Youth Transition Support (YTS) Services Final Evaluation

Final Report

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synergistiq

Contents

About Synergistiq

Synergistiq was established in 1990 and has built a highly credible reputation over the past 29 years working with a wide range of clients, including government, not-for-profit and community agencies.

Synergistiq nurtures systemic improvement in social justice and human rights. We work across a wide range of social policy areas, especially in areas of deep complexity. We are a values-based company, applying a systems and strengths approach with participatory engagement. We value excellence, respect, learning, passion, humanity and courage. We are passionate about making a difference in Aboriginal and Torres Strait Islander communities, community inclusion, education, social leadership, family violence and sexual assault and health and wellbeing.

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About Youth Transition Support services

The Youth Transitions Support (YTS) services are an Australian Government program[1] as part of the 2015-16 Budget Youth Employment Strategy. The aim of YTS is to help build capability and resilience amongst young humanitarian entrants and other eligible migrants, aged 15 to 25 years, through providing early intervention assistance and support to enable them to remain engaged in education or training and make successful transitions to employment.

YTS services are delivered in 19 Local Government Areas with identified participation and social cohesion issues. Six service providers – Access Community Services (ACS), Brotherhood of St Laurence (BSL), Community Migrant Resource Centre (CMRC), Victorian Foundation for Survivors of Torture Inc (Foundation House) (FH), the Lebanese Muslim Association (LMA) and Multicultural Development Australia (MDA) - developed diverse service delivery models to test innovative approaches to service delivery against the four key pillars of the YTS (employment, education, vocational training, sports engagement). Commencing in January 2016, initially as a pilot, YTS was allocated $22 million until June 2017, with an additional $18.6 million provided to continue services to end December 2019.

Evaluation background and methodology

Synergistiq was contracted by DSS to undertake the final program evaluation of YTS services. Synergistic previously completed an evaluation of the pilot[2].

Synergistiq used a three-segment methodology to arrive at a holistic view of the program and respond to the seven Key Evaluation Questions, focused on appropriateness, effectiveness and efficiency.

Data sources included the following.

- Primary data gathered through an online survey of past and current YTS clients and consultations with key stakeholders (including service providers, associated partners, employment partners and jobactive providers, DSS Managers and representatives from the Department of Jobs and Small Business).
- Review and analysis of relevant program data and documentation (including the DSS Data Exchange (DEX), provider workplan reporting and the Data Over Multiple Individual Occurrences (DOMINO) linked dataset.

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[1] Note: the program was transferred to the Department of Home Affairs as part of the May 2019 Administrative Arrangements Orders. Prior to this, it was implemented and managed by the Department of Social Services (DSS).

[2] The Pilot Period evaluation is available at: https://myan.org.au/with-the-sector/

Key Findings

The YTS service in its current form is appropriate in assisting migrant and refugee youth. There are no programs in Australia, or internationally, that provide the scope of services and support offered under the YTS. Findings show that the model has also benefited the sector through improved coordination, collaboration and capacity development.

Quantitative data shows that the holistic four-pillar approach to client services has been effective in: improved education opportunities; improved employment prospects through provision of employability skills training; increased opportunities in vocational and skills training to further increase employment and career opportunities and increased social interaction. Clients were satisfied with the services and support they received and indicated support was generally useful in helping them improve their understanding of different pathways and to address their needs.

Findings indicate that medium term program objectives, such as obtaining paid employment and enrolling in or completing vocational training, achieved comparatively poorer outcomes.

There is evidence of some providers achieving more cost-effective positive outcomes than other providers, with a range of $2,275 per positive outcome to $5,687. However, the evaluation was inconclusive as to whether overall value for money was achieved in relation to the medium-term outcomes attained by YTS participants.

Recommendations and suggested areas for improvement

The key findings have informed a range of suggestions for ways in which services to migrant youth could be improved.

Improvements in policy and program settings

- Services to youth ideally have a comprehensive approach to service delivery, such as the four-pillar model of the YTS.
- Settlement programs consider adopting a Community Impact Model with local place-based approaches, supported by a collaborative framework between service providers, secondary service providers (partners) and other stakeholders (such as employers and education authorities).
- Youth programs encourage a stronger emphasis on pathways for further education and vocational training to assist youth entering the job market.
- Government programs consider application of a Communities of Practice arrangement.

Improvements to program administration

- A strong focus on program governance be maintained, with collaborative communication between managing Government Departments, including policy managers and staff administering the program in regional locations, and service providers.
- Improvements to reporting by service providers are required to improve the quality of information to Government to inform decision making.

1. Introduction

1.1 Youth Transition Support services - Background

Commencing 1 January 2016, Youth Transition Support (YTS) services provide early intervention assistance to improve employment and education outcomes for young humanitarian entrants and other vulnerable young migrants between the ages of 15 to 25. The 2015-16 Federal Budget allocated $22 million to pilot the Transition Support for Young Refugees and Other Vulnerable Migrants measure until June 2017. This was part of the Government's Youth Employment Strategy, a broader $330 million jobs package for young people at risk of long-term welfare dependency. Further funding of $18.9 million was allocated to continue services to December 2019. The YTS is funded by the Department of Home Affairs[3].

The aim of YTS services is to help build capability and resilience amongst young humanitarian entrants and other eligible migrants to enable them to remain engaged in education or training and make successful transitions to employment.

YTS services are delivered by six service providers across Australia and are designed to address these issues through testing innovative approaches to service delivery, as well as to complement existing settlement services already available in each location. The delivery model is holistic and place-based, with funding directed to locations with identified participation and social cohesion issues.

YTS services comprise four components ('pillars'):

- Partnerships for Employment to improve work readiness.
- Strong Connections to Education to support ongoing engagement with education.
- Vocational Opportunities to help youth obtain and strengthen vocational skills.
- Sports Engagement to help youth build social connections and confidence through sporting programs.

At the inception of the YTS pilot, DSS funded the Multicultural Youth Advocacy Network (MYAN), a settlement peak body, to perform a support and advisory role for providers and administer an independent evaluation of the pilot until December 2018.

MYAN collaborated with DSS and the six YTS service providers to support the development of improved practice, facilitated a Community of Practice (CoP) and co-ordinated engagement with the pilot evaluation process. The CoP is continuing and is self-facilitated by the six providers as an opportunity to build relationships, share best practice, and support consistency.

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[3] Note: the program transferred from the Department of Social Services to the Department of Home Affairs as part of the May 2019 Administrative Arrangements Orders.

1.1.1 YTS Providers

Six service providers are delivering holistic and place-based services across 19 key Local Government Areas (LGAs) in Brisbane, Logan, Melbourne and Sydney with high numbers of young humanitarian entrants and vulnerable migrants (outlined in Table 1[4]). The services provided are also delivered through a range of secondary providers or outlets, such as schools and training organisations.

Table 1. YTS Providers and associated LGAs by State

State	Organisation	Abbreviation	LGAs
NSW	Community Migrant Resource Centre Inc	CMRC	Auburn and Blacktown
	Lebanese Muslim Association	LMA	Canterbury, Bankstown, Liverpool and Fairfield
QLD	Access Community Services Limited	ACS	Logan
	Multicultural Development Australia Ltd	MDA	Brisbane
VIC	Brotherhood of St Laurence	BSL	Hume
	Victorian Foundation for Survivors of Torture Inc (Foundation House)	FH	Greater Dandenong, Casey, Hume, Brimbank, Darebin, Maribyrnong, Maroondah, Melbourne, Melton, Whitehorse and Wyndham

(Source: Department of Social Services)

Table 2 indicates the number of outlets employed by each provider. Outlets are the location where the service is delivered by the YTS provider or a sub-provider/partner organisation. They can be schools, community or neighbourhood houses, sporting clubs and camps. Under YTS, providers were afforded reasonable autonomy to determine the nature of their delivery partnerships. Each provider made different choices, including the number of outlets, by considering a range of factors including organisational structure, community profile, and service delivery model.

Table 2. Providers and number of associated outlets

Provider	Number of Outlets
ACS	1
BSL	6
CMRC	4
FH	52
MDA	1
LMA	42

(Source: Data Exchange (DEX) data, provided by Department of Social Services, 12 April 2019)

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[4] All references throughout the document that refer to tables, figures and other sections will be shown underlined for ease of accessibility.

A breakdown of funding, in Australian million dollars, GST exclusive, by provider, can be found in Table 3.

Table 3. Total funding allocated to providers*, 2015-16 to 2019-20

Provider	2015-16	2016-17	2017-18	2018-19	2019-20	Total funding
LMA	$2.281m	$3.162m	$0.878m	$2.107m	$1.053m	$9.481m
CMRC	$1.160m	$1.614m	$1.246m	$1.340m	$0.670m	$6.030m
MDA	$1.238m	$1.722m	$1.330m	$1.430m	$0.715m	$6.436m
ACS	$0.792m	$1.105m	$0.855m	$0.917m	$0.459m	$4.128m
FH	$2.051m	$2.844m	$0.806m	$1.900m	$0.950m	$8.550m
BSL	$0.722m	$1.009m	$0.780m	$0.837m	$0.418m	$3.766m
MYAN[5]	$0.200m	$0.100m	$0.169m	$0.050m	$0.000m	$0.519m
Total	**$8.444m**	**$11.556m**	**$6.064m**	**$8.581m**	**$4.265m**	**$38.910m**

*In millions of dollars, GST exclusive.
(Source: Department of Social Services, 28 March 2019)

Figure 1 below, shows the client numbers per provider from the start of the YTS service to the end of the December 2018 reporting period. Individual clients are individuals who receive a service as part of a funded activity that is expected to lead to a measurable outcome. Sessions are the number of sessions provided through each service provider and cases are activities that have been set up under the four-pillar classifications.

This data shows that the highest number of sessions were provided by LMA (8,872). LMA also had the highest number of individual clients (2,586). The highest number of cases was with CMRC at 1,652. BSL had the lowest client number (804), followed by MDA (1,001), ACS (1,576), FH (1,709) and CMRC (2,359). FH showed the lowest number of sessions (3,819), followed by ACS (4,284), MDA (4,936), BSL (6,429) and CMRC (7,791). For cases, BSL had 30, ACS had 589, FH had 637, LMA 1,001, MDA had 1,081 and CMRC had 1,652.

When considering service delivery models, Figure 1 highlights that there are considerable differences across providers both in terms of the number of clients serviced and the frequency at which they are providing services. Variations in outputs could be influenced by local context/need, with providers expected to adapt the model to suit local conditions. It should be noted that individual clients can be counted more than once as clients can participate across services. The number of attendances is shown in Figure 2.

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[5] MYAN received funding to perform a support and advisory role for providers, facilitate the Community of Practice and administer an independent evaluation of the pilot.

Figure 1. Number of Individual Clients, Sessions and Cases by Provider.
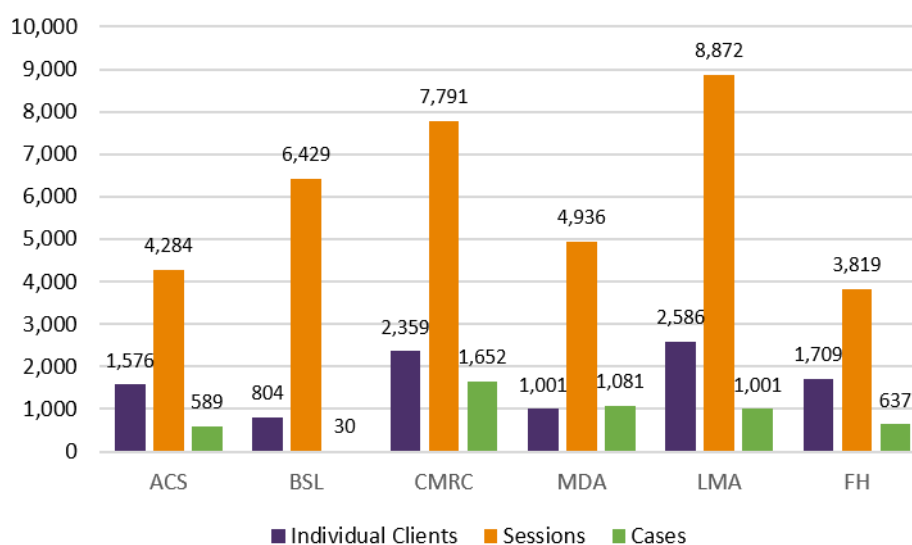
Figure 2 indicates that LMA had the highest number of attendances (55,467), from the start of the YTS service to the end of December 2018, with ACS having the least (9,312). Client attendance is recorded for each client that was present at each session.

Figure 2. Number of Attendances by Provider.

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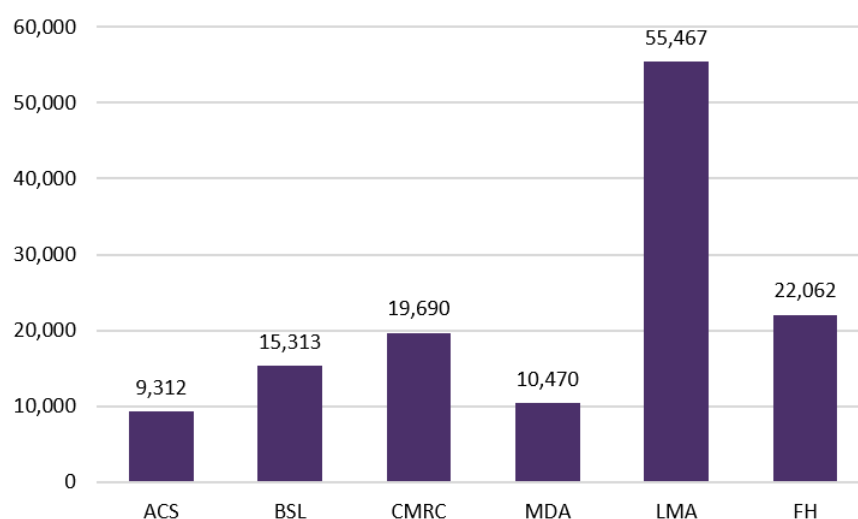
[6] This figure includes a number of additional delivery-organisations who work with the providers. CMRC includes the Auburn Diversity Services Inc, MDA includes SydWest Multicultural Services and FH includes Centre for Multicultural Youth. Additionally, some individual entries have been removed due to privacy concerns.

1.2 Target population and client demographics

Clients eligible to receive YTS services are young refugees and other vulnerable migrants aged 15 to 25 years. Vulnerable migrants are defined as permanent residents who have arrived in Australia in the last five years that are,

- humanitarian entrants (sub-class 200-204 permanent protection visa);
- family stream migrants with low English proficiency; and
- dependents of skilled migrants in rural and regional areas with low English proficiency.

These young people frequently have complex individual needs that require intensive support and assistance to enable them to identify and make progress toward their goals. Every year, migrant youth comprise a significant proportion of new arrivals to Australia. As an example:

- Between 1 October and 31 December 2018, young people[7] made up 57 per cent of the Humanitarian stream, 31 per cent of the Family stream and 42 per cent of the Skilled stream, comprising 40 per cent of all arrivals under all migration categories.[8]
- Of these youth arrivals, 34 per cent were school aged[9]. Of the Humanitarian stream, 51 per cent were school aged.

As described above, the distribution of YTS services is spread across those LGAs in which populations of young refugees and migrants are high. This can be seen in Table 4 which shows the number of migrants on Humanitarian visas.

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[7] Aged 0-24 years.

[8] Department of Social Services. (2019). *Historical Settlement Reports* (Permanent Settlers (All Streams) in all States/Territories with a Date of Settlement* between 1 October 2018 and 31 December 2018 as of 04/05/2019 by Age Band, Gender, English Proficiency, LGA, Country of Birth, Ethnicity, Religion and Language). Retrieved from https://www.data.gov.au/dataset/ds-dga-8d1b90a9-a4d7-4b10-ad6a-8273722c8628/distribution/dist-dga-27adc111-5296-4dc4-884f-3cfbc33b02f3/details?q=

[9] Aged 6-17 years.

Table 4. Humanitarian migrant population by LGA

State	LGA	Migrant population[10] with Humanitarian visa status[11]
NSW	Auburn	369
	Bankstown	648
	Blacktown	1,024
	Canterbury	400
	Fairfield	8,607
	Liverpool	3,015
QLD	Logan	1,830
	Brisbane	2,030
Victoria	Hume	4,744
	Greater Dandenong	1,021
	Casey	1,115
	Brimbank	1,016
	Darebin	312
	Maribyrnong	342
	Maroondah	673
	Melbourne	142
	Melton	838
	Whitehorse	167
	Wyndham	1,096
TOTAL		**29,389**

(Source: Australian Government Settlement Database, accessed 21 June 2019)[12]

Table 4 above shows the LGA with the highest migrant population with Humanitarian visa status is the City of Fairfield in NSW with 8,607 migrants. This is followed by the City of Hume in Victoria with 4,744 migrants. The lowest number of migrants within an LGA is 142 in the City of Melbourne in Victoria. Of these migrants holding humanitarian visas, approximately 17 per cent are aged between 15 and 25 years.

From 1 January 2016 to 31 December 2018, 10,035 individual clients have participated in YTS services. The following five figures represent YTS client data from 1 January 2016 through to 31 December 2018.

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[10] The Settlement Database has not been adjusted to reflect settlers who are deceased, have permanently left Australia or have had their visas cancelled.

[11] Humanitarian Migration Visa Subclasses: 200 - Refugee; 201 - In-Country Special Humanitarian; 202 - Global Special Humanitarian; 203 - Emergency Rescue; 204 - Women at Risk; 800 - Territorial Asylum (Residence); 851 - Resolution of Status; and 866 - Protection.

[12] Web location: https://www.data.gov.au/dataset/ds-dga-8d1b90a9-a4d7-4b10-ad6a-8273722c8628/details

Figure 3. Household characteristics of YTS clients.

Legend:
- Group (unrelated adults)
- Group (related adults)
- Couple with dependant(s)
- Couple
- Sole parent with dependant(s)
- Single (person living alone)
- Not stated/Inadequately described
- Homeless/No household
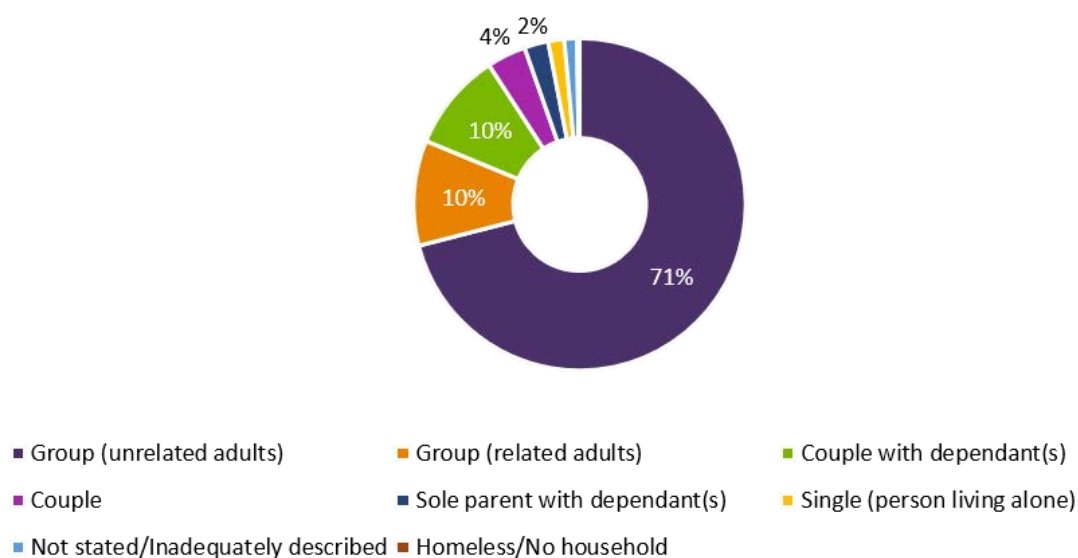
(Source: DEX, provided by Department of Social Services, 26 July 2019)[13]

Figure 3 shows the breakdown of YTS clients based upon their household composition. It should be noted that organisations did not report the household composition of over half the YTS population (5,926 clients).

Also, as Figure 3 shows, 71 per cent (n=2,917) of recorded clients were part of a group household of related adults. The second largest group was that of Couples with dependent(s) at 10 per cent (n=421). This is followed by 10 per cent (n=394), were clients who had not stated or inadequately described their household composition. The remaining nine per cent (n=377) consists of sole parents with dependent(s) (n=156), group households with unrelated adults (n=64), couples (n=96), single clients living alone (n=51) and homeless (n=10).

For the years lived in Australia (Figure 4) 33 per cent (n=4,031) had been in Australia one to three years, 26 per cent (n= 3,163) had been in Australia less than a year, 14 per cent (n= 1,651) had been in Australia three to five years and 7 per cent (n=794) had been in Australia for five years or more. Time in Australia was unknown for the remaining 20 per cent (n=2,434) of clients.

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[13] Excludes those clients whose household composition is unknown

Figure 4. Number of years in Australia for all YTS clients.

■ Less than 1 year ■ 1 up to 3 years ■ 3 up to 5 years ■ 5 years or more ■ Unknown
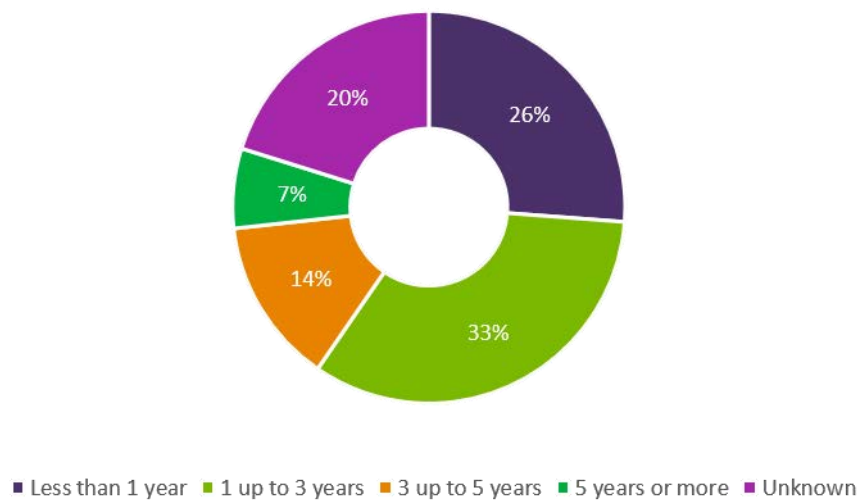
(Source DEX, provided by Department of Social Services, 18 July 2019)[14]

The age profile shown in Figure 5 indicates that the largest group at 51 per cent (n=4,663) was the 15 to 19 years of age. This was followed by the 20 to 24 age group at 38 per cent (n=3,467). The remaining 11 per cent (n=1,054) comprised the age group of 25 to 29 years of age.

Figure 5. Age profile of YTS clients.

■ 15-19 ■ 20-24 ■ 25-29
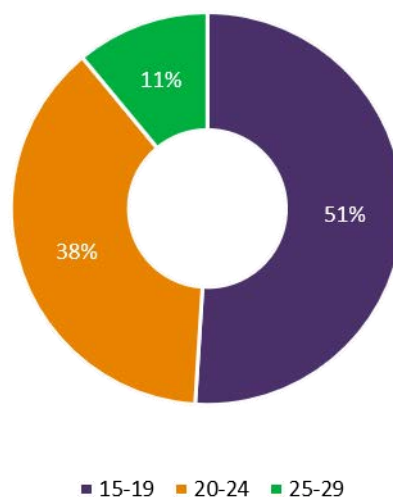
(Source: DEX, provided by Department of Social Services, 18 July 2019)[15]

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[14] Some clients have been counted twice in Figure 4. 33 per cent of clients had been in Australia one to three years at some stage between 2016 and 2018, however, some of those clients may have shifted age brackets over the course of the three years

[15] These data do not include YTS clients aged less than 15, or over the age of 29.

Figure 6. Percentage of YTS clients by Ancestry.

Legend:
- Not stated
- All other ancestries
- Iraqi
- Syrian
- Hazara
- Afghan
- Assyrian
- Somali
- Vietnamese
- Burmese
- Chaldean
- Iranian
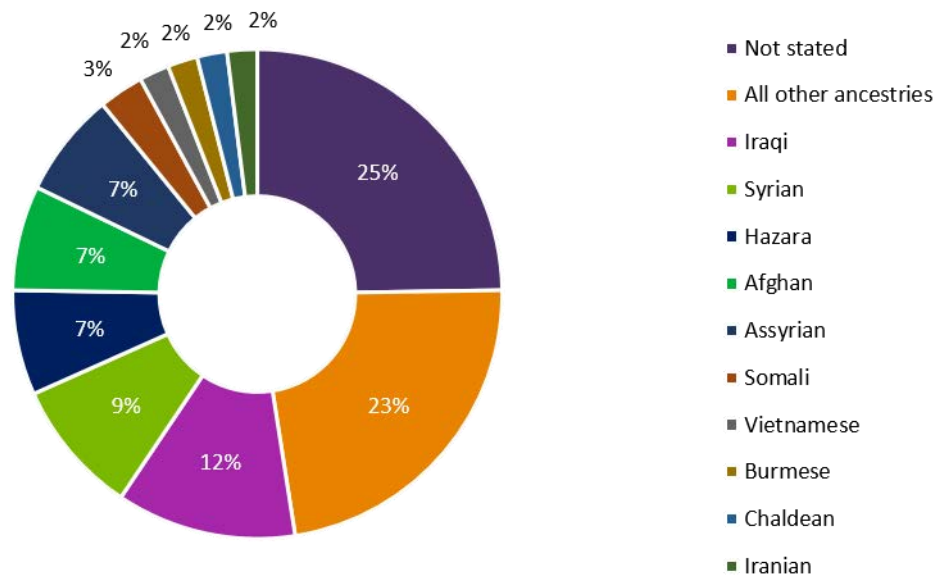
(Source: DEX, provided Department of Social Services, 18 July 2019)

Figure 6 shows that the largest cohort of YTS clients who volunteered their ancestry as Iraqi (12 percent) and Syrian (9 per cent). The next three largest cohorts were Hazara, Afghan and Assyrian (at seven per cent each). A quarter of clients (25 per cent) did not volunteer their ancestry. All other ancestries made up 23 per cent of clients.

Figure 7. Percentage of top ten languages spoken by YTS clients.

Legend:
- Arabic
- Dari
- Not stated
- Assyrian Neo-Aramaic
- Hazaraghi
- Somali
- Persian (excluding Dari)
- English
- Vietnamese
- Swahili
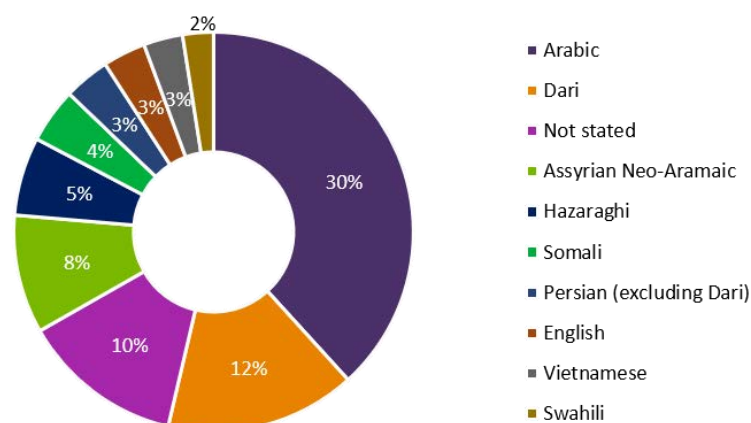
(Source: DEX, provided by Department of Social Services, 6 November 2019)

The most commonly spoken language of the YTS clients is shown in <u>Figure 7</u>. Eighty per cent (n=7,956) of all clients are shown in this figure. The most common language was Arabic at 30 per cent (n=3,043). This was followed by Dari at 12 per cent (n=1,226), Assyrian Neo-Aramaic at eight per cent (n=763), Hazaraghi at five per cent (n=505). The remaining 15 per cent comprised Somali, Persian (excluding Dari), English, Vietnamese and Swahili. Ten per cent (n=1,043) of clients did not have their language recorded.

1.3 Components of the YTS services: the four pillars

YTS services assist clients to navigate key tasks in their settlement journey in Australia through increasing their capacity for economic and social participation. The YTS incorporates four components or 'pillars' to guide holistic delivery. These are:

- Partnerships for employment
  - services supporting eligible participants to transition into employment through providing work placement opportunities and projects; work readiness courses and programs; work experience opportunities; links to job vacancies; and partnerships with employers, jobactive providers and other related services.
- Strong connections to education
  - services supporting participants to stay engaged with education through projects that support them to complete their studies, build their knowledge and increase self-confidence and peer connections.
- Increased vocational opportunities
  - services providing pathways to industry recognised vocational training and work experience, and vocational skills recognition, to help participants achieve sustainable employment outcomes. Partnerships with TAFEs, registered training organisations and engaged employers are used to strengthen and obtain vocational skills.
- Sports engagement for youth
  - services supporting sporting activities to help participants participate in sporting activities to build confidence, build social connections, overcome isolation and increase participation with other young Australians beyond their own communities.

The YTS design allowed providers to develop their own service delivery model and programming which was responsive to the needs of their particular communities, using the four pillars as a framework.

1.3.1. YTS Reporting Framework

The YTS Reporting Framework was developed through a collaboration between YTS providers. The Reporting Framework aims to inform independent evaluations of the impact of transition support services delivered under YTS services. The data is intended to supplement the DSS DEX data collection system, by providing program specific information to assist detailed evaluation of the impact of the YTS. Details of the YTS Framework can be found in Appendix C – YTS Reporting Framework, including details of providers' client numbers against each of the YTS Reporting Framework activities and outcomes. The Framework reflects activities and practices that are described in the YTS Community of Practice document "The YTS Common Model of Practice" which is provided in Attachment: YTS Common Model of Practice.

1.3.2. Evidence that supports the components

A comprehensive literature review has been conducted to support this evaluation (see Appendix A – Youth Transition Support services Literature Review). Evidence pertaining to the importance of the key pillars to the provision of youth settlement services is presented in the literature review and summarised below.

1.3.2.1 Pillar: Strong connections to Education

The education of humanitarian migrants is crucial for settlement services to address as the experiences of millions of young humanitarian migrants involve disrupted education due to living in conflict-affected areas[16]. Education enables humanitarian migrants to participate more fully in the host society, thus aiding the settlement process. To aid in the resettlement of refugee children, the partnering of health and social services with educational services also '…appears to play an effective, multifaceted role in aiding resettlement.'[17]

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[16] Mace, A. O., Mulheron, S., Jones, C., & Cherian, S. (2014). Educational, developmental and psychological outcomes of resettled refugee children in Western Australia: A review of School of Special Educational Needs: Medical and Mental Health input. *Journal of Paediatrics and Child Health, 50*(12), 985-992. doi:10.1111/jpc.12674

[17] Mace, A. O., Mulheron, S., Jones, C., & Cherian, S. (2014).

Humanitarian migrants may experience a range of challenges in education that inhibit settlement. A study of refugee children and adolescents residing in South Australia[18] identified that key barriers to educational progress included 'inadequate educational support, parental pressure to excel, heavy family and household responsibilities, supporting psychologically distressed parents, and school-based discrimination and racism'[19]. Research has also identified that, 'Those who reported experiences of discrimination over the first eight to nine years in Australia were significantly less likely to complete secondary school.'[20]

1.3.2.2 Pillar: Partnerships for Employment

The unique circumstances of both refugees and young people cause significant vulnerabilities when seeking employment within the Australian job market[21]. Refugee youth therefore 'are likely to share with their non-refugee-background peers the experience of complex, non-linear transitions from school to work, an increased emphasis on tertiary education, and insecure work and/or underemployment,' as well as encountering '…some of the employment barriers faced by adult refugee migrants, including low literacy, limited social networks, and insufficient access to support and information'[22].

This often means refugee youth balance their career aspirations with opportunities that are realistic according to their status and generally opt for pathways that provide a level of safety in terms of making a living, rather than complex trajectories. Employment supports as part of settlement services may avoid enforcing this limiting view of employment options for young humanitarian migrants.

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[18] Ziaian, T., de Anstiss, H., Puvimanasinghe, T., & Miller, E. (2018). Refugee Students' Psychological Wellbeing and Experiences in the Australian Education System: A Mixed-methods Investigation. *Australian Psychologist, 53*(4), 345-354. doi:10.1111/ap.12301

[19] Ibid.

[20] Correa-Velez, I., Gifford, S. M., McMichael, C., & Sampson, R. (2016). Predictors of secondary school completion among refugee youth 8 to 9 years after resettlement in Melbourne, Australia. *Journal of International Migration and Integration, -e15*, 1-26. doi:https://doi.org/10.1007/s12134-016-0503-z

[21] Nunn, C., McMichael, C., Gifford, S. M., & Correa-Velez, I. (2014). 'I came to this country for a better life': factors mediating employment trajectories among young people who migrated to Australia as refugees during adolescence. *Journal of Youth Studies, 17*(9), 1205-1220.

[22] Ibid.

1.3.2.3 Pillar: Increased Vocational Opportunities[23]

There are very few published accounts of Vocational Training (VT) programs specifically targetted at refugee youth, or specific challenges faced in VT by this popuation group. An example of a VT program run by the University of Utah in the United States called the Case Management Certificate Program provides learnings, as it explicitly acknowledges the variable education experiences of newly arrived migrants and refugees and seeks to leverage these strengths to empower communities[24].

The Case Management Certificate Program demonstrates the ability to both utilise the strengths of recently arrived migrants and refugees, meet the needs of their communities, link communities and service providers to improve practice and address labour market demands. Incorporating VT supports as part of settlement services can therefore act as an integral link between education and employment opportunities for young humanitarian migrants.

1.3.2.4 Pillar: Sports Engagement for Youth

The process of settlement into a new society often involves a range of complex changes to adapt and fit in. Cultural differences can pose a significant challenge for newly arrived migrants[25].

Participation in sports clubs or activities is an aspect of Australian society and is actively encouraged amongst young people. Research undertaken in 2016[26] shows that, for participants, sport was a significant part of their lives and transition into communities. Participants suggested that sport in school was important as it allowed them to become engaged and connected with other students without necessarily being required to speak English.

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[23] In the context of this report, Vocational Education and Training (VET) and Vocational Training will be interchangeable, but always referred to as Vocational Training or VT.

[24] Tecle, A. S., Thi Ha, A., & Hunter, R. (2017). Creating a Continuing Education Pathway for Newly Arrived Immigrants and Refugee Communities. *Journal of Teaching in Social Work, 37*(2), 171-184. doi:10.1080/08841233.2016.1211463

[25] CMY. (2011). *Good practice guide: youth work with young people from refugee and migrant backgrounds*. Retrieved from https://www.cmy.net.au/sites/default/files/publication-documents/Youth%20Work%20with%20Young%20People%20from%20Refugee%20and%20Migrant%20Backgrounds.pdf

[26] Young Newly Arrived Migrants and Refugees in Australia, April 2016, Young and Well Cooperative Research Centre, Western Sydney University

However, for migrant and refugee youth, any usual barriers to participating in sports clubs or activities (such as school or family commitments, financial difficulties) are often compounded by a wide range of additional challenges[27]. For example, sports engagement might be perceived as an economic risk due to the chance of injury preventing them from engaging in manual work, which is commonly undertaken by recent arrivals [28].

Research has also revealed that in some sports clubs, refugee youth are likely to be confronted with exclusionary cultures and practices that impede their sense of belonging and operate as '…manifestations of wider societal exclusion and racial discrimination against minority ethnic groups'[29].

1.4 Evaluation of the YTS

1.4.1 Purpose and Scope of this Evaluation

1.4.1.1 Evaluation of the Pilot

The YTS Pilot was subject to an evaluation process. MYAN engaged Synergistiq Pty Ltd as an independent evaluation consultancy to evaluate the initial stages of the Pilot, including:

- A process evaluation report (completed July 2016), which examined the approaches and activities that service providers used to implement the YTS pilot, progress achieved and key learnings on the accomplishments and challenges of the implementation process.
- An interim report (completed March 2017), which analysed activities and processes which occurred between April 2016 and November 2016.
- A pilot period evaluation report (completed April 2018), published on the MYAN website in July 2018.

The Youth Transition Support (YTS) Pilot Period (January 2016 to June 2017) Evaluation Report analysed the 18-month pilot period. The report found that the YTS pilot met short term outcomes of less than 12 months, including increased client confidence, self-esteem and motivation, increased work readiness and access to work experience opportunities. It also shows some early success in meeting medium-term outcomes (12 months to 5 years), including increased employability and increased completion in vocational training and educational attainment.

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[27] Gibbs, L., & Block, K. (2017). Promoting social inclusion through sport for refugee-background youth in australia: Analysing different participation models. *Social Inclusion, 5*(2), 91-100.

[28] Amara, M., Aquilina, D., Argent, E., Betzer-Tayar, M., Coalter, F., Green, M., & Taylor, J. (2005). The roles of sport and education in the social inclusion of asylum seekers and refugees: An evaluation of policy and practice in the UK. *Loborough: Institute of Sport and Leisure Policy, Loghborough University and Stirling University*.

[29] Spaaij, R. (2015). Refugee youth, belonging and community sport. *Leisure Studies, 34*(3), 303-318. doi:10.1080/02614367.2014.893006

Although the report found that YTS services are filling an important gap in settlement services and there has been success achieving short-term outcomes, the timing of the report, 18 months into service delivery, limited the ability to demonstrate the success of medium-term outcomes, which are expected to be achieved from 12 months to 5 years into service delivery.

1.4.1.2 Final evaluation

The purpose of the final evaluation is to independently undertake an evidence-based assessment to determine the extent to which YTS services have had a positive impact on clients' employment, educational and social participation outcomes particularly 12 months to 3 years after participation.

The evaluation was designed to assess the appropriateness, effectiveness and efficiency of YTS services against their intended objectives and outcomes. The following key evaluation questions were investigated:

Appropriateness

1. To what extent have YTS services had a positive impact on target group clients' employment, education and social participation outcomes, particularly 12 months to 3 years after YTS services participation?
2. Is the four-pillar model appropriate for achieving these outcomes?

Effectiveness

3. Has the YTS achieved its intended objectives?
4. What outcomes were observed, both intended and unintended, from the YTS?
5. What aspects of the YTS services worked, for whom, when, where and in what circumstances?
6. How has early intervention through YTS services impacted income support reliance?
7. What lessons can inform future policy and program delivery for the target cohort of vulnerable migrant youth?

Efficiency

8. To what extent do YTS services represent value for money for the Australian Government?

2. Methodology

The methods employed in this evaluation assessed the extent to which each young person within the YTS has been:

- provided a pathway into YTS services,
- given guidance and support to explore aspirations and options,
- assisted in their future by being given access to relevant opportunities and experiences,
- offered various forms of placement and support, particularly for employment.

2.1 Method of evaluation (mixed method)

To evaluate YTS services, Synergistiq applied a three-segment methodology. The methods employed to evaluate the appropriateness, effectiveness and efficiency include both quantitative and qualitative analysis to arrive at a holistic view of the program. Each segment of the evaluation is a self-contained framework, but each segment also links with the other two segments.

The three segments are:

1. Analysis and reporting of DEX, DOMINO, YTS Reporting data and other datasets, as required
2. Analysis and reporting of client surveys distributed to all six providers
3. Analysis and reporting of interviews of various stakeholders within the YTS service network.

To properly evaluate and answer the key evaluation questions and the eight underlying questions, each segment of the evaluation was applied individually. Chapter 4 details all data gathered and is arranged by Key Evaluation Questions, and Chapter 5 presents the discussion and draws conclusions from the data.

The evaluation involved extensive use of quantitative surveys to establish an overall understanding of what happened during the project from a client perspective. This was followed by in depth interviews with YTS service providers, associated partner organisations, employment partners, representatives from Department of Jobs and Small Business and jobactive providers to provide deeper understanding of stakeholder perceptions of the YTS, the mechanics of the initiative and impact or outcomes. YTS Service Provider annual reports were reviewed. YTS Reporting Framework data and DEX data (including DEX SCORE Outcome data) were also included in the analysis. DSS administrative data (DOMINO) was also analysed. All evaluation instruments were developed and refined through close cooperation with DSS. Further details of these data sources are provided below.

A copy of the evaluation framework is located at <u>Appendix B – Evaluation Framework.</u>

2.2 Ethics approval

Synergistiq received human research ethics approval for this evaluation on 20 May 2019, from Bellberry Ltd, as HREC2019-04-325.

2.3 Data collection methods

2.3.1 Literature Review

A literature review was undertaken of similar international and national programs to provide a contextual background to this evaluation. The review, which incorporated predominantly contemporary articles published after 2005, has been reproduced in its entirety as Appendix A – Youth Transition Support services Literature Review. Key aspects of this review included:

- the examination of settlement services including youth services in contexts comparable to Australia (Canada, New Zealand, United Kingdom), and
- how similar programs align with or address the four pillars of the YTS in their respective contexts.

The literature review provided a comprehensive analysis of contemporary data collected for the evaluation.

2.3.2 Existing Program Data

The DSS Data Exchange (DEX) and DOMINO datasets were used to develop a more comprehensive picture of the clients generally and to track changes to employment, training and education status.

DEX is the program performance reporting tool developed by DSS. It allows funded organisations to report their service delivery information and demonstrate the outcomes they are achieving for clients. DEX data reporting is divided into two parts, a small mandatory data set (related to client characteristics and services provided) and an extended dataset known as the Partnership Approach.

The mandatory data set provides a comprehensive view of the clients and providers using YTS services. This information includes client country of birth, language, annual income and income source, household composition, and ancestry. Provider information includes services provided and comprehensive client participation data.

