

# Youth Transition Support (YTS)

## Pilot Period (January 2016 to June 2017) Evaluation Report

Prepared for the Multicultural Youth Advocacy Network (MYAN)

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## List of Acronyms

Acronym	Explanation
ACS	Access Community Services
ACU	Australian Catholic University
BFC	Brighter Futures Collective
BSL	Brotherhood of St Laurence
CC	Football United - Creating Chances
CIC	Community Investment Committee
CMRC	Community Migrant Resource Centre
CMY	Centre for Multicultural Youth
CoP	Community of Practice
DSS	Department of Social Services
DEX	DSS Data Exchange
FH	Foundation House, or the Victorian Foundation for Survivors of Torture
HCC	Hume City Council
LGA	Local Government Area
LMA	Lebanese Muslim Association
MCA	Matched Comparison Analysis
MDA	MDA Ltd.
MOU	Memorandum of Understanding
MYAN	Multicultural Youth Advocacy Network Australia
NSS	Northern Settlement Services
NSW	New South Wales
NYSF	National Youth Settlement Framework
QIS	Queensland Intercultural Society
QLD	Queensland
QPASTT	Queensland Program of Assistance to Survivors of Torture and Trauma
RTO	Registered Training Organisation
SCORE	DEX Standard Participant/ Community Outcomes Reporting
VCAL	Victorian Certificate of Applied Learning
VIC	Victoria
WCC	Whittlesea Community Connections
YAC	Youth Advisory Council
YTS	Youth Transition Support



## Executive Summary

### Background

Commencing 1 January 2016, the Youth Transition Support (YTS) is an 18-month pilot program from the Department of Social Services (DSS) to support young humanitarian entrants and vulnerable migrants between the ages of 15 to 25 to stay in education and find work. The \$22.1 million program forms part of a broader \$330 million jobs package for young people at risk of long-term welfare dependency. Six service providers across three states have been selected to deliver programs that will improve workplace readiness, provide access to vocational opportunities and create strong social connections through education and sports engagement.

The pilot service providers delivering services in selected local government areas (LGAs) are:

Provider	Delivery area
Access Community Services (ACS)	Logan (Brisbane, QLD)
MDA Ltd (MDA)	Brisbane City (QLD)
Community Migrant Resource Centre (CMRC)	Auburn and Blacktown (Sydney, NSW)
Lebanese Muslim Association (LMA)	Fairfield, Canterbury, Bankstown and Liverpool (Sydney, NSW)
Foundation House, or the Victorian Foundation for Survivors of Torture (FH)	Darebin, Brimbank, Maribynong, Melbourne City, Hume, Whitehorse, Casey and Greater Dandenong (VIC)
The Brotherhood of St. Laurence (BSL)	Hume (Melbourne, VIC)

The design of the YTS features a number of innovative and dynamic components that mark it as unique in the delivery of settlement services. Not least is the pilot's flexible approach, its emphasis on employment and education support for young people and the use of a third party to provide national support. Further detail on each of the pilot's core components is outlined below and provides the context for the report analysis and findings that follow.

The YTS pilot incorporates four thematic components, referred to as 'pillars'. Each service provider is expected to partner or develop linkages with local services and organisations to facilitate referrals, or build on existing initiatives to address the four pillars of the pilot. The four pillars are summarised as:

- Partnerships for employment;
- Strong connections to education;
- Increased vocational opportunities; and
- Sports engagement for youth.

The Multicultural Youth Advocacy Network (MYAN) Australia has been engaged to provide national support for the pilot, and is providing advice and guidance to service providers to develop their delivery models, supporting a Community of Practice (CoP) structure, as well as facilitating engagement with the evaluation. Synergistiq has been engaged by MYAN to conduct an evaluation of the YTS pilot.

An evaluation of the YTS pilot period (January 2016 to June 2017) was conducted by Synergistiq to assess the progress of the pilot across the six pilot sites, with findings to inform the future direction of the Government's broader employment support policies and programs.

This report addresses four high-level evaluation questions relating to the effectiveness and efficiency of the pilot:

- Did the activities deliver the intended outcomes and for whom, in what ways, and under which circumstances?;
- What other factors may have influenced the operations or outcomes of the YTS pilot?;
- To what degree has the YTS pilot impacted on the ongoing capacity of pilot service providers and partner agencies to support the target cohort?; and
- What services/elements of the pilot could be successfully implemented more broadly to other vulnerable young migrants and communities across Australia?

The evaluation has taken a macro level approach in answering these questions as they relate to the YTS pilot as a whole, including its design, delivery, governance and innovation. Due to the localised, place-based context in which the YTS is being delivered, along with limitations in available data, it is not feasible to make conclusions regarding the effectiveness and impact of particular service delivery models and approaches at the provider level. This reflects the fact that the context within which each provider operates is unique. Where possible, the report provides observations to highlight opportunities for additional future research that explores the effectiveness and scalability of individual strategies.

## Methodology

An impact evaluation was used to evaluate the extent to which short term outcomes for young people have been achieved as a result of the pilot, and to identify the key features that have contributed to these outcomes. A four-phased methodology was applied to the evaluation that consisted of project establishment; development of an evaluation framework; data collection; and analysis and reporting.

Data collected for the evaluation consisted of qualitative and quantitative data drawn from surveys, focus groups and semi-structured interviews with stakeholder groups who had participated in the pilot during the evaluation period, including migrant and refugee young people, the six pilot provider organisations and their respective partner agencies, along with MYAN and DSS. In addition, quantitative data was supplied to the evaluation through the DSS Data Exchange (DEX) reporting systems and separately identified outcomes data from the YTS Reporting Framework which was provided by each pilot provider.

It should be noted that a limitation to this evaluation has been the availability and consistency of quantitative data reported via the DSS DEX system and the outcomes data reported by providers. Considerable work has been undertaken by project stakeholders over the pilot timeframe, including DSS, MYAN and pilot providers, to improve the recording of data and strengthen the evidence base for the evaluation. However, this inconsistency has limited the amount of comparative analysis that can be done across provider organisations and between data for the evaluation.

Analysis was conducted through statistical analysis of quantitative data along with interview data through the use of qualitative analysis methods (content analysis) and triangulation to identify key themes.

## Matched Comparison Analysis

A matched comparison analysis (MCA) was added to the evaluation methodology in May 2017. The purpose of this component of the evaluation was to compare how the outcomes and pathways of migrant and refugee young people not participating in the YTS compare with those generated through the YTS pilot.

The service providers selected for the MCA are:

Comparison Provider	Delivery area
Access Community Services (ACS Ipswich)	Ipswich (QLD)
Northern Settlement Services (NSS)	Newcastle (NSW)
Whittlesea Community Connections (WCC)	Whittlesea (VIC)

Data collected for the MCA consisted of qualitative data from interviews with three settlement service organisations separate to the YTS pilot. Quantitative data was drawn from the DSS DEX system, and from self-reported outcomes data provided by each provider from over the pilot timeframe.

## Key Findings and Suggestions for Improvement

The key findings of the evaluation process, accompanied by suggestions for improvement where appropriate, are presented below.

### Finding 1: Demographics of YTS young people

The YTS pilot serviced a total of 5,492 young people between January 2016 and June 2017. A total of 9,601 young people were recorded as group participants. At the aggregate level the majority of young people were from Syrian, Assyrian or Iraqi background (25%), followed by Afghan and Hazara (12%). Almost 60% of young people had been in Australia less than two years, and the majority (78%) entered Australia on a Humanitarian Visa code. There was a relatively even distribution between male (52.4%) and female young people (46.3%) who participated in the pilot. Approximately 61% of YTS participants were between the ages of 16 to 22, with a median age of 19 years old.

### Finding 2: The impact of the YTS on young people

Based on the aggregate findings, and notwithstanding the data limitations described in the methodology, it is reasonable to conclude that the YTS is progressing as expected and generating outcomes for the target cohort relating to employment, education, vocational training and sports engagement. Overall, the data shows that the YTS is meeting the short term outcomes that are contained in the project logic, and is showing some early success in regards to medium term outcomes.

### **Short term outcomes**

Specifically, the young people who participated in the evaluation reported the following short term outcomes:

- Increased confidence, self-esteem, aspirations and motivation;
- Increased knowledge of education, vocational and employment pathways and how to access these;
- Increased work readiness and access to work experience opportunities;
- Increased confidence to participate fully in teams and opportunities to develop and demonstrate leadership skills; and
- Positive impact on participants' sense of well-being and belonging in the community.

In total 21,302 outcomes were recorded for young people against the YTS Reporting Framework, an average of four outcomes per young person. Overall, Employment (36.2%) and Sports (33.5%) are the two pillars under which the majority of outcomes have been achieved. This compares to 17% under Vocational opportunities and 13% of outcomes reported in Education. Of the 14 sub-categories contained in the YTS Reporting Framework, the top three most achieved sub-categories were:

1. Attend work readiness courses or programs (3,020 outcomes / 14.2% of total reported outcomes);
2. Engaged in sports taster sessions, local competitions and events (2,624 / 12.3%); and
3. Engaged in activity that clarified vocational pathways (2,400 / 11.3%).

### **Medium term outcomes**

From a sustainability perspective medium term outcomes are considered more substantial than short term outcomes, and represent the results that are expected to appear between 12 months to five years from a project's commencement. Outcomes reported against the YTS Reporting Framework, and by young people in evaluation surveys, show that over the past 18 months the following medium term outcomes were achieved for some young people:

- Increased employability of young people;
- Increased completions in vocational training and education attainment of young people; and
- Increased positive peer networks and participation in community life of young people.

Two categories of the YTS Reporting Framework record medium term outcomes. Although they were the categories where the lowest number of outcomes were recorded, they can also be considered as categories that likely contain both a higher number of barriers and require higher level of effort to achieve the stated outcome. They were:

1. Obtained some form of paid employment (503 / 2.4%); and
2. Completed accredited vocational training (408 / 1.9%).

## DEX SCORE

Data from the DEX SCORE reporting system also showed that, of the participants with a valid SCORE, the majority of YTS young people achieved positive outcomes for all three domains of Circumstances, Goals and Satisfaction (between 84% and 90%). On average, YTS participants moved more than one rating scale in both Circumstances (1.18) and Goals (1.26). SCORE data did highlight variation in progress connected to both age and time in Australia, where young people under 18 years of age reported smaller improvement than the average, and those who had been in Australia less than one year or between three to four years above average progress.

### Finding 3: YTS model design

Findings from the evaluation indicate that the design components of the YTS have supported pilot providers to deliver the YTS and contributed to the outcomes achieved for young people. Feedback from stakeholders was largely positive and served to validate the pilot's core components, including the four pillars, flexible approach, CoP and partnerships approach. The engagement of MYAN by DSS is itself an innovative approach and data indicates that the national support role contributed to the flexible and effective service delivery documented in the pilot.

#### **Suggestion for improvement A: Explore the application of Communities of Practice within settlement services**

The majority of pilot providers agreed that the CoP supported them to deliver the YTS pilot, identifying it as a forum to build relationships, share best practice and improve consistency. The need for increased investment in developing the capacity of the settlement sector was also a sub-theme of the data for all service providers who participated in the evaluation.

We suggest that DSS explore the application of a CoP or similar collaborative platform within broader settlement services as a mechanism to improve the level and consistency of practice. Data suggests that lack of capacity and resources will be key considerations in implementing this approach. As such, DSS should consider a place-based approach to reduce barriers to participation and increase the ability of CoPs to respond to context-specific needs. This could be further refined through a specialised thematic focus.

### Finding 4: Governance

Over the course of the pilot, the roles, responsibilities and engagement protocols between DSS Policy, the DSS Delivery Network, MYAN and pilot service providers has evolved through a process of iterative learning and embedding of practice. Findings show that the processes for how the roles of DSS Policy, the DSS Delivery Network and MYAN were to interact within the pilot's governance and operations was at times confusing for stakeholders, contributing to examples of overlap or gaps in information sharing.

MYAN's function to support the delivery of the YTS through a national coordination role was seen as a success by the majority of stakeholders. Findings indicate that MYAN had been most active in coordination and information sharing and ongoing support to providers to improve practice.

### **Suggestion for improvement B: Provide greater clarity on governance arrangements in future pilot initiatives**

The evaluation found that the innovative approach from DSS to engage a national support role to aid the pilot's operations contributed to its implementation and delivery success. However, findings suggest that increased role clarity of all stakeholders going forward would address perceived gaps within the governance structure and minimise the potential for inefficiency and overlap in the support mechanisms.

We suggest that within future pilot initiatives DSS more clearly define and articulate the governance arrangements between DSS Policy, the DSS Delivery Network and other stakeholders, as well as identify the role responsibilities of each function, including areas of focus and protocols for engagement.

### **Finding 5: Value for money**

Financial acquittal statements indicate that the YTS has been delivered within budget. Overall, YTS providers spent approximately 82% of the allocated funding over the pilot period from January 2016 to June 2017. Analysis shows that there was variation amongst providers in their utilisation rates, with three providers fully utilising allocated funds, while the remaining three have underspends of between 9% and 42%. Providers who had received the largest allocation of funds were also the ones with the largest unspent funds at the end of the pilot period.

Analysis shows that the average cost per participant increases at each stage of the pathway. These figures should be viewed with some caution, as the calculation is based on individual participants only and is likely an overestimate of cost, in particular for providers who have larger number of group clients.

- Overall, an average of \$2,914 was spent on each individual YTS participant, and each session was delivered at an average cost of \$1,042. The unit cost per individual participant across providers was spread between \$1,942 and \$5,434.
- When compared to outcomes reported in DEX, overall funding of \$3,357 was spent for an individual participant to achieve a positive outcome. There was again marked variation across the providers, with costs between \$2,091 and \$6,130 per participant with a positive outcome.

An increase at each stage of the pathway would be expected, as due to a range of factors not all participants would be expected to move through to further stages in the program.

At this point in time there is no comparable dataset that makes it possible to measure the outcomes presented above for efficiency or effectiveness in terms of performance benchmarks. Moreover, a cost benefit analysis that considers the cost of the YTS compared to the social value it creates, for example increased integration or reduced burden on public support services, lies outside the scope of this project. As such, it is beyond the scope of the present project to report on the value-for-money achieved by individual providers or service delivery models and approaches.

### **Suggestions for improvement C: Conduct further research to consolidate future value-for-money assessment**

DSS should consider a longitudinal study to explore the impact of outcomes generated through the YTS and other settlement services in terms of broader community and economic benefits. Further evidence will assist to consolidate the value-for-money assessment of the YTS and support the development of performance benchmarks for settlement services more broadly.

## **Finding 6: Innovation**

In line with the design principles of the YTS, providers were given flexibility in how to interpret and apply innovation in practice within their service delivery models. As a result, each provider has interpreted innovation in a different way, influenced firstly by their settlement experience, and secondly by their delivery context.

More generally, the application of innovation within the pilot has been defined by providers as approaches that they have not previously utilised or maximised, or that are not commonly applied within settlement services. The result is that, while the pilot has stimulated improved practice amongst providers, the opportunity for taking calculated risks with innovative approaches in settlement services delivery has not been fully realised.

Overall, the data is inconclusive as to the impact that innovative approaches have had on outcomes for young people. Further longitudinal research is required to fully explore the effectiveness of individual interventions within their delivery context over time.

### **Suggestion for improvement D: Define parameters of future applications of innovation**

As can be seen through the data presented in this report, the application of innovation at the individual program level has varied across providers, and includes elements of process improvement, new to the sector approaches and applied service delivery.

If the Department seeks to further stimulate the development of innovative service delivery in the future, we suggest that more robust parameters be established on the definition and application of innovation. This includes clearly identifying the opportunity or need that the innovation should seek to meet, such as specific participant outcomes, new delivery methods or increased process efficiency, so as to support targeted investment across providers. Further work may also be required to increase the confidence of service providers to try new approaches and to nurture an environment of learning and continuous improvement.

## **Finding 7: Outcomes for different cohorts**

Data analysed by the evaluation suggests that there are cohort specific challenges and opportunities relating to young people who have participated in the YTS that are directly linked to outcomes. Specifically, young people who had been in Australia for less than a year and those who had been in Australia between three to four years had a higher degree of improvement in both Circumstances and Goals compared to the other time categories. Similarly, the overall trend suggests that the older the participants, the greater the improvement in their SCORE would be. This is particularly indicative under the Goals and Satisfaction domain.

Taken together this data suggests that there are cohort specific challenges and opportunities relating to young people who have participated in the YTS that are linked to outcomes. These findings have implications for the type and timing of interventions that may be appropriate as part of ongoing settlement support for migrant and refugee young people.

### **Suggestion for improvement E: Consider targeted interventions for different cohorts**

It is suggested that DSS and service providers ensure consideration of participant factors in designing and delivering tailored support for young people. This includes the appropriateness of services delivered to those under the age of 18, and the point in the settlement journey at which it is most appropriate to introduce specialised support, such as that relating to education, training and employment.

Further analysis that explores the aspirations of newly arrived young people would be valuable in informing future program iterations that are appropriately tailored to participants' aspirations and circumstances.

### **Finding 8: Data**

Data analysis conducted throughout the evaluation has highlighted a combination of challenges associated with collecting and reporting data within the DEX database. Chief amongst these is the low, or inconsistent levels of data contained within individual DEX data fields that has limited the types and depth of data analysis possible. DSS provide a range of training in the use of DEX and DEX usage was also a focus of the Community of Practice, however pilot providers expressed confusion on some aspects of the system and how it is to be applied in reporting and tracking outcomes. The presence of non-mandatory fields within DEX is also a contributing factor to low levels of data completeness across individual domains.

The addition of the YTS Reporting Framework served to complement data recorded in DEX and greatly improve the data record of outcomes achieved through the pilot. Furthermore, it has also facilitated deeper exploration of the differences between pilot providers and the corresponding impact on outcomes for young people. However, a lack of distinction between outputs and outcomes within the framework does not fully account for the differences between individual sub-categories, attributing equal value to sub-categories that require different levels of input and that produce outcomes of differing value.

### **Suggestion for improvement F: Review and update mandatory DEX fields**

We suggest that DSS review both mandatory and non-mandatory fields in DEX to improve data levels across key performance and outcome indicators. Moreover, as part of any review, the evaluation suggests particular focus on distinguishing between individual vs group (or identified/unidentified) participants, and how they are treated within the DEX system.

Further, we suggest that DSS expand training efforts within the sector to build the capacity of service providers to report in DEX, and to improve the understanding of performance measurement and application of DEX within the Department's priorities more broadly.

In addition we also suggest that, should the YTS continue as an ongoing program, the YTS Reporting Framework be further refined to clearly distinguish between outputs and outcomes. Guidelines for collecting and reporting data should also be clarified to ensure consistency across providers.



# 1. Introduction

## Background

As the number of people in the world being internally displaced or seeking refuge rises, there is a growing need for Australia to work towards successful settlement outcomes. While the definition of what constitutes 'successful settlement' is debated,<sup>1</sup> the former Department of Immigration and Multicultural Affairs defined it as immigrants achieving their 'active economic and social participation in Australian society as self-reliant and valued members'<sup>2</sup>.

Settlement services for humanitarian arrivals and other vulnerable migrants are provided under the Department of Social Services (DSS) Settlement Services. The \$178.1 million<sup>3</sup> Settlement Services include a range of programs and services to support newly arrived migrants and refugees during their initial period of settlement in Australia. This includes the Humanitarian Settlement Program and Settlement Grants program, along with individual pilot programs and initiatives supporting cultural orientation and English language support. The Settlement Services approach is guided by several key principals, including:<sup>4</sup>

- early, intensive needs based support;
- fostering participation in Australian society, with a focus on English proficiency, employment and education;
- fostering welcoming communities to support the settlement experience; and
- involving multiple sectors of government and civil society in delivering settlement support.

To this end DSS funds and works in partnership with non-government organisations, in particular settlement providers, to deliver services that assist eligible clients in their first five years in Australia to become self-reliant and participate to their full capacity in the Australian community.

The 2011 Australian Census and Migrants Integrated Dataset identified a total of 78,728 migrants (46,451 Family Visa holders and 32,276 Humanitarian Visa holders) who were between the ages of 15 and 24. The establishment of the Youth Transition Support (YTS) pilot program recognizes that there is a need to build sector capacity and innovation to better service this target group.

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<sup>1</sup> Khoo, Siew-Ean. 'Key Research Questions For A Longitudinal Survey Of Refugees And Other Humanitarian Migrants.' (2012), accessed January 16, 2017. [www.dss.gov.au/sites/default/files/documents/08\\_2014/khoo-paper.pdf](http://www.dss.gov.au/sites/default/files/documents/08_2014/khoo-paper.pdf)

<sup>2</sup> Ibid

<sup>3</sup> The Australian Government Department of Social Services. 'Portfolio Budget Statements 2017-18: Budget Related Paper No. 1.15A (Social Services Portfolio).' (2017). Accessed January 6, 2018.

[www.dss.gov.au/sites/default/files/documents/05\\_2017/2017-18\\_social\\_services\\_pbs\\_-\\_final\\_for\\_online\\_and\\_accessible\\_publication\\_-\\_7\\_may\\_17.pdf](http://www.dss.gov.au/sites/default/files/documents/05_2017/2017-18_social_services_pbs_-_final_for_online_and_accessible_publication_-_7_may_17.pdf)

<sup>4</sup> Australian Government. 'Snapshots from Oz: Key features of Australian settlement policies, programs and services available for humanitarian entrants.' (2017), accessed January 6, 2018.

[www.dss.gov.au/sites/default/files/documents/08\\_2017/snapshots\\_from\\_oz\\_1.pdf](http://www.dss.gov.au/sites/default/files/documents/08_2017/snapshots_from_oz_1.pdf)

## The YTS pilot

Commencing 1 January 2016, the YTS is an 18-month pilot program funded by DSS to support young humanitarian entrants and vulnerable migrants between the ages of 15 to 25 to stay in education and find work. The \$22.1 million program forms part of a broader \$330 million jobs package for young people at risk of long term welfare dependency. The YTS delivery model is holistic and place-based, with funding directed to selected locations with identified participation and social cohesion issues.

Six service providers across three states have been selected to deliver programs that will improve workplace readiness, provide access to vocational opportunities, and create strong social connections through education and sports engagement.

The pilot service providers are:

- Access Community Services (ACS);
- The Brotherhood of St. Laurence (BSL);
- Community Migrant Resource Centre (CMRC);
- Foundation House, or the Victorian Foundation for Survivors of Torture (FH);
- Lebanese Muslim Association (LMA); and
- MDA Ltd (MDA).

The Multicultural Youth Advocacy Network (MYAN) Australia has been engaged to provide national support for the pilot, and is providing advice and guidance to service providers to develop their delivery models, support a Community of Practice (CoP) structure, as well as facilitate engagement with the evaluation.

Synergistiq was engaged by MYAN to conduct an evaluation of the YTS pilot.

## Components of the YTS pilot

The design of the YTS features a number of innovative and dynamic components that mark it as unique in the delivery of settlement services. Not least is the pilot's flexible approach and its emphasis on employment and education support for young people. A further feature is the use of a third party to provide national support to YTS service providers. Further detail on each of the pilot's core components is outlined below and provides the context for the report analysis and findings that follow.

## Pillars

The YTS pilot incorporates four thematic components, referred to as 'pillars', to be delivered holistically by service providers. Each service provider is expected to partner or develop linkages with local services and organisations to facilitate referrals, or build on existing initiatives to address the four pillars of the pilot.

The four pillars are:

- **Partnerships for employment:** services support eligible participants to transition into employment. This should be achieved through work placement opportunities and projects/services to improve work readiness and workplace awareness, gain work experience and fill job vacancies. This service type will be delivered in partnerships/consortia with employers, jobactive service providers and other related supports.
- **Strong connections to education:** services support eligible participants to stay engaged with education. This component will help eligible participants 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 provide pathways to industry recognised vocational training and work experience, and vocational skills recognition, to help eligible participants achieve sustainable employment outcomes. This should be achieved through partnerships including with TAFEs, registered training organisations and engaged employers, to strengthen and obtain vocational skills.
- **Sports engagement for youth:** services support sporting activities to help eligible participants participate in sporting activities to build social connections, overcome isolation and increase participation with other young Australians beyond their own communities.

## Flexible scope

A key component of the pilot's design has been its flexible scope. The Government's approach has been to frame the pilot through its eligibility criteria, geographic locations and to define the four pillars in a way that provides guidance to the service providers without being prescriptive. As a result, providers have had the freedom and flexibility to design individual service delivery models, building on their expertise to deliver programs that specifically respond to the context and needs of young people in their respective communities. Government has facilitated the flexible scope through a significant initial financial investment in the pilot. Evaluation findings demonstrate that the combination of flexibility and investment gave providers the opportunity to explore new partnerships and ways of working, and to develop the capacity necessary to deliver on all components of the pilot.

## Young people

The aim of the YTS pilot is to directly support young refugees and vulnerable migrants between the ages of 15 to 25. To be eligible for the YTS program a refugee must be a vulnerable migrant, 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
- dependants of skilled migrants in rural and regional areas with low English proficiency.

Within the pilot scope there is some flexibility for services to be delivered to participants with complex needs who do not fall within the eligibility criteria.

## Delivery locations

The YTS pilot is being delivered within the states of New South Wales (NSW), Queensland (QLD) and Victoria (VIC). Two providers have been selected from each of these states to deliver YTS pilot programs into specific LGAs. The pilot service providers and their delivery locations are presented in Table 1.

Table 1. YTS delivery locations

Provider	Delivery area
ACS	Logan (Brisbane, QLD)
BSL	Hume (Melbourne, VIC)
CMRC	Auburn and Blacktown (Sydney, NSW)
FH	Darebin, Brimbank, Maribynong, Melbourne City, Hume, Whitehorse, Casey and Greater Dandenong (VIC)
LMA	Fairfield, Canterbury, Bankstown and Liverpool (Sydney, NSW)
MDA	Brisbane City (QLD)

## Australian Government Department of Social Services (DSS)

The role of DSS within the pilot is divided between strategic and policy guidance at the national level and funding agreement management responsibilities at the state level. This approach is in accordance with the DSS Program Delivery Model (PDM), which clearly defines the roles and responsibilities of Policy, Program and Delivery areas.

The DSS Policy (National Office) has provided policy guidance supporting the pilot, including the development of reporting and delivery frameworks, and was involved in the selection of the six service providers delivering programs within the YTS. Adopting flexible approaches to building innovative practice within the pilot, DSS Policy has also contracted MYAN to support the delivery of this model through a national coordination role.

Supporting the national policy framework, the DSS Delivery Network acts to strengthen innovative practice by providing guidance on the four components of the pilot and through contract management support for individual service providers in each state. Although it varies between states, DSS offices supported the pilot's implementation through connecting providers with suitable partners in their respective LGAs, as well as providing advice on the design and development of service delivery models and activity plans. The DSS Delivery Network have also played a crucial role in providing ongoing support to each service provider on how to use the DEX data reporting system.

Under the PDM, the DSS Delivery Network maintains direct interaction with the service providers, while DSS Policy engages more extensively with MYAN in support of the pilot at the policy level and maintains active oversight of the pilot. The role of DSS in the delivery of the pilot, including the types and effectiveness of the support it provided at the individual state level, is explored in detail throughout this report.

## Multicultural Youth Advocacy Network (MYAN)

Another innovative feature of the pilot, MYAN was engaged to perform a national coordination role in support of providers and the delivery of the pilot. As the national peak body on multicultural youth issues, MYAN has a focus on sector development and brings connections between policy and practice that acts to build the capacity of providers, facilitate knowledge sharing and problem solve emergent challenges.

The main mechanism for engaging and supporting providers is through the CoP. Meeting regularly, either face-to-face or via video-link, the CoP provides a central point of contact and communication between providers, but is also the platform for MYAN to deliver training and develop resources that encourage best practice from provider organisations. The role of MYAN has continued to develop over time to also include elements of practice support for providers.

MYAN also acts as an intersection point between DSS, providers and the evaluation. Through MYAN, DSS have the opportunity to engage in the pilot in an efficient manner, both in terms of effective communication with providers, but also benefitting from the level of insight that MYAN can offer on the pilot's operation and its experience in the sector. In terms of the evaluation, MYAN play a central intermediary role in coordinating communication between providers and Synergistiq, and DSS and Synergistiq, whilst also ensuring clear understanding of the evaluation's parameters and supporting its implementation. MYAN was responsible for overseeing the evaluation engagement process, and in providing conceptual feedback during the initial evaluation design phase.

## Evolution of pilot over time

The flexibility under the program guidelines and the innovation focus that underpins the pilot has influenced its evolution since its commencement in January 2016. This is most clearly seen with regards to the concept of the four pillars and in the way that providers have translated the pillars into on-the-ground program delivery.

Originally conceived as four distinct thematic focus areas, the flexible scope of the pilot has meant that in practice providers have approached the pillars as a more dynamic construct. Providers took a unique approach to the design of their service delivery models, building on their existing areas of expertise, levels of experience, organisational capacity and partnerships. The result is six distinct and varied pilot models, each rooted in its own context, and a more complex delivery environment than was originally anticipated.

Rather than deliver distinct programs that align with individual pillars, providers have instead developed a mixed approach that integrates pillars across their model and responds to the needs of their respective communities. For example, FH has adopted a single program (Ucan2) that integrates all four pillars into a unique curriculum that participants move through over 10 or 16 weeks. In contrast, providers in QLD (ACS and MDA) have used sport as a tool to connect and engage with young people, before introducing them to programs around employment and education. In Sydney, LMA take a needs based approach, consulting with young people to design and roll out programs across the four pillars in an ongoing response.

In response to the evolution of the pilot over this period, DSS has adapted its approach to various components. While initially there was a strong focus on the delivery of individual pillars, this has shifted over time in recognition of the complexities of the pilot's service delivery. While acknowledging the role of each pillar, the performance measures of the pilot have similarly shifted to be more focussed on the holistic outcomes for young people that have been realised through the pilot.

As understanding of the complexity of the pilot increased, so has a recognition of the value in capturing and unpacking the elements that have been the most effective to achieving outcomes. Beyond individual models, the types and application of innovative approaches to service delivery has emerged as a key theme of the pilot, and one that can contribute to the evidence base of best practice approaches for delivering settlement services to young people.

The evaluation has responded to the shifting focus by incorporating additional data collection and analysis on the innovative approaches of providers and to document the complexity of each response. Further detail on the methodology employed by the evaluation can be found in the following section.

## **Purpose and scope of the evaluation**

This report addresses four high-level evaluation questions relating to the effectiveness and efficiency of the pilot:

- Did the activities deliver the intended outcomes and for whom, in what ways, and in what circumstances?;
- What other factors may have influenced the operations or outcomes of the YTS pilot?;
- To what degree has the YTS pilot impacted on the ongoing capacity of pilot service providers and partner agencies to support the target cohort?; and
- What services/elements of the pilot could be successfully implemented more broadly to other vulnerable young migrants and communities across Australia?

This report encompasses the YTS pilot timeframe of January 2016 to June 2017. The data presented in this report is a combination of quantitative output and outcome data from across the pilot timeframe, as well as qualitative data that focusses on the activities and processes that took place between May and June 2017.

## 2. Methodology

### Evaluation process

An impact evaluation approach was used to examine the extent to which short and medium term outcomes for young people have been achieved as a result of the pilot, and to identify the key features that have contributed to these outcomes. A four-phased methodology was applied to the evaluation that consisted of:

1. Project establishment;
2. Development of an evaluation framework;
3. Data collection; and
4. Analysis and reporting.

### Project establishment

This phase of the project set the foundations for the evaluation by ensuring that all parties were clear about mutual expectations and responsibilities. It also served to identify major sources of information relevant to the project and potential stakeholders to be consulted during data collection. Key messages for stakeholder engagement across the life of the project were also established.

### Development of an evaluation framework

The evaluation framework was developed in consultation with MYAN and with the input of DSS. The evaluation questions are designed based on the criteria outlined by DSS.

The evaluation framework includes:

- Enhanced project logic (Appendix A);
- Stakeholder engagement plan;
- Evaluation questions; and
- Data collection tools.

### Data collection

The evaluation report draws on data collected by the evaluation, along with data that was recorded and supplied by DSS and pilot providers.

### Ethics

Synergistiq has received ethics approval from Bellberry Limited's Human Research and Ethics Committee (HREC) for the conduct of this project. The methodology attends to the sensitivities and responsibilities of working with vulnerable young people from migrant and refugee backgrounds. Particular attention has been paid to the approaches for gaining consent, the collection and storage of data, the protection of privacy, and reporting on data. In particular, Synergistiq has outlined strategies for keeping data anonymised and, where it may potentially be re-identified by the research team, confidential and safe.

## Primary data collection as part of the evaluation

Data used in this report consists of quantitative and qualitative data that was collected by the evaluation between 1 May and 4 July 2017. This consisted of surveys, focus groups and semi-structured interviews with participating stakeholder groups during the evaluation period.

