian educators, too. One of the central tenets of Popular Education is that of dialogics. According to Freire and Macado, 'Dialogue is the central learning process in popular education. It is a dialogue of equals, and through this social process, knowledge and learning are generated' (Freire and Macado, in Choules 2007, p. 177). The links to citizenship education are made even more explicit by Choules, who writes, 'Dialogue puts into practice in the educational setting the political outcome sought: radical democracy' (Choules 2007, p. 171).

However, dialogics can be a tool for what Marcuse called 'repressive violence.' Jones argues that dialogue can even lead to a recolonizing process (Jones in Choules 2007). Choules suggests adopting 'a lightheaded problematization of that dominant discourse in a way that does not shut off dialogue but highlights the hidden injustice. Facilitators can turn the dialogue back on themselves or ponder out loud what it means for those who are disadvantaged by the discourse and what they would do if they were in that situation' (Choules 2007, p. 172). In addition, Choules also recommends that the facilitator have access to accurate information which students can use to investigate the claims made by the dominant discourse. In addition, there are a number of pedagogical techniques, familiar to many Australian teachers, that can be used to limit the effect of the dominant discourse, including small groups, thinking time and jigsaws. In summary, Choules writes, 'This is not to discount democratic dialogue as an important educative process. Rather, it is to understand it as an important educative goal that must be deliberately worked toward given the patterns of domination that exist' (Choules 2007, p. 173).

However, even with these challenges to adopting a popular education inspired model, there are significant opportunities for popular education within formal educational settings, and most of these lie

approaches to popular education adopted and subgroups created, either inspired or based on Popular Education including the Popular Theatre movement and Youth Participatory Action Research.

The main feature of Popular Education is that, in essence, it seeks to empower the people involved to challenge their own oppression. According to Freire's approach, there is a requirement to move away from the 'banking' model of education, where students are essentially passive and receive knowledge which is deposited in them via the teacher. In many ways, this describes some of the worst aspects of the implementation of the Discovering Democracy program. Although it wasn't intended, originally, to be delivered in this way, the reality is that it often was. Instead of 'banking' education, Freire suggests that a 'problem-posing' model of education should be adopted. In this model, the students and the teachers would agree on a particular issue that was contributing to their oppression, and students would work towards solving this problem through the process of dialogics, where students learned to name and rename their world. As part of this process of naming, students could begin to identify sources of oppression in their world and develop the critical consciousness required for this identification.

In Freire's case, these issues were generally related to literacy, but there is no requirement for that to be the case. In addition, it is important to note that Freire was working in a particular context; that is, he was amongst marginalized groups who were generally adults, and he was educating outside the formal institutions of education, like schools and colleges.

So, how might this model be adopted for citizenship education in Australia? As has already been intimated a number of times in this paper, context is vital in this regard. Kathryn Choules, an Australian scholar, has identified that there are challenges that must be negotiated: 'A wholesale adoption of popular education's instructional approach can cause significant problems for social change education in the west' (Choules 2007, p. 161). According to Choules, the main point of difference lies in the question: who does the social change education benefit? In other words, who stands to gain from the changes inspired by the popular education model? In the context of Freire's work in South America, clearly the marginalized groups that Freire worked with had much to gain from increasing their freedom and alleviating their social oppression. On the other hand, in a different context, a Popular Educator might very well be working with members of the dominant social group. In this context, Choules cautions, 'When working with the dominant social group, or those who benefit from existing in equitable systems, the social change vision may well not be shared. Realization of the vision may well threaten the students' status, power and wealth' (Choules 2007, p. 164).

There are a number of other concerns that are related to the problem of context. Whereas in Brazil there are very obvious examples of inequality and oppression, perceiving injustice is more challenging in prosperous countries like Australia or the US. One of the key principles of popular education is the idea of learning to perceive the reality of the world - to become

fully, critically conscious; this, necessarily, requires the skills to identify and deconstruct the dominant ideologies present in particular contexts, which is a difficult challenge for adults in marginalized environments, much less children in contentious ones.

In addition, one must be aware that, rather than dealing with exclusively marginalized groups, as is the case with many Popular Education projects, this is problematic in Australia, where a popular educator might have to work with mixed groups of marginalized and the elite, or groups comprising entirely of members of the elite. Choules warns that 'the rational process of ideology critique will rarely have the same positive affective component for a person from the dominant group' (Choules 2007, p. 166).

Furthermore, the relationship between the teacher and students, as espoused in popular education, is difficult in and of itself; when students begin discussing their experiences, it is possible that the more dominant groups within the class can hijack the discussion. Choules warns that, 'When such students assert experiences of individual discrimination against themselves, this can result in an individualized discourse around discrimination and a denial of structural oppression and discrimination. It also allows the dominant group to (mis)position itself as the victim in relation to a particular social justice issue' (Choules 2007, p. 169).

In this example, it is important to remember the critical element of Popular Education. Every point raised in discussion should be analyzed critically for assumptions; this critical evaluation of discussion will ensure that individual discourses do not overpower the structural discourse that is important in gaining critical consciousness. Choules also advises adopting a kind of ideology

critique, which she terms 'privilege critique': 'A useful equivalent of 'understanding reality' is to work to expose privilege with those who have it and gain awareness of what is happening behind the hegemonic facade' (Choules 2007, p. 167).

Finally, the methodology of Popular Education is challenging for Australian educators, too. One of the central tenets of Popular Education is that of dialogics. According to Freire and Macado, 'Dialogue is the central learning process in popular education. It is a dialogue of equals, and through this social process, knowledge and learning are generated' (Freire and Macado, in Choules 2007, p. 177). The links to citizenship education are made even more explicit by Choules, who writes, 'Dialogue puts into practice in the educational setting the political outcome sought: radical democracy' (Choules 2007, p. 171).

However, dialogics can be a tool for what Marcuse called 'repressive violence.' Jones argues that dialogue can even lead to a recolonizing process (Jones in Choules 2007). Choules suggests adopting 'a lightheaded problematization of that dominant discourse in a way that does not shut off dialogue but highlights the hidden injustice. Facilitators can turn the dialogue back on themselves or ponder out loud what it means for those who are disadvantaged by the discourse and what they would do if they were in that situation' (Choules 2007, p. 172). In addition, Choules also recommends that the facilitator have access to accurate information which students can use to investigate the claims made by the dominant discourse. In addition, there are a number of pedagogical techniques, familiar to many Australian teachers, that can be used to limit the effect of the dominant discourse, including small groups, thinking time and jigsaws. In summary, Choules writes, 'This is not to discount democratic dialogue as an important educative process. Rather, it is to understand it as an important educative goal that must be deliberately worked toward given the patterns of domination that exist' (Choules 2007, p. 173).

However, even with these challenges to adopting a popular education inspired model, there are

significant opportunities for popular education within formal educational settings, and most of these lie within citizenship education. As pointed out earlier, citizenship education in Australia needs to move away from a traditional, teacher-led, didactic approach to learning, and instead embrace a more participatory approach if it is to more effectively meet the targets stipulated in the National Goals for Schooling.

It is for this reason that this paper is advocating a popular education inspired approach to citizenship education, rather than a more traditional, if such a thing is possible, model. At this juncture, it might be appropriate to consider just what such a model of citizenship education might look like. It is my intention to outline a number of examples that clearly draw on a popular education heritage as flagships of different models of citizenship education.

Firstly, there is the Aussie Democracy project, which was run by a secondary school teacher in Melbourne, Mike Stuchbery (Stuchbery 2010). In this project, students had the opportunity to become involved, through the medium of social networking, with the Australian Federal Election in 2010, becoming more active subjects in their learning, and also developing the skills and attitudes to take an active part in the Australian democracy.

Secondly, a more wide-ranging example is documented in Brian D. Schulz's text, 'Spectacular Things Happen Along The Way' (Schulz 2008) In this work, Schulz outlines the struggles of a Year 5 class in the Cabrini Green Estate in Chicago to get rid of their dilapidated schools and rebuild a more suitable facility. In this project, students mobilized the rest of the school and elements of the local community to engender positive social action.

It should be noted that, compared to Freire's work, these are small projects indeed; however, I believe that these are differences mainly of scale, rather than aims or style.

If we consider these examples through the lens of popular education, a number of similarities and differences appear. Certainly, both of the examples listed above have, at their heart, the intention to

Stills from the Justice Citizens film festival, run by Keith Heggart and based on critical pedagogy. View all the films at www.facebook.com/justicecitizens

Justice Citizens Presents



The Journey Australia



This film was made after interviewing two young refugees. The actions are ours. The words are theirs.



empower students. In the case of the Aussie Democracy project, students are empowered by becoming more knowledgeable about the state of their democracy, and also, instead of becoming passive observers, actually participated in the events related to the federal election. On the other hand, Schulz's work empowered students to take action against the deplorable state of their school environment. The key point here is that students were no longer passive objects, being recipients of the 'banking' model of education. They were very clearly active subjects, to a large part determining the nature and pace of their learning.