The extended dataset includes outcomes data reported using DEX SCORE (Standard Client/Community Outcomes Reporting). DEX SCORE Outcomes data helps measure the results of a client's interaction with a service and is recorded in two parts. An initial SCORE (also known as a pre-SCORE) is recorded against a session toward the beginning of service delivery and a follow-up SCORE (also known as a post-SCORE) is recorded toward the end of service delivery. Multiple follow-up SCOREs can be recorded at regular intervals.

DOMINO provides a single repository of departmental integrated data, including welfare data. The DOMINO data provides additional information on client benefits, education, employment status and income, medical details and other demographic information.

All data from DEX and DOMINO databases are de-identified and cannot be attributed to any individual or family group.

The analysis team also examined other datasets including:

- Relevant ABS data (e.g. immigration, education, employment)
- YTS Reporting Framework
- Building a New Life in Australia Longitudinal Survey
- DSS Settlement Database.

2.3.3 YTS client survey

Synergistiq developed an online survey for YTS clients, in collaboration with DSS, designed to capture their participation in and experience of activities and programs provided under YTS. The survey collected relevant self-reported data to assess the longer-term impact of YTS services on employment, education, vocational training and social outcomes. The survey questionnaire is included as Appendix D – Evaluation instruments.

The survey structure and questions were the same for all providers, with additional information relating to specific programs, program sites and activities included where relevant for each provider. To avoid confusion for clients regarding the usage of the term YTS services, only the activities and programs relevant to the individual provider were listed in the surveys. It was anticipated that these lists would be readily recognised by the clients. All surveys were provided in the English language. To ensure that the language used was not too complicated for the clients to understand, the survey was simplified as much as possible.

Distribution of the online survey was undertaken by service providers. A text message was sent to all clients over the age of 18. Individual consent to complete the anonymous survey was implied for participants over the age of 18 in their agreement to complete the survey, following their review of the Plain Language Statement.

Parental consent was obtained prior to participants under 18 years of age receiving the text message. Parental consent forms were translated into four community languages (Arabic, Assyrian, Dari, Persian). The parent consent forms were translated into the client's first language, as it was assumed that parents would have less of a command of the English language than their children[30]. These Plain Language Statements can be found with the survey questions in Parent plain language statement and consent form. Translation was undertaken by National Accreditation Authority for Translators and Interpreters-credentialed translators. Completed hard-copy consent forms, signed by the parents of clients under the age of 18 years, were returned to Synergistiq. Once parental consent had been obtained, the young person was provided with a link to the survey via text message. Individual consent was implied from the young person after their agreement to do the survey, following their review of the Plain Language Statement.

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[30] Vikki Katz. (2014). Children as Brokers of Their Immigrant Families' Health-Care Connections. *Social Problems*, 61(2), 194-215. doi:10.1525/sp.2014.12026

Discussion with providers and DSS enabled a comprehensive but focussed representative sample of the YTS client population. Representative samples were based on:

- Total participants across the YTS service timeframe (Jan 2016 to Dec 2018).
- Individual provider client populations for the same period.

The number of clients in YTS services, reported in DEX, up to December 2018 is 10,035. A suitable sample size is necessary if inferences are to be made relative to a population group. The sampling used for the evaluation was stratified sampling, which allows for the analysis of sub-groups of a larger population group. In this case, the sample size was calculated based upon a confidence level[31]. The optimal calculated sample size for all clients participating in the YTS services was determined to be 370. This number is calculated based upon two assumptions: the confidence level, and the margin of error, both of which can vary. We determined the confidence level to be 95 per cent and the margin of error to be 0.05 (five per cent). Client populations and relative sample sizes for each provider can be found in detail in Table 5.

Table 5. Provider client population and calculated sample size and percentage.

Provider	Population	Calculated Sample size	Percentage of population
All Providers	10,035	370	3.7
MDA	1,001	278	27.8
FH	1,709	314	18.4
BSL	804	260	32.3
ACS	1,576	309	19.6
CMRC	2,359	331	14.0
LMA	2,586	335	12.9

Data Source: (Population: DEX, provided by Department of Social Services, 6 November 2019)

Each provider's sample size was determined by calculating the number required to provide a representative sample for each provider. Table 5 shows that the percentage of total population differs for each provider. As the client numbers increase, the relative sample number for each provider decreases. For example, BSL has a sample size of 260, which is 32.3 per cent of the client population, while LMA with the largest population of 2,586 has a sample size of 335, which is 12.9 per cent of the client population.

The client surveys commenced on 3 June 2019 and closed on 21 June 2019.

Any surveys completed by clients who commenced participation in the program post-December 2018 were excluded from the analysis. Details and analysis of suitable survey responses by provider, can be found in Appendix E Additional Information on Individual Providers.

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[31] The Confidence Level suggests that there is a level of confidence that the sample size will represent the populations under investigation. The number of required responses diminishes as the CL lowers.

2.3.5 Interviews of key stakeholders

Thirty-four relevant stakeholders participated in 27 semi-structured interviews, as outlined in Table 6. Interview schedules are included in Appendix D – Evaluation instruments. The interviews gathered stakeholder perspectives of their experience and perception of YTS activities and programs and the collaboration and support provided by DSS and service providers. The names and contact details for the key stakeholders (DSS Managers, Department of Jobs and Small Business Representatives, and jobactive Providers) to be interviewed were determined in consultation with DSS. Employment Partners and Partner Organisations were nominated by YTS providers.

Appropriate consent forms and plain language statements were developed for these individuals and all interview transcripts were de-identified. Recordings were deleted once transcribed. Interviews were conducted between 21 May 2019 and 25 June 2019.

Table 6. Stakeholder consultation summary.

Stakeholder group	Interview Participants
DSS Managers, including staff from National and State Offices	8
YTS Service Providers	6
Partner Organisations	9
Employment Partners	5
jobactive Providers	2
Department of Jobs and Small Business Representatives	4
TOTAL	**34**

2.4 Limitations of the study

The investigation had a significant limitation centred around the difficulties associated with this type of evaluation. This limitation was clients' English language proficiency. Although a high number of survey respondents indicated they had a strong command of the English language, this did not transpire to participants being able to understand and relate well to written English. In the initial phase of the evaluation, when discussing the development of an evaluation instrument, some providers showed concern over the lack of translated material. Due to budget restriction, translation was limited to the consent forms and plain language statements provided for parental permission. In the absence of providing translated surveys, the evaluation team agreed that the providers could assist clients with low English language proficiency to interpret the survey questions, but they were not permitted to provide the response on the client's behalf or provide any prompting that may bias the response. This must be taken into consideration when interpreting the outcomes of the surveys. One provider chose to translate the survey themselves and administer it in Arabic to those who spoke the language. This did not necessarily achieve a higher response rate, but it likely captured a few respondents who would otherwise not have attempted the survey.

Further, the tight deadlines for the evaluation meant narrow time constraints for all methods of investigation. Consequently, these required precise coordination. This created risks which were challenging to mitigate requiring the extension of some timeframes.

3. Results from Investigation Tools

3.1 Client survey profile

Analysis of the survey data from the client survey shows the number of responses and the proportion of respondents by gender. Adjustment was made to the survey results to examine responses from clients who commenced YTS services before 1 January 2019, the number of suitable respondents to the survey was 898 providing a response rate of nine per cent. Table 7 below shows that the provider with the highest number of respondents was FH, with 222 respondents, which is a response rate of 24.7 per cent. CMRC had the smallest number of respondents and the response rate was particularly low at 5.6 per cent. Response rates for ACS and MDA were also low, at 11.4 per cent and 14.7 per cent respectively.

Table 7. Respondent gender with proportional representation by provider

Provider	All Responses*		Gender by percentage	
	No.	Per cent	Male	Female
ACS	102	11.4	53.2	46.2
BSL	218	24.3	31.8	68.2
CMRC	50	5.6	36.5	62.8
FH	222	24.7	30.9	68.7
LMA	173	19.3	43.9	55.6
MDA	133	14.7	61.4	37.8
Total	**898**			
Average	**150**	**16.7**	**43**	**57**

* Excludes responses from clients who commenced participation in the program post-December 2018.

(Source: Client Survey)

Table 7 also shows that on average 150 clients per provider responded to the surveys. This is a percentage response of 16.7 per cent. Overall, more females responded to the client survey than male, in two instances more than two to one (BSL and FH). ACS and MDA were exceptions. Excluding those who did not wish to specify gender or who are non-binary, the largest gender group was female respondents from the FH cohort (68.7 per cent) and the lowest percentage gender group was male respondents from FH (30.9 per cent). There were 223 respondents from New South Wales, 440 from Victoria and 235 from Queensland.

Table 8. Provider client population estimate and actual sample sizes for a 95% confidence level.

Provider	Client Population	Estimated sample size*	Actual Respondents (# and %)	Actual Margin of error (%)
All Providers	10,035	370	898 (8.9%)	3.7
ACS	1,576	309	102 (6.5%)	9.0
BSL	804	260	218 (27%)	6.0
CMRC	2,359	331	50 (2%)	10.0
FH	1,709	314	222 (13%)	7.0
LMA	2,586	335	173 (7%)	7.0
MDA	1,001	278	133 (13%)	8.0

*Based on a 5 per cent margin of error

(Source: Client Population: DEX, provided by Department of Social Services, 6 November 2019)

Table 8 includes the actual number of respondents and each provider's margin of error as well as the total population margin of error. These figures are also based on a Confidence Level of 95 per cent.

Table 8 shows, the respondent size shown is within a 10 per cent margin of error. The total number of all respondents is highly significant with a margin of error of 3.7 per cent. This suggests that the respondent sample sizes throughout provide sufficient rigour to the evaluation and can be considered representative of the total population and for individual providers. The only exception to this may be CMRC, which had a very low response number and a margin of error of 10 per cent.

Figure 8 compares the age ranges of those clients who responded to the YTS evaluation survey and clients using YTS services. The data highlights that the proportion of survey respondents compared well with the DEX data available up to December 2018:

- The largest cohort of surveyed clients for all providers by age was for the age group of 20 to 24 years, at 49 per cent (n=323). The DEX data indicates this age group comprised 38 per cent (n=3,467) of eligible clients.
- The smallest cohort of responses to the YTS evaluation survey was from the age group of 25 to 29 years old[32] who comprised 15 per cent (n=100) of respondents compared to 11 per cent (n=1,051) in DEX data.
- The remaining 36 per cent (n=243) of survey respondents were from the age group of 15 to 19 years old. This compares with 51 per cent (n=4,665) of clients from DEX data.

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[32] While the eligibility age for YTS service is 15 to 25 years, it is likely that when these clients participated or commenced in the program, they fell within this age bracket.

Figure 8. Comparison age ranges for YTS clients and survey respondents.[33]

Client ages (Source: DEX)   **Survey respondents ages**

- 15-19 - 20-24 - 25-29   - 15-19 - 20-24 - 25-29
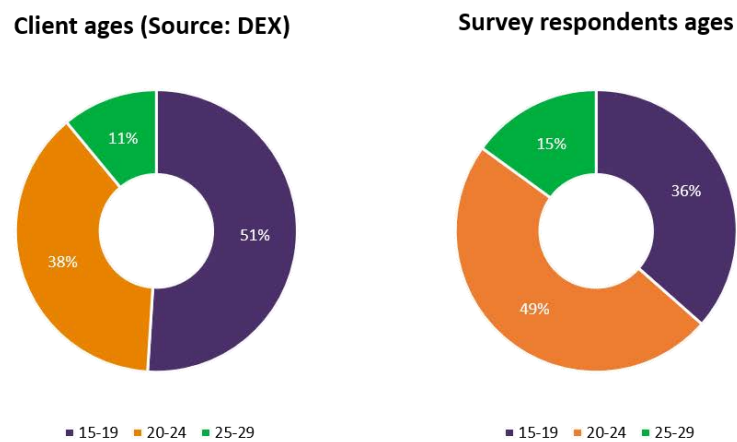
(Source: Client Survey and DEX, provided by Department of Social Services, 6 November 2019)

Figure 9. Number of years in Australia by percentage showing DEX data and survey responses.

■ DEX   ■ Survey respondents
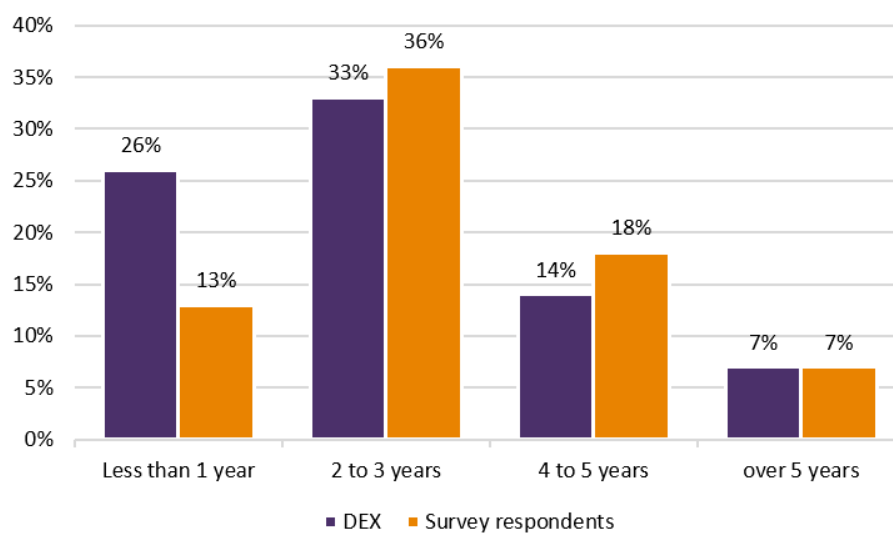
(Source: Client Survey[34] and DEX, provided by Department Social Services, 26 July 2019)

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[33] The age ranges referred to in the text and figure are set to those within the YTS service requirements over the duration of the evaluation period. A small percentage of clients fall outside these age ranges and are not included in these percentages. The total used to calculate the figures may be greater than the sum of their parts when attributes vary over the selected time period.

[34] The total number of survey responses only adds up to 74 per cent of all eligible respondents. Twenty-six per cent of respondents did not answer the question.

The information in Figure 9 displays the number of years the survey participants report living in Australia compared to DEX data for the period January 2016 to December 2018:

- Survey data indicates that the highest number of participants have been in Australia for two to three years, as 36 per cent (n=325) of all respondents. This is compared to DEX data for the same time of 33 per cent (n=4,031) of clients.
- The lowest number of participants was for, 'over 5 years', at seven per cent (n=64), which compares with DEX data also at seven percent (n=794).
- The largest difference between the two sets of data is for, 'less than 1 year' in which DEX data indicates 26 per cent (n=3,163) of clients compared to 13 per cent (n=118) for survey respondents.
- The '4 to 5 years', category shows 14 per cent (n=1,651) for DEX data and 18 per cent (n=157) for client survey respondents.

Figure 10. Comparison of the most common ancestries according to DEX data compared to the client survey respondents
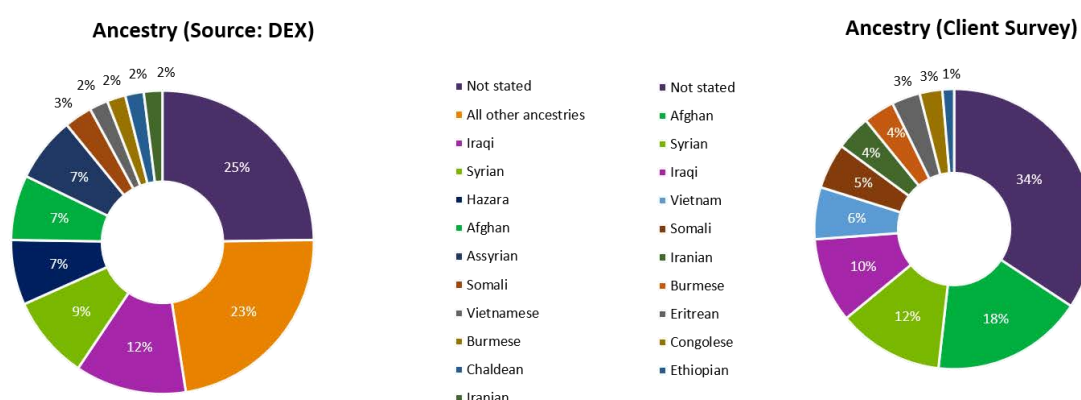
(Source: Client survey and DEX, provided by Department of Social Services, 18 July 2019)

The information in Figure 10 presents the highest ancestry numbers for respondents to the survey compared to that of the DEX data. It should be noted that both Ethiopia and Lebanon comprised one per cent of all respondents each from the client survey data.

- Thirty-four per cent (n=457) of clients within the survey data did not state their ancestry[35].
- Of the client survey respondents, eight of the top ten countries of ancestry are similar to the top ten countries found in DEX data.
- The highest ancestry percentage was Iraqi at 12 per cent for DEX data and 10 per cent for client survey respondents.
- For survey respondents the highest proportion by ancestry was Afghan at 18 per cent with DEX data showing seven per cent.
- Third highest ancestry for both the client survey and DEX data was Syrian at 12 per cent and nine per cent respectively.

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[35] This compares to only 25 per cent of clients who did not state their ancestry from DEX data.

3.2 Results

This section presents results drawn from the client survey, stakeholder consultations, data reported by providers against the YTS Reporting Framework and DEX data, presented against the Key Evaluation Questions.

This section of the report is set out following the key evaluation questions, as summarised below:

- Appropriateness
    - o Key Evaluation Question 1: To what extent have YTS services had a positive impact on target group clients' employment, education and social participation outcomes, particularly 12 months to 3 years after YTS service participation?
        - ▪ Pillar: Employment outcomes
        - ▪ Pillars: Education/Vocational training outcomes
        - ▪ Pillar: Sports Engagement
        - ▪ Mutually reinforcing activities
    - o Key Evaluation Question 2: Is the four-pillar model appropriate for achieving these outcomes?
        - ▪ Flexibility of the four-pillar model
        - ▪ Value of a holistic approach
- Effectiveness
    - o Key Evaluation Question 3: Has the YTS achieved its intended objectives?
        - ▪ YTS supporting increased employability of clients
        - ▪ YTS supporting clients to gain employment
        - ▪ YTS supporting progression through educational pathways
        - ▪ YTS supporting enrolment in and/or completed Vocational Training
        - ▪ YTS supporting increased positive peer networks and participation
    - o Key Evaluation Question 4: What outcomes were observed, both intended and unintended, from the YTS?
        - ▪ Collaboration across the sector
        - ▪ Capacity development across the sector and within organisations
        - ▪ Young people increasing their cross-cultural awareness
        - ▪ Benefits for businesses
        - ▪ Limitations of the eligibility criteria
    - o Key Evaluation Question 5: What aspects of the YTS services worked for whom, when, where and in what circumstances?
        - ▪ Meeting the needs of clients
        - ▪ Appropriate service providers selected
        - ▪ Coordination within the sector
        - ▪ Support from DSS and Service Providers
        - ▪ Benefits for service providers
        - ▪ Opportunities for business to engage with the YTS
    - o Key Evaluation Question 6: How has early intervention through YTS services impacted income support reliance?
        - ▪ YTS client benefits
        - ▪ YTS client Education

- YTS Client Employment
    - Key Evaluation Question 7: What lessons can inform future policy and program delivery for the target cohort of vulnerable migrant youth?
- Efficiency
    - Key Evaluation Question 8: To what extent do YTS services represent value for money for the Australian Government?

3.2.1 Appropriateness

3.2.1.1 Key Evaluation Question 1

To what extent have YTS services had a positive impact on target group clients' employment, education and social participation outcomes, particularly 12 months to 3 years after YTS service participation?

3.2.1.1.1 Pillar: Employment outcomes

During the period January 2016 – December 2018, service providers conducted a range of employment-related activities for YTS clients, aimed at achieving two outcomes for clients, to increase employability and to obtain some form of paid employment. Activities include job seeker preparation through developing resumes, participating in mock interviews and linking clients to job vacancies and databases, facilitating work experiences and employee connections through networking events and industry tours, and supporting clients to gain necessary qualifications or complete courses to enhance their employability.

Responses to open ended questions in the client survey indicated that many respondents valued these activities, with a quarter reporting that employment support was the part of YTS that helped them the most. For respondents from ACS this total was 37 per cent, for BSL it was 32 per cent, for FH it was 31 per cent, and for MDA it was 25 per cent. For LMA respondents, 9 per cent commented on the employment support being the most helpful part, with most respondents from this service provider citing VT as the most helpful aspect (31 per cent).

As shown in Table 9, a significant percentage (n=3,831) of young people either obtained some form of paid employment or demonstrated increased employability. MDA (23.1 per cent) and FH (18.5 per cent) reported the highest numbers of participants who had obtained some form of paid employment. The four remaining service providers achieved an average of 8.4 per cent of clients gaining some form of paid employment during the YTS service reporting period.

Table 9. YTS Reporting Framework employment outcomes reported by providers.

Outcomes[36]	ACS	CMRC	LMA	MDA	BSL	FH	Total
Obtained some form of paid employment (secured paid contract, casual, part-time or full-time employment)	85	209	325	314	104	250	**1,287**
Demonstrated increased employability (successfully completed two or more employment preparation activities and self-identified increase in self-confidence and skills)	136	439	1,071	371	120	407	**2,544**

(Source: YTS Reporting Framework, January 2016 to December 2018, provided by Department of Social Services, 9 January 2019)

Figure 11 shows the comparison between each provider of the number and percentage of their client population who had obtained some form of paid employment.

Figure 11. Comparison, by provider, of number and percentage of clients in some form of paid employment.
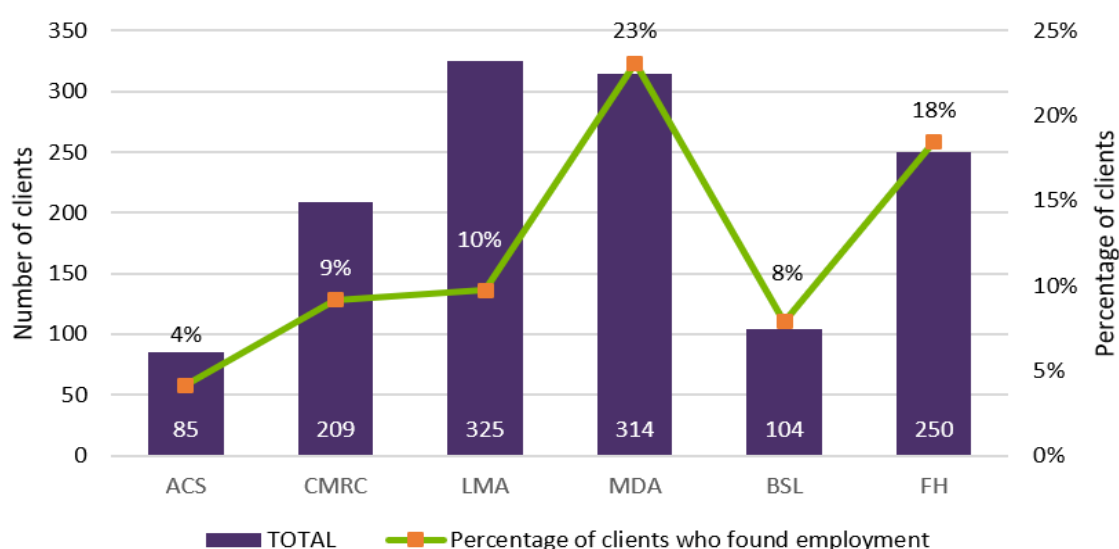
(Source: YTS Reporting Framework, January 2016 to December 2018, provided by Department of Social Services,9 January 2019)

There is no available evidence to indicate that the employment status recorded at the time indicated that the clients were still employed post-reporting. The recorded employment could be casual, contractual, full time or part time across a two-year period.

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[36] The numbers for, 'Obtained some form of employment', range from January 2016 to December 2018. The YTS Reporting Framework outcome, 'Demonstrated increased employability', was introduced in July 2017.

Figure 12.Clients, by provider, and percentage of clients with demonstrated increased employability.[37]
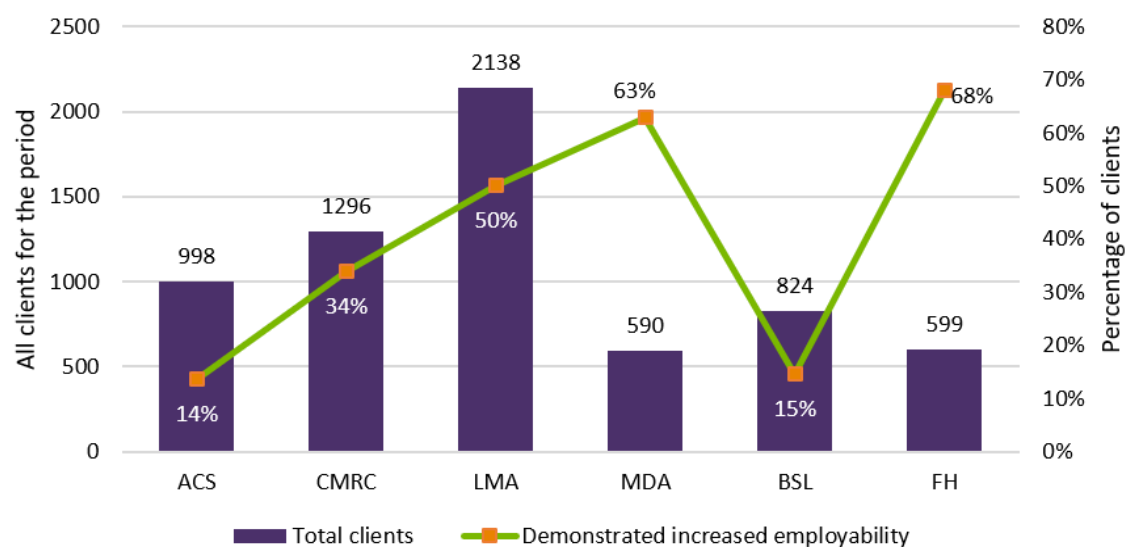
(Source: YTS Reporting Framework, July 2017 to December 2018, provided by Department of Social Services, 9 January 2019)

Figure 12 shows the number of clients and the percentage of those clients who demonstrated increased employability skills during the period July 2017 to December 2018 only. FH had the highest percentage of clients with increased employability at 68 per cent of their clients (n=599). LMA had the highest number of clients (n=2,138) with 50 per cent demonstrating increased employability. ACS reported that 14 per cent of clients (n=998) had increased employability. CMRC reported that 34 per cent of clients (n=1,296) had increased employability. MDA reported that 63 per cent of clients (n=590) had increased employability, and BSL reported that 15 per cent of clients (n=824) had increased employability.

As a comparison, the client survey included several questions regarding the employment status of clients and the circumstances that either gained them employment or the reasons why they were not employed.

Survey respondents who indicated that they had not engaged with a service provider around employment support or programs were asked if they were currently employed. Those who answered "yes" accounted for 39 per cent of respondents to the question. This is compared to 49 per cent of respondents who answered "yes" to the statement, 'Because of the employment program/s I have found a paid job'.

For those who stated they had engaged with a service provider on employment, Table 10 shows that of those clients who responded to the statement, 'Because of the employment programs I have found a paid job', 49 per cent agreed and 51 per cent disagreed.

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[37] Figure 12 displays the level of increased employability compared to client numbers in the post-pilot period, 1 July 2017 to 31 December 2018 as Increased Employability was not introduced as an outcome until this period.

Additionally,

- There was a high variation of the number of respondents to this question across the service providers.
- The highest number of respondents were from FH, accounting for 30 per cent (n=87) of all respondents.
- ACS and CMRC had the lowest number of respondents at 4 per cent for both ACS (n=11) and CMRC (n=12).
- MDA had the highest percentage of respondents in agreement with the statement, at 58 per cent (n=39). CMRC and FH had the lowest, with 54 per cent (n=7) and 48 per cent (n=54) respectively responding "no".
- LMA had a particularly high rate of respondents selecting "I am unsure", at 39 per cent (n=30).

Table 10. Responses to key questions regarding employment

Statement/Question	Responses	
	Yes	No
Because of the employment programs I have found a paid job.	141	148
Are you currently employed?	70	109

(Source: Client survey)

Survey respondents who indicated they were employed because of the support of their service provider were asked through an open-ended question to describe the ways the service provider had supported them. The most commonly cited theme across all respondents was through support to create a resume, discuss interviews and practice mock interview questions (28 per cent).

When asked the survey question, 'How many hours a week do you work', 162 clients responded (18 per cent of all client responses, n=898). Of those respondents who reported they worked paid hours, 17 per cent (n=28) stated they worked less than 10 hours a week, 22 per cent (n=36) stated they worked from 11 to 20 hours per week, 32 per cent (n=52) stated they worked 20 to 35 hours per week and 28 per cent (n=46) stated they worked over 35 hours per week.

Table 11 shows responses to the statement, 'I am looking for a job, but I am finding it hard because...'. The four main reasons the respondents found it hard were:

- thirty per cent (n=31), were studying,
- twenty-nine per cent (n=30) due to lack of experience,
- fifteen per cent (n=15) due to poor English skills,
- fifteen per cent (n=15) stated there were no available jobs remaining.

Table 11. Responses regarding looking for paid employment.

Statement/Question		
I am looking for a job, but am finding it hard because		
	Optional Response	Number of responses
	Poor English skills	15
	Lack of experience	31
	Currently studying	30
	No available jobs	15
	Discrimination	6
	Health issues	1
	Caring responsibilities	5

(Source: Client survey)

Using regression analysis, those who had been in Australia the longest showed the highest likelihood of being employed (p<0.001). English language proficiency also represented a significant influence on employment outcomes. The relationship between being employed and the self-assessed observation that they speak English well was highly significant (p < 0.01). This is in keeping with the research reported in the Literature Review that English language proficiency is highly beneficial in gaining employment, a point which was highlighted in interviews by many providers, partners and employers (as discussed in section 3.2.1.2.2 Value of a holistic approach below).

3.2.1.1.2 Pillars: Education and Vocational Training outcomes

Service providers indicated that YTS participants achieved outcomes under the Education and VT pillars. Data collected under the YTS Reporting Framework, as shown in

Table 12, indicates that a number of young people (n=2,309) progressed along an education pathway and that a significant number of young people (n=1,941) enrolled in or completed accredited vocational training.

Table 12. Education and vocational training outcomes reported by providers.

Outputs (Activities)/Outcomes	ACS	CMRC	LMA	MDA	BSL	FH	Total
Progressed in educational pathway[38]	43	429	1,389	9	79	360	**2,309**
Completed accredited vocational training[39]	47	296	525	74	84	0	**1,026**
Enrolled in accredited vocational training[40]	17	123	443	94	67	171	**915**

(Source: YTS Reporting Framework, January 2016 to December 2018, provided by Department of Social Services, 9 January 2019)

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[38] Has demonstrated progression from one level of education to another as a result of 'additional supports provided to them'. (e.g. moving up a school level; EAL to TAFE; basic English to advanced English; language school to mainstream school; secondary school to University. Outcome introduced in post-pilot period from 1 July 2017 to 31 December 2018.

[39] Has been supported to complete an accredited vocational training Certificate.

[40] This outcome was introduced in the post-pilot period from 1 July 2017 to 31 December 2018.

In open response questions regarding the part of the YTS services which had helped them the most, 12 per cent of respondents to the client survey commented on the support provided to help them engage or complete education. For respondents from LMA however, this figure was much higher at 31 per cent, meaning it was the most prevalent for this cohort.

Table 13. Those who are currently studying or in vocational training

Statement/Question	Yes	No
Are you currently studying?	192	131
Are you currently in vocational training because of programs run through the provider?	39	139
Are you in vocational training without your provider's assistance?	23	89

(Source: Client survey)

Survey respondents who stated they were not engaged with their service provider on education were asked if they were currently studying.

Table 13 shows that 53 per cent (n=192) of respondents to this question stated they were studying. For respondents from ACS and BSL, this percentage was slightly higher, with 65 per cent (n=11) and 62 per cent (n=73) respectively responding positively.
FH had the lowest per cent of positive responses, at 36 per cent (n=37), and also had the highest percentage of respondents indicating they were unsure at 26 per cent (n=28).

Table 14. Survey responses whether service provider had assisted in gaining a secondary school qualification.

Response	LMA	ACS	BSL	CMRC	FH	MDA	TOTAL
Yes	21	3	18	12	28	21	**103**
No	15	4	52	1	22	37	**131**
Unsure/Didn't do	53	18	39	3	49	17	**179**

(Source: Client survey)

Table 14 shows the responses when asked the question, 'Because of the service provider have you been able to better study for or complete your Secondary School qualification', 25 per cent (n=103) of respondents stated "yes", while 31 per cent (n=131) stated "no". The remainder indicated that they were unsure or did not complete an education program with the service provider.

Figure 13. Responses to provider support for completion of secondary school qualification.
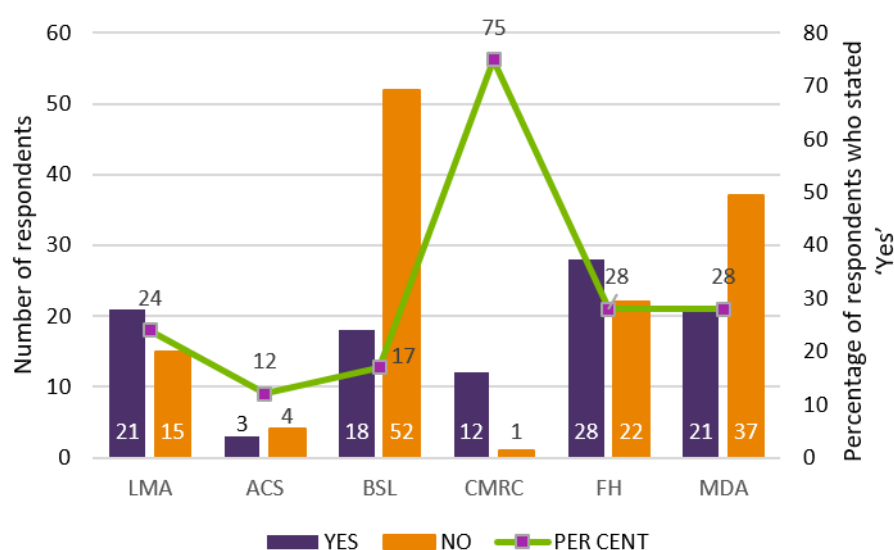
(Source: Client survey)

Figure 13 illustrates the numbers and 'Yes' response rate (in green and purple), showing the distinctions between the service providers and showing that although CMRC had a very high percentage of positive responses to the question, the numbers were low in comparison to other providers. Considering the individual providers, CMRC had the highest, 'Yes' response rate to this question at 75 per cent (n=12). Generally low positive response rates (ranging from 17 per cent to 24 per cent) were reported for most other providers, with ACS the lowest at 12 per cent (n=3). BSL had the highest number of total respondents at 17 per cent (n=109) but had a strong negative response rate of 48 per cent (n=52).

Table 15. Survey responses to questions regarding current VT.

Did you do a Vocational training or TAFE program with the PROVIDER?	'Yes' Respondents (n=126)	'No' Respondents (n=151)[41]
Are you currently studying?	53	64
Are you currently in a certificate (training) course because of programs run through the PROVIDER?	37	8
Are you currently in a certificate (training) course without your PROVIDER assistance?	16	12

(Source: Client survey)

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[41] Of the 337 respondents to the question, 60 responses stated they were unsure. These responses were not recorded.

Of the 337 survey respondents who responded to the question as to whether they had undertaken vocational training or a TAFE program with the provider, 31 per cent (n=106) indicated they were currently studying or had completed some form of training. This is compared to 25 per cent (n=84) of respondents who had not engaged with their service provider but who stated they were currently studying or had completed some form of accredited training.

The majority of survey respondents agreed that because of the VT-related programs provided by the service provider they better understood VT, where to access it, how it can lead to employment and felt more confident to undertake training. As shown in Figure 14, 77 per cent (n=130) of survey respondents felt they better understand what VT is because of their engagement with an associated service provider. CMRC and MDA had the highest level of agreement from their respondents against these statements, with all respondents either agreeing or strongly agreeing (n=11 and n=28, respectively). LMA had the second highest level of agreement, with 92 per cent (n=23) of respondents agreeing with the statement, "I better understand what vocational training is".

Figure 14 shows there was high agreement with all other statements regarding understanding of VT. There was an agreement rate of 79 per cent (n=139) from all survey respondents to the statement, "I feel confident to undertake vocational training", 75 per cent (n=133) agreement with the statement, "I better understand how vocational training can lead to getting a job" and 76 per cent (n=135) agreement with the statement, "I know where to access vocational training".

Figure 14. Survey respondents' views of vocational training.
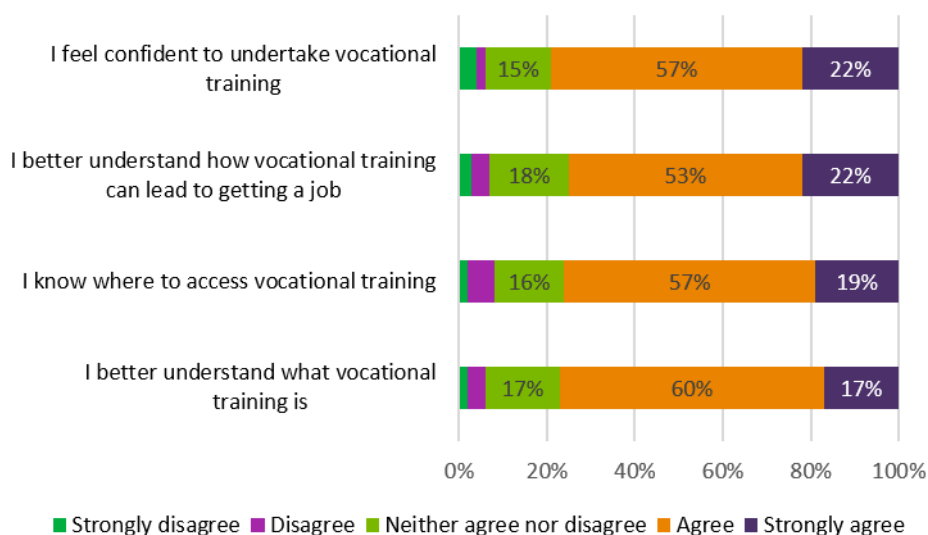
(Source: Client survey)

When asked through an open response question to describe how their service provider had provided support to engage in education, the majority of respondents described that their service providers had provided information on courses and pathways (41 per cent).

> *"I was not quite sure about the Australian university system, and YTS helped me understand how, where, and when to enrol into uni (sic) as well as helped me understand how to navigate the system to access resources."* Client survey respondent.

The second most common theme, cited by 24 per cent of respondents, described the practical support and guidance they had received, to complete admission or scholarship forms or support with enrolment procedures.

> *"[Service provider] helped me to enrol myself in high school when I moved to [location] and since then [service provider] has been part of my education. I am sure without [service provider] I wouldn't be able to reach the level I am today." Client survey respondent.*

Other themes which were cited regularly by respondents were regarding tutoring or study support and English language support, cited by 16 per cent and 11 per cent of respondents respectively. Comments from respondents demonstrate that clients did not just value the practical support and information, but also valued the way that service providers delivered this information, and the impact that it had on their levels of confidence to remain in education.

> *"I was very shy in my class because of language and lack of social skills. YTS has really helped me increase my confidence. Now, I feel really comfortable talking to my teachers and class mates and the education makes more sense to me now." Client survey respondent.*
>
> *"I went to homework help every week. She really supported me. I went through a lot of difficult times. She encouraged me to stay in school." Client survey respondent.*

Many comments across all themes from clients indicated that they considered there to be a link between feeling supported by their service provider, and their ability to apply for and progress through educational pathways.

> *"The best thing was the part where I was taken to university, [the] encouragement was amazing" Client survey respondent.*
>
> *"Attending the [service provider] events focused on education gave me confidence to go and study English at TAFE." Client survey respondent.*

This was a view that was also expressed by many service providers and partners who highlighted the importance of educational exposure experiences for clients in creating safe avenues for them to explore their options, and for lifting their aspirations around study.

Service providers are offering VT to clients in several ways. Some are engaging clients in "taster programs" prior to offering full VT options. One service provider reported that this is an effective method as it ensures young people are interested and understand the course and the potential vocation that is being offered to them, prior to them signing up for a full VT course.

Another service provider highlighted that previous engagements with other agencies had caused young people to reconsider engaging with VT courses which may not have direct pathways into employment or lead to increased employment outcomes. Rather, they said, young people are moving into traineeships, as it offered a more direct line to an employment outcome.

"The numbers of young people in VT are decreasing. Young people got tired of engaging in training for the sake of training. More young people are involved in traineeships rather than just training. It's a vehicle for employment for them." YTS service provider.

For one service provider however, VT and the jobs which could come from it, offered clients a positive way to support themselves whilst continuing study. They explained that jobs in industries such as security, construction or aged care were often part time and offered flexible hours around study commitments. They also highlighted that whilst this was a positive for young people continuing in study, for others seeking fulltime employment in these industries, the fact that many can only access part time hours presented challenges and meant that it was often not an employment choice that was sustainable.

As indicated above, while linear regression for the client survey showed that those who had been in Australia the longest showed the highest likelihood of being employed, this was not the case for those who are currently studying, nor those who were undertaking VT. For those studying, the average time in Australia was 3.6 years and the average age was between 20 and 24 years.

English language proficiency also represents a significant influence on education outcomes. When asked if currently studying, English language proficiency was significantly associated with a positive response ($p < 0.05$).

