

Youth Business



Aboriginal Youth Engagement Strategy

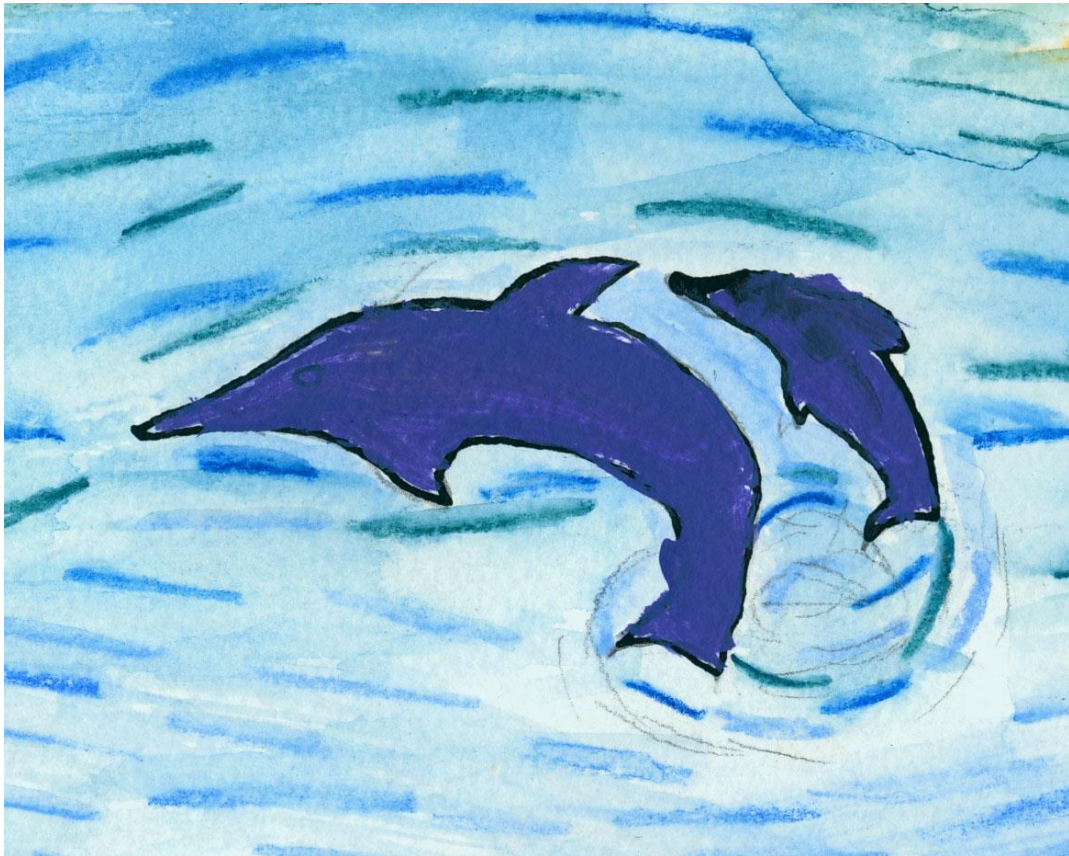
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VISION AND MISSION STATEMENTS

VISION

A Shoalhaven community which is educated and informed, and which supports young Aboriginal people to fulfil their potential as strong, proud community members and leaders.



MISSION STATEMENT

To EMPOWER Aboriginal youth to explore their cultural identity with pride and confidence.

To EQUIP Aboriginal youth with skills, knowledge, and opportunities; which will help them to realise their potential.

To EDUCATE the Shoalhaven community; to eliminate prejudice and foster the celebration of Aboriginal culture.

To SUPPORT best practice by service providers to work with Aboriginal young people.

AIM

The aim of the strategy is to provide a guide to those working with Aboriginal young people, across a range of community sectors including local government, to best carry out their work to support and encourage young Aboriginal people to fulfil their potential as strong, proud community members and leaders.



EXECUTIVE SUMMARY

INTRODUCTION

This strategy presents the findings of Shoalhaven City Council's Aboriginal Youth Engagement Strategy project, including considerations for best practice when working with Aboriginal youth. For the purpose of this strategy, young people or youth are considered to be people aged between 12 – 24 years of age. This initiative was developed in line with Shoalhaven City Council's Community Strategic Plan and Social Justice Principles. The Community Strategic Plan can be accessed via Council's website.

Shoalhaven City Council Social Justice Principles:

Equity: ensure that all people are treated equally while also recognising that there are situations where application of the same rules to disadvantaged and marginalised groups can generate unequal results

Access and connectedness: the community needs and wants to be connected and have equal access to services and facilities. This can be achieved through improved transport options and improved mobility, through connections with each other, through connections with the environment, through provision of facilities and services that meet community need and through business connection opportunities.

Participation: the creation and implementation of the objectives and strategies within the plan must be achieved with the full participation and support of the community.

Rights: the Community Strategic Plan includes strategies which will deliver the basic rights and freedom to which all humans are entitled.

Shoalhaven City Council Community Development staff consulted and worked with organisation representatives, members of the community and local young Aboriginal people. Consultation with Aboriginal young people included an art competition, surveys in hard / electronic format, workshops and face to face interviews; focus groups were also conducted with the Aboriginal representatives who work with youth.

KEY FINDINGS

Key findings are summarised below:

- The majority of Aboriginal young people consulted are engaged at school or in some other form of education as well as working part time whilst studying.
- Aboriginal young people mostly learn about their culture from family and via story telling.
- Highest rates of Aboriginal youth participation are in Aboriginal or Youth specific organisations as well as school leadership.
- The majority of Aboriginal young people wanted to finish school and gain employment.
- Most survey and workshop respondents indicated that their Aboriginal identity is very important to them; some respondents identified with both Aboriginal and non-Aboriginal cultures as a part of who they are.



METHODOLOGY

Research was conducted from late 2011 to late 2013 using qualitative and quantitative methods. Community Development staff engaged in conversations with Aboriginal Education Officers and Aboriginal Youth Workers and conducted a workshop/ focus group with the above workers and Aboriginal young people to inform the strategy development project process.

A draft survey was developed and piloted at Nowra Youth Centre with Aboriginal young people; face to face interviews were also conducted at this time. Following this consultation, the survey was reviewed and finalised (Appendix 1). The final survey was distributed to Aboriginal young people widely throughout the Shoalhaven in hard and electronic copy. An Aboriginal youth specific art competition was conducted as a part of Youth Week 2013. The theme of the art competition was “Youth Business”, and asked Aboriginal young people to think about what it means to them to be an Aboriginal young person living in the Shoalhaven as well as the things they like to do, the places they like to go and how they see the world (Appendix 2). Winning art works are featured and used in the strategy (photos of winning artworks, artists and Shoalhaven City Council Aboriginal Advisory Committee members are pictured below). “Youth Business” workshops were also conducted with Aboriginal young people where the survey questions were workshopped rather than completed as a survey. A total of 38 surveys were submitted and 15 young people attended the workshop.