Table 2 outlines the data collection tools used in each stakeholder group, along with the number of participants from each group.<sup>5</sup> Further information on approaches for each stakeholder group follows the table below.

**Table 2. Summary of data collection methods**

	Young people	Pilot providers	Partners agencies	MYAN	DSS
<b>Surveys</b>	✓ (n = 372)	✓ (n = 47)	✓ (n = 31)		
<b>Focus groups</b>	✓ (n = 70)				
<b>Semi-structured interviews</b>		✓ (n = 9)	✓ (n = 12)	✓ (n = 2)	✓ (n = 6)

n = number of total participants

### Young people

A paper-based survey was administered to young people participating in YTS programs between 1 and 31 May 2017. The survey was administered across all pilot sites by providers and their delivery partners. Surveys were broadly tailored by pillar to each program, and only featured questions relating to the curriculum or activities of that program, as reported by providers. The survey was undertaken in English, and was supported by information and consent forms translated into Arabic, Assyrian, Burmese, Dari and Somali.

A total of six focus groups were conducted, two at each of the six pilot provider locations. Focus groups were conducted at scheduled programs being delivered by providers or their delivery partners between 10 and 29 May 2017. Focus groups were conducted in English. Programs were selected to capture a broad range of services being delivered across the pilot nationally; however the focus groups are not representative of all programs that are being offered by each provider through the pilot.

Young people were not individually selected or recruited to participate in focus groups, rather all participants from the identified programs were invited to participate. This approach was used in order to minimise the possibility of introducing selection bias into the focus groups, where an invitation to entire groups of pilot program participants provides the best opportunity for mitigating positive or negative personal experience bias and for ensuring a diverse representation of views.

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<sup>5</sup> Note: some individuals participated in multiple data collection processes.



### **Pilot providers and partner agencies**

Surveys were distributed to all pilot provider and partner agency staff who had direct involvement in the delivery of the YTS pilot. This includes a combination of on the ground and management level staff. Surveys were tailored to each respondent according to their location, organisation, role and pillar focus. The survey responses of each pilot provider, along with their partner agencies, can be seen in Table 3.

**Table 3. Number of survey responses received from the pilot providers and partner agencies**

	<b>No. of pilot provider staff</b>	<b>No. of partner agency staff</b>
<b>ACS</b>	9	7
<b>BSL</b>	2	5
<b>CMRC</b>	4	0
<b>FH</b>	9	13
<b>LMA</b>	11	2
<b>MDA</b>	12	4

Semi-structured interviews were conducted with management level staff from both pilot providers (one from each provider) and partner agencies (two from each provider).

### **DSS and MYAN**

Semi-structured interviews with key stakeholders were conducted with Policy and Delivery Network representatives of DSS as well as MYAN representatives.

### **Data supplied by DSS and pilot providers**

Throughout the pilot, service providers recorded participant data and reported on their performance in accordance with monitoring and contractual requirements with DSS through the DSS Data Exchange (DEX) reporting systems and through their own internal data collection and reporting systems. Further explanation is included below as to how these two data sources have been used in the evaluation report.

### **DSS reporting system**

Service providers are required to report participant data through the DEX system as part of their monitoring and funding agreement with DSS. The DEX system is designed to capture participant demographic data, provider program outputs and participant outcomes under specific domains. Table 4 identifies the data fields extracted from the DEX database for the evaluation of the YTS pilot. Note that only fields marked with an asterisk (\*) represent mandatory reporting.

**Table 4. DEX reporting format**

<b>Participant Demographic</b>	<b>Program Outputs</b>	<b>Participant Outcomes (SCORE)</b>
Age*	Sessions*	Circumstances rating
Gender*	Number of individual participants*	Goals rating
Ancestry	Session attendance by individual participants*	Satisfaction rating
Language spoken at home*	Number of group participants*	
Years in Australia	Session attendance by group participants*	
Visa type		
Reasons for seeking assistance		

### **Participant outcomes**

The Standard Client/Community Outcomes Reporting (SCORE) is utilised to provide a consistent and comparable framework for federal and state government funded programs using DEX. For the purpose of the YTS pilot evaluation, SCORE data was extracted under the following domains for analysis:

1. Circumstances SCORE: Changes in participant circumstances across 10 domains, including physical health, mental health, wellbeing and self-care, community participation, housing, employment, education and training.
2. Goal SCORE: Progress in achieving individual participant goals measured across six domains, including changed knowledge and access to information, changed skills, changed confidence and changed behaviours.
3. Satisfaction SCORE: Participant satisfaction with the contribution of the service to meeting their needs, collected once and measured by three domains: the service listened to me and understood my issues; I am satisfied with the service I have received, and; I am better able to deal with issues that I sought help with.

Under each of the domains, service providers use a five point scale to assess the participant’s progress (see Appendix B for definitions of the scale under each domain). A valid SCORE consisting of both pre-service and post-service SCORE under the Circumstances and Goal domains is required to conduct analysis. A Satisfaction SCORE is only assessed and recorded once, during post-service.

DSS authorised the use of non-identifiable data from DEX to be included in the evaluation. However, a number of factors may influence the applicability of DEX data in comparing the participant outcomes between providers (see ‘Limitations’).

## YTS Reporting Framework

In addition to the data report to DEX, YTS providers also documented outcomes for their own performance monitoring utilising the YTS Reporting Framework. Contrasting with DEX, the YTS Reporting Framework records a breakdown of the outcomes achieved by participants as they move through individual programs, including training achieved, work experience opportunities, engagement in education and gained employment. Jointly, the providers discussed and agreed on 14 sub-categories that fall under the four YTS pillars (Table 5). Definitions of each of the sub-categories is provided in Appendix C.

**Table 5. Outcome categories under the Reporting Framework**

<b>YTS Pillar</b>	<b>Outcome Categories</b>
<b>Employment</b>	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
	Obtained some form of paid employment
<b>Education</b>	Engaged in additional supports to maintain participation in education
	Re-engaged in education
<b>Vocational Opportunities</b>	Engaged in activity that clarified vocational pathways
	Participated in accredited training
	Completed accredited vocational training
<b>Sports Engagement</b>	Engaged in sports taster sessions, local competitions and events
	Engaged in formal sports club/associated
	Engaged in leadership programs
	Engaged in social/cultural and recreational activities

The inclusion of provider outcome data in the evaluation is the result of discussions between providers, MYAN, DSS and Synergistiq during the evaluation period. Acknowledging the broad range of data captured through DEX, provider outcome data has been included in an effort to document the full impact of the pilot on migrant and refugee young people and to support the pilot's emphasis on developing best practice.

With the intention to utilise the Reporting Framework as a tool to compare participant outcomes between the providers, the following reporting guidelines were implemented to ensure consistency and comparability of the outcomes:

1. Service providers will report the total number of participants engaged as part of the YTS pilot;
2. A participant may be reported under any or all of the 14 sub-categories;
3. A participant may only be counted once under each sub-category<sup>6</sup>;
4. Depending on the nature of the program / activity, participation may be reported under one or more categories<sup>7</sup>; and
5. No distinction needs to be made between individual and group participants.

## Analysis and reporting

During this phase we collated and conducted statistical analysis of quantitative data along with interview data through the use of qualitative analysis methods (content analysis) and triangulation to identify key themes. The report is structured to address key evaluation questions articulated in the evaluation framework and present findings from data collection.

## Matched Comparison Analysis (MCA)

A MCA was added to the evaluation methodology in May 2017. The purpose of this component of the evaluation was to compare, to the extent possible, how the outcomes and pathways of migrant and refugee young people not participating in the YTS compare with those generated through the YTS pilot.

The methodology for the MCA is contained under section four of this report.

## Limitations

### Methodological challenges

#### Paper-based survey for young people

The ethics process approved the use of paper-based surveys for young people, as opposed to online and mobile platforms. The use of paper-based surveys is labour intensive and relies upon the support of service providers to distribute, collect and return completed surveys from young people in their individual programs. For this reason surveys have only been administered to young people attending programs being delivered during the data collection period. Participants who had previously completed a program in the YTS, or who were currently participating in, but did not attend, a program during the data collection period are not represented in survey results.

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<sup>6</sup> For example, if a participant has attended two sports taster sessions, the participant will only be considered as ONE outcome under the 'Engaged in sports taster sessions, local completions and events'.

<sup>7</sup> If a participant attended a program that may lead to outcomes in more than one categories, such as UCAN2, then the participant may be reported for 'Attended work readiness courses or programs', 'Participated in work experience' and 'Engaged in activity that clarified vocational pathways'.

## Consent process

The consent process contained within ethics approvals has also affected the survey response rate from young people, particularly in those aged under 18 years of age. A comprehensive plain language consent form was created to explain the purpose of the evaluation, its process, and the rights of individuals who agreed to participate. Consent forms were translated into five key languages (Arabic, Assyrian, Burmese, Dari and Somali) to ensure young people and their families fully understand their involvement and their rights in the evaluation.

A valid survey response from young people must be accompanied by a signed and completed consent form, confirming that the participant agrees for the information to be used in the evaluation. For young people under the age of 18 this also includes a signed parental/guardian consent form. Without a signed consent form/s, a survey must be excluded from the evaluation.

A number of strategies were introduced in the evaluation phase to maximise the survey response rates from young people:

- A lead in time of four weeks was introduced to the data collection period, supporting pilot providers to explain the purpose of the evaluation and undertake the consent process prior to the distribution of surveys; and
- The data collection period for surveys was four weeks, increasing the number of programs surveyed and young people who will be invited to complete the survey.

Despite the support provided by service providers in taking the responsibility to explain the consent process to young people, the consent process was still likely to have negatively impacted the survey response rate.

Prior to the administration of surveys, service providers estimated that there would be up to 2,000 young people actively involved with the YTS pilot in May 2017. In total, 489 surveys were received, from which 117 surveys (24%) were excluded due to missing or incomplete consent forms.

Of the 372 valid survey responses, 10% of the responses were from young people under the age of 18 years old, which is not reflective of the overall distribution of the YTS population (39% under the age of 18 as reported in the DEX system).

It is further noted that due to the sampling approach and period, the survey responses from young people may not be representative of all programs delivered by the service providers. As surveys were tailored for the pillars of each program, the percentage of responses is not equal across all pillars, but rather reflects the types of programs being delivered at that time, and the percentage of surveys received from those programs. Similarly, participants may not have been exposed to all components of the program at the time of completing the survey.

## **Interpretation of survey responses from young people**

A total of 372 survey responses were received, representing a statistically appropriate sample size of the YTS population at the aggregate level.<sup>8</sup> However, as a result of the sampling methods and data collection timeframes described above, survey findings should not be considered as representative of all young people who have participated in the pilot. Instead it is more appropriate to consider findings as a snap-shot of the YTS pilot as recorded in May 2017.

## **Limitations of DEX data**

The DEX database was anticipated at the outset of the evaluation to be a comprehensive source that provides consistent and accurate information on the participant demographic data as well as their outcomes against specific domains. Indeed, the extracted data provided valuable insights in painting an overarching picture of the YTS as a pilot program delivering services to the intended cohort, and illustrated early indicative outcomes for the participating young people. However, due to a combination of challenges to the level of data completeness and meeting the requirement of minimum reporting size, the quantity and breadth of DEX data that is available to the evaluation for detailed analysis is more limited in its scope than originally expected.

## **Mandatory vs non-mandatory reporting fields**

Demographic information for young people was provided for a total of 5,492 individual YTS participants. However, not all fields within DEX are mandatory and it is up to the provider's discretion to provide as much or as little information against some of the data fields requested for the evaluation. In particular, the reason for seeking assistance was only available for 29% of the 5,492 individual participants. The type of visa issued to the participants and their arrival time in Australia were only available for 62% and 75%, respectively, of the young people.

Furthermore, while the DEX SCORE system is an effective tool in tracking participant outcomes, only 24% of the individual YTS participants have a valid SCORE under the three domains of interest. As result, SCORE data was analysed by (1) service providers, (2) the time spent in Australia by yearly increment in, and (3) the participants' age aggregated by age groups. Although data analysis indicated a link between participant outcomes and their time in Australia, as well as their age, it was not possible to conduct further analysis that compared results between pilot providers due to insufficient data entry.

## **Ethical considerations**

Ethics approval was granted for access to de-identified and aggregated DEX data. As a result, it was not possible to conduct correlation and regression analysis that examines statistical significance between variables. Further, as per reporting agreement with DSS, a cell size of under 20 people has to be concealed to maintain participant confidentiality, further limiting the extent to which the data could be analysed.

Therefore, although a comprehensive system of progression scoring is available through DEX, insufficient numbers have been recorded by providers to allow further statistical analysis.

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<sup>8</sup> For a population of 5,492 clients (as recorded in DEX), a sample size of 359 clients is required to provide a confidence level of 95% and interval of 5.

## Ambiguity of the YTS Reporting Framework

Outcomes data was collated by providers into 14 sub-categories, which were identified and selected through the CoP process retrospectively, and served to effectively sort and organise data that was already being recorded by individual service providers.

The original reporting framework has been refined throughout the evaluation period by the CoP for consistency and comparability between service providers (see Methodology for the YTS Reporting Framework Guidelines). The revised YTS Reporting Framework represents a significant improvement compared to earlier versions, to the extent that direct comparison of outcomes between service providers is now possible based on the percentage of clients who have achieved a particular outcome category.

However, there is a lack of distinction between outputs and outcomes within the refined framework that does not fully account for the differences between individual sub-categories. As a result it attributes equal value to outcomes that require different levels of input and produce outcomes of different value. For example, 'Attended work readiness courses or programs' and 'Obtained some form of paid employment' are considered as outcomes of equal importance under the refined framework. In reality participation in a work readiness program is an activity that would support a young person's ability to secure paid employment, itself the intended outcome. It is therefore important to consider the outcomes reported across all sub-categories when interpreting the 'effectiveness' of an individual pillar or provider.

## Discrepancy between DEX data and the YTS Reporting Framework

While it was never intended that direct comparison would be made between the DEX data and YTS Reporting Framework, it is evident that the total participant numbers as recorded in the two data source is significantly different for some providers (Table 6).

**Table 6. Comparison of participant numbers between DEX data and the provider reporting framework**

Provider	DEX data participant number	Provider reporting framework participant number	Variation compare to DEX data
ACS	876	1055	20% ↑
BSL	505	494	2% ↓
CMRC	1,416	985	30% ↓
FH	949	755	20% ↓
LMA	1,240	1,210	2% ↓
MDA	506	770	52% ↑
<b>Total</b>	<b>5,492</b>	<b>5,269</b>	<b>4% ↓</b>

Data source: DEX (January 2018) and Providers (July 2017)

\* Percentage variation indicates the difference in the participant number as recorded in the provider reporting framework (Column 2) as compared to the individual participant in the DEX reporting system (Column 1).

Both data fields were supposed to include only participants with unique identifiers and exclude participants of large one-off events. While the number of all participants under the YTS pilot was relatively similar between the two data sources (less than 5% variance), there is variation in the number of participants reported at the provider level. ACS and MDA reported more participants in the provider reporting framework as compared to DEX data (20% and 52% respectively), whereas CMRC and FH had fewer participants under the provider reporting framework (30% and 20%, respectively). BSL and LMA participant numbers were relatively consistent between the two data sources.

Comparison of outcomes under each of the YTS pillars utilised the total participant number as the analytic base in calculating the percentage of participants achieving each of the 14 outcome sub-categories. Inaccurate participant numbers would therefore distort the results under the provider reporting framework. If the participant numbers from the YTS Reporting Framework is the true representation of a provider's total individual participants and they have yet to update all individual client details in the DEX reporting system, their outcomes will be under-represented in the DEX reporting system. On the contrary, if the participant number from the DEX reporting system is reflective of a provider's individual participants, outcomes in the YTS Reporting Framework are over-represented.

Without further clarification, it is not possible to determine the reasons for the discrepancy between the two data sources. However, potential inaccuracy in the total participant numbers signals a need for caution when interpreting the results.



## Presentation of data in this report

### Quantitative data

Quantitative data in this report is presented through the use of tables and figures.

- The data source for each figure is identified directly below the figure. Where valuable, further explanation is provided in footnotes, while explanation of data labels is provided directly below each figure.
- Within charts, total numbers (actuals) are denoted in parenthesis, within text it is denoted by the symbol 'n = '.
- In the case of quantitative survey data, figure titles contain the full root question as presented to respondents.
- Within charts:
  - indicators marked with \*C indicate a category where the number of total YTS young people was concealed to maintain confidentiality. DEX data is concealed when the number is less than 20. Evaluation survey data is concealed when the number is less than 10; and
  - indicators marked with NP indicates a category where data was not provided to the evaluation, such as when a provider did not report data against that indicator.
- Surveys with young people, providers and partner agencies used forced-choice questions that require the participants to select one response option from a list of pre-determined response choices. In those cases, participants have to select one option from the list (Strongly agree, Agree, Neither agree nor disagree, Disagree, and Strongly disagree) to indicate the extent of their agreement to a statement. An average response score for each question is calculated to represent the strength of response across participants, using: 'Strongly agree' = 5; 'Agree' = 4; 'Neither agree nor disagree' = 3; 'Disagree' = 2; 'Strongly disagree' = 1. The response score is presented by 'Mean = '.
- In figures that present survey findings, data labels are not presented for response rates below 5%.

### Qualitative data

The qualitative data in this evaluation takes the form of open-ended responses to survey, interview and focus group questions. The data has been collected, themed in response to the Evaluation Framework, and designed to complement the quantitative data while also pointing to any further areas of thematic importance. While the quantitative data in this evaluation is indicative of performance and outcomes for various components of the pilot, the qualitative data details those aspects that made the experience either positive or negative.

The identity of interviewees has been anonymised and all potentially individually identifiable information removed from quotes. Interviewees are referred to by a randomly assigned number.

Throughout this report:

- **Young people and participants** refers to migrant and refugee people eligible to receive support under the YTS pilot;
- **Pilot providers** refers to the six providers selected by DSS to deliver the pilot;
- **Partner agencies** refers to any of the delivery partners or sub-contractors used by pilot providers to deliver the YTS; and
- **DSS Policy (National Office)** and **DSS Delivery Network (State Offices)** are used where relevant to distinguish between the Department's stakeholders.

### 3. Aggregate Findings

This section of the report provides a meta-analysis of the outcomes generated through the YTS pilot. It begins by presenting YTS participant demographics, including age, gender, ancestry and years in Australia, as well as the reasons young people sought assistance through the YTS. It continues with a description of the approach that providers have taken to delivering the YTS, including the number of sessions delivered, attendance rates and the length of program delivery favoured by each provider. The section then concludes with a discussion on the impact of the YTS pilot through reporting outcomes generated by young people participating in the pilot.<sup>9</sup>

#### Summary of key outputs

This section presents the overall participant demographic information for the YTS as recorded by pilot providers in the DEX system, including age, ancestry and years in Australia, as well as session and attendance data.<sup>10</sup>

#### Number of participants

The YTS pilot was delivered through 79 service outlets across the six pilot providers.<sup>11</sup> The number of service outlets recorded by providers correlates to the size of their respective delivery areas. Notably, most of the service outlets were shared between LMA (21) and FH (46), who also had the largest number of delivery LGAs (LMA = 4; FH = 8). Both of the Queensland providers (ACS and MDA), who each deliver to a single LGA in Brisbane, reported only a single outlet through which their YTS services were delivered. CMRC reported four service outlets (LGAs = 2), and BSL six outlets (LGA = 1).

A total of 5,492 individual young people were serviced between the six pilot providers. A total of 9,601 young people were also recorded across all providers in DEX as group participants (refer page 42 for further information). The analysis below is based on individual participants only.

There was an almost equal distribution between male (52.4%) and female young people (46.3%). One-percent of the young people's gender was reported as 'not stated' (72 young people). BSL was the only provider to reflect the pilot average gender distribution, where MDA had significantly more males than females (65% vs 35%) and FH had the biggest proportion of female participants of any provider (57%).

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<sup>9</sup> Data for this section has been drawn from the DEX database, YTS pilot provider and partner survey responses (n = 58; n = 43), survey responses from young people participating in a YTS funded program (n = 372). Qualitative focus groups with young people (n = 70), provides narrative data to complement the quantitative data.

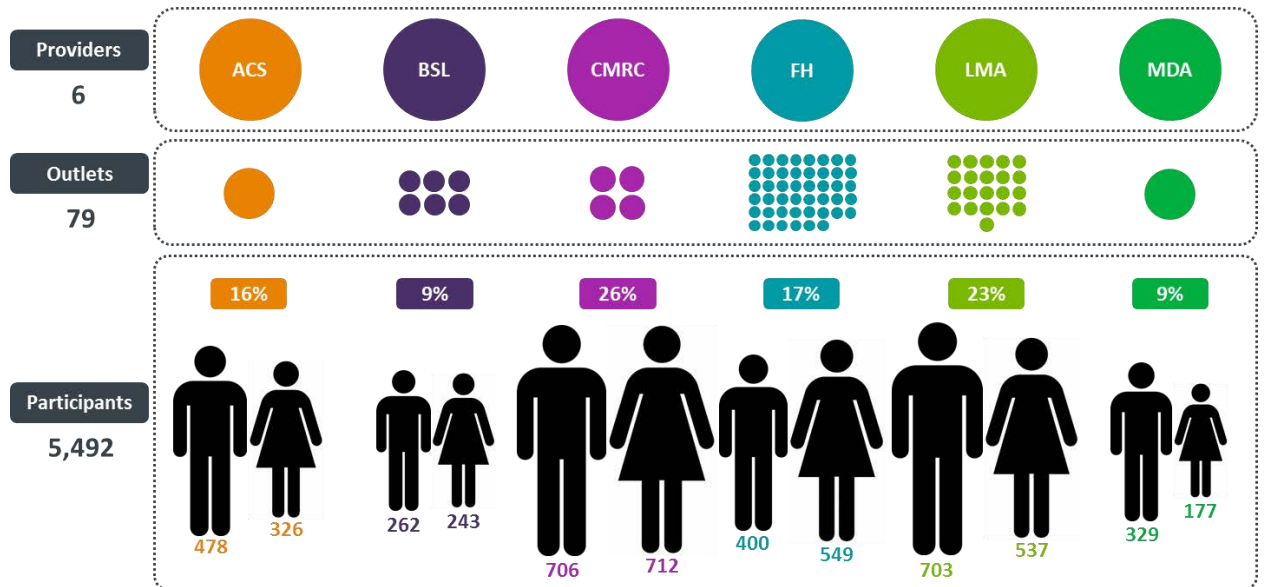
<sup>10</sup> Note: Participant demographics data were extracted from the DEX database by gender, age, organisation (i.e. providers), years in Australia, visa code, reasons for seeking assistance, language spoken at home and ancestry. The number of total young people as extracted under each category varies between 4,021 and 6,683. Data is concealed and reported as '\*C' to maintain confidentiality when the total number of young people is in that category is less than 20. Data is labelled as 'NP' when the data is not available and/or not provided.

<sup>11</sup> An outlet is defined as the location from where a service is primarily being delivered

Overall, CMRC serviced the highest number of young people (1,416 young people; 26% of total young people), while BSL and MDA had the smallest number of young people (506 and 505 young people, respectively; 9% of total young people).

The graphical representation of the male and female figures in Figure 1 shows the proportion for each pilot provider relative to the total number of participants in the YTS.

Figure 1: YTS Providers and participants<sup>12</sup>



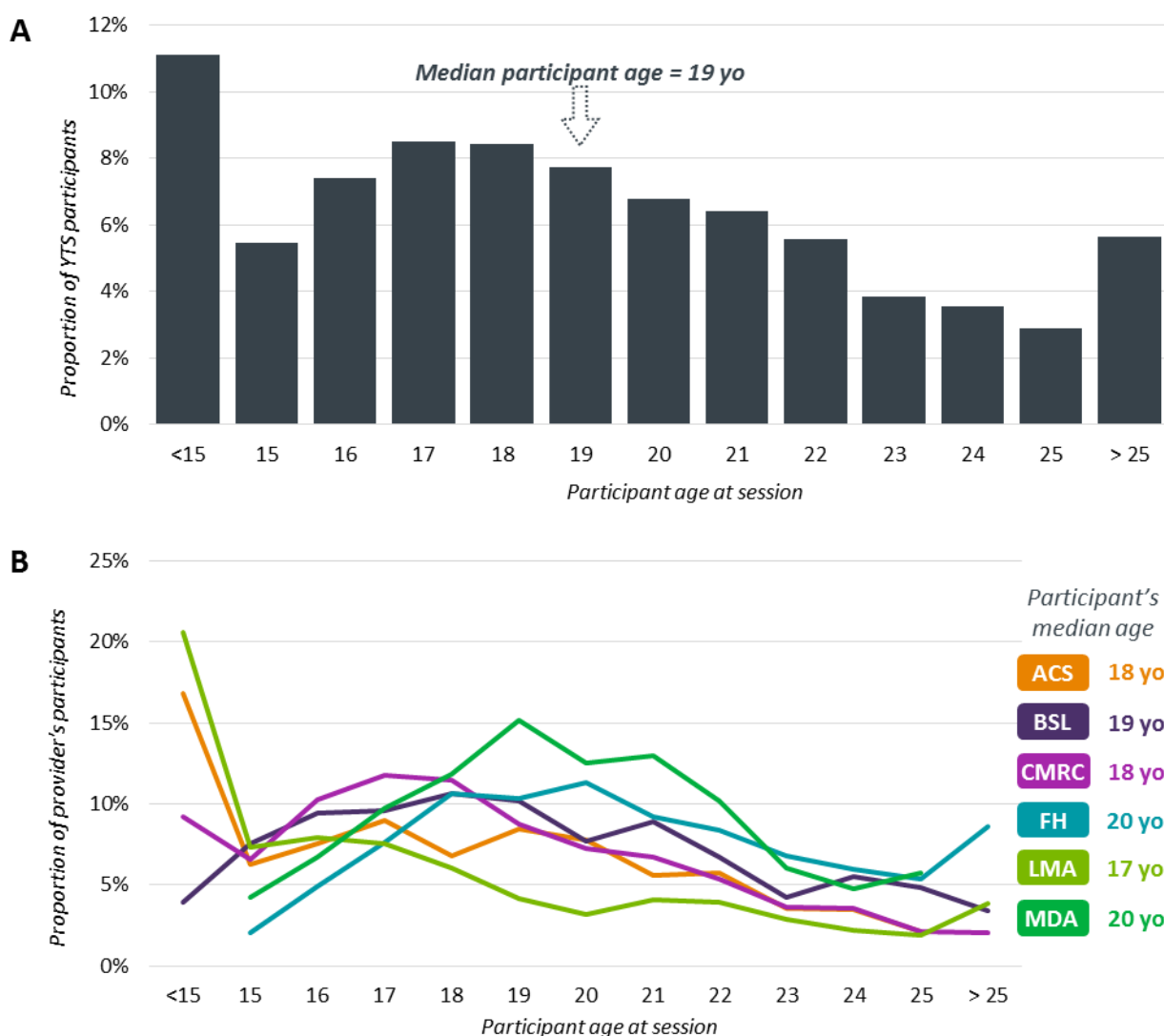
The gender of 72 ACS young people was not stated (1% of total participants).  
Source: DEX (January 2018)

<sup>12</sup> The size of male and female icons are representative of the relative cohort size as compared to the total YTS participants; for example, ACS participants represent 16% of the total YTS participants, where the male and female participants represent 9% and 6% of the total YTS participants, respectively.

## Participant age

As can be seen from the distribution of participant age presented in Figure 2A, overall, approximately 61% of YTS participants were aged between 16 to 22 years old. The median age for all participants was 19 years old. Looking at the age distribution for individual providers (Figure 2B), LMA has the youngest participant cohort with a median age of 17 years old, as compared to FH and MDA where the median participant age was 20 years old. While the YTS program was designed for young people between the age of 15 and 25, ACS, BSL, CMRC and LMA also serviced young people under and over the age bracket.

Figure 2: YTS participant age profile by providers (n = 6,683)



Source: DEX (January 2018)

## Language spoken at home

Table 7 demonstrates the language spoken at home for YTS participants. A large proportion of young people spoke Arabic as their first language (41%), followed by Dari/Persian (17% and 4%, respectively) and Assyrian (neo-Aramaic; 8%) while all other languages had five percent representation or less. BSL and LMA have a higher proportion of Arabic speaking young people as compared to the average percentage (80% and 69%, respectively). Ten-percent of FH young people reported speaking English at home.

**Table 7: YTS participant's first language (n = 4,021)<sup>13</sup>**

	YTS	ACS	BSL	CMRC	FH	LMA	MDA
	4,021	718	306	1,092	491	1,067	347
Arabic	41%	19%	80%	32%	22%	69%	22%
Dari	17%	14%		36%	24%	4%	8%
Swahili	2%	7%					9%
Somali	5%	4%		3%	8%		31%
Burmese	1%	3%					
English	2%				10%	1%	8%
Assyrian Neo-Aramaic	8%		20%	2%	14%	16%	
Hazaraghi	5%			12%	15%		
Persian (excl Dari)	4%			8%	7%	2%	
Urdu	1%			4%			
Vietnamese	2%					8%	
Rohingya	1%						10%
Other / Not Stated	11%	52%		3%			12%

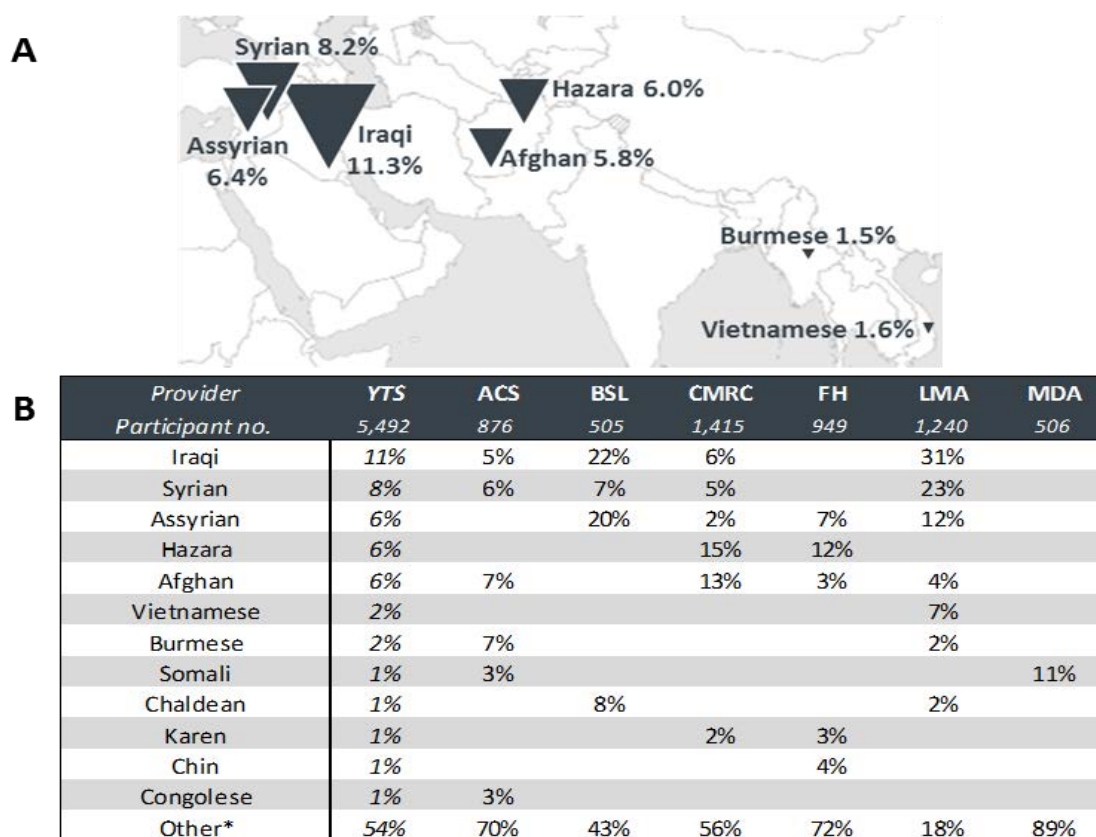
Source: DEX (January 2018)

<sup>13</sup> Not all participants have a recorded language spoken at home. In addition, data for individual languages has been concealed where less than 20. As a result there is a large percentage of participants where the language spoken at home is unknown.

## Participant ancestry

The seven most common ancestries for all YTS participants is illustrated in Figure 3A. A large proportion of young people (25%) reported themselves to be Syrian, Assyrian or Iraqi; followed by Afghan and Hazara young people (12%). LMA young people were mostly from a Syrian, Iraqi or Assyrian background (66%), in line with their data reported for language spoken at home. A large proportion of CMRC's young people were from Hazara or Afghan background (28%). MDA has the highest proportion of young people with a Somali ancestry (11%).

