

HIGHLIGHTS

Stronger Communities for Children Knowledge Sharing Seminar

ALICE SPRINGS 
NOVEMBER 8TH & 9TH 2022

Aboriginal and
Torres Strait Islander
people should be aware
that this publication may
contain images, voices or names
of deceased persons. Ninti One
sincerely apologies for any
distress, sadness and/or
offence this may cause.



Australian Government
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NIAA



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@CHILDREN



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Welcome to Country

Felicity Hayes

Werte (Hello)!

All participants from Maningrida, Ngukurr, Lajamanu, Ntaria, Utopia Homelands, Plenty Highway, Ltyntye Apurte, National Indigenous Australians Agency and Ninti One were welcomed to Mparntwe, the Country of Arrernte People, by Felicity Hayes.



Voice to Parliament

Prof Tom Calma AO FANZSOG FAA FASSA

The process for Voice to Parliament started in 2017. "In 1967, we were counted. In 2017, we seek to be heard."

Referendum is going to be held in this term of Parliament, to enshrine Indigenous Voice in the constitution.

A formal nation-wide consultation took place over 4 months, engaged over 9,400 people through 67 community consultations in 67 locations, webinars, written submissions, a survey and stakeholder meetings.

Indigenous Voice Interim Proposals suggest that Indigenous Voice could provide advice and input on decision, laws, policies, programs and services that are important to Aboriginal and Torres Strait Islander people. It can be made up of two parts, 'Local and Regional Voices' and 'National Voice'.

What could a Local and Regional Voice look like?



Local and Regional Voice Interim Proposal

A regional level governance structure that would:



- be **designed and led by communities**
- **provide advice to all levels of government** about what's important to communities in the region
- **work in partnership** with all governments to make plans on how to meet community aspirations and deliver on local priorities
- **provide local views** to the National Voice where this informs national issues.

Co-design of an Indigenous Voice Stage Two

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Local and Regional Voice Interim Proposal What could a Local and Regional Voice look like?

Within the limits of the region configuration:

- There would be **no one set structure** for a Local and Regional Voice. Different regions could have different structures, based on **what works best for their local communities**.
- **A flexible principles-based framework** would guide and support all **Local and Regional Voices**.
- This framework responds to the diversity that exists across the country. It would also allow communities to build on existing arrangements that are already working well.

Co-design of an Indigenous Voice Stage Two

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Local and Regional Voice Proposed principles

These guide Local and Regional Voices, government arrangements, and the partnership interface arrangements.

- ★ **Empowerment**
Aboriginal and Torres Strait Islander Australians have greater control and voice in their own affairs - a self-determination approach. Governments shift to an enabling role. Arrangements are culturally safe.
- ★ **Inclusive Participation**
All have the opportunity to have a say, including traditional owners and traditional residents. Arrangements are broad based and support respectful engagement across a diversity of voices - individuals, communities and organisations.
- ★ **Cultural Leadership**
Voice arrangements strongly connect to cultural leaders in a way that is appropriate for each community and region. Communities determine how this principle interacts with the Inclusive Participation principle in their context.
- ★ **Community-led Design**
Voice arrangements are determined by communities according to local context, history and culture. Community ownership gives authorisation and mandate to voice structures. Communities determine implementation plans, governments support and enable this.
- ★ **Non-duplication and Links with Existing Bodies**
Voice structures build on and leverage existing approaches wherever possible, with some adaptation and evolution as needed to improve the arrangements. Voices will link to other existing bodies, not duplicate or undermine their roles.
- ★ **Respectful Long-term Partnerships**
Governments and voices commit to mutually respectful and enduring partnerships, supported by structured interfaces. Governments are responsive and proactive. Governments support building capacity and expertise of voice structures and implement system changes.
- ★ **Transparency and Accountability**
Governments and voice structures adhere to clear protocols and share responsibility and accountability, including downward to communities.
- ★ **Capability Driven**
Voice arrangements match the unique capabilities and strengths of each community and region. Governments and communities both build their capability to work in partnership and support local leadership development.
- ★ **Data and Evidence-based Decision Making**
Data is shared between governments and communities to enable evidence-based advice and shared decision making. Communities are supported to collect and manage their own data.