Another key point is that again, in both cases, there were elements of student negotiation in the curriculum that was applied. Schulz's project was successful because it began with students' own experiences; their study of the dilapidated nature of their school immediately allowed them to take on the role of experts. In addition to this, students were able to choose the topic of the school itself. This choice was highly engaging for the students engaged. Equally, students in the Aussie Democracy project were given a lot of choice in precisely how they were going to engage with the media, politicians and the electorate as a whole.

A third key element is the fact that both of these projects were closely linked to real world issues; this is an important part of most popular education projects. In fact, engagement with reality - after it has been identified - through the process of transformative social action are vitally important in popular education schools of thought. The Aussie Democracy was clearly engaged with real world issues and problems, timed as it was to coincide with the federal election in Australia. Furthermore, students had to engage with issues like bias in the media, and the 'spin' of different politicians and political parties. In a similar way, the students involved in Schulz's project had to grapple with the very real nature of attempting to raise money for a new school building, the documentation and evidence required, and their rejection by a number of different politicians.

Linked to this idea of real world issues and problems is the final point that links these projects with Popular Education: the role of the teacher. In the Aussie Democracy project and Schulz's work, teacher are no longer the only or even the best source of information;

both Stuchbery and Schulz describe their inability to provide all the answers their students wanted, and the requisite loss of power that they then had to deal with. However, they emphasize the new role of the teacher as facilitator, advisor and clarifier - an aide to the 'problem-posing' system of education that had been adopted in each of these cases.

Conclusion

Clearly, then, there are significant challenges for the educator seeking to adopt a popular education model within an Australian classroom. As identified above, the altered context presents the most substantial of these, and an educator needs to be ready to address issues of privilege and marginalization within the same classroom. This challenge is not an easy one to overcome, but an atmosphere of criticality and even-handedness is a suggested beginning for dealing with this challenge. In addition, even the identification of oppression and ideology is made more difficult for educators within the Australian context, due to the more subtle nature of this oppression, especially amongst some Australian communities.

However, there have been a number of examples of popular education inspired citizenship projects that have worked both in Australia and overseas. In particular, these citizenship programs have significantly altered the dominant pedagogy in the Discovering Democracy project. By emphasizing real world problems and experiences, local community partnerships, equal relationships between teachers and students and student-negotiated curriculum, these programs are beginning to successfully broaden the awareness of popular education.

Keith Heggart has been an educator for more than a decade, working in independent, systemic and public schools in both the United Kingdom and Australia. During that time, he has worked as a Senior Leader in two schools, and started his doctoral studies, which are focused on popular education inspired approaches to civics and citizenship education in the Australian context. Keith is a firm believer that schools have a social purpose, and as such, must be greenhouses for the flowering of

democracy and social justice, and that this should be the primary aim of educational systems. To this end, Keith has written widely on education from a critical theory perspective, and trialed a number of different programs in schools aimed at improving equality within the school context.

Contact: keith.heggart@gmail.com

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Indigenous youth are
13x more likely to go to prison



**Respect.
Not Racism.**

Teenage Pregnancy

Organisation Name: Youth Without Borders

Based: Brisbane and internationally



Who is YWB?

Youth Without Borders is a youth founded, youth led youth organisation (so many youths!) that is all about empowering young people to become agents of change – helping them implement positive change in their community. Essentially that translates to being a space for young people who want to make a difference to come along and see how they can help – either by becoming involved in an existing project, or bringing along a project idea and YWB helps them make it a reality.

YWB was really borne out of a passion for youth and youth organisations to work together – a lot of work is done in a style I like to call “project based collaboration” – because we can achieve so much more as a sector if we work together - ideally, without overlap or competition. Furthermore, because we believe many young people want to “help” but aren’t sure how, we haven’t narrowed our focus to any particular issue; if it improves their community, we will help them make it (their idea, project, event) happen, through YWB support or by linking them to other organisations or groups that can help. I believe it is important because it focuses the attention on improving the community rather than highlighting the organisation, and attracts people who want to do something but are a bit lost as to where to start. Our wide reach has meant we have been involved all sorts of projects, from soccer training for Muslim girls to engineering camps for indigenous and low socio economic kids to mobile libraries in Indonesia and Sudan.

Who do you work with?

We work with young people aged 15-25. Currently our membership is mainly in Queensland, Perth, Indonesia and Sudan. We have a couple of hundred members and those based in Brisbane do projects that target youth throughout Queensland. Our international members work with the Australians on international projects, locally run but supported by our core here in Brisbane.

What do you value about being a member of YANQ?

We have been members for a couple of years now, and it provides amazing opportunities to connect with the wider sector. Furthermore, it is a great forum to talk about issues, raise and gain awareness and

see policy pushes for things we care about. An organisation like Youth Without Borders however can probably use the network a lot better – as a totally youth led organisation, we are still learning the ropes in terms of networking at the organisational level and influencing policy, so that is something I hope we can learn through the network.

Do you currently work in collaboration with other organisations?

Yes! Most of our projects include some sort of collaboration with other organisations. For example, the Spark Engineering Camp included collaborators in the University of Queensland and various engineering companies. Our most recent achievement, MasterChef Meets the Street (where we taught ethnic dishes to high school students and shared those meals with the homeless in Brisbane), was a collaboration with various schools and homeless shelters throughout Brisbane – and it was successful purely because of that collaboration! We truly believe in the power of working together as a sector to achieve any lasting change. We are always looking to collaborate, and so if organisations are interested they should check out our website (or perhaps we could put a call out in Network Noise!), see what projects are happening and let us know they are interested in being involved!

Anything else that you’d like us to know?

Youth Without Borders is focused on youth empowerment, creating agents of change and project based collaboration, and we are always open to new ideas! We love collaborating with other organisations, seeing where networks and opportunities can take us and always have members keen to try something new and work within the community. So if anyone out there wants to work together, they should let us know!

By Yassmin Abdel-Magied

Yassmin is the sole remaining founding member of Youth Without Borders, having conceived the idea behind the organisation in 2007. In recognition of those early efforts, she was Young Queenslander of the Year as a in 2010. Yassmin has just completed a Bachelor of Engineering (Mechanical) at the University of Queensland.



Youth Without Borders raise funds for the Queensland Premier’s Disaster Relief Fund in 2011

Organisation Name: Salvation Army Youth Outreach Service
Based: Fortitude Valley, Stafford, Lawnton and Caboolture

The Salvation Army Youth Outreach Service (YOS) offers a supportive environment where through compassionate and skilled service youth 'at risk' (aged 12 to 20 years) can find hope and achieve their potential. Through sites at Fortitude Valley, Stafford, Lawnton and Caboolture we offer a range of Programs and Activities including; crisis support and case management, Alternate Delivery Education Programs, Transitional Accommodation program, Community Drop-in Centre at Fortitude Valley, Youth Connections Program, Anger Management Program, Street Outreach Program, Personal Development and Life Skills activities.

At YOS we work with young people aged 12 to 20 years in the Inner City, Stafford, Lawnton and Caboolture Regions. Our goal is to engage and contact youth 'at risk' who are homeless, 'at risk' of homelessness and in need of support. Providing relevant information and facilitating referrals to relevant services / programs.

Our Service Aims include the following;

Case Management: Provide individualized, confidential, flexible and creative case management that supports young people to access life issues, achieve independence and integrate into the wider community.

Programs: Develop, implement and evaluate programs, responsive to the needs of at-risk young people, which equip individuals with skills and knowledge transferable to all of life, in a safe environment that generates individual worth.

Staff: Equip staff through training, effective supervision, mentoring and support to feel competent and capable for service delivery, case management and program facilitation.

Community Partnerships: Participate in inter-agency forums, projects and consultations that result in collaboration and program partnerships, thereby enhancing service delivery and widening support networks for young people.

YOS has been a member of YANQ for some time now and values the information distributed from YANQ, the opportunity to feed into relevant youth issues in order for unified advocacy, involvement in forums and research activities and through consultation YANQ can be a voice for the sector and ultimately young people.

The important issues for YOS at this time is the number of young people who don't have access to a Centrelink benefit or mainstream services, for example, young people from New Zealand and the Pacific Island Regions. Also young people who don't have the capacity to fulfil the requirements of 100 hours of supervised driving lessons in order to get their license. Plus, consideration of the benefits and pitfall of the Drop-in Centre model into the future and also the on-going uncertainty of funding into the future.

YOS works in partnership with a number of government and non-government community organisations, some of these

include; St James College and Everton Park SHS in offering Alternate Delivery Education Programs to young people, The Hot House Adolescent Drug and Alcohol counselling Service where we offer welfare services and the Hot House provide outreach to our various sites, YOS is part of the Youth Connections Consortium with BYS as the lead agency, other expressions of the Salvation Army to name a few. YOS will continue to seek out and work in collaboration with other organisations in an effort to provide the best service response for young people that is relevant to their community context and the community in general.



You can become a part of YANQ's management!