Pictured L-R Councillor Findley, Shaylee Meehan, Leslie Halls, Noel Wellington, Ted Braddick, Sara Campbell, Aunty Pat Lester.

DEMOGRAPHICS

INTRODUCTION and SUMMARY

Shoalhaven City is located on the south coast of New South Wales, about 160 kilometres south of Sydney. Shoalhaven City is bounded by the Wingecarribee Shire and the Municipality of Kiama in the north, the Tasman Sea and Jervis Bay Territory in the east, the Eurobodalla Shire in the south and the Palerang and Goulburn Mulwaree Council areas in the west.

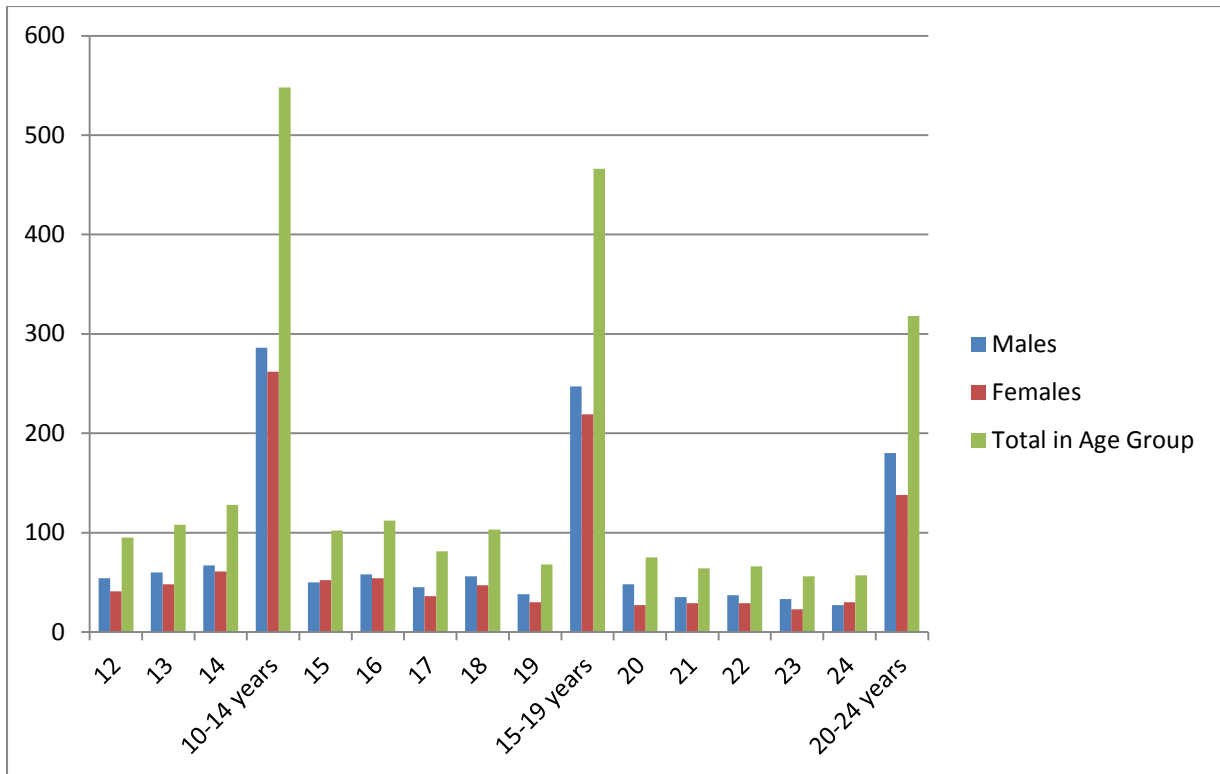
Shoalhaven City has a rich Aboriginal cultural heritage, with nearly one in 20 residents identifying as Aboriginal or Torres Strait Islander. The Aboriginal population is clustered throughout the Shoalhaven with significant numbers in Bomaderry; Nowra's surrounding areas, Jervis Bay, Orient Point and Ulladulla.

These strong links with Aboriginal culture are further reflected in Council's recognition of the strong spiritual ties that the traditional owners continue to have with the land. The original inhabitants of the Shoalhaven area are the Wodi Wodi and Wandandian Aboriginal people. According to the 2011 Census the Indigenous population in the Shoalhaven is 4,314 people.

The Aboriginal people in the Shoalhaven are from many different Aboriginal communities. The names and boundaries of these nations are often interpreted differently by different communities. Each community has their own set of beliefs, languages, and traditions, but all of these communities are commonly understood to be a part of the Yuin nation, which stretches from the Illawarra to the Victorian border.

Aboriginal people from all different walks of life, and all corners of the Shoalhaven, were instrumental in developing the strategy. This strategy is designed as a **GUIDE ONLY**, and does not replace any advice or knowledge from local Elders and community; it is recommended that you always do your own research, especially in regards to terminology, as *accepted norms* are fluid and constantly changing.

Age Structure of Aboriginal young people aged 12 – 24 in the Shoalhaven LGA



Graph source - AUSTRALIAN BUREAU OF STATISTICS 2011 Census of Population and Housing