Figure 3: YTS participant ancestry (n = 5,492)



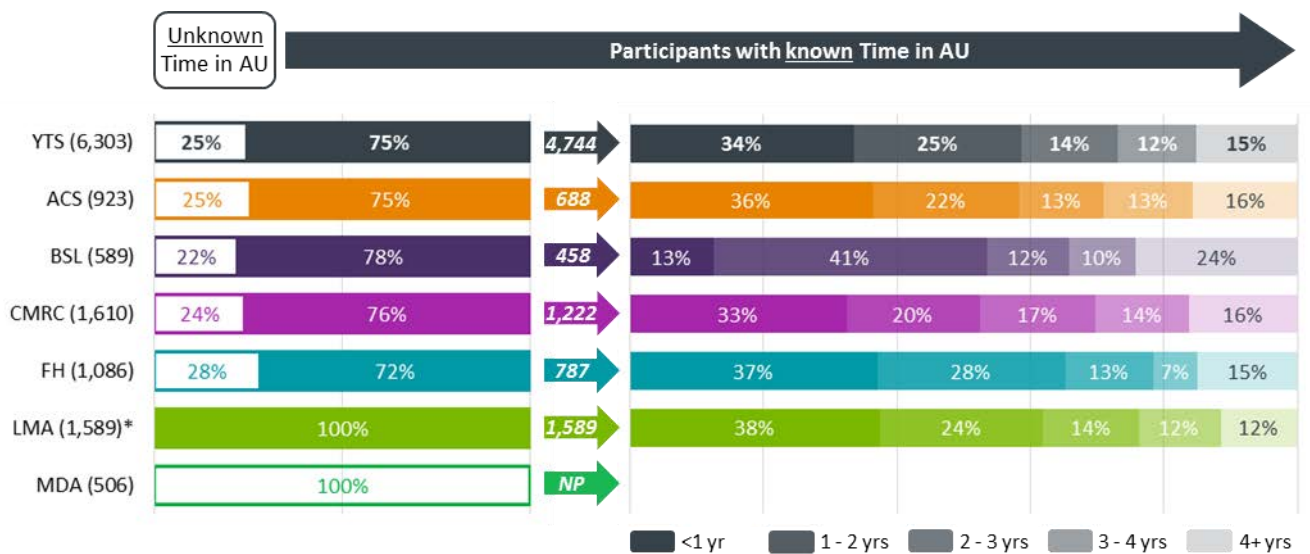
Other\*: Total participant number was concealed in the DEX data provided. Participant numbers under the 'Other' category were estimations made based on the number of individual YTS / provider participants minus the number of participants with known ancestry.

Source: DEX (January 2018)

## Participant arrival time in Australia

On average, approximately a third of participants with known arrival time in Australia (75% of 6,303 YTS participants) had been in the country for less than a year with another 25% of the cohort had been in Australia less than two years. This pattern is also apparent in most of the providers when comparing between individual providers (Figure 4). The only exception is BSL, who had the smallest proportion of recent arrivals, with only 13% of their young people having been in Australia for less than 12 months. BSL also have the highest proportion of young people that have been in Australia for four years or more (24%). MDA did not report on the participant arrival time in Australia.

Figure 4: Arrival time of YTS participant by providers (n = 6,303)



Participants without a valid arrival date were classified as 'unknown time in Australia'.

\*LMA: Total participant number was concealed in the original DEX data and the sum of all participants with known time in Australia was considered as the total LMA participant number.

NP: Data not available/provided

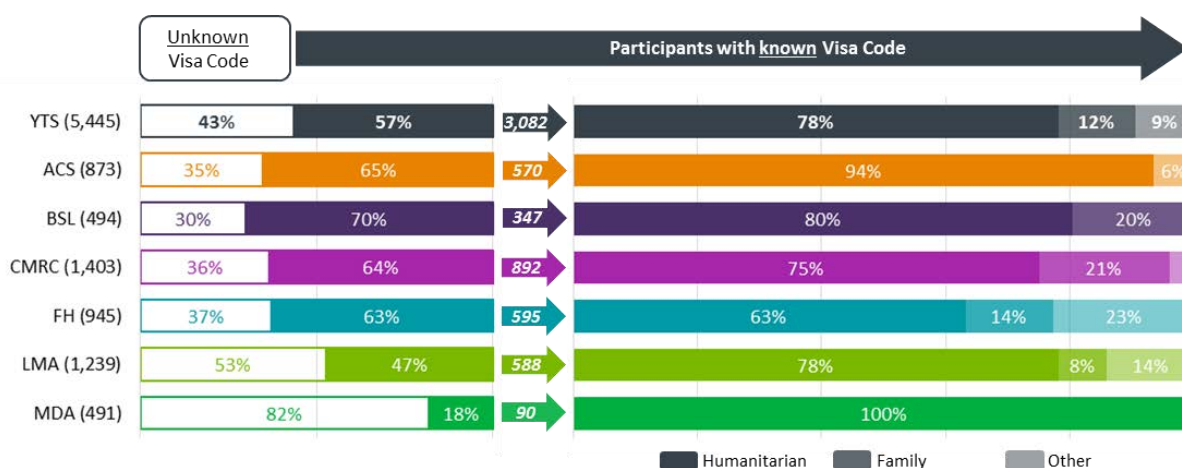
Source: DEX (January 2018)



## Participant visa type

Overall, of the YTS participants with a known Visa code (57% of 5,445 YTS participants), the majority entered Australia on a Humanitarian Visa code (78%), with a small proportion on Family (12%) or other visa types (9%). When broken down by provider, as represented in Figure 5, it can be seen that, of the data recorded, no young people from ACS and MDA entered Australia on a family visa; almost all of these providers' young people were on humanitarian visas.

Figure 5: YTS participant visa type by providers (n = 5,445)<sup>14</sup>



Participants under the 'Null' category were considered as participants with 'Unknown' Visa code.

Source: DEX (January 2018)

## Reasons for seeking assistance

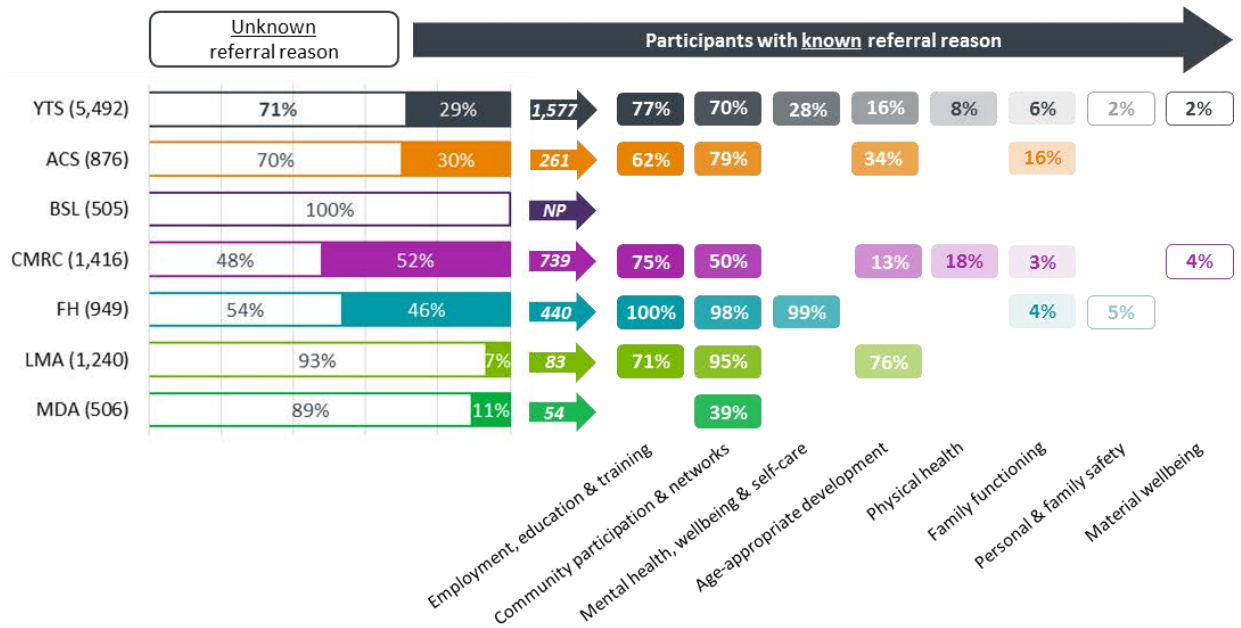
YTS young people were asked to provide their primary and, if available, secondary reasons for seeking assistance; Figure 6 presents the most frequently identified reason by percentage of participants. Overall, the majority of the young people entered the YTS pilot to achieve employment, education and training outcomes (77%) and to improve their community participation and networks (70%). A small proportion of the participants wished to address their mental health, wellbeing and self-care (28%). Other reasons, in a descending order by proportion of young people, included age-appropriate development (16%), physical health (8%) and family functioning (6%).

Comparing the referral reasons between providers, CMRC recorded the highest percentage of known reasons and also had the broadest spread of reasons within the pilot, recording six domains in all. Conversely, for all of MDA's young people where a reason has been recorded, assistance was required in the community participation and networks domain. Almost all of the FH participants reported requiring assistance in the three domains of employment, education and training; community participation and networks; and mental health, wellbeing and self-care.

BSL did not report on the participants' reason for seeking assistance.

<sup>14</sup> Data on the participant visa type is recorded in DEX under four different categories: Family; Humanitarian; Skilled and Other. Data was concealed where participant number was less than 20, including Skilled Visa, which has been omitted in this figure.

Figure 6: Reason for seeking assistance by providers (n = 5,492)<sup>15</sup>



DEX data extract includes both Primary and Secondary reason for seeking assistance without distinguishing one from another and it does not include unique participant number.  
 The number of participants with known referral reason was estimated based on individual YTS/provider participant number and the number of participants without a referral reason (i.e. Null category).  
 NP: Data not available/provided  
 Source: DEX (January 2018)

### Reasons for seeking assistance by participants' time in Australia and their age group

It is expected that a participant's reason for seeking assistance may be influenced by their circumstances. Figure 7 explores YTS participant's referral reasons by their time in Australia (A) and their age group (B). The distribution of referral reasons remains relatively similar across participants' time in Australia, and in line with the overall YTS average. Education and employment (37%) and community participation and networks (34%) are the two largest domains across all time periods. Within this trend, the data suggests that there is a marginal increase in those seeking support for education and employment in years 3-4 from previous years (36% to 41%). Assistance for family functioning increases slightly over time, peaking at 7% in year 2-3, but then is no longer recorded as a need for those who have been in Australia three or more years.

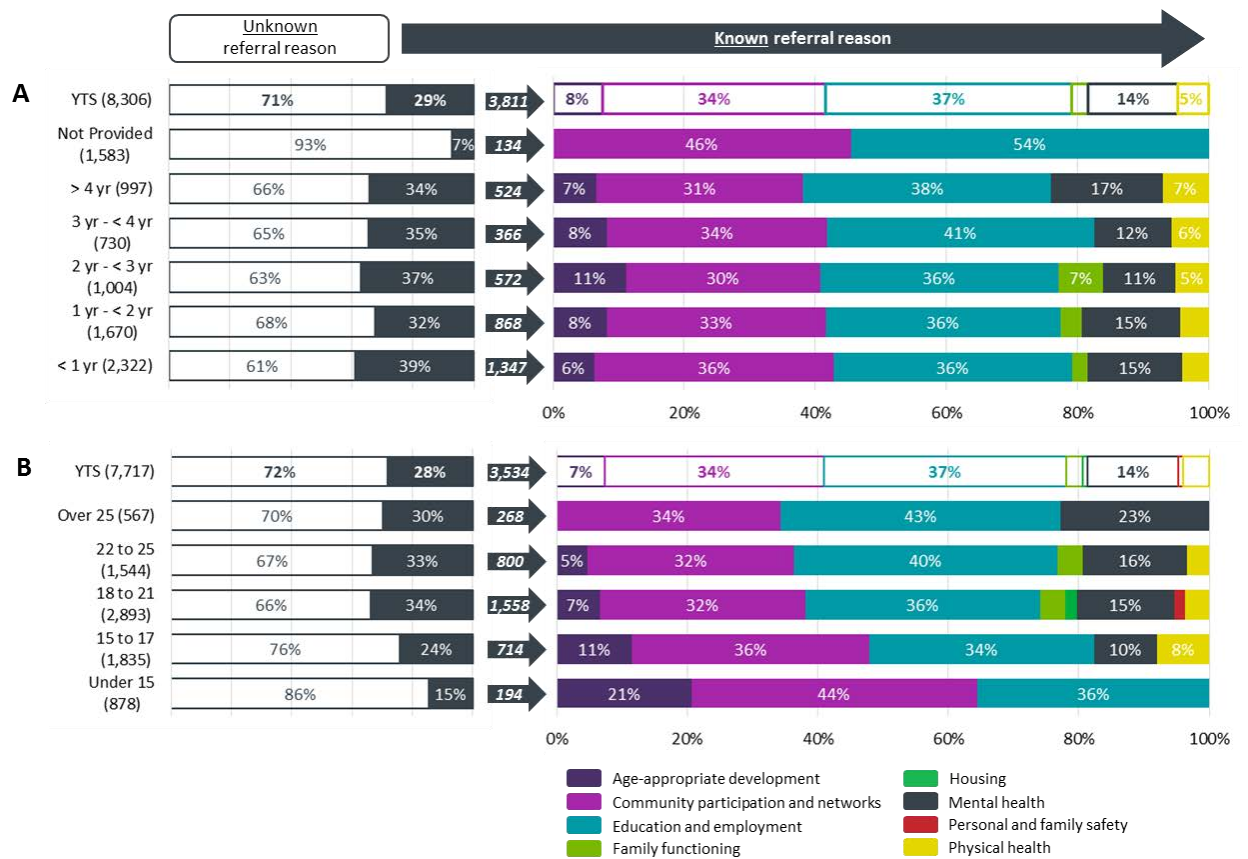
<sup>15</sup> It is not compulsory to record a referral reason in DEX, and therefore there is wide variation between providers in the number of participants with a recorded reason. As a result there is a large percentage of participants where the reason for seeking assistance is unknown.

The distribution of known referral reasons within individual providers does not sum to 100%. This is due to the fact that a participant may have more than one reason for seeking assistance, and, conversely, that categories with less than 20 responses have been concealed.

When considering the referral reasons depending on the participant’s age, the data suggests that, generally, younger clients are more likely to seek assistance in community participation and networks, whereas older clients are more likely to require assistance in employment, education and training (Figure 7B). In regards to other reported domains, support in age-appropriate development is sought by 21% of those under 15, but then trends downward for subsequent age groups until it was longer sought by those over 25. Conversely, as a young person’s age increases, so does their desire for assistance in relation to mental health, reported by 23% of those over 25 years of age.

Collectively, the available data shows that employment education and training, along with community participation are the two largest areas of need for YTS participants regardless of age and time in Australia. However, within that there is a slight trend to suggest that older cohorts who have been in Australia for longer, on average, have needs that are more aligned with the employment, education and training components of the YTS, while the remainder are seeking initial settlement support that includes social and community participation.

**Figure 7: Reason for seeking assistance by participants’ time in Australia (A) and age group (B) (n = 8,306 and 7,717)**



DEX data does not include total participant number. Percentage of participants with known/unknown referral reason were estimated based on the number of total YTS/Provider participant as described in Figure 2 (Age at session) and Figure 4 (Time in Australia).

NP: Data not available/provided

Source: DEX (January 2018)

## Session and participant numbers

Figure 8A summarises the outputs delivered by each of the providers over the pilot timeframe, including number of sessions and participant attendance rates. A total of 15,496 sessions were delivered since the beginning of the pilot across all providers.<sup>16</sup> CMRC delivered a quarter of total sessions (25%), followed by LMA and MDA (19% each), while BSL delivered the smallest number of sessions (10%).

The DEX reporting system makes a distinction between individual and group participants when recording and reporting service delivery and participation. An individual participant is someone who has received sufficient services through DSS funded program/s that it becomes appropriate to create a participant record in DEX. A total of 5,492 young people were individual YTS participants across all providers in the DEX reporting system.<sup>17</sup> CMRC serviced the highest proportion of individual participants (26%), whereas MDA and BSL had the lowest proportion (9%).

Group participants are defined as those that attended an activity when the delivery setting involves services to the community or a group within the community, and can include activities such as information sessions and community events. A total of 9,601 young people were recorded across all providers in DEX as group participants.<sup>18</sup> However, it is important to note that individuals do not have to be an individual DEX participant to be reported as a group participant under this field in DEX. Therefore, the proportion of the 9,601 total young people reported above who had previously or subsequently received services as an individual YTS participant, or how many were unidentified participants attending one-off events, is not known.

The variation between how individual and group participants are defined within the DEX system limits the extent that further analysis can be undertaken with this dataset. As a result, it is not possible to use the current individual and group participant data to identify and analyse:

- a) The type of programs (individual or group) most frequently attended by individual YTS participants; or
- b) to compare delivery approaches between providers with respect to the proportion of services delivered to individual vs unidentified group participants; or
- c) compare providers preferred delivery method (individual or group sessions).

Session and attendance data for both individual and group participants is presented below. However, data for group participants should be understood within the context of the discussion above and is not suitable for direct comparison with data relating to individual participants.

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<sup>16</sup> Sessions: an individual instance or episode of service; at least one participant is attached to the session. DSS, *The Data Exchange Protocols*, Version 4, March 2017, p. 10

<sup>17</sup> Individual participants: an individual who receives a service as part of a DSS funded activity within the reporting period and it is feasible/appropriate to create participant record; as such the participant is expected to lead to a measurable individual outcome. DSS, *The Data Exchange Protocols*, Version 4, March 2017, p. 7

<sup>18</sup> Group participants: funded activities that involve delivering services to the community or a group within the community; these can include education courses, information sessions and community events. Note there may be identified participants (individual participants) or unidentified participants (only general attendance figures recorded) – or a mix of both. DSS, *The Data Exchange Protocols*, Version 4, March 2017, p. 9

## Session attendance

A total session attendance of 54,924 was recorded for individual participants over the pilot timeframe (Figure 8A)<sup>19</sup> LMA and FH had the highest proportion of session attendances (36% and 21%, respectively), whereas ACS and MDA represented the lowest proportion of total session attendance from individual participants (7%).

Of the 25,913 session attendance by group participants (a mixture of identified and unidentified YTS young people), LMA reported the largest proportion (43%), while FH (2%) and BSL (0.4%) represented the lowest proportion. The low figures for ACS, BSL and FH suggests that the delivery model adopted by these providers resulted in the delivery of a relatively smaller proportion of sessions within a broader community setting and/or to unidentified participants than CMRC, LMA and MDA.

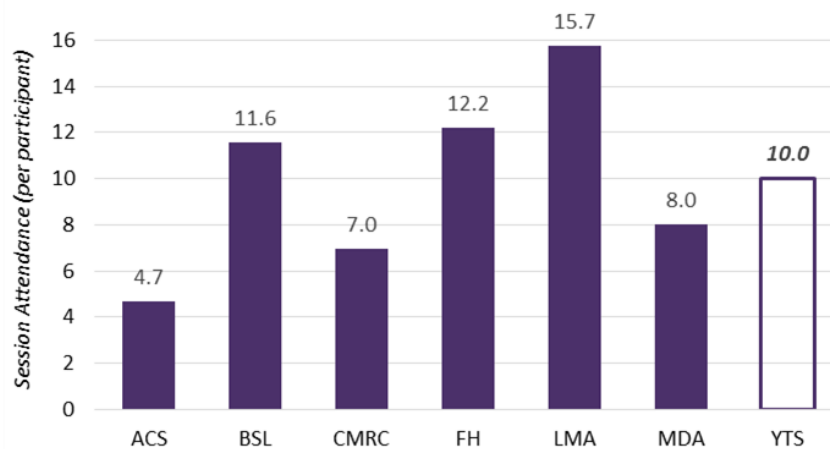
Figure 8B further presents the number of sessions that each young person participated in by pilot provider. Overall, individual YTS participants attended an average of 10 sessions each. LMA, FH and BSL all recorded a higher number of sessions per participant than the YTS average. ACS had the lowest average number of sessions attended per participant.

Figure 8: Individual and group session attendance

A

	Total Session Delivered	Individual Client		Group Client	
YTS	15,496	Participant	Attendance	Participant	Attendance
		5,492	54,924	9,601	25,913
<i>(Percentage of YTS pilot total)</i>					
ACS	14%	16%	7%	8%	4%
BSL	10%	9%	11%	1%	0.4%
CMRC	25%	26%	18%	36%	22%
FH	13%	17%	21%	3%	2%
LMA	19%	23%	36%	35%	43%
MDA	19%	9%	7%	17%	28%

B



Source: DEX (January 2018)

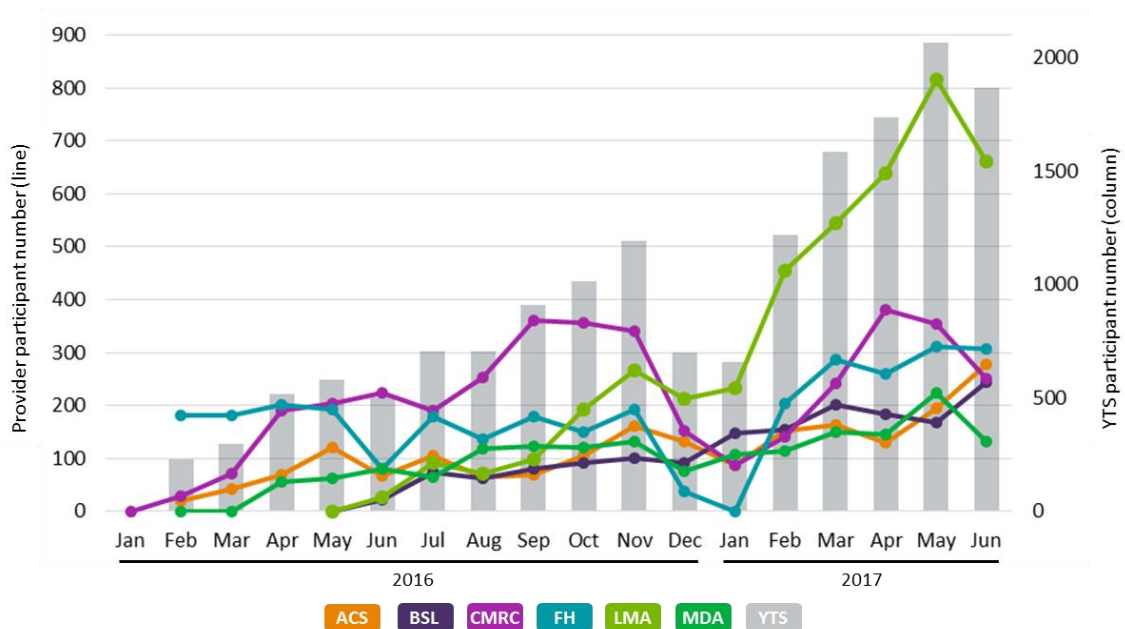
<sup>19</sup> Session attendance: the total number of attendance by participants at a session and is calculated accumulatively per session.

## Attendance over time

The number of individual young people attending YTS delivered sessions has gradually increased from the start of the pilot in January 2016 until the end of reporting in June 2017 (see the columns in Figure 9). The temporary decrease in the session attendance between November 2016 and February 2017 correlates with the Christmas and New Year holiday, when some providers may not have been in operation. However, by March 2017 the participant attendance had returned to a similar level as before the holiday period, reaching a peak of over 2000 session attendances in May 2017. The average per month session attendance over the pilot timeframe was 1,065.

The pattern described for the overall session attendance also fits with the profiles of CMRC and FH. FH also reported the highest number of participants in the first months of the pilot, which corresponds with their service delivery approach to deliver services to groups utilising the Ucan2 program. By comparison, ACS, CMRC and MDA had a low number of participant attendance at the start of the pilot, but the numbers have seen a gradual but continuous increase for the past 18 months. All three providers recorded their highest attendance numbers in the last quarter of the pilot. BSL and LMA had a slower start than the remainder of the providers (the first attendance was recorded in May 2016), but continued to increase attendance rates over the course of the pilot in line with the YTS trend. LMA in particular saw a sharp rise in its session attendance between January and June 2017 and recorded the highest reported attendance across the providers in May 2017.

**Figure 9: Number of participants attending session between January 2016 and June 2017**



Source: DEX (January 2018)

## Outcomes for young people

This section of the report presents data relating to the outcomes generated for the target cohort by the YTS. It first examines outcomes against the DEX reporting framework. A pillar-by-pillar approach then follows, presenting data collected by pilot providers on outcomes achieved by participants against the YTS Reporting Framework, as well as results from evaluation surveys and focus groups with young people in each of the pilot's four pillars.

### The Data Exchange Standard Client/Community Outcomes Reporting (SCORE) approach

The DEX Standard Participant/Community Outcomes Reporting (SCORE) approach measures outcomes in a consistent and comparable manner under the domains of **Circumstances**, **Goals** and **Satisfaction**.<sup>20</sup> Providers were asked to record ratings in DEX for individual participants using a five-point Likert scale (see Appendix B for the ratings definition under each of the domains). It should be noted that, while the SCORE system is intended as a consistent, trackable and comparable reporting framework, the ratings attributed under each of the domains is the result of subjective judgement by participants and service providers, and that variation based on individual interpretation is expected.

There was an average of 1,330 YTS young people from January 2016 to June 2017 who had a valid SCORE recorded (1,370 **Circumstances**, 1,386 **Goals** and 1,235 **Satisfaction**).<sup>21</sup> FH has the most comprehensive data set and contributed to almost half of the valid scores (546).

#### DEX SCORE by Partner Providers

Overall, about a quarter of YTS individual participants have a valid SCORE. FH participants have the highest rate at 57% whereas ACS and LMA each have less than 15% of their participants who been assessed for Circumstances, Goals or Satisfaction outcomes (Table 8).

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<sup>20</sup> The Community SCORE was not provided. Please see the Methodology section for details on the DEX SCORE system.

<sup>21</sup> In order to be considered as a valid score, individual participants are required to have both a pre- and post-SCORE within a single domain. Hence there may be a proportion of participants with a pre-SCORE but are yet to have been assessed for post-SCORE.



**Table 8: Individual participants with a valid SCORE by provider**

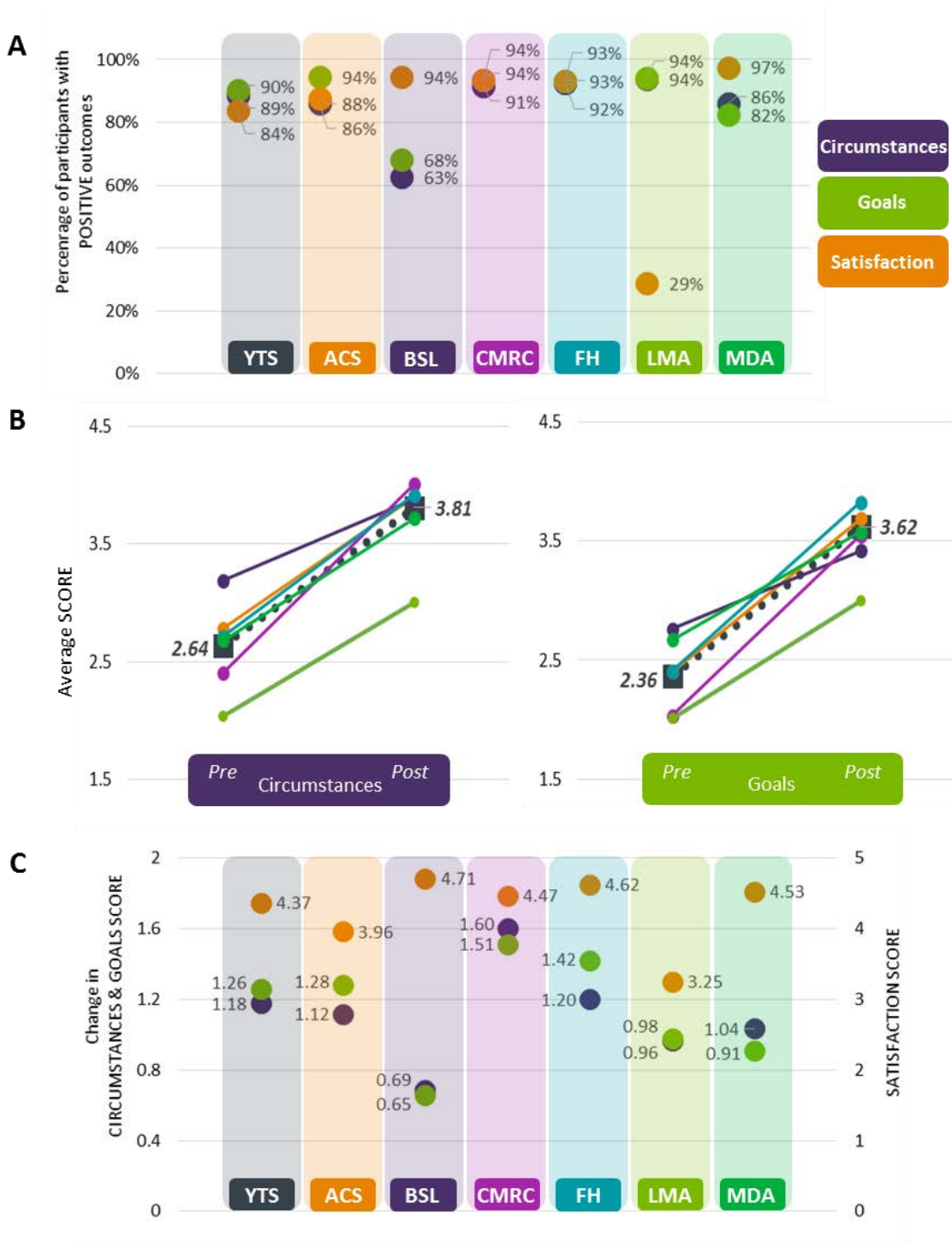
	Individual Participant Number	Participants with valid SCORE				% Participant with valid SCORE
		Circumstances	Goals	Satisfaction	Average	
<b>YTS</b>	<b>5,492</b>	<b>1,370</b>	<b>1,386</b>	<b>1,235</b>	<b>1330</b>	<b>24%</b>
<b>ACS</b>	876	72	72	131	92	<b>10%</b>
<b>BSL</b>	505	123	122	124	123	<b>24%</b>
<b>CMRC</b>	1,416	291	296	313	300	<b>21%</b>
<b>FH</b>	949	611	615	411	546	<b>57%</b>
<b>LMA</b>	1,240	143	151	177	157	<b>13%</b>
<b>MDA</b>	506	130	130	79	113	<b>22%</b>

Source: DEX (January 2018)

Figure 10A shows the proportion of young people who experienced an overall positive result from their participation in the YTS pilot (i.e. reported a higher SCORE in the post assessment as compared to the pre assessment). Overall, the majority of YTS young people achieved positive outcomes for all three domains (between 84% and 90%). The level of positive results continues to be high across the majority of providers with the exception of BSL and LMA, who showed the greatest variation between domains. Ninety-four percent of BSL’s young people had positive results in Satisfaction, however, they had the lowest proportion of young people reporting a positive result for Circumstances and Goals (63% and 68%, respectively). Conversely, while LMA young people achieved strong results with respect to Circumstances and Goals, only 29% of their participants reported positive outcomes in terms of Satisfaction.



Figure 10: DEX SCORE by providers (n = 1235 - 1386 for all YTS participants)



Source: DEX (January 2018)

## **Circumstances**

When assessed for their Circumstances rating at the start of their participation in the pilot, YTS young people were typically in the upper end of Rating 2 (average 2.64 out of five; Figure 10B). At Rating 2 a participant's current circumstances are having a 'moderate negative impact' on their independence, participation and wellbeing. An improvement in the average post-SCORE was recorded, at an average of 3.81 out of five. This result shows that, through their participation in YTS, young people's Circumstances had, on average, moved through the 'middle ground' to be closer to 'adequate over the short term' to support their independence, participation and wellbeing (Rating 4).

Figure 10B illustrates the averaged pre and post-SCORE on Circumstances from all providers as well as the overall pilot average. At the provider level, BSL's young people had the highest Circumstances pre-SCORE (3.19), but also recorded the smallest change overall (0.69), to exit at 3.88. In contrast, CMRC recorded the second lowest Circumstances pre-SCORE of 2.41, but recorded the largest degree of change in the pilot for its young people (1.6) with a post-SCORE of 4.01.

## **Goals**

Figure 10B presents the averaged pre and post-SCORE on Goals from all providers at both individual and aggregate level.

Of those participants who had valid Goal data, 90% reported an improvement in their average pre and post intervention SCORE (from 2.36 to 3.62). This result shows that these young people maintain 'limited progress' in achieving their individual goals (Rating 2), but that their participation has shifted to 'strong engagement' in addressing the issues they sought assistance with (Rating 3). As in the Circumstances domain, the progress of young people is approaching Rating 4, which would indicate that they have made 'moderate progress' in achieving individual goals since their participation in the pilot.