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Figure 2.8: Map with proposed number of regions per state/territory



Table 2.9: Initially considered potential number of regions

jurisdiction	25 regions	30 regions	35 regions
ACT	1	1	1
NSW	5	6	7
NT	4	5	6
QLD	5	6	7
Torres Strait Islands	1	1	1
SA	2	3	3
TAS	1	1	1
VIC	2	2	2
WA	4	5	7

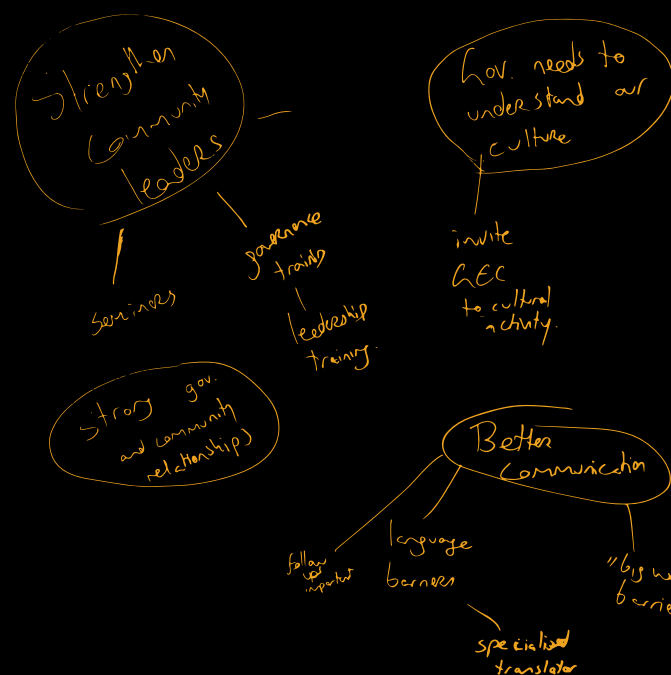
This proposal is based on the Local & Regional Co-design Group's view that it would be impractical for smaller communities to be supported as standalone regions. However, there is scope for more localized arrangements to support smaller areas and communities to handle local matters.

Participants had a discussion around three questions.

What would be the impact of an Indigenous Voice for you, your community or organisation?

How would the proposed Local and Regional Voice work for you, your community or your organisation?

Do the Local and Regional Voice Principles seem right to you?



① IMPACT - INDIGENOUS VOICE on community?

- More opportunities for young people (emp/educ cultural)
- Aged care, health & Education
- Learning on country / Keeping culture in community
- SELF DETERMINATION

② HOW VOICE WILL WORK FOR YOU?

- Give us guidance
- Give us cultural authority
- cultural legitimacy
- cultural leadership/SAFETY

③ DO VOICE PRINCIPLES WORK FOR YOU?

- YES - Give us
- empowerment → make decisions on our own
- self determination / build our capacity
- OPPORTUNITIES for children, community
- good health, good education, good justice
- Everyone to settle together / good cohesion/SAFE

VOICE IMPACT ON UTOPIA

① It would make us feel better so we keep our generations strong & alive - takes important issues to the Government.

② It would acknowledge our children, & keep our stories from community alive

③ family trees from the homeland - keeping children passing on stories, show love & respect for elders

④ working together both ways

⑤ bring issues in homelands to the table

⑥ keep children in the community, school, hunting

⑦ find out why kids don't want to go to school & then bring healing

⑧ issue of needing boarding school

⑨ getting employment in community overcrowding, not enough houses need a supporter



United Nations Convention on

The Rights of the Child

In 1989 the United Nations Convention on the Rights of the Child was created as a commitment to help all children and young people feel safe, supported and valued. It has since been signed by nearly every country in the world. Together, we can use these rights to make sure that every child and young person in Australia can learn, play, grow and live safely.