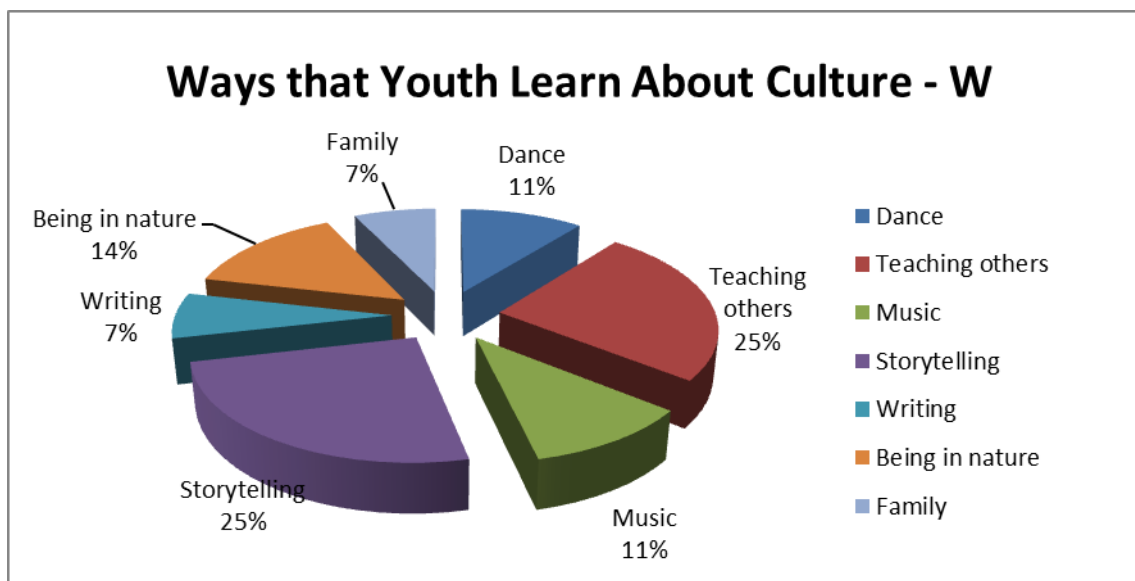
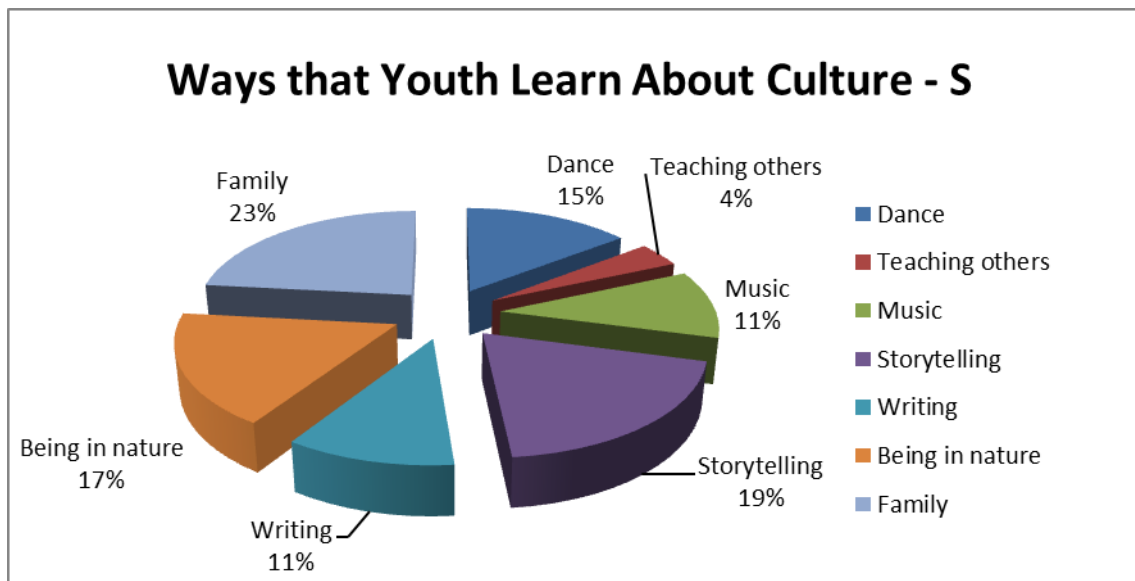
With there being roughly 1,100 Aboriginal young people aged between 12 – 24 years of age in the Shoalhaven LGA, the survey results are very credible with a 5.83% sample of the Aboriginal youth population participating.



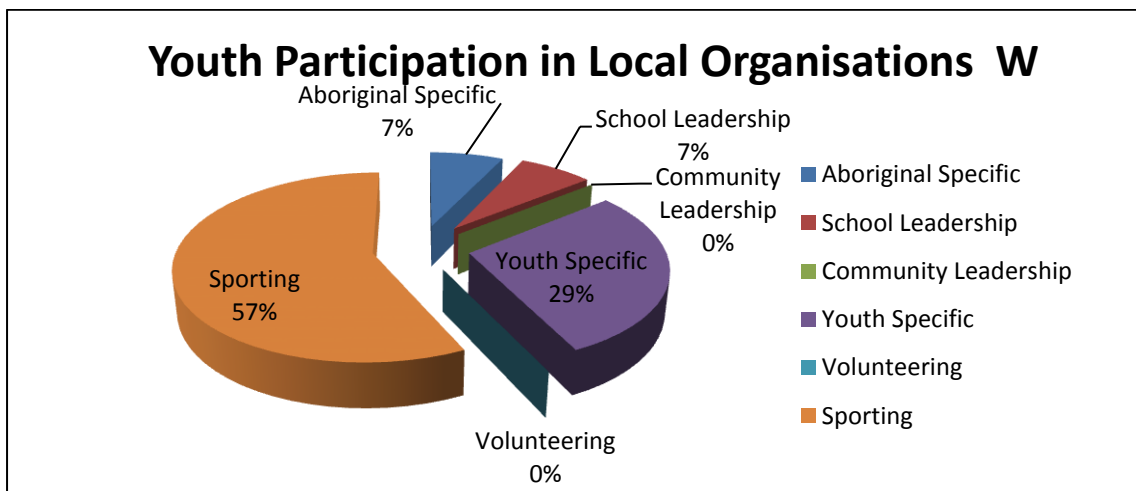
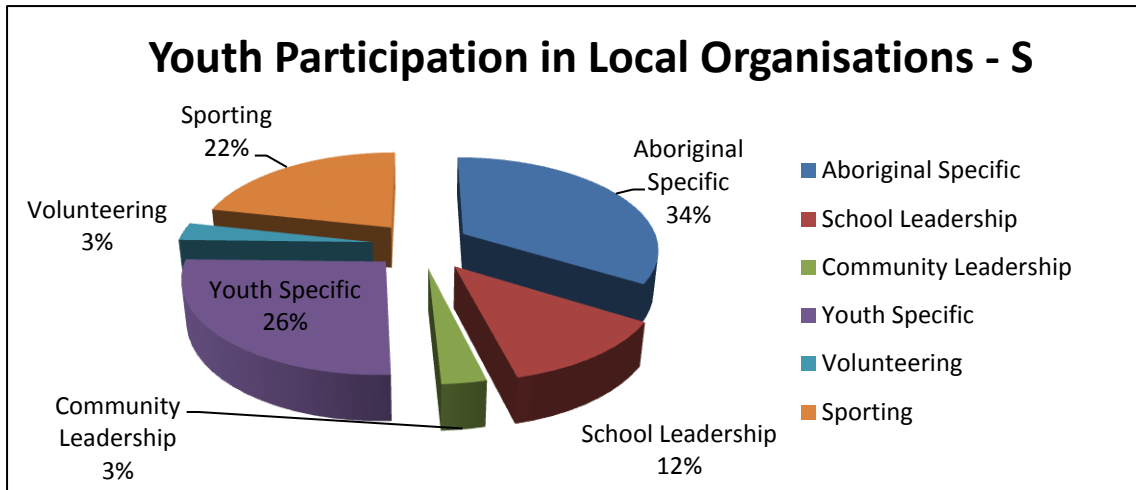
SURVEY & WORKSHOP RESULTS