YANQ is a members-driven network. We collectively make up over 260 organisations and individuals in the youth sector in Queensland. Through our collaborative policy development work, we advocate for the best outcomes for the sector and marginalised young people in the State. Now you can get involved further and take an active role directing the Network's work as a Management Committee member.

Nominations for Management Committee membership are now open to each and every YANQ member. In particular, we encourage young people and Aboriginal and Torres Strait Islander people to apply.

Contact YANQ on 07 3844 7713 to find out more!

Organisation Name: Queensland Commission for Children, Young People and Child Guardian (Children's Commission)

Based: Brisbane

The Commission for Children and Young People and Child Guardian (the Children's Commission) is an independent statutory authority with a broad legislative mandate to promote and protect the rights, interests and wellbeing of all Queenslanders under 18, particularly those who are most vulnerable or who are at risk of harm.

The Children's Commission was originally established in 1996 and its role has expanded as a result of key child protection system reforms following the Commission of Inquiry into Abuse of Children in Queensland Institutions (the Forde Inquiry) the independent review by John Briton of the Children's Commissioner and Children's Services Appeals Tribunals Act 1996 (Qld) (the Briton Review) in 1999 and the Crime and Misconduct Commission (CMC) Inquiry into abuse of children in foster care in 2004.

Today, the Children's Commission is responsible for monitoring, investigating, reporting, resolving complaints, visiting children in out-of-home care and advocating for individual children or systemically when necessary to effect system-wide changes that deliver stronger outcomes for children.

We also administer the blue card system, which is recognised as the most comprehensive and rigorous child-focused employment screening and monitoring function of its type in Australia.

Why is your work important for children?

The Children's Commission:

- gives a voice to children and advocates for their interests
- prevents high risk individuals from working with children
- improves risk management for children in regulated service environments
- has a robust evidence base on the safety and wellbeing of children
- reports on the performance of the child protection and youth justice systems
- is a critical safety net for children in care.

What difference are you making to the community?

The Children's Commission's work provides a child focused, external accountability mechanism that enables the community to have confidence that robust, independent oversight is occurring to identify what is and what is not working children, particularly in the child protection and youth justice systems. The Children's Commission also influences policy and the delivery of services by reporting on how Queensland children are faring through the annual Snapshot series and reporting on trends and issues associated with the deaths of children.

In addition, the blue card system administered by the Children's Commission is a key prevention and monitoring system for people working with children and aims to minimise the risk of harm to children receiving services essential to their development and wellbeing. Since inception of the blue card system in 2001,



Commissioner Elizabeth Fraser and a Commission Community Visitor interact with the community at the 2012 Musgrave Park NAIDOC Family Fun Day.

over 5,600 high risk individuals have been prevented from working in child related services and the Children's Commission engages with over 100,000 organisations.

Do you work in collaboration with other organisations?

The Children's Commission works closely with a range of government and non-government organisations to:

- improve outcomes for children
- provide access to the Children's Commission's accurate and contemporary information about key issues impacting on children
- help ensure the safety of children in regulated service environments by assisting regulated organisations to meet their blue card system obligations.

Why do people contact the Children's Commission?

People contact the Children's Commission to:

- make a complaint on behalf of a child in the child safety or youth justice systems
- report information about a child who may be in need of protection or may be the victim of a criminal offence
- obtain information about the blue card system. In 2011-12 the Commission engaged with almost 138,000 people about some aspect of the system
- to access our research and evidence-based reports about how children in Queensland are faring, including those in the child safety and the justice systems.

What are your thoughts on the Queensland Child Protection Commission of Inquiry?

The Children's Commission welcomes this Inquiry as a timely opportunity to review Queensland's existing approaches to addressing the abuse and neglect of children in our community and to strategically map out how together we can improve their safety and wellbeing over the next decade. The Children's Commission has offered Commissioner Tim Carmody SC access to its comprehensive evidence base on the current state of Queensland's child protection system.

What do you value about the YANQ Network?

Commissioner Elizabeth Fraser and Assistant Commissioner Barry Salmon meet regularly with YANQ to hear about YANQ's work and discuss issues affecting children and young people.

For more information about the Commission and to access our reports and unique evidence base, please visit our website at www.ccypcg.qld.gov.au, email us at: info@ccypcg.qld.gov.au or call us on (07) 3211 6700.



Blue cards are essential in regulated service environments.

Multiculturalism in Queensland

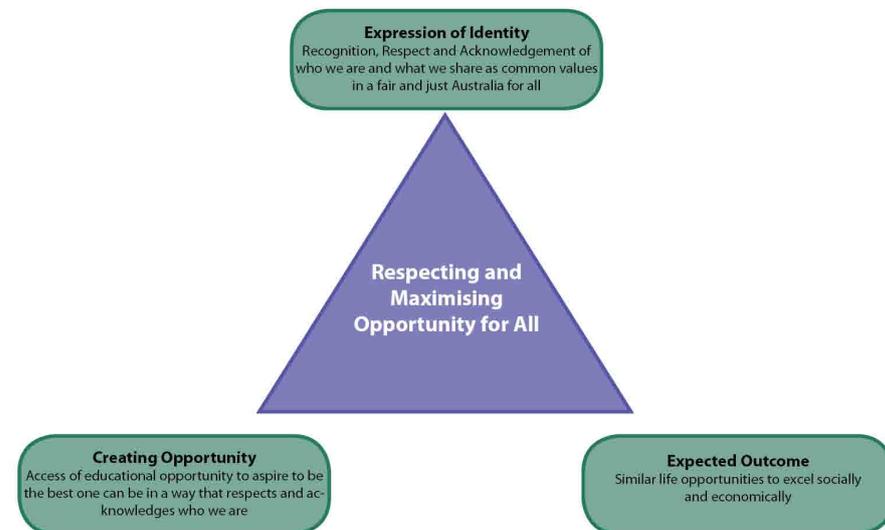
By Project Officer Hamza Vayani

Where to next?

YANQ has been seeking the views of the Queensland youth sector, State Government Departments and national peak bodies in relation to updating and refreshing its approach to advocating advancement of multiculturalism. The consultation process has sought to capture and be informed by sector views, requirements for support and to develop an approach for coordinating advocacy with other key stakeholders at state and national levels.

Making Multiculturalism About Benefiting & Working for Everyone in Australia

The framework should be seeking to achieve outcomes both for newly arrived settlement service migrants and economic migrants; as well as those that have always lived in Australia and/or subsequently settled to make this land one that we all share in harmony and where opportunity is there for the taking of all who aspire for it. Below is a visual representation of how the outcomes framework seeks to contribute to that vision in view of the feedback received from this consultation process.



Defining the philosophy behind the model to trigger how we maximize the benefits that multiculturalism can afford young people in Queensland

Expression of Identity

This is about creating the space for debate and discussion about diverse cultures and plurality in the context of living in a shared Australia for all young Queenslanders.

Creating Opportunity

This is about putting in place the structural provisions in place that support, enable and value young people to work hard, contribute and maximise their potential by removing barriers and inhibitors that enable this to happen. At the same time creating opportunity is about putting in place basic minimum supports for those that young people who are vulnerable and disadvantaged to have the means to help themselves.

It is about enabling the power of self determination such that young people can support themselves and contribute towards society as a whole.

Expected Outcome

In creating the space to express identity and create opportunity, the expected outcome should be a place in which Queensland is the destination of choice for everybody including our young people to live, work and invest their future. This is because what we will have is a place where multiculturalism will be conduit that facilitates people to express and respect difference in a way that enables constructive working relationships, have aspiration and still share this state by benefiting from the dividends that diversity can bring through knowledge, trade, investment, enterprise and respecting one another.

Consultation Synopsis

Is multiculturalism on the agenda in our organisations and what priority is it given? Should it be? And what do we mean by multiculturalism?

At the state level, all organisations including sector peaks, service delivery bodies and government stated that multiculturalism was a priority. Many organizations stated it was implicitly part of their work due to the diverse groups accessing their services. There was unanimous agreement that multiculturalism should be on the agenda. Service delivery organisations expressed that with limited

resources and information overload they wanted to be kept informed of practical opportunities and/or toolkits that could help improve their understanding and organisational capability to appropriately meet the needs of diverse groups effectively. It was clear that there are opportunities to revisit what cross cultural youth work training exists and the form in which it is delivered i.e. online, face to face etc; especially for those services and staff located in rural and remote communities.

Action Item 1:

Consideration around the development of action orientated training supported with implementable accreditation standards with different levels that take into account organisational context/capacity could be developed to assist organisations in assessing, benchmarking and putting in place a culture of continuous improvement in ensuring multiculturalism and improving access in providing information, services or resources becomes embedded.

Definitions around multiculturalism varied. From a State Government perspective, it was noted that with the change in government,

ascertaining the direction from new Ministers was a key priority. A whole of government approach and action plan noting different agency actions against multiculturalism has been developed. Multicultural Affairs Queensland advised a mechanism to discuss progress across government departments is in place and there are opportunities for targeted conversations/presentations that could assist government departments to progress their priority areas. Currently, there is no formal mechanism that is either ongoing or allows for input on specific agenda items that could contribute to progression or input from a community sector perspective at that strategic whole of government 'Interdepartmental Committee' level.