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, what gender they are, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn about your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel and harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected, or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your right than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Article 43 to 54
These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.

Every child, in every community, in every country, needs a fair go.

 **NAPCAN** PREVENT CHILD ABUSE & NEGLECT
www.napcan.org.au

Voice of Children

Adele Cox, Director – Sector Development, SNAICC

SNAICC is the peak body that represents organisations all over the country. It is the National Voice for our Children. At the core of our work is to ensure human rights for all Aboriginal and Torres Strait Islander children. There is a strong focus on self-determination and participation to address the challenges our children face. This includes youth participation.

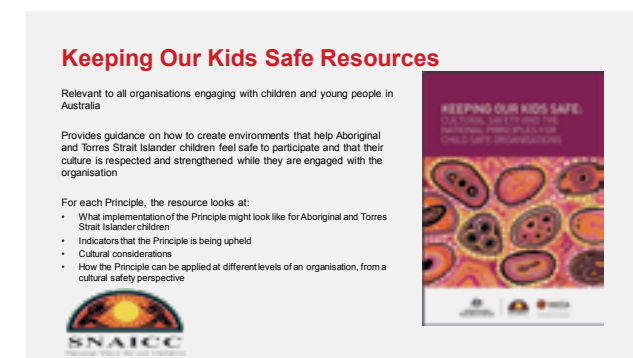
The Rights of Child

UN Convention on the Rights of the Child is an international agreement for child rights. It is one of the world's most ratified international policies, and has changed the way people think about and act to protect the rights of children.

What does 'The Rights of Child' mean to our children and young people?

Our children and young people need to be consistently involved in policy making processes. They should be asked for their opinions. The information should be delivered in plain language without jargon. Meeting with the same people, having familiar faces for them is important, too.

Staff in support organisations need to understand that Aboriginal and Torres Strait Islander children come from complex cultures and there are many layers and diversity to their belief systems. Aboriginal and Torres Strait Islander and non-Indigenous people have a shared responsibility to uphold Aboriginal cultures.



Resources: Keeping our Kids Safe

- The National Principles for Child Safe Organisations help create practices for keeping kids safe. They acknowledge the importance of culturally safe environments.
- UN Convention on Rights of the child acknowledges that children have the right to learn about and practice their culture, language and religion with their families and communities.
- This is especially relevant for children in Out of Home care.
- The resources created in response to consultation that SNAICC conducted with Aboriginal and Torres Strait Islander children and communities.
- Over 100 people and organisations participated, representing every state and territory.





Voice of Youth

We heard from our youth participants at KSS.

“What makes you strong?”

- Everyone makes everyone strong.
- Playing sports makes us feel strong.
- Keeping our culture strong makes us feel strong.

“Why it is important for young people to have a voice?”

- Because it makes me feel happy, safe and strong.
- (Having a voice) makes us feel being helpful for my families and friends.
- I feel being cared for.

“What support do young people need to be a strong leader?”

- Be brave!
- (We) need the community to speak up for the fellas
- More activities to learn about bush, skills and language.
- More houses.

We also heard from our adult participants about the voice of young people.

“What are we doing to engage youth?”

- Take them out bush – camping, country, culture.
- Youth strategy – talk to them.
- Skills and work readiness with one on one sessions.
- Talk to them, ask them what they want to talk about, what they want to do in community and how they want to do it.

“Why is it important?”