Survey Results denoted with S – Workshop Results denoted with W

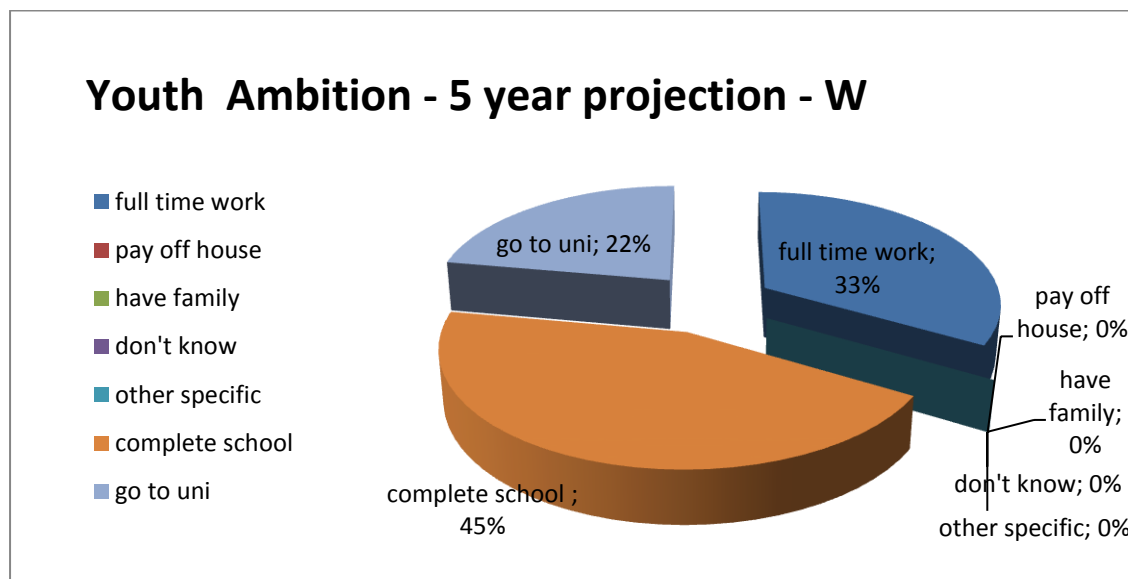
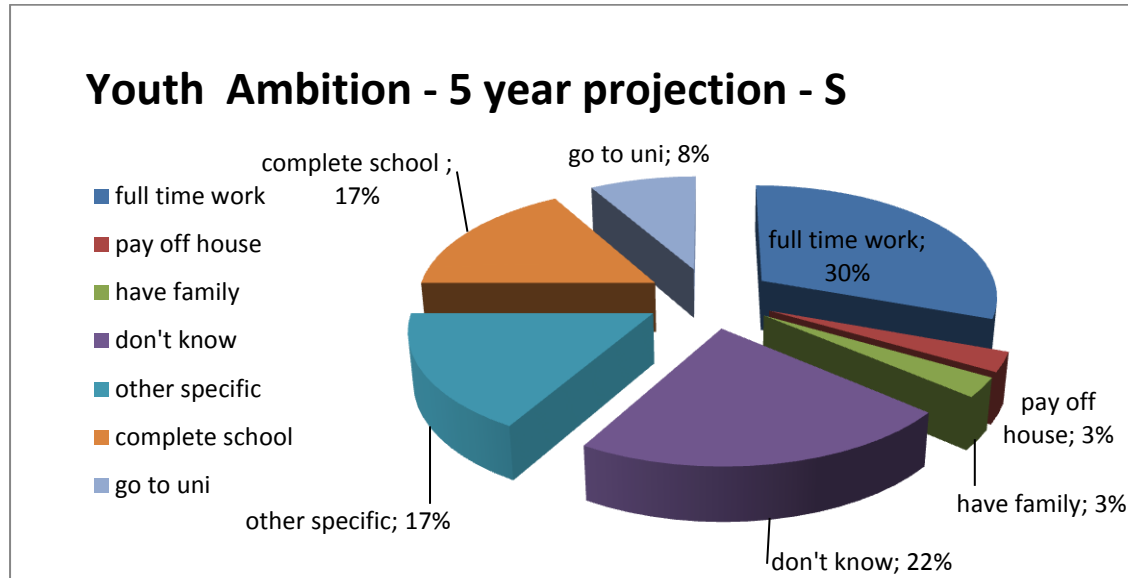
Who do you learn about your Culture from / How do you like to learn About Culture



Aboriginal Youth Participation in Local Organisations

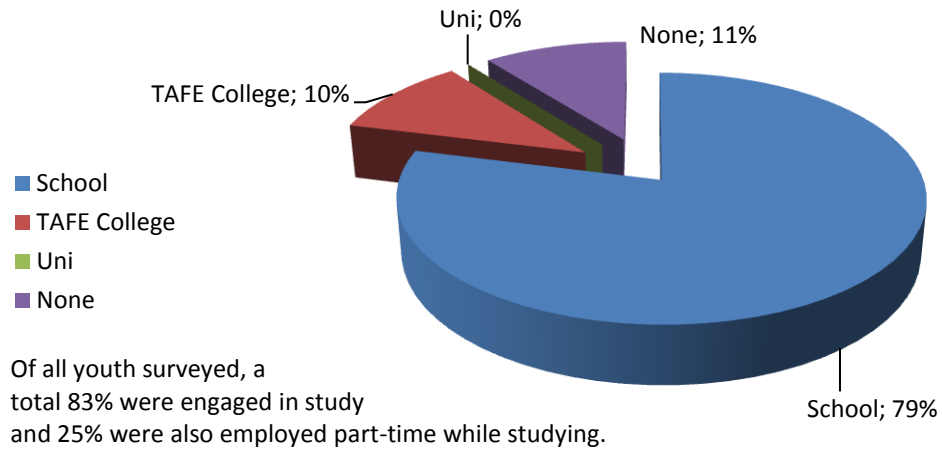


Aboriginal Youth Ambition for the Next 5 Years

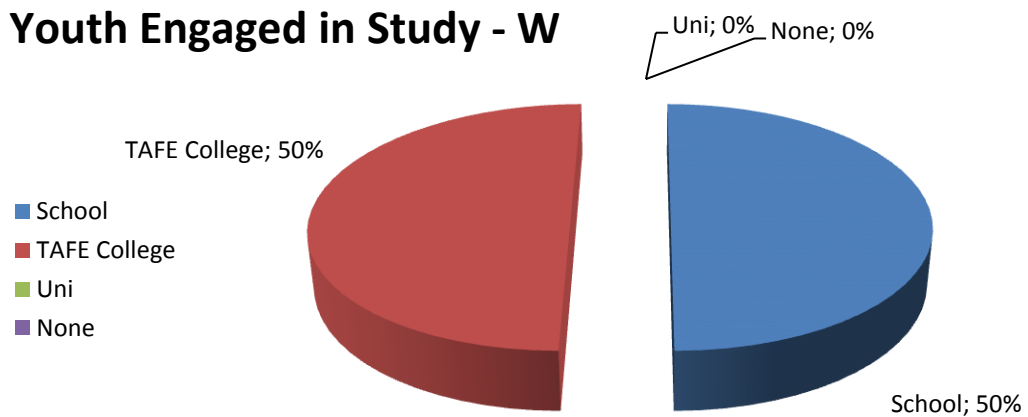


Aboriginal Youth Engagement with School, Study and Work

Youth Engaged in Study - S



Youth Engaged in Study - W



EXTRA WORKSHOP INFORMATION GATHERED

Fifteen young people from local high schools attended the workshop which was conducted at Nowra Youth Centre and was facilitated by Shondelle Bolt from the Nowra/Shoalhaven South East Region Aboriginal Affairs NSW.