Both BSL and MDA young people had a relatively high pre-SCORE in Goals (2.76 and 2.67, respectively), as compared to the low pre-SCORE from CMRC and LMA young people (2.03 and 2.04 respectively). Similar to the pattern observed in the Circumstances SCORE, BSL young people reported the smallest change in Goals SCORE (0.65), whilst CMRC young people again experienced the largest degree of change (1.51).

## **Satisfaction**

On average, YTS young people recorded a Satisfaction SCORE of 4.37 (out of five), indicating they tend to agree that they are satisfied with the services they have received, including that the provider listened and understood their issues, and that they are better able to deal with issues they sought help for. Note that the Satisfaction rating is only reported once as a post-SCORE. Young people from both ACS and LMA had a lower than pilot average Satisfaction SCORE at 3.96 and 3.25 respectively. Evaluation surveys did not reveal any notable differences between the feedback provided by young people from these two providers and those of other providers, therefore, the reasons behind the lower satisfaction scores of these young people are unknown within the existing data.

Generally, young people expressed high levels of appreciation for the YTS services that they received. A selection of quotes from the survey are reported below.

'I really got better in my communication skills, interviews. It also helped to whom I can get help when I am worried.'

'All the parts make me strong and feel more confident.'

'I have met many, many people here and I know I can get help whenever I need it.'

'More time, the course is too short. It is 10 weeks but only 1 day each week. It would be good if it was 2 days per week. Talking about the same things, but more time.'

'I get lots of things, but the main thing I'm happy for this group.'

'Feel better about myself.'

'It helped me to get more and updated knowledge and I became more friendly with the community and people around me.'

'I think I would benefit more if I had been informed earlier of these [employment] forums and services. I haven't been here long enough to have a chance to use these programs. Overall, these programs are very useful. My information looks a little negative. That is only because I haven't been in Australia for long. Please do keep this program. I am sure this is very useful and can help a lot of lost people feel welcome.'

### **DEX SCORE by Participant Age Group**

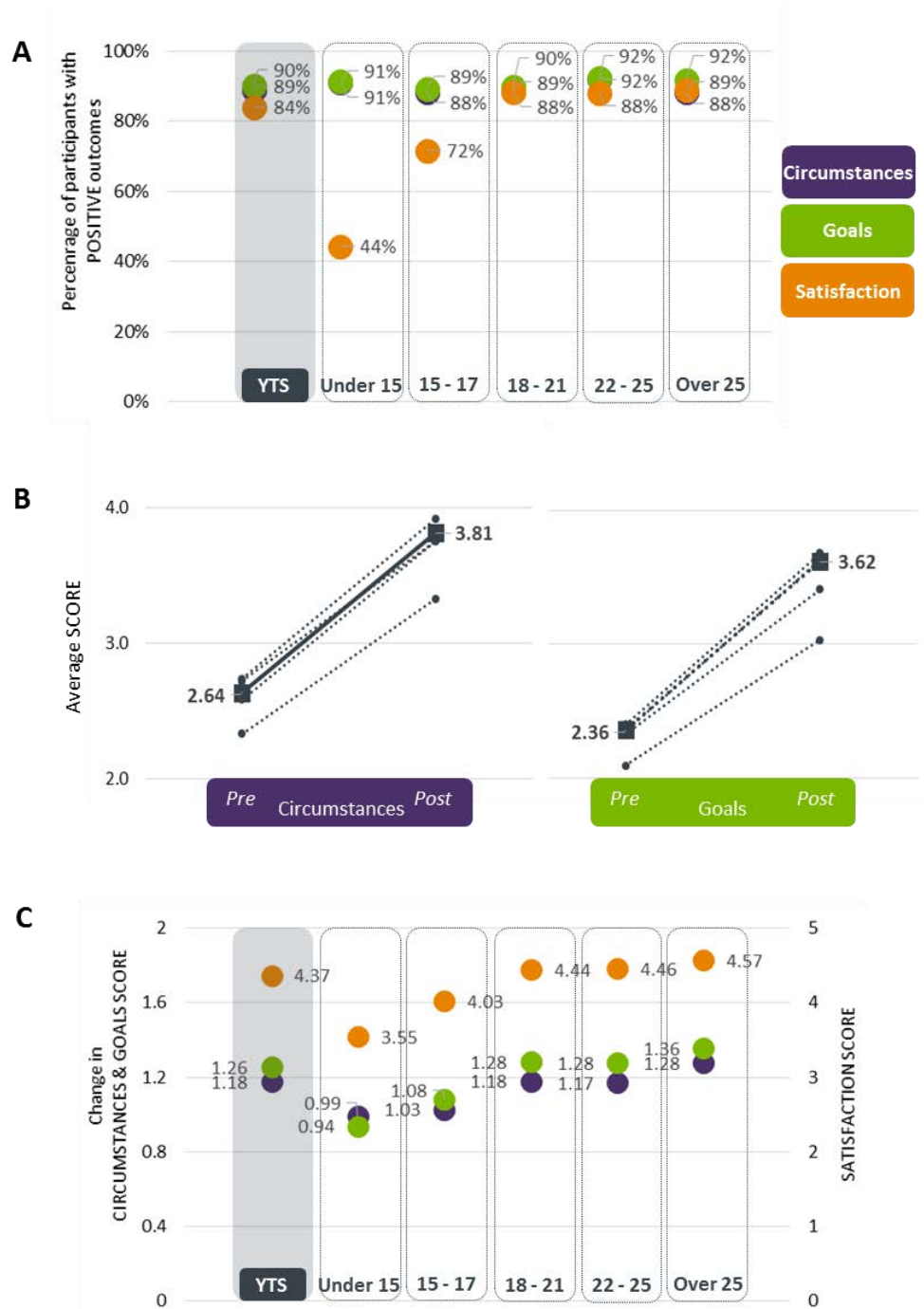
Participant age is an underlying factor that can influence the type of outcomes that a young person is able to achieve under each pillar of the pilot. For instance, achieving outcomes in employment may not be as feasible for younger participants, whereas outcomes in relation to education may not be the focus of older participants who already have qualifications. Figure 11 examines the SCORE outcomes of YTS participants according to their age groups.

Overall, participants across all age groups have achieved similar outcomes, as indicated by the DEX SCOREs across all three domains. While it is difficult to determine a relationship between the participant's age and their goal expectations with the available participant data,<sup>22</sup> the overall trend suggests that the older the participants, the greater the improvement in their SCORE would be. This is particularly indicative under the Goals and Satisfaction domain (Figure 11C).

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<sup>22</sup> DEX SCORE data was provided at an aggregate level, limiting the level of sophistication in statistical analysis that was possible.

Figure 11: DEX SCORE by YTS participant age group (n = 1,235 - 1386 for all YTS participants<sup>23</sup>)



Source: DEX (January 2018)

<sup>23</sup> Number of valid scores: [Under 15] Circumstances 67, Goals 68 and Satisfaction 79; [15 to 17] Circumstances 137, Goals 146 and Satisfaction 141; [18 to 21] Circumstances 524, Goals 532 and Satisfaction 445; [22 to 25] Circumstances 368, Goals 368, and Satisfaction 333; [Over 25] Circumstances 101, Goals 200 and Satisfaction 160.

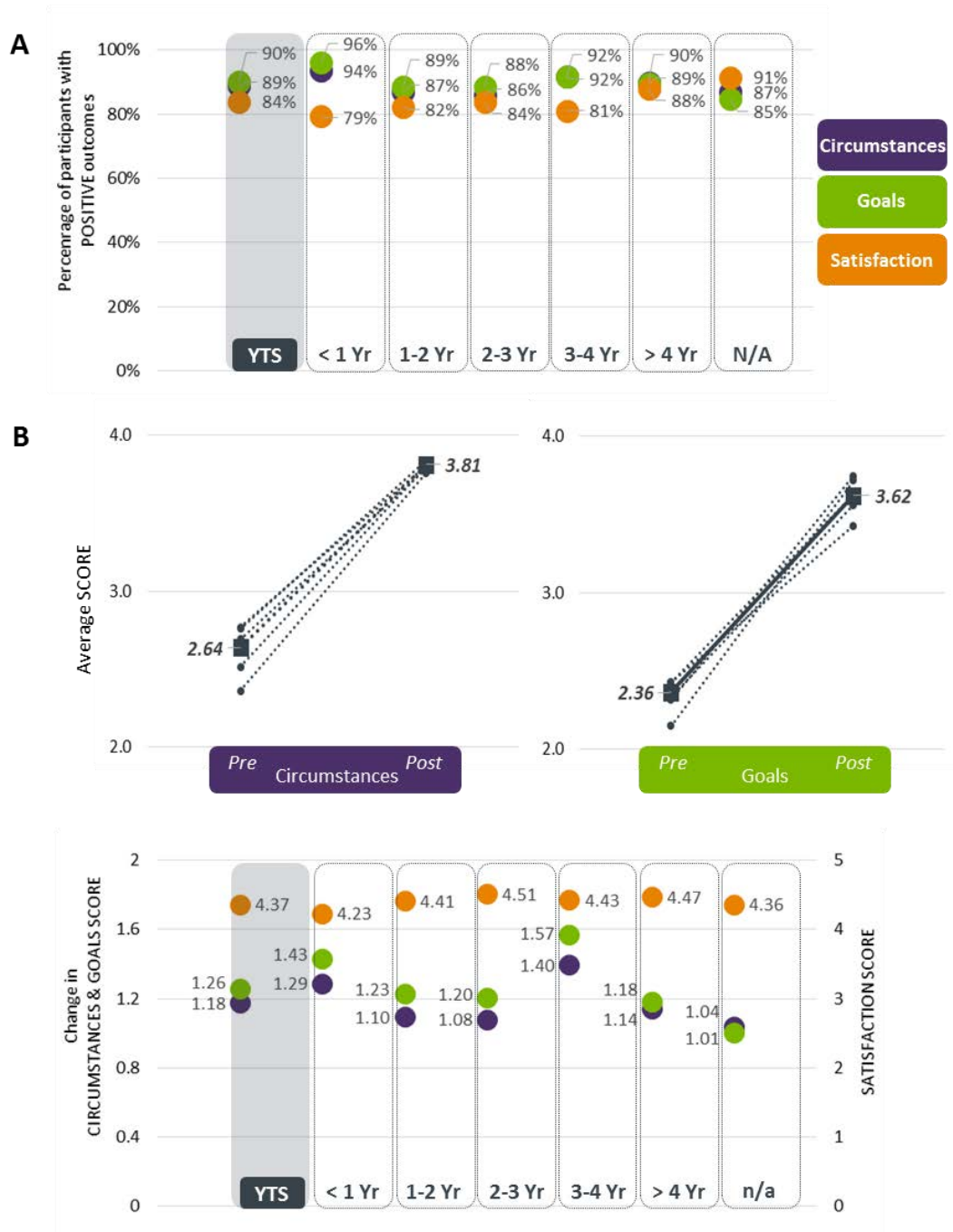
## **DEX SCORE by Time in Australia**

The challenges that newly arrived migrant and humanitarian young people face upon arrival in Australia is well documented, including language and cultural barriers, as well as the ongoing effects of trauma. It is reasonable to assume that as time in Australia increases, so do the opportunities for achieving a broader range of outcomes. Figure 12 explores the outcomes of YTS participants according to their time in Australia.

Overall, the proportion of participants with positive outcomes across all three domains were relatively similar with little variation between different cohorts of participants (Figure 12A). Similarly, average pre- and post-SCORE under Circumstances and Goals domains were not influenced by the participant's arrival time in Australia (Figure 12B). However, analysis of the difference in pre and post-SCORE data for each of the domains revealed differences under both the Circumstances and Goals domains (Figure 12C). Specifically, young people who had been in Australia for less than a year and those who had been in Australia between three to four years had a higher degree of improvement compared to the other time categories. The Satisfaction SCORE remained relatively similar across all five categories.

Findings from the MCA further draw out this point with regard to employment, indicating that the capacity of young people to receive/benefit from employment support was limited in the first years of their arrival, influenced by the factors described above. As a young person's time in Australia increases, so do needs shift from initial support to include a greater focus on education and employment. MCA providers identified an indicative range of between 3-5 years in Australia as the preferred time for delivering employment support to young people, although acknowledging that this timeframe shifted according to an individual's context (see Section 5).

Figure 12: DEX SCORE by YTS participant's time in Australia (n = 1,235 – 1,386 for all YTS participants<sup>24</sup>)



Source: DEX (January 2018)

<sup>24</sup> Number of valid scores: [< 1 Yr] Circumstances 416, Goals 416 and Satisfaction 387; [1 Yr - < 2 Yr] Circumstances 314, Goals 323 and Satisfaction 285; [2 Yr - < 3 Yr] Circumstances 143, Goals 147 and Satisfaction 123; [3 Yr - < 4 Yr] Circumstances 72, Goals 72, and Satisfaction 74; [> 4 Yr] Circumstances 169, Goals 203 and Satisfaction 152; and [n/a] Circumstances 190, Goals 203 and Satisfaction 152.

## Findings by pillar

This section assesses the impact of the YTS pilot by examining outcomes for young people under each of pilot's four thematic pillars. Data supplied by providers on the outcomes achieved for young people has been triangulated with data collected from young people through evaluation surveys and focus groups.

An explanation of each of the data sources is provided below, followed by the detailed analysis and findings presented by pillar.

### YTS Reporting Framework

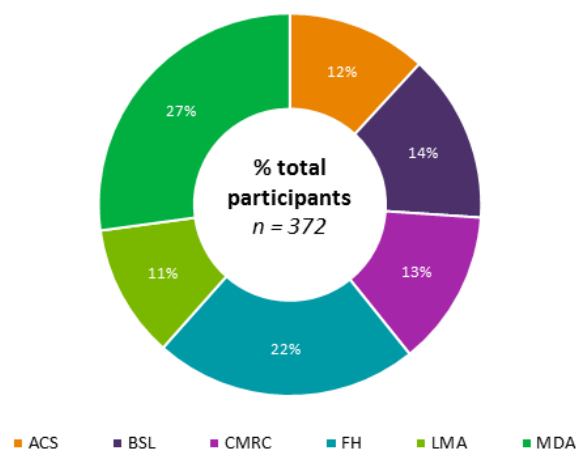
In addition to the data recorded in DEX, YTS providers also documented outcomes for their own performance monitoring utilising the YTS Reporting Framework. Please refer to the Methodology section for details on the YTS Reporting Framework.

### Evaluation surveys and focus groups

To complement DEX and provider data on participant outcomes, YTS participants were provided an opportunity to undertake a survey on their experience with the program, including the influence of the program on employment, education, vocational education and sporting aspirations. Surveys were used to evaluate the impact of programs against the pilot's short and medium term outcomes, as contained in the project logic (Appendix A).

Surveys were not compulsory and a total of 372 participants responded to the survey. Figure 13 presents the number of responses by provider.<sup>25</sup>

Figure 13: Survey responses by provider (n = 372)



Source: Survey with YTS participants

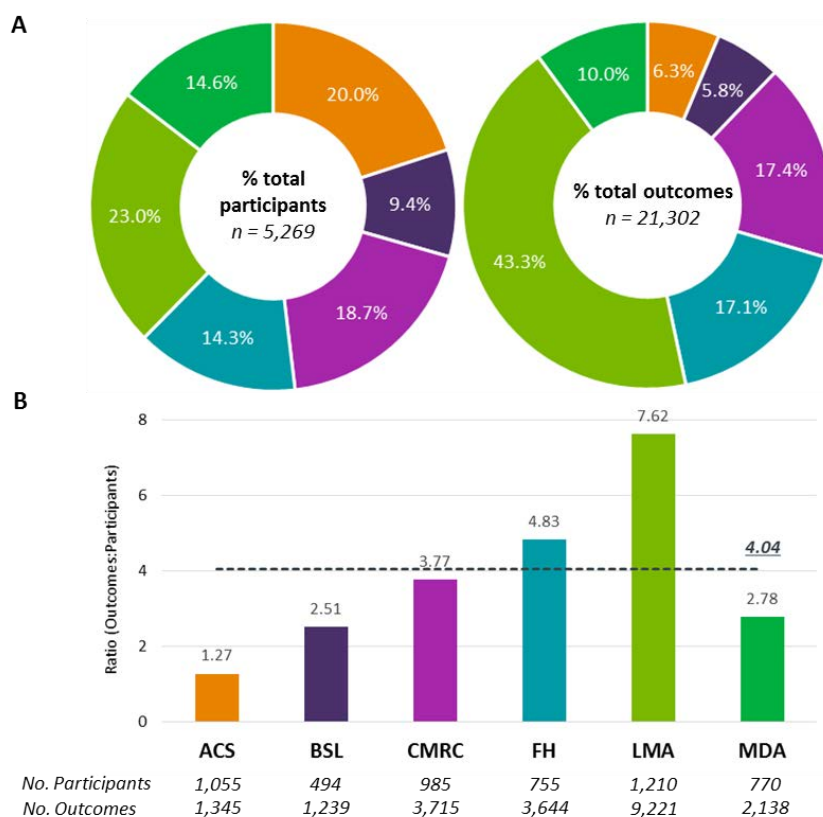
<sup>25</sup> It is noted that the survey results do not represent a sample of all programs or program types delivered by service providers. Please refer to the Methodology section and relevant Appendices for detailed information on the processes and limitations relating to the data presented throughout this section.

## Outcomes at a glance

Between January 2016 and June 2017, the pilot providers serviced 5,269 young people and reported a total of 21,302 outcomes across all categories collectively.<sup>26</sup> This translates to an average of four outcomes per young person (dotted line in Figure 14B).

When comparing amongst providers, LMA reported the highest number of young people serviced (23% of total) and outcomes achieved (43.3% of total). Conversely, BSL had the lowest number of young people (9.4% of total) and outcomes (5.8% of total). ACS had the lowest ratio of outcomes to young people amongst all providers (1.3).

Figure 14: Outcomes at a glance



Source: YTS Reporting Framework

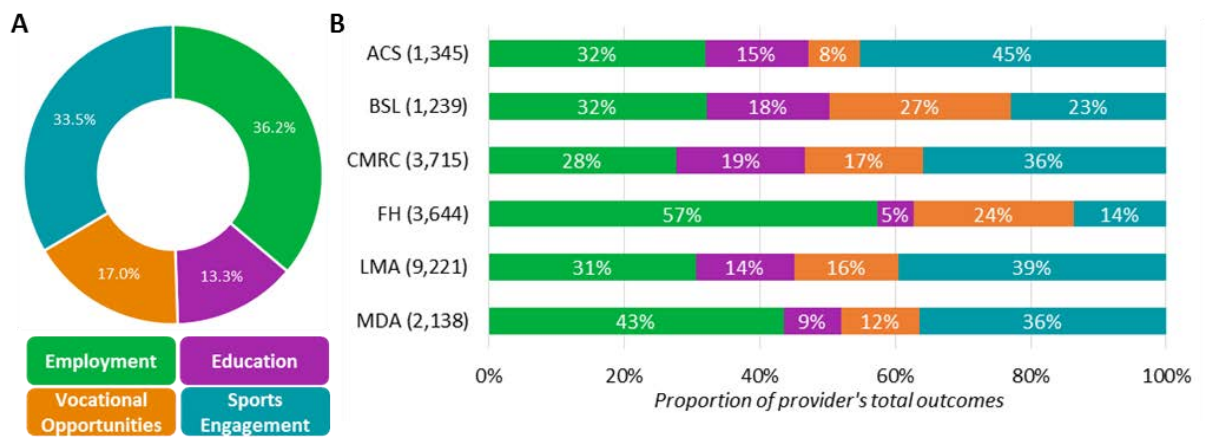
<sup>26</sup> Please note that the total number of individual participants reported by the providers under the YTS Reporting Framework is different to the number reported in the DEX reporting system. Please refer to the section 'Limitations: Discrepancy between DEX data and the YTS Reporting Framework' for further information.



Figure 15A illustrates the proportion of outcomes reported under each of the Employment, Education, Vocational Opportunities and Sports Engagement pillars, indicating that YTS young people achieved more outcomes under Employment and Sports Engagement (36.2% and 33.5% of total outcomes, respectively).

When comparing the distribution of outcomes reported by each provider (Figure 15B), young people from FH achieved more than half of their combined outcomes under the Employment pillar (57%) with a small proportion of outcomes under the Education pillar (5%). On the contrary, more outcomes were reported under the Sports pillar by ACS (45%) and less outcomes under the Vocational Opportunities pillar (8%). This analysis indicates that while the providers offered programs that contribute to outcomes that are correlated with all YTS pillars, providers placed differing emphasis on specific pillars.

**Figure 15: Outcomes against the YTS pillars**



Source: YTS Reporting Framework

Figure 16 provides a breakdown for the percentage of young people achieving outcomes under each of the 14 sub-categories across all providers. The top three most achieved sub-categories were:

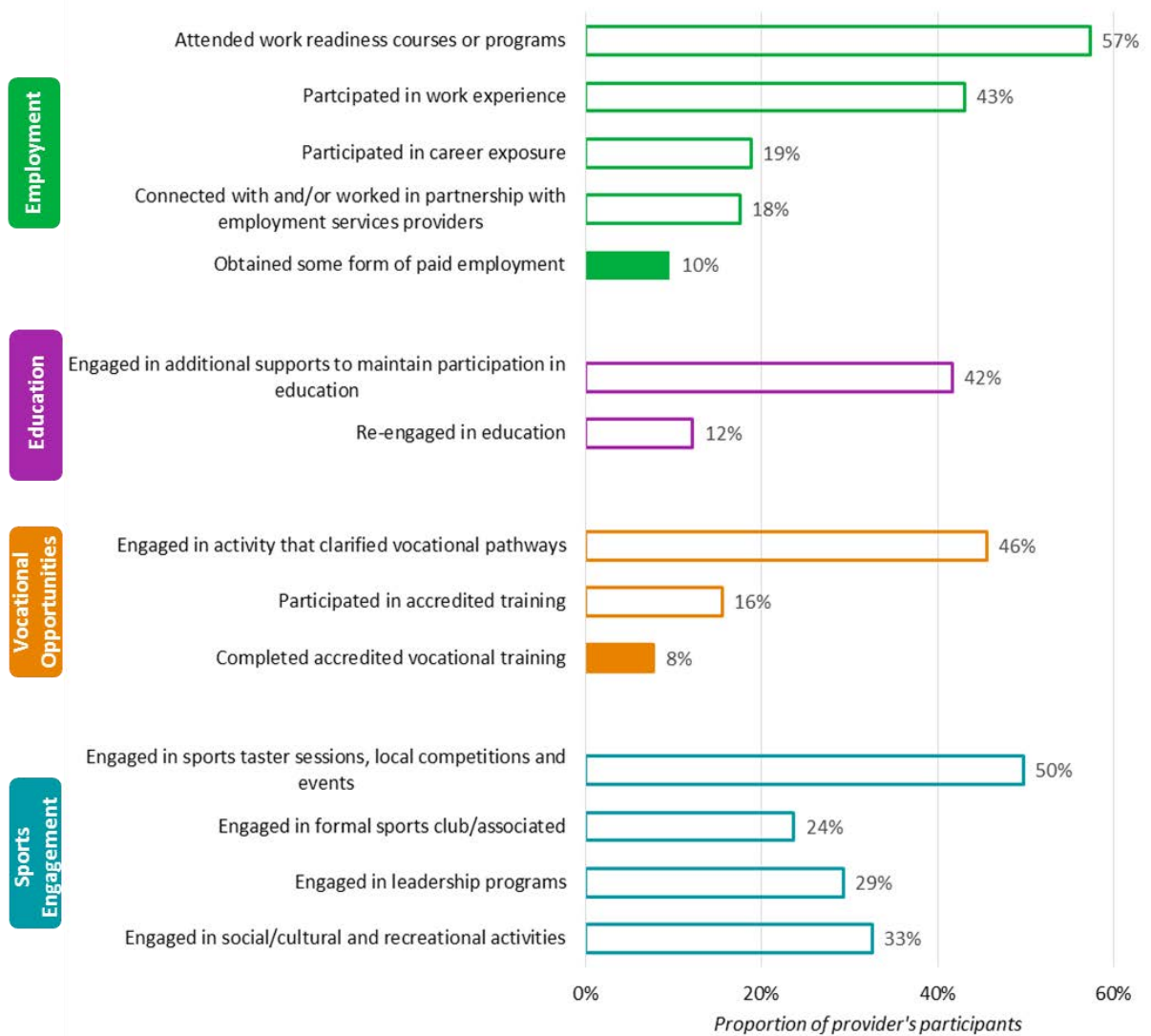
1. Attend work readiness courses or programs (3,020 outcomes / 14.2% of total reported outcomes);
2. Engaged in sports taster sessions local competitions and events (2,624 / 12.3%); and
3. Engaged in activity that clarified vocational pathways (2,400 / 11.3%).

In comparison, the three least reported sub-categories were:

1. Re-engaged in education (641 outcomes / 3.0% of total reported outcomes);
2. Obtained some form of paid employment (503 / 2.4%); and
3. Completed accredited vocational training (408 / 1.9%).

The two lowest categories are aligned with the medium term outcomes identified in the YTS project logic (Appendix A), and are normally expected to occur from between 12 months and five years after a project has commenced. The two least reported sub-categories can also be considered as categories that potentially contain both a higher number of barriers and require higher level of effort to achieve the stated outcome. For instance, whilst both reported as outcomes under the Employment pillar, attending work readiness courses or programs would be relatively easier to achieve than obtaining some form of paid employment. In reality the former could be more accurately identified as program outputs or leading activities that contribute towards achieving the identified outcome goal. In the context of the YTS Reporting Framework, no distinction is made between outputs and outcomes. As such, the term outcome is used throughout this report to maintain consistency with the definitions and approach contained in the Reporting Framework.

Figure 16: Overview of young people’s outcomes under individual sub-categories (n = 5,269)



Source: YTS Reporting Framework

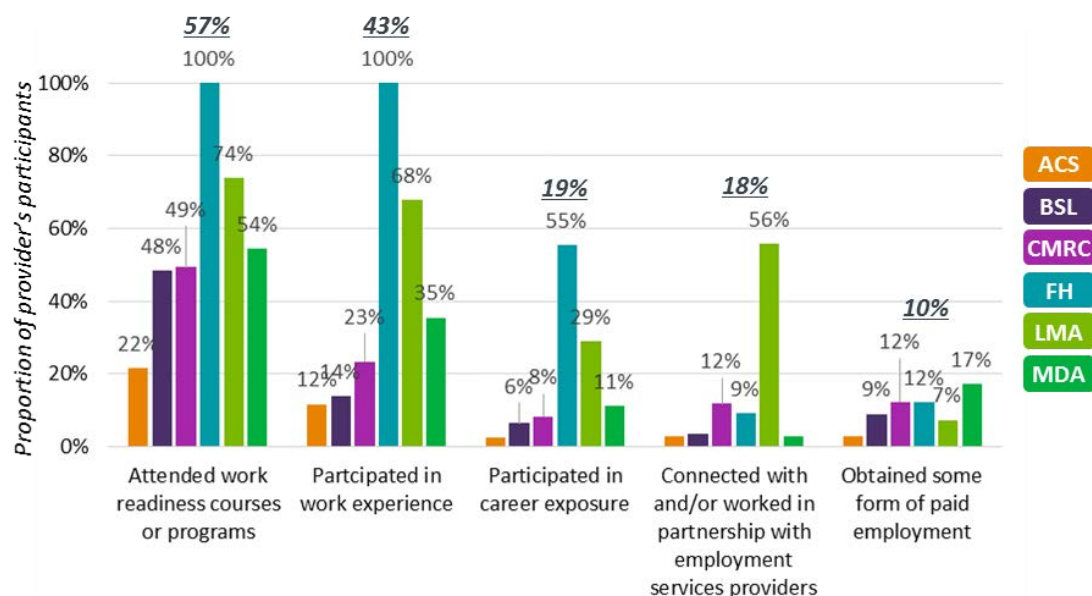
## Employment

Of the five Employment sub-categories, attended work readiness courses or programs was the most reported outcome for all providers, while obtaining some form of paid employment was the least reported. As can be seen in Figure 17, the proportion of young people achieving outcomes decreases from left to right as the categories progress from leading activities to more sustainable outcomes in the form of employment. It may be appropriate to assume that there is an element of progression, as well as an increase in the degree of difficulty, associated with each shift along the axis, as participation in work readiness courses/programs, work experience, or work exposure paves the way for young people to obtain paid employment. Similarly, connection with an employment service providers (e.g. jobactive) increases exposure to employment opportunities. However, the trend suggests that, irrespective of the young people’s exposure to courses/programs/activities that promote employment, the proportion of young people gaining paid employment was not significantly different between providers.

Connecting or working in partnership with jobactive service providers does not appear to have had a noticeable impact on the percentage of employment outcomes achieved. While 56% of LMA’s young people have been connected with employment service providers, this has not been translated to a higher proportion of young people obtaining paid employment than the pilot average. Engagement with jobactive service providers was lower on average for the remaining providers when compared to the other sub-categories. For example, FH, who has reported the highest percentage of young people participating in the three previous preparation sub-categories, has less than the average proportion of young people who have been engaged with employment service providers.

As can be seen from the 100% reported outcomes in sub-categories one and two, the FH Ucan2 program contains both work readiness courses and work experience as a core part of its curriculum for all participants. In contrast, ACS reported the lowest number of outcomes across all Employment sub-categories.

Figure 17: Participant outcomes under the Employment pillar (n = 5,269)

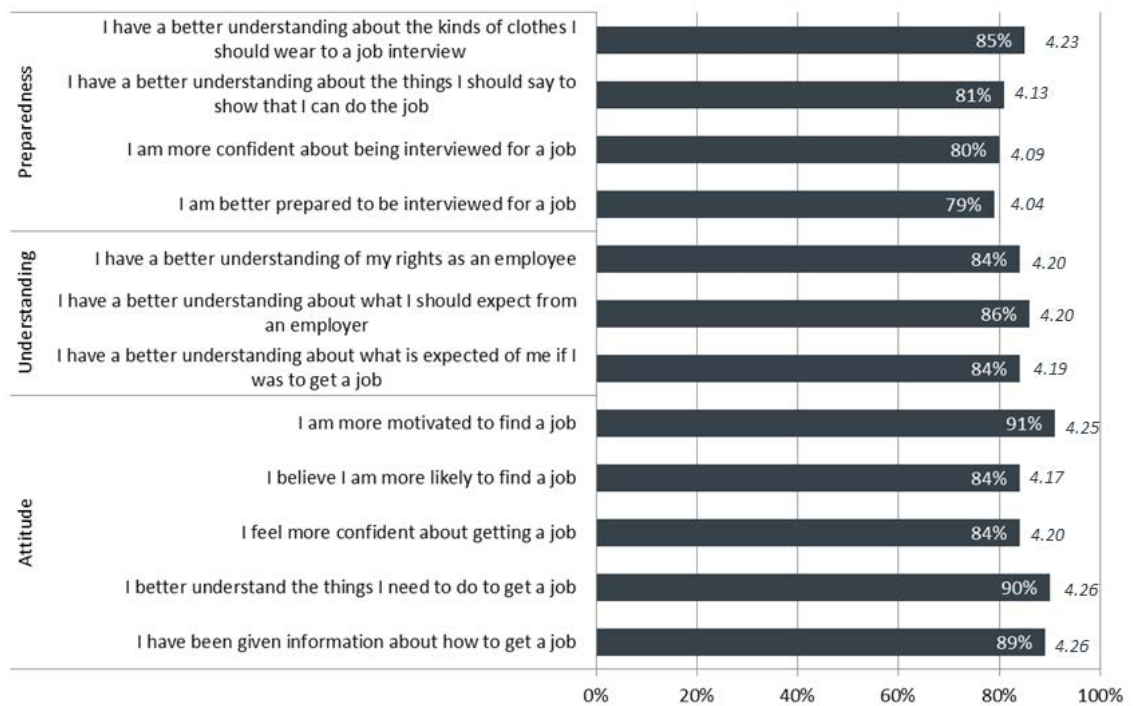


Source: YTS Reporting Framework

As a result of participating in the YTS program(s), most young people responding to the evaluation survey either agreed or strongly agreed that they have experienced some positive short term employment outcomes.<sup>27</sup> These outcomes include their preparedness for job interviews and work readiness, their confidence and knowledge of employment pathways in the Australian context, and their overall attitude towards working in Australia.

Figure 18 shows the percentage of respondents who indicated ‘agree’ or ‘strongly agree’ to each of the statements. Mean responses for respondents ranged from 4.09 to 4.26.