3.2.1.1.3 Pillar: Sports Engagement

Providers indicated that over the course of YTS a number of participants achieved outcomes under the Sports pillar. Data collected under the YTS Reporting Framework (Table 16) shows that a significant number (n=3,547) increased their peer networks and participation.

Table 16. Sport outcomes reported by providers.

Outputs (Activities) / Outcomes	ACS	CMRC	LMA	MDA	BSL	FH	Total
Developed increased positive peer networks and participation[42]	479	659	1,599	294	110	406	**3,547**

(Source: YTS Reporting Framework, July 2017 to December 2018, Department of Social Services, January 2019)

Also, Table 17 shows responses that are associated with a participant's perceived level of community connection and sense of belonging.

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[42] Increased social participation (through forming bridging and bonding networks); demonstrated increased capacity for civic participation; forming positive relationships with others.

Table 17. Responses to survey questions and statements associated with community interaction

Question/Statement	Responses
When asked about experiences within the program	
I helped someone or others to join in activities	204
I gave others confidence about joining in activities	168
I encouraged others to be respectful of one another	156
I helped others be friends with new people they had just met	163
I organised an activity, so others could join in	88
Through doing the provider's programs, I joined in other offered activities	167
Have any of the following happened?	
I made friends	314
I spent time outside of the programs with people I met through the programs	156
I spent time with people I met outside the programs	130
I joined a club or a community organisation	98

(Source: Client survey)

Additionally, Table 17 shows a strong commitment to community interaction amongst those clients who responded to the survey. When asked whether they had helped someone to join in activities, 52.9 per cent (n=204) of those who responded reported that they had. When asked if they had given others confidence in joining other activities, 43.6 per cent (n=168) of those who responded agreed. When asked about encouraging others to be respectful to others, 40.5 per cent (n=156) of those who responded agreed. The lowest level of agreement at 22.8 per cent (n=88) was when participants responded to the statement 'I organised an activity, so others could join in.'

When considering the respondent's views on social interaction, a significant number agreed they had made friends (n=314). Of these, 40.5 per cent (n=156) respondents had been interacting outside the programs with people they met within the programs. Additionally, 33.8 per cent (n=130) claimed to have spent time with people they had met outside the programs. The lowest agreement, 25.5 per cent (n=98), was of those respondents who stated they had joined a community club or organisation. This is further supported by DEX SCORE Outcome data, which shows that 88 per cent of the 3,308 assessed clients had an overall positive outcome for community participation.

When asked to express their level of agreement with a range of statements relating to their sense of wellbeing, the general sentiment of the respondents was high. This is detailed in Figure 15. Three statements were presented to respondents and they were asked to gauge their level of agreement to these statements using a five-point Likert scale.

Figure 15. Survey respondents' sense of wellbeing
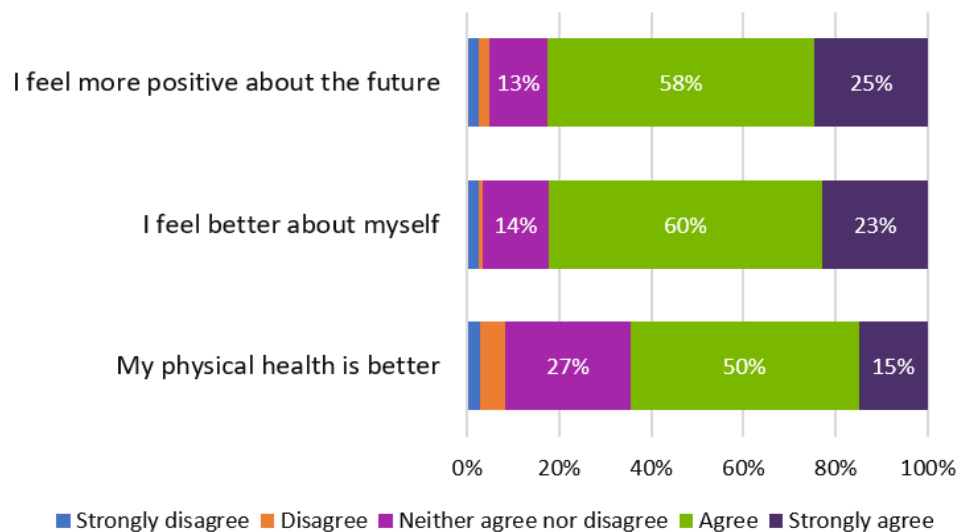
(Source: Client survey)

Of those who responded, 65 per cent agreed their physical health was better, 83 per cent believed they felt better about themselves and they felt more positive about the future. This shows a significantly high positive sense of wellbeing amongst this group.

This is also supported by DEX SCORE Outcome data, which demonstrates that overall positive outcomes in physical health occurred for 95 per cent of the 549 assessed clients and in mental health for 88 per cent of the 1,716 assessed clients.

Figure 16 shows the responses to statements relating to their sense of community and their view of their service provider.

Figure 16. Respondents' sense of community.
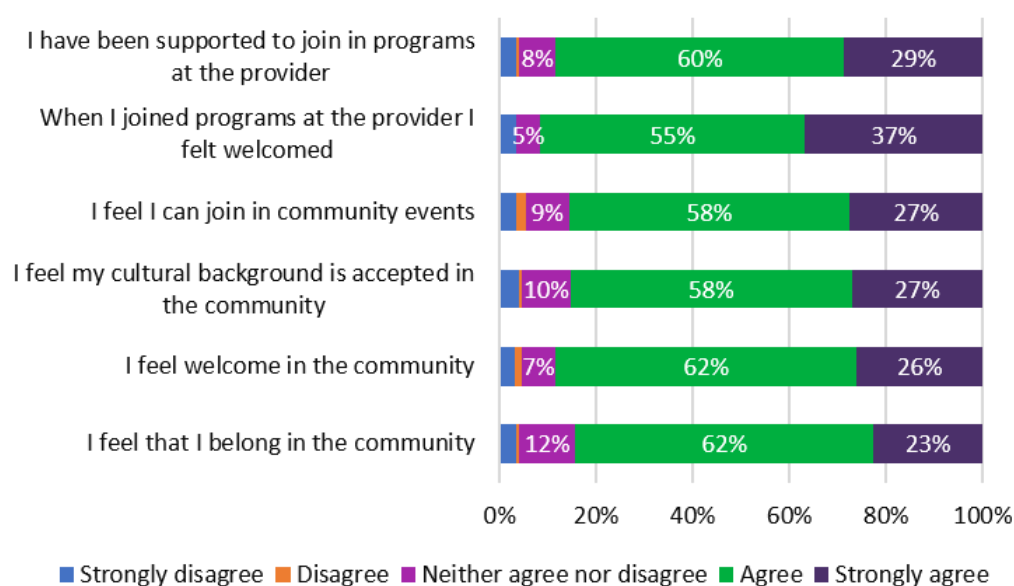
(Source: Client survey)

The consensus from the respondents regarding their sense of community was very positive. This was also enhanced by the higher number of responses to each statement in Figure 16, at 41 per cent (n=368).

Eighty-nine per cent (n=328) of respondents felt they had been supported to join in programs at the provider. Eighty-two per cent (n=302) reported they felt welcomed when they joined programs at the provider. Eighty-five per cent (n=313) of respondents believed they could join in community events. Eighty-eight per cent (n=324) felt welcomed in the community, and 85 per cent (n=313) felt they belonged in their community.

3.2.1.1.4 Mutually reinforcing activities

Whilst service provider activities and reporting have been arranged against the four separate pillars of the YTS, the activities are mutually reinforcing and contribute to the overall confidence of young people. This was cited as a strength of the YTS by some service providers and partners in the stakeholder interviews. For example:

- through a resume-writing workshop, young people are increasing their employability, but they may also be building social connections and increasing their English language competency and confidence.
- through a social sport program run on the grounds of a tertiary education institution, young people are building social connections, engaging in sport, being exposed to a range of different cultures and also becoming familiar with the environment of tertiary education, which may contribute to educational aspirations.

This finding is in line with the expectations as articulated through the CoP Common Model of Practice, as agreed to by the six service providers and DSS, which states:

> *"as a result of these activities, young people develop increased social connections and understanding of social networking, stronger English language skills, increased confidence and resilience and overall wellbeing. The development of skills, personal qualities and networks through such transition support leads to the long-term successful settlement of young people"* [43]*.*

Data from the client survey suggest that an increase in confidence was also recognised and considered important by young people. Through YTS young people are lifting their employment and education aspirations and considering a broader range of opportunities for themselves.

> *"In all aspects [I learnt] to be confident in what I do and [service provider] supported me to overcome my fears."* *Client survey respondent.*

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[43] CoP Common Model of Practice, 27 April 2018.

DEX SCORE Outcome data shows that 88 per cent of assessed clients (n=1,507) demonstrated overall positive outcomes for mental health, wellbeing and self-care. The majority of assessed clients (58 per cent, n=1,756) agreed with the statement, "I am better able to deal with the issues that I sought help with", with less than 1 per cent reporting a negative overall outcome.

This increase in confidence and aspiration is a key factor in the success of the four pillars of the YTS and is integral to consider when observing the outcomes reported in the following sections of this report.

3.2.1.2 Key Evaluation Question 2

Is the four-pillar model appropriate for achieving these outcomes?

3.2.1.2.1 Flexibility of the four-pillar model

Many stakeholders interviewed highlighted the value of the four-pillar model as a foundation for varied and localised service delivery models for providers. Each service provider has responded to the four-pillar model differently, engaging with different partners in their community for different purposes and through different ways. From the perspective of DSS Managers, this has resulted in innovative approaches being used that specifically address the unique needs of a cohort in a specific location. From the perspective of providers and partners, it has allowed for flexible, person centred and strengths-based approaches to be central to their programming.

> *"The flexibility is very significant. It's led to the success of the programs. [The providers] are all working in different communities and areas. Some work alongside settlement [services] and some don't. Being able to be flexible in how we actually run the program is great … We don't have to work by the same model." YTS service provider.*

It has also afforded service providers the opportunity to ensure flexibility, not only of the development of the model, but also in its delivery to clients. All service providers discussed how their model has evolved over time to meet the changing needs of their clients, but also how the model adjusts to ensure individualised support is offered to clients.

> *"Being able to be flexible. The success of the program has come down to the program and its flexibility. Being able to change it, allow it to evolve." YTS service provider.*

Many providers described the drivers of this evolution as the use of youth collaboration, co-design and regular feedback and monitoring structures built in to their delivery of YTS. This has resulted in highly varied programs being offered by the six different service providers but has also ensured that youth voice has been included and respected.

> *"For us, very early in the piece, we decided to listen to what young people wanted out of the program. By listening to their voices, we found that employment was key … Many of our activities centre around employment … Where educational and vocational training are the means to achieve employment." YTS service provider.*

3.2.1.2.2 Value of a holistic approach

The majority of interviewees expressed that the combination of the four pillars creates a meaningful and holistic service delivery model which fills a gap currently present in the sector.

> *"The focus on social connection and increasing work skills and access to vocational opportunities is an important aspect of settlement for newly arrived young people and fills a significant service gap. This kind of support is crucial and much needed." YTS partner organisation.*

The majority of stakeholders interviewed highlighted the complexity of the situations that young refugee and humanitarian migrants find themselves in when settling in a new country. They stated that young people are often working through many challenges at the same time, such as securing housing, learning the English language, finding accommodation, or enrolling in study or further education. Stakeholders expressed that a strength of the YTS four pillar model was its holistic design, which affords service providers the opportunity to support young people regardless of what challenge was most pressing for them at any particular time. They contrasted this to the way much of the sector operates, with more targeted or streamlined approaches focusing on specific aspects of a client's needs. Service providers explained that clients rarely experience a distinction between what the sector often considers "settlement" issues, such as securing housing or learning to navigate public transport, and "transition" issues, such as seeking employment or engaging in education. This can create challenges for young people in seeking appropriate support and can lead to service disengagement or distrust. From the perspective of some service providers and partners, it is this holistic approach which is a feature driving participation and outcomes under the YTS.

> *"[The] Best outcome I can see for young people over the years has been removing the blocked mobilities. [Before YTS] as soon as you met disadvantage, things would come to a grinding halt." YTS service provider.*
>
> *"There are so many issues for young people before you can even start to think about employment and writing a resume. You need to sort out housing, legal, family, health issues. The nature of our work is it is all interconnected … You know the young person won't concentrate on resume writing because they have more pressing issues. So, this program allows you to work with them on it all." YTS partner organisation.*
>
> *"There is a very flexible approach and you can focus on whatever the young person is needing at the time. I think the important aspect of this is the advantage thinking … strengths-based approach." YTS partner organisation.*

All service providers and the majority of partners highlighted the significant preliminary work which is required with some clients prior to them being able to fully engage with services, be it YTS or other mainstream services. While some YTS service providers consider this work to fall outside the four pillars, others consider it well within the service's remit; all agreed on its importance.

> *"There's a lot of backend work that goes around developing relationships with this cohort of clients." YTS service provider.*

3.2.2 Effectiveness

3.2.2.1 Key Evaluation Question 3,

Has the YTS achieved its intended objectives?

The intended objectives of the YTS, as described in the YTS Reporting Framework, are:

- Demonstrated increased employability
- Obtained some form of paid employment
- Progressed in an educational pathway
- Enrolled in accredited vocational training
- Completed accredited vocational training
- Developed increased positive peer networks and relationships

During interview, DSS staff felt that the YTS has achieved it's intended objectives and that this has been evidenced to them through a combination of DEX data and provider reports, as well as personal interactions with service providers and client cohorts. The interview with DSS Managers showed that many have strong working relationships with their service providers and understand the organisation and the way in which it has designed its service delivery model to achieve intended outcomes against the four pillars. Ways in which DSS Managers reported that they have built or maintained this close relationship is through regular site visits to their associated service provider, holding positions on relevant community committees or working groups and attending various meetings with their service provider to facilitate partnerships with other stakeholders. Details can be found in section 3.2.1.1 Key Evaluation Question 1. The evidence can be found in the data from surveys, stakeholder interviews and DEX. This evidence demonstrates that participants have achieved the outcomes and that the YTS has achieved its intended outcomes.

3.2.2.1.1 YTS supporting increased employability of clients

As discussed above in section 3.2.1.1.1 Pillar: Employment outcomes, the YTS Reporting Framework shows that 2,544 participants improved their employability. DEX SCORE Outcome data shows that across all service providers, 87 per cent (n=2,628) of assessed clients had an overall positive outcome with 'Changed skills' and 89 per cent (n=3,015) of clients had an overall positive outcome in 'Changed knowledge and access to information'.

A number of questions in the client survey explored respondents' sense of their own employability and shows the level of agreement of survey respondents to these statements. From the information provided in Table 18 there is an average of 84 per cent agreement to questions relating to their own perceptions of the support provided by service providers and skills needed to become employed.

This perception is also evident when the respondents were asked whether they believed that employers were more interested in them because they had undertaken the YTS service. When asked this question, 51 per cent (n=425) of respondents agreed. When posed the question, 'Because of the employment programs I have found a paid job', 35 per cent (n=305) who answered the question agreed.

When asked if they had met with an employer regarding VT, of those who answered the question, 30 per cent (n=57) agreed.

Table 18. Respondents' sense of level of employability through participation in the YTS service.

Statement	All Respondents	Those who agreed (# and %)
I have been given information about how to get a job	889	773 (87%)
I better understand what I need to do to get a job	880	788 (90%)
I am more confident about getting a job	882	747 (85%)
I am more likely to get a job	879	712 (81%)
I am more motivated to find a job	878	761 (87%)
I am more ready to be interviewed for a job	849	682 (80%)
I am more confident about being interviewed for a job	845	682 (81%)
I better understand the things I should say to show I can do the job	844	707 (84%)
I better understand what is expected of me if I was to get a job	844	726 (86%)
I better understand what I expect from an employer[44]	844	686 (81%)

(Source: Client survey)

English language proficiency and confidence

English language proficiency is an essential employability skill in the Australian job market. This is highlighted in literature, survey data from participants and data gathered through interviews. Data from client surveys demonstrate that when asked why respondents had not achieved employment, 16 per cent (n=54) of those who answered the question (n=336) believed it was due to poor English skills. One way that activities under the YTS are increasing employability, according to interviews with service providers, partners and employers, is through supporting clients to increase their English language skills, both in general conversational English and in required technical, or industry specific English.

One partner offering industry exposure programs stated that they provided handouts of key industry words to participants as a resource. This was not only valuable during their activity but was also something that participants would be able to take away and use to help them in preparing resumes and cover letters.

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[44] This would include such things as fair working conditions, number of hours the person should be working per day and the amount of pay they are entitled to get.

A number of service providers and partners also highlighted that young people's ability to gain competence and confidence to communicate in English had been negatively impacted by the requirements and operational frameworks of other government funded programs. A number of service providers indicated they were aware of situations where young people had been asked to leave their programs by agencies external to the YTS, because they had achieved a level of English deemed satisfactory to seek employment. Service providers suggested that the jobs that these young people were being encouraged into would not offer long term, sustainable employment.

The value of work experience and industry exposure

Data from the client survey show that just under half of respondents, 46 per cent (n=180) indicated that they had completed some form of work experience through or because of their service provider.

From the YTS Reporting Framework, 3,396 participants participated in work experience and 4,667 participated in career exposure programs between January 2016 and December 2018. Table 19 shows that LMA had the highest figures for both of these outputs (n=2,216 and n=2,083 respectively), with ACS having the lowest work experience participation (n=65) and BSL having the lowest career exposure participation (n=198).

Table 19: YTS Reporting Framework employment outputs reported by providers.

Outputs	ACS	CMRC	LMA	MDA	BSL	FH	Total
Participated in work experience	65	145	2,216	165	77	728	**3,396**
Participated in career exposure	222	384	2,083	510	198	1,270	**4,667**

(Source: YTS Reporting Framework, January 2016 to December 2018, provided by Department of Social Services, January 2019)

Most service providers discussed the value of work experience or industry exposure that their clients completed through YTS.

> *"I think we've just been seeing a lot more young people believing that it is possible for them to get a job". YTS service provider.*

Employers also cited the value of work experience or exposure as increasing the employability of participants, either through improving conversational and industry-specific English, or providing opportunities to be exposed to a range of different career options of which clients may have previously been unaware.

> *"It helps young people through broadening their horizons. Many of them have spent time in refugee camps, and especially for the women, many of the role models they've seen are nurses and care workers. So they consider that as a career, which is great, but it might be because it's the only job they are aware of. But having [this program], and seeing our business, they can understand what other jobs can look like too." YTS employment partner.*

Work experience and work exposure programs are also an effective mechanism for addressing what young people reported in the survey as being the number one barrier for young people when gaining a job.

In the client survey, many respondents commented on the value of these exposure experiences in helping them to make connections and become aware of what opportunities were available. Over a quarter of respondents, 28 per cent (n = 184) indicated that their service provider supported them with qualifications or work experience which increased their skills or confidence to get a job.

> *"[Service provider] connected me with [work experience] which helped me get 12 weeks work experience program with [local council]."* YTS client survey respondent.

Developing an understanding of Australian work practices

Another benefit that service providers reported was around young people recognising the relatively common practice in Australia of young people working part time jobs whilst studying. One service provider explained that this was a cultural difference to what many of their clients and families were used to, and through employment preparation and direct employment programs, they were able to support young people to learn to balance part time work and study.

Seventeen per cent (n=110) of survey respondents expressed the service providers had helped them gain employment through providing information on the Australian job market and work culture in Australia.

> *"I gained a better understanding of the work culture in Australia."* YTS client survey respondent.
>
> *"The information I was provided with at [service provider] alerted me to the nuances associated with recruitment in the Australian labour market that I otherwise would not have known."* YTS client survey respondent.

3.2.2.1.2 YTS supporting clients to gain employment

As discussed above in section 3.2.1.1.1 Pillar: Employment outcomes, 1,287 participants gained some form of employment as a result of receiving support through YTS. Additionally, DEX SCORE Outcome data show the clients' overall positive satisfaction with the services they have received. These data are shown in Figure 17.

Figure 17. Client overall satisfaction with received services.
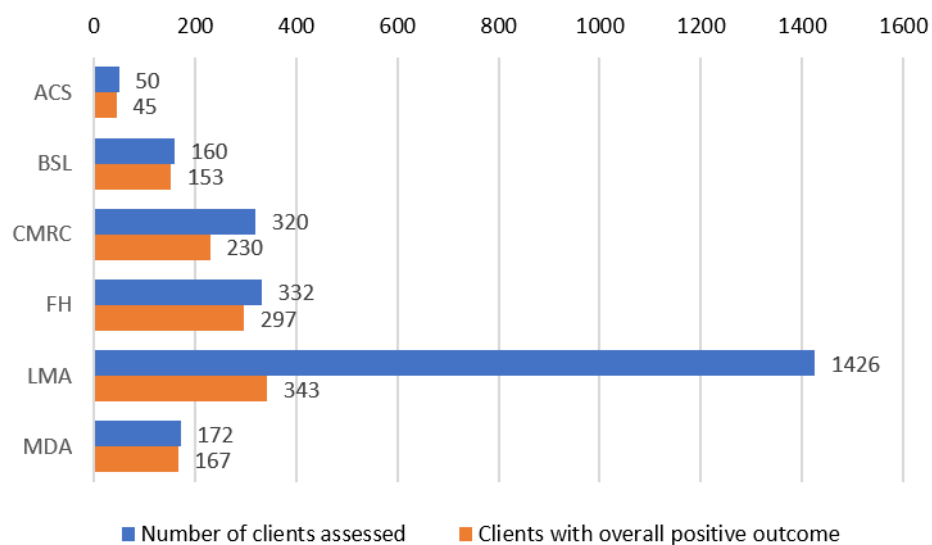
Note: The Satisfaction SCORE findings should be considered with caution as there were some shortcomings with the data reported by the LMA in the initial period of the YTS, with data accuracy and completeness improving over time.

(Source: DEX SCORE Outcome data, 1 July 2017 to 31 December 2018, provided by Department of Social Services August 2019)

Although there is a trend of high client satisfaction with received YTS services, the average percentage is lowered due to LMA responses. The average percentage satisfaction for all providers except LMA is 86 per cent, when LMA is included in the overall average percentage of positive outcomes, the average lowers to 50 per cent. Despite this reduction in overall satisfaction, the percentage is still significant.

Figure 18. Responses to the question, 'Do you currently have a job?'
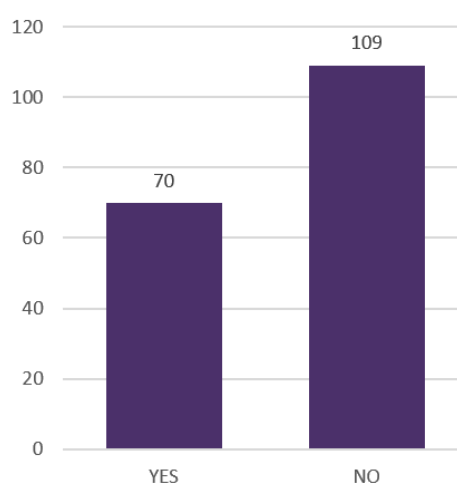
(Source: Client survey)

Figure 18 shows that when asked the question, 'Do you currently have a job?' 179 responded. Of these 39 per cent (n=70) said Yes and 61 per cent (n=109) said No.

Figure 19. Responses to, 'Because of the employment program/s, I have found a paid job.'

22%

38%

40%

■ Yes ■ No ■ Not Sure
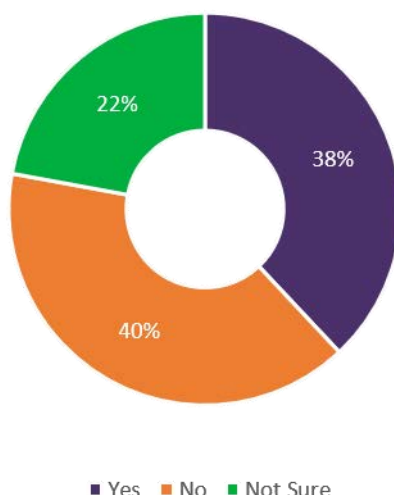
(Source: Client survey)

Figure 19 shows that of those who responded to the statement, 'Because of the employment program/s, I have found a paid job', 38 per cent (n=141) said Yes, 40 per cent said No (n=148) and 22 per cent (n=82) were unsure.

Through open response questions, some survey respondents attributed their current employment to the support they gained from their service providers.

> *"The job preparedness programs helped me to prepare for the interview process that secured the job I have now." YTS client survey respondent.*
>
> *"It helped me understand where and how to search for a job and enhanced my skills as an interviewee; this experience helped me get the job I have now and I am very grateful for it." YTS client survey respondent.*

In interviews, all service providers and partners reported that they believed clients were benefiting from the YTS, with the majority stating that they believed there have been direct increases in numbers of young people in employment because of their activities under YTS.

> *"We've supported a lot of young people finding part time employment. It's been great to see – that's been really through the operation of [employment preparation/experience programs] and the relationships with employers." YTS service provider.*

For one provider, they expressed that there may not have been as large an increase in employment figures due to the complexity of youth employment. However, they stated there had been increases in employability and young people engaging in employment and education pathways. This sentiment was also echoed by other service providers, DSS Managers and sub-contractors.

Of those who responded to the question, 'How many hours a week do you normally work?', 72 per cent of survey respondents (n=116) indicated that they were in paid employment and worked part time hours (less than 35 hours a week). The highest number of respondents, 32 per cent, indicated they worked between 20 to 35 hours a week (n=52).

YTS directly creating employment opportunities

Half of the service providers stated that through YTS they had been able to employ past participants as casual, part time or full time staff, though the total number of these instances is not possible to estimate. This was also true of a number of partner organisations. One service provider explained that hiring past participants was beneficial as it allowed the organisation to offer meaningful employment to clients and also gain valuable feedback on their program, which can in turn be used to improve services.

> *"We've actually gone through the process of employing some of the participants as casual staff and that gives feedback on the way we deliver and run programs. In doing that we've been able to tailor the types of activities that we do so they are specific to what the young people want."* YTS service provider.
>
> *"I worked for [service provider] in an assistant role, so I learnt fundamental skills there."* Client survey respondent.

For one partner organisation, they stated that employing past participants was valuable as it was able to ensure that future iterations of the program were developed and delivered appropriately, increasing the level of ownership by the community.

Connecting employers to clients

All employers of YTS clients who were interviewed stated that without the support of YTS, through funding and the connection to the YTS service provider, they would not have been able to extend employment to the young people in this cohort. Employers highlighted that the collaboration with YTS service providers ensured that clients received additional support, which made it possible for the employers to hire them. This support occurred in the form of service providers supporting clients to complete required paperwork, apply for relevant checks (such as Working With Children Checks or Police Checks), providing transport to their first few shifts or days of work, and acting as a point of contact for employers.

From the perspective of one employment partner, businesses who employed YTS clients also benefited from gaining employees who, in general, exhibited high levels of company loyalty.

> *"We are able to offer employment to this group [of young people]. They may not, without the help of this program channelling them in, be able to take on the opportunities of those roles. They need that support. But once they've been [at the company], they'll be able to handle anything! And they've got two months' work experience at a reputable employer and it will put them in good stead for future employment."* YTS employment partner.

Contrast to employment support under jobactive

Many stakeholders interviewed drew comparisons between employment services such as jobactive and the employment supports of the YTS. However, most stated that they felt jobactive providers were not as effective at supporting young people into sustainable employment as YTS. Stakeholders highlighted a number of reasons for this difference, which included:

- jobactive was a singular service and if clients were facing additional settlement or transition challenges, jobactive would have to refer on
- jobactive did not have the capacity to partner with schools to provide employment assistance and employment preparation activities to young people still in school or considering leaving
- jobactive operates under a different framework and outcomes structure, where Key Performance Indicators (KPIs) are based on instances of employment, without considering the nature, type or sustainability of employment.

It should be noted that full time students are not fully eligible to participate in jobactive and maybe eligible to participate in other employment programs such as 'Transition to Work'.

3.2.2.1.3 YTS supporting progression through educational pathways

As discussed above in section 3.2.1.1.2 Pillars: Education and Vocational Training outcomes, the YTS Reporting Framework shows that 2,309 participants progressed through an educational pathway. When considering the question of education, the YTS Reporting Framework identifies, 'Engagement in additional supports to maintain participation in education'. In this instance the providers reported that they had addressed this with 3,151 clients. Both outputs were introduced in July 2017.

When reporting on re-engagement in education, the YTS Reporting Framework indicates this was addressed with 2,386 clients (from January 2016 to December 2018).

The majority of survey respondents agreed that because of the programs they completed with their service provider they had a better understanding of educational programs on offer, where to get help and advice and how to enrol. As shown in Figure 20, 88 per cent (n=220) of respondents better understood different education programs, 80 per cent (n=199) better understood financial support which might be available to them, 87 per cent (n=220) knew where to go to enrol and 86 per cent (n=219) better understood how to enrol.

Figure 20.Responses to the role of the service provider with client understanding of education.
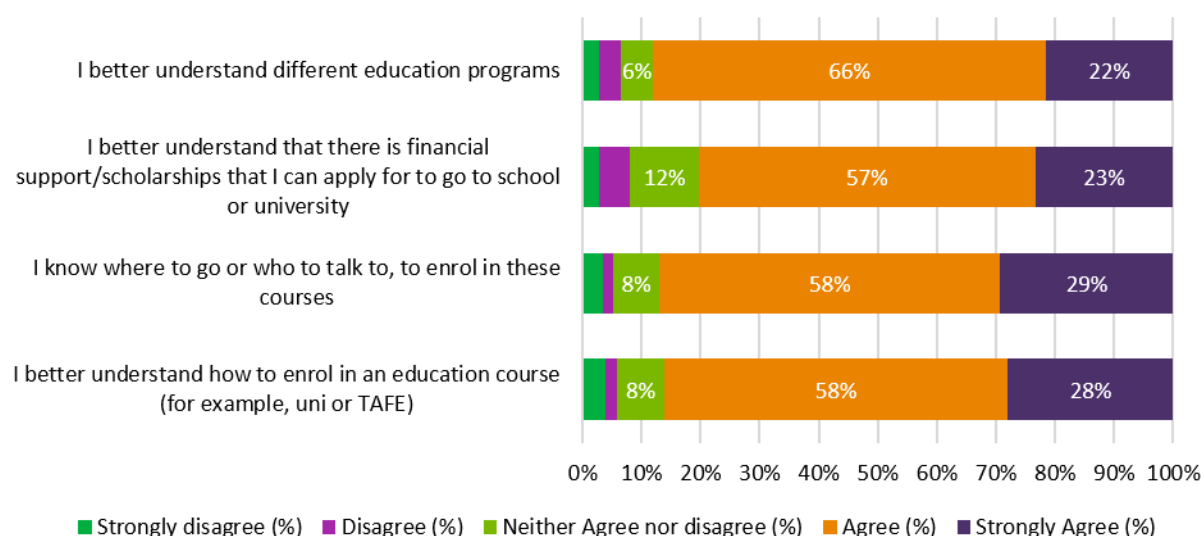
(Source: Client survey)

Data from the client survey also showed that the majority of clients felt more able to access education. As shown in Figure 21, as a result of completing the education programs with their service provider, 79 per cent (n=193) of respondents felt that they knew about education programs they could study at university; 84 per cent (n=207) felt they could join education programs that interested them; 85 per cent (n=209) were able to access education which was suitable to them; and 88 per cent (n=220) were able to find education programs which were suitable to them.

Figure 21. Client knowledge and access to education.
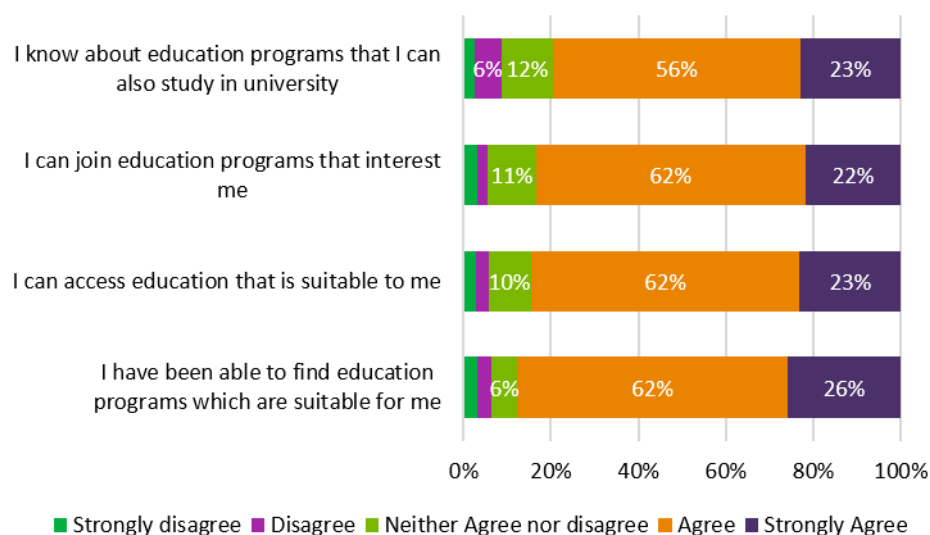
(Source: Client survey)

3.2.2.1.4 YTS supporting enrolment in and/or completion of Vocational Training

The YTS Reporting Framework reports on vocational opportunities. There are four vocational outputs within the framework. From January 2016 to December 2018, YTS providers assisted 1,892 clients with 'Participated in accredited training', 4,385 clients with 'Engaged in activity that clarified vocational pathways' and 1,026 clients to accomplish 'Completed accredited vocational training'. A new outcome added in the post-pilot period, 1 July 2017 to 31 December 2018, saw YTS providers assist 915 clients to participate in 'Enrolled in accredited vocational training.'

When asked in the survey what part of their engagement with YTS had been of most use to them, eight per cent (n = 63) of respondents cited VT, however, for respondents who indicated that they had been supported by the LMA, this figure made up 31 per cent (n = 44) of respondents.

Survey respondents discussed the value of VT as providing an avenue to employment.

> *"They taught me to make coffee, sounds simple but it created many opportunities for me to communicate with people from various backgrounds during my occupation." YTS client survey respondent.*

One survey respondent highlighted the value of completing a VT course through their service provider was that it increased their employability.

> *"People know that you have done experience, with other people and know u (sic) can work with teams of people without fighting." YTS client survey respondent.*

3.2.2.1.5 YTS supporting increased positive peer networks and participation

As discussed above in section 3.2.1.1.3 Pillar: Sports Engagement, data from the YTS Reporting Framework, client survey and interviews with service providers demonstrates that participants have increased their positive peer networks and social participation.

There are five key outputs/activities within the YTS Reporting Framework which relate to social engagement and participation. These outputs/activities are aligned with the sports pillar. These activities are shown in Table 20.

Table 20. The number of clients within each Sports activity/output in YTS Reporting Framework.

Output/Activity	Total
Engaged in Sports taster sessions, local competitions and events	4,565
Engaged in formal sports club/association	2,934
Engaged in leadership programs	3,170
Engaged in social / cultural and recreational activities	3,930
Developed increased positive peer networks and participation*	3,547

* This outcome was added in July 2017.

(Source: YTS Reporting Framework, January 2016 to December 2018, provided by Department of Social Services, January 2019)

Thirty-nine per cent (n=4,565) of clients engaged in sports taster sessions and 25 per cent (n=2,934) were engaged in formal sports clubs/associations. Twenty-seven per cent (n=3,170) of clients were engaged in leadership programs, 34 per cent (n=3,930) were engaged in social/cultural activities and 30 per cent (n=3,547) developed increased positive peer networks. As discussed at section 3.2.1.1.3 Pillar: Sports Engagement above, DEX SCORE Outcome data showed that 88 per cent of assessed clients had a positive overall outcome for community participation.

Analysis of the comments within the YTS client survey showed the value of the YTS service. When asked what part of their engagement with YTS had been of most use to them, the second most common theme, behind receiving employment support, was social events and connections, cited by 14 per cent (n=110) of respondents.

3.2.2.2 Key Evaluation Question 4:

What outcomes were observed, both intended and unintended, from the YTS?

3.2.2.2.1 Collaboration across the sector

An outcome of the YTS observed by stakeholders, including service providers, partners and DSS Managers, is the ways that organisations have been able to work collaboratively to achieve outcomes for young people. This collaboration has occurred formally, between service providers through the CoP and through partnerships between service providers and partners, and informally, as organisations learn about the various programs they are running, and their areas of expertise being developed both inside and outside of the YTS.

This increased collaboration has benefits for service providers, as well as partners and clients. One of the ways this is benefiting partners and clients is through increased awareness of what other organisations are doing, which allows for shared programming or for improved referral pathways between organisations.

> *"At the beginning it was more individual work, just doing your own activities. We can still do that. It's not that you can't do that, but there is more collaboration now … There is much more transparency, and you can refer on where relevant." YTS partner organisation.*
>
> *"One of the things that has been beautiful is that [the YTS] has given us the opportunity to intensify our collaboration with other agencies. Quite often an agency or organisation can run an activity and it will only have limited reach, however, when you share the activities, you can reach more people. You can reach a bigger population. It allows more people to benefit from it. By being able to know better what other agencies are doing and what services they provide, we can all then refer and better support young people." YTS partner organisation.*

Some service providers stated through annual reporting mechanisms to DSS and consultation that they faced barriers to collaborating with some organisations within the sector. These organisations included settlement service organisations or jobactive providers. One provider also detailed through annual reporting that they had had issues collaborating with schools. They attributed this to their perception that schools felt the presence of the YTS service provider undermined or replicated

current in-school programs, or made it appear as if the school was not doing enough itself to adequately support young people from refugee backgrounds.

3.2.2.2.2 Capacity development across the sector and within organisations

Most service providers, partners and DSS Managers expressed that a positive, unintended outcome of the YTS was that it facilitated capacity development within the youth settlement sector.

> *"If we don't get re-funded, we have empowered staff at [partner organisations] to use our practice model in other programs and areas that they might work, whether that's settlement or something completely different. We've produced a lot of documentation and resources that has really been taken up by these organisations and they're starting to use it quite widely." YTS service provider.*

Some service providers explained that through the YTS they were able to increase their partnerships with other local organisations. For some providers this has given them a broader and deeper understanding of the local context in which they work. It has also increased their ability to service more clients and interact with client groups they may have previously been unaware of or unable to engage. This has allowed them to increase their service footprint by opening additional offices across new locations.

Many service providers also explained that they co-habited office space with staff from partner organisations which enabled better collaboration, but also allowed for greater sharing of resources and knowledge.

Many service providers saw this sectorial capacity development as a responsibility of their delivery of the YTS.

> *"It's important we use this time to invest in the community and build the capacity and strength of the community to be able to carry on if we are no longer able." YTS service provider.*

Capacity development also occurred at an individual level, with many service providers discussing ways in which previous participants were able to return to the program in the role of paid or unpaid mentors or advisors. Two service providers highlighted that this was important as it strengthens the program design and delivery. Another service provider highlighted that past participants had gone on to establish their own organisations to further support their communities, through the learning and engagement they had with their service provider.

> *"Some of our staff are past participants. Some become [champions of the program]. There are whole organisations which have been established by ex-clients" YTS service provider.*

Through the organisational partnerships which were brokered through YTS, most service providers have reported that they were also able to build their own capacity and become more aware of cohorts of young people which they previously may not have been able to engage.

> *"[Partnerships] get [service provider] more insight into the aspirations of the community, ensures that our activities are more in line with what the community wants." YTS service provider.*

In addition to the points discussed above, the YTS service is offering benefits to the service providers in terms of their practice and operation in the sector.

3.2.2.2.3 Young people increasing their cross-cultural awareness

Service providers highlighted that a challenge young people often face when they arrive in Australia is learning a new language. This can be compounded when they continue to have strong connections with people from their own community, which may restrict their ability to make connections with people outside their community. Consequently, some stakeholders and client survey respondents highlighted that a positive outcome of the YTS was the opportunity it created for young people to engage with people from cultural backgrounds different to their own.

> *"Playing sport enabled me to make new friends. I feel quite confident around people from different cultures as a result." YTS client survey respondent.*
>
> *"Through participating in [the program] they are able to experience a greater sense of welcome and acceptance. Through exposure to many different people from diverse cultures and supported through activities that honour the diverse cultural and religious backgrounds of the participating teams, I think that youth gain a greater level of intercultural understanding and acceptance." YTS partner organisation.*

As part of the client survey, respondents were asked about their friendship groups in Australia. The responses, as seen in Table 21, showed that clients were building friendships with people from ethnic and religious backgrounds different to their own.

Table 21. Survey responses to statements relating to the forming of friendships for YTS clients

Statement	Responses	Per cent
Most of my friends in Australia are,		
a mixture of ethnic and religious backgrounds.	191	72
from the same ethnic or religious background as me.	57	22
from different ethnic or religious backgrounds from me.	0	0
I haven't really made friends in Australia yet.	17	6

(Source: Client survey)

As shown in Table 21, 265 clients responded to the statement regarding the friendships they may have formed while in YTS. The majority of participants, 72 per cent (n=191) stated that their friendship group was made up of people from a mixture of ethnic and religious backgrounds, whilst 22 per cent (n=57) stated that their friends were from the same background as themselves. No respondents said that their friends were all from an ethnic or religious background different to their own. Six per cent (n=17) said that they were yet to make friends.

3.2.2.2.4 Benefits for businesses

All employment partners interviewed stated that, due to partnerships with the service delivery partners, they were able to engage with or employ young people to whom they would not have previously been able to offer employment.