At the start of the workshop the group set some grounds rules for the workshop and during this process took into consideration cultural safety. During discussion and conversations that happened on the day, all the young people expressed that they immensely enjoyed the workshop and that they have a real thirst to learn more about their culture; and a desire to attend more activities like the workshop to learn. Many were touched and surprised that they met family on the day that they did not even know that they had.

The females in the group said that they would like to see a girl's hip hop group facilitated and an opportunity presented to learn about their kinship connections. The males in the group said they would like to see more sporting and leadership opportunities. There was also a need expressed for more Aboriginal Studies to be taught in schools. The participants said there were barriers to this with age restrictions and the number of Aboriginal young people being able to attend; they said this was due to competing subject schedules and Higher School Certificate requirements. The group identified a need for an Aboriginal Young People's Leadership Group to be started locally. The majority of participants placed their name on a list to be involved in such a group. The Nowra/Shoalhaven South East Region Aboriginal Affairs NSW and Shoalhaven City Council are supporting and facilitating such a group based on the expressed need.

All in the workshop group felt proud to be Aboriginal young people and many, when asked, what being Aboriginal meant to them, responded with; "*that being Aboriginal was about family, culture and understanding where you're from, your history and the Aboriginal flag*". A full copy of the workshop notes is included as an appendix (appendix 3).



USEFUL INFORMATION & POINTS TO CONSIDER

Please note that it is legislation in New South Wales that anybody who works with young people/ youth in a paid or volunteer capacity must have a Working with Children's Check completed. Information is available on the New South Wales Commission for Children and Young People website

Leadership is one of the primary qualities that we hope our Aboriginal young people will confidently develop throughout their life. They may need opportunities to develop knowledge, skills, understanding, and experiences in order for them to be prepared to work in partnership with adults and effectively engaged in community.

It is important that young Aboriginal people are actively involved in discussions about leadership; what it means to them; if, and how they would like to be engaged, and how they see their role in shaping the economic and social futures of their community.

The best way to learn is by trying something, not just being told about it or by just watching someone.

IDENTITY

The United Nations Convention on the Rights of the Child states that all children have the right to practice their own culture, language and religion. Minority and Indigenous groups require special protection of this right (United Nations Declaration) http://www.unicef.org/crc/files/Rights_overview.pdf

Culture is fundamental to the lives of Aboriginal people. A vibrant culture and connection to community are significant factors in strengthening the resilience of Aboriginal children and young people.

The majority of participant's responses in both the hard copy survey and face to face workshops strongly agreed that Aboriginal identity is very important to them.

It is essential that Aboriginal young people's sense of identity and culture must be embraced and supported in a culturally safe environment to enhance and build pride, self-esteem and confidence in their own *worth*.

CONSIDERATIONS

- In collaboration with young people, develop strategies to encourage and nurture young Aboriginal people to be involved in the development of or participation in community programs and/or activities.
- Consider how your work environment, meeting space, policies, programs and practices are culturally inclusive, friendly and welcoming.
- Encourage and nurture the development of young people's knowledge, skills and leadership roles.
- Actively involve participants in a variety of experiences and assist them in learning from those experiences.
- Seek Aboriginal young people's input and views, when possible, in general matters also, not just Aboriginal specific or related ones.
- Educate your colleagues, friends and family about Aboriginal people and their cultures.
- Learn about the history and cultures of the local communities e.g. visit important local places like Bomaderry Homes, Booderee National Park and speak to local Aboriginal people.
- Allow young people to take an active role in teaching their peers about culture and history – young people will respect it more, and it will be more relevant to them.

Watch Your Words, **always check with the local Aboriginal community on the appropriateness of terminology; and consider the historical context of how words were, and sometimes still, are used negatively.**

(✓ symbol indicates appropriate to use & ✗ symbol indicates not appropriate to use).

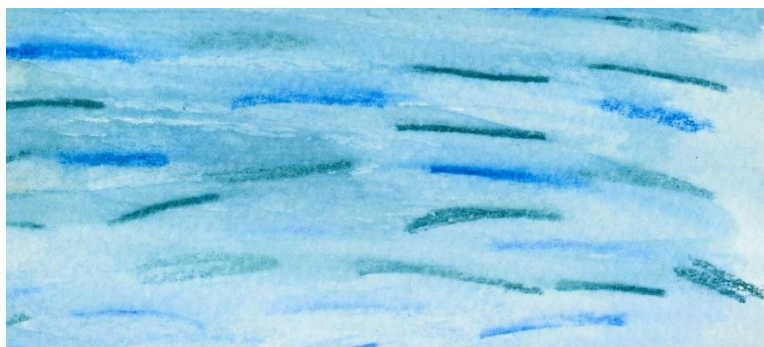
- ✓ 'Aboriginal people'
- ✓ 'Aboriginal and Torres Strait Islander'
- ✓ Aboriginal 'nation', 'community', 'country', 'mob'
- ✓ **Always capitalise the words 'Aboriginal' and 'Indigenous', when referring specifically to Aboriginal and Torres Strait Islander people of Australia, as you would for words like 'Australian' or 'Nowra'**
- ✓ **Koori (cultural diversity is evident within communities, so check with individual community members or local community when to use)**
- ✗ 'Aborigine'
- ✗ 'Half caste', 'full blood'
- ✗ Aboriginal 'tribe' or natives

Show Your Respect - Be aware of community protocols

- Learn how to perform an Acknowledgement to Country at meetings, events and celebrations, or ask a local Elder to give a Welcome to Country. An Acknowledgement to Country can be performed by anyone showing respect to the local people.
- At a meeting, speech or formal occasion the speaker can begin their proceedings by offering an Acknowledgement of Country. Unlike a Welcome to Country, it can be performed by a non-Aboriginal person.
<http://www.reconciliation.org.au/home/resources/factsheets/q-a-factsheets/welcome-to-and-acknowledgement-of-country>

An Acknowledgment of Country is a way of showing awareness of and respect for the traditional Aboriginal people of the land on which a meeting or event is being held, and of recognising the continuing connection of Aboriginal people to their country.

- An example of an Acknowledgement to Country:
“I would like to acknowledge the traditional custodians of the land we meet on today, and pay my respects to Elders past and present. I would like to extend that respect to all Aboriginal people here today”.
- Think about ways to incorporate a celebration of Aboriginal culture into your organization, e.g. displaying the Aboriginal flag and or local Aboriginal artwork or posters.