**Figure 18: Understanding and attitude towards employment. ‘Please tell us how much you agree with each of the statements...’ (n = 255 – 267)**



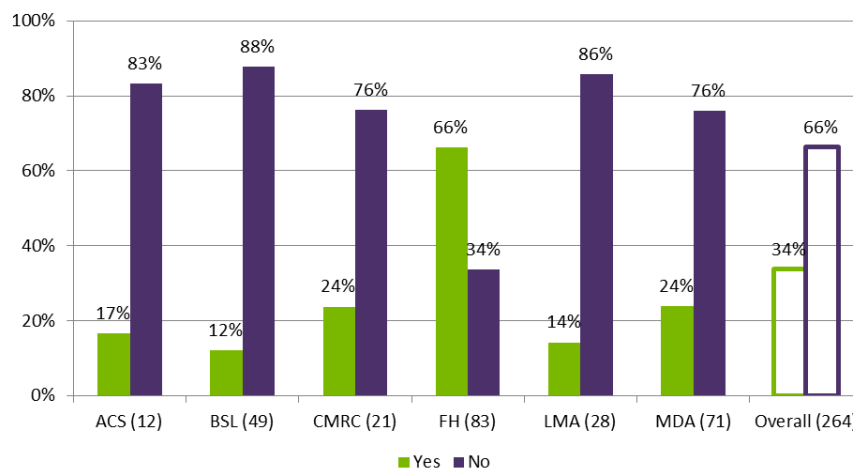
Source: Survey with YTS participants

<sup>27</sup> Survey respondents rated their agreement on 5-point Likert scales; 1 strongly disagree; 2 disagree; 3 neither agree nor disagree; 4 agree; 5 strongly agree.

Figure 19 indicates that overall, 89 young people out of 264 (34%) who responded to the survey reported gaining work experience through their participation in the YTS. Given the relatively small response rate for some providers, such as ACS, this chart should be considered with caution, as the respondent’s experience may not be representative of the full participant cohort. Nevertheless, approximately one third of YTS participants who responded to surveys have participated in work experience, a key leading activity on the pathway to employment.

FH was the only provider that had higher numbers of respondents with work experience (66%) compared to those without (34%). The lower percentage number recorded for FH through the survey compared to the outcomes reported above may be due to the timing of the survey delivery and that some participants had not reached that stage of the Ucan2 program yet.

**Figure 19: Gained work experience through YTS Pilot (n = 264)**



Source: Survey with YTS participants; Empty bars represent the percentage of responses (total response number in brackets)  
 Solid bars represent the percentage of responses by provider (total response number by provider in brackets).

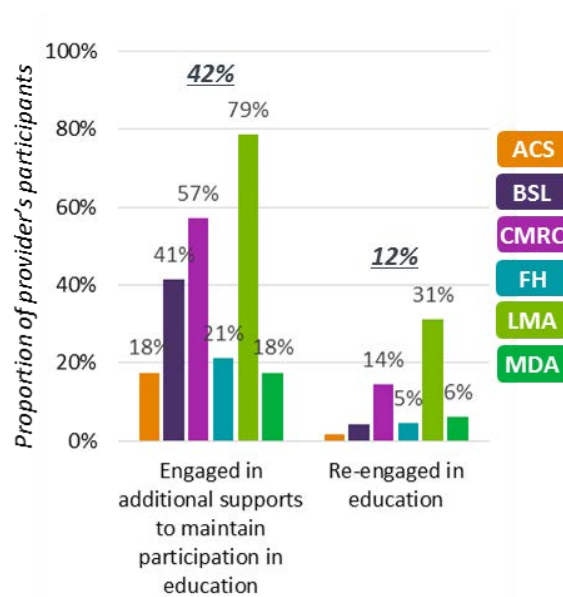
In general, the spread of outcomes across the Employment pillar show strong achievement against the pilot’s short term outcomes, as well as early success in more sustainable outcomes. Although the number of real employment outcomes is proportionally lower when compared to other sub-categories, there is a high participation in the work readiness and preparation components. Results from the survey demonstrates that, on average, young people are benefiting from the program delivered under the Employment pillar and increasing their confidence, motivation, knowledge and work readiness.

## Education

There are only two sub-categories under the Education pillar, and overall there were fewer outcomes recorded in this pillar than any other (13% of total outcomes; Figure 20). LMA and CMRC reported that over half of their young people were engaged in additional supports to maintain participation in education (79% and 57%, respectively; Figure 20). These two providers also had the highest proportion of young people who had been re-engaged in education (31% and 14%, respectively). Based on the percentage of outcomes presented here, there appears to be a lower focus and/or need relating to education from ACS, FH and MDA.

Similar to the element of progression observed under the Employment pillar, it may be assumed that by engaging with additional supports, young people are more likely to be re-engaged in education. Based on this observation, it could be said that, on average, 10 young people have re-engaged in education for every 35 young people who received additional support through the YTS, a transition rate of 28%. This ‘transition rate’, however, varied between providers. For instance, both ACS and MDA reported 18% of their young people were engaged in additional supports, however, a higher proportion of MDA’s young people were re-engaged in education (6%; as compared to 2% of ACS’s participants).

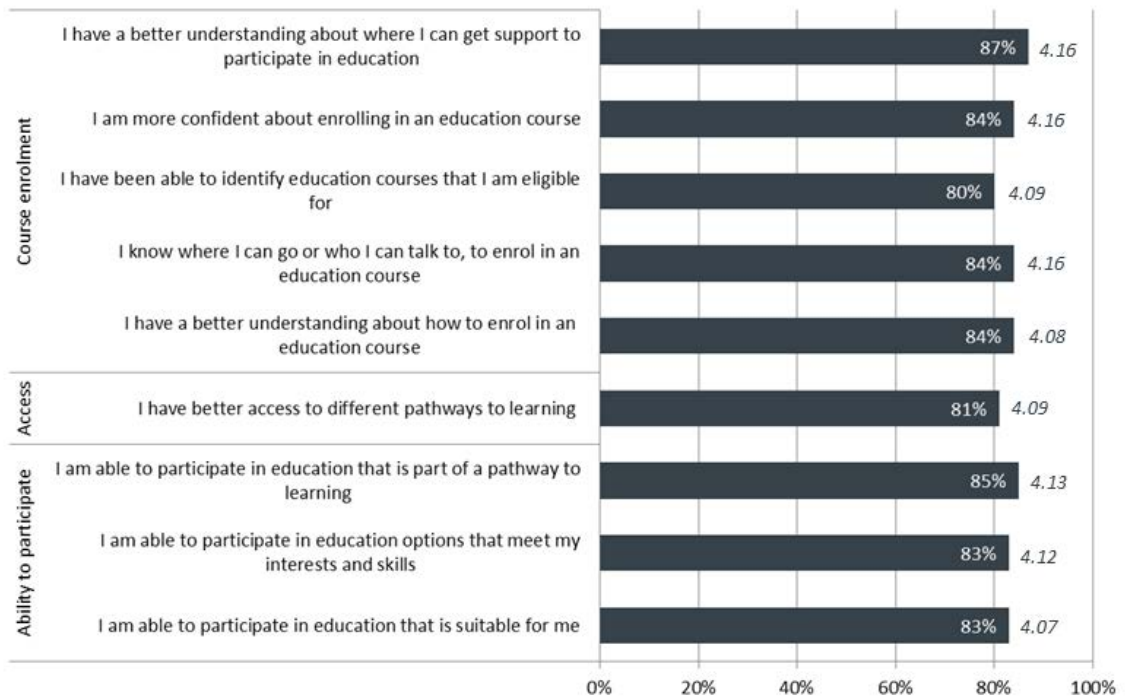
Figure 20: Participant outcomes under the Education pillar (n = 5,269)



Source: YTS Reporting Framework

As a result of participating in YTS program(s), most of the 235 young people responding to the survey reported having experienced some of the short term outcomes identified in the project logic (Appendix A). Overall, respondents reported increased confidence and knowledge to navigate the Australian education and training system, improved access to curriculum options and pathways, and ability to participate in suitable education options.<sup>28</sup> Young people’s attitudes and understanding towards education, with particular reference to course enrolment, generally improved over the pilot time period. Between 63% and 73% (n = 152 – 155) of respondents agreed or strongly agreed to attitude and knowledge statements with regards to education in November 2016 (mean = 3.68 – 3.96). In comparison, higher proportions of respondents ‘agreed’ or ‘strongly agreed’ with the statements during May 2017. Figure 21 shows the percentage of respondents who indicated ‘agree’ or ‘strongly agree’ to each of the statement. Mean responses ranged from 4.07 to 4.16.

**Figure 21: Young people’s attitudes and understanding towards education in Australia. ‘Please tell us how much you agree with each of the statements...’ (n = 224 – 235)**



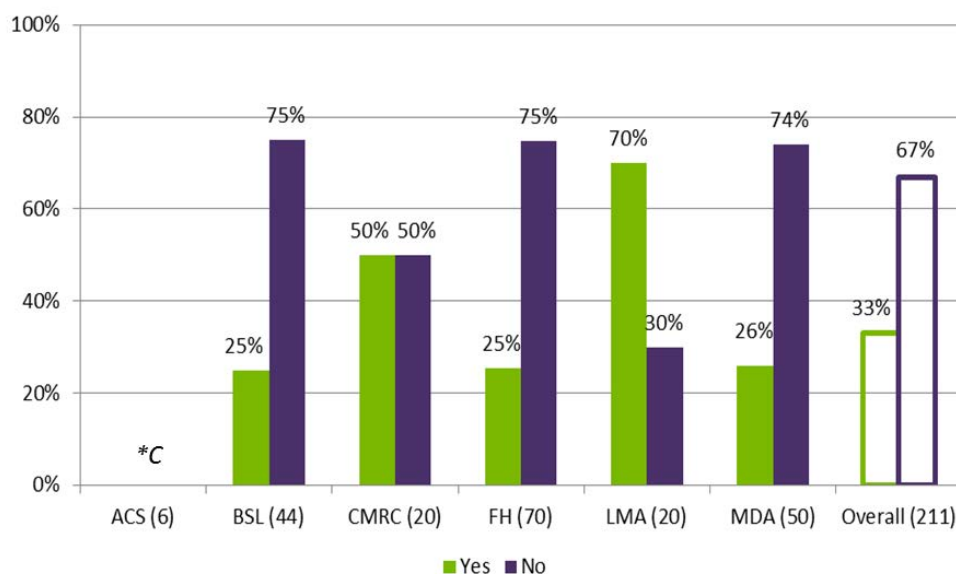
Source: Survey with YTS participants

<sup>28</sup> Survey respondents rated their agreement on 5-point Likert scales; 1 strongly disagree; 2 disagree; 3 neither agree nor disagree; 4 agree; 5 strongly agree



Of 211 survey responses, 70 young people (33%) indicated that they had enrolled in education as a result of the YTS program (Figure 22). The pattern between providers that was noted above with respect to education outcomes for the YTS Reporting Framework is also reflected in the survey results, where a lower portion of enrolment outcomes are attributed to BSL, FH and MDA. Once again, due to low response rates, caution should be used when considering this result.<sup>29</sup>

**Figure 22: Enrolment in education course as a result of the YTS pilot program (n = 211)**



Source: Survey with YTS participants; Empty bars represent the percentage of responses (total response number in brackets)  
Solid bars represent the percentage of responses by provider (total response number by provider in brackets).

Figure 23 reports on the influence of the YTS program on respondent's progress towards or achievement of a Senior Secondary Certificate. Of the 190 responses, 67 young people (35%) indicated that the YTS had assisted them with their Senior Secondary Certificate. LMA young people again reported a high percentage response rate. As before, due to low survey response rates, this data needs to be treated cautiously.<sup>30</sup>

The number of YTS participants who reported progression towards achievement of a Senior Secondary Certificate improved significantly over the pilot period, recorded as 14% (n = 137) in November 2016 and then 35% (n = 190) during May 2017.

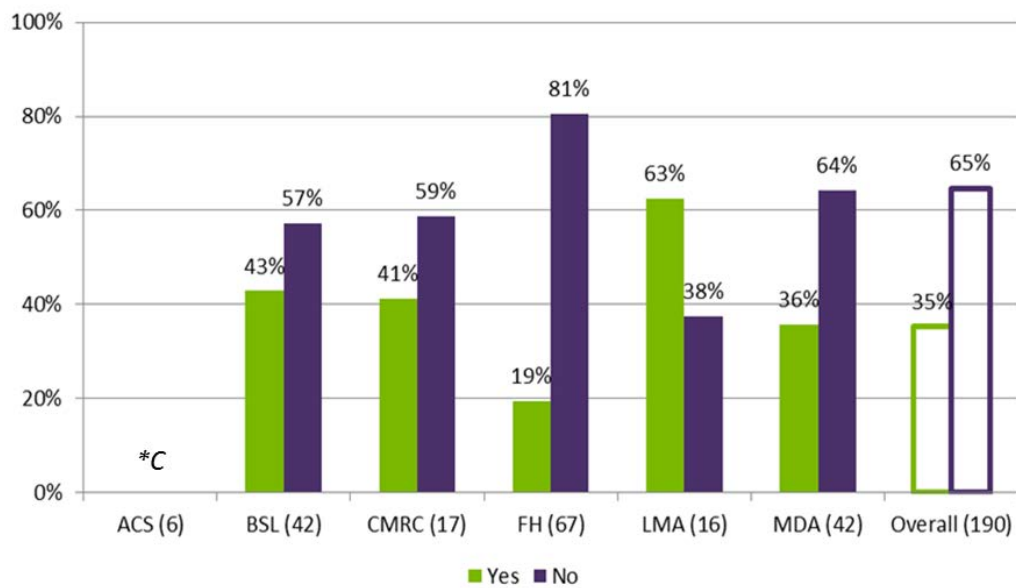
<sup>29</sup> Data for ACS was concealed as the response rate was less than 10

<sup>30</sup> Data is concealed and reported as '\*C' when the cell size is less than 20 young people to maintain confidentiality. Data for ACS was concealed as the response rate was less than 10.



Program design, as well as participant age, should be considered when interpreting the distribution of results reported with the Education pillar. For example, FH participants are studying an AMES English certification course in parallel to the Ucan2 program, and as a result, are not generally on a pathway to secondary schooling or further education. Further, while the average age of FH participants is 20 years old, LMA, by contrast has recorded participant ages that are the youngest in the pilot, at an average of 17 years old, which may have contributed to its high level of reported education outcomes.

**Figure 23: Progress towards/achievement of Senior Secondary Certificate as a result of the YTS pilot program (n = 190)<sup>31</sup>**



Source: Survey with YTS participants; Empty bars represent the percentage of responses (total response number in brackets)  
 Solid bars represent the percentage of responses by provider (total response number by provider in brackets).

Overall, outcomes for the Education pillar are on average lower than other pillars. There is also a greater variation between providers in terms of education outcomes achieved, with CMRC and LMA reporting consistently higher outcomes, but contextual and design factors should be considered in interpreting the results. Overall, young people have reported that they had increased confidence and knowledge to navigate the Australian education and training system, improved access to curriculum options and pathways, and ability to participate in suitable education options. A small but consistent increase in short term outcomes was reported by young people over the course of the pilot.

<sup>31</sup> Data is concealed and reported as '\*C' when the cell size is less than 20 young people to maintain confidentiality.

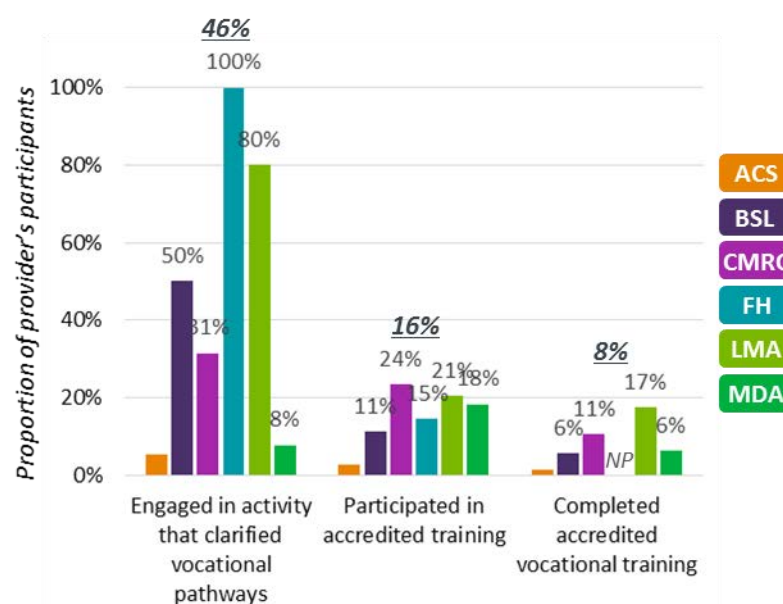
## Vocational opportunities

Outcomes under the Vocational opportunities pillar, as for Education, were significantly lower than those for Employment. Whilst almost half of the total young people were engaged in activities that clarified vocational pathways, there was a large degree of variation in the proportion of young people’s engagement between providers. All of FH’s young people were engaged in activities that clarified vocational pathways, as were 80% of LMA’s, as compared to less than 10% from MDA and ACS.

Similar to the progression from leading activities to more sustainable outcomes that has been observed and discussed in other pillars, it may be assumed that engagement in activities that clarified vocational pathways will lead to participation in accredited training, and to the same extent, the completion of accredited training. The general pattern between providers for the number of young people who participated in accredited training was similar to that reported for the number who completed accredited training. On average, one out of two young people who have participated in accredited training have also completed their training. FH did not report on any cases of participants completing accredited vocational training as they were not in a position to accurately report on participant’s status once they have exited the Ucan2 program.

Although a large degree of variation can be observed between providers in the proportion of young people engaged in the leading activity, the proportion of young people who participated and/or completed accredited training showed less variation. While fewer young people from CMRC and MDA have participated in support for vocational opportunities compared to other providers, overall they have seen more consistency in outcomes between the sub-categories. ACS has the lowest number of outcomes in the Vocational opportunities pillar.

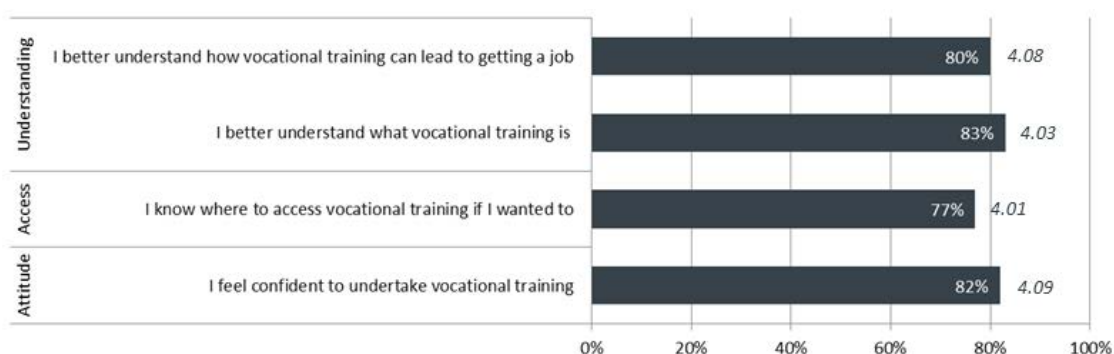
Figure 24: Participant outcomes under the Vocational Opportunities pillar (n = 5,269)



NP: Data not available/provided  
Source: YTS Reporting Framework

Most young people who completed the survey agreed or strongly agreed that they have achieved some short term success through YTS programs relating to vocational opportunities.<sup>32</sup> Overall, respondents perceived increases to their confidence and knowledge about vocational pathways, improved engagement in vocational opportunities, and confidence to participate in vocational training. Results in this survey were also higher than those recorded during the November 2016 survey, where only 62%-73% of respondents agreed with each statement compared to 77%-83% in this round of data collection. Again, the change may be related to sampling differences, but overall it indicates that multiple cohorts of young people are benefiting from the YTS and achieving short term outcomes. Figure 25 shows the percentage of respondents who indicated 'agree' or 'strongly agree' to each of the statement in the evaluation survey. Mean responses ranged from 4.01 to 4.09.

**Figure 25: Attitude and understanding towards vocational opportunities. 'Please tell us how much you agree with each of the statements...'** (n = 219 -224)



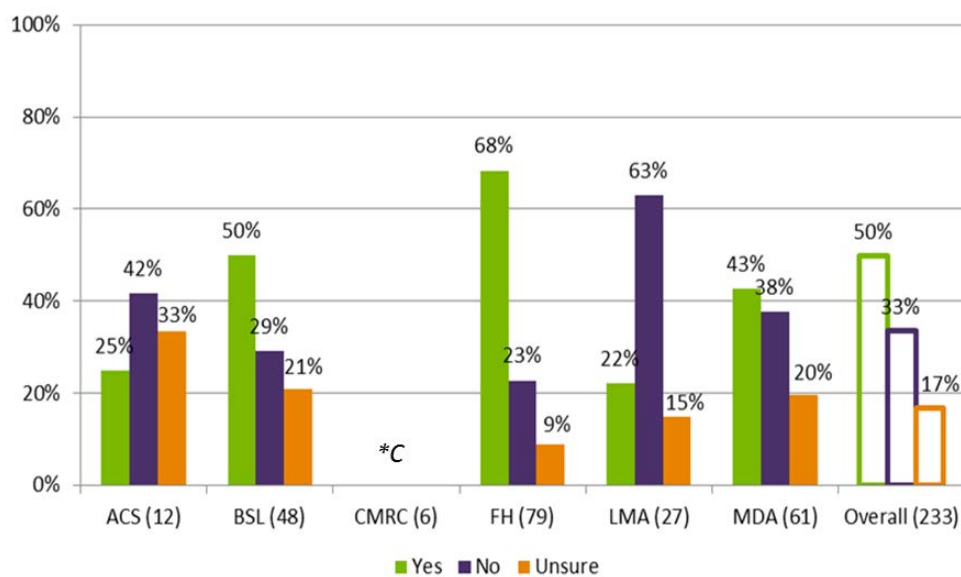
Source: Survey with YTS participants

As can be seen in Figure 26, of the 233 survey responses received for this question, 116 young people (50%) reported that they had met with an employer as a result of the YTS program. This is in contrast with a high percentage of ACS respondents who were unsure if they had met with an employer. This could be influenced by some confusion on the part of young people about the types of activities or people they have engaged with as part of the pilot. It also highlights the challenges young people face when coming to Australia in understanding and navigating an unfamiliar employment and training environment.

<sup>32</sup> Survey respondents rated their agreement on 5-point Likert scales; 1 strongly disagree; 2 disagree; 3 neither agree nor disagree; 4 agree; 5 strongly agree.

Data trends relating to vocational opportunities have shifted at the provider level over the evaluation. Notably, data from ACS and LMA show a smaller proportion of respondents who have met employers compared to earlier data collection points. In contrast, evaluation findings showed a marked increase in the proportion of BSL participants who had met an employer through YTS. This shift in data trends suggests that the number of networking opportunities fluctuates across time or change depending on the needs of each specific cohort at the time. The needs based approach taken by many pilot providers would appear to be well suited to respond to these variations over time.

**Figure 26: Networking as a result of the YTS Pilot. ‘Have you met with an employer because of the YTS pilot program?’ (n = 233)<sup>33</sup>**



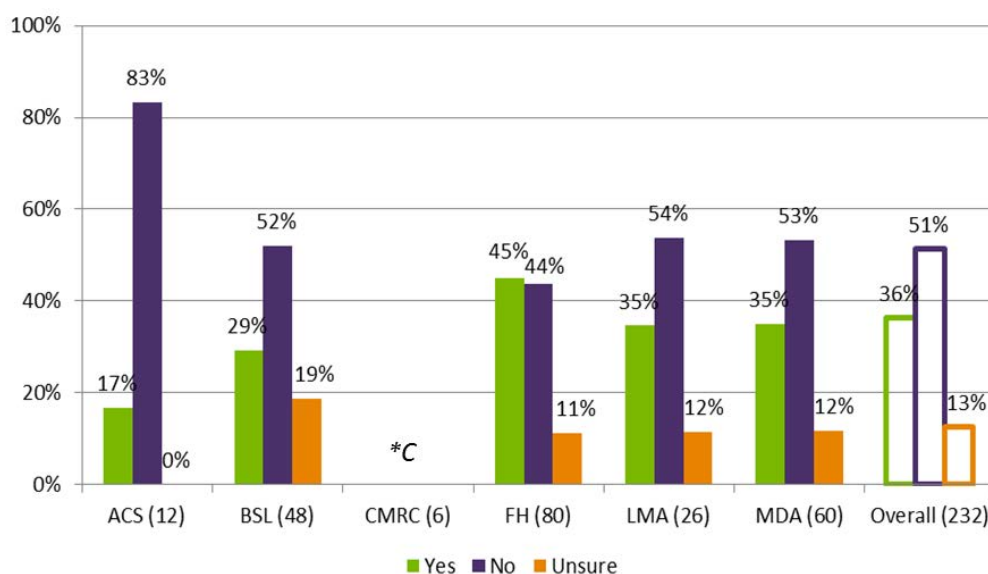
Source: Survey with YTS participants; Empty bars represent the percentage of responses (total response number in brackets)  
 Solid bars represent the percentage of responses by provider (total response number by provider in brackets).

Eighty-four young people out of 232 respondents (36%) to the survey indicated that they had completed a certificate due to their involvement with the YTS. Although this value is higher than the proportion of outcomes reported by providers in Figure 24, the results follow the same trend between providers. In terms of survey results, ACS had a significantly higher proportion of respondents who had not completed training. Respondents in this case were clear on the purpose of the question, as demonstrated through the zero responses for ‘I’m unsure’.

<sup>33</sup> Data is concealed and reported as ‘\*C’ when the cell size is less than 20 young people to maintain confidentiality.

Of interest, survey findings indicate that over time BSL has increased the number of participants who underwent certificate training because of the YTS pilot, reported as none (n = 18) in November 2016 and 29% (n = 48) in May 2017. Trends in participant responses from other providers were otherwise consistent across the evaluation period.

**Figure 27: Completion of certificate (training) because of the YTS pilot program (n = 232)<sup>34</sup>**



Source: Survey with YTS participants; Empty bars represent the percentage of responses (total response number in brackets)  
 Solid bars represent the percentage of responses by provider (total response number by provider in brackets).

Overall, the Vocational opportunities pillar had the second lowest proportion of outcomes (17%) compared to the other pillars. The majority of outcomes recorded against the YTS Reporting Framework came through programs that clarified vocational pathways, and on average, one out of two young people who have participated in accredited training have also completed their training. Overall, young people have reported increases to their confidence and knowledge about vocational pathways, improved engagement in vocational opportunities, and confidence to participate in vocational training.

<sup>34</sup> Data is concealed and reported as '\*C' when the cell size is less than 20 young people to maintain confidentiality.

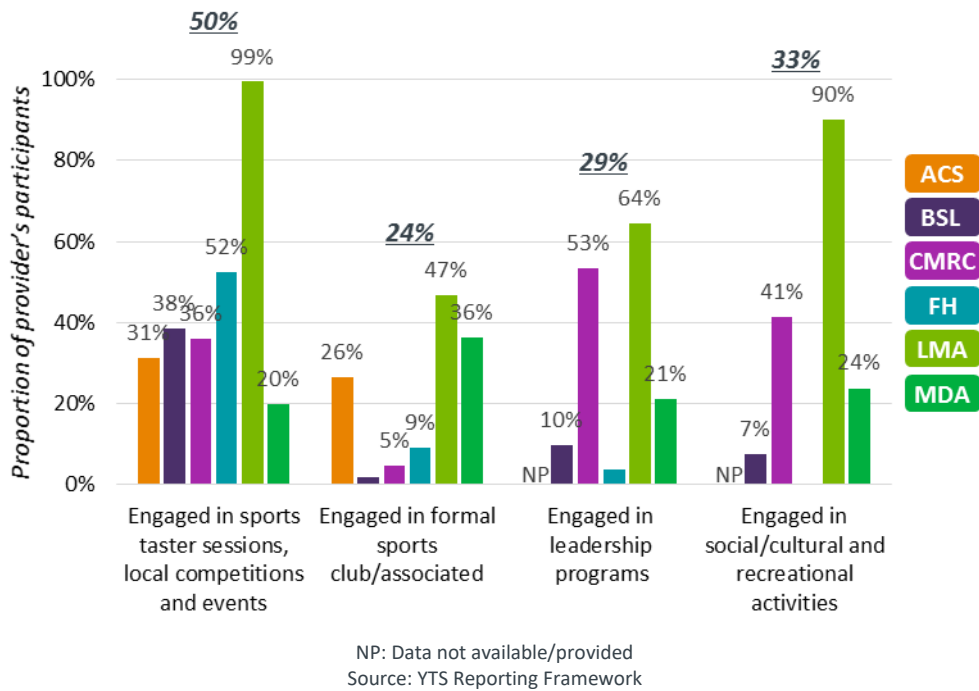
## Sports engagement

The inclusion of the Sports engagement pillar added an additional dimension to settlement services delivered through the YTS. In general, the pillar delivers sporting activities to help eligible participants build social connections, overcome isolation and increase participation with other young Australians beyond their own communities; this also sets the pillar up as a stepping stone to engage young people in other YTS pillar activities. The openness of this remit is reflected in the four sub-categories that make up the outcomes framework for this pillar, which extends beyond just sport to also include other social/cultural and recreational activities. It is worth noting that the sub-categories were created by providers to capture the activities of the services they were delivering, as opposed to reflecting identified objectives of the pillar. There are no outcomes associated with this pillar, rather each sub-category contains a series of activities/outputs.

Participation under the four sub-categories in the Sports engagement pillar varied between providers. Overall, LMA reported the highest proportion of young people completing activities across all four sub-categories (ranging between 47% and 99%). In contrast, the majority of the other providers had a considerable proportion of their young people engaged in sports taster sessions, local competitions and events. ACS, LMA and MDA have had some success in providing opportunities for the target cohort to increase their participation in the broader community, where approximately one third of their young people have engaged in formal sports clubs. CMRC, LMA and MDA reported the highest proportion of young people engaging in leadership programs or social/cultural and recreational activities. ACS did not deliver any services directly related or leading to outcomes under these two sub-categories.

Providers have responded in new and more formalised ways to utilise Sports engagement to improve settlement outcomes for this cohort. Interestingly, it appears from the data presented here that each of the state locations has interpreted and implemented the pillar in a slightly different way. Specifically, ACS and MDA in QLD have used the sports pillar as an engagement tool through which to connect with young people and then identify subsequent needs and services. In contrast, CMRC and LMA in NSW have a high proportion of reported activities in leadership and cultural activity sub-categories. As can be seen across the subsequent sub-categories, BSL and FH in VIC appear to have had a lesser emphasis on sport within their service delivery models.

Figure 28: Participant outcomes under the Sports Engagement pillar



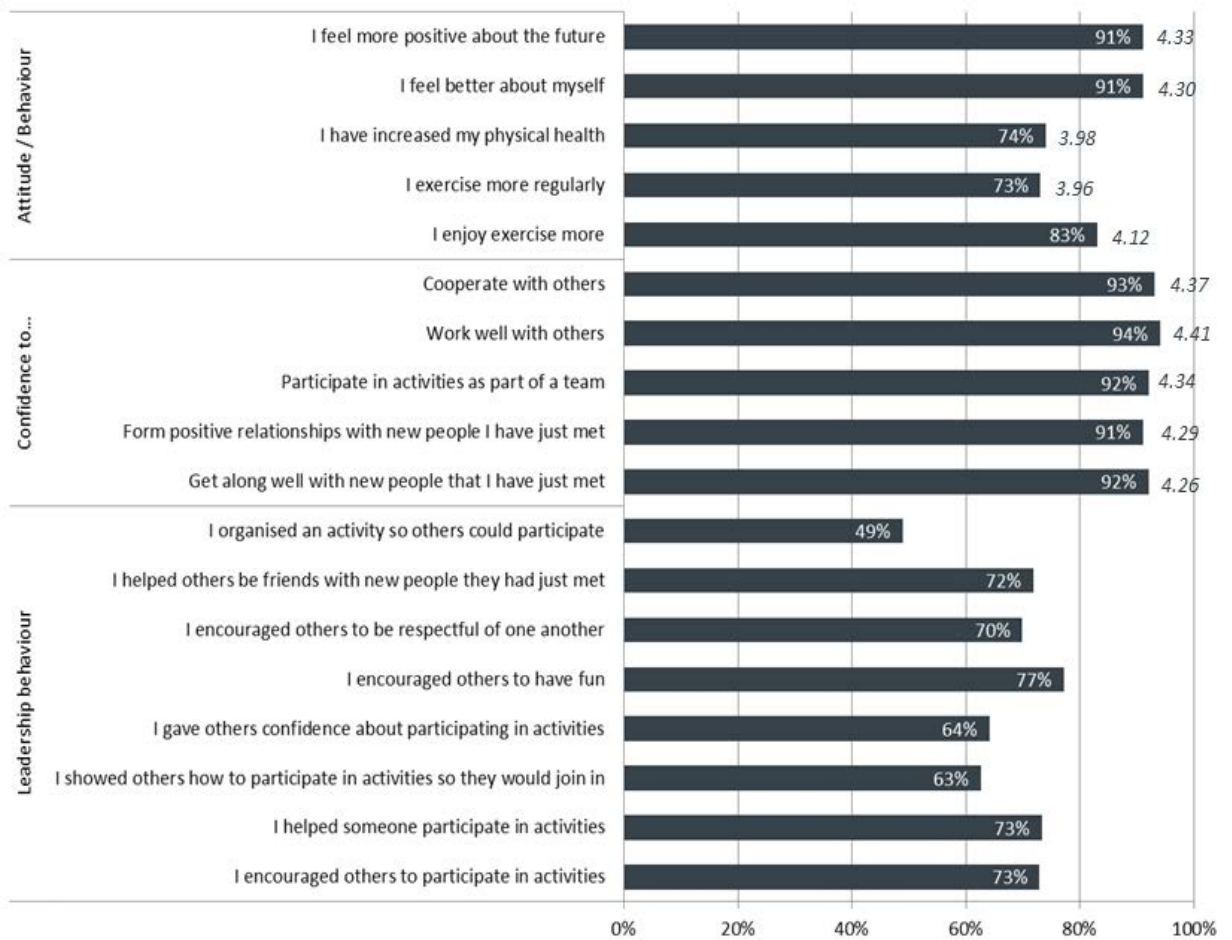
The survey with young people collected data on the short term outcomes achieved by young people participating in activities under the Sports engagement pillar. Overall, large proportions of young people responding to the survey reported improvements to their participation in culturally appropriate sporting activities, increased confidence and knowledge of life skills, and increased opportunities to demonstrate leadership.<sup>35</sup> While perceived changes to physical health and exercise habits were comparatively lower, the changes are still considered high. The overall data trends were consistent across the evaluation. Figure 29 shows the percentage of respondents who indicated ‘agree’ or ‘strongly agree’ to each of the statements. Mean responses for confidence and attitude/behaviour ranged from 3.96 to 4.41.<sup>36</sup>

<sup>35</sup> Survey respondents rated their agreement on 5-point Likert scales; 1 strongly disagree; 2 disagree; 3 neither agree nor disagree; 4 agree; 5 strongly agree.