Action Item 2:

A mechanism to determine what is being achieved, where the gaps are and opportunities to share and build best practice in advancing multiculturalism in its broadest sense for both newly arrived and settled communities with community sector representation at 'whole of government meetings' considering multiculturalism issues could be an opportunity that could be explored and advocated for with YANQ working collaboratively with other state sector peaks engaged in the area of multiculturalism.

It was noted that multiculturalism and its remit really did depend on what services viewed their mandate was in terms of advocacy, service delivery or commissioning of funding.

Action Item 3:

Developing a shared definition of what multiculturalism means together with a framework that accommodates both settlement service foci and broader settlement of diverse communities is critical. Across the Queensland sector, a consistent theme was that agencies wanted clarity in navigating where to get specialist youth based, settlement or more generic advice and advocacy support around multiculturalism.

Are young people aware of the Queensland Anti Discrimination Act 1991 and the development of a new Multicultural Recognition Bill 2011 and Queensland Multicultural Policy; and how this will impact on them and the service providers that serve them? And what role and how should young people and the youth sector be supported to engage in this debate?

It was clear that generally there was a lack of awareness around the Queensland Anti Discrimination Act 1991 and even less awareness of the Multicultural Recognition Bill 2011; a bill which appears will not now progress due to the change in State Government.

Action Item 4:

An opportunity to develop an awareness campaign that frames the current Discrimination Act in the context of 'equality', 'human rights', and 'rights and responsibility'; and revisiting this with a new state government as well as the federal work of the Australian Human Rights Commission on developing a National Anti Racism Strategy are opportune for sector peaks.

A considered approach in ramping up and improving both sector awareness and advocating for strengthening provisions in addressing gaps to tackle discrimination, inequality and strengthen social justice was something that sector would welcome in terms of education. It would also create the space and role to argue and build the alliances to create a role for organisations and young people to be engaged in the debate in a very practical way. Currently based on consultation discussions this approach appears to be conspicuously absent.

What policies and processes do we have in place in promoting and progressing multiculturalism specifically from the perspective of young people and youth sector organisations?

What processes and systems have we developed to create a shared understanding and ownership of what multiculturalism means that is inclusive of all of the communities that we serve?

Many organisations were able to refer to general policies and procedures. However, there did not appear to be any type of tool or reference that expressly articulated commitment to multiculturalism. In some instances, there were principles in place around service standards and what clients could expect. There was, however, very little expressed around processes and systems. At minimum, some consideration is required about putting in place structural supports in a way that is incremental and takes into account organisational capacity, remit and context.

Based on consultation outcomes to date this practice seems to be patchy and could be addressed together with metrics indicating levels of success and progress achieved as part of Action Item 1. Arguably such an approach would be a practical and tangible mechanism to bring about the necessary awareness and incremental change to improve awareness, capacity and service outcomes for both newly arrived and settled multicultural communities.

What do we see as the challenges and opportunities for multiculturalism going forward? For example due to increased migration and population growth and diversity in regional communities outside of South East Queensland?

What practical action will we be taking to address the challenges and opportunities that we articulate as a sector?

How can YANQ assist the Queensland Youth Sector in advocating what our position on multiculturalism should be noting the diversity of our geography and sector?

What can YANQ do to support organisations in practically developing a shared and sector owned vision about the practice, capacity, support and implementation of multiculturalism in relation to policy outcomes, sector capacity and equity of opportunity for Queensland young people to genuinely benefit from the notion of multiculturalism?

Organisations welcomed the increased diversity across the state, however concerns were consistently expressed in relation to the following challenges:

Funding: Capacity constraints to respond to and meet new demand on already stretched services.

Workforce: Skills, knowledge, access to training, time to attend and implement; attraction, retention and rates of attrition due to heavy workloads and inadequate resourcing to meet demand in an effective way.

At a State Government level, based on discussions with the Office for Youth, there was recognition more needed to be done in relation to sector support in terms of upskilling and retaining a high quality workforce.

Action Item 5:

There is an opportunity for YANQ to engage in representing sector training needs and ensuring they are reflected in the Youth Sector Development Plan; and developing, inputting and upgrading training for youth sector professional development with a specific input on rights, responsibility, equality, human rights and multiculturalism potentially as part of consortium responding to sector needs, developing content and rolling out delivery of training both face to face or online.

The other area that emerged from discussion was exchange of data. It was noted that in government funding, a large amount of

statistical monitoring was undertaken and that there might exist opportunities to share aggregate data on the profile of service users; and the need also to capture outcomes achieved beyond just numbers of users.

Action Item 6:

YANQ could work on developing indicators that inform data collection and track impact on improving service outcomes for multicultural communities across the state thus maintaining accountability and having an evidence base that at minimum can quantify demand; and over a period of time view trends in improved outcomes and practice to service multicultural requirements in the youth sector.

Are young people and the youth sector adequately resourced to engage in this discussion? And what further sustainable resource and infrastructure should be in place to support this requirement if it is found to be necessary?

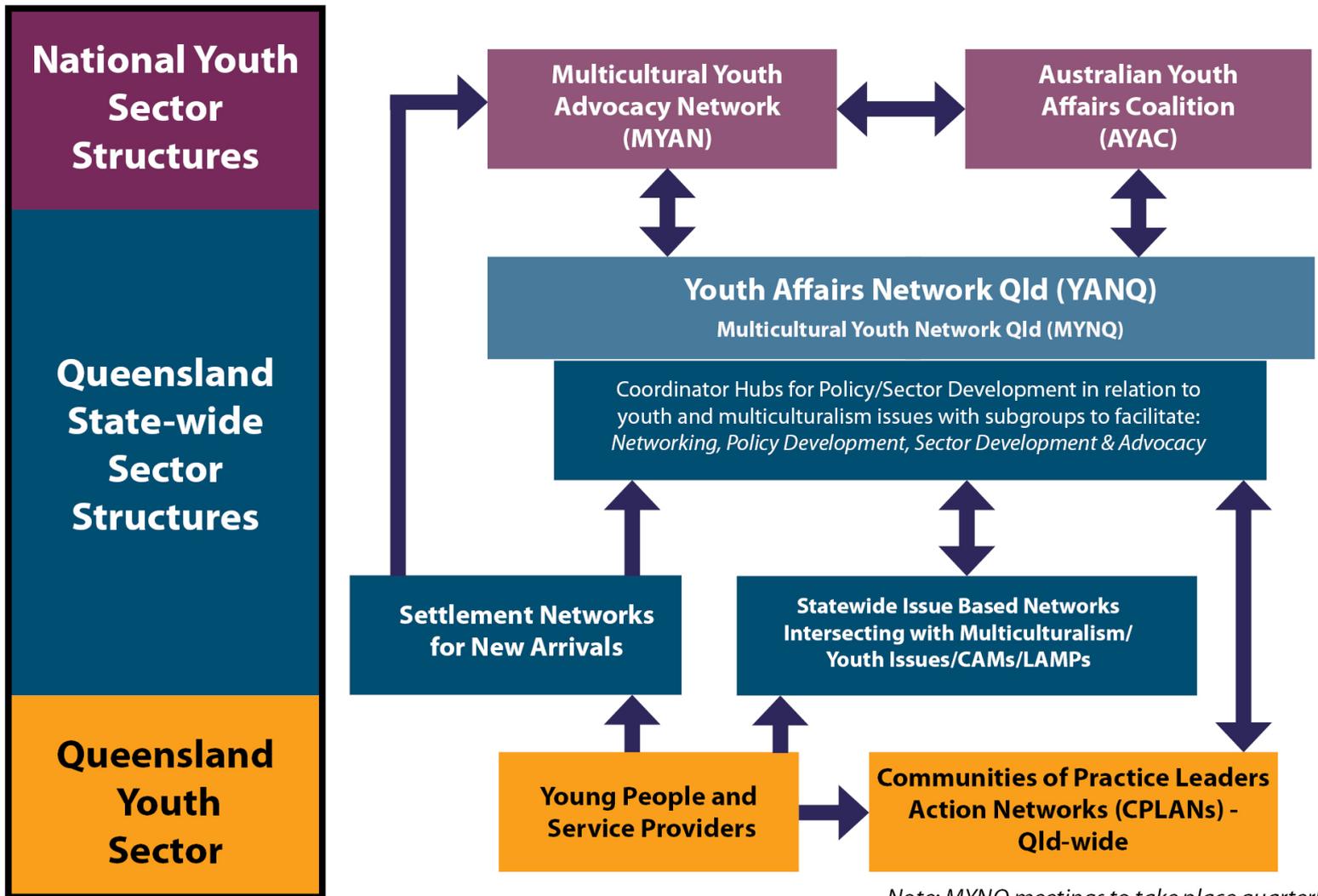
There was consensus that resources are tight and that there are examples of good practice. There was acknowledgment more should be done. Based on consultation input, the action items in this paper are an attempt to provide a basis for planning YANQ's response. The action items are also designed to focus YANQ in securing the capacity needed to meet sector feedback on how multiculturalism can

be progressed in the Queensland Youth Sector in collaboration with specialist peak bodies that have a multicultural and/or youth focus at state level or nationally.