> *"We have really stringent employment processes, with police checks, physical checks, visa checks, Working with Children's Checks, so without the support of [service provider] these young people probably wouldn't be able to get through that, and we wouldn't be able to offer them employment." YTS employment partner.*

Two of the employment partners interviewed were from large Australian companies with high brand recognition. They stated that through engaging with the YTS and being able to offer employment and paid work experience to YTS clients, their employment and employee support practices have been enhanced. This has occurred either through reported increases in company and individual cross-cultural competency and communication skills, increased awareness of challenges that migrant and refugee people face and development of organisational-wide diversity and inclusion employment policies.

> *"Before we worked with [service provider], we were not reflective of our broader society here in Australia. Working with [the service provider] and having this [employment] program has really lifted our cultural competency as an employer … It means our workforce is more aware and has a better understanding of the experiences that these young people have had." YTS employment partner.*
>
> *"We've changed our employment practices through this program and our entire philosophy about how we employ." YTS employment partner.*

YTS employment partners also described that by engaging with YTS service providers they were able positively contribute to their communities and/or offer meaningful experiences for their staff, which in turn increased retention and staff satisfaction.

> *"I think the program is great … I think it plays well into our focus on inclusivity and diversity and being a responsible corporate citizen and recognising the changing face of what Australia is." YTS employment partner.*

3.2.2.2.5 Limitations of the eligibility criteria

There was significant feedback from stakeholders about the eligibility criteria for YTS. In particular, stakeholders shared that the eligibility criteria might potentially limit access to services for young people who would benefit as a target audience of the program.

The nature of the refugee experience is that young people often come to Australia having experienced traumatic and challenging situations, as highlighted in <u>Appendix A – Youth Transition Support services Literature Review</u>. This can prevent young people from fully engaging in transition for the first few years of their settlement as they must first be able to work through some issues and make connections before entering the service system. In this way, some stakeholders felt that the five-year limit on eligibility did not recognise the nature of the experience of this cohort.

Stakeholders also raised that the selection of specific LGAs in which to run YTS posed a challenge. Stakeholders reported needing to turn away clients that would otherwise have been eligible and benefited from the service because they resided outside the target LGA areas.

> *"We have found that there are many people who require the services of the YTS program but are ineligible because they do not live in the [area]." YTS partner organisation.*

3.2.2.3 Key Evaluation Question 5:

What aspects of the YTS services worked for whom, when, where and in what circumstances?

3.2.2.3.1 Meeting the needs of clients

DEX SCORE Outcome data shows that 58 per cent (n=1,854) of assessed participants agreed with the statement 'I am satisfied with the services I have received'. Sixty per cent (n=1,927) of assessed participants also agreed with the statement, 'The service listened to me and understood my issues'. The service with the highest proportion of respondents agreeing with the statement, 'I am satisfied with the services I have received', was MDA at 97 per cent (n=167), followed by BSL at 96 per cent (n = 153). LMA had the lowest proportion of overall positive outcomes at 24 per cent (n=343). However, LMA did have a very high proportion of assessed clients with an overall neutral outcome, at 76 per cent (n=1,082). This compared to an average overall neutral outcome of 10 per cent for all other providers.

Client survey data also suggests that many respondents have been satisfied with the services they received through the YTS. Respondents to the client survey were asked to rate their agreement with the statement, 'When I joined the programs with [service provider], I felt welcomed'; 92 per cent (n=503) of respondents agreed. The provider with the highest satisfaction rating was MDA at 94 per cent (n = 178). Both ACS and CMRC had agreement rates of 93 per cent (n = 101 and n = 124, respectively). The provider receiving the lowest level of satisfaction was LMA at 56 per cent (n = 253). For the statement 'I have been supported to join in programs at [service provider]', 88 per cent (n=472) agreed. The provider with the highest satisfaction rating was MDA at 95 per cent (n = 179), with ACS, BSL and CMRC all at 90 per cent (n = 99, n = 91, and n = 120, respectively). The provider with the lowest level of satisfaction was LMA at 55 per cent (n = 238).

Many of the open text responses in the survey included comments specifically thanking individual staff members or particular providers for the support they provided to clients.

> *"I learned how to walk and talk in this society and how to make friends with multicultural people. I also learned how to access study, find out information about education and how to find a job." YTS client survey.*
>
> *"[Service provider] helped me to learn about jobs … get important emotional support and especially friends in a new country … I feel better about my life." YTS client survey respondent.*

This aligns with the DEX SCORE Outcome data which showed for the period July 2017 to December 2018 that overall, 50 per cent (n=1,235) of clients were satisfied with the services they received. As

shown in Figure 17 this percentage of satisfaction is reduced due to the low level of satisfaction for LMA of 24 per cent (n=343).Service providers also highlighted that the flexibility of the model ensured they were able to meet the varied needs of clients as they arose, and is discussed in more detail in 3.2.1.2.2 Value of a holistic approach.

Most service providers discussed challenges they faced in successfully engaging with jobactive. The reasons provided for these challenges included multiple and regular staffing changes at local jobactive centres, or jobactive staff not being able to appropriately engage clients through trauma-informed care or youth-relevant approaches. Many service providers and partners also raised concerns with the criteria jobactive apply when determining employment options for clients. This often manifests in removing people from YTS courses or programs and placing them in short-term, casual or high risk work, when they might be able to find more sustainable, high paying employment. This conflict in mandate and/or KPIs between jobactive and YTS is seen to undermine the ability of YTS service providers to enact long-term strategies for meaningful, sustainable and appropriate employment for clients.

One partner organisation highlighted the challenge of working with education providers when seeking to connect YTS clients into educational pathways. They cited reasons for these challenges as the pressure education providers (such as TAFEs) have to meet targets, and structural challenges such as rolling enrolments, which can undermine the design of the program they are offering under YTS.

3.2.2.3.2 Appropriate service providers selected

Data gathered through interview with DSS Managers suggest that one contributing factor of the success of implementation of the YTS was the selection of the service providers. Focus group participants highlighted that these service providers operated at a local level, had experience in the settlement space and had staff with high levels of expertise in working with young people. These factors may be important to consider for future program reform and development. Service providers and partners also highlighted the capability and expertise of staff as a contributing factor of success.

> *"The fact that [the provider] had previous experience [in relevant areas] assist the delivery model and support the framework and the four pillars. There are suitably qualified individuals working within these organisations and the activities and the workplans are tweaked in accordance to the changing needs of the cohort. This has meant that the outcomes have been achieved well." DSS Manager.*

The appropriateness of key service characteristics is demonstrated in the unique service delivery models that have been adopted, and the emphasis that organisations have placed on being youth-focused and flexible.

About half of the YTS Service Providers described the use of social media platforms to promote their programs to young people and spread information about different program aspects. For many providers, the terminology of "YTS" has not been used in association with their programs. Providers have either created overarching brands, under which a number of sub-programs and sub-brands exist or have created distinct programs with unique branding.

3.2.2.3.3 Coordination within the sector

Another aspect which service providers, partners and DSS Managers highlight as working well in the YTS is the coordination it offered within this sector in terms of funding distribution, but also through the development and application of the Framework.

> *"To have one organisation specifically focused on improving communication, collaboration and coordination across the various sectors of youth education, employment, settlement and transitions, has been really valuable." DSS Manager.*

For one service provider however, performing the role of coordinator presented some challenges due to an unwillingness of other organisations in the sector to initially engage with them.

3.2.2.3.4 Support from DSS and Service Providers

The majority of service providers stated they felt well supported by DSS, however many did mention that they felt it was about the individual staff members' personal interest and approach to working on the program that enabled them to feel supported or not.

All service providers spoke very highly of the value of the CoP and highlighted it as an element unique to this program, which offered great benefits in terms of their practice and delivery of the contract, and as a chance to share and brainstorm ideas to better serve clients.

> *"I think the funding to support the National Community of Practice in the beginning for instance was quite unique. We're very lucky to have that resourcing. We've developed a lot of stuff with the CoP and it's been great. DSS have always attended CoPs when we've invited them or Skyped in. I would definitely say DSS has been supportive and helpful in that way." YTS service provider.*
>
> *"The fact that the CoP existed, it's amazing. Six different providers getting together, sharing their learning, sharing their stories. It's really interesting to be a part of and you don't see that a lot in the industry." YTS service provider.*

The model of the CoP appears to have been replicated by some service providers with their partners, and in situations where this has occurred, providers have also stated that they highly value this unique opportunity.

The majority of partners and employers also felt well supported by their associated service provider and many highlighted that their engagement with YTS and this cohort of young people was only possible through the relationship and support offered by their service provider.

> *"Each [program] the collaboration gets better and better. [Service provider] are committed to improving [the program] and are easy to work with and communicate with." YTS partner organisation.*

3.2.2.3.5 Opportunities for business to engage with the YTS

In the case of one employer interviewed, YTS and a resultant partnership with one of the service providers has given their business the opportunity to develop a large, ongoing supported work experience program which has reportedly increased the cultural competency of individual staff members and the organisation, and driven organisation-wide diversity and inclusion policies. Another partner organisation, a small business, described the opportunity to partner and share their industry experience with young refugees and migrants as extremely positive and valuable for them.

> *"I love the program. I love working with [the service provider] and supporting these young people. Every time I talk to someone about [the YTS], they think it's a great program and so important to have it. I couldn't imagine going to another country and starting over without the help of this kind of organisation." YTS partner organisation.*

3.2.2.4 Key Evaluation Question 6:

How has early intervention through YTS services impacted income support reliance?

In the view of stakeholders, the YTS is achieving employment outcomes for young people. However, as discussed above, the majority of stakeholders highlighted the difficulties in drawing a direct causal link between the program's effectiveness and employment outcomes due to the complexity of other structural factors influencing youth employment. The views of stakeholders are reinforced by DOMINO data which indicates there has been reductions in YTS clients receiving welfare benefits over the life of the program which suggests that the interventions of YTS services is having a positive impact.

3.2.2.4.1 YTS clients' engagement with welfare benefits

Noting that there are many factors influencing changes in welfare dependency over time, analysis of DOMINO data shows a 52 per cent decrease in welfare benefit dependency since the commencement of YTS services from January 2016 (n=2,830) to December 2018 (n=1,346). The number of days for the clients receiving welfare benefits is illustrated in Figure 22.

Figure 22. Number of clients on welfare benefits across the timeframe and the duration in days.
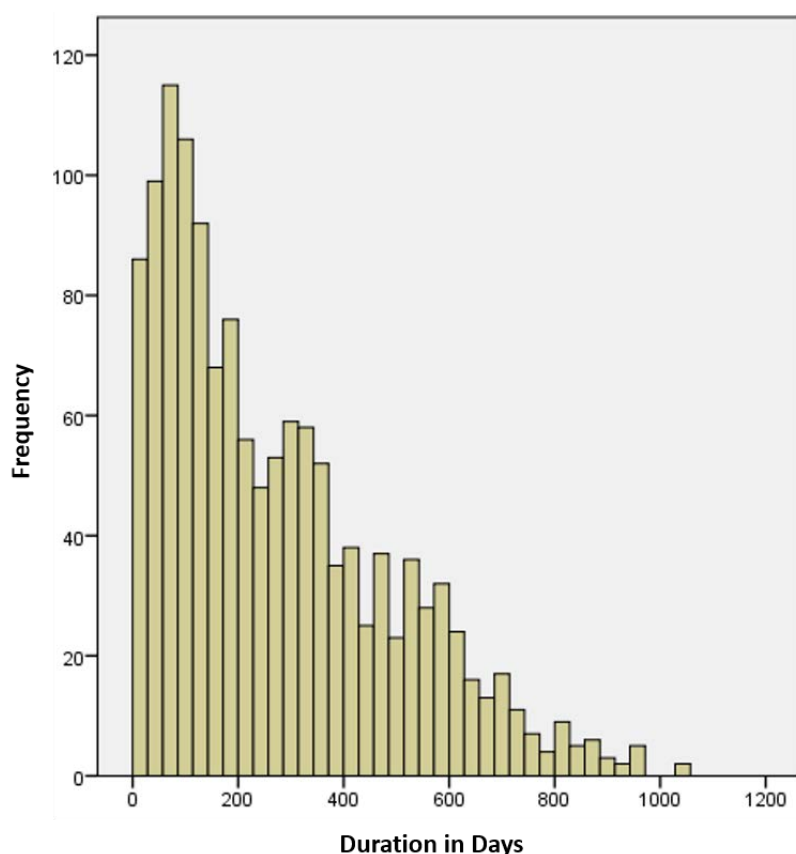
(Source: DOMINO, provided by Department of Social Services, 7 June 2019)

Table 22. Education levels attained by clients receiving YTS services.

Level Name	Client number
Secondary Education	**472**
Year 12	111
Year 11	113
Year 10	139
Under Year 10	109
Vocational Training	**38**
Certificate 01	1
Certificate 02	7
Certificate 03	15
Diploma	7
Trade qualification	8
Higher Education	**19**
Undergraduate	2
Bachelor's Degree	17
Unknown	**72**
TOTAL	**601**

(Source: DOMINO, provided by Department of Social Services, 7 June 2019)

Table 22 details information concerning completion levels across Secondary and Tertiary education, and Vocational Training. In relation to secondary education:

- 18 per cent (n=111) completed a year 12 qualification
- 19 per cent (n=113) completed Year 11
- 23 per cent (n=139) completed Year 10: and
- 18 per cent (n=109) completed years under Year 10.

In terms of further study or training, 6 per cent (n=38) had completed some form of vocational training, and 3 per cent (n=19) had completed some form of tertiary education.

3.2.2.4.3 YTS client employment

Table 23 displays DOMINO data, which indicates that five percent (n=469) of YTS clients were employed from the commencement of YTS services, from 1 January 2016. Of these employed clients:

- Fifty-four per cent (n=254) were paid
- Forty-six per cent (n=215) did not receive any kind of remuneration for their work; and
- the average working hours per week was 31.7 hours.

Table 23. Employment numbers and per cent of YTS clients

YTS client employment status	Number (Per cent)
Employed	469
Paid employment	254 (54%)
Unpaid employment	215 (46%)
Average hours per week	**31.7 hours**

(Source: DOMINO, provided by Department of Social Services, 7 June 2019)

One service provider stated that through their program they have been able to achieve significant reductions in the number of young people reliant on income support through providing direct employment support. Others, however, highlighted that short-term reduction in income support reliance was not a reasonable measure; rather, providing young people with increased access to education that would place them on a pathway to meaningful, sustainable employment for life, was a more reasonable measure.

3.2.2.5 Key Evaluation Question 7:

What lessons can inform future policy and program delivery for the target cohort of vulnerable migrant youth?

Many service providers described that through being successful in their tender for the YTS, they felt they had a responsibility to their communities and the sector to create opportunities for sustainable development.

> *"We have tried to impact on policy and bring sector change at a regional and state level … about putting young people at the heart of this work and addressing blocked mobility."*
> *YTS service provider.*

According to stakeholders, one of the most significant strengths of the YTS services have been the flexibility of service delivery models which service providers have been able to adopt.

The successful development and ongoing use of the CoP as a forum for service providers to share, exchange and develop ideas to improve their current service delivery but also build their networks, practice, skills and knowledge is a valuable addition to the YTS program. It has benefits both for clients, current and future, but also for the sector more generally. The allocation of specific resources for collaboration and learning may be a useful mechanism for other programs.

It is clear from consultations with stakeholders and the review of the relevant literature, that a holistic approach to supporting young refugees and humanitarian migrants into employment and educational pathways is highly effective and valued. The majority of stakeholders felt that this approach would also be effective in the employment and youth employment space more generally.

> *"We're pleased with the program's ability to put forward a different way of working with young people in the employment space. The notion of being able to support young people with anything that they may need help with before they can look for employment is critical to its success. Unfortunately, this is not a factor in the jobactive framework, and I think that is one of the main reasons you just don't see the same outcomes with that program as with this one. If this program can help improve how other employment programs are delivered in future, I think it would be really good."* YTS partner organisation.

As discussed above in section 3.2.2.3.2 Appropriate service providers selected, stakeholders have valued the fact that service providers and associated partners are local and embedded in their communities, sought to form partnership and link various stakeholders in the sector, and that they had youth expertise, or through the contract, were able to attract staff with youth expertise.

Future programs may benefit from drawing on these elements, which are consistent with those of a Collective Impact (CI) model (refer to Appendix A – Youth Transition Support services Literature Review). Given the experience of YTS providers, the ensuing knowledge and expertise built up within locations and their relatively small organisational structure, they naturally lean towards many of the practices and principles that are part of effective CI partnerships.

A CI model may prove a valuable framework for future programs, given that evidence suggests that the effectiveness of YTS was contributed to by the organic adoption of many of these elements.

3.2.3 Efficiency

3.2.3.1 Key Evaluation Question 8: To what extent do YTS services represent value for money for the Australian Government?

Service providers and partners have stated the value YTS has provided to the sector in terms of meeting a significant service gap for this unique cohort and also in strengthening sectorial coordination, collaboration and capacity development. Allowing the selected six key service providers to develop service delivery models under the four-pillar framework, has ensured relevant, localised programming, responsive to the needs of the community, and drawing on the strengths and local knowledge and networks of providers.

Providers have also stated that through the employment outcomes of their programs, significant savings have been made for the Australian community in terms of the reduction of welfare dependency. Many service providers expect that through the holistic programming afforded by the YTS, this reduction will continue, as clients are able to access sustainable, meaningful employment which matches with their aspirations or progression along education pathways. Further, some service providers and partners have stated that these outcomes would not be possible through mainstream employment programs, such as jobactive, where the focus is on any employment, rather than sustainable, fulfilling employment which places the young person on a career pathway.

> *"If we look at the number of young people engaged in activities and not engaged in antisocial behaviour, then we think it's a great program … We've got, in the last eighteen months, $2 million. We were able to save more than that, in the number of people employed, and then the number of young people engaged in education and training. It's just a big benefit, economically speaking." YTS service provider.*

While this evaluation cannot confirm this proposition, the data does suggest that reliance on welfare has decreased for this cohort of young people. The number of employed indicates less welfare dependency. This is evidenced through YTS Reporting Framework, January 2016 to December 2018 data, that shows 11 per cent (n=1,287) of clients have found some form of paid employment. This can be compared to survey respondents, 38.9 per cent (n=136) of which stated they were employed.

3.2.3.1.1 Delivery of the program by service providers

This section examines the costs per individual client relative to each provider. The allocated funding outlined in Table 3 is reproduced here as Table 24, in Australian million dollars, GST exclusive.

Table 24. Allocated funding to YTS providers from January 2016 to December 2019

Provider	2015-16	2016-17	2017-18	2018-19	2019-20	Total funding
				$m		
LMA	$2.281	$3.162	$0.878	$2.107	$1.053	**$9.481**
CMRC	$1.160	$1.614	$1.246	$1.340	$0.670	**$6.030**
MDA	$1.238	$1.722	$1.330	$1.430	$0.715	**$6.436**
ACS	$0.792	$1.105	$0.855	$0.917	$0.459	**$4.128**
FH	$2.051	$2.844	$0.806	$1.900	$0.950	**$8.550**
BSL	$0.722	$1.009	$0.780	$0.837	$0.418	**$3.766**
Total	**$8.244**	**$11.456**	**$5.895**	**$8.531**	**$4.265**	**$38.391**

(Source: Department of Social Services, 28 March 2019[45])

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[45] As noted in the Introduction, MYAN received funding of $0.519 million from January 2016 to December 2018 to perform a support and advisory role for providers, facilitate the Community of Practice and administer an independent evaluation of the pilot.

Table 24 shows the allocated funding (GST excluded) to the six providers of the YTS service. This funding is provided from the start of the YTS service in January 2016, through to the end of the second extension, in December 2019. Initial allocated funding was $19.7m. This was extended for one year with a further allocation of $5.895m. The second extension was allocated $12.796m.

In order to calculate funding per provider within the evaluation timeframe, adjustment has been made to consider funding from the start of the service to 31 December 2018[46].

The information in Figure 23 shows the funding allocated to each provider in cents out of the dollar for the period from January 2016 until 31 December 2018. The provider with the highest allocated funding was LMA which accounted for 25 per cent of allocated funding. The provider allocated the lowest funding was BSL at 10 per cent. ACS has been allocated 11 per cent, CMRC 16 per cent, MDA 17 per cent and FH 22 per cent.

Figure 23. Funding allocated to providers as cents in the dollar.

■ ACS ■ BSL ■ CMRC ■ FH ■ LMA ■ MDA

(Source: Department of Social Services, 28 March 2019)

Table 25 shows that the highest investment per client by provider was by MDA at 26 per cent, followed by FH at 20 per cent and then BSL at 19 per cent. The remaining providers comprise LMA at 15 per cent of funding and, ACS and CMRC at 10 per cent each.

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[46] The allocated funding for the financial year of 1 July 2018 to 30 June 2019 has been reduced by one half to align the amount to 31 December 2018.

Table 25. Investment by providers per client.

Provider	Funding/individual client	Percentage of allocated funds
ACS	$2,037	10%
BSL	$3,644	19%
CMRC	$1,988	10%
FH	$3,892	20%
LMA	$2,852	15%
MDA	$5,000	26%

(Source: Department of Social Services, provided 6 November 2019)

When discussing the investment per client by provider of the allocated funding, DEX SCORE Outcome data should also be considered. Details are shown in Table 26. For overall positive outcomes for Satisfaction, the provider that presents with the highest overall positive outcome is MDA at 98 per cent (n=234). This was followed by BSL at 96 per cent (n=265). The provider with the lowest overall positive outcome was LMA, with an outcome of 29 per cent (n=432). This is followed by CMRC with an overall positive outcome of 82 per cent (n=439). FH rated an overall positive outcome of 92 per cent (n=556) and ACS rated 87 per cent (n=145).

Determination of Social Return on Investment

Analysis shows a cost effectiveness on positive client outcome using the above criteria. When considering a social return on investment, analysis will examine the overall positive outcome for the three DEX SCORE Outcomes, Circumstance, Goal and Satisfaction. Following this, an examination of a component of the SCORE Satisfaction Outcome Data, specifically the statement, 'I am satisfied with the services I received' was undertaken. Two additional components from the Circumstance Outcome, Employment and, Employment, education and training were also examined.

To identify the cost per provider the percentage of clients with an overall positive outcome is considered in conjunction with the allocated funding per provider. The allocated funding would include 50 per cent of funding for the financial year 2018-19 . The formula employed consists of the following components:

- Total Number of clients (nC) multiplied by
- the percentage of overall positive outcome (OPO), being the total number of positive clients
- The total allocated funding (TAF) is then divided by nC by OPO
- The result is cost per provider (CPP) to generate one overall positive outcome.

This calculation is represented in the following equation:

$$CPP = \frac{TAF}{nC \times OPO}$$

In Table 26 the formula described is applied to the overall positive outcome for SCORE Outcomes; Circumstance, Goal and Satisfaction.

Table 26. Costs per client by provider for overall positive outcomes for all three SCORE Outcomes.

Provider	Total Allocated Funding (TAF)*[a]	Calculated overall positive outcomes[47]			Average cost per overall positive outcome			
		Circumstance	Goal	Satisfaction	Circumstance	Goal	Satisfaction	Overall
ACS	$3.211m	1,327	1,450	1,376	$2,420	$2,214	$2,334	$2,323
BSL	$2.930m	577	637	769	$5,078	$4,599	$3,810	$4,496
CMRC	$4.690m	2,092	2,159	1,946	$2,242	$2,172	$2,410	$2,275
FH	$6.651m	1,564	1,571	1,576	$4,253	$4,234	$4,220	$4,236
LMA	$7.375m	2,570	2,560	740	$2,870	$2,881	$9,966	$5,239
MDA	$5.005m	843	829	984	$5,937	$6,037	$5,086	$5,687

* Million dollars, [a] Calculated from 1 January 2016 to 31 December 2018

Note: The Satisfaction SCORE findings should be considered with caution as there were some shortcomings with the data reported by the LMA in the initial period of the YTS, with data accuracy and completeness improving over time.

(Source: DEX data provided by Department of Social Services 5 November 2019)

Table 26 shows the overall funding allocated to each provider, the calculated number of overall positive outcomes for the three SCORE Outcomes based upon number of clients, and the average cost per individual overall positive outcome. The results show that MDA had the highest costs for Circumstance ($5,937) and Goal ($6,037) and LMA had the highest cost for Satisfaction ($9,966). The average costs across all three SCORE Outcomes for ACS is $2,323. For BSL the average cost is $4,496. For CMRC the average cost is $2,275. For FH the average cost is $4,236. LMA has an average cost of $5,239 and MDA has an average cost of $5,687.

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[47] Calculated overall outcomes is based on total number of clients per provider multiplied by the percentage of overall positive outcomes (*nC X OPO*). This applies to Tables 26, 27 and 28 under discussion.

3.2.3.1.1.2 Satisfaction with the services received

Table 27 shows the result of client responses to the statement, 'I am satisfied with the services I received', in the Satisfaction category, and the cost per overall positive outcome by provider.

Table 27. The cost per individual positive outcome for the statement, 'I am satisfied with the services I received' by Provider.

Provider	Allocated funding (Million dollars)	Calculated overall positive outcomes	Cost per overall positive outcome ($)
ACS	$3.211m	1,336	$2,403
BSL	$2.930m	749	$3,912
CMRC	$4.690m	1,821	$2,576
FH	$6.651m	1,564	$4,253
LMA	$7.375m	641	$11,505
MDA	$5.005m	941	$5,319

[a]Calculated from 1 January 2016 to 31 December 2018

Note: The Satisfaction SCORE findings should be considered with caution as there were some shortcomings with the data reported by the LMA in the initial period of the YTS, with data accuracy and completeness improving over time.

(Source: DEX data, provided by Department of Social Services, 5 November 2019)

Table 27 indicates a higher cost-effectiveness for all provider with the exception of BSL, the provider with the highest cost per positive outcome in relation to the statement, 'I am satisfied with the services I received' is LMA, costing $11,505 per client, followed by MDA at $5,319 per client. The provider with the lowest cost per client is ACS at $2,403 per client, followed by CMRC at $2,576 per client. BSL and FH are $3,912 and $4,253 respectively.

Employment[48] and Employment, education and training

The formula discussed is applied to assess the SCORE Circumstance Outcome criteria of, 'Employment, education and training' and 'Employment'. The details are shown in Table 28.

Table 28. Cost per individual positive outcome for Circumstance criteria, Employment, education and training, and Employment.

Provider	Allocated funding (Million dollars)	Calculated overall positive outcomes	Cost per overall positive outcome
ACS	$3.211m	1,261	$2,546
BSL	$2.930m	474	$6,181
CMRC	$4.690m	1,963	$2,389
FH	$6.651m	1,265	$5,258
LMA	$7.375m	2,570	$2,870
MDA	$5.005m	653	$7,665

[a]Calculated from 1 January 2016 to 31 December 2018

(Source: DEX data provided by Department of Social Services, 5 November 2019)

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[48] Employment was a category introduced in July 2017. This category has been combined with the category, 'Employment, education and training' and an average overall satisfaction generated.

The highest cost per client overall positive outcome regarding Employment, education and training and, Employment was $7,665 for MDA clients. This is followed by BSL at a cost of $6,181 per client. ACS costs were $2,546 per client and CMRC costs were the lowest at $2,389 per client. LMA costs were $2,870 per client overall positive outcome.

As can be observed by examination of Table 26, Table 27 and Table 28, the costs per provider to provide the YTS service to the extent where the client experiences an overall positive outcome varies across providers and SCORE Outcomes. This variation is illustrated in Figure 24 when we compare the overall cost per client from data within the 'Satisfaction' outcome, the results of the statement, 'I am satisfied with the services I received', and the results for Employment, education and training.

Figure 24. Comparison of DEX SCORE Outcomes costs by Provider.
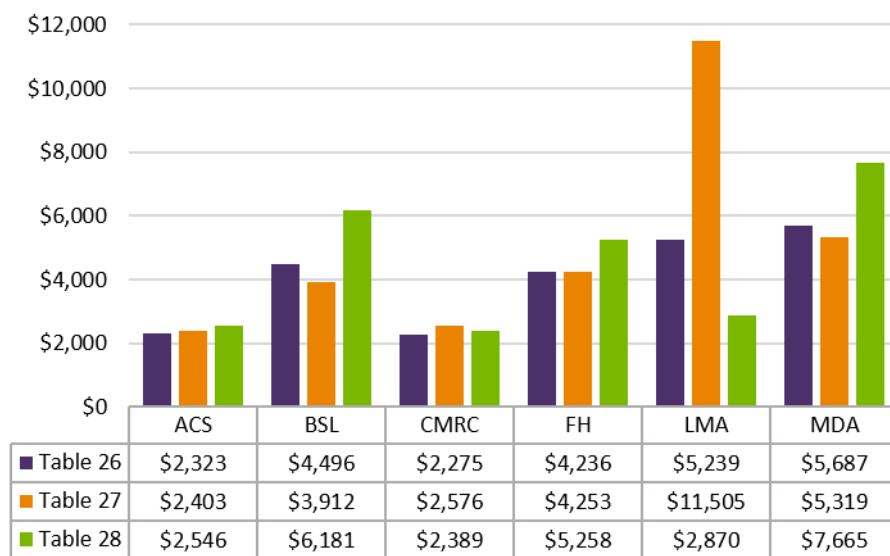
	ACS	BSL	CMRC	FH	LMA	MDA
Table 26	$2,323	$4,496	$2,275	$4,236	$5,239	$5,687
Table 27	$2,403	$3,912	$2,576	$4,253	$11,505	$5,319
Table 28	$2,546	$6,181	$2,389	$5,258	$2,870	$7,665

Note: The Satisfaction SCORE findings should be considered with caution as there were some shortcomings with the data reported by the LMA in the initial period of the YTS, with data accuracy and completeness improving over time.

Figure 24 compares providers using the three costed overall positive outcomes discussed from Table 26, Table 27 and Table 28. In most instances, the providers show a reasonable consistency between the three categories discussed. LMA shows a higher cost per overall satisfaction for the statement, 'I am satisfied with the services I received', compared to the other providers. Both ACS and CMRC had relatively similar costs per client for all three criteria. BSL was slightly higher in 'Employment, education and training', compared to the two other criteria, which are very similar.

With the exception of LMA, all providers maintained a cost per overall satisfaction within a one to two thousand dollar margin for all three categories. Although the costs for LMA per overall satisfaction and for Employment, Education and Training and, Employment categories were reasonably low, personal satisfaction with the service as shown in Table 27 appears to be relatively poor.

4. Discussion and Conclusions

This chapter summarises and discusses the key findings for each Key Evaluation Question. It provides suggestions for Government and program providers to consider in developing and delivering effective services for young refugees and migrants.

4.1 Appropriateness

4.1.1 To what extent have YTS services had a positive impact on target group clients' employment, education and social participation outcomes, particularly 12 months to 3 years after YTS service participation?

Findings suggest that the YTS services have had a positive impact on target group clients' employment, education and social participation outcomes.

The YTS Reporting Framework indicated that 1,287 YTS clients were in paid employment at some point during their participation in the program. The provider with the highest proportion of clients who had obtained paid employment was MDA, where 31 per cent (n=314) had obtained paid employment, followed by FH with 15 per cent (n=250) of clients who had obtained paid employment sometime during their participation in the program. The YTS Reporting Framework also showed that 2,544 clients demonstrated increased employability by successfully completing two or more employment preparation activities and self-identifying an increase in self-confidence and skills. The capacity of the service providers to assist clients varied with LMA showing the highest number (n=1,071) of clients demonstrating increased employability skills. The provider with the highest proportion of clients who demonstrated increased employability was FH at 68 per cent (n=407), followed by MDA at 63 per cent (n=371).

From the perspective of the clients themselves, when asked if the employment programs offered by providers had helped them find a job, 49 per cent (n=141) of those who responded to the survey question agreed.

There are complex barriers for young people settling into and transitioning to life in Australia. YTS services facilitate opportunities for young people to consider the type of employment they would like here and then offers a range of tools to help them achieve it. This is in contrast to stakeholder views of jobactive and other programs, where the program settings may constrain meaningful longer-term strategies.

When asked whether they were currently employed, 61 per cent (n=109) of survey respondents said 'No'. When asked why, 30 per cent (n=31) stated it was due to a lack of experience. Other key reasons included: twenty-nine per cent (n=30) stated it was because they were currently studying, 15 per cent (n=15) stated it was due to poor English skills and 15 per cent (n=15) stated there were no available jobs. English language skill was raised in interviews by providers and employers as a significant difficulty for YTS clients. With better English skills employability was more likely. Further, the longer the client was in Australia, the higher the likelihood for employment.

However, the findings do not clearly indicate that it was due to the YTS services that participants gained employment. The majority of clients (51 per cent) of those who responded (n=289) indicated that they did not agree with the survey statement, 'Because of the employment programs I have found a paid job'.

Of those who had stated they were not employed, 29 per cent (n=32) were currently studying. Examination of the YTS Reporting Framework January 2016 to December 2018 data revealed that 20 per cent (n=2,309) of clients had progressed in educational pathways and 17 per cent (n=1,941) had completed or enrolled in accredited VT.

When asked their current study status, 59 per cent (n=192) of those who responded to the survey question said they were currently studying and 31 per cent (n=51) of those who responded stated they were currently in VT.

The majority of survey respondents agreed that because of the VT-related programs provided by the service provider they better understood VT, where to access it, how it can lead to employment and felt more confident to undertake training.

When asked survey questions specifically considering Secondary school qualifications, 75 per cent of CMRC respondents (n=12) said it was with provider support. However, there was significant variation across providers. By comparison, for BSL 109 respondents agreed (17 per cent).

Client interaction and participation in sporting and community activities showed a growing sense of positivity in their interactions with peers and others.

DEX SCORE Outcome data, for assessed clients, demonstrated positive outcomes in physical health occurred for 95 per cent (n=522) of clients and in mental health for 88 per cent (n=1,507) of clients.

There was a reasonably high response to community interaction survey questions (an average of 158 responses). The statement that brought the highest responses (n=204) was, 'I helped someone or others to join in activities.'

When considering the outcomes of social interaction, a significant number of the 314 respondents, agreed they had made friends. This is 35 per cent of all survey respondents, suggesting this had developed into a significant outcome. The responses to the statements in this question suggested a very high regard by respondents to social interaction, respect for others and encouraging others to join in the activities.

Client and stakeholder views of the YTS services are positive overall, with many discussing the positive impact that mutually reinforcing programs and activities delivered by the YTS service providers have had on individual clients.

In summary, the employment, education and social participation activities and services provided by the six organisations appear to have generated positive outcomes appropriate to the clients' needs and personal development.

4.1.2 Is the four-pillar model appropriate for achieving these outcomes?

The overall model and design of the YTS has been to ensure that it operates effectively for clients, for DSS, for service providers and partners.

The four-pillar model is regarded positively by service providers and their associated partners. DSS Managers also valued the four-pillar model and the unique service delivery models service providers had developed in response. Considering the complexity of situations which young refugees and humanitarian migrants may face as they settle into Australian life, the four-pillar model allows services to be responsive to their varied needs, which increases the potential for positive engagement, and reduced the likelihood of service fatigue and disengagement.

The four-pillar model is considered by stakeholders to be effective because it enables flexibility, both at a design and delivery level, and ensures they are able to adopt a holistic approach.

Stakeholder interviews suggest that the flexibility of the model allows service providers the scope to develop locally-relevant programs which leverage their networks, partnerships and capabilities, and respond to community priorities. Service providers have also been able engage in youth or community partner-led co-design processes and have facilitated program inclusions and offerings remaining agile and reflective of the priorities and needs of clients.

The holistic approach fills a gap many stakeholders identified in the youth employment, transition and settlement sectors. The four-pillar model of YTS affords service providers the ability to engage with clients on a range of issues in a range of ways, which is particularly relevant for this cohort of young people who may face a range of complex, overlapping but separate issues.

4.2 Effectiveness

4.2.1 Has the YTS achieved its intended objectives?

Findings show that the YTS has supported young people to achieve against the intended objectives.

The YTS Reporting Framework data shows that 11,714 participants had a recorded outcome against at least one of the six intended YTS objectives, noting that it is possible for an individual client to have been reported against multiple outcomes.

According to YTS Reporting Framework data, compared to total number of clients[49], the following outcomes were achieved (ranked in order):

- 30 per cent (n=3,547) developed increased positive peer networks and participation
- 22 per cent (n=2,544) demonstrated increased employability
- 20 per cent (n=2,309) progressed in an educational pathway
- 8 per cent (n=915) enrolled in vocational training
- 11 per cent (n=1,287) obtained some form of employment
- 9 per cent (n=1,026) completed accredited vocational training

The data highlights, however, that key objectives such as obtaining paid employment and enrolling in or completing VT, achieved comparatively poorer outcomes. Survey data is more positive, showing that 39 per cent have a job.

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[49] Developed increased positive peer networks and participation, demonstrated increased employability, progressed in an educational pathway and enrolled in vocational training were tracked from July 2017 to December 2018. Obtained some form of employment and completed accredited vocational training were tracked from January 2016 to December 2018.

Stakeholder opinions indicated that clients are more capable of gaining employment, furthering education and undertaking VT.

Clients stated they had a better understanding of the work culture and that they understood what was required to gain employment. Data from the YTS Reporting Framework supports the strong focus by providers on pre-employment preparation, with 69 per cent of clients (n=8,063) participating in work experience and/or career exposure from January 2016 to December 2018.

4.2.2 What outcomes were observed, both intended and unintended, from the YTS?

A number of positive outcomes were observed from the YTS service. These included:

- Increase in collaboration across the sector
- Capacity development
- Increase in young people's cultural awareness
- Benefits for business

The YTS services has provided a unique opportunity for the six service providers, and a series of associated partners and businesses, to come together with the community to support the transition and settlement of recently arrived young people. YTS stakeholders feel well supported by each other. The presence of positive working relationships ensure that each stakeholder is able to effectively perform their role within the program.

Many stakeholders described positively the opportunity for collaboration, sectorial support and individual and organisational capacity development which was fostered under YTS. Some providers were able to engage with client groups they had previously not engaged with or been unaware of. The discreet resourcing provided for a CoP was well-received and cited by many as a key reason for ongoing collaboration and capacity development throughout the life of YTS services.

Some stakeholders described the importance of the opportunity that the YTS provided for clients to build networks with other young people from a variety of cultural and religious backgrounds. The YTS has assisted young people to acculturate within the Australian community.

Interviews with local employment partners, who ranged from small single traders to representatives from large national companies, highlighted the benefits they received from engaging with YTS providers and YTS clients, both at a personal and organisational level. All employers agreed that without the support of the YTS service providers, they would have faced challenges in offering employment to young people from this cohort.

An unintended consequence identified in the evaluation related to eligibility for the program. Eligibility criteria for the YTS limited participation to those residing in particular locations, within a specified age bracket and who had lived in Australia for five year or less. Stakeholders identified that the eligibility criteria created challenges for the delivery of program activities and potentially limited outcomes for young people who might have benefited from YTS services.

4.2.3 What aspects of the YTS services worked for whom, when, where and in what circumstances?

The data shows that YTS services have been received positively by clients, with almost 60 per cent of clients assessed under DEX SCORE Outcomes satisfied with the services they received and felt listened to by their service provider.

Findings also show that the YTS worked well for the settlement sector. The key service characteristics of providers selected to deliver the YTS resulted in the implementation of unique service delivery models, with providers leveraging their own experience and expertise, and that of their local partners.

The CoP, a unique addition to a program of this type, was highly valued by service providers and DSS Managers. In particular the CoP contributed to strengthening of the practice within the youth settlement and transition sector and facilitating better service to clients.

From an administrative perspective, the strong working relationships between service providers and DSS Managers resulted in a collaborative and well supported approach.

The YTS has also offered tangible benefits to Australian businesses, through providing appropriate young people for work, and also increasing cross-cultural competence, inclusive employment and workforce management practices of associated businesses. YTS engagement is therefore creating environments where inclusive employment practices can be spread to support more migrant Australians into work, with potential flow on effects for those outside of the YTS client base.

4.2.4 How has early intervention through YTS services impacted income support reliance?

Analysis of available data has shown that over the course of YTS services, there has been a 52 per cent decline in clients receiving benefits. The number of clients receiving benefits reduced from 2,830 in January 2016 to 1,346 in December 2018.

Indications are that clients transited from welfare benefits into employment, education and vocational training. Four hundred and seventy-two clients attained a Secondary school level, 38 clients completed VT certificate training and 19 clients had attained university qualifications, including postgraduate qualifications.

4.2.5 What lessons can inform future policy and program delivery for the target cohort of vulnerable migrant youth?

This evaluation of the YTS services offers some lessons to inform future policy and program delivery for young people, particularly humanitarian entrants.

The coordination, collaboration and capacity development fostered by the YTS offers great benefits to both clients, service providers, partners, the sector and the Australian Government. The value placed by stakeholders on the collaboration and capacity development within YTS speaks to the strength of this somewhat unique element of the service design.

Organisations that explicitly develop partnerships based on sharing and skills exchange create opportunities for the sector as a whole to strengthen support to each other and their clients. This reduces instances of duplication and competition and offers greater cost effectiveness through the sharing of resources. The CoP, supported by the Department, was viewed extremely positively by all service providers.

As described above, the design of the four-pillar model offers flexibility and adaptability in the delivery of services. This ensures a place-based approach which leverages local knowledge and networks. It also allows service providers to adopt a holistic approach to meeting the needs of clients and recognises the mutually-reinforcing nature of many of the programs.

The YTS model may be understood through the model of Collective Impact, and future funding designs for programs and initiatives for similar cohorts may benefit from the use of the CI model as a framework for design.

4.3 Efficiency

4.3.1 To what extent do YTS services represent value for money for the Australian Government?

Funding of almost $40 million over four years was allocated to the YTS by the Australian Government. Each provider received a different amount to deliver the program.