<sup>36</sup> Responses for leadership behaviour statements were multiple-choice. Respondents ticked the statements that applied, rather than on a scale, therefore no mean scores were calculated.

When asked to report on any leadership behaviours that they have engaged in (Figure 29), large proportions of YTS respondents indicated that they have had the opportunities to demonstrate leadership, such as encouraging others to have fun and to participate in the activities (73%). This domain has shown a significant improvement over the evaluation time period, where only 9% to 15% of participants reported having demonstrated the leadership behaviours stated below in earlier data collection. This indicates that the cohort at this stage of the evaluation displayed significantly greater confidence to enact leadership behaviours than at earlier stages of the pilot.

**Figure 29: Confidence, attitude, and leadership behaviours in YTS sport programs. ‘Please tell us how much you agree with each of the statements...’ or ‘Please tick as many as applies’ (n = 262 – 286)**



Source: Survey with YTS participants

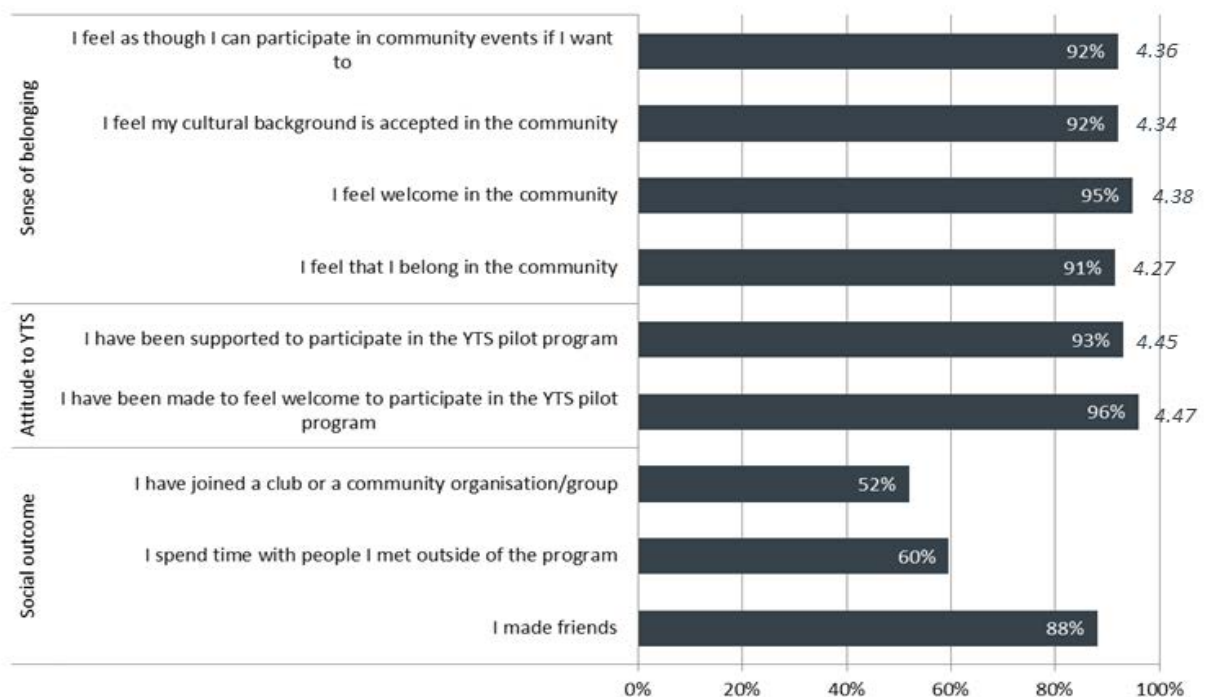


## Other outcomes for young people

In addition to pillar-specific outcomes, the YTS program is also expected to have a more general positive impact on participants' sense of well-being and belonging in the community. This can extend from building new friendships among YTS participants and with people outside the program, to gaining a greater sense of physical and emotional wellbeing. A series of question relating to this were incorporated into the survey with young people and every YTS participant completing a survey was offered the opportunity to respond, regardless of the pillar focus of their program.

In this regard, when asked to list social outcomes arising from their YTS involvement, most respondents reported a greater sense of belonging to their community, positive attitudes toward YTS, and having achieved some social outcomes, such as making new friends.<sup>37</sup> Albeit to a greater extent in the evaluation stage, these data trends were consistent across the pilot. As shown below, 52%, 60% and 88% of respondents have joined a club, spent time with people outside of the program and have made friends respectively (n = 292). Figure 30 shows the percentage of respondents who indicated 'agree' or 'strongly agree' to each of the statements. Mean response ranged from 4.27 to 4.47.<sup>38</sup>

**Figure 30: Sense of belonging, attitude towards YTS, and social outcomes as a result of YTS (n = 292 – 341)**



Source: Survey with YTS participants

<sup>37</sup> Survey respondents rated their agreement on 5-point Likert scales; 1 strongly disagree; 2 disagree; 3 neither agree nor disagree; 4 agree; 5 strongly agree.

<sup>38</sup> Responses for social outcome statements were multiple-choice. Respondents ticked the statements that applied, rather than on a scale, therefore no mean scores were calculated.

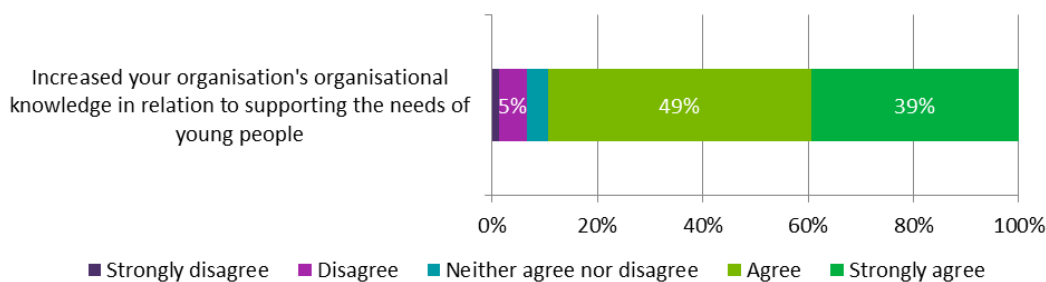
## Outcomes for providers

The evaluation also considered the impact of the YTS on the ongoing capacity of pilot service providers and partner agencies to support the target cohort. In particular, pilot service providers and partner agencies were asked to rate the extent to which the YTS pilot has increased their understanding of the delivery context, their capacity to meet the needs of the target cohorts, and the level of advocacy they had undertaken on behalf of young people.

### Organisational knowledge

Eighty-eight percent of survey respondents either agreed or strongly agreed that the YTS pilot has increased their organisation's knowledge in relation to supporting the needs of young people (68 of 77, mean = 4.14).

Figure 31: Perceived increase in organisational knowledge (n = 77)

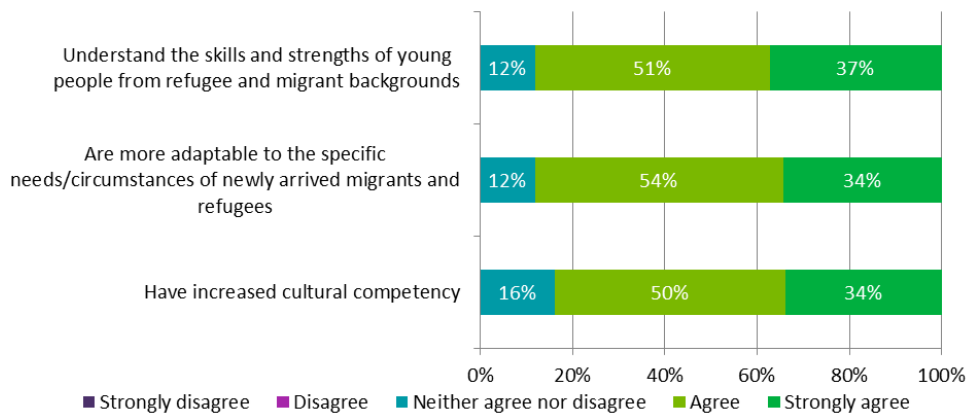


Source: Surveys with pilot service providers and partner agencies

Further, survey respondents reported that, as a result of the YTS pilot, they have a better understanding of the delivery context. In particular;

- that the YTS had helped them understand the skills and strengths of young people from refugee and migrant backgrounds (59 of 67, mean = 4.20);
- that their organisations are more adaptable to the specific needs or circumstances of newly arrived migrants and refugees (59 of 67, mean = 4.18); and
- that their organisations have increased cultural competency as a result of the YTS pilot (57 of 68, mean = 4.13).

**Figure 32: Perceived increase in understanding of the delivery context (n = 67 – 68)**



Source: Survey with pilot service providers and partner agencies

Pilot providers and partners gave specific examples in interviews of how the pilot has elevated their organisational knowledge, most frequently around improvements to their cultural understanding.

‘It has given us a platform to address unconscious bias that is out there. When you are with another service you may not have time to address some of that, in jobactive for example, they are not a specialist employment agency but they are set up for all clients regardless of background. Even if not at the formal level, we work with caseworkers to show a different lens when working with young people from torture and trauma backgrounds.’

‘Equally, the mentors get a much better understanding of cultures other than their own. Many of them have never worked with those cultures before.’

‘Reading the feedback, it has opened up [partners] mind from how they think about people from refugee backgrounds. How they can use their resources to support people from a refugee background.’

‘Our expansion into jobactive has increased our grass roots understanding of young people from other backgrounds, even if they’ve been in Australia for a long time....but they still require a lot of additional support in understanding the Australian culture and linking into Australian networks.’

The increase in organisational knowledge is reflected in improvements to the staff capabilities. Respondents from both pilot service providers and partner agencies reported that YTS pilot has improved their staff’s capacity to support young people.

‘Volunteers supporting program have better understandings of refugee young people.’

‘The facilitators are now more aware of the refugee and migrant market and they became more passionate about helping these people finding work. They now have stronger opinions on the cohort, especially with the stuff going on in the media. And their networks are coming to them and say ‘we want to be involved’.’

‘From a professional point of view, involvement of this project has allowed [partner organisation] staff to connect with different internal parts, we are more outward looking now.’

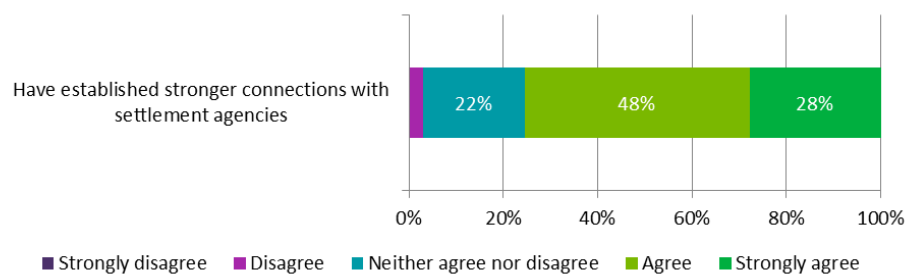
## Quality and strength of partnerships

The nature of partnerships in the pilot has incorporated everything from sub-contracting arrangements to co-design and collaborative relationships. The purpose of partnerships also varied, from information sharing through to collaborative practice. Interview and survey data collected for this evaluation has shown that partner agencies include employment placement agencies, multicultural organisations, schools, migrant resource centres, TAFE, sporting organisations, local government and universities.

Partnerships in the YTS are also deeply embedded within service delivery models and integrated into design and implementation than may typically be found in normal service delivery. For example, MDA has a three tier partnership approach comprised of foundation partners, service delivery partners and project partners, which clearly defines the roles and responsibilities of each partners and supports the delivery of the MDA Youth Hubs service delivery model. Innovative and new partnerships have also been created across the pilot programs, such as the integration of the Hume City Council by BSL into service delivery model and partnerships structure. The scoping study that BSL undertook to identify which organisations were best placed to deliver on the objectives of the pilot resulted in BSL working with five partner agencies with which there had been no previous formal relationship.

Pilot provider and partner agencies who responded to the survey either agreed or strongly agreed that the YTS pilot has increased their capacity to meet the needs of the target cohort through partnerships. In particular, 76% of pilot service providers and partner agencies indicated that employers in the pilot have established stronger connections with settlement agencies (49 of 65, mean = 3.96).

**Figure 33: The extent to which employers have established connections with settlement agencies through their involvement in YTS (n = 65)**



Source: Survey with pilot service providers and partner agencies

The strength and success of partnerships was highlighted by some of the providers, who during interviews observed that their organisations now have stronger partnerships, and a greater sense of buy-in from key stakeholders than they had originally anticipated. External stakeholders such as schools and employers, who were traditionally harder to engage, have also shown greater interest in the YTS program. This was a positive outcome.

'The facilitators are now more aware of the refugee and migrant market and they became more passionate about helping these people find work. They now have stronger opinions on the cohort...'

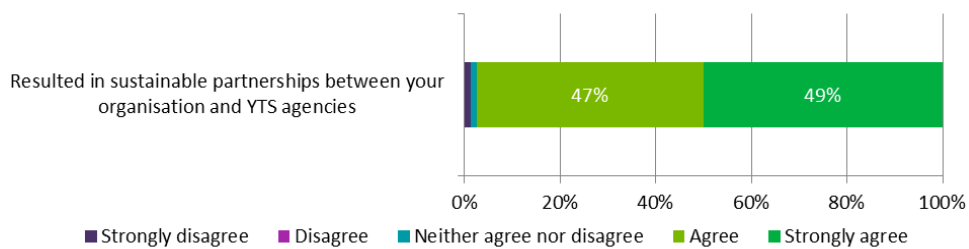
'There is a level of ownership in the governance and in community as well.'

'The schools haven't seem to be as opened to other program as compared to this program.'

'In terms of access to employers who, traditionally, were harder to engage, now employers are more open to engage.'

Further, 96% of pilot service providers and partner agencies who responded to the survey indicated that the YTS pilot resulted in sustainable partnerships between their organisations (74 or 77, mean = 4.41).

**Figure 34: The extent to which YTS pilot has resulted in sustainable partnerships (n = 77)**



Source: Survey with pilot service providers and partner agencies

Comments from respondents mirror this sentiment in highlighting the enhanced capabilities attributed to the sharing of resources and mutual upskilling between the partners.

'We have an enhanced relationship with partners, they are allowing us to come in and do informal or formal training.'

'Enhanced institutional knowledge, it has helped facilitate more partners, share resources with more services which helps clients. Professional development with our staff, frameworks that we have designed, which will all help the client.'

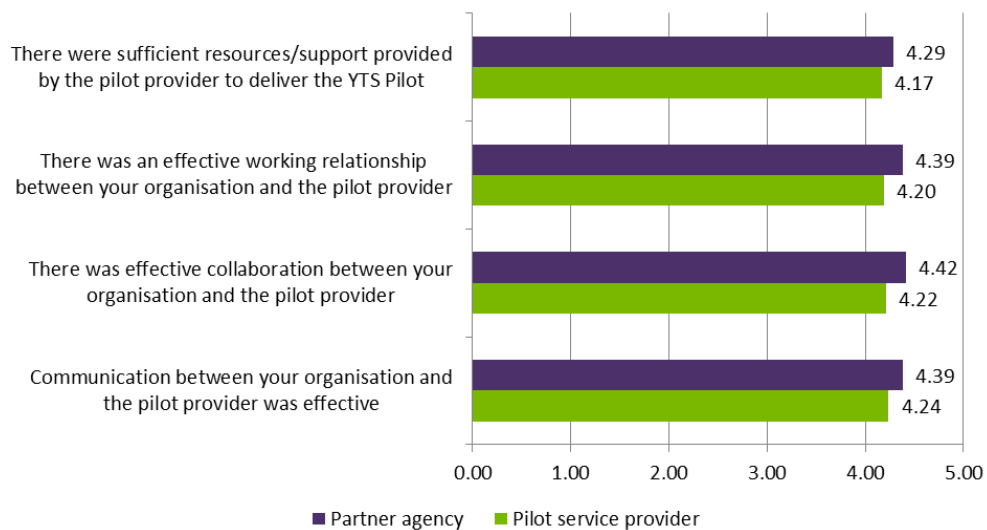
'Professionally, we have become stronger because of our relationships with partners.'

This growth observed in partnerships and capabilities was complemented by an increased sense of ownership amongst key stakeholders, in which respondents observed a greater awareness and interest towards the needs of young people similar to the cohorts in the YTS program.

## Effectiveness of partnerships

The strength of partnerships within the pilot continues to be good, as demonstrated through Figure 35. It shows that across the board there were high levels of agreement between pilot providers and partners on whether their partnerships had an effective working relationship, sufficient resource sharing, effective collaboration and communication between organisations.

Figure 35: Partnership survey



Source: Survey with pilot service providers and partner agencies

During exploratory interviews, service providers and partner agencies identified a number of consistent characteristics that they felt had supported successful partnerships, including:

- shared purpose;
- effective communication;
- collaborative approach; and
- shared resources

However, a small number of interviewees acknowledged there was lingering tension in some parts of the settlement sector relating to the pilot's direct-selection process that made it difficult to build ongoing partnerships with all parts of the service system. In general, this challenge was amplified for providers who were new to settlement services. In a small number of examples sub-contracting partnerships were ended due to failure to deliver on targets or reporting deadlines or a lack of cultural sensitivity.

'We had to do a lot of work combatting destructive rumours. We spent 6 months doing that, it took its toll on our workers but also lessened our ability to do the work.'

'We had some problematic partnerships where they were not able to deliver or where delivering poor services, for example, not meeting target group or reporting deadlines. One partnership disbanded and one we tried to salvage...'

Another service provider articulated that partnerships struggled when there was a difference in the target cohort that had originally been identified and the people that they worked with on the ground.

‘With the other tier levels of partners, 10-15% did not quite work out, we tried something and it didn’t work with those partners. It was mostly that the key target group was not what they said it was. We did not have any partners that had another reason for stopping, it came down to not working with the specific target group.’

Overall partnerships have been an effective component of the YTS design. Partnerships have significantly expanded the reach of the pilot providers in terms of access to new cohorts, creation of new programs and broadened the expertise and skills of staff.

‘It’s good to be able to develop and diversify our knowledge and access in terms of geography, but culturally it’s useful as well. We are putting our principles into practice by being collaborative and working with organisations that have a lot of knowledge in this field. Partnerships came with strategic positives. We can also provide wider better services to young people through joint delivery etc.’

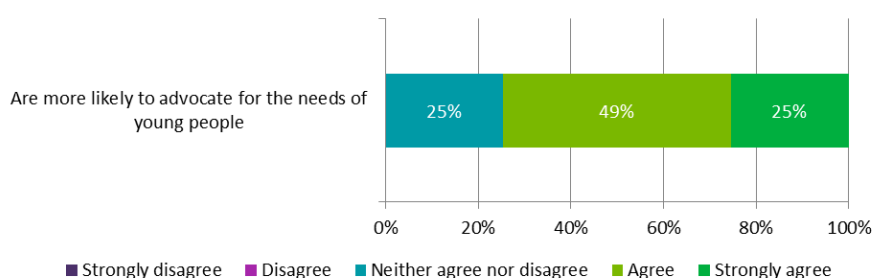
The scope and type of partnerships that have been created in the pilot has been made possible through a combination of YTS design components, including the thematic focus brought by the four pillars, the flexibility to design partnerships most appropriate the individual delivery contexts and the allocation of sufficient funding to go out and broker new relationships.

The partnerships approach taken by each of the providers is further documented in their respective project reports, found under Section 6 at the end of this report.

### Increases in advocacy

Advocacy for target cohorts is one of the key components in supporting young people’s integration into Australia. As a result of the YTS pilot, 74% of the responding pilot service providers and partner agencies expressed that employers involved in the pilot are more likely to advocate for the needs of migrant young people, compared to before.

Figure 36: Employers’ willingness to advocate for the needs of young people (n = 63)



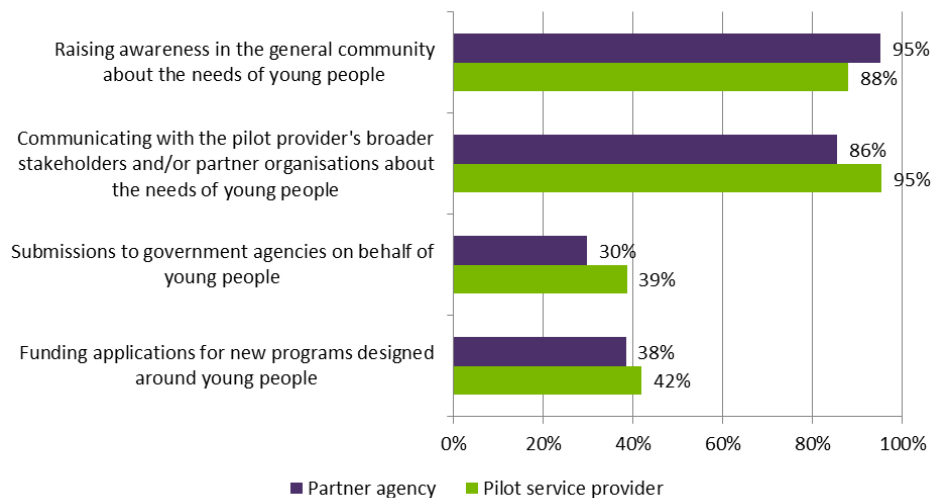
Source: Survey with pilot service providers and partner agencies

Generally, respondent organisations advocated for migrant young people by:

- raising awareness in the general community about the needs of migrant young people (90% of total respondents);
- communicating with the pilot provider’s broader stakeholders and/or partner organisations about the needs of migrant young people (92% of total respondents);
- submissions to government agencies on behalf of migrant young people (36% of total respondents); and
- funding applications for new programs designed around migrant young people (41% of total respondents).

Neither pilot service providers nor partner agencies strayed far from the overall combined average between the two stakeholder groups. The general advocacy activities remained consistently high across both stakeholder groups, with almost every respondent indicating having helped raise awareness and communicating with the broader audience about the needs of migrant young people. On the other side, less than half of the respondents have performed specific advocacy activities such as submissions to government agencies on behalf of migrant young people and funding applications for new programs designed specifically for the target cohorts.

**Figure 37: Proportion of pilot service providers and partner agencies who have enacted advocacy activities (pilot provider n = 190, partner agency n = 104)**



Source: Survey with pilot service provider and partner agency



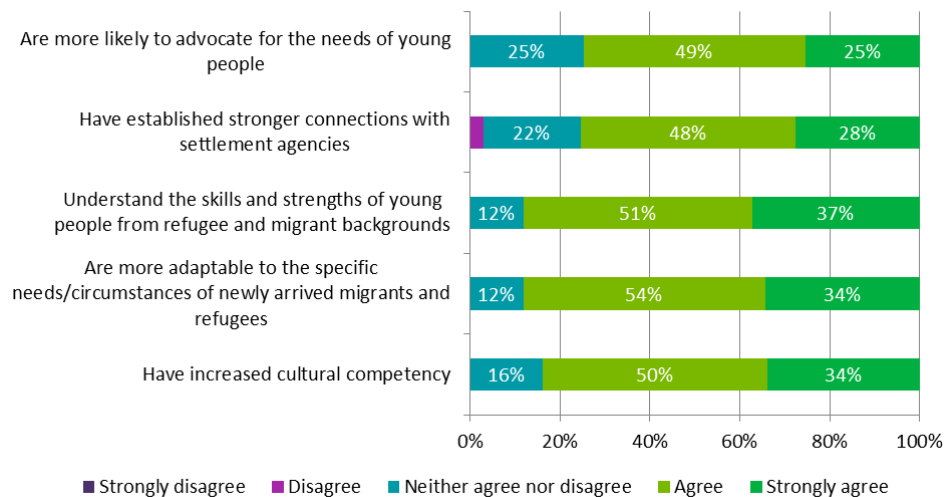
## Impact on Employers

Pilot service providers have increased their connections with business and employers over the course of the pilot, partnering to create work experience opportunities and place migrant young people in work. Survey data suggests that this has influenced employer’s level of understanding regarding the target cohort, as well as their cultural competency. More specifically:

- 74% of respondents felt that employers were more likely to advocate for the needs of young people (47 of 63, mean = 3.97);
- 76% of respondents felt that employers have established stronger connections with settlement agencies (49 of 65, mean = 3.96);
- 88% of respondents felt that employers have a better understanding of the skills and strengths of young people from refugee and migrant backgrounds (59 of 67, mean = 4.20);
- 88% of respondents felt that employers were more adaptable to the specific needs and circumstances of newly arrived migrants and refugees (59 of 67, mean = 4.18); and
- 84% of respondents felt that employers have increased cultural competency (57 of 68, mean = 4.13).

While some respondents neither agreed nor disagreed, there were only a few respondents who disagreed that the YTS pilot has helped established stronger relationships between employers and settlement agencies.

**Figure 38: Employers’ capacity to support YTS participants (n = 63 – 68)**



Source: Survey with pilot service provider and partner agency

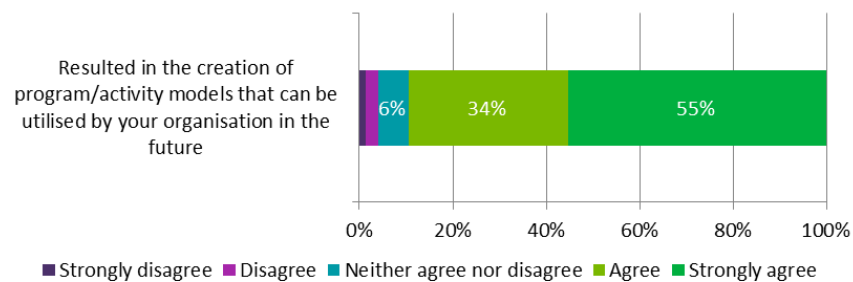
## Capability development

Eighty-eight percent of respondents either agreed or strongly agreed that the YTS pilot has resulted in the creation of program or activity models that can be utilised by their organisation in the future (68 of 77, mean = 4.32). While respondents did not provide specific examples of what models would be utilised in the future, several commented that YTS has given their organisation the opportunity to strengthen existing practices and resources.

‘We recruited 3 people who are working on this program. Through their work and implementation and learning, we had experience accumulation and lessons learned, and increase capacity and capability to implement the same kind of program in the future.’

‘It’s provided us with the unique opportunity to pilot some programs we weren’t sure if they’d be effective or not. Through the program, we’ve been able to do it and strengthened our understanding of supporting the mental health of young people, and also the benefits of a holistic approach.’

**Figure 39: The creation of program/activity models for future utilisation (n = 77)**



Source: Survey with pilot service providers and partner agencies

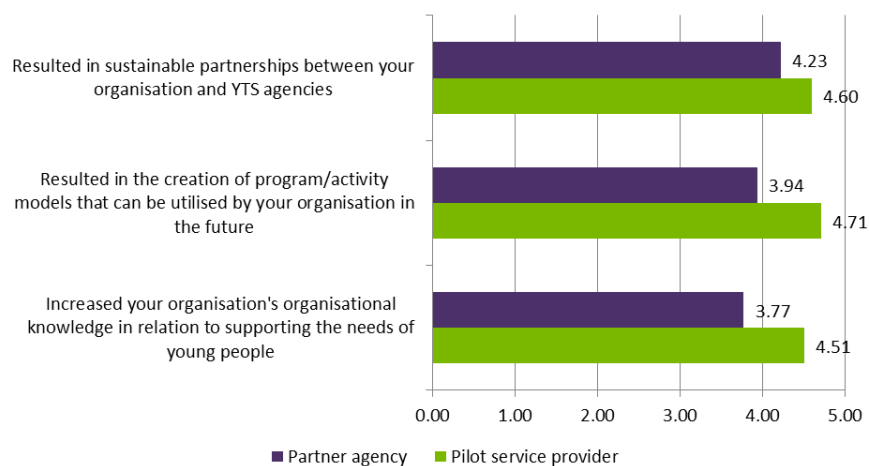
Others highlighted incorporating some new processes into their existing model, and strengthening existing practices.

‘Incorporating cultural capability training with mainstream services to enhance trauma informed service delivery to our clients. Mainstream services are feeling more competent and confident with the clients we are dealing with. It gives them the ability to engage and provide service to people from a migrant and refugee background.’

### Comparison between Pilot Service Provider and Partner Agency

On average, pilot service providers seem to hold stronger views on the extent to which YTS has impacted their ongoing capacity compared to partner agencies. This suggests that, in their view, the YTS pilot has increased the capacity of pilot service providers to support target cohorts to a greater degree compared to partner agencies.

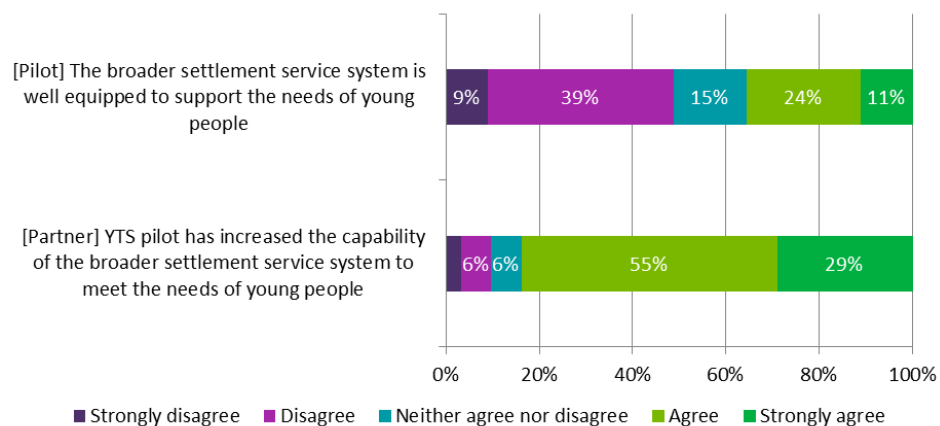
**Figure 40: Pilot service provider and partner agency’s ongoing capacity to support YTS participants (pilot provider n = 46, partner agency n = 31)**



Source: Survey with pilot service provider and partner agency

Similarly, partner agencies reported having observed an increase in the capability of the broader settlement system to respond to the needs of young people as a result of the YTS (Figure 41). However, pilot providers were in less agreement regarding the extent to which the settlement system was equipped to support young people, as shown in Figure 41 by the spread of responses, indicating a perceived need to increase the capacity of the broader settlement service system.

**Figure 41: Perceived capability of the broader settlement service system to support the needs of young people (pilot provider n = 46, partner agency n = 31)**



Source: Survey with pilot service provider and partner agency

## Unintended outcomes

The evaluation also sought to identify any unintended outcomes, either positive or negative, that arose as a result of the YTS pilot. Although data was collected relating to this research question with relation to this question, analysis of feedback from stakeholders did not reveal any consistent or dominant themes to be discussed here. Rather, examples of unintended outcomes have been included, when relevant, within individual sections of the report and in relation to their thematic context.

## Funding

Interviewees generally felt that the total funding allocated for the pilot was a key enabling factor that allowed for innovative ideas and delivery methods. As one service provider commented:

‘Having the additional people in the program and having the funds to trial something like that has been good. It has enabled us to be flexible and trial new things, and challenge the status quo.’