LEADERSHIP

Getting Aboriginal young people skilled up

- When you know of a young Aboriginal person with great leadership potential, in collaboration with the young person, encourage and nurture this potential to further develop their interest in, and passion for, leadership.
- Aboriginal youth should be given time to reflect on their own values, talents, and skills and ways in which they could best use their abilities to provide service for others.
- To fully participate with adults, youth need to be informed about the adult perspective of the problem, challenge or issue being discussed; the jargon that adults use to describe their work; and strategies for approaching the work. It is important to be sure the field is level for all of the players.
- Make sure that they are aware of basic leadership skills that are needed to fulfil a community leadership role. This includes being fully informed of their roles, responsibilities and expectations; this needs to be clearly defined.
- Provide opportunities for Aboriginal young people to speak publicly by inviting them to be involved on committees or community programs (school student representative councils or youth advisory committees).
- Involve Aboriginal young people in decision making processes with adults.
- Provide opportunities for them to observe and practice leadership roles and responsibilities in any setting.
- Inform them how to get their point across clearly and effectively.
- Make sure that the process and structure of formal meetings is known.
- Provide opportunity for and support self-advocacy.
- Ask colleagues if there are any training opportunities or if there are any meetings that a young Aboriginal person could sit in on to get a feel for the environment.

OPPORTUNITIES

- Assess whether your organisation would benefit from the valuable input and skills of an Aboriginal young person, in a meaningful way.
- If you are on a committee or board, assess whether the meeting process would benefit from a less rigid structure.
- If there are young Aboriginal people involved in your committee, make sure that they are welcomed formally to the group, and encouraged to participate.
- Don't expect one young Aboriginal person to speak on behalf of all young Aboriginal people. Instead, value their opinion as that of a sole expert.
- Give an acknowledgement of country at the beginning of meetings, events and or activities or ask a young person to do it. Remember this can be performed by anyone.
- Research other services/organisations who may be conducting Aboriginal youth programs or activities e.g. Annual Indigenous Graduation Celebration and the AIME program.
- Seek assistance in identifying key role models in the local community who may be able to offer assistance or mentoring.

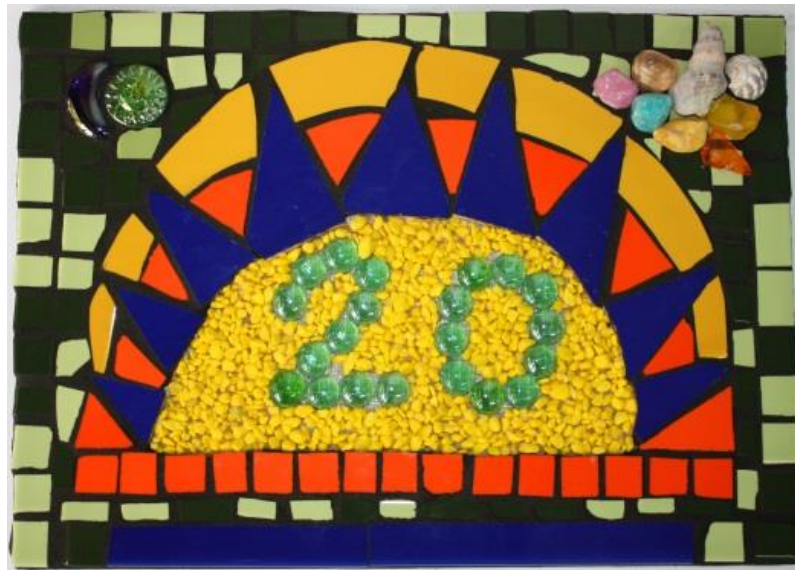
N: B - Young people are experts at seeing through tokenistic gestures!

FINDING OUT MORE

- Contact your local Aboriginal liaison officer in schools, Aboriginal services and/or organisations to find out who can assist and what is happening in your community.
- Get to know your local Aboriginal community e.g. participate in Aboriginal community events or celebrations to build a rapport within the community, liaise with Aboriginal people in the community for further information.
- To find out about inviting Elders to perform Welcome to Country, Aboriginal sites to visit in the area, or leadership opportunities for Aboriginal people, call Shoalhaven City Council's Aboriginal Community Development Officer, phone: 4429 3440.

LOCAL ELDERS

Contact local Aboriginal workers or organisations for names of local Elders



IMPORTANT DATES

26 January	Australia Day/Survival Day
13 February	National Apology Day
21 March	Harmony Day
21 March	National Close the Gap Day
26 May	National Sorry Day
27-3 June	National Reconciliation Week
1 July	Coming of the Light Festival
3 June	Mabo Day
First week of July	NAIDOC Week
4 August	National Aboriginal & Torres Strait Islander Children's Day
9 August	International Day of the World's Indigenous People
October long weekend	NSW Aboriginal Rugby League Knockout

CONCLUSIONS & RECOMMENDATIONS

YOUTH BUSINESS – CONCLUSION AND RECOMMENDATIONS

The 'Youth Business' Aboriginal Youth Engagement Strategy has helpful information and recommendations for **consideration** for use by a range of community organisations, including local government; and aims to help inform how organisations can best work with Aboriginal young people locally. This strategy is designed and intended as a **GUIDE ONLY**, and does not replace any advice or knowledge from local Elders and community; it is recommended that you always do your own research.

Analysis of the survey and workshop material demonstrates that locally, Aboriginal young people are positively engaged with school, study, work and community organisations. It was also shown that Aboriginal young people are more than keen to increase their current knowledge of their Aboriginal culture and history.

Recommendations

- Form a local Aboriginal Young People's Leadership Group
- Facilitate an Aboriginal young women's Hip Hop dance group
- Provide opportunities for Aboriginal young people to explore and learn about their kinship connections
- Consult regularly with Aboriginal young people via face to face forums, activities and events to inform, educate and learn together
- Provide leadership training and or mentoring
- Invite Aboriginal young people to be on boards and committees where possible
- Make your service or organisation as Aboriginal youth friendly as possible by displaying Aboriginal artwork, posters and or the Aboriginal flag
- Advocate for more Aboriginal studies to be taught at school across all years
- Include Elders, family and community as much as possible when working with Aboriginal young people, taking confidentiality into consideration

The strategy development and project overall had great support from the local community. The recommendations as listed above, informed by the survey and workshop data are envisaged to support local work with Aboriginal young people and are by no means intended to be exhaustive or limit the delivery of creative projects and programs.