As previously mentioned, providers were encouraged to trial, in light of the flexibility of the YTS model, the result in terms of dollars per client invested by providers. This varied significantly, ranging from a low of $1,988 for CMRC to $5,000 for MDA. There is no correlation between the cost per client and positive outcomes achieved. When considering the overall positive outcome across all three classifications, the highest overall average cost per positive outcome is $5,687 for MDA, followed by LMA at $5,239.

In considering outcomes for 'Employment' and 'Employment, Education and Training', the highest cost per positive outcome was MDA at $7,665 per overall positive outcome, followed by BSL at $6,181. The provider with the lowest overall positive outcome cost was CMRC at $2,389, followed by ACS at $2,546.

The evaluation is inconclusive about whether value for money was achieved for the Australian Government, given the lack of comparative youth programs nationally or internationally, and the significant variation between providers in relation to cost per client given the activities offered and outcomes achieved.

4.4 Recommendations and suggestions for improvement

The YTS service has been shown to be unique both nationally and internationally by assisting migrant and refugee youth.

The key findings have informed a range of suggestions for ways in which services to migrant youth could be improved.

Improvements in policy and program settings

- Services to youth ideally have a comprehensive approach to service delivery, such as the four-pillar model of the YTS.
- Settlement programs consider adopting a Community Impact Model with local place-based approaches, supported by a collaborative framework between service providers, secondary service providers (partners) and other stakeholders (such as employers and education authorities).
- Youth programs encourage a stronger emphasis on pathways for further education and vocational training to assist youth entering the job market.
- Government programs consider application of a Communities of Practice arrangement.

Improvements to program administration

- A strong focus on program governance be maintained, with collaborative communication between managing Government Departments, including policy managers and staff administering the program in regional locations, and service providers.
- Improvements to reporting by service providers are required to improve the quality of information to Government to inform decision making.

Appendix A – Youth Transition Support services Literature Review

Appendix A Table of Contents

Introduction

Youth Transition Support (YTS) services are funded $42.8 million by the Australian Government over four years to help young humanitarian entrants and vulnerable migrants aged 15 to 25 to participate in work and education. Six service providers in targeted locations in New South Wales, Queensland and Victoria are delivering a range of projects and activities in a flexible manner, including 'connections with local employment services and jobs, and vocational or other further education opportunities, and engagement in sports. YTS services are provided in addition to ongoing Settlement Services administered by the Department.

This literature review explores the nature and meaning of what it is to be a young humanitarian entrant in Australia, especially regarding some of the transitional barriers that occur after arrival. It is designed as one component of an evaluation of YTS services to inform Australian settlement services into the future.

Definition and Context

Humanitarian migrants constitute those seeking asylum or who are refugees. The United Nations High Commissioner for Refugees defines a refugee as:

> *'Someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.' (UNHCR, 1951, p. 14)*

The Australian humanitarian program provides two visa types: offshore visas and onshore visas. Offshore visas are granted to those who are not in Australia at the time of application. Onshore visas are granted to people who are seeking asylum and are currently in Australia. In September 2015, the Australian Government committed to resettle 12,000 people displaced through wars in Iraq and Syria. Of the total number of visas, 5,620 were Syrian refugees and 6,380 were from Iraq. Thirty-three per cent of these refugees (4,350) were children (Department of Home Affairs, 2017b).

In 2016-17, 20,257 offshore visas were granted, of which 69 per cent were for citizens of Middle Eastern countries and a further 22 per cent from African countries. Of these, 7,701 were under the age of 18 (Department of Home Affairs, 2017a). In 2017-18, 14,825 offshore visas were granted. Fifty-six per cent were from the Middle East and 26 per cent were from Africa. Of the total number of refugees accepted in 2017-18, 5,872 were under the age of 18 (Department of Home Affairs, 2018).

Children and young people arriving in Australia as humanitarian entrants are particularly vulnerable to the impacts associated with both the migration process and in adjusting to life in their new society. This often stems from the traumatic and challenging experiences that led them to leave their home country. According to the Centre for Multicultural Youth (CMY), young people arriving in Australia as migrants or refugees are likely to have experienced a range of highly traumatic and disruptive experiences, including:

- A dangerous escape from their country of origin, travelling long distances, often on foot.
- Living in unsafe and insecure environments for extended periods of time (e.g. refugee camps, immigration detention or sometimes multiple transition countries) with limited or no access to health care, education, housing, income, social connection and sometimes food.
- Extreme human loss (often unexplained), including the death or disappearance of family, friends, community members and loss of home, country and security.
- Subjected to traumatic experiences including being victims of, or witnessing: torture, death, sexual assault, severe deprivation, and extended periods of fear and uncertainty.
- Arbitrary and authoritarian treatment in relation to rights to food, water, mobility, safety, income, education and employment.
- Disrupted family roles and relationships.
- Disrupted or very limited schooling (CMY, 2011, p. 2).

Resultant trauma from these experiences can cause psychological distress and mental illness – in particular, Post-Traumatic Stress Disorder, depression and anxiety disorders – at higher rates than in the general population (Hodes et al., 2018).

These challenges are experienced in the context of often highly politicised and securitised immigration policy. In recent history, immigration policy in Australia, Canada, the United Kingdom (UK) and the United States (US) has shifted to targeted selection of migrant groups based on labour market needs, emphasising temporary foreign worker programs, attracting international students and increasing the focus on migration to regional areas rather than urban centres (Akbari & MacDonald, 2014). This context brings increasing pressure for states to re-examine refugee intake policies and practices, as well as increased pressure on people seeking asylum and refugees to conform to expectations of their host society.

The public discourse surrounding immigration, and integration of immigrants, has become a defining issue of the 21st Century. Employment and education are central mechanisms used to achieve economic and social integration of migrants generally.

Settlement Challenges

Upon resettlement in another country, refugee youth often face additional challenges, including learning a new language, a lack of recognition of their prior achievements and attending mainstream schools that are unable to respond to their needs, having to act as brokers or interpreters between services and for family and community members, racism and other social and systemic issues. These challenges are broadly similar for refugee youth in most resettlement destinations (IRCC, 2017; Jugert & Titzmann, 2017; Nakeyar, Esses, & Reid, 2018).

Earnest, et al. (2015) undertook qualitative research to examine the resettlement experiences of refugee young people from diverse backgrounds in Western Australia (WA), related to the supports available to them and their coping strategies throughout the resettlement period. Main issues affecting resettlement were grouped according to recurring sub-themes of human capacity, social ecology and cultural capacity. These sub-themes are summarised below.

Human capacity
- Fluency in (especially spoken) English as a barrier to or facilitator of resettlement (this is consistently identified in research examining barriers to settlement of refugees generally). (Olliff & Couch, 2005; Riggs et al., 2012)
- The inability to have prior education fully recognised by the Australian education system or extremely disrupted schooling as barriers to enrolling in appropriate Australian schools or other learning facilities.
- The mental wellbeing that comes from escaping their difficult past experiences and living in Australia, and requisite mental resilience to deal with resettlement.
- Employment issues such as difficulty finding employment, having vocational skills that are not formally recognized in Australia and having limited access to computers and the internet and not being familiar with these technologies as a key barrier as most job opportunities are advertised online. (Earnest et al., 2015, p. 5)

Social ecology
- Limited participation in social activities outside of structured support and the immediate community.
- The important role of religion in the lives of young people.
- The limited support provided to the cohort from caseworkers and people outside of their ethnic community.
- Limited number of Australian friends and family from which to draw support. (Earnest et al., 2015)

Cultural capacity
- A strained relationship with family in their country of origin (and financial costs incurred through contacting them).
- Youth feeling '…they shouldered responsibility to provide financial and emotional support to the family remaining behind in their home country.' (p. 6)
- The difficulty youth face when providing extensive support to parents who struggle to learn English. (Earnest et al., 2015)

Despite experiencing many challenges, all young people expressed aspirations for the future, through accessing employment and/or education and training, and generally 'indicated a greater feeling of freedom and opportunity compared to their home country.' (Earnest et al., 2015, p. 7)

Earnest et al. (2015) conclude that the findings '…support previous Australian and international literature which highlight that programmes promoting a sense of belonging and those that promote coping and adaptation are vital and much needed for the well-being of refugee youth.' (p. 8)

These resettlement challenges for refugee youth are mirrored in the challenges faced by some in the Australian Sudanese community related to acculturation (Shepherd, Newton, & Farquharson, 2018). The overrepresentation of Sudanese Australians in the criminal justice system has been the subject of significant media coverage in recent years, leading Shepherd et al. (2018) to examine the self-reported pathways to criminal activity among Sudanese-Australian youth in custody in Victoria. The identified reasons for engaging in offences including boredom, disconnection with family and perceived discrimination. The authors conclude it is critical that support services meet the psychological and emotional needs of these youth, especially where family connections are unavailable. Considering the adoption of these destructive coping mechanisms by some population groups, there may be broader societal implications of not meeting the needs of vulnerable refugee and asylum-seeking youth.

It should be noted that much of the literature examining these experiences group together both migrant and refugee populations, however, as Buchanana, et al. (2018) assert, within these two groups are many differences that in themselves lead to differing experiences of migration. Buchanana et al. (2018) found that refugee youth experienced more maladjustment compared to non-refugee immigrant youth. This was demonstrated by significantly lower psychological adaptation and poorer socio-cultural adaptation. However, members of both groups who reported higher levels of perceived discrimination tended to experience more maladaptation. Proficiency in their native language influenced both groups' socio-cultural adaptation, while English proficiency benefitted the refugees' acculturation and non-refugees' psychological adaptation (Buchanana et al., 2018).

Cultural differences

The concept of acculturation implies that the process of settlement into a new society will entail an '…experience of compromise, negotiation, protection and possibly abandonment of particular cultural traditions and practices to "fit in" within a new host society.' (Marlowe, Bartley, & Hibtit, 2014, p. 60)

Cultural differences can pose a significant challenge. In many countries such as Australia, this may manifest in the difference between an individualist culture, which preferences individual choice in study, career and relationships outside the family unit, and a collectivist culture, where the wellbeing of the family and community comes before individual aspirations (CMY, 2011). This tension, and its resultant impact on mental health, has been explored with Somali refugees in the United States. Frounfelke, et al. (2017) found that adult and youth Somali Bantu refugees had conflicting views regarding Somali Bantu culture. This conflict then led to strained parent-child relationships. In contrast, youth-sibling relationships were strengthened, as young people turned to each other for support in navigating the process of acculturation (Frounfelke et al, 2017).

Nakeyar et al. (2018) provides another example of refugee children and youth settling in Canada. Young refugees are presented with different cultural constructs, such as gender roles, beliefs, and behaviour than their Canadian-born peers. These apparent differences in culture became an issue as children attempted to make friends at their new school and tended to result in peer-victimisation. This then led to an increase in psychosocial maladjustment in the form of anxiety, depression and low self-esteem. According to the authors, this outcome undermines the integration process and risks alienation of refugee youth resettling in a new country (Nakeyar et al, 2018).

Normative Australian expectations

Participation in sports clubs or activities is an aspect of Australian society and is actively encouraged amongst young people. Sports engagement has long been touted as a useful tool to aid in settlement of refugees and migrants. As articulated by (Amara et al, 2005)

> *'The level of human capital of the individual sport can aid fitness and foster health, enhance mental health and wellbeing (e.g. dealing with stress and anxiety); in relation to personality development sports participation is claimed to enhance self-concept/self-esteem/confidence; in social psychological terms sport is said to have the potential to foster empathy, tolerance, cooperation, social skills and team work; while at the societal level promotion of community identity, coherence and integration are also claims made on behalf of sport.' (p. 78)*

However, for migrant and refugee youth, any usual barriers to participating in sports clubs or activities (such as school or family commitments, financial difficulties) are often compounded by additional challenges (Gibbs & Block, 2017), including:

- lack of familiarity with the structure of sporting clubs and associations and structured community-based sport, compared to informal or school-based sports
- language barriers
- lack of support from parents to be involved in sports clubs, and sport not being a priority for parents.
- lack of transport, including public transport, to get to training and games
- fear of racism or discrimination
- perceptions that sports clubs are not welcoming of diversity
- alcohol being perceived as a main activity of sports clubs
- lack of facilities for women at venues
- family and cultural or religious commitments possibly taking priority over sport (CMY, 2015, p. 12).

Amara et al. (2005) highlight that a challenge in some refugee and asylum seeker groups is the perception of sport and notions of leisure time are different to those of the host community. Sports engagement might be perceived as an economic risk due to the chance of injury preventing them from engaging in manual work, which is commonly undertaken by recent arrivals.

While these barriers may impede refugee youth from joining sports clubs initially, there are also challenges like exclusion these youth may experience even after they join a sports club. Spaaij (2015) conducted '…ethnographic fieldwork among Somali Australian youth at community football (soccer) clubs in Melbourne…' to identify, '…the kinds of belonging that are constructed by refugee youth in community sport…' and the '…social processes that facilitate or impede these belongings.' (Spaaij, 2015, p. 303)

Spaaij (2015) differentiates between the sense of belonging granted to refugee youth who engage with mono-ethnic sports clubs where they are the majority, compared with multi-ethnic sports clubs where they are the minority. In the former, sport may constitute a temporary escape from tense social relations in other societal domains with this sense of belonging tending to involve emotional attachment to an ethnic, religious or geographical community, whether it be the Somali Australian community (typically cross-clan), one's local neighbourhood or suburb, or a loosely defined African or Islamic community (Spaaij, 2015, p. 315). In the latter, while there may be greater opportunities for relationship building between ethnic groups, often in these clubs the refugee youth are also likely to be confronted with exclusionary cultures and practices that impede their sense of belonging and operate as '…manifestations of wider societal exclusion and racial discrimination against minority ethnic groups.' (Spaaij, 2015, p. 316)

Spaaij (2015) concludes that the key challenge for all community sport organisations is to reduce social boundaries that inhibit all members' belonging, to reduce the likelihood of exposing refugee youth to further segregation. This may be achieved by moving beyond the perspective of sports engagement either enabling or impeding migrant and refugee youth to settle into a new society, to consider sport instead as an experience where refugee youth can construct a sense of belonging (Spaaij, 2015).

Gender considerations

Gender also constitutes an important element of the settlement experience. Young refugee women can face a range of intersectional challenges, ranging from misrepresentation as passive subjects with little agency (Tsolidis, 1986) to practices that discriminate at an institutional and individual level. Forced marriage, for example, has become an increasingly prominent issue affecting migrant and refugee youth in Australia (CMY, 2016).

Health and Social Services

Australia's humanitarian migrants can experience systemic barriers to accessing crucial services, such as healthcare. Jewson, et al. (2015) showed the provision of health and human services in the City of Geelong revealed that the needs of the refugee group exceeded the capacity of local services, which required more staff, interpreters and professional development for existing staff to better respond to their clients' needs.

Similarly, a systematic review of Australian literature by Taylor and Haintz, (2018) reveals individual influencing factors included language barriers, beliefs and misconceptions or stigma surrounding health or healthcare. Interpersonal factors included cultural beliefs or cultural competence of health workers, trust in health workers and help-seeking behaviours of migrants and refugees. A major environmental factor was access to transport, while organisational factors included the level of understanding of the Australian health system. Finally, policy level factors included social issues determined by Australian resettlement policy and funding allocation.

The findings in this study are echoed in another qualitative study. Valibhoy, Szwarc and Kaplan, (2017) found that stigma about mental health problems, lack of knowledge about the availability or function of services, and self-beliefs around resilience or independence are key barriers to accessing mental health services. These coupled with 'structural obstacles and social exclusion', constitute a deterrence to some young refugees (Valibhoy et al., 2017 p. 68).

Education

The education of humanitarian migrants is crucial to include within settlement services for two key reasons:

- the experiences of millions of young humanitarian migrants involve disrupted education due to living in conflict-affected areas; and
- the education of youth who have experienced or live in conflict settings is '…essential to ending existing conflict, rebuilding after conflict, and preventing conflict in the first place.' (Dryden-Peterson, et al., 2017, p. 1012)

Research by Correa-Velez et al. (2016) has identified the characteristics that determine completion of secondary school among resettled refugee youth in Melbourne. Predictive factors for secondary school completion were found to be age on arrival to Australia and experiences of discrimination in Australia amongst refugee youth who were older upon their arrival. Correa-Velez et al. (2016) noted that, 'Those who reported experiences of discrimination over the first eight to nine years in Australia were significantly less likely to complete secondary school.' (p. 1)

Mace et al. (2014) confirm that most resettled refugee children in WA had limited prior education and experienced schooling disruption. Receiving education in a second language was significantly associated with later language development concerns. Also, '(s)everal migration factors, including family separation and mandatory detention, were significantly associated with psychological comorbidities such as post-traumatic stress disorder.' (p. 985) The authors conclude that to aid in resettlement of refugee children, '…recording in-depth multidisciplinary history including prior education and psychosocial issues is recommended.' and the partnering of health and social supports with educational services '…appears to play an effective, multifaceted role in aiding resettlement.' (p. 985)

Internationally, key research priorities to allow education systems to facilitate the healthy development of newly arrived migrant and refugee adolescents have been identified as:

- evaluating newcomer programs
- identifying how family and community stressors affect newly arrived immigrant and refugee adolescents' functioning in school
- identifying teachers' major stressors in working with this population; and
- identifying how to engage immigrant and refugee families in their children's education (McNeely et al., 2017).

A study by Ziaian et al. (2018) of 495 refugee children and adolescents residing in South Australia supports previous research describing the educational experiences of this population group. Participants identified key barriers to educational progress, including, 'inadequate educational support, parental pressure to excel, heavy family and household responsibilities, supporting psychologically distressed parents, and school-based discrimination and racism' (p. 345).

Employment (general)

Attaining employment has been shown to be a crucial factor in successfully integrating humanitarian migrants into a new country (Hebbani & Khawaja, 2018). Employment leads not only to self-sufficiency, but to social connections throughout the community. Despite this acknowledgement in both literature and policy, the level of unemployment among refugees recently arrived in Australia is higher than that of the general population (Smart et al., 2017). Hebbani and Khawaja (2018) suggest that to 'understand and improve the employment outcomes of former refugees, it is important to not only explore their current employment context, but it is equally important to also explore their employment aspirations' (p. 3). Their research into the employment aspirations of Ethiopian, Congolese and Myanmar refugees in Australia reveals firstly that aspirations differ between these groups, with participants from the Democratic Republic of Congo and Myanmar exhibiting higher aspirations than the Ethiopian cohort. Secondly, the Democratic Republic of Congo and Myanmar groups generally aspired to hold managerial and professional jobs, and many indicated they would like to open their own business.

The perceived obstacles preventing these participants from realising such aspirations were reported to be 'limited English language proficiency, lack of information about how to secure these jobs, and personal and family members' ill health' (p. 1). For those wishing to start a business, a 'lack of knowledge about Australian labour market, lack of local networks or lack of financial backing' proved significant (p. 16). This is echoed by Shutes (2011) in the UK who outlines that the general service needs of refugees include, 'adequate English language provision as well as information, advice and guidance on employment, and support with re-entering particular professions,' (p. 557).

The heterogeneity within refugees as a population group also needs to be met with differing services to account for differences in prior work experience, knowledge and work interests.

The Melbourne Social Equity Institute also highlights the 'barriers to meaningful incorporation into Australia's labour market' for refugees and people seeking asylum, which often result in 'professional and qualified people finding themselves trapped in 'survival' jobs which do not utilise their skills, expertise, and aptitudes' (Burhani & Sayed, 2018, p. 2). Burhani and Sayed (2018) identified that overt and covert discrimination against this population group is considered a common experience when seeking employment, particularly of Muslim women wearing hijabs. The authors emphasise that 'some refugees may arrive in Australia highly skilled and with a high level of educational attainment,' while 'others arrive with little education or inadequate English language skills' (p. 3).

Waite (2017) points to the impact of asylum-seeking policy in the UK on humanitarian migrants' experiences in the labour market, where 'asylum-seekers have not been allowed to work unless they have waited over twelve months for an initial decision on their asylum claim' (p. 669). This means 'both asylum-seekers and refused asylum-seekers form a hyper-exploitable pool of "illegalised" and unprotected workers' as they participate in 'for-cash labouring in low-paid labour market sectors where the spectre of exploitation and even "modern slavery" are perpetual threats' (p. 669).

Employment (youth)

Nunn et al. (2014) describe the changing nature of the Australian labour market, with its emphasis on tertiary education, increased casualisation, and a diminished manufacturing sector, as having produced both opportunities and challenges for modern jobseekers. The authors assert the unique positions of both refugees and youth when seeking employment present significant vulnerabilities within this market, and the intersection of these challenges in the experiences of refugee youth have not been examined sufficiently in the literature. The authors explore how 'young people who migrated as refugees during adolescence understand and narrate their employment trajectories' (p. 1206).

Nunn et al. (2014) acknowledge, as does other research examined in this review, that refugee youth 'are likely to share with their non-refugee-background peers the experience of complex, non-linear transitions from school to work, an increased emphasis on tertiary education, and insecure work and/or underemployment,' as well as encountering '…some of the employment barriers faced by adult refugee migrants, including low literacy, limited social networks, and insufficient access to support and information' (p. 1206). In-depth interviews were conducted with 51 youth of refugee background, residing in Melbourne or Australia for eight to ten years and aged between 18 to 27 years old. Five main factors were identified as either supporting or inhibiting employment trajectories:

- aspirations
- responsibilities
- family
- education
- networks

The experiences of transitioning from education to employment recounted by participants were not linear or universal across the group.

Nunn et al. (2014) suggest that to assist refugee youth in securing sustainable employment outcomes, policy and services must

> '…support adolescent refugee migrants and their families in understanding education and employment structures and processes, including through facilitating bridging capital, so that young people can develop strategies to fulfil their aspirations or gain information that allows them to develop more achievable goals' (p. 1218).

Also, education and training institutions must 'recognise the pre- and post-migration factors mediating this cohort's participation and achievement […] and to assist young people in negotiating these challenges' (p. 1218).

Crucially, however, while refugee youth do experience multiple and multi-layered vulnerabilities, Nunn et al. (2014) highlight the optimism and determinedness of the participants to overcome these obstacles, and the strengths these young people possess which enable them to achieve their aspirations in the face of adversity.

Oppedal, Guribye, and Kroger (2017) studied the educational aspirations and vocational identity formation of over 900 unaccompanied refugee youth in Norway to determine the factors which predicted educational aspirations, how refugee youth explored vocational possibilities and their engagement in this process. The study sample was predominantly male and had migrated from Afghanistan, Somalia, Iraq, and Sri Lanka from 2000 to 2010.

None of the examined variables relating to demographic, pre-migration trauma, mental health, and acculturation had a significant effect on participants' educational aspirations, which the authors suggest is due to the '…strong motivation among unaccompanied minors to create better lives for themselves than they could have in the countries they fled from' (p. 145). However, the decisions that participants made regarding employment and education were impacted by regulations affecting refugee supports and education laws, as well as the age at which they entered formal education in Norway (typically older than Norwegians due to disrupted schooling). This often led them to prioritise financial considerations when making vocational choices, as their support from Norway's Child Welfare Services ceases when they reach a certain age. In other words, the authors found that participants were balancing their career aspirations with opportunities that were realistic according to their status and generally opted for pathways that provided a level of safety in terms of making a living, rather than complex trajectories.

Oppedal et al. (2017) recommend that settlement policies and practices '…focus more attention on establishing lasting and supportive adult relationships in the local communities for this refugee group to promote social inclusion and integration' (p. 157). They also recommend that policymakers focus more efforts on long-term employment opportunities for unaccompanied refugee youth, rather than the typically short-term opportunities that '…are often highly affected by recession and cycles in the labour market…' which ultimately sustain '…an element of instability and vulnerability' (p. 157). Additionally, they recommend that interventions prioritise supporting and strengthening the ambitions of this population group during late adolescence.

Survey of Approaches to Settlement Services

Internationally, core components of settlement support programs and services for youth commonly include a focus on education, employment, skills development, recreation and social engagement. YTS services are consistent with these approaches. Below we explore some diverse approaches to settlement and program or service components relevant in the Australian context.

Settlement services generally – both migrant and refugee – adults and young people

A 2016 Ryerson University Working Paper, cited by Immigration, Refugees and Citizenship Canada (IRCC) provides an international comparison of refugee settlement programs. The funding and service provision of settlement services in countries like Australia, Canada, New Zealand, the UK and the US provide '…an extensive role for non-profit organizations.' with varying roles for the state. In Canada and Australia, the federal government plays a predominant role in funding organisations to deliver settlement services on its behalf, while in the US and UK '…immigrants are largely held responsible for their own integration, and government intervention to support settlement programming is limited' (IRCC, 2017, p. 5).

A number of countries, including Australia, Canada, Belgium and France, provide a form of pre-arrival service. Some countries, such as Germany, France, the Netherlands and a region of Belgium mandate a curriculum for settlement services (IRCC, 2017). Settlement services are generally provided free-of-charge although, for example, the Netherlands requires all migrants from outside the EU to enrol in, 'mandatory language and integration courses for newcomers in the Netherlands for which newcomers are required to pay for themselves and/or seek loans to help cover the costs' (p. 5). The costs of integration courses may be covered by loans obtained from approved course providers, and these loans are waived for people seeking asylum who complete the 'civic integration diploma' within three years (Government of the Netherlands, 2016, p.8).

Australia

The National Settlement Framework was developed as a blueprint for Commonwealth, state and local governments. It supports the collaborative approach of government to migrant settlement within Australia. Refugee support is a part of this framework (Department of Social Services, 2016). There are three components of the National Settlement Framework: Planning, Delivery, and Evaluation and Review. Responsibility for the implementation of the services directed at refugees varies between governments and non-government agencies. Although there are several overarching services available to refugees, only one, the YTS service, is specifically directed at refugee youth.

The Australian Cultural Orientation program works to prepare refugees for their arrival in Australia. This program is provided to Refugees and Special Humanitarian Program (SHP) visa holders over the age of five prior to their departure to Australia. Courses are delivered over a period of up to five days and are tailored to adult, youth, children, and pre-literate entrants. The Australian Cultural Orientation program provides information regarding the departure process, what to expect when arriving in Australia and encourages English language training upon arrival in Australia.

The Humanitarian Settlement Program (HSP) supports Refugee and SHP visa holders following their arrival in Australia to build the skills and knowledge needed to become self-reliant and active members of the community. Clients are provided with needs-based case management support to achieve outcomes across nine key areas as a foundation for successful settlement. For most clients, these outcomes are reached within 6-18 months of arrival. The HSP commenced in October 2017 and replaced the former Humanitarian Settlement Services and Complex Case Support programs.

The Settlement Engagement and Transition Support (SETS) program commenced in 2019 and is an enhanced version of the former Settlement Grants program. It aims to equip and empower humanitarian entrants, other eligible permanent migrants and their communities to address their settlement needs, in order to improve social participation, economic well-being, independence, personal well-being and community connectedness.

Many agencies which specialise in support for refugees exist in Australia. All these agencies employ some sort of program for younger refugees generally. The organisations are maintained through state and Commonwealth grants as well as public donations.

Considering the issues surrounding refugee children and youth identified throughout this review, the provision of specific supports to this population group is essential to ensure their capacity to attend school, seek employment or actively engage in communities.

Under the HSP, service delivery is tailored to meet the needs of clients, including young people, through the development and implementation of individualised case management plans. Services of particular relevance to young people may include assistance to enrol in school or other educational opportunities, access health and family support services, link with employment services and make connections to local community groups and activities.

Settlement Services International provides the Youth Collective program that seeks to improve service delivery to young refugees in New South Wales by delivering activities that build confidence, resilience and leadership skills for refugee youth. The Australian Red Cross Society works with disengaged youth, but not refugee youth specifically. Melaleuca, based in Darwin, includes assistance to children and youth and has a large national and international network. It is fundamentally Northern Territory-focused. AMES Australia provides settlement services for refugees and migrants and includes a large youth-focused program covering both education and employment. AMES provides courses for youth in English language learning and vocational education and training (VT). These courses are not specific to refugee youth, but migrant youth generally. The Migrant Resource Centre in Tasmania provides training workshops, targeted at youth workers, on working with refugee youth and children to improve their English language skills and prepare for further education.

SETS encourages an understanding of the Australian education system to promote engagement and encourage active participation. The service can support youth outside school hours with homework and tutoring schemes. It also works to intervene early to retain students at risk of disengagement. The SETS service also provides some employment support, including employment readiness programs and pathways to further training and higher education. SETS also provides family and social support and health and wellbeing services. For youth, there are eight good practice capabilities for a youth-centric approach, as set out in the National Youth Settlement Framework:

- cultural competency
- youth-centered and strengths-based
- youth development and participation
- trauma-informed
- family-aware
- flexibility and responsiveness
- collaboration
- advocacy (MYAN (Australia), 2016).

These programs and services for migrant and refugee youth can accommodate services provided currently with the YTS, but they do not appear as comprehensive or as specific as YTS services.

Canada

Canada delivers IRCC-funded Settlement services, which are reinforced by six types of Support Services that enable eligible migrants to access the IRCC-funded direct services (IRCC, 2017), including:

- 'care for newcomer children' (CNC)
- transportation
- translation
- interpretation
- crisis counselling; and
- provisions for persons with disabilities' (IRCC, 2017, p. 40)).

The Support Services are provided through Local Immigration Partnerships that do not provide services directly, but enhance collaboration amongst a vast network of community, government and private sector services to '…leverage new partnerships and community knowledge to adapt services to better serve newcomers' (p. 40).

A recent evaluation of the Canadian Public-Private Partnership Settlement model found that 'the importance of the federal role in the funding and administering of Settlement services was clearly highlighted in all interviewees, who cited the distribution of funds, national consistency, maintenance of financial oversight, and working with various partners to deliver cohesive services' (IRCC, 2017, p. 19). Additional cited benefits of the model include reduced government administration, consistency of service quality whilst allowing for local adaptation, and the use of already embedded non-profit organisations for increased responsiveness.

> '…(A) major downside to this public/private model of settlement service delivery is that it can foster a competitive environment among service providers which may hinder partnerships, coordination of service delivery and the sharing of information and best practices' (p. 20).

In terms of responsiveness to need, a Settlement Client Outcomes Survey indicated that the majority (76 per cent) of migrants to Canada reported no difficulties in accessing settlement services. However, when asked which information or services would be helpful, 29 per cent reported 'employment', 13 per cent reported 'education', and seven per cent reported 'accessing government services' such as driver's licensure (IRCC, 2017).

Programs for refugee youth

Two key programs have been operating in Canada which support young refugees in their settlement into school and the broader community. The first, YMCA School Settlement Support in the Greater Halifax and Dartmouth areas, has been operating since 1992 and the second, the Settlement Workers in School (SWIS) Program, is a national-level program funded by IRCC since 2007.

Both programs place staff onsite in elementary and secondary schools to provide practical assistance and support to immigrant children, youth and their families. Both are not specifically targeted at refugee children and young people, however, there is evidence that in-school support programs have a, 'unique impact on the refugee population for whom support systems are particularly beneficial' (Holt, 2013, p. 1).

The SWIS Program is delivered by a range of local, community-based organisations across the country. There is a cross-departmental mandate for workers to provide outreach services to newcomer[50] families and students in the areas of:

- social services
- connections to community organisations
- housing
- employment
- medical needs
- legal needs
- English language training
- Counselling; and
- cross-cultural integration.

SWIS workers are proactive and approach families and young people directly, offering direct support or referrals and working through one-on-one relationships with young people or their families, while working directly with and as a connection to schools or through facilitating group activities (Ontario Council of Agencies Serving Immigrants, 2016).

One of the success factors of this program is its holistic approach to settlement (Holt, 2013). The model allows the worker to develop and respond to the specific needs of the young person and their localised position means they are well placed to offer specific advice or relevant referrals. Another important factor of this program is the role of the worker as 'cultural mediators' (p. 229), with an understanding of the culture and experience the young person may be going through. It is also deemed 'crucial to have a shared language' (p. 229).

An identified gap in this program is the perceived lack of support for what is termed as the 'pre-settlement' phase. This is a phase for some refugees, who, for a variety of reasons are unable to begin the settlement process when they first arrive in Canada[51]. To fill this gap, some SWIS workers go beyond their mandate to provide additional support; however, this isn't always possible, and the gap remains (Holt, 2013).

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[50] A migrant or refugee who has been in Canada for a short time (usually less than 5 years) is considered a newcomer. Newcomers have access to many services at settlement agencies, such as language and immigration help: see http://www.newyouth.ca/immigration/newcomers/immigrant-vs-refugee-vs-newcomer-vs-undocumented

[51] It is important to note that this is not a 'pre-arrival' phase.

New Zealand

The Refugee and Protection Unit coordinates all support for refugees in New Zealand (NZ), in collaboration with the Ministry of Foreign Affairs and Trade, foreign governments and international institutions (Immigration New Zealand, 2019).

Upon arrival in NZ, refugees complete a six-week orientation program at a dedicated facility in Auckland before being resettled around the country (McIntosh & Cockburn-Wootten, 2018). Multiple service providers deliver information regarding local '…culture education and laws, health checks, donations of clothing and furnishings, employment programs to help them find work, volunteer support, English language training and interpreter services' (McIntosh & Cockburn-Wootten, 2018, p. 2). The New Zealand Settlement Strategy (the Strategy) and National Settlement Action Plan provide a framework for government and volunteer agency collaboration, focusing on the Strategy's five integration outcomes, discussed below.

(Marlowe et al., 2014) offer an analysis of the 2012 New Zealand Refugee Resettlement Strategy to reveal challenges and possibilities of increasing '…civic participation and encourage social and economic integration to create a sense of belonging within people's own communities and to New Zealand' (p. 60).

The Strategy articulates an overarching vision of resettled refugees '…participating fully and integrated socially and economically as soon as possible so that they are living independently, undertaking the same responsibilities and exercising the same rights as other New Zealanders and have a strong sense of belonging to their own community and to New Zealand' (Immigration New Zealand in Marlowe et al., 2014, p. 62).

To support this vision, five integration outcomes are specifically noted:

1. Self-sufficiency: all working-age refugees are in paid work or are supported by a family member in paid work.
2. Participation: refugees actively participate in New Zealand life and have a strong sense of belonging to New Zealand.
3. Health and well-being: refugees and their families enjoy healthy, safe and independent lives.
4. Education: refugees' English language skills enable them to participate in education and achieve qualifications and support them to participate in daily life.
5. Housing: refugees live independently of government housing assistance in homes that are safe, secure, healthy and affordable (p. 62).

Marlowe et al. (2014) argue that implicit in these outcomes is an emphasis on employment as a vehicle for achieving them, which should be delivered through a continued focus on, and extension of, offshore orientation programs and settlement services. The authors warn that while an emphasis of employment is consistent with international literature on successful refugee resettlement, employment outcomes in and of themselves are not indicative of 'holistic settlement and acculturation' (p. 63) and must be considered alongside other outcomes measures.

Marlowe et al. (2014) conclude that the emphasis of the New Zealand Settlement Strategy on individual responsibility should be refocussed on promoting '…forms of bonding and bridging capital in refugee communities in which positive acculturation is most likely to be achieved' (p. 67). This includes considering the contribution of linking capital to achieving employment outcomes and focussing on incorporating not just refugee communities and services, but the broader New Zealand society.

McIntosh and Cockburn-Wootten (2018) conducted research with 34 refugee-focussed service providers in New Zealand, to identify how service providers '…felt the welcome, advocacy and support for refugees could be better organised to support the resettlement process' (p. 1). Firstly, the authors reveal a need for service providers to improve collaboration and communication to enable refugees to feel safe in voicing their needs and concerns. It is argued this reduces competition between providers for funding and duplication of services.

Secondly, the notion and practice of 'welcome'[52] offered by service providers must stem from non-interventionist frameworks, instead embodying warmth, connection, '…developing respectful relationships, trust and involvement and leading to social inclusion' (p. 12). McIntosh & Cockburn-Wootten (2018) further argue the refugee resettlement process can improve its welcome by enabling refugees to be actively engaged in policy development, service delivery and social inclusion activities.

Thirdly, the authors argued that reducing negative social discourse about refugees in the media and broader society would assist resettlement (McIntosh & Cockburn-Wootten, 2018). This includes shifting the framing of refugees from being passive or helpless, to portrayals of the contribution refugees make to New Zealand communities.

McIntosh and Cockburn-Wootten (2018) concluded that to achieve these three aims, it is integral to address the chronic underfunding of settlement services in New Zealand and the 'fragmented' underlying Strategy. They also call for evaluation of approaches and funding mechanisms to foster a better resourced and coordinated approach to the welcome and settlement of refugees in New Zealand, and to engage with media and government to change the negative discourse currently surrounding refugees.

The exclusion of refugee-background students from the groups provided equity support has been criticised as exacerbating barriers to those wishing to complete tertiary education in New Zealand (O'Rourke, 2011). O'Rourke (2011) also asserts the '…complexity of interactions among policy changes and refugee situations has prevented any single agency from predicting outcomes of its policies for refugee-background students' (p. 26).

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[52] 'The practice of advocacy or role of the advocate who becomes a voice and source of empowerment for the vulnerable, including protection, care provision and service' (McIntosh & Cockburn-Wootten, 2018, p. 4).

Programs for refugee youth

Carlton (2015) examines the benefits provided to refugee youth from engaging as volunteers in two youth created-and-driven initiatives after major earthquakes in Canterbury. Traditionally, this population group is excluded from '…mainstream society by virtue of their ethnicity and age,' (p. 342); however, the extensive engagement of these youth with refugee backgrounds facilitated the development of leadership skills and an increased sense of belonging and wellbeing.

Carlton (2015) argues that the unique aspects of these volunteer initiatives were that, in contrast to typical volunteer opportunities provided to youth which focus on specific tasks with limited responsibility, the Student Volunteer Army and Summerz End Youth Fest enabled participants to exercise agency in choosing their own roles and taking on considerable responsibility as desired. This enhanced the development of leadership skills and self-worth through accomplishment. The author concludes that volunteering among these cohorts of youth should be highly encouraged due to dual individual and societal benefit.

United Kingdom

Despite the devolution of government between the four countries of the UK, 'The UK Parliament in Westminster has authority over the country's borders, which includes migration policy. The UK Home Office is responsible for forming and implementing migration policy, which is applied across the four countries' (Hodes et al., 2018, p. 394). The branch responsible for the management of asylum seekers' dispersal, housing and financial needs is the National Asylum Support Service (Hodes et al., 2018). The National Health Service provides healthcare and mental health services, including some specialist refugee services such as Cognitive Behavioural Therapy for Post-Traumatic Stress Disorder (IRCC, 2017). In the UK, local authorities or the four individual national governments have employed independent integration programs in lieu of central government funding for English language classes, although these are often limited (IRCC, 2017).

Currently, refugees who are resettled in England (from camps in their country of origin, for example) are provided housing support and one year of specialised services to assist their entering the labour market and other social services (Refugee Council, 2019). These supports are not available for humanitarian migrants entering England to claim asylum (Refugee Council, 2019). People granted refugee status in the UK have the right to work at any skill level, in any industry (Harris, 2019). People seeking asylum must wait at least 12 months to apply for permission to work, which is only granted for positions on an official shortage occupations list (Government of the United Kingdom, n.d.; Harris, 2019).

Although there are resources available for refugees generally, there are no specific programs for refugee youth in the UK. Those refugees granted asylum have access to training and employment-seeking support through government-supported initiatives. Tapping Potential provides information to UK businesses and employers as to how they can effectively employ refugees (UNHCR, 2019).

Program Components – Underpinning Activities

Employment

The most common services provided globally which aid the settlement process are employment or labour market programs, followed by language programs, education and civic integration supports (IRCC, 2017).

Borland et al. (2016) define several major types of labour market or employment programs, as outlined in Table 29.

Table 29. Main types of employment programs

Type of Program	Main objective
Information or job brokerage	Identify and publicise available job opportunities; assist with matching jobseekers to job vacancies
Job search monitoring and counselling	Increase the amount or effectiveness of job search undertaken by jobseekers
Work placement programs	Provide employment opportunities for jobseekers in either the private sector (through wage subsidies) or the public sector (via job creation schemes)
Formal training and education	Increase the job readiness and skills of jobseekers via a classroom environment
Public sector procurement	Mandate that a proportion of public sector jobs (in some field) be made available to jobseekers with specific backgrounds
Post-employment support	Provide guidance, advice and other support to employers and employees to improve the jobseeker's likelihood of remaining employed

Source Borland et al., 2016, p.4

Borland et al, (2016) identify several best practice features of employment programs and argue the most practical way of using public funding to attain better outcomes for disadvantaged jobseekers is through programs 'implemented at a local level through a partnership between service providers and employers' (p. 4). This partnership model acknowledges that '…while only employers can provide job placements, they cannot be expected to (and cannot afford to be) responsible for the job readiness of disadvantaged jobseekers,' (p. 11) and enables program design to be tailored according to jobseekers' needs, the jobs available and available supports.

The four best-practice attributes of employment programs for highly disadvantaged jobseekers were deemed to be:

- Developing general job-readiness skills: through an audit of existing skills and appropriate training in, for example language, literacy and numeracy, job searching and application or interpersonal skills.
- Assisting in developing key skills for a job: this could be technical or relevant IT skills training.
- Assisting in placing job seekers in available positions: an introduction to the proposed workplace through, for example, explaining dress code, employer expectations of behaviour, and providing opportunities for work experience and volunteering.

- Providing ongoing monitoring and support to new employees throughout the placement: through facilitating childcare or access to transport (Borland et al., 2016)

A thorough literature search had difficulty in locating employment programs targeted at youth, and even more so with refugee youth. Several examples of approaches to similar employment programs are discussed below.