More generally, pilot providers have been able to increase the scale and reach of their services. This includes delivering in new geographic locations (e.g. BSL in Hume), engaging with new cultural groups (e.g. LMA in Vietnamese communities), pilot new programs (e.g. Ucan2 Active by FH) or different engagement strategies (e.g. Youth Advisory Council by MDA). All of the pilot providers similarly reported developing relationships and delivery partnerships with non-traditional partners in education, industry and into sporting environments. In addition to engaging new staff and volunteer workforces, providers also invested in the development of tools and resources that were needed to deliver the pilot, as well as specific cultural and sector training for themselves and within partner agencies.

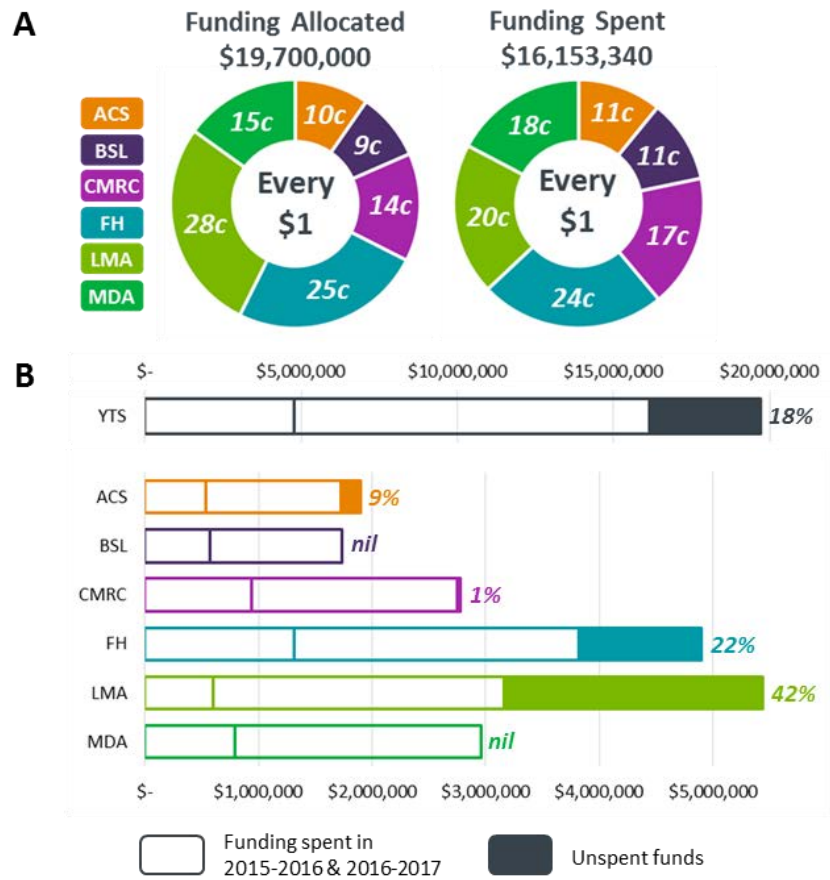
‘Professional development for staff, especially on program evaluation and management, finances and reporting, data collection. [It is] important considering a lot of our sub-contractors as well are often young people. Resourcing and professional development of our people is resourcing the sector.’

## Value for money

The figures below illustrates the financial acquittal for YTS service providers over the 18 months funding period from January 2016 to June 2017. As shown in Figure 42A, LMA received 28% of the total \$19.7 million funding allocated to service providers, followed by 25% to FH. CMRC and MDA each received approximately 15% of the funding, whilst ACS and BSL each received approximately 10% of the total funding.

Overall, the providers spent approximately \$16 million of the funding allocated over the evaluation period (82% in 18 months; Figure 42B). BSL, CMRC and MDA have fully utilised the allocated funding, while ACS, FH and LMA had spent 91%, 78% and 58% of their total funding, respectively.

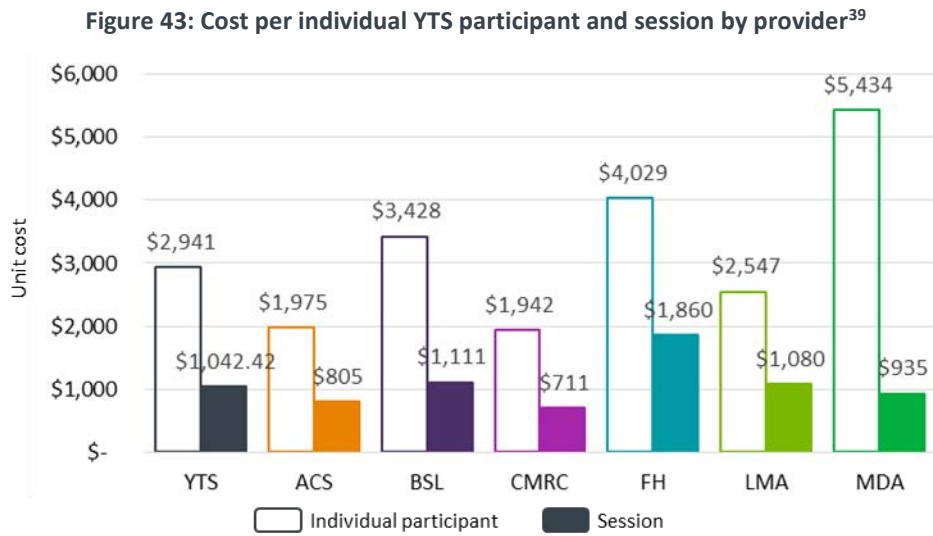
Figure 42: YTS funding allocations by service provider (A) and funds spent (B)



Source: DEX (January 2018)

In assessing value for money, it is useful to consider the cost of each provider’s services as a unit cost per individual participant. However, as the YTS includes both individual and group participants, with providers allocating varying time and effort to each cohort depending on their service offering, it is difficult to calculate a unit cost. The following averages should therefore be some viewed with caution as the calculation is based on individual participants only and is likely an overestimate of cost, in particular for providers who have larger number of group participants and/or conducted large number of group sessions.

As shown in Figure 43, on average, \$2,914 was spent on each individual participant of the YTS pilot and each session was delivered at a cost of \$1,042. The participant unit cost was the highest from MDA (\$5,434 per participant) whilst ACS and CMRC had the lowest participant unit cost (\$1,975 and \$1,942, respectively). CMRC also had the lowest rate for the delivery of sessions (\$711 per session) as compared to \$1,860 from FH. BSL and LMA were in line with the YTS average for both metrics.

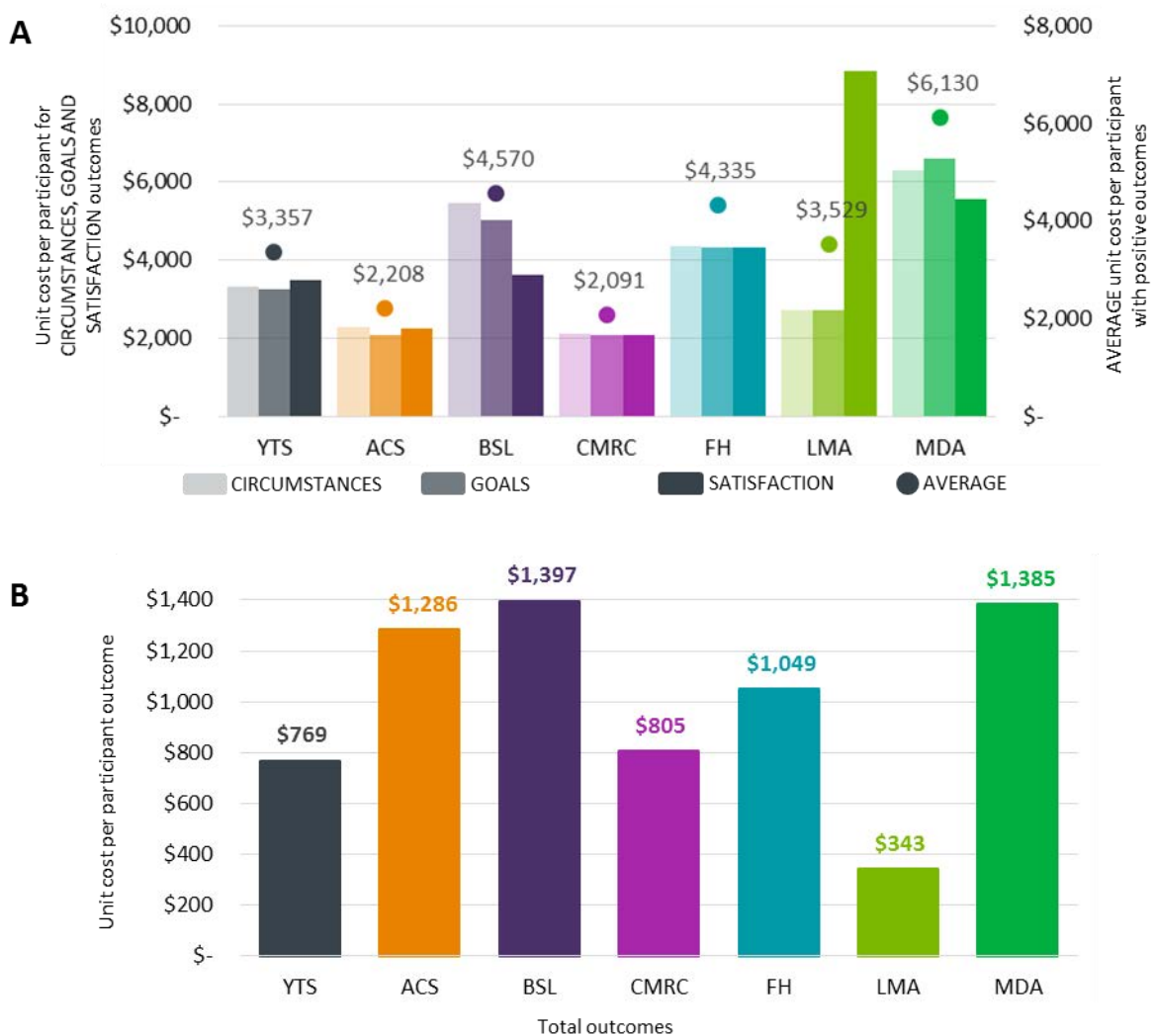


Source: DEX (January 2018)

<sup>39</sup> The participant unit cost and session cost were calculated based on the total funding divided by the number of individual participants and total number of sessions delivered. It does not take into consideration group client data as reported in DEX.

Figure 44A explores the unit cost per individual participant with positive outcomes under the Circumstances, Goals and Satisfaction domains of the DEX reporting system. Overall, funding of \$3,357 was spent for an individual participant to achieve a positive outcome. MDA had the highest unit cost per participant with a positive outcome at \$6,130, as compared to CMRC who spent a third of that amount per participant with a positive outcome (\$2,091). Whilst most providers had similar unit cost across the three different outcome domains, BSL was more 'efficient' in delivering positive outcomes in participant in terms of Satisfaction, as compared to LMA who was the least 'efficient' in delivering positive Satisfaction outcomes.<sup>40</sup>

Figure 44: Unit costs per outcome in DEX (A) and YTS Reporting Framework (B)



Source: DEX (January 2018)

<sup>40</sup> SCORE data was not a mandatory element in the DEX reporting system and only 24% of the total YTS participants have valid SCORE data. However, the percentage of participant with a positive outcome was used to extrapolate the overall number of participant with positive outcomes if every participant has a valid SCORE data.

Figure 44B illustrates the unit cost per outcome as reported in the YTS Reporting Framework. On average, funding of \$769 was required to achieve an outcome per individual participant, which could be participating in work experience, attending a sports event or receiving additional supports to be re-engaged in education. The data shows that between the providers both LMA and CMRC achieved the lowest unit cost per outcome (\$343 and \$805 respectively). ACS, BSL and MDA achieved similar unit costs per outcome (\$1,286 - \$1,397), approximately twice that of the YTS average.

An increase at each stage of the pathway would be expected, as due to a range of factors not all participants would be expected to move through to further stages in the program.

Up until this point in time there is no comparable dataset that makes it possible to measure the outcomes presented above for efficiency or effectiveness in terms of performance benchmarks. This is in part due to the unique combination of characteristics found in the national YTS pilot, such as the combination of place-based and flexible service delivery models, as well as an absence of comprehensive settlement outcome and cost data.

It is further noted that the unit cost was calculated exclusively for the item/outcome of interest and does not take into consideration other factors. Careful consideration should be taken of the operational context and service delivery model of each provider, including additional investment required to expand programs, as well as the parameters of performance data reported through DEX and the YTS Reporting Framework, when reading and interpreting data on cost per outcome. The entrenched challenges facing the target cohort is also acknowledged and documented in other parts of this report.



## 4. Matched Comparison Analysis

### Introduction and methodology

#### Rationale

The purpose of this component of the evaluation is to compare, to the extent possible, the experience of the YTS pilot with broader settlement services. This research was initiated in early 2017 and was developed jointly by DSS and Synergistiq.

A Matched Comparison Analysis (MCA) between YTS and non-YTS service providers was agreed upon as a means of understanding and exploring how the outcomes and pathways of migrant and refugee young people not participating in the YTS compare with those generated through the YTS pilot. MCA is a quasi-experimental approach to counterfactual research design that involves creating a comparison group by finding a match for people or sites in the participant group on variables that are thought to be relevant. In this case, judgemental matching was used to identify comparison service providers, based on judgements about what were the key variable within the YTS, and through consultation with DSS and MYAN.

The methodology was developed with consideration of the complexity of the YTS intervention, the ethical implications of direct engagement with vulnerable young people and to align with the existing timelines of the YTS pilot evaluation. Service providers were selected as the comparison group due to the above considerations, and in order to minimise the spill over effect from YTS service delivery that could occur at the participant level.

#### Research questions

The MCA was guided by the following key research questions:

- What outcomes are being achieved for the target cohort not participating in YTS?; and
- What are the key differences in approach and service delivery by providers not participating in YTS?

#### Comparison group

Three settlement service organisations outside of the YTS pilot were chosen as investigation subjects in the comparison group. Comparator service providers were selected based on a series of variables matched to those of participating YTS pilot providers to identify 'like' organisations. As much as possible these organisations share common characteristics to those in the YTS, in order to facilitate a comparative discussion of the experiences and outcomes recorded for participants outside of the YTS pilot.

The following key criteria were used in the selection process:

- One provider from each of Melbourne, Sydney and Brisbane;
- No previous participation in YTS as a delivery partner;
- Not currently delivering services in a YTS location;
- Similar social economic status and community environment to YTS LGAs;
- Existing settlement services provider (minimum 12 months);
- Delivering settlement services to target cohort (15-25 years old; 200-204 permanent protection visas; vulnerable migrants less than 5 years in Australia); and
- Significantly large sample sizes to compare with YTS (gender, ethnicity, age, client numbers).

Comparator providers were selected through a short listing process conducted by DSS, and through subsequent discussions with Synergistiq. Comparison providers were recruited into the MCA by DSS. The three comparison providers are:

- Access Community Services (ACS Ipswich) – Ipswich, QLD;
- Northern Settlement Services (NSS)– Newcastle, NSW; and
- Whittlesea Community Connections (WCC) – Whittlesea, VIC.

## Data collection

### Interviews

Semi-structured interviews were conducted between 20 July and 7 August 2017 with a combination of management and project staff at each of the comparison organisations. In all seven individuals participated in the interview process. Although also encompassing a broader range of data, interviews were specifically focussed on services and information relating to the YTS target cohort of migrant and refugee young people between the ages of 15 to 25.

### Provider reported outcomes data

Synergistiq requested high-level program data from each of the MCA providers prior to conducting interviews. Program data, where available, contained information on client demographics and any outcomes that comparison organisations had recorded for clients in the 2016-17 financial year.

Providers used a combination of internal case management files and DEX session data to compile the outcomes data presented in this report. Data was collated according to the following criteria:

- Young people that meet the YTS eligibility criteria;<sup>41</sup>
- Data for the 2016-17 financial year; and
- Outcome definitions (where relevant) contained in the YTS Reporting Framework.

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<sup>41</sup> Clients between the ages of 15 to 25; 200-204 permanent protection visa; or permanent resident arriving in Australia in the last five years.

MCA providers were not asked to collect or report data according to the complete YTS Reporting Framework due to limitations on timeframe and resources, and due to the fact that there had been no previous expectation to record outcomes in this way for those outside the pilot.

One MCA provider did not record outcome related data during the 2016-17 financial year and no data was provided to the evaluation.

### **DEX data**

Client data for each of the comparison organisations was also sourced from DEX, including demographics and the SCORE extended data sets.

## **Limitations**

### **Selection of MCA providers**

ACS Ipswich was selected as a comparison provider due to a shortage of appropriate alternatives that met the MCA key criteria in Queensland, specifically client size and demographics. Although ACS is a pilot provider within the YTS, the services within the Ipswich LGA are delivered through a separate office and remains distinct in their approach to that employed by ACS in the YTS LGA of Logan.

### **DEX data**

The DEX database was included in the MCA methodology as a consistent database to be used in the quantitative analysis of outcomes between YTS pilot providers and MCA organisations. However, while the DEX system contained sufficient data relating to client demographics, the SCORE data did not meet the minimum criteria in terms of confidentiality and comparability, and was therefore excluded.

As such, it is not possible to conduct a quantitative MCA of the YTS pilot at this time. Rather, qualitative data and self-reported outcomes collected from MCA providers has been used to conduct a narrative discussion that contrasts the different components of YTS from a service provider's perspective.

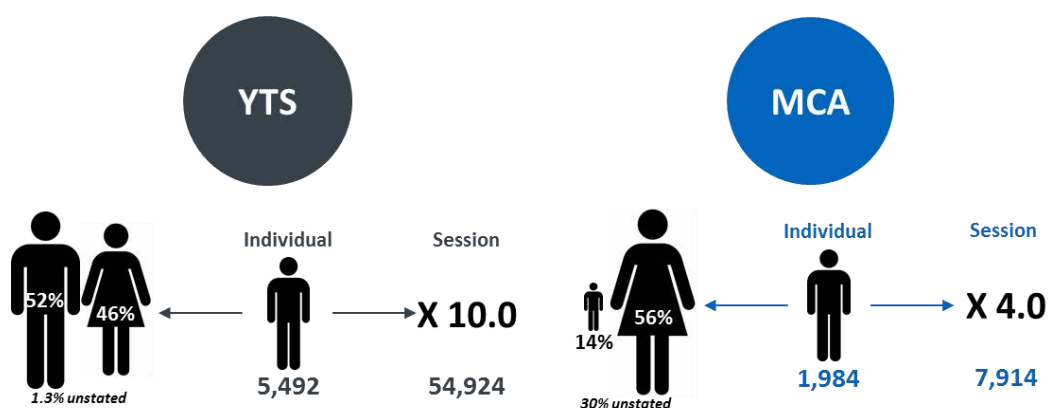
## Presentation of findings

### Demographics

Although located in the main YTS delivery cities of Melbourne, Sydney and Brisbane, comparison sites are, in general, more regionally located, smaller in size and have lower levels of the target cohort in their delivery area than that of the pilot providers. Overall, the demographics for MCA organisations are similar to that of the YTS, except that significantly more clients are over the age of 25 compared to the YTS. This variation reflects the specific focus of the YTS on young people under the age of 25, compared to the general settlement services delivered by MCA organisations.

As can be seen in Figure 45, a total of 1,984 clients were serviced between the three MCA providers over the pilot timeframe (January 2016 to June 2017). Although total client numbers are slightly less than half those of YTS, YTS providers delivered almost seven times the number of sessions than MCA providers over the same period. As a result, the average number of sessions attended by MCA clients (four) is less than half of that by YTS participants (10). The gender distribution of MCA clients appears to reverse that of the YTS, as female clients (56%) outweighed male clients (14%), although a large proportion (30%) were unstated.

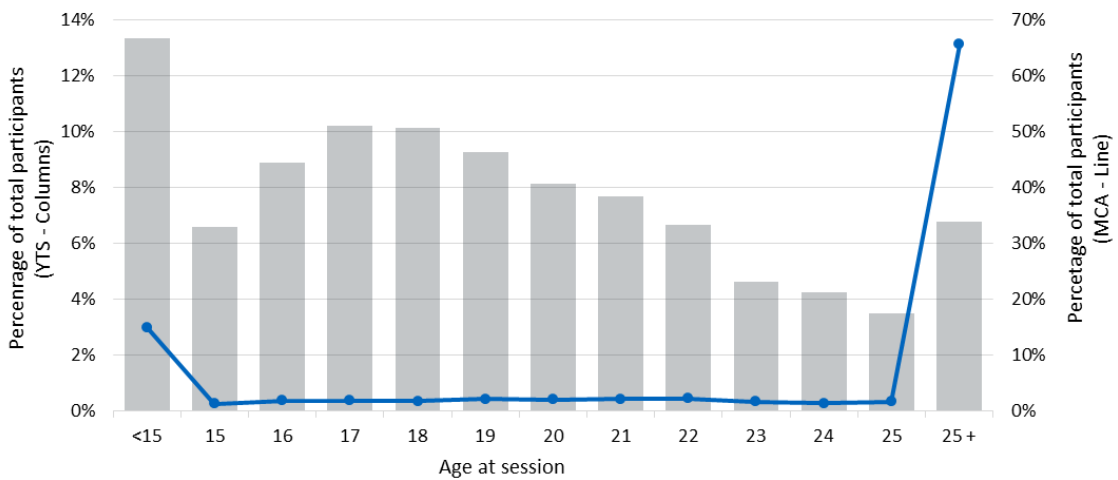
Figure 45: Number and sessions



Source: DEX (January 2018)

As can be seen from the distribution in, overall the MCA organisations service a much higher proportion of clients over the age of 25 compared to the YTS. This is to be expected, as the YTS is targeted at young people between the ages of 15 to 25, whereas the MCA organisations deliver normal settlement services across a broader range of demographics. Overall, 19.5% of MCA clients are between the ages of 15 to 25. The MCA organisations have less variation across the 15 to 25 age range than that found in the YTS.

Figure 46: Age at session

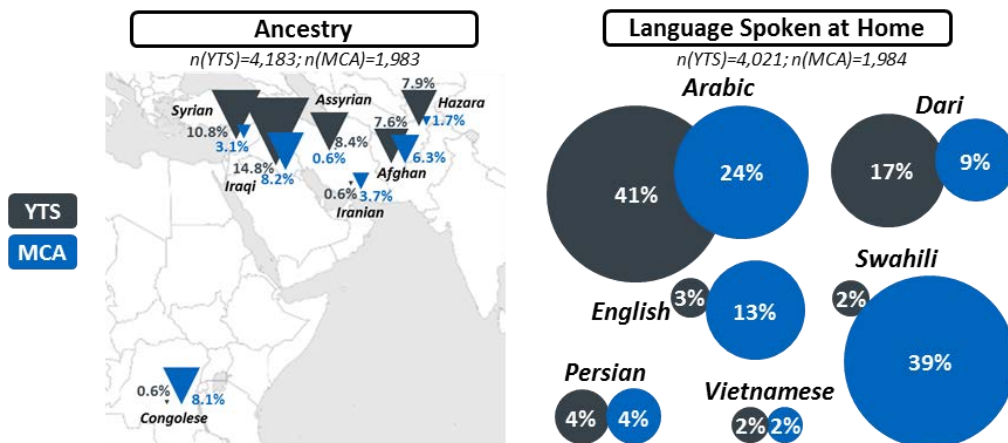


Source: DEX (January 2018)

Individuals with an Iraqi ancestry are the most common ancestries for both the MCA and YTS, although the YTS has almost double the proportion than that of the MCA (Figure 47). In contrast, the next most common ancestry in the MCA was Congolese (8.1%), while the YTS maintained a greater concentration of participants from the region surrounding the Middle East, including Syrian and Hazara ancestries.

The languages spoken at home by MCA clients correspond with the distribution of ancestry. MCA organisations have a higher proportion of clients who speak English at home compared to the YTS (Figure 47).

Figure 47: Ancestry and language spoken at home

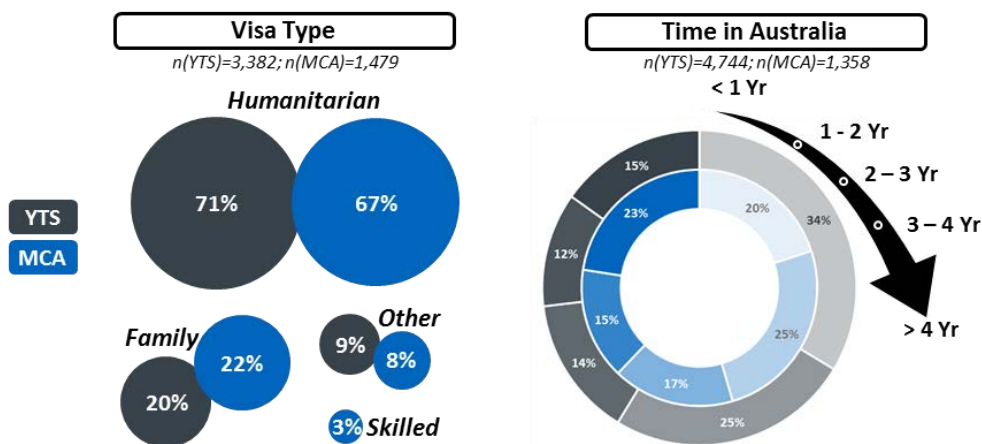


Source: DEX (January 2018)

Figure 48 presents visa type and time in Australia. The distribution of visa types across the MCA organisations is quite similar to that of the YTS, where the majority entered Australia on a Humanitarian Visa.

Compared to the YTS, MCA clients have a more even distribution of time in Australia, between 15-25% under each of the five categories. Forty-five percent of the MCA clients have been in Australia less than 2 years, compared to 59% of YTS participants (Figure 48).

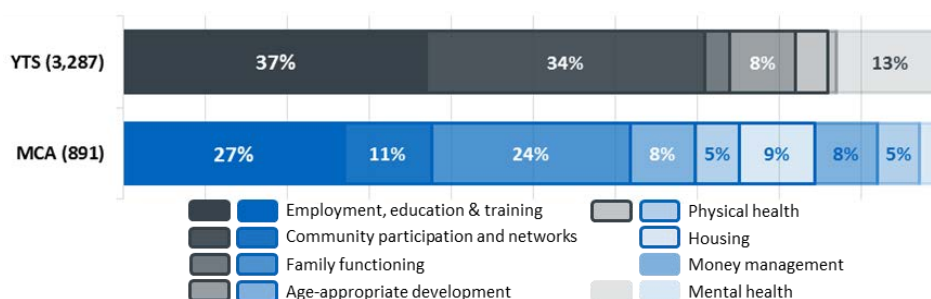
Figure 48: Visa type and time in Australia



Source: DEX (January 2018)

The reason for seeking assistance was recorded for almost 45% of MCA clients, compared to 60% for YTS. Overall, clients reported seeking assistance in a greater number of domains than that recorded for YTS participants (Figure 49). Similar to the YTS, the type of assistance most sought by MCA clients related to employment, education and training, although with a smaller percentage overall (27% compared to 37% for the YTS). A large proportion of MCA clients identified needs relating to family functioning (24% compared to 3% for the YTS), while there was a smaller emphasis on community participation and networks than that recorded for the YTS (11% and 34% respectively). Housing assistance was also sought by 9% of MCA clients, but none of the YTS participants. Again, this difference is explained in part by the specific focus of the YTS and the referral of clients with these specific needs by other providers, compared to the standard settlement service remit of MCA providers, as well as the variation in client demographics.

Figure 49: Reasons for seeking assistance<sup>42</sup>



Source: DEX (January 2018)

<sup>42</sup> This chart presents the percentage breakdown for all referral reasons recorded within the research parameters. The numbers in parenthesis is not the number of participants, but refers to the total number of referral reasons reported for YTS and MCA.

## Needs of young people<sup>43</sup>

Interviewees indicated that the size and location of the comparison sites influenced the types of needs experienced by the target cohort. Access to relevant support services was identified by all three providers as being a significant need. This included:

1. the absence of appropriate services within the area, for example schools with intensive language centres;
2. transport, both public and private, to access services and employment opportunities; and
3. a shortage of culturally appropriate services.

Other specific examples of needs that were raised during interviews include driving licence, accommodation amongst 18-year-old males, incorrect date of birth on official documentation, support with accessing government allowances and general orientation associated with arrival in Australia.

On this last point, ACS Ipswich specifically emphasised the high needs of this cohort following their initial entry into Australia and during the settlement period, including adjustment to education, information about the area, how to use public transport, access to doctors, health assessments and about living in Australia. Furthermore, trauma was highlighted as a contributing factor to increased needs of young people during this period, often linked to post-traumatic stress, social isolation and the pressure of cultural and family norms. Both NSS and WCC also echoed the basic level of support that young people require during the settlement period that focusses on increasing confidence, reducing stress and supporting social participation.

It was also clear from interviews that the needs of young people changed over time, which was often tied to shifts in humanitarian intake demographics. Age was identified as the biggest influencing factor by WCC, who in recent years have pivoted towards providing support in schools in response to a drop in the average intake age.

## Service delivery models

MCA service delivery models share a number of common features and approaches. In general, providers took a needs and place-based approach, designing and tailoring programs according to their specific operational context. Partnerships were also a key delivery mechanism, often as a cost-effectiveness measure, but also to share and access specialised capability within the sector. The primary focus of services delivered by MCA organisations was to provide initial settlement support, with a subsequent and secondary focus on education and training.

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<sup>43</sup> Although the demographic data presented above encompasses a broader age range than that of the YTS eligibility criteria, the information presented throughout the remainder of the Section specifically focuses on services and information relating to the YTS target cohort of migrant and refugee young people between the ages of 15 to 25.

## **Needs based**

A needs based approach is central to the service delivery model of each of the MCA providers. Although there is slight variation in the delivery approach of each organisation, all of the interviewees emphasised the importance of providing services that:

- were relevant to the demographics of their clients;
- aligned with the self-identified needs of their clients; and
- helped to fill a service gap in the region.

It does not appear that a formalised co-design approach is utilised by providers, rather interviewees described a number of engagement strategies through which they identified the needs of their cohort, including one-on-one casework, outreach and group activities. Providers then designed a program or activity to address the needs identified by young people.

## **Program length**

As a result, MCA providers do not have a preferred approach to the type or length of the services they deliver to young people. Whether a program is short/intensive or ongoing depends on the nature of the activity and the need it is addressing. Social connection and participation programs, such as youth groups or soccer clubs, generally run all year round, while life skills programs, including drivers licence or beach safety, are dependent on demand and may only occur once or twice a year. In contrast, interviewees indicated that 'welcome' activities are predominately delivered through one off events.

## **Group vs. one-on-one session**

All MCA providers identified group sessions as a core method within their organisations for delivering services to the target cohort. Interviewees highlighted the value of group activities as platforms for building the social connectedness and participation of young people, both through peer interaction and by exposure to new environments, such as workplace or education tasters.

Another advantage of group work is that it also enables providers to generate the minimum numbers often required to deliver a program/activity, which is a challenge of the location and demographics for comparison sites. It also opens up the opportunity for organisations to partner together in delivering services, either to increase the reach or the cost effectiveness of programs.



The point at which a group program/activity was introduced within the service delivery model varied across the MCA organisations. For ACS Ipswich the model is one of beginning with one-on-one casework before introducing young people into a group activity. This approach is intended to build the confidence of young people to prepare them for the peer environment. Additionally, this approach also supports caseworkers to better match group activities with an individual's needs and aspirations. Although ACS Ipswich regularly use group activities, its service delivery model for the target cohort is more generally built on the importance of individualised support.

'Every client and pathway is different, making sure they are getting advice that is right for them is important. That is the beneficial thing.'

'The model is the individual approach leading to opportunity to connecting group activities as well. It is firstly understanding where they want to go and what they want to achieve, then into a group to get more information about that topic.'

In contrast, the WCC model utilises group work as a pre-cursor to one-on-one casework through a program based approach, which is matched to the younger age groups they are experiencing in their service area. Programs are designed around a social participation approach to build confidence, rapport and trust with young people and their families as a precursor to casework and individualised support in the future.

'Promoting casework does not work alone, we have to build rapport and trust through programs before building to casework. We make a relationship and then explain what else we do and provide help around that.'

## Partnerships

MCA providers rely on partnerships to deliver services for this cohort across a wide number of programs. The primary motivation for using partnerships is to share and pool resources, which helps to address funding constraints as well as provide the right type of support, such as when there is a gender or cultural focus required.

'We are such as small area we try to use everyone's resources to deliver outcomes. [We have] found it hard in the past to run things on our own, best working collaboratively with other partners, sharing resources and tasks around programs will help them last longer.'