PARTNERS IN STRATEGY & PROJECT DEVELOPMENT

NSW Department of Education and Communities Aboriginal Education Officers and schools:

Pat Lester, AEO, Shoalhaven High School
Janelle Burnes, AEO, Shoalhaven High School
Brooke Aldridge, AEO, Bomaderry High School
Sharon Webster, AEO, Nowra High School
Aunty Nell Mooney, AEW, Ulladulla High School

Youth Workshop Mentors:

Eliza Paranthoienne, Consultation Workshop Facilitator (2010), University of Sydney Social Work Student Placement at Shoalhaven City Council
Shondelle Bolt, Youth Workshop Facilitator (2013), Aboriginal Affairs NSW
Ben Wellington, Youth Workshop Mentor, Nowra Local Area Command
Troy Lenihan, Youth Workshop Mentor, NSW Department of Education and Communities,
Pat Lester, Youth Workshop Mentor, Shoalhaven High School,
Brooke Aldridge, Youth Workshop Mentor, Bomaderry High School,
Merryn Corbyn, James Cook University, QLD, Masters of Social Work Student Placement at Shoalhaven City Council
Sylvia Timberly, Indigenous Community Links, Habitat Personnel

Support Partners:

Shoalhaven Community College, Bomaderry
TAFE NSW, Bomaderry Campus
Nowra Youth Centre
University of Wollongong, Shoalhaven Campus, West Nowra
Nowra/ Shoalhaven South East Region, Aboriginal Affairs NSW
NSW Department of Education and Communities, Illawarra South East Region
Department of Employment, Education and Workplace Relations (DEEWR) Southern NSW & ACT Regional Office, Nowra Office.
Dean Naylor Clark, Youth Worker, Ulladulla Youth Centre
Jess Hopkinson, Youth Worker, Nowra Youth Centre/Access Community Group
Shoalhaven Youth Interagency
Shoalhaven City Council Aboriginal Advisory Committee
Shoalhaven City Council Youth Advisory Committee
Nowra Aboriginal Education Consultative Group
Upper South Coast Regional Aboriginal Education Consultative Group
Students from Shoalhaven, Nowra, Bomaderry and Ulladulla High Schools

REFERENCES

- Aboriginal Capacity Building Project, A Resource Manual for service providers in the inner west of Sydney, Marrickville Council
- FACT SHEET: A summary of the rights under the Convention on the Rights of the Child. http://www.unicef.org/crc/files/Rights_overview.pdf
- Indigenous Youth Strategy: A Guide for Indigenous communities. <http://niusleta.kokodatreks.com/documents/IndigenousYouthStrategybyMikeBeckingham.pdf>
- Reconciliation Australia: (2010). Welcome to and Acknowledgement of Country <http://www.reconciliation.org.au/getfile?id=1055&file=Welcome+to+and+Acknolw+dgment+of+Country+Q%26A.pdf>

APPENDICES

1. SURVEY

Aboriginal Youth Engagement Strategy Survey

Shoalhaven City Council is currently developing an Aboriginal Youth Engagement Strategy in consultation with local community. The project will result in a document that will help to inform how those working with Aboriginal young people across a range of sectors, including local government, carry out their work.

As part of the consultation process, Council is surveying Aboriginal young people aged 12-24. By completing the survey Aboriginal young people will be able to have a say in the planning and decision making processes that connect them with culture and community.

Completed surveys can be returned by email to

Margaret Simoes, Aboriginal Development Officer simoesm@shoalhaven.nsw.gov.au or

Donna Corbyn, Youth Development Officer CorbynD@shoalhaven.nsw.gov.au

Alternatively completed hard copies can be mailed to Shoalhaven City Council Community Development, PO Box 42, Nowra, NSW 2541 or faxed to 4429 3166.

For more information please contact Margaret Simoes or Donna Corbyn from Shoalhaven City Council's Community Development department.

- Margaret Simoes, Aboriginal Community Development Officer on Ph: (02) 4429 3440 or Email: simoesm@shoalhaven.nsw.gov.au
- Donna Corbyn, Youth Community Development Officer on Ph: (02) 4429 3418 or Email: CorbynD@shoalhaven.nsw.gov.au

Thank you for your input!

Part 1. What kind of groups appeal to you?

- | | |
|--|--|
| <input type="checkbox"/> Aboriginal specific groups | <input type="checkbox"/> Youth specific groups |
| <input type="checkbox"/> School Leadership groups | <input type="checkbox"/> Volunteering programs |
| <input type="checkbox"/> Community Leadership Programs | <input type="checkbox"/> Sporting teams |

Other: _____

Are you involved in any of these programs? Yes No

Part 2. You.

Gender: M F Age: _____

Do you currently have a job? Yes No

I am enrolled in: School TAFE University None of these

What is one thing you hope to achieve in the next five years?

Who do you learn about your culture from? (tick more than one if necessary)

- | | | | |
|---------------------------------|----------------------------------|---|-------------------------------|
| Elders <input type="checkbox"/> | Friends <input type="checkbox"/> | Community <input type="checkbox"/> | None <input type="checkbox"/> |
| Family <input type="checkbox"/> | School <input type="checkbox"/> | Aunties/Uncles <input type="checkbox"/> | |

How do you like to learn about culture? (tick more than one if necessary)

Dance

Teaching others

Music

Storytelling

Writing

Being out in nature

Family

Other (please specify): _____

What Aboriginal country are you from? _____
(eg. Murrumerang, Jerrinja, Yuin, Eora etc)

I don't know

What does being Aboriginal mean to you?

Part 3. How strongly do you agree with the following statements?

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1. I would describe myself as a confident person					
2. I feel proud at events when there is an acknowledgement/welcome to country					
3. I feel that some events and/or interest groups are not welcoming to Aboriginal people					
4. I feel more confident at events/places/programs that are specifically for Aboriginal people					
5. Aboriginal and non-Aboriginal cultures are both part of who I am					
6. There are lots of good things about being an Aboriginal youth in the Shoalhaven					
7. I feel like a valued part of the community I live in					
8. I feel that young Aboriginal people have the opportunity to change their community for the better					
9. My Aboriginal identity is important to me					

2. ART COMPETITION ENTRY FORM

Aboriginal Youth Art Competition Brief

We want your input!

Shoalhaven City Council is currently developing an Aboriginal Youth Engagement Strategy. Council is seeking artwork created by Aboriginal young people living in the Shoalhaven to be featured in the final document. The artwork will appear on the front page and throughout the strategy and will help to tell a story about how those people working with Aboriginal young people can best do their work. All entries will be displayed at the 'Youth Business' Aboriginal Youth Art Exhibition to be held in the foyer of Shoalhaven City Council during Youth Week, April 2013.

The Theme

- The theme for the competition is "Youth Business".
- Think about what it means to YOU to be an Aboriginal Young Person living in the Shoalhaven. The things YOU like to do, the places YOU like to go, how YOU see the world.

Specifications

- The competition is open to all Aboriginal Young People aged 12-24years who are living in the Shoalhaven area.
- Entries must be at least A4 size.
- All 2D mediums will be accepted: Paintings, photographs, drawings, poems, songs or digital art.
- There are no fees for entry. Works submitted will not be for sale.
- All entries must be your own work and include your name, age and contact number.
- If you are under 18 please check with a parent or guardian that you have permission to enter the competition.
- One entry per person.
- Please do not include identifiable photos/images of people or persons in your entry.
- All entries to be submitted by 5pm Friday 1st March.
- After this date all entries will become the property of Shoalhaven City Council.
- Entering your artwork gives permission for Shoalhaven City Council to use your artwork for promotional purposes as directed by Shoalhaven City Council.
- Shoalhaven City Council will have full copyright and ownership of the artwork upon submission.
- Works inappropriate for public display will not be accepted.