Action Item 7:

An opportunity to showcase and share learning of such practice was something that the sector wanted YANQ to champion.

Proposed structure/mechanisms for progressing action items



Note: MYNQ meetings to take place quarterly

YANQ welcomes the opportunity to build on the actions outlined in this paper based on its engagement and being informed by the Queensland youth sector because of our consultation activities relating to this paper. YANQ is committed to working together with the Queensland government, community sector and enterprise together with support from outside of Queensland where required in pursuing the actions that have come out of this paper.

YANQ believes that we can achieve a vision in which there is a shared space for all citizens; including young people to explore and express plurality and diversity in a way that can be confidently valued and shared within the context of what it is to be Australian Queenslanders.

You can get involved in the **Multicultural Youth Network of Qld.** Our next meeting is at 1-4pm 24th October in Brisbane. Contact YANQ on admin@yanq.org.au or 07 3844 7713 for more information, or visit www.yanq.org.au/our-work/projects/mynq

Sexual Health Research Report

What would it take to optimise young people's sexual health? : a conversational journey with youth workers

Sarah Roberts and Phil Crane

Marginalised young people have been consistently identified as a high risk group in relation to sexual health. YANQ received anecdotal feedback in recent years that youth workers are not engaging with young people and providing them with information and support in

relation to sexual health matters. This research explores what impacts on youth workers' ability to provide effective interventions around sexual health and what knowledge, skills, resources, value and ethics, training and support is available to them.

YANQ conducted interviews with 34 key stakeholders across Queensland. This included: youth workers (both generalist and specialist), youth service managers, state wide youth organisations, youth and sexual health services, academics, teachers and trainers in the youth field. We thank the individuals and organisations who gave generously of their time to participate in face to face and phone interviews. Feedback remains anonymous as this has enabled participants to be candid in the interviews.

The workforce development recommendations below are aimed at increasing the effectiveness and capacity of the youth sector to support marginalised young people's sexual health development and the prevention of blood borne viruses and Sexually Transmitted Infections.

The draft Queensland Blood Borne Viruses and Sexually Transmissible Infections Strategy 2012-15

identifies five strategic action areas. The categories for recommendations in this report have been aligned to this strategy as follows:

Strategic action area 1: Enabling environment

- build supportive public policy;
- create supportive environments;

Strategic action area 5: Research and surveillance

- research and practice leadership,

Strategic action area 2: Education and prevention

- strengthen community action;
- developing personal skills for young people;

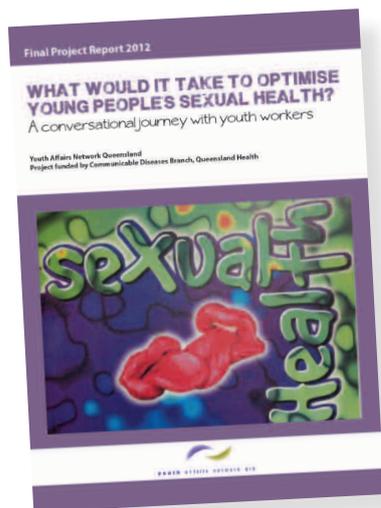
Strategic action area 3: Early detection, care management and treatment

- making clinical health services accessible; and

Strategic action area 3: Training and Professional Development

- learning and skilling strategies.

Download the full report at <http://www.yanq.org.au/our-work/4087-what-would-it-take-to-optimise-young-peoples-sexual-health>



'What is Youth Work' Report

Liz Archer

In early 2009 YANQ began a major youth sector workforce development project. This project is designed to develop a sustainable and vibrant youth sector workforce in Queensland, which protects and promotes young people's rights.

YANQ's Youth Sector in Queensland Report (Feb 2010) identified that youth program contracts are increasingly going to large, nationally or externally based organisations with insufficient understanding of and commitment to local or "youth centred" service and community contexts. Youth Workers are increasingly expected to take on roles or responsibilities that were previously undertaken by government or statutory bodies (e.g. Child Protection, Juvenile Justice, etc). Increasingly workers in the broader Youth or Community Services Sectors either do not identify as being Youth Workers but as Case Workers, Child Protection Officers, Education Consultants, Community Development Officers, and so on. Where workers do identify as being "a Youth Worker", they are being given insufficient recognition or being treated as "junior workers".

The lack of a commonly held definition of Youth Work was identified as a major obstacle to ensuring that Youth Work remains a clearly identified and valued occupation within the broader sector and YANQ released two discussion papers to assist the sector to develop this. The *What is Youth Work* discussion paper considers the history, different approaches to and current status of Youth Work and proposes a working definition. The *Which Wei? Values in Youth Work: A Murri Perspective* discussion paper looks specifically at Murri Youth Work, including its history and current context and focuses on the values and attitudes required to work well with young Murris.

March 2012 Sector Consultations

This consultation has provided the first opportunity for groups of Queensland Youth Workers to discuss the current working definition of Youth Work provided in the YANQ What is Youth Work Discussion Paper, including the degree to which they support formally adopting it across Queensland. Consultations were held in four different regions with approximately half the participants identifying as Murri or other First Nation peoples working with young Murris. The consultations also include a majority of regional and rural perspectives.

Separate sessions were deliberately held for Murri and Mainstream workers. This provided opportunities for Murri Youth Workers to focus solely on working with young Murris and has enabled YANQ to ensure First Nation perspectives and priorities are given due recognition within the overall definition of Youth Work within Queensland.

Discussions held during the workshop demonstrated:

- that participants consider Youth Work to be clearly different to working with young people (i.e. a worker such as a Teacher, Social Worker or Corrections Worker who happens to work with young people) and unique within the broader Youth and Community Services Sector.
- clear support for a "youth centred" approach to Youth Work, with strength based, flexible, holistic, informal & practical approaches with the Youth Worker acting as advocate for the young person clearly being the majority view.
- less clarity about whether Youth Work should not only be "youth

centred" but "youth driven"

- that participants consider Youth Work to be values driven, along with a high degree of consistency between the values that individual participants saw as being critical to Youth Work.
- a relatively high degree of overall consistency between the key values advocated by both Murri and mainstream groups including respect, trust, honesty, understanding, and loving or caring.
- Clear and significant differences in the way these values and attitudes were prioritised – and possibly interpreted - within Murri and mainstream groups.
- other key differences between Murri and mainstream values and approaches including
- a far greater Murri priority on culture, role modelling, and teaching & learning through example, and emphasising more collectively based values.
- A far greater Mainstream priority on belief in personal change, empowerment, social
- justice, advocacy and human & youth rights, and reflecting more individualistic values. There is sufficient commonality between the current and proposed definitions for them to be mapped against one another. Doing so highlights the following significant differences.

The proposed working definition:

- includes a separate section focusing on working with young Murris as well as embedding culturally inclusive practice throughout the whole definition gives high priority and detail about the role of culture in helping shape identity provides a lot of detail about and may therefore give higher priority to practical support and meeting needs than it does addressing rights
- states clearly that Youth Work is driven by values which are consistent with rights based, youth centred, culturally inclusive practice
- is written as far as possible in the language used by participants and has a "warmer" tone reflective of the practical,

informal, "no nonsense" approach advocated by many at the consultations.