The Australian Government's Transition to Work program supports young people aged 15 to 21 to gain the skills and experience needed for them to work. The service includes migrant youth as a cohort and provides intensive pre-employment support to improve their work readiness. The program helps young people to:

- Develop practical skills to get a job
- Connect with education or training
- Find and participate in work experience opportunities
- Identify employment opportunities in the local area, and
- Connect with relevant local community services. (Australian Government, n.d.)

Shutes (2011) explores issues related to a previous welfare-to-work policy approach in the UK, in which Third-sector providers (charities and non-profit organisations) were contracted by the government to deliver a suite of employment services for refugees, including language programs, career and training advice and guidance, formal training programs and vocational placements (Shutes, 2011). The model incentivised providers to place the '…unemployed or economically inactive in work as quickly as possible, regardless of the type or quality of the work.' (p. 558), which resulted in providers predominantly assisting those easiest to help or the most job-ready, rather than jobseekers with the highest need. The model therefore entailed high risks for smaller providers whose services catered for jobseekers with the highest need and therefore at high risk of not finding work quickly (Shutes, 2011). Furthermore, jobseekers were placed in positions that were not related to their existing skills or interests, inhibiting users from finding long-term employment in the most appropriate field. These unintended consequences can '…reinforce the concentration of refugees in ethnically segmented, low-paid, low-skilled and less secure types of employment within the labour market – jobs in which providers can more easily place refugees' (p. 569).

The welfare-to-work approach was replaced with a Flexible New Deal, which saw employment services funded by the government provided by a smaller number of 'prime providers' who subcontracted smaller providers to support long-term jobseekers (Shutes, 2011). This sought to incentivise providers to find sustainable job outcomes for clients, although it was criticised for again potentially '…prioritising those who are more likely to enter work…' (p. 570) through the high value placed on job attainment outputs rather than sustained outcomes. Much like Borland et al (2016), Shutes (2011) concludes that to provide the best outcomes for the most disadvantaged – and the least job-ready populations, such as refugees - support must emphasise 'a broader range of short-term outcomes at different stages, such as the attainment of English language skills and work experience, with a view to achieving employment outcomes over the long term' (p. 571).

In Canada, the IRCC-funded employment services for all migrants over 18 years old focus on short-term (e.g. employment counselling, resume checks, networking opportunities and information sessions) and long-term (mentorships, internships and work placements, preparation for accreditation or licensure, and workplace simulation) support (IRCC, 2017).

Of more than 31,000 clients in 2015-16, the clear majority accessed employment counselling, followed by networking opportunities, and 'only 6 per cent of clients accessed mentoring services and work placement opportunities' (p. 33). An official evaluation of all Settlement services found that employment services were 'The one Settlement stream that positively affected clients' chances of being employed at the time of the survey.' while 'Clients who took Language Training and Community Connection services were both less likely to be working at the time of the survey than those who have not obtained such services.' (IRCC, 2017, p. 35)

Vocational Training (VT)

Tecle, Thi Ha, and Hunter (2017) describe a VT program run by the University of Utah in the US called the Case Management Certificate Program (CMCP), which incorporates many of the recommended practices covered throughout this review. The CMCP explicitly acknowledges the variable education experiences of newly arrived migrants and refugees and seeks to leverage these strengths to empower communities (Tecle et al., 2017).

The program facilitates two-way learning to provide high quality services to immigrants and refugees by linking resettled communities and service providers and aims to reframe common perceptions of these population groups as merely dependent on social welfare to '…paraprofessional colleagues who will contribute to and serve their communities.' (p. 173) through providing VT.

The CMCP is a nine-month continuing education certificate offering a conceptualised paraprofessional, pre-college case management program, which enables students to attain entry-level positions in social services and directly respond to the needs of their own communities. The curriculum is delivered in a community-based setting and consists of four courses covering various aspects of social work and case management, taught by the University of Utah faculty. Interested students self-enrol and attend weekly three-hour blocks of classes. Graduates who go on to work in the field then provide contributions to curriculum development (Tecle et al., 2017).

This program demonstrates the ability to both utilise the strengths of recently arrived migrants and refugees, meet the needs of their communities, link communities and service providers to improve practice and address labour market demands. As Tecle et al. (2017) conclude, VT program design should '…seek to create a vehicle for the validation of resettled communities' expertise and life experience while assisting members to move forward with their credentials' (p. 182).

Sporting activities

Gibbs and Block (2017) conducted an exploratory qualitative study which identified the kinds of sports engagement opportunities available to refugee youth in Melbourne and the conceptual frameworks and fundamental assumptions underlying these models. The respective benefits, challenges and shortcomings of three different participation models are revealed from the perspectives of the agents providing the programs, including their relative capacity to sustain engagement and social inclusion. These key models were:

- short term programs for refugee-background children
- continuing programs for refugee-background children and youth
- integration into mainstream clubs.

Even though this population group is highly in need of social engagement, typical barriers to sports participation mean this cohort is not engaged at levels similar to the general population. Programs targeting refugee youth also '…frequently lack a clear theoretical rationale and are often short-term, ad hoc and difficult to sustain' (p. 92).

Gibbs and Block (2017) conclude that integration of refugees into mainstream sports clubs has the most potential benefit, as this supports development of bridging social connections between refugee youth and mainstream populations, rather than mainly bonding connections, which can create distinct and exclusive social groups (similar to the conclusions of Spaaij (2015)). The authors also found that models using bicultural employees were the most successful at integrating refugee youth into mainstream clubs and enabled opportunities to communicate with parents and family members.

Key enabling factors in establishing the integration model successfully included fee subsidies and the availability of someone who could link young people and their families into clubs, assisting them with communication and transport. Considering the critical nature of this outreach support, Gibbs and Block (2017) highly recommend that the '…sporting associations and governments fund and evaluate participation models employing bicultural workers in community liaison roles with a view to expanding this practice' (p. 98).

The CMY Sports partnerships to connect with communities' guide (CMY, 2008) lists several examples of successful sporting programs implemented in Australia to improve accessibility and inclusiveness for refugees. Two of these examples are listed below:

Adult Multicultural Education Services and Bowls Victoria – Multicultural program
AMES partnered with Bowls Victoria to develop an eight-week program for students attending two AMES campuses in Melbourne. The program aimed to introduce culturally and linguistically diverse (CALD) communities to bowls as a sport, Australian sporting culture generally and sports club environments. Program content was included in a workbook used to teach the sport to newcomers and supplement English language classes run by AMES. The program identified key barriers to access for CALD community members such as club membership fees and that bowls competitions and practice is usually held on Sundays, clashing with some religious commitments. Practice guides have been developed because of the program for other sports and bowls clubs to increase inclusivity of newly arrived CALD migrants and implement similar programs in new areas.

Australian Football League Multicultural Football Program
The Australian Football League (AFL) and AFL Victoria partnered with the Department for Victorian Communities to establish the Multicultural Football Program to increase accessibility of Australian Rules football for migrant and refugee youth. This involved the AFL appointing Multicultural Development Officers from Victoria Police to work with Victorian AFL clubs to implement the program in schools and clubs. The six-week program incorporated values of respect, teamwork, leadership and harmony, and actively encouraged the participation of girls, parents and grandparents in program activities and AFL matches.

Education

A recent report by the United Nations Children's Fund examined refugee and asylum-seeking children's access to education and their experiences at the primary, secondary and further education levels within England, Scotland and Wales (UNICEF UK, 2018). The report provides an overview of policies affecting refugee and asylum seeker children's education, namely the National Transfer Scheme for unaccompanied asylum-seeking children (UASC) and the Syrian Vulnerable Persons Resettlement Scheme (UNICEF UK, 2018).

The Syrian Vulnerable Persons Resettlement Scheme, launched in 2014, is a key mechanism for disbursement and resettlement of refugee families throughout the UK (UNICEF UK, 2018). These resettled families 'receive support from local partners to access education for their children, and there is an expectation that resettled children should be registered in a local school within two weeks of arrival' (p. 11). For families seeking asylum, 'Local Authorities in England, Wales and Scotland have a duty to provide a school place for all school aged children resident in their area, whether or not they have legal status in the UK,' (p. 11)[53]. However, many refugees face challenges in obtaining these placements whilst in temporary accommodation as these families are not officially classified as residents of that area.

Local Authorities provide educational services for UASC, with statutory guidance for England, stating:

> *'an education placement should be secured for all looked after children within 20 school days of coming into care; that looked after children should not be placed in a school rated inadequate or below from Ofsted; that looked after children should have the highest priority in school admission arrangements; and that a Personal Education Plan should be initiated for looked after children within 10 days of a child coming into the care of the Local Authority' (p. 8).*

In Wales, Local Authorities also have a '…duty to promote the child's educational achievement' (p. 8) as well as provide counselling services to children aged 11-18 years. UASC are provided additional educational support through Minority Ethnic Achievement Services teams (UNICEF UK, 2018).

In Scotland, the right of every school-age child to an education is enshrined in the New Scots Refugee Integration Strategy 2018 – 2022, and Local Authorities have a duty 'to make adequate tailored provision for each child' including English as an Additional Language (UNICEF UK, 2018, p. 9). Local Authorities also refer UASC to the Scottish Guardianship Service (publicly funded and delivered by a charity, Aberlour), which provides individualised support to UASC from the time of arrival (UNICEF UK, 2018).

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[53] This does not apply to Northern Ireland.

The ability of Local Authorities to comply with these policies and responsibilities throughout the UK, however, has been variable (UNICEF UK, 2018). For example, no region within the UK has met the 20 school-day target for accessing education for all the UASC in their care, although in response to acknowledged delays, some Local Authorities have developed various innovative interim education provisions for UASC and resettled children waiting for a school place. An example of this is the Oxford Orientation Programme, where a local accommodation provider, Key2, is contracted by the County Council to run a month-long orientation program for UASC and resettled Syrian children. The program provides informal and highly supportive introductions to education for new arrivals, focusing on making them welcome and improving wellbeing for up to eight students. Students attend daily, studying English in the mornings, and life skills (including wellbeing, the asylum process, first-aid, personal safety, the city of Oxford etc.) in the afternoons. These sessions are run by a single teacher with some guest sessions. To support successful transition to mainstream schooling, several partnerships with local schools have been formed. This system also enables the receiving institution '…to benefit from detailed advance information about the progress, needs and potential risks of the child they are admitting' (UNICEF UK, 2018, p. 23).

Best Practice and enabling factors

While evidence of the effectiveness of settlement programs for young humanitarian migrants is scarce in the literature, there are several 'best practice' guidelines available that highlight components of successful programs. The examples below illustrate promising approaches, but more evidence of what constitutes success is required.

General

The CMY Good Practice Guide for Youth Work with Young People from Migrant and Refugee Backgrounds outlines practices and principles that should be incorporated in any programming or case management provided to this population. It is recommended that approaches work to:

- build trust and connection through, for example, accompanying clients to appointments as informal face-to-face contact and conversations, and assisting the client in building connections with family, friends and communities;
- apply a strengths-based approach, involving activities such as developing case plans in collaboration with the client, and identifying and prioritising goals together which highlight their achievements;
- work in the family context, by 'recognising, legitimising and facilitating ongoing family connections';
- utilise group work that is client-centred while being responsive to cultural, religious and other needs;
- advocate to address systemic barriers through, for example, local service networks and contributing to effective local, state and national policymaking, and
- remain aware and encourage the recovery of refugees or migrants with refugee-like experiences, which includes restoring a sense of safety, control, identity and dignity (CMY, 2011, p. 2).

The Collective Impact (CI) theoretical model was first proposed by John Kania and Mark Kramer[54].

"Collective impact is best conceptualised as a method for network-based collaboration rather than a distinct methodology or philosophy, and emphasises the importance of the relational aspects of inter-organisational collaboration" (Salignac et al., 2017)[55]

The core idea underpinning CI is that "lasting and meaningful social change requires coordinated efforts from multiple stakeholders working towards a common overarching goal" (Salignac et al., 2018). CI is a useful framework for YTS as it brings together elements of effective partnership brokerage, identified in other models and approaches (Billett et al., 2007[56]; Carnwell & Carson, 2008[57]), and localises it through a place-based approach (Bailey, 2012[58]; Marsh et al., 2017[59]; Morgan et al., 2015[60]; Wilks, 2015[61]).

There are five core components of CI (Salignac et al., 2018):

- a common agenda (a shared vision for change)
- mutually reinforcing activities (building on each partner's diverse strengths)
- continuous communication (consistent and honest)
- shared measurement system (common language to discuss indicators and overall effectiveness, increasing accountability and potential for continuous learning)
- a "backbone" organisation (operating as an "honest broker", providing strategic direction and facilitating dialogue).

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Sporting Engagement

CMY also provide advice specific to sporting programs facilitating inclusion and acculturation of migrants and refugees in their Game Plan Resource Kit (CMY, 2015). To become more culturally diverse, sports clubs must ensure full commitment to cultural inclusion from club administrators and members. The strategies suggested to address barriers to involvement are through actively promoting the club to young people, earning the support of families for their young person to join club activities and working with relevant community organisations to increase awareness and trust in the sport and the club (CMY, 2015). The guide includes practical strategies, sample policies and checklists to enable sports clubs to develop their own 'Game Plan' for engaging migrant and refugee youth.

Amara et al. (2005) argued the critical need to balance the respect of cultural sensitivities with gender equity, as many of the programs examined by the authors only emphasized the inclusion of asylum seeking and refugee men in sports. This casts doubt on the extent to which whole community needs are being met, rather than only those of male members of those communities (Amara et al., 2005).

Education

In addition to accessing education, the mechanisms by which young humanitarian migrants can remain in education, improve and ultimately thrive warrants attention. While educational outcomes were outside the scope of the UNICEF UK (2018) report, six key factors which enable refugee and asylum-seeking children to remain and thrive in education are identified:

- The presence of a committed, caring adult, who will support them over an extended period of time. This is particularly important for UASC and may come in the form of a proactive social worker.
- Participation in education programs where content and curriculum have been appropriately adapted to meet their needs. This may involve a tailored curriculum, streaming arrangements for certain classes or flexible pedagogies.
- High levels of pastoral care and mental health support within the school setting. Designated staff members in these roles and upskilling teaching staff in mental health first aid is seen as highly beneficial.
- Partnerships between schools or colleges and specialist voluntary sector organisations to provide advice, on-site advice, guidance and support. This may include providing space for external charity workers to remain on site or running certain programs and activities.
- Creative approaches to peer support, including buddy schemes and school-wide awareness raising. This may include learning basic language skills and fostering a supportive whole-of-school approach and understanding of issues facing humanitarian migrants.
- The provision of training on meeting the educational needs of refugee and asylum-seeking children for all teachers and other school or college staff as part of continuing professional development. This may include information about the asylum process, what may be typically expected by way of educational background, the common educational barriers these children may face, and corresponding best practices. (UNICEF UK, 2018, p.46)

Dryden-Peterson et al. (2017) identify pathways to educational success[62] through a study of Somali refugee students residing in a Kenyan refugee camp. While the context of this setting is radically different to life in Australia, the pressures and motivations of students and the supports available to them to succeed in education provide transferable lessons for supporting refugee youth in education generally.

The authors reveal that the interconnecting supports available to students, at both a local level (e.g. teachers, staff, family and friends) and a global level (through, e.g. international aid, or connecting virtually with others abroad), were critical to educational success among the students observed. These supports differed between boys and girls:

> *'Girls described the support of mothers in lessening the domestic work required of them to allow them to focus on schoolwork. Both girls and boys relied heavily on self-initiated networks of peers to study together and prepare for exams. Teachers were central supporters, providing encouragement, skills, and knowledge to navigate high-stakes exams and further study' (p. 1042).*

The implication of these findings on practice in supporting educational pathways for young humanitarian migrants is that programs should intentionally facilitate and leverage these multilayered supports. Dryden-Peterson et al. (2017) note that this may include, for example at the local level '...shifting gender norms to facilitate girls balancing schoolwork and domestic work, strengthening family livelihoods so that families can invest in uniforms and books, and facilitating peer-to-peer networks and study groups' (p. 1043). At the global level, utilising mobile or virtual communication technologies to facilitate relationships between other young humanitarian migrants overseas could fulfil the role of globally-situated supports observed by the authors, particularly for young people isolated from necessary supports at the local level (Dryden-Peterson et al., 2017).

Conclusion

The challenges that young humanitarian migrants face when resettling in a new host country can be immense. Navigating social services, new education, employment and health services and community-building activities can be more complex after suffering traumatic and disruptive experiences, and discrimination within the host society. Earnest, et al. (2015) made it clear in their argument that any programs that promote a sense of belonging, promote coping and adaptation are needed for refugee youth wellbeing. Critical support services must meet the needs, both emotional and psychological, of refugee youth, especially in the absence of family connections.

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[62] Defined as graduation from secondary school.

YTS services are a current example of services for young humanitarian migrants in Australia that provide for employment linkages, support and opportunities, along with formal training and education. Similar public-private program delivery has been observed internationally, particularly in Canada where the IRCC-funded settlement services are provided through Local Immigration Partnerships. This broad approach to service delivery incorporates the host community of schools, employers, health centres and levels of government. This review also considered discrete examples of programs available nationally, such as the AFL Multicultural Football Program that seeks to increase accessibility of the sport for migrant and refugee youth.

While a limited number of impact evaluations were accessed as part of this review, best practice guides from multicultural youth organisations indicate that, for education programs, resettlement and enrolment in local schools is important. Mace, et al, (2014) recommended that the recording of an individual's in-depth, multidisciplinary history, which includes education history and any psychosocial issues, is important alongside health and social supports. This is considered an effective process for aiding resettlement.

In the UK, the Local Authorities have developed ways to assist refugee children. An example noted in this review is the Oxford Orientation Programme, which provides the study of English language and life skills prior to starting school. It also raises the opportunity of the receiving institution or school to get a clear understanding of the needs and progress of the child, as well as any potential risks for the child or the school.

The most common services to facilitate the settlement of refugees internationally tends to be employment services. Several European countries have settlement services that incorporate employment and typically, these are offered free of charge, although there may be certain requirements that need to be completed, such as learning the host language. Nunn et al. (2014) argue that to ensure sustained employment for refugee youth, policies and services must support adolescent youth along with their families to understand educational and employment structures and processes.

For sporting and recreational services, Australia has worked to create a more inclusive environment that embraces reducing participation barriers such as language, access to childcare support, gender issues, social boundaries and the perception that sports are not very important. Overall, the level of involvement in sport of refugee children and young adults appears to be growing and has promoted a sense of belonging.

Shutes (2011) concluded that to provide the best outcomes for the most disadvantaged – and the least job-ready populations, such as refugees – support must emphasise '…a broader range of short-term outcomes at different stages, such as the attainment of English language skills and work experience, with a view to achieving employment outcomes over the long term' (p. 571).

The substantial investment of Commonwealth and State Government funding in improving the circumstances of refugee youth suggests a stronger commitment to improving integration for this group compared to other developed countries. It is reasonable to conclude that the Australian experience is in line with comparative international programs.

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Appendix B – Evaluation Framework

The following table outlines the key evaluation questions that were outlined by DSS. The evaluation framework expands on the key evaluation questions to identify sub-questions, performance measures, data sources and data collection methods.

Jobactive means *jobactive* providers; DeptJandSB means Department of Jobs and Small Business; Subcontractors means employment, education, vocational and sports pillar aspects.

Evaluation theme	Key evaluation question	Sub question	Engagement Approach	Performance measures	Data sources

Appropriateness	To what extent have YTS services had a positive impact on target group clients' employment, education and social participation outcomes, particularly 12 months to 3 years after YTS services participation?	Do past participants of the YTS Support service feel their participation in the service has had a positive impact on their employment, education and social participation?	• Data analysis
			• Online and hard copy survey
			  o Categorical question
			  o Open-ended response
			• Phone interview
				• Participants progression, while still YTS clients, through DEX Circumstances and Goals indicators
				• Self-identified sense of positivity through comments made by participants when surveyed as part of the independent evaluation.
				• Perspective of YTS providers
				• Wider youth employment context
					• DEX
					• Participant survey
					• YTS provider interview
					• DeptJandSB
					• Employer interview

	Is the four-pillar model appropriate for achieving the intended outcomes?	Is a holistic approach to providing support, using the four-pillars, the most appropriate means of achieving employment, education and social outcomes for YTS participants? Is a holistic approach more effective than a targeted streamlined approach focusing on a specific pillar?	• Current research data • Phone interview	• Literature Review • Perspective of YTS providers • DSS perspectives (including compared to mainstream settlement services) • DeptJandSB wider contextual perspective on issues which impact employment for young migrant cohort • Jobactive provider perspective on wider employment service delivery perspective for this	Literature review YTS provider interview DSS interview Jobactive providers, DeptJandSB

Evaluation theme	Key evaluation question	Sub question	Engagement Approach	Performance measures	Data sources
		Are any of the four pillars less effective than the others? Are there any missing pillars?		cohort	
		What "Partnerships for Employment" activities were undertaken to improve work readiness and work awareness through work experience, job readiness training and support to fill existing job vacancies?	• Database examination	• Number of YTS participants who attended work-readiness courses or programs • Number of YTS participants who participated in work experience • Number of YTS participants who participated in job readiness training • Number of YTS participants who received support to fill existing job vacancies	DEX, DOMINO, YTS Reporting Framework data
		What were the "Strong Connections to Education" activities that supported ongoing engagement with education through programs that build self-confidence and peer connections?	• Database examination	• Number and percentage of YTS participants who have demonstrated progression from one level of education to another because of additional supports provided to them • Number and percentage of YTS participants who have re-engaged or re-enrolled in education	YTS Reporting Framework data, DEX
		What were the "Vocational Opportunities" activities to help youth obtain and strengthen vocational skills?	• Database examination	• Number and percentage of YTS participants enrolled in an accredited vocational training program. • The number and percentage of YTS participants who been supported to complete an accredited Vocational Training Certificate	YTS Reporting Framework data

Evaluation theme	Key evaluation question	Sub question	Engagement Approach	Performance measures	Data sources
		What were the "Sports Engagements" activities that helped youth build social connections and confidence through sporting programs?	• Database examination • Phone interview	• Number and percentage of YTS participants who have increased social participation. • Number and percentage of YTS participants who have demonstrated increased capacity for civic participation • Number and percentage of YTS participants who have formed positive relationships with others. • Number and percentage of the above who self-identify the building of social connections and confidence.	YTS Reporting Framework data Subcontractor/partner interviews

Effectiveness	Has the YTS achieved its intended outcomes?	Has there been increased employability amongst YTS participants?	• Database examination
			• Online and hardcopy survey
			  ◦ Likert scales
			  ◦ Categorical questions
			  ◦ Open-ended response
			• Phone interview
				• Number of YTS participants benchmarked against a similar cohort of non-YTS participants.
				• Number and percentage of YTS participants who have completed two or more employment preparation activities.
				• Number and percentage of the above identified YTS participants who have also self-identified an increase in confidence and skills.
				• Identification of other contributing factors that supported broader young migrant employment outcomes
					YTS Reporting Framework data
					Participant survey
					Jobactive providers
					DeptJandSB
					Subcontractor/partner
					Employer interview

		Have YTS participants obtained some form of paid employment?	• Database examination
			• Online and hardcopy survey
			  ◦ Likert scales
			  ◦ Categorical questions
				• Number and percentage of YTS participants who have secured contract, casual, part time of full-time employment.	YTS Reporting Framework Data
					Participant survey
					Employer interviews

Evaluation theme	Key evaluation question	Sub question	Engagement Approach	Performance measures	Data sources
			• Phone interview	• Length of time of contract, casual, part time or full-time employment. • Level of confidence YTS participants and other stakeholders have that the service contributed to them securing work.	

		Have the YTS participants progressed in educational pathways?	• Online and hard copy survey
			  o Likert scales
			  o Open-ended response
			• Phone interview
				• The number and percentage of YTS participants who have progressed in educational pathways (as defined in the ORF) because of participating in the YTS
				• Identification of other supports that have assisted YTS participants progress in educational pathways
					Participant survey
					YTS provider interview,
					YTS Reporting Framework data
					Subcontractor/partner interview

		Have the YTS participants enrolled in accredited vocational training?	• Online and hard copy survey
			  o Likert Scales
			  o Open-ended response
			• Phone interviews
			• Analysis of DEX reports
				• The number of YTS participants who have enrolled in vocational training because of participating in YTS.
				• Identification of other supports that have assisted YTS participants enrolled in Vocational training?
					Participant survey
					YTS provider interview
					YTS Reporting Framework data
					Subcontractor/partner interview

		Have the YTS participants completed accredited vocational training?	• Online survey o Open-ended response • Phone interviews • Analysis of DEX reports	• The number of YTS participants who have completed vocational training	Participant survey, YTS provider interview, DEX, YTS Reporting Framework data

Evaluation theme	Key evaluation question	Sub question	Engagement Approach	Performance measures	Data sources
		Have the YTS participants increased positive peer networks and relationships?	• Online survey o Likert scales • Database analysis • Phone interview	• The number of YTS participants who have increased social participation (as defined in the ORF) because of YTS • The number of YTS participants who have demonstrated increased capacity for civic participation because of YTS; • The number of YTS participants who have formed positive relationships with others as a result of YTS.	Participant survey, YTS provider interview, DEX, Subcontractor/partner interview

	What outcomes were observed, both intended and unintended, from the YTS?	What intended outcomes were observed from the YTS?	• Online Survey
			  o Likert scales
			  o Open-ended response
			• Provider reports
			• Phone interview
				• The number and percentage of YTS participants who:
				  o Obtained some form of paid employment
				  o Demonstrated increased employability
				  o Enrolled in accredited vocational training
				  o Completed accredited vocational training
				  o Progressed in educational pathway
				  o Developed increased positive peer networks and participation
				• To what extent are these intended outcomes attributable to the YTS
					DEX, DOMINO, YTS Reporting Framework Data, Participant Survey, DSS interview Employer interview

		What unintended outcomes were observed from the YTS?	• Online survey o Open-ended response • Phone interviews • Database analysis	• Identify any unintended outcomes by age, gender, cultural background, location, type of service received. • Perspective of YTS providers	Participant survey, YTS Provider interview, YTS Reporting Framework data, DEX,

Evaluation theme	Key evaluation question	Sub question	Engagement Approach	Performance measures	Data sources
				• Perspective of participants • DSS perspectives	DSS Interview
	What aspects of the YTS services worked, for whom, when, where, and in what circumstances?	What aspects of the YTS services worked for whom?	• Phone interviews • Database analysis	• Breakdown of YTS outcomes data by age, gender, cultural background, location, type of service received. • Perspective of YTS providers • DSS perspectives	YTS Provider interview, DEX, YTS Reporting Framework data DSS Interview
		When did aspects of the YTS services appear to work well?	• Phone interviews • Database analysis • Online survey o Open-ended response	• Identify whether timeframes and scheduled events had an impact on the effectiveness of the YTS. • Perspective of participants	YTS Provider Interview, YTS Provider Data, Participant survey,
		In what locations did aspects of the YTS services work most effectively?	• Phone interviews • Database analysis • Online survey o Open-ended response	• The impact of location on the YTS services.	YTS Provider Interview, YTS Provider Data, Participant survey
		In what circumstances did the YTS services work most effectively?	• Phone interviews • Database analysis • Online survey o Open-ended response	• The circumstances in which the YTS worked and did not work.	YTS Provider Interview, YTS Provider Data, Participant survey
		Has the YTS services changed income support reliance?	• Database analysis	• The number and percentage of YTS participants who have been employed after the program	YTS Reporting Framework data DOMINO
	How has early intervention through YTS services impacted income support reliance?	How does income support reliance of those who participated in the YTS service compare to those who did not participate?	• Database analysis • Phone interviews	• Examine same demographic types Australia-wide and compare to YTS outcome data • Perspective of YTS providers • DSS perspectives	YTS Provider Data, YTS Reporting Framework data, DEX, DOMINO, YTS Provider Interview

Evaluation theme	Key evaluation question	Sub question	Engagement Approach	Performance measures	Data sources
		What do YTS participants think about the experience?	• Online survey o Open-ended response	• Responses and analysis from YTS participants who had undertaken the service	Participant Survey
	What lessons can inform future policy and service delivery for the target cohort of vulnerable migrant youth?	What do the YTS providers think of the service and its outcomes, and how could it be improved?	• Phone interviews	• Responses and analysis from service providers at interview	YTS Provider interview
		What does the DSS team believe could be improved to make a better service in the future?	• Phone interview (focus group)	• Responses and analysis of commentary by DSS staff at interview	DSS National Program Managers focus group
		To what extent are the operation and activities within scope and budget?	• Database analysis	• Self-reported data from service providers on the delivery of YTS activities with reference to cost	Analysis of budget and program data from each provider
Efficiency	To what extent do YTS services represent value for money for the Australian Government?	To what extent have all activities/outputs of the service work plan been delivered?	• Reports analysis	• List of planned activities from service providers • Self-reported data on activities achieved from service providers	Analysis of provider work plans and reporting of work plans
		To what extent has the provider achieved efficiencies in delivering outputs/activities?	• Phone interviews • Database and report analysis	• Self-reported data from service providers on leveraging partnerships or collaborations to achieve intended outcomes • Provider self-reported data on efficiencies (e.g. shared use of resources) achieved as part of service delivery	Interviews with service providers, Analysis of program data from each provider
		What is the cost of YTS services per participant for each provider and at each site?	• Database and report analysis	• Number of participants at each site • Data on program costs at each site	Analysis of budget and program data from providers
		What is the average cost relative to the number of services delivered in the entire YTS service?	• Database and report analysis	• Data on program and initiative costs	Analysis of budget and program data from each provider

Evaluation theme	Key evaluation question	Sub question	Engagement Approach	Performance measures	Data sources
		To what extent have all activities/outputs of the program work plan been delivered?	• Database and report analysis	• List of planned activities • Self-reported data on activities achieved	Analysis of work plans data and workplan reporting from providers
		Is the cost of YTS services comparable to other government vulnerable youth employment programs?	• Financial and report analysis • Literature Review • Phone interviews	• Literature Review • Publicly available program data from comparable employment programs • Phone interviews	Literature Review DeptJandSB Jobactive providers DSS managers
		Do YTS services generate the same outcomes as other youth employment programs?	• Database and report analysis • Phone interviews	• Literature Review • Publicly available program data from comparable employment programs • Phone interviews	Literature Review DeptJandSB Jobactive providers DSS managers

Appendix C – YTS Reporting Framework

This YTS Reporting Framework has been developed and agreed by YTS providers in a collaborative process through the YTS Community of Practice. An initial data-reporting Framework that was developed by providers in early 2017 has now been revised in order to more clearly delineate provider activities from participant outcomes, and to provide a stronger focus on the range of outcomes being achieved.

Rationale

The Reporting Framework aims to inform independent evaluations of the impact of transition support services delivered under YTS services. The data to be collected under this Framework is intended to supplement the Department of Social Services' DEX data collection system, by providing program specific information to assist detailed evaluation of the impact of the YTS.

The Framework has been developed to reflect the nature of transition support processes developed under the YTS, providing specialist services to meet the needs of young people from refugee and migrant backgrounds. It is a program specific reporting framework, developed over a period time as YTS models used by the providers have also evolved. The Framework reflects activities and practices that are described in the YTS Community of Practice document "*The YTS Common Model of Practice*" which is provided as an Attachment and should be read in conjunction with that document.

YTS Participants

The YTS supports young humanitarian entrants and vulnerable migrants between the ages of 15 to 25 to stay in education and to find work. Those eligible for YTS services are vulnerable migrants. This is defined as those permanent residents who have arrived in Australia in the last five years that are:

- humanitarian entrants (200-204 permanent protection visa); and/or
- family stream migrants with low English proficiency; and/or
- dependents of skilled migrants in rural and regional areas with low English proficiency.

These young people frequently have complex individual needs that require intensive support and assistance to enable them to identify and make progress towards their goals.

YTS Activities

The YTS assists young people from a migrant or refugee background to navigate key tasks in their settlement journey in Australia through increasing their capacity for economic and social participation.

The YTS incorporates four themes or 'pillars' delivered holistically by service providers. The four pillars are:

- Partnerships for employment: services supporting eligible participants to transition into employment through providing work placement opportunities and projects; work readiness courses and programs; work experience opportunities; links to job vacancies; and partnerships with employers, jobactive providers and other related services.

- Strong connections to education: services supporting participants to stay engaged with education; through projects that support them to complete their studies, build their knowledge, support them to complete their studies and increase self-confidence and peer connections.
- Increased vocational opportunities: services providing pathways to industry recognised vocational training and work experience, and vocational skills recognition, to help participants achieve sustainable employment outcomes. Partnerships with TAFEs, registered training organisations and engaged employers are used to strengthen and obtain vocational skills.
- Sports engagement for youth: services supporting sporting activities to help participants participate in sporting activities to build social connections, overcome isolation and increase participation with other young Australians beyond their own communities.

These forms of transition support have frequently been combined together in service delivery. For example, sporting engagement has been used as a means of employment preparation, or as a vocational opportunity.

As a result of these activities, young people develop increased social connections and understanding of social networking, stronger English language skills, increased confidence and resilience and overall wellbeing. The development of skills, personal qualities and networks through such transition support leads to the long-term successful settlement of young people.[63]

Each young person within the YTS is:

- provided a pathway into YTS services
- given guidance and supported to explore aspirations and options
- exposed to relevant events and information
- assisted in their future by being given access to relevant experience
- offered various forms of placement and support.

The YTS provides transition support in a wide range of locations (including in schools, at employment services, in community settings and provider premises) in specific Local Government areas with high numbers of humanitarian entrants and vulnerable migrants.

YTS activities are targeted to meeting the particular needs and building on capabilities of young people through a youth-centred approach and is focused on achieving measurable outcomes for those young people assisted.

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[63] CoP Common Model of Practice, 27 April 2018

Outcome timeframes

The specific challenges that young people face during the process of settlement mean that the achievement of program outcomes for this cohort often takes five years or more to realise.

The YTS Reporting Framework records both the activities (outputs) delivered by providers as well as the medium-term outcomes achieved by young people. The outcomes take time to achieve and result from the active participation of young people in the various elements of the YTS.

Reporting Activities/Outputs and Outcomes

In reporting the activities/outputs and outcomes, the providers agreed to the following:

- That each young person can have multiple activities/outputs and outcomes across some or all of the categories.
- Each young person can have only one outcome within each sub-category. (i.e. they should not be counted more than once)
- No distinction is made between individual and group-based assistance or outcomes.
- The data reporting covers the activities provided to participants and any outcomes achieved at the point in time at which their participation in the YTS concluded, not post-program.

Document A. Enhanced YTS Outcomes Reporting Framework – Activities and Outcomes

Table 30. Activities and Outcomes from YTS Outcomes Reporting Framework

ACTIVITIES / OUTPUTS	OUTCOMES	OUTCOME DEFINITION
EMPLOYMENT		
• Attended work readiness courses or programs • Participated in career exposure • Participated in work experience • Connected with and/or worked in partnership with employment service providers	• Demonstrated increased employability • Obtained some form of paid employment	• Young person has successfully completed two or more employment preparation activities (as per the Employment activities listed) AND a self-identified increase in confidence and skills (as reported through a provider administered survey) Young person has secured contract, casual, part-time or full-time employment.
EDUCATION		
• Engaged in additional supports to maintain participation in education • Re-engaged / re-enrolled in education	• Progressed in educational pathway	• Young person has demonstrated progression from one level of education to another as a result of 'additional supports provided to them'. (e.g. moving up a school level; EAL to TAFE; basic English to advanced English; language school to mainstream school; secondary school to University)
VOCATIONAL TRAINING		
• Engaged in activity that clarified vocational pathways • Participated in accredited training	• Enrolled in accredited vocational training • Completed accredited vocational training	• Young person has enrolled in an accredited vocational training program. • Young person has been supported to complete an accredited vocational training Certificate.
SPORTS & CULTURAL		
• Engaged in sports taster sessions, local competitions and events • Engaged in formal sports club/associations • Engaged in leadership programs • Engaged in social/cultural & recreational activities	• Developed increased positive peer networks and relationships	• Young person has increased social participation (through forming bridging and bonding networks); demonstrated increased capacity for civic participation; forming positive relationships with others

ACTIVITIES/OUTPUTS	OUTCOMES	OUTCOME DEFINITION
EMPLOYMENT		
Attended work readiness courses or programs (including non-accredited training)		Young people who have or are participating in: • one-off and/or ongoing group work readiness and/or work-related skill building sessions, or • one-off and/or ongoing non-accredited training. • non-accredited training; examples include barista courses, entrepreneur training, barbering, floristry, business skills, introduction to computers, public speaking and resume writing.
Participated in work experience		Young people who have completed: • a work experience placement (including internships) with an employer, or • one-off or ongoing volunteering with an employer.
Participated in career exposure		Young people who have: • visited a workplace in a group or an individual. This can include one-on-one session with an employer or industry professional, or • attended a talk with an industry professional (this can be delivered outside of the workplace), or • attended a career or job expo event where they met with employers.
Connected with and/or worked in partnership with employment services providers	Demonstrated increased employability	Young people who: • are connected to an employment service provider and continue to be working with YTS services towards securing employment. • Young person has successfully completed two or more employment preparation activities (as per the Employment activities listed) AND a self-identified increase in confidence and skills (as reported through a provider administered survey)
	Obtained some form of paid employment	• Young person has secured contract, casual, part-time or full-time employment.

Document B. YTS Reporting Definitions agreed by providers

Activities

Table 31: Activities reporting definitions agreed by providers

Activities	Definition
Employment	**Definition**
Attended work readiness courses or programs (including non-accredited training)	Young people who have or are participating in: • one-off and/or ongoing group work readiness and/or work-related skill building sessions, or • one-off and/or ongoing non-accredited training. • non-accredited training; examples include barista courses, entrepreneur training, barbering, floristry, business skills, introduction to computers, public speaking and resume writing.
Participated in work experience	Young people who have completed: • a work experience placement (including internships) with an employer, or • one-off or ongoing volunteering with an employer.
Participated in career exposure	Young people who have: • visited a workplace in a group or an individual. This can include a formal one-on-one session with an employer or industry professional, or • attended a talk with an industry professional (this can be delivered outside of the workplace), or • attended a career or job expo event where they met with employers.
Connected with and/or worked in partnership with employment services providers	Young people who: • are connected to an employment service provider and continue to be working with YTS services towards securing employment.
Education	**Definition (refers to Schools, Universities, AMEP (inc. TAFE delivered) and SEE)**
Engaged in additional supports to maintain participation in education	Young people who have or are continuing to participate in or strengthened their participation in education through: • one-off and/or ongoing group work. (could include: homework help, information session) • one-off and/or ongoing individual support. (could include: intensive case support, mentoring, homework support, online tutoring, coaching)
Re-engage in education	Young people who, while participating in the YTS, have been assisted to re-enrol in school, VT, TAFE or university after disengagement, as a result of: • (e.g. participating in casework; school support services, developing a case plan)
Vocational Training	**Definition (refers to TAFE (except AMEP delivery) and other Registered Training Organisations)**
Participated in accredited training	Young people have been supported to participate in accredited training with a TAFE or Registered Training Organisation

Activities	Definition
	• This support might include one-off and/or ongoing group work sessions, information session.
Engaged in activity that clarified vocational pathways	Young people have completed activities that assisted them to understand how accredited courses are linked to potential employment: Relevant activities might include: • a vocational pathway program / attending one or more activities in a vocational training setting including: TAFE taster, information session, expo, forum, conference.

Sports and Cultural	Definition
Engaged in sports taster sessions, local competitions and events	Young people: (a) have participated in a sporting activity as a one-off or short-term program and/or (b) are regularly participating in sports tournaments organised in their local community and/or (c) are engaged in organising and participating in sport events with their ethnic or local community focussing on young people who may be isolated or at risk of exclusion. (e.g. Exposure to AFL program BBQ; short 'Swimming for Muslim women' program; development of volunteer sports and youth committees; weekly tournaments organised by community in local parks)
Engaged in formal sports club/association	Young people are engaged with Clubs/ Associations and accessing facilities and/or competitions, programs or other Club resources (e.g. Club coaches volunteering time, access to fields negotiated).
Engaged in leadership programs	Young people are engaged in organising and participating in leadership and personal development programs of YTS providers. (e.g. Youth Advisory Councils: Needs based program for Muslim women focussed on personal safety, first aid and social connection across the community; 6 week Iraqi Mentoring Training Program building capacity of young people to produce cultural events and festivals for their own communities).
Engaged in social / cultural and recreational activities	Engagement in non-sport activities that match participant creative interests and talents. These activities focus on connection, including with the broader community and provide opportunities for participation in the local community for those who feel disconnected or unable to pursue their aspirations. (e.g. Youth Festivals and other multicultural events / celebrations of diversity and migrant communities. Includes a range of workshops and events, including English literacy and spoken word workshops in partnership with councils, art centres, other ethnic organisations.)

Outcomes

Table 32: Outcomes reporting definitions agreed by providers

	Definition
EMPLOYMENT	
Obtained some form of paid employment	• Young people who have secured paid contract, casual, part-time or full time employment.
Demonstrated increased employability	• Young person has successfully completed two or more employment preparation activities (as per the Employment activities listed above) AND a self-identified increase in confidence and skills (as reported through a provider administered survey).
VOCATIONAL TRAINING	
Enrolled in accredited vocational training	• Young person has enrolled in an accredited vocational training program.
Completed accredited vocational training	• Young person has been supported to complete an accredited vocational training Certificate.
EDUCATION	
Progressed in educational pathway	• Young person has demonstrated progression from one level of education to another as a result of 'additional supports provided to them'. (e.g. moving up a school level; EAL to TAFE; basic English to advanced English; language school to mainstream school; secondary school to University).
SPORTS AND CULTURAL	
Developed increased positive peer networks and participation	• Young person has increased social participation (through forming bridging and bonding networks); demonstrated increased capacity for civic participation; forming positive relationships with others.