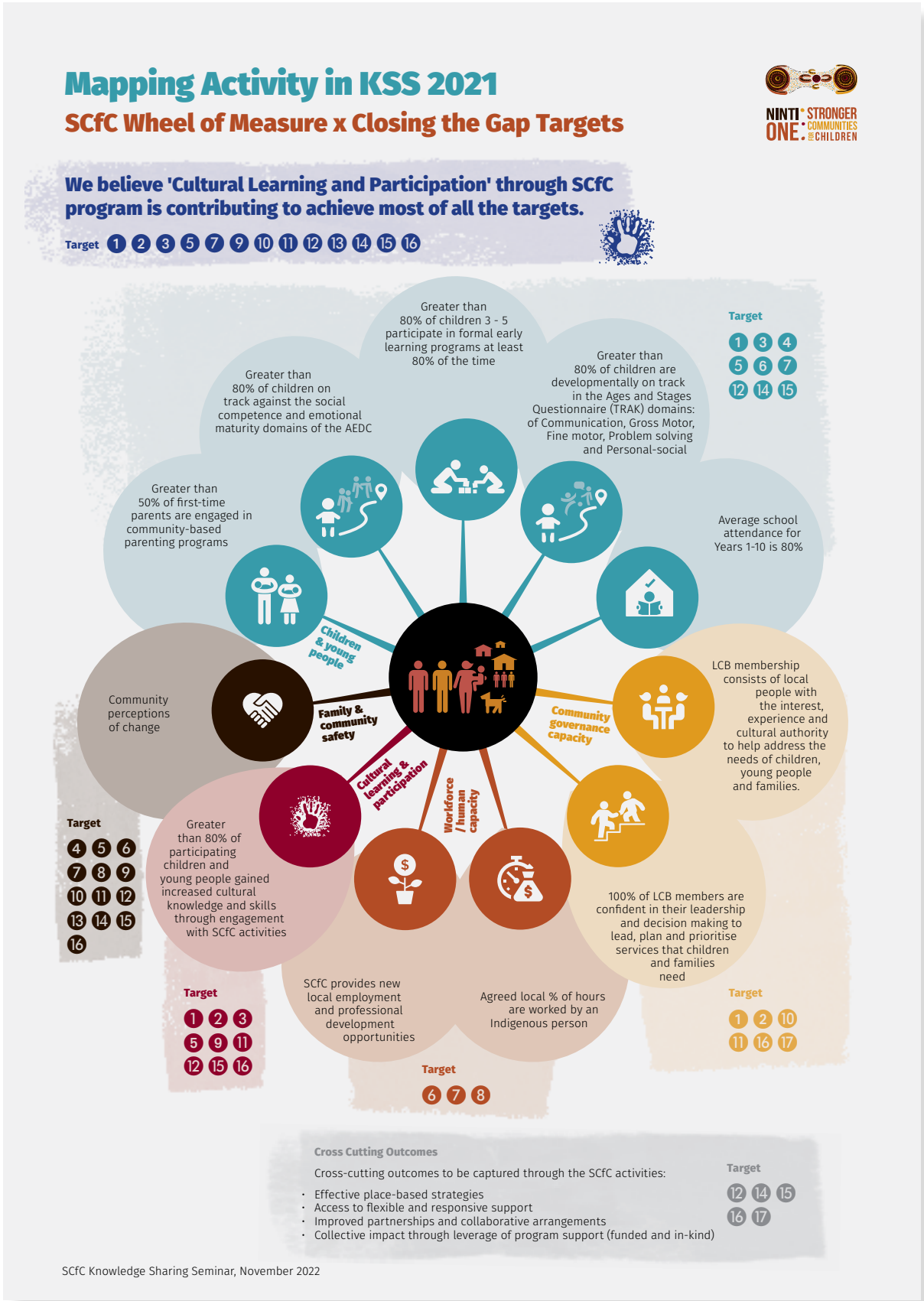
- They are future.
- They need to learn about the roles they’re going to be as leader.
- Safety, Respect who you are through other people and through
- There are new people and changes all the time, and kids need to stay.

“What support do young people need?”

- Knowledge of culture to keep them strong, better housing in the Homelands (not just town), better roads to keep us connected and better education

SCfC and Closing the Gap Targets

Last year, we started to map out how SCfC activities and Wheel of Measures aligns with Closing the Gap Targets. This is what we learned last year.