Selection panel and process

- Entries can be submitted at any council administration building or library across the Shoalhaven during business hours.
- Artworks will be displayed at the *Youth Business* Aboriginal Youth Art Exhibition and will feature in the Aboriginal Youth Engagement Strategy to be released in November/December 2013.
- 1st, 2nd and 3rd prizes will be awarded to those entries that best capture the idea of "Youth Business". Prizes will be in the form of gift vouchers from the store of the young person's choosing.
- Winners will be decided by a judging panel made up of members from Shoalhaven City Council's Aboriginal Advisory Committee.
- Prizes: 1st Prize \$200, 2nd Prize \$100, 3rd Prize \$50. All entrants will receive a certificate of participation.

Inquiries - Shoalhaven City Council's Youth Development Officer – 4429 3418



Youth Business

Aboriginal Youth Art Competition Entry Form

NAME: _____

ADDRESS:

PHONE NUMBER: _____

TITLE OF WORK: _____

Medium: _____

Brief explanation of work:

By entering, the artist consents to images of their work being photographed or reproduced in and as part of the promotion of the Aboriginal Youth Engagement Strategy.

By entering the competition, the artist also agrees to their work being reproduced for any purpose that Shoalhaven City Council deems appropriate.

I _____, agree with these terms.

Signed _____

Or if under 18 years of age, Parent signature: _____

Privacy Notification

Shoalhaven City Council is collecting the information in this competition in order to notify the winning entries. The information will be used solely by Council staff, for the stated purpose. The supply of this information is voluntary and individuals may apply for access to, or correction of, their personal information at any time.



3. WORKSHOP FORUM NOTES

Start of the day group rules

Cultural safety

Respect for each other, listening to each other and letting everyone have their say.

Look after each other and share, no talking over other people.

No swearing/abuse. Respect people's views and opinions.

What is one thing you would like to achieve in the next 5 years?

Koori dancing; groups/performances.

Knowing identity: Family, culture, where we come from, history.

Learning languages

Cultural camps.

- I would like to be a lawyer and go to uni.
- I would like to be a pro singer and go to tafe to study.
- Get a job, have my P's, own a car, complete my HSC.
- I want to go to Uni to study criminal behaviour/behavioural analyst.
- To complete my IPROWD course and finish my HSC.
- Complete my HSC.
- Finish my HSC, get my P's, have a full-time job.
- I want to be better at soccer and be a flight attendant.
- Finish year 12 to be a mechanic
- I want to be a flight attendant.
- Finish year 12 and go to uni to become an artist.
- Complete my HSC, get a job and move out from home.
- Complete my HSC and have a job
- Complete my HSC and be at uni

What kind of groups appeal to you and why?

Dance groups; expression, passion

Public speaking, our voice

Culturally appropriate groups; (for specific reasons – language etc.)

Cultural camps; connecting, knowing family

- North Nowra city youth, because I get to hang with friends. I would also like to dance.
- Sport – soccer team, because they enjoy the same sport I do.
- Football – I like footy because you can make friends, not be lazy and get out of the house.
- A hip hop group for girls, for something to do.
- Hockey team – I would like to play, but there are no hockey teams.
- Leadership groups – I like being in a leadership position.

- General sporting teams, because sport is fun and keeps you healthy.
- Singing: because I like it, I'm good at it and it gives me good opportunities.
- Aboriginal girls dance group.
- Work – They are interested in the same thing that I am.
- Drawing/art group – because it gets my creative ideas on paper and is fun.
- NRL – because it keeps you active and fit.
- Gym – because it's a place where I can get away from other mess.
- NRL - because it's healthy and competitive.

Are you involved in any of these groups and if so which ones?

- Bundanon dance group/rap (performance)
- Soccer – united
- Ulladulla/Milton Bulldogs
- NRL – school girls/boys
- Youth group (church Ulladulla)
- Dance group (Bomo high)
- Aboriginal leadership (Gunya) Ulladulla high
- AIME
- I-proud
- T-vet
- Rock eisteddfod

Who do you learn about your culture from?

Family x 8
 School x 6
 Community x 4
 Football x 1
 Uncles/Aunties x 5
 Books, reading about my culture x 2
 Youth centre x 1
 Elders x 1
 Nan/pop x 1

Great Nan, old man, brothers and cousins etc
 Westernised cultures – The different clothing, music and food etc.

How do you like to learn about culture and why?

- Aboriginal studies in schools (age restrictions, numbers in particular)
- Recommendation to AECO about opening up access to Aboriginal Ed.
- Culturally appropriate teachers/courses
- Leadership groups in schools
- Stereotyping – What being Aboriginal means - “special treatment”

Why things happen, e.g. programs etc.

- Recommendations – Cultural safety rules
- Through experience and language. E.g. Nature, arts, food... because it would be nice to know.
- Storytelling, culture camps, music/dancing, teaching others, indigenous sports/games, Aboriginal youth groups and learning from our elders.
- Dancing, ceremony, stories, art, elders, aboriginal book resources. I like to know who I am and where I come from.
- Culture camps, music, storytelling, dance, indigenous sport/games and youth groups.
- Culture camps, workshops and storytelling.
- Rap/family tree project.

What does being Aboriginal mean to you?

- Being a part of a proud and unique culture x 2
- Family, flag, dancing, stories from family, drawing.
- We all share a special bond.
- Having a connection to the land and respecting that connection in the form of family and culture.
- Family, connection, community.
- Being Aboriginal means that I know my culture and know some part of who I am. It makes me more curious about my Aboriginal culture.
- What makes me Aboriginal is the connection I have with the land and where I come from. It's the blood that connects me to my Aboriginal culture – Tomkinwandandionl was born Aboriginal, which means my blood, my culture, my family and my heart is what makes me an Aboriginal.
- What makes me Aboriginal is what I feel, where I come from and my blood.
- I was born Aboriginal, which means my blood, family, culture, grandparents and my heart makes me feel Aboriginal.
- Responsible for my culture, proud of whom I am, being part of a unique culture.
- My family, flag and the stories my family shares.
- Being Aboriginal is about family and culture. It's about understanding where you're from, your history and family connections.

Just because I wanted to say it 😊

String activity

- Had a good day – More Aboriginal youth days like this, camps etc.
- Better day than I initially thought, I got to meet new people.
- Good day to learn – more days like this.
- Met family I didn't know I had.
- More stuff like today.
- Should have days like this at least once a term.
- Learnt more about my culture.
- Great to have input and have a respected opinion.
- Organising to be a part of leadership groups at school.
- People were able to say how they felt.
- Put forth being proud of being Aboriginal.
- Respect shown today.
- Knowledge gain for young people.
- Be proud and strong as Aboriginal people.
- Take advantage of mentors.
- Aboriginal youth leadership group.



Shoalhaven
City Council