Attachment: YTS Common Model of Practice

The YTS Common Model of Practice[64] captures the common aspects of the YTS providers' delivery models. It was developed by the six service providers through a process of workshops at Community of Practice meetings and supported by MYAN. It was developed after a period of 18 months of service delivery. It envisages transition support for young people from a migrant or refugee background as a process of moving from displacement through the settlement journey in Australia, through increasing economic and social participation.

The below circular diagram represents this YTS Common Model of Practice.

It places young people and their social capital and agency at the centre (white circle). This recognises that young people are at the centre of YTS, and building their social capital and agency is the primary focus of the service.

The next three annuli (green, yellow, purple) represent the model of practice:

- The second layer (green) represents family and community, and aspirations. It recognises supporting young people within the context of their family as a key element of YTS practice. It recognises that the migration and refugee experience can have a profound impact on the composition, dynamics and functioning of families; that facilitating social connections and social capital for families strengthens the support they can offer to their young people. Further, this annulus encapsulates the aspirations of young people, recognising that a youth-centred approach values what young people wish for their own lives and so YTS places value on supporting young people to identify their aspirations and achieve their goals.
- The third layer (yellow) includes work skills, work placement, work readiness, educational engagement, engagement in sports and recreation, vocational pathways and life skills. These are the varied activities which service providers offer to young people, in various combinations and configurations. As a result of these activities, young people can develop increased social connections and networks, strong English language skills, increased confidence and resilience and overall increased wellbeing.
- The fourth layer (purple) includes service provider capacity building, partnerships and employer engagement, advocacy and influence, individual and group support, and the Community of Practice. These are elements of professional practice that enable service providers to deliver YTS. It recognises the new mode of working to ensure policies and practices of service providers consider the specific circumstances, needs and capabilities of young people from refugee and migrant backgrounds; the importance of partnerships across service providers and local services, employers, government agencies and education institutions. It also recognises the role of YTS personnel in engaging in advocacy which promotes the needs and interests of young people, both individually and systemically. It acknowledges that YTS activities are offered through both individual and group modes, providing referrals and personalised support as well as additional opportunities for shared learning and peer support.

The outer annulus (blue) demonstrates how the YTS Common Model of Practice relates to and is informed by the National Youth Settlement Framework.

It lists the four active citizenship domains:

- economic participation
- social participation
- personal wellbeing
- civic participation

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[64] Further detail can be found in *Youth Transitions Support (YTS) pilot YTS Common Model of Practice 27 April 2018*. This document was provided to the evaluators on 28 March 2019.

It also lists the eight Good Practice Capabilities for application in service delivery:

- Cultural competency
- Youth-centred and strengths-based
- Youth development and participation
- Trauma informed
- Family-aware
- Flexibility and responsiveness
- Collaboration
- Advocacy

YTS COMMON MODEL OF PRACTICE
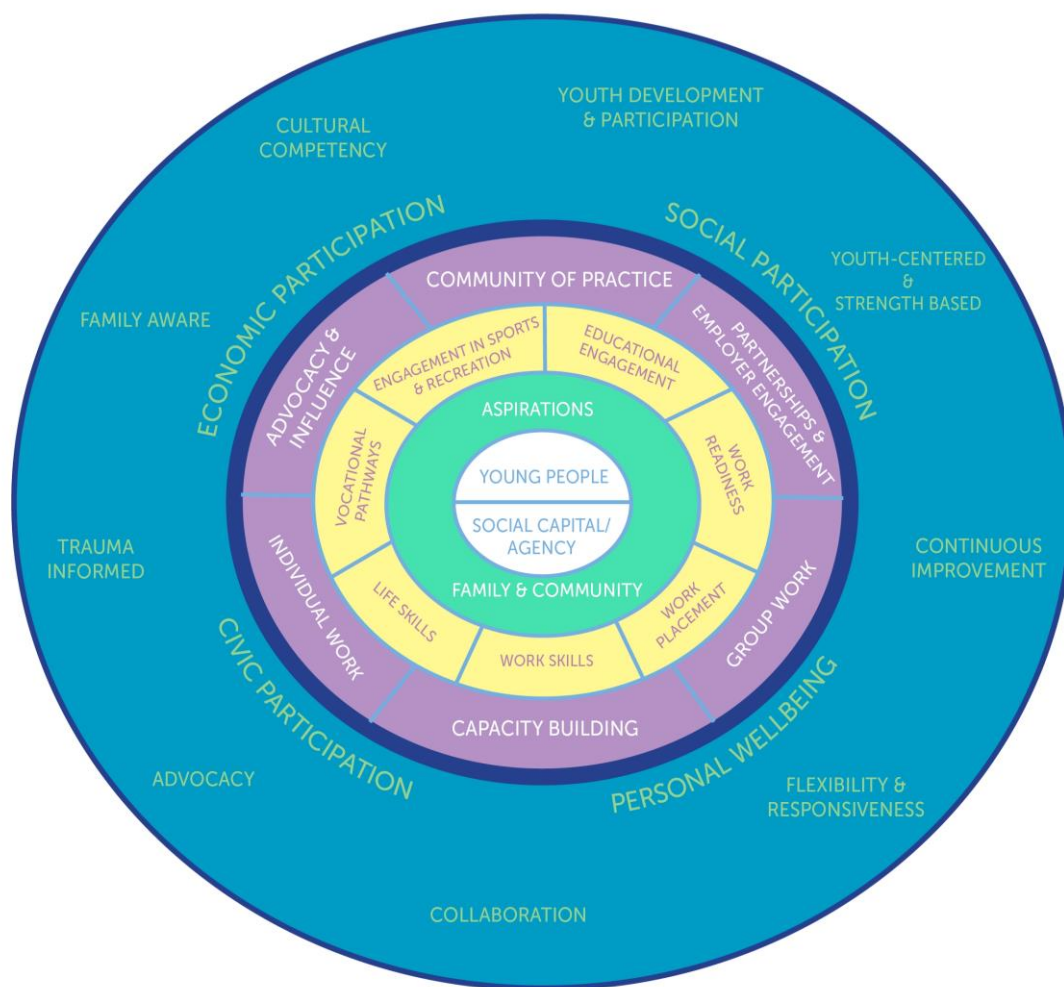
Document C. YTS Reporting Framework Client numbers by Provider

Post-Pilot period: 1 July 2017 to 31 December 2018

Table 33. YTS reporting framework client numbers by provider for post-pilot period

Pillar	Outputs (Activities) / Outcomes	ACS	CMRC	LMA	MDA	BSL	FH
	Outputs (Activities)						
Employment	1.1 Attended work readiness courses or programs (including non-accredited training)	203	464	927	236	271	599
Employment	1.2 Participated in work experience	39	65	1,865	80	46	310
Employment	1.3 Participated in career exposure	100	155	1,262	237	130	515
Employment	1.4 Connected with and/or worked in partnership with employment services providers	28	109	916	77	44	311
Education	1.5 Engaged in additional supports to maintain participation in education	306	593	1,410	65	178	599
Education	1.6 Re-engage in education	36	253	1,388	34	34	0
Vocational opportunities	1.7 Participated in accredited training	17	332	347	94	113	171
Vocational opportunities	1.8 Engaged in activity that clarified vocational pathways	124	459	686	84	332	300
Sports	1.9 Engaged in sports taster sessions, local competitions and events	248	301	642	230	175	345
Sports	1.10 Engaged in formal sports club/association	124	807	503	168	11	74
Sports	1.11 Engaged in leadership programs	2	297	751	27	35	515
Sports	1.12 Engaged in social / cultural and recreational activities	122	608	1,125	64	83	210
	Outcomes						
Employment	2.1 Obtained some form of paid employment	57	88	238	182	60	159
Employment	2.2 Demonstrated increased employability*	136	439	1,071	371	120	407
Education	2.3 Progressed in educational pathway*	43	429	1,389	9	79	360
Vocational opportunities	2.4 Completed accredited vocational training	31	191	314	26	56	0
Vocational opportunities	2.5 Enrolled in accredited vocational training*	17	123	443	94	67	171
Sports	2.6 Developed increased positive peer networks and participation*	479	659	1,599	294	110	406
	Total Client Numbers	**998**	**1,296**	**2,138**	**590**	**824**	**599**

New outcome introduced from July 2017

Pilot-Period: 1 January 2016 to 30 June 2017

Table 34. YTS Reporting framework client numbers by provider for pilot-period

Pillar	Outputs (Activities) / Outcomes		ACS	CMRC	LMA	MDA	BSL	FH
	Outputs (Activities)							
Employment	1 Attended work readiness courses or programs		228	486	894	418	239	755
Employment	2 Participated in work experience		26	80	351	85	31	418
Employment	3 Participated in career exposure		122	229	821	273	68	755
Employment	4 Connected with employment services providers		27	115	674	22	16	69
Employment	5 Obtained some form of paid employment		28	121	87	132	44	91
Education	6 Maintain participation in education		185	563	950	135	204	161
Education	7 Re-engage in education		18	142	378	47	21	35
Vocational opportunities	8 Participated in accredited training		30	232	249	141	56	110
Vocational opportunities	9 Engaged in activity that clarified vocational pathways		57	310	970	60	248	755
Vocational opportunities	10 Completed accredited vocational training		16	105	211	48	28	-
Sports	11 Engaged in sports taster sessions, local competitions and events		330	353	1203	152	190	396
Sports	12 Engaged in formal sports club/association		278	46	566	280	9	68
Sports	13 Engaged in leadership programs		N/A	526	778	162	48	29
Sports	14 Engaged in social / cultural and recreational activities		N/A	407	1089	183	37	2
	Total client number		**1,055**	**985**	**1,210**	**770**	**494**	**755**

Appendix D – Evaluation instruments

Client Survey

All statements in this document in red and italics are for document design purposes only and used to explain the skip logic for the survey developer and those who read this document. The participants do not see this information. Highlighted items are where the program-specific titles will be placed.

The survey and all questions will be the same for all providers. The relevant programs (as identified and highlighted in yellow) will vary for each provider. The appropriate program names will be put in place of the highlighted item. All providers agreed that the best recognition for the clients would be to the program names. To ensure proper recognition of the program, it was decided to create individual surveys, rather than incorporate skip logic to accommodate all six providers.

The online survey is being developed based on WCAG 2.0 guidelines and will be fully compliant. The use of the term, 'I didn't do this', was considered by the providers to be a more readily understood statement as opposed to 'Not applicable', or 'This doesn't apply to me.'

Plain language statement

You have been invited to fill out a short (15 minute) survey about your experiences with [RELEVANT PROVIDER PROGRAM]. This survey is part of an independent evaluation which is being completed by Synergistiq Pty Ltd.

Purpose of the evaluation

The purpose of the evaluation of [RELEVANT PROVIDER PROGRAM] is to determine how people have found the service, if they found it helped them to settle into life in Australia, find a job, complete study or education and make community connections.

How the information will be used

The information we collect through this survey will be private and will not include your name, or any information that may make people believe this is you. We are collecting surveys from people across Australia and all the information will be put together in a report for the Department of Social Services with no means of identifying you.

Do I have to participate in this project?

This survey is voluntary. You do not have to complete the survey if you do not want to and it won't matter if you don't complete it.

Possible benefits

There are no direct benefits for you for doing this survey. The information may benefit others through new funding or programs being made available for people like yourself.

Possible risks

There is no risk of harm or injury, either mental or physical to you.

If you feel uncomfortable at any point you can stop and leave the survey or skip a question at any time. If you feel discomfort and you want to speak with someone please see the Lifeline details below.

The information you give us will be kept private and will not have your name or anything that would make people think it is you.

Please click the link to begin the survey. As you complete each page, click the **NEXT** button to go to the next question. When you are finished, the survey will let you know that you are done. Closing the browser or turning off your phone or tablet will close the survey.

For any further information concerning this project

For questions about the evaluation: Dr Spero Tsindos (Specialist Consultant/Project Manager at Synergistiq) on 03 9069 5598 or at spero.tsindos@synergistiq.com

If you are experiencing any distress or discomfort, and would like to speak to somebody about how you are feeling, please contact: Lifeline Support Services at: 13 11 14

For complaints: If you have any complaints about any aspect of the project, the way it is being conducted or any questions about being an evaluation participant in general, then you may contact the Bellberry Ethics Operations Manager, Trina O'Donnell on 08 8361 3222 or at trinaodonnell@bellberry.com.au

You may like to ask a family member or friend to help you understand the survey questions, if your English is not very good.

If you agree to fill out the survey, please tick the '**YES**' box. Clicking **'NO'** will close the survey.

Do you agree to do the survey?

- YES
- NO (expulsion logic, to end of survey)

Questions

Demographic:

How old are you?

- Under 15 (expulsion logic to end of survey due to age restriction of clients)
- 15-17
- 18-19
- 20-24
- 25 and over

What is your gender?

- Male
- Female
- Other/Prefer not to say

How many years have you been in Australia?

- Options 0-10

Have you completed or attended English language classes?

- Yes
- No
- Still attending

Thinking about your English language skills, how well can you communicate in English?

- Very well
- Well
- Not well

What is your nationality? (To be listed in alphabetical order)

- Somali
- Afghan
- Chaldean
- Vietnamese
- Burmese
- Iraqi
- Hazara
- Syrian
- Iranian
- Assyrian
- Other, please write it in the box below

Piping logic will be attached to each relevant question to direct respondents to the relevant focus area

Which provider did you visit for YTS services? If you attended more than one YTS provider, please choose the provider you attended the most.

Selection by radio button

- Community Migrant Resource Centre Inc
- Lebanese Muslim Association
- Access Community Services Limited
- MDA Limited
- Brotherhood of St Laurence
- Foundation House

What site did you visit for YTS services?

Apply piping logic

What courses/programs did you participate in?

Apply piping logic

In what year or years did you receive [program] services?

- 2016
- 2017
- 2018
- I am still receiving YTS services.

In what year did you start using [program]?

- 2016
- 2017
- 2018

In what year did you stop using [program]?

- 2016
- 2017
- 2018
- 2019 / Still using [program].

Employment

Short-term outcomes

How much do you agree with these statements? If you did not complete this part of the program, just click or tick, 'I didn't do this'. Because of the [program]:

Radio buttons or tick boxes for hard-copy

- I have been given information about how to get a job
- I better understand what I need to do to get a job
- I am more confident about getting a job
- I am more likely to find a job
- I am more motivated to find a job
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
    - I didn't do this

Please provide an example about how [program] gave you knowledge or confidence to help you find work/employment

- Open-ended response

Have you done work experience through or because of [program]?

Radio buttons or tick boxes for hard-copy

- Yes
- No (skip next)

What work experience did you do?

- Open-ended response

How much do you agree with these statements? If you did not complete this part of the program, just click or tick, 'I didn't do this'. Because of the [program]:

Radio buttons or tick boxes for hard-copy

- I am more ready to be interviewed for a job
- I am more confident about being interviewed for a job
- I better understand the things I should say to show that I can do the job
- I better understand what is expected of me if I was to get a job
- I better understand what I should expect from an employer (for example: fair working conditions, number of hours I should work, the amount of pay I should get)
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
    - I didn't do this

Medium-term outcomes

Because of YTS services, I have found a paid job.

Radio buttons or tick boxes for hard-copy

- Yes
- No
- Not sure

Apply piping logic

If yes, what are you working as?

Open-ended response

- How many hours a week do you normally work?
- Open ended response

If no, I am:

Looking for a job

Not looking for a job

Apply piping logic

I am looking for a job, but I am finding it hard because:

- My English isn't good enough
- I don't have enough experience
- I am studying
- There were no jobs
- Transport was hard to find
- Discrimination
- Health issues
- Caring responsibilities
- Other, please explain *(Open-ended response)*

I'm not looking for a job because:

- I am studying
- There are no jobs
- Discrimination
- Health issues
- Caring responsibilities
- Other, please explain *(Open-ended response)*

I feel that employers are more interested in me as a result of participating in (program)

- Yes
- No
- Not sure
- I didn't do this

Education courses and programs (such as school or university)

Vocational training, such as TAFE courses, is covered later in the survey.

Short-term outcomes

How much do you agree with these statements? If you did not complete this part of the program, just click or tick, 'I didn't do this'. Because of the [program]:

Radio buttons to allow a single selection or tick boxes for hard-copy

- I better understand how to enrol in an education course
- I know where to go or who to talk to, to enrol in an education course
- I have been able to find education courses that I am eligible for
- I better understand where I can get financial support to go to school or university
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
    - I didn't do this

How much do you agree with this statement? If you did not complete this part of the program, just click or tick, 'I didn't do this'. Because of the [program]:

Radio buttons to allow a single selection or tick boxes for hard-copy

- I understand different education programs more
    - o Strongly disagree
    - o Disagree
    - o Neither agree nor disagree
    - o Agree
    - o Strongly agree
    - o I didn't do this

Have you enrolled in an education course because of [program]?

Radio buttons to allow a single selection or tick boxes for hard-copy

- Yes
- No
- I'm not sure
- I didn't do this
    - If yes, what course have you enrolled in?
    - Open-ended response

What is the highest level of education you would like to complete in Australia?

- Open-ended response

Please provide an example about how [program] helped you to access education.

- Open-ended response

Medium-term outcomes

How much do you agree with these statements? If you did not complete this part of the program, just click or tick, 'I didn't do this'. Because of the [program]:

Radio buttons to allow a single selection or tick boxes for hard-copy

- I can access education that is suitable for me
- I can access education options that are in line with my interests and skills
- I can access education that is part of an education pathway
    - o Strongly disagree
    - o Disagree
    - o Neither agree nor disagree
    - o Agree
    - o Strongly agree
    - o I didn't do this

Because of [program], are you studying towards a senior secondary certificate?

Radio buttons to allow a single selection or tick boxes for hard-copy

- Yes
- No
- I'm not sure
- I didn't do this

Because of [program], have you received a senior secondary certificate?

Radio buttons to allow a single selection or tick boxes for hard-copy

- Yes
- No
- I'm not sure
- I didn't do this

If you have completed your senior secondary certificate, are you studying for a higher education degree or diploma because of [program]?

Radio buttons to allow a single selection or tick boxes for hard-copy

- Yes
- No
- I'm not sure
- I didn't do this

If yes, what are you enrolled in?

Open-ended response

Have you completed a higher education degree or diploma because of [program]?

Radio buttons to allow a single selection or tick boxes for hard-copy

- Yes
- No
- I'm not sure
- I didn't do this

Vocational training, such as TAFE courses

If you did not complete this part of the program, just click or tick, 'I didn't do this'.

Short-term outcomes

How much do you agree with these statements?

Because of the [program]:

Radio buttons or tick boxes for hard-copy

- I better understand what vocational training is
- I know where to access vocational training
- I better understand how vocational training can lead to getting a job
- I feel confident to undertake vocational training
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
    - I didn't do this

Please provide an example about how the vocational training you are doing because of [program] could lead to finding a job?

- Open-ended response

Have you met with an employer because of [program]?

Radio buttons to allow a single selection or tick boxes for hard-copy

- Yes
- No
- I'm not sure
- I didn't do this

Medium-term outcomes (final data collection round only)

Are you currently in a certificate (training) course because of [program]?

Radio buttons to allow a single selection or tick boxes for hard-copy

- Yes
- No
- I'm not sure
- I didn't do this

If yes, what course are you doing?

Open-ended response

Did you finish a certificate (training) because of [program]?

Radio buttons to allow a single selection or tick boxes for hard-copy

- Yes
- No
- I'm not sure
- I didn't do this
- If yes, what course/courses did you do?
- Open-ended response.

Sports and social connections

Short-term outcomes

How much do you agree with these statements? If you did not complete this part of the program, just click or tick, 'I didn't do this'. [Program] has given me more confidence to:

Radio buttons to allow a single selection or tick boxes for hard-copy

- Get along well with new people that I have just met
- Participate in activities as part of a team
- Work well with others
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree
    - I didn't do this

Have any of the following occurred because of [program]. Please select as many that apply.

Tick boxes to allow multiple responses

- I helped someone or others to join in activities
- I gave others confidence about joining in activities
- I encouraged others to be respectful of one another
- I helped others be friends with new people they had just met
- I organised an activity, so others could join in
- Most of my friends in Australia are:
- from the same ethnic or religious background as me
- from different ethnic or religious backgrounds as me
- A mixture
- I haven't really made friends in Australia yet
- Through participation in [program] I joined in other programs offered by the [provider].

Radio buttons to allow a single selection or tick boxes for hard-copy

- Yes
- No
- I'm not sure
- I didn't do this

Medium-term outcomes

Have any of the following occurred as a result of [program]. Please select as many that apply.

Tick boxes to allow for multiple responses

- I made friends
- I spent time outside the program with people I met through the program
- I spent time with people I met outside the program
- I joined a club or a community organisation

How much do you agree with these statements? Because of the [program]:

Radio buttons to allow a single selection or tick boxes for hard-copy

- My physical health is better
- I feel better about myself
- I feel more positive about the future
    - o Strongly disagree
    - o Disagree
    - o Neither agree nor disagree
    - o Agree
    - o Strongly agree

How much do you agree with these statements?

Radio buttons to allow a single selection or tick boxes for hard-copy

- I have been made to feel welcome to join in the [program]
- I have been supported to join in the [program]
    - o Strongly disagree
    - o Disagree
    - o Neither agree nor disagree
    - o Agree
    - o Strongly agree

How much do you agree with these statements? Because of the [program]:

Radio buttons to allow a single selection or tick boxes for hard-copy

- I feel that I belong in the community
- I feel welcome in the community
- I feel my cultural background is accepted in the community
- I feel I can join in community events
    - o Strongly disagree
    - o Disagree
    - o Neither agree nor disagree
    - o Agree
    - o Strongly agree

Last questions

- What part of [program] helped you the most?
- Open-ended response
- Was any part of [program] difficult for you to do?
- Open-ended response

Text message for participants

Hi,

Synergistiq, an independent company has been asked to conduct a survey on how people feel about their experience in education employment and sports that we have been providing for immigrants. We ask that you click on the link with this text message to take the survey. It will only take about 10 minutes and will help in making our service better. You don't have to do this, it is purely voluntary. If you want to ask any questions about the survey, Synergistiq can help. Just call 03 9069 5598 and ask for Spero. He can answer any questions you might have.

Parent plain language statement and consent form

Plain language statement and Consent Form

Evaluation of Youth Transition Support (YTS) services

Hello,

Your child has been invited to fill out a short (15 minute) survey about their experiences with the Youth Transitions Support (YTS) services. The survey is for an independent evaluation which is being completed by Synergistiq Pty Ltd on behalf of the Department of Social Services.

Purpose of the project

The purpose of the evaluation of YTS is determine how people have found the YTS services, if they found it helped them to settle into life in Australia, find a job, complete study or education and make community connections.

How the information will be used

The information we collect through this survey will be private and will not include your name, your child's name or any information that may make people this is you. We are collecting surveys from people across Australia and all the information will be put together in a report for the Department of Social Services with no means of identifying you or your child.

Does my child have to participate in this project?

This survey is voluntary. Your child does not have to complete it if they do not want or you do not want them to. There is no problem if the survey is not completed. This will not change the services your child receives. If your child begins the survey and doesn't finish it, the answers he/she has given will be included but will not identify you or your child. Your child can only do the survey once. If he/she decides to leave the survey and come back later to finish it, they will be unable to do that. When your child clicks the "Submit" button in the survey, or closes the browser or the phone or tablet, the survey information is recorded.

Possible benefits

There are no direct benefits for you or your child for doing this survey. The information may benefit others through new funding or programs being made available for people like yourself or your child.

Possible risks

There is no risk of harm doing the survey to you or your child.

If your child feels uncomfortable at any point **they can stop and leave** the survey or **skip a question** at any time. If you or your child feel discomfort and you want to speak with someone please see the **Lifeline** details below**.**

For any further information concerning this project
For questions about the YTS evaluation: Dr Spero Tsindos (Specialist Consultant/Project Manager at Synergistiq) on 03 9069 5598 or at spero.tsindos@synergistiq.com
If you are experiencing any distress or discomfort, and would like to speak to somebody about how you are feeling, please contact: Lifeline Support Services at: 13 11 14
For complaints: If you have any complaints about any aspect of the project, the way it is being conducted or any questions about being an evaluation participant in general, then you may contact the Bellberry Ethics Operations Manager, Trina O'Donnell on 08 8361 3222 or at trinaodonnell@bellberry.com.au

Parental Consent Form – YTS Participant Survey

I have read and understood the Participant Information Sheet about the **YTS evaluation**.

I give my consent and agree that:

- I understand that my child's participation is voluntary. They do not have to complete the survey if they or I do not want to. They can choose to stop at any time. If they choose not to take part or choose to stop part way through, they will not be penalised or disadvantaged in any way.
- I understand that any information provided in the survey will be anonymous and kept private. People will not be able to tell which comments are from my child.
- I understand that the information that I provide in this consent form will be kept confidential and will only be used for communicating with me about my child's participation in the study.
- I acknowledge that the phone number below is that of my child and that the survey link will be sent to this number
- I am 18 years of age or over and the parent/guardian of the child I am signing this form on behalf of.

By writing my name below I agree for my child to complete the survey as part of the YTS evaluation.

Name: _____

Signature: _____

Date: _____

Child's Phone Number: _____

Appendix E Additional Information on Individual Providers

This appendix contains additional information on specific providers, including information on their location, program offerings and specific results from the client survey.

Access Community Services (ACS)

Background information

Access Community Services Limited (ACS) is a community-based, not-for-profit organisation committed to community development and capacity building, providing multicultural services in Queensland, with a focus on Logan City, Ipswich City and the Gold Coast. They have over 30 years of experience delivering settlement services, employment, training, youth support services, housing and social enterprise opportunities for migrants and refugees, as well as Australian-born cohorts. ACS delivers YTS services in the Logan LGA.

While ACS has been working in settlement services and advocating for youth for a number of years, the YTS increased their capacity to support young people specifically with education and employment needs. They felt that this filled a service gap that had been present in their area for an extended period of time.

ACS report that their YTS service delivery model has been built around individual one-to-one support. Clients receive individual case management support which can then guide them into a range of programs of activities which have been identified as relevant and of interest to them. Their model includes outreach workers located in schools and TAFEs, homework and job clubs, career counselling and a range of social integration activities, such as sporting events and leagues. They report that they have attempted to remain fluid and responsive as a service, dropping or expanding programs to continue to meet the needs of their clients.

### *Summary of client survey responses*

A total of 102 clients from ACS responded to the survey, making up 11.4 per cent of all responses, 6.5 per cent of all ACS clients, and giving a 9.0 per cent margin of error. Figure 25 shows that more males than females responded to the survey (99 compared to 86). Figure 26 shows that most of them have been in Australia for three to five years.

Figure 25: Reported gender of ACS survey respondents
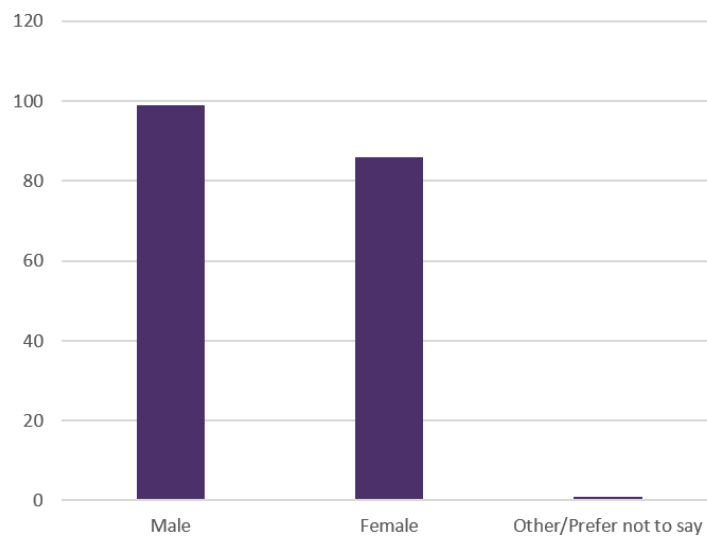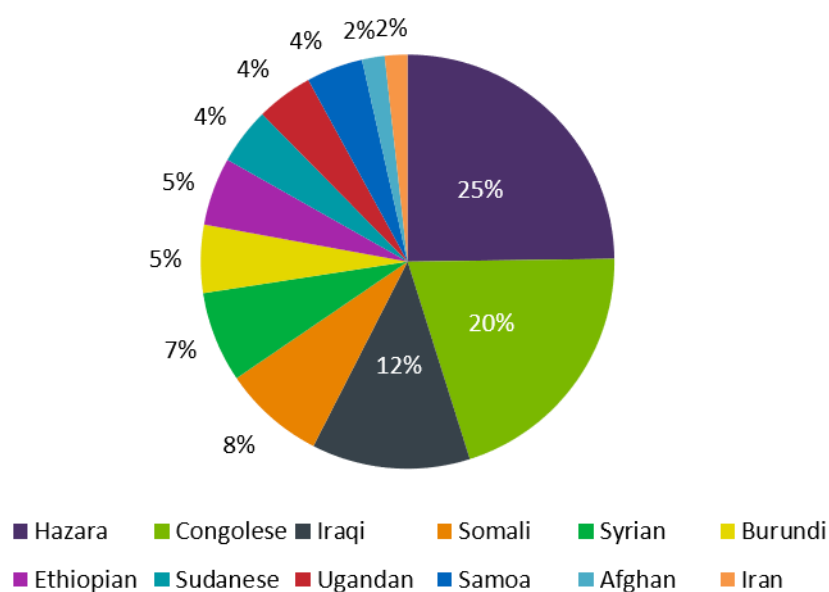

(Source: Client Survey)

Figure 26: Reported years in Australia by ACS survey respondents
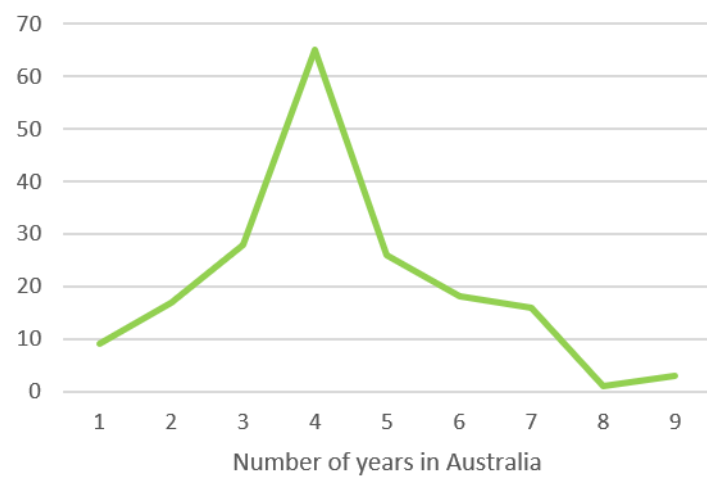
(Source: Client Survey)

The largest nationality was that of Hazara (25 per cent), followed by Congolese (20 per cent) and Iraqi (12 per cent), as shown in Figure 27.
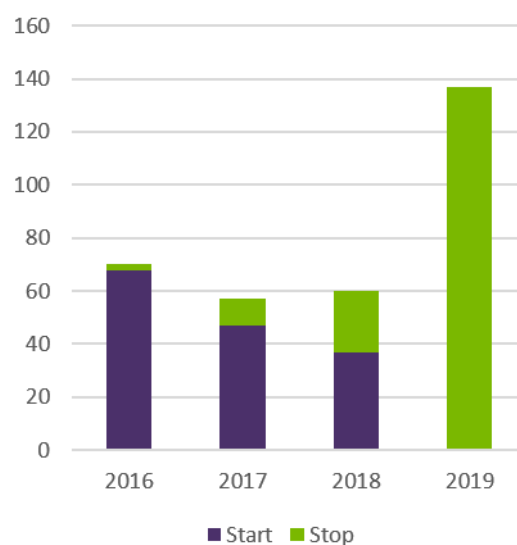
Figure 27: Reported nationality of ACS survey respondents

(Source: Client Survey)

As shown in Figure 28, most respondents started the service in 2016 and stopped in 2019.

Figure 28: Start and finish years for ACS survey respondents

(Source: Client Survey)

Regarding English language skills, 53 per cent stated they had taken English classes and 21 per cent stated they are currently attending English classes. This is shown in Figure 29. Thirty-two per cent of respondents claim they speak English very well, with a further 58 per cent claiming they speak English well, as show in Figure 30.

Figure 29: ACS Survey respondents' engagement with English classes
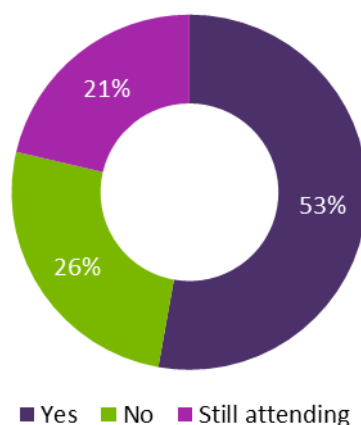
Source: Client Survey

Figure 30: BSL survey respondents' self-reported English language communication competence
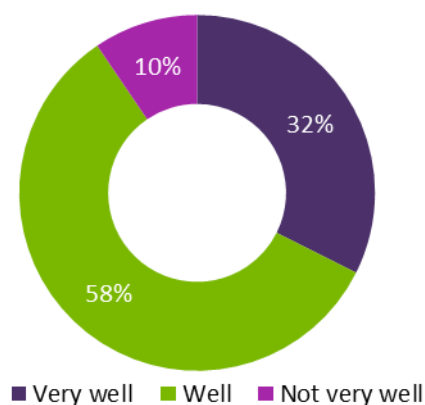
Source: Client Survey

In the participant survey, respondents were asked what activities they participated in with ACS. Respondents could select all which applied to them. This information is presented below in Table 35.

Table 35. Services provided by Access Community Services to clients.

Activity/Program	Survey respondents who participated in this activity
Career counselling	30
Casework	70
Job Club	51
Multicultural Sports Club (MSC)	69
Multicultural Youth Queensland (MYQ)	49
MyZone	16
What's Next	51

(Source: Client Survey)

Brotherhood of St Laurence (BSL)

Background information

The Brotherhood of St Laurence (BSL) is a community-based organisation in Melbourne that works to prevent and alleviate poverty across Australia. It seeks to achieve this through advocating and providing a national voice on poverty and disadvantage, undertaking research to inform policy and program development and working in partnership with communities to deliver programs that improve the individual's capacities, resources and opportunities.

BSL has a long history and a wide range of programs and services across Australia that engage with migrants, refugees and asylum seekers, including working in a consortium to deliver the basic household goods package through the Humanitarian Settlement Program. BSL delivers YTS services in the City of Hume, in Melbourne's North-West.

Through the YTS, BSL's service delivery model has included capacity development elements for its partners and sub-contracts. They have viewed this as a responsibility of their organisation and the unique position they occupy so have worked to provide partners with access to resources and staff training to enable them to embed the YTS service delivery model and the approach BSL takes to working with young people more generally.

BSL run various activities across a number of sites, as shown in Table 36 below.

Table 36. Services provided by Brotherhood of St Laurence to clients.

| Site	Activity/Program
Banksia Gardens - Broadmeadows	One-on-one coaching
	Group Activities
	Jobs Club
Hume City Council- Broadmeadows	Employment skills
CMY - Broadmeadows	Sports
	Excursions
BSL - Broadmeadows	One-on-one coaching
	English language skills
	Group Activities
Arabic Welfare - Dallas	One-on-one coaching
	Camps
	Group Activities
	English language skills
Spectrum - Dallas	One-on-one coaching
	Group Activities

(Source: BSL Reports)

Summary of client survey results

A total of 218 clients from BSL responded to the survey, making up 24.3 per cent of all responses, 27.1 per cent of all BSL clients, and giving a 5 per cent margin of error.

Figure 31 shows that more females than males responded to the survey (103 compared to 48).
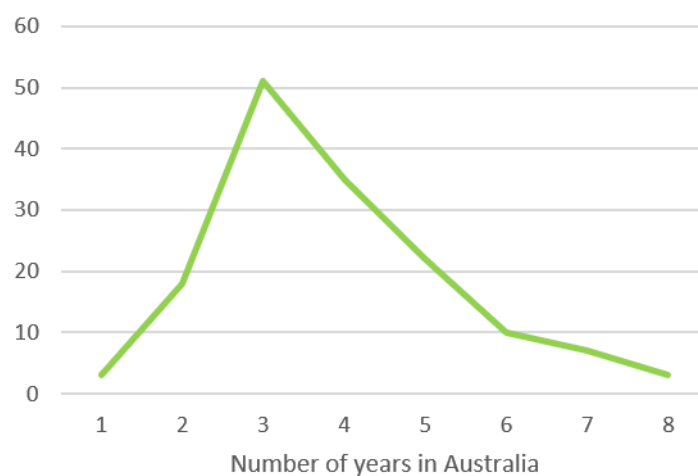
Figure 31: Reported gender of BSL survey respondents
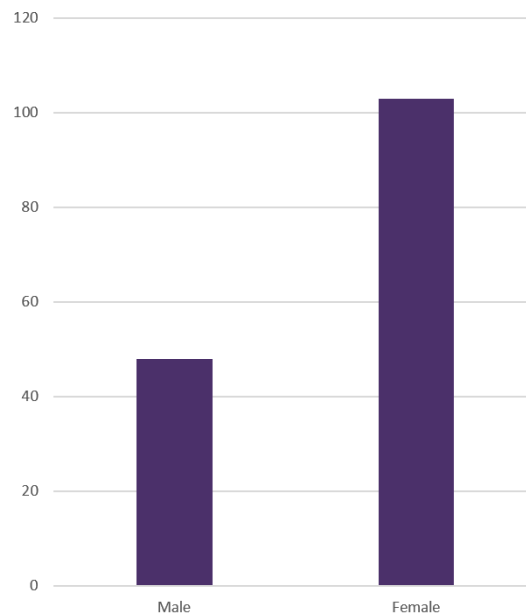
(Source: Client Survey)

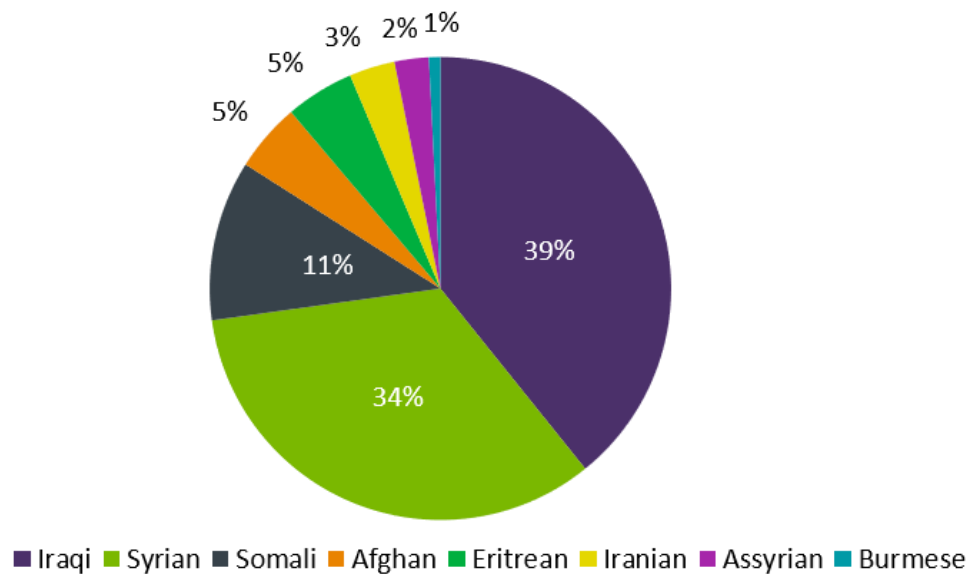Most of the BSL survey respondents have been in Australia for 3 to 5 years, as shown in Figure 32.

Figure 32: Reported years in Australia by BSL survey respondents

(Source: Client Survey)

The largest nationality was Iraqi (39 per cent), followed by Syrian (34 per cent) and Somali (11 per cent). This is shown in Figure 33.

Figure 33: Reported nationality of BSL survey respondents

(Source: Client Survey)

The majority of respondents started the service in 2018 and are still participating in 2019. This is represented in Figure 34.
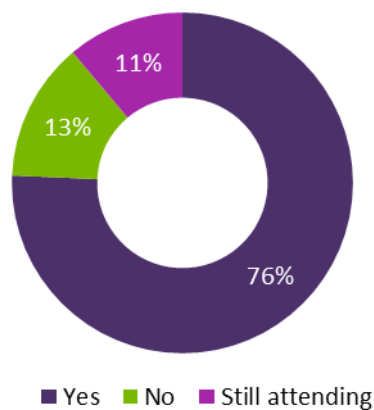
Figure 34: Start and finish years for BSL survey respondents
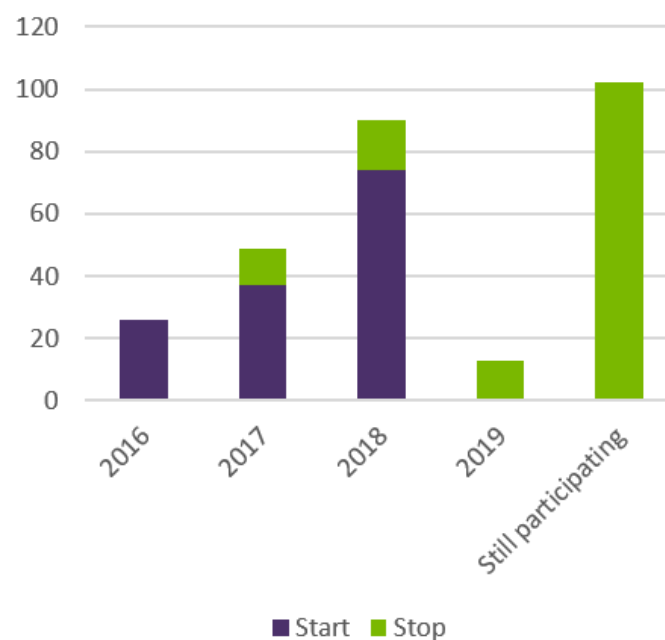
(Source: Client Survey)

Regarding English language skills, 76 per cent stated they had taken English classes and 11 per cent stated they are currently attending English classes, as shown in Figure 35.