Peter Kay, NIAA

Closing the Gap is the key overarching Aboriginal and Torres Strait Islander policy framework across Australia, whole of government approach.

New National Agreement on Closing the Gap came into effect in July 2020. The government is working in partnership with communities.

SCfC program is strongly linked with priority reform area 1 and 2. We also are working on systems change (area 3) and improving access to data-information to support local decision-making (area 4).

The 17 targets are to track progress toward improving outcomes. All of us in this room are all involved with playing a part in closing the gap.



We all talked a bit further about what SCfC activity is contributing to which Closing the Gap targets and why we think so.

Why do we do this activity?
It's good to think about why we do what we're doing, and what's coming out of it. It's like running a marathon – (we) need to keep confidence and remember all that we're doing and why.

Mapping SCfC activities against Closing the Gap Targets

SCfC Activity Name

Which Closing the Gap Targets is this activity contributing to?

Why do you

- PLAYGROUP
- BABY BOYES
- BEFORE & AFTER SCHOOL PROGRAM

3, 4, 7
2, 4, 13, 17
14, 5, 6

- SCHOOL HOLIDAY PROGRAM

14, 1, 16, 15, 7, 8, 17

- LOCAL BOARD SCfC

10
17, 16, 10, 11

- HOMELANDS CENTRE

14, 17, 7

- CULTURE & LANGUAGE (part of everything we do)

16, 15, 17

LOCAL BOARD
- look at how they need something to do and get support to get stories to teach the kids stop suicides
- remind parents to look after their kids & raise them
- age of kids on the clothes
- community decide what is in the boxes



Mapping SCfC activities against Closing the Gap Targets

SCfC Activity Name

Which Closing the Gap Targets is this activity contributing to?

NTARIA - TAREN + TENILLE
RSP- FAMILY + GROVES + ORCS
Why do you think so?

SCHOOL HOLIDAY PROGRAM - MAC YOUTH
NTARIA AFL

1, 4, 13

• TRAINING PROGRAM
• KIDS & YOUTH CLUB

7, 8

- Cooking & Nutrition

1

- Bush Trips - Culture & Language

16, 15, 7

- Alt. Ed.

10, 11, 12

• Sexual Health

17, 7, 5, 12

• Cybersafety / social Media

14, 10, 11

• GOOD + PASSIONATE STAFF
• DIVERSE ACTIVITIES to ENGAGE + EDUCATE YOUNG PEOPLE - meet all needs
• ON COUNTRY LEARNING CONNECTION to CULTURE & LANGUAGE
• MENTORING + ROLE MODELS FOR YOUNG PEOPLE IN COMMUNITY

Our Stories – LCB Presentations

Ngukurr, Maningrida, Ntaria, Utopia and Plenty Highway (Atitjere/Engawala) shared their SCfC stories with us.

Ngukurr

(Yugul Mangi) began SCfC with Community Engagement Study and Plan. Listen to community voices, hear priorities. (We) used the results to develop a plan.

Everything we do now came from that Study.

Our hard work under SCfC has paid off as we now attract government funding to meet more of the priorities identified in the Community Engagement Study.

- Meigim Kriol Strongbala
- Lil J en Big Kas (gada Kriol) – behind the scenes in Ngukurr: Link - [Lil J and Big Cuz - Behind the Scenes video](#)
- Youth Wellbeing Program
- School Holiday Cultural Program
- Ngukurr News
- Albumbut Biginini en Femilimob
- Family Violence Prevention – ‘Maybe we can think about another way’
- Child & Family Counselling Program

Maningrida

Our vision is to grow our kids up safe, strong, healthy, respectful and able to learn both ways.

Community priorities have been, increase local leadership, better early childhood support, increase skill building and employment and connection to culture and country.