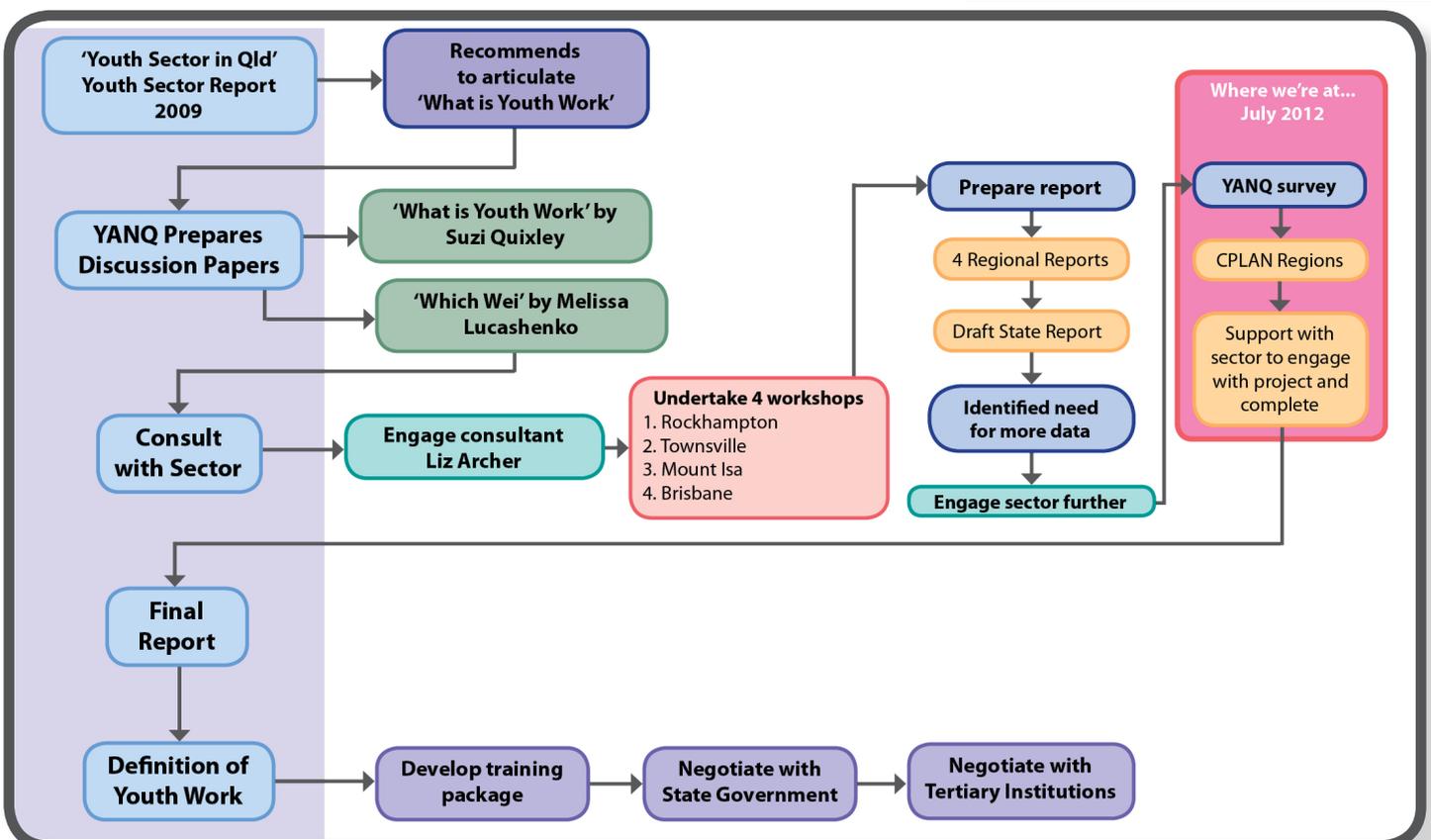
The current working definition contains the following key elements which are not included in the proposed one:

- A clearer focus on youth and human rights, with this positioned as a founding principle, with more detail provided about advocacy and addressing breaches of human rights. Essentially this definition advocates not only a youth centred approach but a youth driven one and promotes young people's position as agents of change as well as willing and active recipients of – or, more accurately, participants in - services or other support.
- An upfront acknowledgement that Youth Workers work with young people on a voluntary basis – i.e. young people choose to use youth services: they are not mandated or forced to do so, even in subtle ways.
- An upfront acknowledgement that Youth Workers work outside of government or statutory services – i.e. come from the NGO sector
- Not only supporting the development of young people's identity as an individual and within their families and communities but advocating they take responsibility within society as active citizens, locally and globally.

The full consultation report is downloadable from the YANQ website under Youth Workers - What is Youth Work. The report has identified the need for further data to inform development of the working definition, and therefore YANQ has a survey online until 30th September which we encourage you to complete.

Have your say on the Project -
fill out the survey at
surveymonkey.com/s/whatisyouthwork

Where we're up to...



INTERAGENCY

In many regions in Queensland, youth workers and youth organisations hold regular meetings—often called interagencies or networks. These interagencies provide opportunities for networking, sharing information, peer support and coordinating responses to local issues. Below are the details for those networks that YANQ has contact with.

Regional Queensland Interagencies

Banana Shire Youth Network

Contact: Terrica Strudwick
Rural Youth Worker
Anglicare Biloela
PO Box 69 Biloela Q 4715
Ph: 07 4976 6300 Fax 4922 4063
Email: tstrudwick@anglicare.org.au
Meets monthly, contact Terrica for details.

Bundaberg and District Youth Forum

Contact: Andrea Bax
Youth Development Officer
Bundaberg Regional Council
PO Box 3130 Bundaberg Q 4670
Ph: 07 4153 3066 Fax 4151 1813
Email: andrea.bax@bundaberg.qld.gov.au
Meets the second Tuesday bi-monthly (first meeting for the year is February) from 9.30-11.30am at Impact Make Your Mark, 106-108 Bargara Road Bundaberg.

Cairns Youth Service Network and Far Northern Youth Service Network (YSN)

Contact: Glen Martin
Youth Development Officer
PO Box 359, Cairns Q 4870
Ph: 07 4044 3016 Fax: 07 4044 3830
Email: G.Martin@cairns.qld.gov.au
Meets last Thursday of every second month at Cairns City Library, Abbott Street, Cairns. Contact Glen for times of meetings for Cairns YSN as they alternate. Contact Glen for meeting details of Far Northern YSN.

Central Highlands Regional Council Areas: Emerald, Gemfields & Capella Area Youth Rep

Contact: Sherie McDonald
Youth Development Officer
Central Highlands Regional Council
PO Box 21, Emerald Q 4720
Ph/Fax: 07 4982 8393
Mobile 0427 820 540
Email: rhall@chrc.qld.gov.au
Contact Sherie for details of local youth and community service networks.

Central Highlands Regional Council Areas: Blackwater, Springsure, Bluff, Dingo, Bauhinia, Rolleston & Comet Area Youth Rep

Contact: Joshua Clutterbuck
Youth Development Officer
Central Highlands Regional Council, Blackwater
Ph: 07 4980 5506 Mobile 0428 987 511
Email: jclutterbuck@chrc.qld.gov.au
Contact Joshua for details of local youth and community service networks.

Central West Youth Network

Contact: Sheree Miller
Youth Development Officer
Winton Shire Council
PO Box 288, Winton Qld 4735
Ph: 07 4657 2666 Fax: 07 4657 1342
Email: youthdo@winton.qld.gov.au
Contact Sheree for further details.

Charleville Youth Interagency

Contact: Elise Huddle
Charleville Neighbourhood Centre
Ph: 07 4654 1345
Email: ydw@charlevillenc.org
Meets 3.30pm the third Thursday of each month at Charleville Neighbourhood Centre.

Fraser Coast Youth Sector Workers Network

Contact: Tracey Mason
Principal Officer
Community Development
Fraser Coast Regional Council
PO Box 1943 Hervey Bay Q 4655
Ph: 07 4197 4378 Fax: 07 4197 4303
E: tracey.mason@frasercoast.qld.gov.au
Meets last Tuesday of each month 10.30am. Contact Tracey for venue.

Gladstone Youth Interagency

Contact: Vernetta Perrett
Youth Development Officer
Gladstone Regional Council
PO Box 29, Gladstone Q 4680
Ph: 07 4976 6300 Fax: 07 4972 6557
Email: vernettap@gladstonerc.qld.gov.au
Meets first Wednesday of the month 12pm at the Community Advisory Service, 142 Goondoon Street, Gladstone

Innisfail Community Sector Network

Contact: Kath Barnett
Community Development Officer
Ph: 07 4030 2255 Fax: 07 4061 6005
Email: cdo@ccrc.qld.gov.au
Meets last Thursday of every second month 1pm at Parish Centre, Rankin Street, Innisfail

Mackay Youth Connections Network Inc

Contact: Colin McPherson
Community Solutions Mackay
Email: colin.mcpherson@communitysolutions.org.au
Meets first Tuesday of the month 10.30am. Venue - Mackay TAFE J Block, Level 3, Room 3:13

MEETINGS

Maryborough Interagency Network

Contact: Vicki Wilson
Senior Community Development Officer
Fraser Coast Regional Council
Ph: 07 4190 5806
Email: vicki.wilson@frasercoast.qld.gov.au
Meets first Thursday of every month
9-11am at Maryborough Neighbourhood Centre, 25 Ellena Street.

Mount Isa Youth Alliance Network & ICM Group

Contact: Alvin Hava
Young People Ahead
PO Box 2151, Mt Isa Q 4825
Ph: 07 4743 1000 Fax 07 4743 1030
Email: manager@ypa-isa.com.au
Contact Alvin for meeting and venue details.

North Burnett Community Services Network

Contact: Melinda Priest
Community Development Officer,
Monto Community Development Centre
Ph: 07 4166 1733 Fax: 07 4166 1061
Email: cdomonto@bigpond.com
Meets second Wednesday of every month
at different venues around the North Burnett.

Rockhampton Youth Interagency Network

Contact: Sgt Greg Jones
Branch Manager, Rockhampton PCYC
PO Box 944, Nth Rockhampton Q 4700
Ph: 07 4927 7899 Fax: 07 4922 3998
Email: greg.jones@pcyc.org.au
Meets third Friday of the month 9-11 am at
Commonwealth Respite & Carelink Centre,
57A Alexandra Street, North Rockhampton.