Figure 35: BSL survey respondents' engagement with English language classes

Yes — 76%
No — 13%
Still attending — 11%

(Source: Client Survey)

Thirty per cent of respondents claim they speak English very well, with a further 62 per cent who claim they speak English well. This is shown in Figure 36.

Figure 36: BLS respondents' self-reported English language communication competence

Very well — 30%
Well — 62%
Not very well — 8%
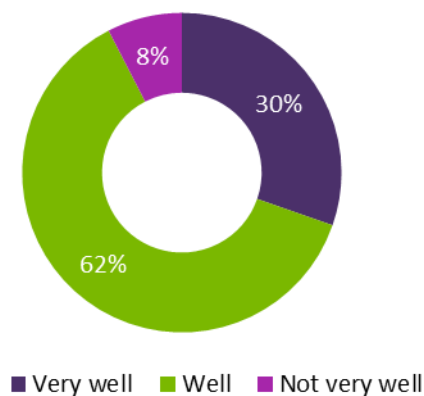
(Source: Client Survey)

Table 37 shows the number of survey respondents who said they participated in the various activities of programs under the YTS.

Table 37. Responses to participation in activities provided by Brotherhood of St Laurence.

Program	Survey respondents who participated in this activity
Camps	35
Employment skills	67
Excursions	37
Group Activities	65
Jobs Club	57
One-on-one coaching	48
Sports	39

(Source: Client Survey)

Community Migrant Resource Centre (CMRC)

Background information

The Community Migrant Resource Centre (CMRC) is a not-for-profit community-based organisation in NSW that works to promote a just, equal and inclusive society where individuals are valued, contributing and self-sufficient members of Australian society. It seeks to achieve this through coordinating the development and provision of a range of services for newly arrived migrants, refugees and humanitarian entrants, including refugee settlement and migrant support services, asylum seeker assistance, family and child protection services, specialist youth support, employment services such as the Business Connect Multicultural Advisor service and emergency support.

CMRC delivers YTS services in two Sydney LGAs: Auburn and Blacktown. When developing their YTS service delivery model, CMRC employed practices of co-designing and high levels of collaboration with young people. They have strong partnerships with two migrant resource centres in Sydney who support the delivery of the YTS.

CMRC report that in order to ensure their programs and activities are most relevant to young people they adapted their staffing model: reducing the number of fulltime staff and increasing part time staff and staff who are employed as sub-contracts. These sub-contractors are young people, many of whom are previous YTS clients. They highlight the importance of the responsiveness of their service delivery model to ensure it meets the needs of their cohort.

CMRC run various activities across a number of sites, as shown in Table 38.

Table 38. Services provided by CMRC to clients and through secondary service providers.

Site	Activity/Program
Community Migrant Resource Centre	Mentoring
	Coaching
	Tutoring
	Pre-employment / resume skills building
	Education support
	Scholarship support program
	Family support
Auburn Diversity Services Inc	Mentoring
	Coaching
	Tutoring
	Pre-employment / resume skills building
	Education support
	Scholarship support program
	Family support
Sydwest Multicultural Services	Mentoring
	Coaching
	Tutoring
	Pre-employment / resume skills building
	Education support
	Scholarship support program
	Family support

(Source: CMRC Report)

Summary of client survey results

A total of 50 clients from CMRC responded to the survey, making up 5.6 per cent of all responses, 2.1 per cent of all CMRC clients, and giving a 10 per cent margin of error.

Figure 37 shows that many more females than males responded to the survey (98 compared to 57).

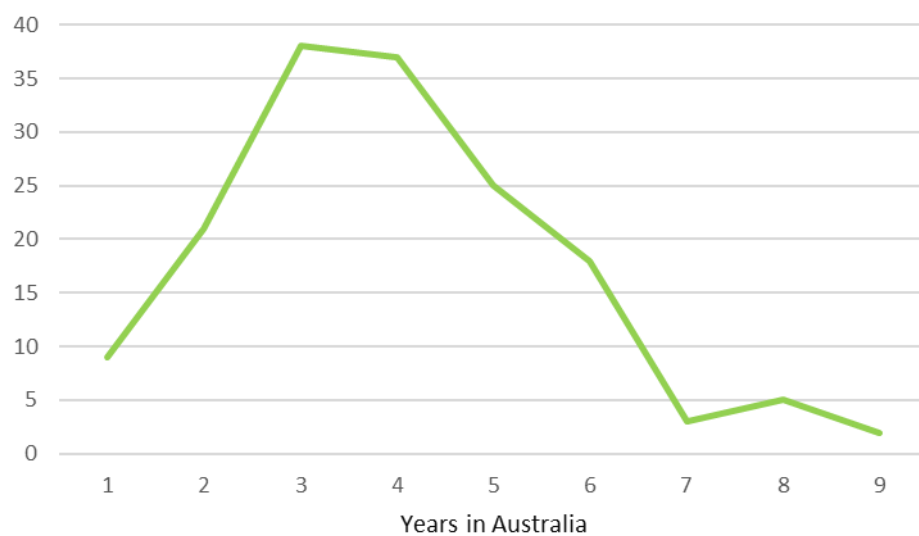**Figure 37. Reported gender of CMRC survey respondents**
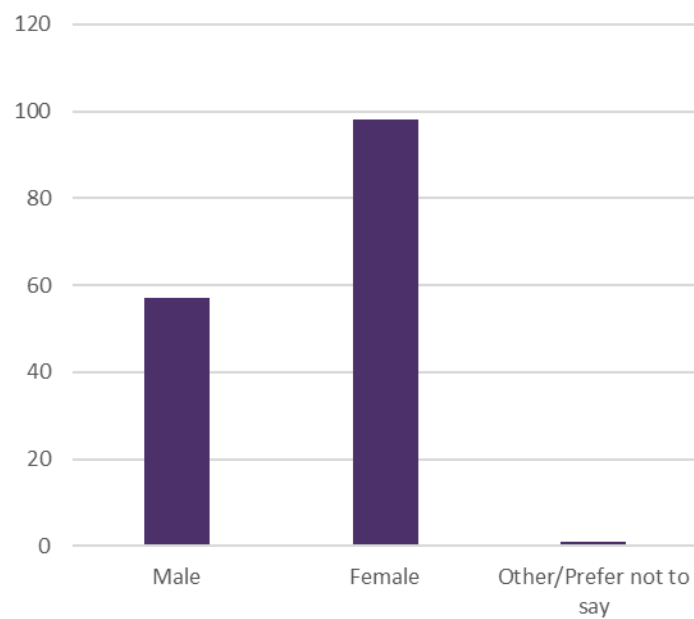
(Source: Client Survey)

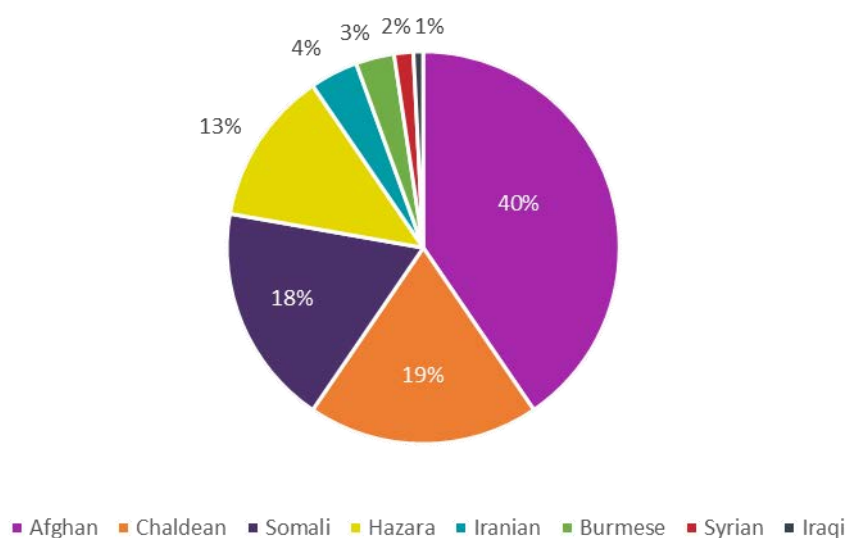Figure 38 shows that most respondents have been in Australia for 3 to 5 years.

Figure 38. Reported years in Australia by CMRC survey respondents

(Source: Client Survey)

The largest nationality group was Afghani (40 per cent), followed by Chaldean (19 per cent) and Somali (18 per cent), shown in Figure 39.
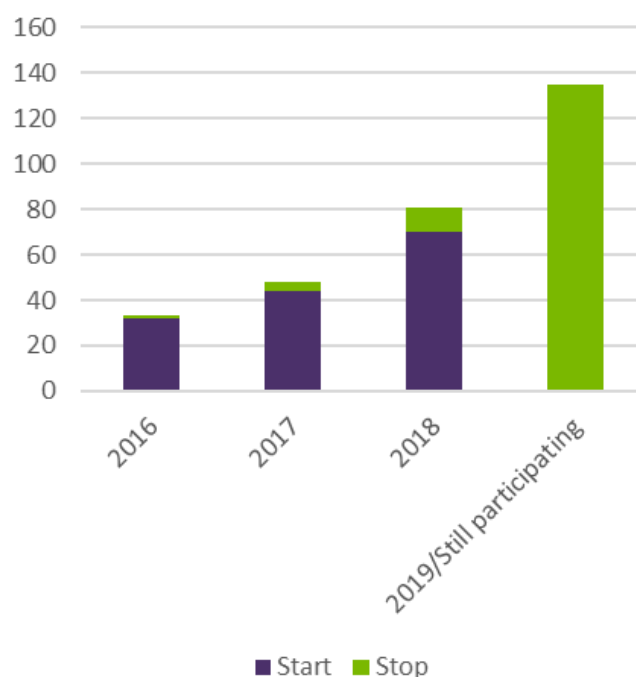
Figure 39. Reported nationality of CMRC survey respondents

(Source: Client Survey)

Figure 40 shows that most respondents started the service in 2018 and are still participating in 2019.
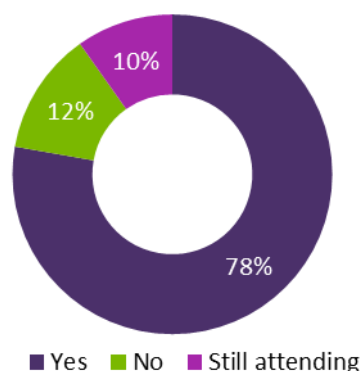
Figure 40. Start and finish years for CMRC survey respondents

(Source: Client Survey)

Regarding English language skills, 78 per cent stated they had taken English classes and 10 per cent stated they are currently attending English classes, shown in Figure 41.

Figure 41: CMRC survey respondents' engagement with English language classes

Yes ■ No ■ Still attending

(Source: Client Survey)

Thirty per cent of respondents claim they speak English very well, with a further 59 per cent claiming they speak English well, shown in Figure 42.

Figure 42. CMRC survey respondents' self-reported English language communication competence

■ Very well ■ Well ■ Not very well
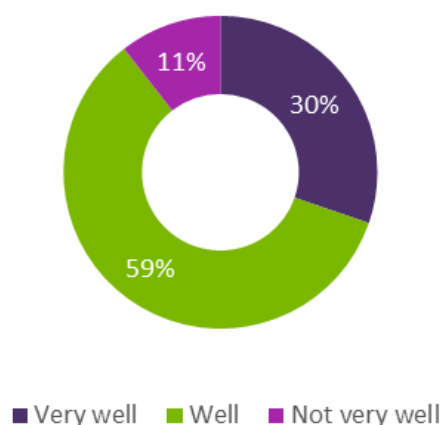
(Source: Client Survey)

Activities provided by CMRC are shown in Table 39.

Table 39. Response to question regarding provider activities.

Activities (CMRC)	Survey respondents who participated in this activity
Coaching	29
Education support	94
Family Support	33
Mentoring	53
Pre-employment / resume skills building	100
Scholarship support program	30
Tutoring	48

(Source: Client Survey)

Victorian Foundation for Survivors of Torture (FH)

Background information

The Victorian Foundation for Survivors of Torture Inc., or Foundation House (FH), provides services across Victoria to people of refugee backgrounds who have experienced torture or other traumatic events in their country of origin or while fleeing their country of origin. It also provides professional education to service providers and policy advice to government on matters relating to people of refugee backgrounds. Although FH has extensive experience working within the settlement sector and with migrant and refugee cohorts, the YTS is the first time that FH have delivered programs funded through Settlement Services grants and their entire program is funded through the YTS.

Originally awarded the delivery of YTS services in the cities of Casey and Greater Dandenong in Victoria, FH negotiated a funding agreement variation to expand YTS service delivery to other LGAs in metropolitan Melbourne: Brimbank, Casey, Darebin, Greater Dandenong, Hume, Maribyrnong, Maroondah, Melbourne, Melton, Whitehorse and Wyndham.

FH has established partnerships with a number of AMEP providers, other community organisations and businesses (both small business and large Australian companies and multinationals). In the delivery of the YTS activities, they report that they have also provided training and support to a range of organisations, businesses and jobactive providers to support them to develop their capacity and capability to work with young refugees and employ a trauma-informed approach.

The name of the program that FH delivers under YTS is a holistic program called Ucan2. This program encompasses elements of each of the four pillars and operates under two models, a 16-week program and a 10 week program. It is based on a community volunteering and engagement model and many past participants are engaged as mentors of facilitators for intakes after they have completed the program. There is also a significant corporate volunteering component which reportedly provides benefits to young people in terms of social connection, English language communication, job preparedness and direct employment outcomes, and provides benefits to associated businesses in supporting them to meet their corporate social responsibility targets.

Summary of client survey results

A total of 222 clients from FH responded to the survey, making up 24.7 per cent of all responses, 13 per cent of all FH clients, and giving a 6 per cent margin of error.

Figure 43 shows that many more females than males responded to the survey (211 compared to 95), while Figure 44 and that most of them have been in Australia for 1 to 3 years.

Figure 43. Reported gender of FH survey respondents
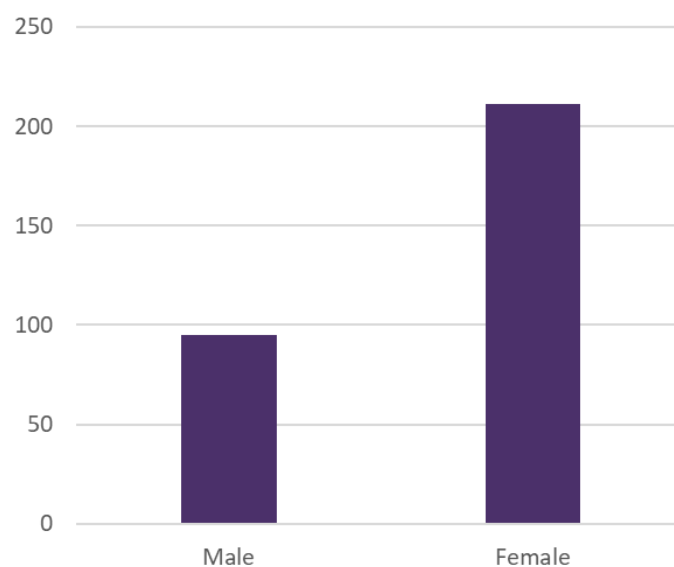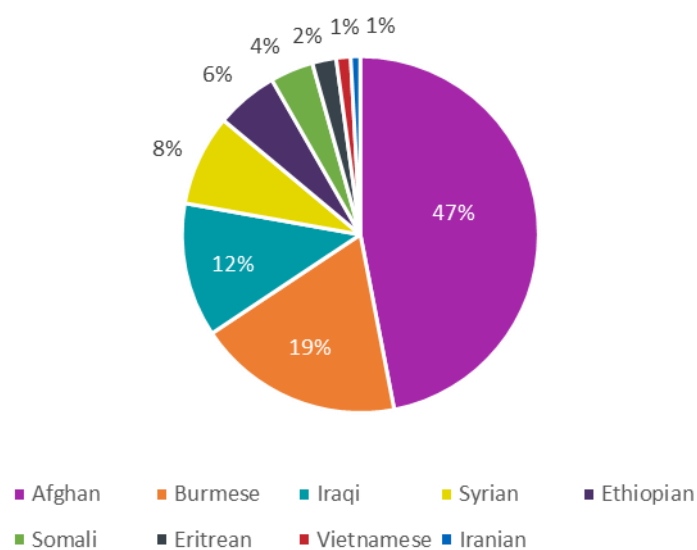

(Source: Client Survey)

Figure 44. Reported years in Australia by FH survey respondents

(Source: Client Survey)

The largest nationality group was Afghani (47 per cent), followed by Burmese (19 per cent) and Iraqi (12 per cent), shown in Figure 45.
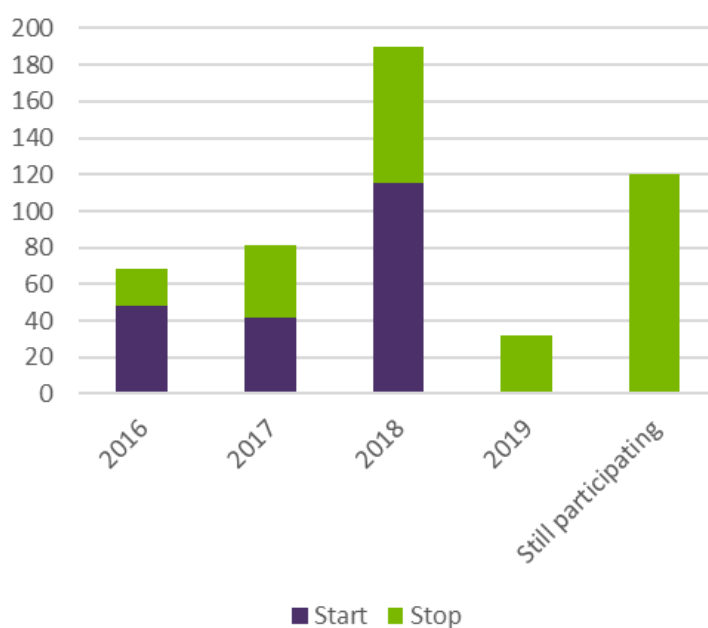
Figure 45. Reported nationality of FH survey respondents

(Source: Client Survey)

Figure 46 shows that most respondents started the service in 2018 and are still participating in 2019.
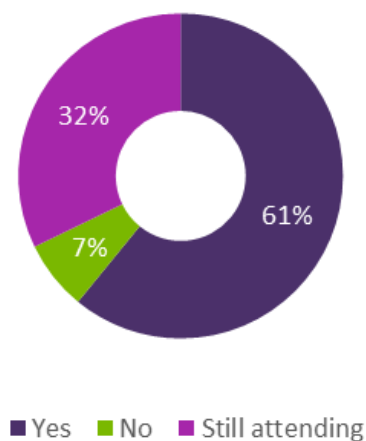
Figure 46. Start and finish years for FH survey respondents

(Source: Client Survey)

Regarding English language skills, 61 per cent stated they had taken English classes and 32 per cent stated they are currently attending English classes, shown in Figure 47.

Figure 47. FH survey respondents' engagement in English language classes

■ Yes ■ No ■ Still attending

(Source: Client Survey)

Finally, 11 per cent of respondents claim they speak English very well, with a further 71 per cent who claim they speak English well, shown in Figure 48.

Figure 48. FH survey respondents' self-reported English language communication competence

■ Very well ■ Well ■ Not very well
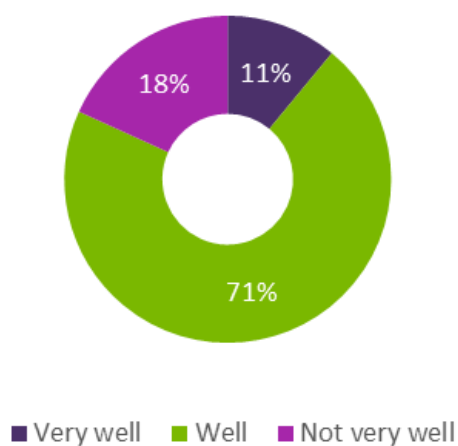
(Source: Client Survey)

Lebanese Muslim Association (LMA)

Background information

The Lebanese Muslim Association (LMA) is a NSW based association that works to create an Australian Muslim community that has a positive and sustainable contribution globally. It aims to achieve this through supporting new initiatives that advocate for social harmony in a multicultural environment and raise awareness about Islam. Currently the LMA works with government agencies, not-for-profit organisations and corporate partners to provide community services.

The YTS is the first time that LMA have delivered programs funded through Settlement Services. They deliver YTS services in the LGAs of Fairfield, Canterbury, Bankstown and Liverpool.

Through the YTS contract, the LMA has significantly increased its footprint in Western Sydney and opened a number of offices, mostly co-habiting with other relevant partners and service providers, to ensure they are highly accessible to clients across the communities in which they work.

In their delivery of the YTS, the LMA develop a specific youth-friendly brand under which a number of programs and sub-brands fall.

LMA have focused on establishing many effective and valuable partnerships with a range of stakeholders, including minority communities and small businesses for whom mainstream services might not always be effective. They have also focused on adopting highly personalised approaches to working with young people which leads to many referrals through word-of-mouth.

The LMA has also developed a strong presence on social media and receive many of their referrals through social media engagement.

The LMA run various activities across a number of sites, as shown in Table 40 below.

Table 40. Services provided by the Lebanese Muslim Association to clients through secondary providers.

Site	Activity/Program
Auburn Girls High School	Universal Cooks
Auburn Library, Civic Place	Study Support
Bankstown Senior College	Support Work/referrals
	Creating Chances
	Off the Hook
	Registration Day BSC 2018
	Wellness Expo
Berry Sport and Recreation Centre	Creating Chances
Bonnyrigg High School	Creating Chances
Bossley Park High School	Jobkit
Cabramatta High School	Creating Chances
Cecil Hills High School	Tutoring/Homework help
Chester Hill High School	Support Work/referrals
	Creating Chances
	Jobkit
	Rahnoma
CHP School of Hospitality	Xpressive

Site	Activity/Program
Drive2Thrive	Drive2Thrive
Edwin Wheeler Oval	Football United
Fairfield High School	Support Work/referrals
	Creating Chances
	football united
	Friday Night Lights FHSUS
	Jobkit
	Off the Hook
	Peer Support LMA Fairfield
	QALM & IMPRINT
	Universal Cooks
	Work Readiness
Fairfield Youth Centre	football united
Granville Youth Centre	Jobkit
	Workshops
Hoxton Park High School	Jobkit
	Work Readiness
James Busby High School	Creating Chances
Kick off Soccer Centre	Australian Soccer School
Kogarah High School	Universal Cooks
Lebanese Muslim Association	Arabic Reading Challenge
	Support Work/referrals
	Case Management
	Drive2Thrive
	Education Festival
	Employment Support
	Jobkit
	Rahnoma
	School Holiday Programs
	Sobhiye
	Traffic Control
	White Card
	Work Readiness
Licenses 4 Work Bankstown	First Aid
	Forklift
	Graduation
	Traffic control
	Under Construction
	White Card
	Under Construction
Liverpool Boys High School	Creating Chances
	Jobkit
Liverpool MRC	Off the Hook
LMA Fairfield Office	Support Work/referrals

Site	Activity/Program
	Guitar Classes
	Study Support
Lurnea IEC	Support Work/referrals
	Creating Chances
	Football united
	Jobkit
Macarthur Girls High School	Universal Cooks
Miller Tech IEC	Creating Chances
	Football united
	Homework Help
	Jobkit
	Rahnoma
	Tutoring
	Universal Cooks
Navitas Bankstown	Support Work/referrals
	Business Certificate
	Case Management
	Navitas Excursion to Blue Mountains
	Off the Hook
	Outreach
	Sobhiye & QALM
	Sobhiye Makeup
Navitas Cabramatta	Support Work/referrals
	Drive2Thrive
	First Aid
	Harmony Day 2018
	Jelly 3D Cake making
	Jobfit
	JobKIT & QALM
	Lifeskills
	Makeup
	Navitas Excursion to Blue Mountains
	Off the Hook
	QALM
	Sobhiye
	Sobhiye Makeup
	Universal Cooks
	xpressive
Navitas Campsie	Support Work/referrals
Navitas Fairfield	Navitas Excursion to Blue Mountains
	Off the Hook

| Site	Activity/Program
	Support Work/referrals
	Universal Cooks
	Xpressive
Navitas Liverpool	Support Work/referrals
	Case Management
	Navitas Excursion to Blue Mountains
	Off the Hook
	Outreach
	Sobhiye Makeup
	Through my Story
	Universal Cooks
	xpressive
Oasis Female Fitness	Dive2Thrive
Powerhouse Youth Theatre	Information Session
	Jobkit
Prairievale High School	Creating Chances
Sir Joseph Banks High School	Choice 2018
St Johns Park High School	Support Work/referrals
	Creating Chances
Star Academy Training	Security
Sydney Institute of Marine Science	Off the Hook
TCP Training GRANVILLE	Traffic Control Granville
Thinking Cap	Tutoring
Thrive LMA Liverpool	First Aid
Unity Grammar High School	Jobfit
Wesley Vision Valley	Fairfield IEC Camp 2018
Whitlam Leisure Centre	Dive2Thrive

(Source: Client Survey)

Summary of client survey results

A total of 173 clients from LMA responded to the survey, making up 19.3 per cent of all responses, 6.7 per cent of all LMA clients, and giving a 7 per cent margin of error.

Figure 49 shows that more females than males responded to the survey (232 compared to 183) while Figure 50 shows that most of them have been in Australia for 3 to 4 years.

Figure 49. Reported gender of LMA survey respondents
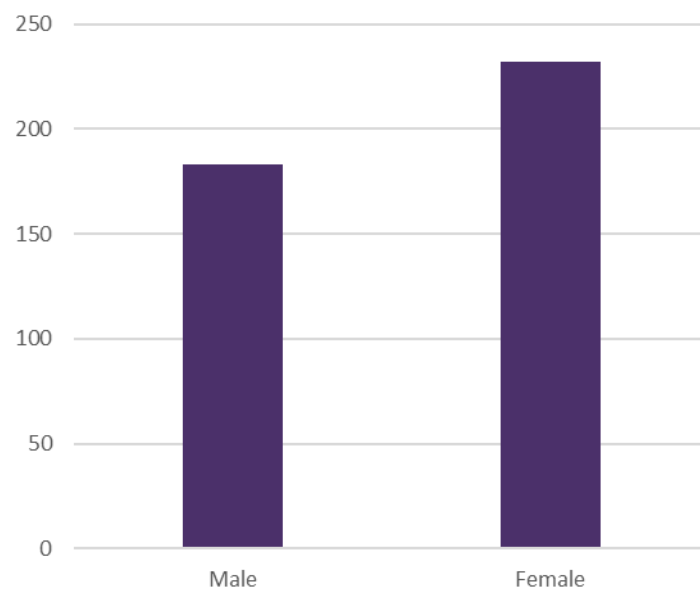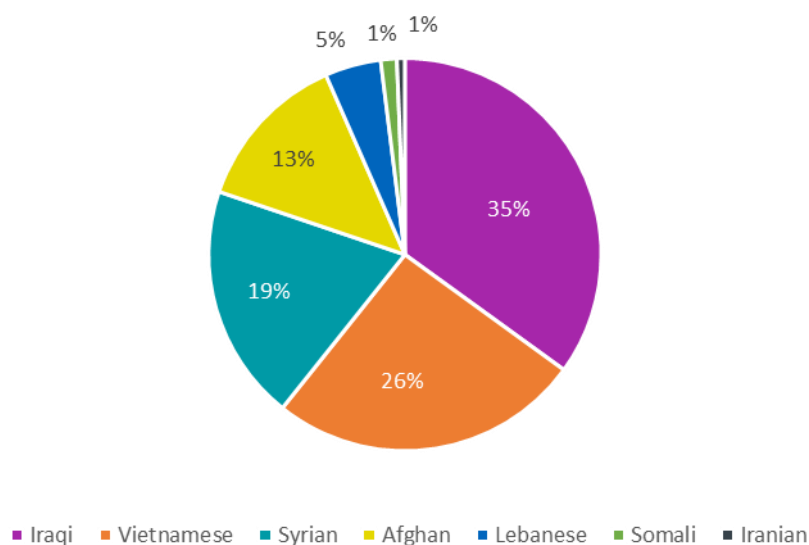

(Source: Client Survey)

Figure 50. Reported years in Australia by LMA survey respondents

(Source: Client Survey)

The largest ancestral group was Iraqi (35 per cent), followed by Vietnamese (26 per cent) and Syrian (19 per cent), as seen in Figure 51.
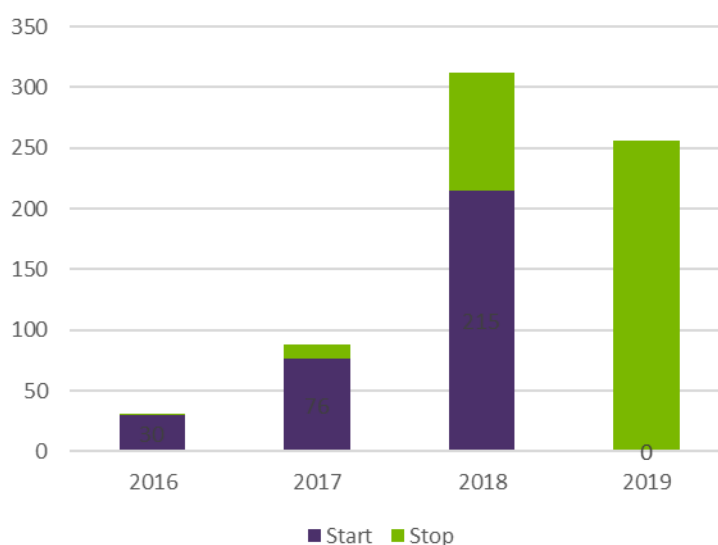
Figure 51. Reported nationality of LMA survey respondents

(Source: Client Survey)

Figure 52 shows that most respondents started the service in 2017-2018 and are still participating in 2019.
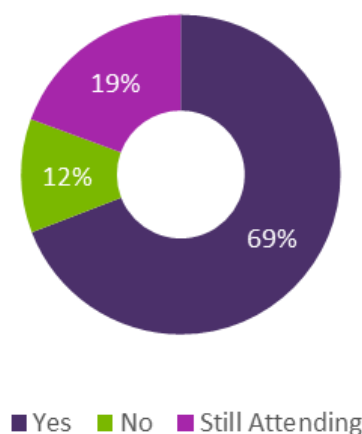
Figure 52. Start and finish years for LMA survey respondents

(Source: Client Survey)

Regarding English language skills, 69 per cent stated they had taken English classes and 19 per cent stated they are currently attending English classes, shown in Figure 53.
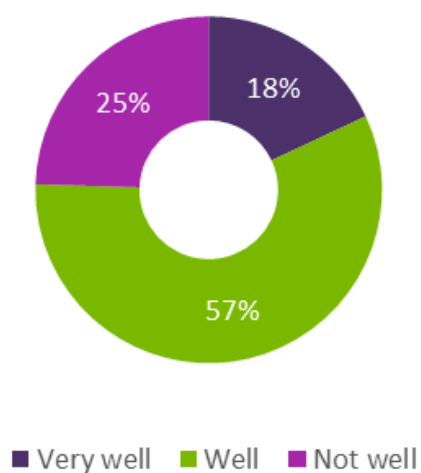
Figure 53. LMA survey respondents' engagement in English language classes

(Source: Client Survey)

Eighteen per cent of respondents claim they speak English very well, with a further 57 per cent who claim they speak English well, shown in Figure 54.

Figure 54. LMA survey respondents' self-reported English language communication competence

(Source: Client Survey)

Table 41 shows the number of responses to the various activities provided by the Lebanese Muslim Association.

Table 41. Level of participation by survey respondents to the activities of LMA secondary providers.

Activities (LMA)	Survey respondents who participated in this activity
Case management	27
Creating Chances	74
Drive2Thrive	56
Employment support	28
Fairfield IEC Camp 2018	6
First Aid	46
Forklift License	15
Harmony Day	9
Jelly 3D Cake making	20
Jobfit - resume workshop	39
Jobkit - resume workshop	26
Makeup	81
Navitas Excursion to the Blue Mountains	8
Off the Hook	15
Outreach	17
Rahnoma	4
School Holiday Camp	9
Security	10
Sobhiye	28
Support work/referrals	9
Traffic Control	36
Universal Cooks	20
Wellness Expo	7
White Card	28
Work Readiness	5
Workshops with Granville Youth Theatre	7
Xpressive - coffee/barista course	92
I did not do any of these activities	28

(Source: Client Survey)

MDA Ltd (MDA)

Background information

MDA Ltd. (MDA) is an independent organisation formed in 1998 to promote the benefits of a welcoming, inclusive, multicultural Queensland where all new arrivals are provided the opportunity to fully contribute to and participate in a multicultural society. They work with refugees, international students, people seeking asylum and migrants, as well as their local communities, to achieve the best settlement outcomes for young people.

MDA works in metropolitan and regional Queensland in partnership with service providers, government agencies and the private sector, to achieve quality service delivery through advocacy, community development and multicultural sector development.

MDA and the Islamic Council of Queensland (ICQ) were approached by DSS to deliver the pilot for the Brisbane LGA. MDA was asked to lead and manage DSS funding for the program and support ICQ to develop its capacity to deliver tailored support to young arrivals of Muslim faith.

MDA have partnered with ICQ and six partner agencies to deliver the Migrant Youth Vision Project. The YTS project has provided MDA with the opportunity to invest in partnerships for refugee settlement for the first time.

According to MDA, they approached the development of their service delivery model with a focus on actively engaging and collaborating with young people. Their service delivery model is focused on employment, where educational pathways and vocational training are a means to achieve employment. They use community engagement through sports or other social events as a way to engage young people and make them aware of the services of MDA.

Advocacy and creating a space for young people to share their opinions and perspectives with decision makers, whether they be government ministers, policy officers, local council members, organisation staff or employers, is also a role MDA says is important for their delivery of the YTS.

MDA run various activities across a number of sites, as shown in Table 42 below.

Table 42. Activities provided by MDA Ltd

| Site	Program/Activity
Brisbane Multicultural Youth Centre	Migrant Youth Vision Project
Inala PCYC	Migrant Youth Vision Project
Welcome to Australia	Welcome to the Game
Banyo	Kicking Goals Together
Southbank	Siganto
	Top Job
Woolloongabba	Café 98
	Top Job
Inala	Basketball
Brisbane	Grad Connect

(Source: Client Survey)

Summary of client survey results

A total of 133 clients from MDA responded to the survey, making up 14.7 per cent of all responses, 13.3 per cent of all MDA clients, and giving a 7 per cent margin of error.

Figure 55 shows that more males than females responded to the survey (156 compared to 96). Two respondents selected "other" or "prefer not to say".

Figure 55: Reported gender of MDA survey respondents
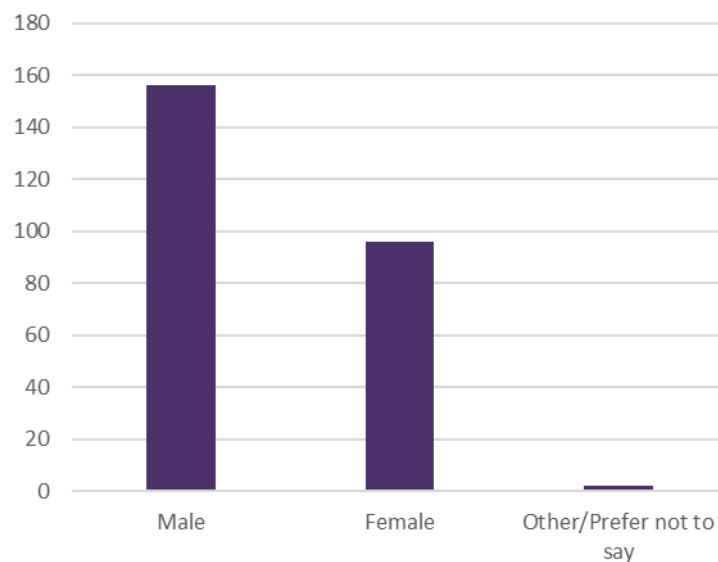
(Source: Client Survey)

Most MDA survey respondents have been in Australia for 3 to 5 years, as shown in Figure 56.
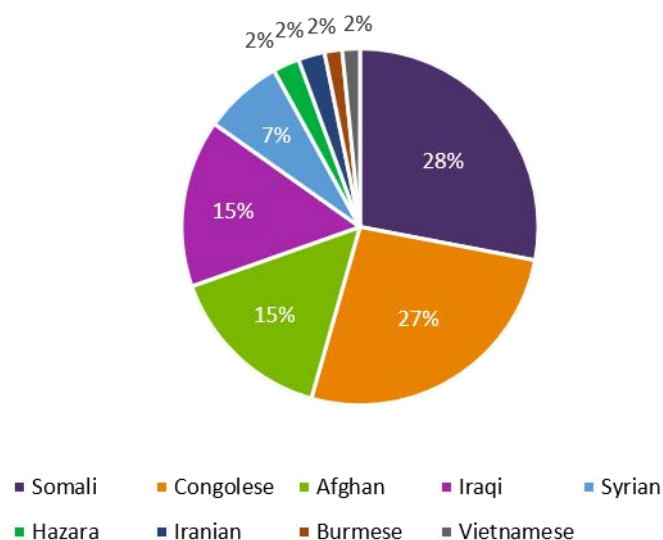
Figure 56: Reported years in Australia by MDA survey respondents

(Source: Client Survey)

The largest nationality group was Somali (28 per cent), followed by Congolese (27 per cent) and Afghan (15 per cent). This is shown in Figure 57.
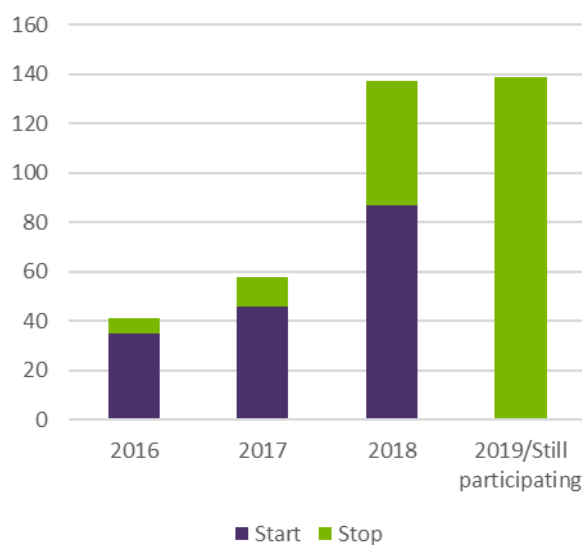
Figure 57: Reported nationality of MDA survey respondents

(Source: Client Survey)

Most respondents started the service in 2018 and are still participating in 2019, as shown in Figure 58
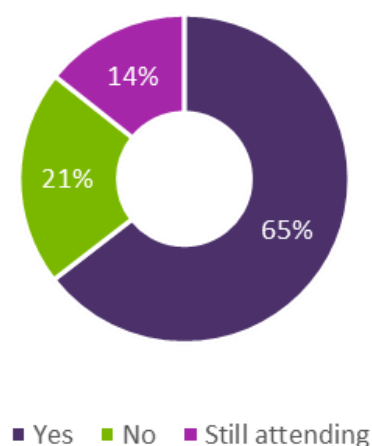
Figure 58: Start and finish years for MDA survey respondents

(Source: Client Survey)

Regarding English language skills, 65 per cent stated they had taken English classes and 14 per cent stated they are currently attending English classes, as shown in Figure 59.

Figure 59: MDA survey respondents' engagement with English classes

■ Yes   ■ No   ■ Still attending

(Source: Client Survey)

Twenty-nine per cent of respondents claim they speak English very well, a further 59 per cent claim they speak English well. This is shown in Figure 60.

Figure 60: MDA survey respondents' self-reported English language communication competence

■ Very well   ■ Well   ■ Not very well
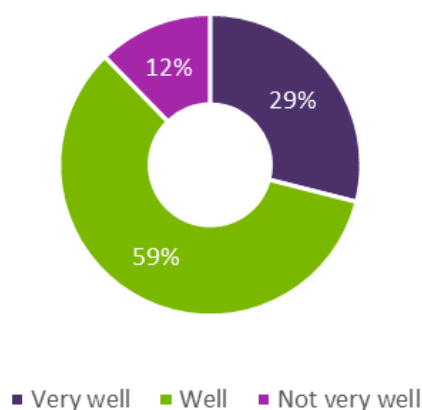
(Source: Client Survey)

Table 43 shows the number of MDA survey respondents who report taking part in each activity.

Table 43. Activities provided to clients in relation to sporting and community activities.

Activity	Survey respondents who participated in this activity
Basketball	18
Café 98	23
Grad Connect	16
Kicking Goals Together	29
Migrant Youth Vision Project	177
Siganto	40
Top Job	108
Welcome to the Game	70

(Source: Client Survey)