- J-Milla Song and Video collaborations project
- Early childhood support – bodyfit motor development program, baby box
- Skills building and employment – deadly hair dude, babbarra design and model mentoring project and Evolution Dance competition
- Women’s Health Week
- Manayingkarirra Lurra Festival



Ntaria

- FaFT Program
- Kids Club – kids really love this space!
- Working with Ntaria School – AFL NT Thunder, Kids Football and swimming program
- Young Women's Room – safe place for young girls in the school
- Youth Hub
- Ntaria Training Program – e.g. First Aid training for anyone who wants it in the community
- Bike Project
- Newly approved projects: Aranda History Project and Animation Project

Utopia Homelands

We are finding ways of supporting young people and families, like to help them access health services. Always asking the questions about how we're going to support them.

Spirits are still living in the land. People are happy in the homelands. It is where they want to be.

Lots of people go to live on Homelands because of drinking and violence in town.

(We are) based at the Homelands Centre. It is where lots of people come through. We run a playgroup there, and also train people to run the playgroups.

- Tummy Tucker Time
- Baby boxes with clinics
- School Holiday Program

Plenty Highway

- Country Visits and Cultural Wellbeing: on-country program and bush trips
- Language workshops: making some resources, such as word lists along with pictures from camps
- Youth Boards: chose activities like Holiday trip to Alice Springs, Trainings, Health checks, Leathercraft, etc



Inquiry Framework and Storybook

We talked about what Inquiry Framework is, how it was used in the SCfC Storybook and why it was used. Here are some reflections from our participants.

With systems change, locally made decisions with SCfC provided seed funding that allowed the community to draw in other fundings, so it is sustainable.

Keeping people on country with families makes difference (mission outcomes).

Consultant came into the community to talk to kids and help us to build strategy for and with youth. It initially started because there were break-ins and other incidents around town. We learned that young ones want bush trips, want respect, want learning (strategic learning).

Also thinking about how we can better work with other services in our community.

And we also talked about what stories we want to have in our Second Storybook.

Inquiry Framework

Strategic learning

The extent to which efforts to uncover insights key to future progress



- Learning about what we are doing
- Learning about what we are thinking
- Learning about how we are being

Systems change

The extent to which efforts change the systems underlying complex issues



- Changes in drivers of the system behaviours
- Changes in behaviours drivers of system actors
- Changes in overall system behaviour/s

Mission outcomes

The extent to which our efforts help to make lives better



- Outcomes for individuals
- Outcomes for targeted geography/groups
- Outcomes for populations

SCfC Examples

Which area will be your focus for the next two years and why?



STRONGER COMMUNITIES FOR CHILDREN

SCfC Knowledge Sharing Seminar, November 2022

Community name _____





Feedback

It was great to share with people.

I enjoyed smiles on kids and adults.

I will use Inquiry Framework with my role.

Hearing directly from community members on the work they are doing was invaluable. Learning from those with cultural authority.

(What I enjoyed the most do activities and did my best speaking in front of seminar.

I liked meeting people from different community and enjoying to listen what they say.

Voice to Parliament was very important. They need to listen to our struggles in our community.

Learned a lot!

Good project ideas!

More interaction by NIAA – sit at the table with community mob!

High aspirations

We are all here for the children, we are stronger together.

Speak to the land and the land will speak back. The land and sky will keep us.

(My key learning is) that SCfC CAN and IS aligned with the Closing the Gap Targets across all SCfC communities.

When community takes the lead, the results speak for themselves.

Thank you everyone for your time and contributions.

See you in Top End next year!





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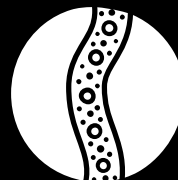


WE WOULD LIKE TO THANK ALL THE PARTICIPANTS OF THIS KNOWLEDGE SHARING SEMINAR FOR MAKING THE JOURNEY FROM YOUR FAMILIES AND COMMUNITIES TO SHARE YOUR KNOWLEDGE WITH EACH OTHER, AND TO CONTINUE TO BUILD THE STRENGTH OF SCFC IN THE NORTHERN TERRITORY

PROUDLY FUNDED BY:



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