Roma Community Services Interagency

Contact: Roma Neighbourhood Centre
PO Box 1028, Roma Q 4455
Ph: 07 4624 0800 Fax: 07 4622 1448
Email: reception@maranoa.qld.gov.au
Meets on a Monday at Roma
Neighbourhood Centre at 11.30am.
Meetings of the Child, Youth and Families
Interagency Sub-Committee are held at
the Neighbourhood Centre at 10.15am on
the same dates.

Sarina Interagency Meeting

Contact: Paul Taylor
Youth Development Officer
Sarina Youth Centre
PO Box 41 Mackay Q 4740
Ph: 07 4961 9277
E: sarinayouthcentre@mackay.qld.gov.au
For additional information, please contact
Paul on the above details.

South Burnett Community Network

Contact: Louise Judget
Community Development Worker
PO Box 300, Kingaroy Q 4610
Ph: 07 4162 5711 Fax: 07 4162 5121
Email: sbcdp@bigpond.net.au
Meets first Tuesday of the month
10am-12pm Wondai Council Supper Room.

Southern Downs Youth Network

Contact: Sheila Stebbings
Community Youth Co-ordinator
PO Box 26, Warwick Q 4370
Ph: 07 4661 7166 Fax: 07 4661 0333
E: sheila.stebbing@southerndowns.qld.gov.au
Meets quarterly. Contact Warwick Youth
Service for meeting details.

South West Youth Network

Contact: Ingrid Reichelt
Community Support Officer
Regional Contract Management Unit,
Community Support Services,
Sport & Recreation (CSSR)
Department of Communities
PO Box 2427, Toowoomba Q 4350
Ph: 07 4694 0180 Fax: 07 4699 4244
E: ingrid.reichelt@communities.qld.gov.au
The group meets twice a year and covers the Darling
Downs and South West Qld Region from Gatton south to
the NSW border, west to the Northern Territory border
and north to Taroom and Crow's Nest. Contact Ingrid for
details.

The Youth Network NQ Inc

Contact: Rachel Cook
Mobile: 0408 635 998
E: rachel.cook@theyouthnetworknq.org.au
W: www.theyouthnetworknq.org.au
Meets third Thursday of the month 9-11am.
Contact Rachel for venue details.

Toowoomba Youth Organisations Network (TYON)

Contact: Edward Bradbury
Senior Guidance Officer - DDSW Region
Ph: 07 4616 9105 Fax: 07 4646 9101
Email: Edward.BRADBURY@deta.qld.gov.au
Meets last Tuesday of each month at the
Jacaranda Conference Room, Grand Central
Shopping Centre from 9.00am - 11.00am.
Contact Edward for any further details.

Whitsunday Youth Focus Network

Contact: Debra Carrington
Manager Community Development & Projects
Whitsunday Regional Council
Ph: 07 4945 0216 Fax 07 4945 0222
E: debra.carrington@whitsundayrc.qld.gov.au
Meets monthly. Contact Debra for Network
details.

South-east Queensland

Brisbane Inner Urban Youth Interagency

Contact: Emma McConnell
Ph: 07 3403 0136
Brisbane South Youth Justice Service.
Email: emma.mccconnell@communities.qld.gov.au
Meets 10-12 noon first Thursday of the month. Contact Emma for details.

Brisbane Southside Youth Interagency

Contact: George Parrott
Ph: 07 3403 0136
The Smith Family
Meets monthly. Contact George for dates and times.

Caloundra & Hinterland Child and Family Network

Hinterland Community Development Assn of Caloundra
PO Box 451, Landsborough Q 4550
Ph: 07 5429 6766 Mobile 0418 720 515
Email: hcdworker.lydia@gmail.com
Contact for meeting times and venues.

Gold Coast Youth Network

Contact: Amanda Wright
Gold Coast Youth Service
PO Box 740, Burleigh Heads Q 4220
Ph: 07 5572 0400 Fax: 07 5575 2607
Email: RADS@goldcoastyouthservice.com
Meets last Wednesday of the month 10.30am-12.30pm at Department of Communities Youth Justice Service Centre at Mermaid Beach.

Goodna Youth Interagency

Contact: Fiona Muhling
Challenge Employment
21 Dunlop St, Collingwood Park Q 4031
Ph: 07 3282 8000 Fax: 33818 2013
E: fionam@challengeemployment.org.au
Meets third Tuesday of the month from

1.30pm at the Goodna Community Health, 82 Queen Street Goodna. All youth & community service providers welcome.

Inala Youth Interagency (LARGEFLY)

Contact: John Rigsby-Jones
Inala Youth Service
PO Box 141, Inala Q 4077
Ph: 07 3372 2655 Fax: 07 3372 2710
Email: largefly@iys.org.au
or admin@iys.org.au
Meets 1pm second Thursday of the month at Inala Community House Hall, Sittella Street, Inala.

Ipswich Youth Interagency Group

Contact: Kate Toohey
Youth Development Officer
Ipswich City Council
PO Box 191, Ipswich Q 4305
Ph: 07 3810 7437 Fax: 07 3810 6741
Email: ktoohey@ipswich.qld.gov.au
Meets first Tuesday of the month 12.30pm at Busy Beat Hub, Brisbane Road, Ipswich.

Lockyer Service Providers Interagency

Contact: Anne James CDW/Coordinator
Lockyer Information & Neighbourhood Centre Inc (LINC)
Ph 07 5462 3355 Fax: 07 5462 4437
Email: lincgaton@bigpond.com
All meetings commence at 1.00pm.
Laidley meetings held 2 March, 25 May, 17 August, 9 November at Laidley Community Centre, 13 Mary Street (opp The Bus Stop). Gaton meetings held 19 January, 13 April, 6 July, 28 September at Gaton Baptist Church, 12 William Street (opp Police Station)

Logan Youth Network

Contact: Francis Mills
Community Development and Safety

Program Leader
Logan City Council
PO Box 3226, Logan City DC 4114
Ph: 07 3412 5138 Fax: 07 3412 3444
Email: francismills@logan.qld.gov.au
Meetings are held bi-monthly at rotating venues across Logan. Please contact Mel for meeting calendar.

Moreton Bay Regional Youth Service Providers Network

Contact: Naomi Rayward
Youth Planning & Development Officer
Moreton Bay Regional Council
Redcliffe District
Ph: 07 3283 0352 Fax: 07 3883 1723
E: Naomi.Rayward@moretonbay.qld.gov.au
All meetings are held Wednesdays 2.30pm-4.30 pm at various host agencies. Please contact Naomi for meeting dates and locations.

Nambour & Northern Sunshine Coast Youth Interagency Network

Contact: Lyn Harris
United Synergies
Ph: 07 5442 4277
Email lharris@unitedsynergies.com.au
Meets once each school term; dates for meetings and venues are advised prior to meetings as venues alternate; includes professional development component.

North Brisbane Youth Interagency

Contact: Kelly Nelson (Visible Ink) or Vicki Jacobs (Piccabeen Community Association)
Ph: 07 3407 8102.
Email: kelly.nelson@brisbane.qld.gov.au
For meeting times, please contact Kelly or Vicki.

Northern Gold Coast Interagency

Contact: Veronica Cox (Studio Village) or Nikki Condon
Ph: 07 5529 8253
Email: svcc@cirruscomms.com.au

Meets last Tuesday of every month
1pm-3pm at Studio Village Community
Centre, 87 Village Way, Studio Village

Redlands Youth Network

Contact: Kara Mansley
Redland City Council
Ph: 07 3829 8233 or 07 3829 8489
Fax: 07 3829 8891
Email: kara.mansley@redland.qld.gov.au
Meets every second month. Contact Kara
for meeting calendar.

Sunshine Coast Youth Partnership

Contact: Lydia Najlepszy
Ph: 07 5479 0070
6/131 Sugar Road, Alexandra Headland,
Qld, 4574
Email: info@sunshinecoastyouth.com

Tweed Shire Youth Network

Contact: Sylvia Roylance
Ph: 02 6670 2736
Email: SRoylance@tweed.nsw.gov.au
Meets bi-monthly on the third Tuesday
of the month 9am-12pm. Meets on
alternate bi-month for professional
development workshop for service
providers. Venue rotated throughout
shire. Contact Sylvia for details.

Issued based networks

Criminal Justice Network

Email: info@cjn.org.au
The Network exists to link individuals
and groups committed to pursuing the

rights of people marginalised by the
criminal justice system. The Criminal
Justice Network is informed by the voices
of people with lived experience. For more
information and details on forums that
the Network holds, please visit
<http://www.cjn.org.au>.

Health Educators Network

Contact: Pamela Doherty
Education and Training Coordinator
Children by Choice
PO Box 2005 Windsor Q 4030
Ph: (07) 3357 9933 ext 3.
Fax: (07) 3857 6246
Email: ed@childrenbychoice.org.au
The Health Educators Network provides
members with an opportunity to network
with other educators, share information
and work collaboratively in the area
of community health education in the
Brisbane and Greater Brisbane Area.
The network is open to any health
educator in the region and members
meet quarterly with rotating venues.

Youth Justice Coalition (YJC)

Contact: Siyavash Doostkhal
Director
Youth Affairs Network Queensland Inc
Ph: 07 3844 7713 Fax: 07 3844 7731
Email: director@yanq.org.au
The Youth Justice Coalition (YJC) is a
diverse coalition of interested NGOs,
CLCs, peak bodies and individuals that
work together to advance the rights of
young people under the age of 18 years
in the youth justice arena in Queensland.
The YJC meets bi-monthly (every 2nd
Thursday every 2nd month) commencing
February 2010. The coalition actively

encourages community members
interested in youth justice issues to
participate.

Statewide program networks

Partnership Brokerage Program

Contact: Carmen Auer
Chair of Qld Partnership Brokerage
State Network
E: Carmen.Auer@thesmithfamily.com.au
Ph: 07 5561 2701 Mobile: 0411 652 126

Youth Connections Program

Contact: Alice Thompson, Chair of Qld
Youth Connections State Network
Email: athompson@bris youth.org
Ph: 07 32523750
Mobile: 0418 666 762

Youth Support Coordinator Program

YSC Hub Facilitators
Contact Megan Murray
Ph: 07 3876 2088 Mobile: 0439 739 747
Email: megan.murray@qyhc.org.au

Contact Kristy Carr
Ph: 07 4725 8249
Mobile: 0407 999 710
Email: kirsty.carr@qyhc.org.au

Web: www.qyhc.org.au/ysc/index.html
Contact YSC across the state at

These details are current as of May 2012. If your details are incorrect, please email admin@yanq.org.au with updated contact details.

For more information on interagencies or to join our list, please contact Trish Ferrier
(YANQ Policy Coordinator) on 07 3844 7713 or policy@yanq.org.au

Want to join YANQ? Simply fill out the application form, detach and return it to YANQ with your membership / subscription fee payment. For more information, please call us on: (07) 3844 7713 or 1800 177 899 (available for rural Queensland) email admin@yanq.org.au or visit our website at www.yanq.org.au

Summary of our values

YANQ believes that the Traditional Custodians and primary Culture of Australia is Aboriginal. We support the right of Aboriginal and Torres Strait Islander communities to self determination, and recognise their capacity to generate their own solutions to the problems imposed on them by continuing colonisation and ongoing pressures to assimilate. We recognise the proven credentials of Aboriginal Traditional Owners and Custodians in connecting with and managing this Land. We value the wisdom and leadership Aboriginal cultures can bring to addressing the problems faced by Australian society.

We aspire to a world which recognises the interdependence of all species on this planet. We envisage a future where Australia is in a position to benefit from Aboriginal Culture; where Australians collectively acknowledge the strengths of one of the world's oldest surviving cultures and embrace highly evolved Aboriginal tradition, Lore and practices. This would play a critical role in achieving a sustainable future for humankind.

YANQ supports the human rights of all Australians. These include the necessities of survival; everyone's right to achieve their full potential; and their right to make choices about their lifestyle, and express their culture, without fear of penalty. Everyone has the right to meaningfully participate in their community and decisions that affect their lives.

We recognise that systemic issues contribute to a failure to meet young people's rights, and the social exclusion of groups of young people. Most young people are disadvantaged – culturally, socially and/or economically. Major social systems continue to fail the majority of young people. Further, socially excluded young people face ongoing pressure to conform to dominant Anglo-Celtic values. This generates disharmony within and across communities, making them vulnerable to prejudice and discrimination. It is only when we recognise the cultures of our First Peoples as the basis for genuine multi-culturalism, and value

the identities, contributions and rights of all Australians, that we can achieve social harmony.

Young people have the capacity to play an important part in their communities and the wider society. Young people's social role and contribution, both now and in the future, largely depends upon how they are treated. The greater the participation of young people in social decision-making, the healthier the community and society.

Community organisations provide a unique pathway to optimising young people's social participation. They can facilitate genuine participatory democracy and respond to young people's needs in an alternate, holistic way. Young people are entitled to access services which respond to their rights and needs, and freely choose whether or not to use these services. Competent Youth Workers have the values, attitudes, knowledge and skills required to work effectively with young people and their communities, using a rights-driven approach.

Australian governments are obliged to meet young people's internationally-agreed human rights. Governments should take full responsibility for meeting these obligations toward young people. Governments should value the expertise of community organisations in providing complementary services, and resource them to take the lead in addressing the rights and needs of young people within their particular community.

Ultimately, YANQ envisages a future where young people are seen as equal, active participants in Queensland society. As a result, Queensland would be a fair, equitable diverse state; a bastion of human rights. It would be a healthy society in which individuals, families and communities are inter-connected; where a culture of mutual respect generates resilience and genuine social inclusion. Its thriving youth sector would enthusiastically stand alongside Aboriginal people and young people, to continue to improve the world. The powerful voice of YANQ would be seen as an invaluable social asset.

SPECIAL OFFER - Join YANQ for free as an individual worker in the youth sector!
Apply before 14th September and receive 12 month free individual membership.
Just note 'free membership offer' on your application form.



youth affairs network qld

MEMBERSHIP / SUBSCRIPTION APPLICATION FORM

30 Thomas Street, West End QLD 4101 Ph 07 3844 7713
Regional 1800 177 899 Fax 07 3844 7731

Email admin@yanq.org.au Web: www.yanq.org.au

TAX INVOICE (on payment)

ABN 28 205 281 339

All fees are GST inclusive.

No income or funding—contact YANQ for special consideration.

Title _____ First Name _____ Last Name _____

Organisation / Department _____ Position Title _____

Postal Address _____ Suburb _____ State _____ Postcode _____

Phone _____ Fax _____ Mobile/s _____

Email _____ Additional Email address/s for YANQ Email Bulletin _____

Additional Email address/s for Multicultural Youth Network of Qld (MYNQ) _____

Do you identify as being from / Does the organisation work with — ATSI, Anglo-Celtic or other Culturally & Linguistically Diverse (CALD) background. Please specify _____

MEMBERSHIP	Individuals	MEMBERSHIP	Organisations	SUBSCRIPTIONS
(Year of Birth _____)		Community Not-for-profit		Individual (Year of birth _____) \$ 60.00 <input type="checkbox"/>
Receive Centrelink	\$ 5.00 <input type="checkbox"/>	Funding <\$100,000	\$ 55.00 <input type="checkbox"/>	Community Not for Profit \$160.00 <input type="checkbox"/>
Young Person (aged 12-25)	\$ 10.00 <input type="checkbox"/>	Funding \$101,000—\$250,000	\$ 80.00 <input type="checkbox"/>	Organisation For Profit \$200.00 <input type="checkbox"/>
Income <\$25,000	\$ 15.00 <input type="checkbox"/>	Funding \$251,000—\$400,000	\$ 120.00 <input type="checkbox"/>	Government Department / Service
Income \$26,000—\$50,000	\$ 40.00 <input type="checkbox"/>	Funding >\$401,000	\$ 150.00 <input type="checkbox"/>	(Federal State or Local) \$185.00 <input type="checkbox"/>
Income >\$51,000	\$ 50.00 <input type="checkbox"/>	Organisation For Profit	\$ 165.00 <input type="checkbox"/>	Reciprocal (Peak Body) NIL <input type="checkbox"/>

I _____ have read and support the objects and values summary of Youth Affairs Network Qld Inc and hereby request to become a member of the Network.

Signature _____ Date _____

If for some reason you are unable to sign the Values and Vision Statement of YANQ you are entitled to become a subscriber after submitting the relevant fee.

I enclose \$ _____ the prescribed Membership / Subscription fee (please delete whichever is not applicable).

Payment Methods

Cheque payable to Youth Affairs Network of Qld and mail to 30 Thomas Street, West End Qld 4101

Electronic funds transfer Deposit to BSB 633-000 Account # 123043259 Youth Affairs Network of Qld and email remittance advice to finance@yanq.org.au or fax to 07 3844 7731

Credit Card Master Card Visa (please indicate)

Card No _____ Amount \$ _____ Expiry Date _____

Name on Card _____ Signature _____

Do you require a receipt Yes / No

Do you attend / are you a member of a youth interagency? If yes, advise Interagency Name _____



Young People in Queensland

A look at Census 2011

1.00-3.00pm Friday 21st September
CCYPCG Meeting Room, Level 17, 53 Albert Street, Brisbane

Join representatives from the Australian Bureau of Statistics, Youth Affairs Network Queensland and the Commission for Children, Young People and Child Guardian for an in-depth look at what Census 2011 tells us about young people in Queensland and how this will inform our work into the future.

RSVP

Monday 17th September to
admin@yanq.org.au or 07 3844 7713.
 Places are limited.

This event is free.
 Afternoon tea will be provided.