Regarding partnerships:

- All three comparison organisations reported partnering with other settlement providers, as well as business and industry, to deliver programs;
- Community organisations and not for profits were also identified as key partners in two of the interviews;
- Partnerships also occurred within networks or committees, where multiple service providers and key stakeholders including settlement, local council, police and community organisations collaborate on individual work streams;
- However, none of the providers reported substantive partnerships with local council or government agencies to deliver services to the target cohort;
- Two of the providers said they predominately used partnerships in the delivery phase of a program. Lack of capacity in the service sector to work with the migrant and humanitarian young people was identified as one of the reasons why MCA providers undertook the majority of the design load; and
- Providers also indicated that referral partnerships had been established with other service providers to create pathways for young people into places with more appropriate support. In one example WCC refer to BSL in relation to employment, where the YTS provider has established resources and programs.

## **Focus of services delivered**

### **Initial support**

As discussed above in relation to the needs of the target cohort, the main focus of MCA service providers is on providing initial settlement support. A range of different programs are designed to address and support that need, including casework, school based mentoring, sport and social participation activities, language and welcome/orientation events. Initial settlement support is predominately delivered over the first 12 months after arrival in Australia.

### **Employment**

MCA providers predominately deliver employment support through individual casework in response to individual needs:

- Only WCC in Victoria described delivering formal work readiness content to the target cohort (how to apply for jobs, preparation for interviews etc.), which is being delivered in partnership with YTS provider BSL into the Melbourne Polytechnic TAFE;
- ACS has a specific employment arm (Access Community Employment Services) that is also working in the Ipswich LGA, including negotiating contracts with large farms and factories, and ACS Ipswich mainly refer young people into that service; and
- The NSS approach to supporting employment is to directly approach industry and employment organisations on behalf of young people, such as the meat factory in Beresford and private recruitment agencies. To date this has been within the context of casework, but a new employment project has recently been created to expand this support.

## Education

All MCA providers focus on education and support in schools, including language and homework centres, mentoring and TAFE tasters/information sessions. Interviewees reported that the focus on education reflects both the age and cultural heritage of young people they are servicing, where nationalities that are over represented in the area, such as Syrian and Iraqi, place a high value on education.

## Vocational pathways/training

There was no indication from the MCA providers that vocational education and training related support was important or an identified need of the target cohort within their respective delivery areas. Vocational support was not a stated focus area for any of the MCA providers, which is also reflected in the low number of outcomes reported in this thematic area (see Table 9).

## Sports

Sports and social participation programs/events are primarily associated with the delivery of initial settlement support, in that it is focussed on creating social linkages and to develop confidence and other soft skills within the target cohort. Sports programs, however, are not restricted to the first 12 months of support, but continue across the service delivery period due to the links they create into the broader community and also the opportunity to identify further service provision needs/opportunities. For example, NSS use these activities to include police liaison officers and other services representatives as a means of breaking down barriers and establishing connections.

## Outcomes<sup>44</sup>

Table 9, shows:

- The largest proportion of outcomes was achieved in the engaged in social/cultural/recreational activity sub-category. This finding aligns with the focus on social participation reported in interviews, as well as with the group delivery approach favoured by all MCA providers;
- The lowest number of reported outcomes came in the education sub-categories. Providers reported a number of activities relating to education support, including language and homework centres, mentoring and TAFE tasters/information sessions, however not enough is known about the frequency or type to link the impact of these activities with the outcomes reported here;
- ACS has a small number of employment outcomes, which can be explained by the fact that young people are referred to their employment services arm for employment related support; and
- NSS has reported a consistent number of young people participating in and achieving outcomes in employment related activities. NSS's model of directly approaching employers and employment agencies to place young people may be a contributing success factor.

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<sup>44</sup> Care should be taken when interpreting data presented in this section of the MCA. Data is not intended for direct comparison to the outcomes reported by YTS providers under the YTS Reporting Framework. It is provided here as an indicator of the range and depth of outcomes generated by MCA providers and to compliment the qualitative data collected through interviews. Please see the Methodology section for further details on parameters and limitations of data.

**Table 9: Outcomes for young people (June 2016 – June 2017)<sup>45</sup>**

	Gained paid P/T employment (#)	Gained paid F/T employment (#)	Participated in work experience (#)	Re-engaged in education (#)	Engaged in accredited training (#)	Engaged in non-accredited training (#)	Engaged in social/cultural/recreational activity (#)	Engaged in leadership program (#)
<b>ACS</b>	7	0	NA	1	5	NA	35	0
<b>NSS</b>	24	29	20	4	4	4	60	2
<b>WCC</b>	-	-	-	-	-	-	-	-

Source: MCA providers

## Reflections on practice

Through the interviews, MCA providers were asked to reflect on their practice in the context of the YTS, including on key design elements of the pilot, and also in relation to that of the settlement services sector more broadly. The themes that emerged from those discussions are listed below in no particular order and further detail follows:

- providers of employment services;
- timely delivery of services;
- additional support structures;
- outcomes measurement/DEX; and
- capacity building.

### Providers of employment services

MCA providers unanimously reported that there was a capacity gap with jobactive and employment providers in their ability to provide culturally and contextually appropriate support to the target cohort. NSS' preferred approach is to initiate direct contact with large businesses and employers to create their own relationships and ensure appropriate support for their young people, which has generated good outcomes for their clients (Table 9).

'We were unsuccessful with jobactive and the past employment program. They design training programs and the young people will go through it but don't end up getting a job. It was frustrating for young people and some were refusing to do training anymore.'

'Young people are highly motivated to get into employment, but the majority of providers are not culturally aware and the use of interpreters is just not on their radar. Case managers can go with young people to their appointment to ensure the best interests of the client.'

<sup>45</sup> WCC did not record outcome related data during the 2016-17 financial year and no data was provided to the evaluation.

For MCA providers this created a gap within service delivery that made it more challenging for young people to access targeted but culturally appropriate employment support. This gap, in part, is driven by a tension regarding when the role of settlement provider stops and that of the jobactive or employment provider starts. However, MCA providers also recognised that they themselves did not necessarily have the specialised knowledge, resources or remit to effectively provide the level of employment services that may be needed.

‘Caseworkers are social workers and don’t have backgrounds in employment. If we had further training in employment pathways it would definitely bridge the gap and provide extra support to everyone who would benefit from it.’

‘Bigger organisations have bigger capacity to do this, but it is challenging for us. Programs with relationships with employers do better. It is a big task and not necessarily something the sector does well.’

### **Timely delivery of services**

Further drawing out the point above, interview data indicates that the preferred time for delivering employment support to young people is following the initial settlement period, and after they have been in Australia for approximately three years or more.

Specifically providers perceived that the capacity of young people to receive/benefit from employment support was limited in the first years of their arrival, due to both the ongoing effects of trauma and the challenge of integrating into a new environment. It was only after young people have been in Australia long enough to develop an understanding of the system and achieve some progress in education and training that they became ready for employment specific support.

‘Too much of employment focus at this stage is just not fair. Self-esteem building, arriving and settling in is an important phase. Don’t set the bar so high in the first few years. Outcomes will be achieved when building blocks have been established. They are starting from behind the eight ball.’

However, as mentioned above in connection to jobactive, it is also here that MCA providers reported a lack of capacity to provide the level of targeted support required. It is worth noting that MCA providers deliver activities to increase work readiness and employment exposure for their clients, but it is at the point of job brokering and employment support that the biggest gap is noticed.

‘We want to support newly arriving as the biggest focus, they need more support, but we cannot focus on those who have been here longer. It’s at the 3 year mark when they have finished their schooling, when they know where they want to go but we do not have the capacity to give the attention at that time.’

To MCA providers, the value of YTS or a similarly employment focussed intervention is in its ability to provide culturally technically relevant support for the cohort that needed it most, thereby releasing other settlement service providers to focus on meeting the immediate needs of newly arrived and migrant young people.

## Additional support structures

MCA providers were asked about additional structures that could support improved service delivery, such as the national coordinator and CoP components present in the YTS pilot.

- All of the interviewees agreed in principle that they would benefit from a mechanism like the CoP that brings settlement providers together on a regular basis around a common focus. The purpose of meeting together from their perspective would be to:
  - discuss and improve practice;
  - build relationships; and
  - contribute to consistency across service provision.

However, interviewees also cited the practical challenges of a CoP, specifically the cost of planning, hosting and attending such a meeting within the current workload and funding arrangements.

- Interviewees did not have a strong sense of how a coordination role would function or add value within the context of settlement services nationally. However, one provider believed that the existing policy role within the sector played by the MYAN could be strengthened to include capacity building in youth services on a state-by-state basis.

## Outcomes measurement/DEX

There was a recognition amongst MCA providers of the value of measuring outcomes and general agreement with the increased focus through DEX on recording and reporting of performance. Two broad themes arose from interviews relating to the continuous improvement of outcomes measurement within the sector:

- Outcomes measurement is in some ways new for the settlement sector and there is a need for more training and support to enable providers to adapt to and understand what is expected; and
- A need for consistency in the way that outcomes are defined for DSS and within DEX. This includes a framework that defines specific outcomes alongside the SCORE five point scale, and in a way that recognises much of the work is focused on behaviour change rather than circumstances.

'If measuring outcomes becomes mandatory we need more training and support around evaluation. The government wants to move towards a quality framework, but skills are not consistent in the sector, we have not had this focus for years.'

## Capacity building

Capacity and capability building was identified as an ongoing need within their own organisations more generally and that of other provider organisations more specifically (mentioned more than eight times across two interviews). This includes specific staff development related to employment, partnerships and outcomes measurement, whilst also emphasising cultural competency training for other service providers. Capacity building featured to a greater or lesser extent across all of the themes described in this section, suggesting that providers regard having the appropriate skills as a key success factor and lever for enabling effective service delivery.

## Further evidence

It is worth noting that the themes discussed in this section of the report were also reflected in the findings of an evaluation of the DSS Settlement Grants program conducted by the University of NSW in 2017.<sup>46</sup> A number of those findings are highlighted below for their relevance and to further strengthen the findings of the MCA:

- flexibility in program design was a key strength of successful service delivery, in that it allowed service providers to tailor services in response to client and community needs;
- mainstream employment services (jobactive) often lacked the resources/capability to provide culturally appropriate support to Settlement Grant clients;
- although providing additional activities in support of clients in education and employment, program constraints (in this case funding) limited the capacity of service providers to fill the gap between support that some clients require and that mainstream services were sometimes not able to provide;
- there existed some critical life stages when clients required tailored settlement-related support, including children, youth and for older migrants. A life course approach focussing on key transition points and a mixture of services may help target appropriate service delivery; and
- the current iteration of DEX does not capture sufficient data to support performance and value for money assessment of the Settlement Grant program. Furthermore, capacity development was necessary to increase understanding of services providers on how to report SCORE and other non-compulsory fields.

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<sup>46</sup> Smyth, C., Gendera, S., Giuntoli, G., Hill, T., Katz, I., & Asante, D. (2017). Evaluation of Settlement Grants – Final report (SPRC Report 12/17). Sydney: Social Policy Research Centre, UNSW Sydney. Available at: [www.dss.gov.au/sites/default/files/documents/11\\_2017/edited\\_13-11-2017compliance\\_guidelines\\_report\\_-\\_evaluation\\_with\\_sprc\\_final.pdf](http://www.dss.gov.au/sites/default/files/documents/11_2017/edited_13-11-2017compliance_guidelines_report_-_evaluation_with_sprc_final.pdf)

## Discussion

Due to the incompleteness of the data available for the MCA, it has not been possible to conduct a quantitative comparison of outcomes to further define the impact of the YTS on migrant and refugee young people. Notwithstanding this, by documenting the experience of non-YTS service providers, the MCA provides valuable data that can be used to validate components of the YTS and provide insight for future delivery of services to this cohort.

## Design components

In general, it is evident that there are a number of common practices that underpin and run through both YTS and MCA service delivery approaches. This is not unsurprising given that the YTS has originated from settlement services and draws heavily on that experience, including from DSS, MYAN, pilot providers and partner agencies, in the design and delivery of services.

In terms of delivery focus, the MCA emphasised the importance of a needs-based approach that was relevant to client demographics, aligned with the self-identified needs of their clients and that helped to fill a service gap in the region. This demonstrates the appropriateness of the pilot's flexible design component, which gave the six providers scope to design and deliver services appropriate to their context and cohort needs.

The importance of partnerships to successful service delivery was also highlighted. MCA providers relied on partnerships to achieve cost-effective program delivery, but they also enabled providers to expand the reach and appropriateness of their services. Again, partnerships are a core design feature of the YTS response, but there some YTS providers have expanded the use of partnerships beyond the program delivery function described in the MCA to a create true partnership models incorporating collaborative design and governance.

MCA providers responded positively to the idea of a CoP type structure to bring settlement providers together on a regular basis to improve practice and build relationships across the sector. It is noted that capacity and capability development cuts across a number of the themes described above, indicating a real appetite for structures that support improved practice.

## Needs analysis

Notwithstanding the data limitations described above, it is reasonable to conclude that MCA providers are having some success and achieving outcomes in areas similar to the focus areas of the YTS. The extent and variety of these outcomes is rooted in the local context of each MCA location and again reflects the needs-based approach of service delivery.



As expected, the biggest focus of MCA providers is on delivering initial settlement services and support to newly arrived migrants and humanitarian entrants, including welcome, orientation and social participation activities. A suite of programs relating to education and employment were amongst a range of secondary thematic areas that providers responded to on an as needs basis. Within this context, there are several layers of need that can be influenced by client demographics, but perhaps more importantly, by the length of time clients have been in Australia. As a client's time in Australia increases, the need shifts away from initial support to include a bigger focus on education and employment. Providers reported a shift in need between 3 to 5 years in Australia, but also highlighted it was on a case-by-case basis and that some individuals were ready to transition earlier. There is, however, a contrast on this particular point between what has been reported by the MCA and findings from the YTS data analysis. Specifically, although demand for education and employment support from YTS participants increases between 3-5 years after arriving in Australia, it was still identified as a reason for seeking assistance for 36% of participants in each of <1, 1- <2 and 2- <3 year categories. Overall, education and training is the most reported reason for seeking assistance.

Although MCA providers do provide support to clients in the thematic areas of education and employment in the form of taster experiences and preparation activities, interviewees reported that they are currently ill-equipped to deliver the specific services required to increase employment outcomes with this specific cohort. This is influenced by MCA's settlement services remit and a shortage of specialised knowledge/skills in the employment area.

jobactive providers are part of the support system open to young people to help secure employment and access a range of other government initiatives, including wage subsidies, training and assistance. However, in the experience of MCA providers, jobactive does not demonstrate the appropriate level of understanding and cultural appropriateness to support the target cohort transition into employment.

### **Future delivery**

Seemingly, from the data that is available through the MCA, there is a gap in the current service system's ability to respond to the employment needs of young people as they shift out of initial settlement support and their time in Australia increases. These findings, in general, support the concept of a YTS type intervention, whereby organisations with experience in the settlement sector and a specific thematic knowledge base deliver targeted support to a specific cohort of young people.

## 5. Thematic Findings

### Design features of the YTS pilot model

The establishment of the YTS pilot program in 2016 responded to a need to build sector capacity and innovation to deliver settlement services to humanitarian youth and other vulnerable young migrants. Service providers have developed or modified models that align with the four YTS pillars to achieve positive outcomes in employment, education, vocational training and sports engagement, targeted specifically for young people.

This section will explore elements of the YTS pilot design and the extent to which they have supported successful implementation of the pilot and contributed to positive outcomes for young people, including:

- four thematic pillars to underpin the pilot;
- flexible approach to design and delivery;
- CoP;
- the application of innovation in service delivery model design;
- level of funding; and
- governance.

### Focus of the four pillars

The four pillars of the pilot have served to frame the thematic focus of the YTS and generate outcomes for the target cohort in areas of identified need. While it is noted that the four thematic areas are present in settlement services more broadly, the inclusion of the four pillars in the pilot ensures that an individual provider offers a range of transition services. Within the flexible scope of the pilot, providers are free to choose how they focus or integrate their service delivery model across the four pillars. Findings show that, overall, the pillars have been integrated in the implementation of the pilot and served to ground service provider activities whilst still allowing flexibility across the delivery sites.

‘The four pillars for YTS have provided good guidance more generally, without being too prescriptive. On reflection it’s good that we didn’t say that everyone had to do every pillar in every program.’

Overall there has been positive commentary from service providers, partner agencies, DSS and MYAN on the four pillars as a framework within which providers could design and deliver the pilot.

‘The four pillars. There has been some argy bargy amongst the providers about them, but at the end of the day, that has been a successful part of the design. They have given clear focus to everyone, and they target clear gaps for the young refugee and migrant cohort.’

‘Four pillars of service are defined and clearly reflect the government’s 3Es (English, employment and education) which give providers the parameter to work in.’

Although conceived as four distinct thematic focus areas, the flexible scope of the pilot has meant that in practice providers have approached the pillars as a more dynamic construct. The result is a mixed approach that integrates pillars across service delivery models in response to the needs of young people in the pilot locations. The existing areas of expertise, experience, organisational capacity and partnerships of pilot providers has further influenced the level of integration and variation seen across the pilot delivery sites.

## Application of the four pillars

Together, Employment and Sports engagement represent almost 70% of outcomes recorded under the YTS Reporting Framework (see Aggregate Findings). Although there has also been outcomes across the pillars of Education and Vocational opportunities, the higher distribution of outcomes to the Employment and Sports pillars indicates a relationship between these pillars, the needs of young people and the objectives of pilot providers.

Employment received the highest number of outcomes within the pilot and this is the result of both an emphasis from providers on delivering employment support, as well as a representation of the need within the target cohort. The MCA also highlighted a service gap of culturally appropriate employment services for migrant and refugee young people. The two key drivers of this were identified as a lack of culturally appropriate services from jobactive and employment providers, combined with a recognition from MCA providers that they themselves did not necessarily have the specialised knowledge, resources or remit to effectively provide the level of employment support that may be needed. The proportion of outcomes attributed to employment within the YTS reporting framework suggest that the YTS and pilot providers are responding to this need.

Regarding sport, findings from the MCA also suggest that sport engagement is a key tool during the initial settlement period to generate social and community participation outcomes for young people, such as building social connections, overcoming social isolation and to increase participation with other young people beyond their communities. The YTS also includes this focus through the Sport engagement pillar, albeit with a broader definition that also includes leadership and cultural activities. In this sense, it is natural to see a high number of activities under this pillar.

## Flexible approach

The approach from DSS to the YTS pilot has been to frame it through eligibility criteria, geographic location and to define the four pillars in a way that provides guidance to the service providers without being prescriptive. As a result, providers and partner agencies have been given the space to design individual service delivery models building on their expertise to deliver programs. This flexibility is intended to stimulate place-based programs that specifically respond to the context and needs of young people in their respective communities.

Interviewees across all stakeholder groups acknowledged that the flexible parameters of the pilot have influenced its delivery. In particular, DSS and MYAN articulated the importance of flexibility in creating fertile ground for place-based approaches to be developed.

‘It’s also allowed delivery models to be tailored to local environments, filling in gaps in settlement. [Provider] partnership in [pilot area] is a good mechanism for increased access to employment in that area, access to local needs is another factor.’

‘[There is] capacity to be flexible and responsive. It has included a focus on innovation, but more nuanced than that, it allows for innovation and is responsive to particular needs.’

Service providers and partner agencies also agreed that flexibility gave them the space to be creative and develop of new and innovative approaches. One service provider felt that the level of flexibility itself was an innovation, and the first of its kind in the settlement space.

'It was clear that DSS wanted to test new approaches... the flexibility that they gave us is the first time ever in this space...but that [flexibility] has been the best thing, it that gave us the space and creativity to think about the best way.'

Similarly, pilot service providers and partner agencies expressed that their ability to exercise autonomy in the design and delivery of services was pivotal in responding to changing needs as the pilot progressed. The ways in which providers have adapted their programs to fit the needs of the participants were varied, however, most cited the freedom to explore new opportunities and to shift their focus on the relevant pillars depending on participant needs was valuable.

'What has come out of that is that [pilot provider] have seen opportunities and explored them and incorporated them into projects.'

The MCA also highlighted that flexibility in service design is important across the broader settlement sector, in that it influences provider's ability to respond to context specific needs. All of the MCA providers took a needs-based approach to service delivery, designing programs in direct response to the needs they identified through engagement and co-design activities. The semi-regional locations that typified comparison sites also made this more important, as smaller demographics contributed to specific needs that often shifted over time according to cohort movements.

However, several YTS stakeholders acknowledged that flexibility sometimes came as a trade-off for clear direction on the scope and focus of the pilot. This has been a persistent theme in data collection throughout the evaluation. As two interviewees noted,

'It's a tricky balance to keep it flexible but also have an agreed clear understanding. They are all in different areas so it means their clientele are all different... but in terms of outcomes and directions, the department wasn't as direct with the agencies as they would have liked. Sometimes they just want to be told.'

The flexible approach has been identified as a key success factor of the YTS, however there is scope for DSS in the future to better define the parameters of service delivery and set clear expectations with regard to outcomes. Data from across the evaluation suggests that greater clarity at the outset would contribute to increased confidence of providers in the design process and strengthen program alignment with DSS priorities and objectives.

## Community of Practice

An additional support structure introduced by DSS into the pilot was the CoP. Coordinated by MYAN, the CoP was a forum to build relationship, share best practice and support consistency between pilot providers. Meeting monthly, either face-to-face or via video-link, the CoP provides a central point of contact and communication between providers, but also the platform for MYAN to deliver training and develop resources that encourage best practice from provider organisations. There was strong agreement from pilot providers that the CoP supported pilot providers to deliver the YTS (mean = 4.16; Figure 52). Pilot providers confirmed this in the interviews, identifying relationships and knowledge sharing as key outcomes directly linked to the CoP.

‘The role of MYAN and the Community of Practice provided an opportunity to bring the providers together to compare their approaches and share learnings. This is the first time that this has been actively fostered by DSS for inter-state providers.’

‘We have been able to learn off each other because of that different expertise, learning what works in different locations across Australia. We have established relationships that will go beyond the pilot, it is a great way of cross pollination and rigour beyond the pilot phase. Relationships will live on.’

The data also shows that the CoP is an effective convening mechanism within a flexible policy environment and with a small but diverse range of providers. In this sense, it was ideally suited to the operational context of the pilot and directly contributed to the success of the YTS through bringing consistency and knowledge transfer across the delivery sites. Identifying a common purpose and the limiting the size were identified as key success factors.

‘In a situation with a smaller number of providers with varying experience like the YTS a CoP is very useful, it brings them all up to speed in delivery or upskilling other members of CoP. Not sure what max number of providers would be, it worked because there were only 6, suspect 10-12 would be too unwieldy.’

However, it is also noted that a key success factor of the CoP within the pilot was the ongoing coordination performed by MYAN. Any future application of a CoP within broader settlement services would require dedicated resources to meet both coordination and participation needs.

Discussion continued in the context of data collection for the evaluation around the parameters of DSS participation in the CoP. The CoP was primarily a forum for pilot providers to develop and discuss practice, and considering that some providers had not previously delivered settlement services, a safe space to share and develop collective capacity. As such, neither DSS Policy nor DSS Delivery Network officers had a regular role within the CoP. However, the trade-off for the DSS Delivery Network was reduced interaction and understanding of the broader pilot status, and with that the opportunity to add clarity and support at critical junctures or to identify knowledge transfer opportunities into other settlement programs.

‘The other side is that what are the issues that they have come across, I would like to be involved and know about it. So the implication and solution may be related to other program. When they brainstorm together with other partner providers, we only see the final decision, but we don’t know what has been suggested. They could be useful for other program problems. Rather than reinvent the wheel.’

## Innovation in delivery models

Innovation can be found at three levels across the YTS program. At the policy level, the non-prescribed manner of the YTS program itself is an innovative approach to settlement services being trialled by DSS. At the administration level, the engagement of MYAN to coordinate the pilot and build capacity through the CoP is an innovation. At the individual program level, each provider is trying innovative practices within their own context for the purpose of improving their services for young people.

In line with the design principles of the YTS, there has been no explicit definition or expectation set for pilot providers in terms of how innovation was to look in practice. As a result, each provider has interpreted innovation in a different way, influenced firstly by their settlement experience, and secondly by their delivery context.

A number of new approaches have been tested by pilot providers, including:

- delivering intensive individualised services tailored to young participants;
- applying a holistic approach to participant outcomes (rather than focusing on specific YTS pillars);
- partnering with agencies that are new to settlement services (schools);
- building relationships with non-traditional partners (Local government);
- using sport as a vehicle for engagement and outreach; and
- building opportunities for participants to influence and co-design the service offering (Youth Advisory Councils).

As can be seen through the examples above, the approach of some providers has been to innovate in process, for others it is in applied service delivery. Clear examples of innovation have emerged from the design and testing process that providers have undertaken over the course of the pilot. This is defined as when a provider has introduced a new idea, process, model, product or service to create a better solution for an identified need. Three examples are described below:

- BSL has intentionally integrated Hume City Council into its service delivery and partnerships model, with a focus on addressing the supply side of employment. A practical output of the partnership is the placement of two Youth Labour Market Facilitators in the Economic Development Unit. One of the facilitators is a BSL employee on secondment, while YTS funding is used to part-fund a council employee in the other facilitator role. Utilising the council's reputation and existing relationship with business, the program facilitates linkages for young people with employment opportunities and works to improve the capacity and understanding of businesses to employ the target cohort.
- FH aimed to strengthen and improve the jobactive experience of young people by partnering with AMES Employment to deliver Ucan2 Active in two jobactive sites. The purpose of this initiative was to strengthen Ucan2 participant's connection with jobactive sites, plus provide extra level of support for young people within that setting. In addition, FH provided training for AMES job brokers at the two sites on the refugee experience. Two Employment Liaison positions were funded by FH at AMES jobactive sites during January to June 2017.
- Linking sporting activities as a feeder for education and training programs is also a new approach tested through the YTS. In one example, MDA, in partnership with Australian Catholic University (ACU), linked an employment Skill Up program with an existing futsal competition between young people and ACU staff and students. Run back to back, the Skill Up program would provide support for goal setting, personal brand development, and interview support for those participating in the competition.

More generally however, the application of innovation within the pilot has been defined by providers as approaches that they have not previously utilised or maximised, or that are not commonly applied within settlement services. This includes elements of needs-based service delivery, continuous improvement and reflective practices and a bigger emphasis on youth-led/co-design program delivery.

‘For us, the innovation is the continuous process of review and development. We had the opportunity to develop an innovative program because it combined the mental health and social connection aspect, with casework wrapped around it. But it’s the fact that we’re continuing to review it, we call it the PDSA model – plan, do, study, act. It’s given us the opportunity to take risks and support and train other programs to deliver.’

‘It is not innovative as in transformation, or tech. It is more about things that have worked in other sectors and being applied to young people for the first time. [There has] never been a focus on individual youth aspirational focused work before.’

‘Creating something new in a local area. We had not worked in this area for this group of young people, then [the] whole thing was an innovative approach... Disruption for us is how is this pilot going to be different, how we are going to approach it with an economic development lens rather than a welfare lens.’

‘We were focused on ensuring that it was not just us imposing solutions but ensuring that people were involved from the beginning, focus groups, research with stakeholders and organisations to better inform that. How it was innovative, the model was built through youth led approach. We had not done that before, through co-design.’

Again, it is the combination of the YTS’ design features that has created the pre-conditions for providers to try new approaches in service delivery. Interviewees from all stakeholder groups identified flexibility as the biggest factor that supported innovation, both as it related to the pilot’s design, but also at the individual site level. However, it has also meant that pilot providers have each defined and applied innovation through a different lens. The result is that, while the pilot has stimulated improved practice amongst providers, the opportunity for taking calculated risks with innovative approaches in settlement services delivery may not have been fully realised.

### **Impact of innovation on outcomes**

Outcomes data was analysed to explore the impact of innovative practices on outcomes for young people. Findings above identified three firm examples of innovation from amongst the diversity of approaches trialled by providers throughout the pilot. This is defined as when a provider has introduced a new idea, process, model, product or service to create a better solution for an identified need. The focus of this discussion has been limited to those stand-alone examples.

### **Employment innovation**

New approaches were tested by BSL and FH to increase employment outcomes for the target cohort within the YTS. Both approaches addressed perceived opportunities or gaps in the supply of employment opportunities for young people. BSL worked with the Economic Development Unit of a local council to increase business and employer participation, while FH sought to strengthen the support and capability of a jobactive provider.

However, data collected on paid employment outcomes in the YTS Reporting Framework (as presented in the Aggregate Findings; Figure 17), shows that there is no significant variation between the proportion of outcomes reported by BSL and FH and those by other providers. While each of the innovations may have been effective within their operational context and contributed to the employment outcomes reported for each provider, they have been no more effective when compared to the different strategies and programs employed by other providers within this pillar overall. This is a finding more generally across the employment pillar, where the trend suggests that, irrespective of young people's exposure to courses/programs/activities that promote employment, the proportion of young people gaining paid employment was not significantly different between providers.

### **Sport as an engagement tool**

An innovative approach that some providers, ACS and MDA specifically, have utilised is sport as a tool to engage with new cohorts and introduce them into appropriate support services. As might be expected, both providers reported a high proportion of activities under Sports engagement – 45% for ACS and 36% for MDA (Figure 15). This has proved to be successful in individual examples, such as the MDA Skill Up program, which saw all 15 graduates from semester two 2016 secure part or full time work. MDA reported the highest proportion of paid employment outcomes for their young people (17%) than any provider, and also showed the smallest percentage of difference between leading activities and paid employment outcomes (Figure 28).

However, more generally, providers with a higher proportion of sports outputs did not report higher than average results across other pillars, suggesting that there is no notable correlation between participation in sports activities and achieving outcomes under other sub-categories. This is true for both leading activities and sustainable outcome categories. In the example of ACS and MDA, both providers reported at or below average number of outcomes across the other pillar sub-categories compared to other providers.

While it is reasonable to assume that social participation outcomes help create an environment for young people to succeed, there is no evidence in the current data to suggest that participation in sporting or cultural activities leads to increased outcomes in employment, education or training more generally. However, the MDA example suggests that sport and cultural activities can be effective as an engagement tool at the program level and when intentionally linked to a specific thematic focus.

It is noted that findings from the aggregate analysis show that young people participating in the YTS through the Sports engagement pillar have achieved the short term outcomes related to this pillar, including increased participation in culturally appropriate activities, increased confidence and knowledge of life skills and increased opportunities to demonstrate leadership.



## Program type (one off/short/long)

The evaluation also examined the approach that each of the providers has taken to deliver the YTS in their respective locations. Pilot service providers were asked to rank to what extent they utilised one off events, short/intensive programs or long/ongoing programs to deliver the pilot. The results are presented below in Figure 50. On average, the majority of providers (five of the six) delivered services most frequently through long/ongoing programs and least frequently through one-off events. BSL varied slightly in that it utilised short intensive and long/ongoing programs with equal frequency.

The approach in which LMA delivered the YTS programs differed from other providers. Particularly, survey respondents indicated that LMA delivered YTS services through short/intensive programs most of the time. Long ongoing programs were used least frequently compared to the other providers.

Figure 50: Rank order of delivery approach for each provider (n = 41 – 47)

	Through long/ongoing programs	Through short/intensive programs	Through one-off events
ACS	●	●	●
BSL	●	●	●
CMRC	●	●	●
FH	●	●	●
LMA	●	●	●
MDA	●	●	●

● Top Rating ● Middle Rating ● Bottom Rating

Source: Survey with pilot service providers

The approach to each of the pillars is consistent with the trend reported here in the aggregate, with the exception of:

- MDA respondents reported using a balance between short intensive programs and long ongoing programs in the Employment pillar;
- Providers did not show any distinct trends in terms of preference for program types under the Vocational opportunities pillar;
- Within the Sports pillar, BSL delivered more short intensive programs, while MDA ran more one-off events.

It is further noted that the preference of LMA to deliver short intensive programs is in line with the high number of outputs it has reported in the Sports engagement pillar.

## Organisational capacity/resources

The evaluation found that the level of experience in settlement services and the type/maturity of model implemented by providers impacted on the timeliness of YTS service delivery. All of the providers had delivered support and community services into their respective LGAs prior to their participation in the YTS, but only four had extensive experience delivering settlement services, including ACS, BSL, MDA and CMRC. While FH had prior experience in working with humanitarian and migrant people in Australia, it had not delivered settlement services prior to receiving YTS funding. The LMA had no previous history working in settlement services.

Pilot service providers were asked to indicate the extent to which they utilised existing resources to develop or implement the YTS pilot.<sup>47</sup> Responses indicate that FH leveraged heavily on existing resources (including the Ucan2 program) to deliver the YTS, while at the other end of the spectrum BSL mostly developed new programs and partnerships, although heavily utilised existing staff to do so. Overall, the findings suggest that the delivery of the YTS pilot required providers to adapt or create new programs, source new resources, and develop new partnerships with service providers or agencies. Findings also highlight the importance of staff expertise and experience in the design and delivery of new service offerings.

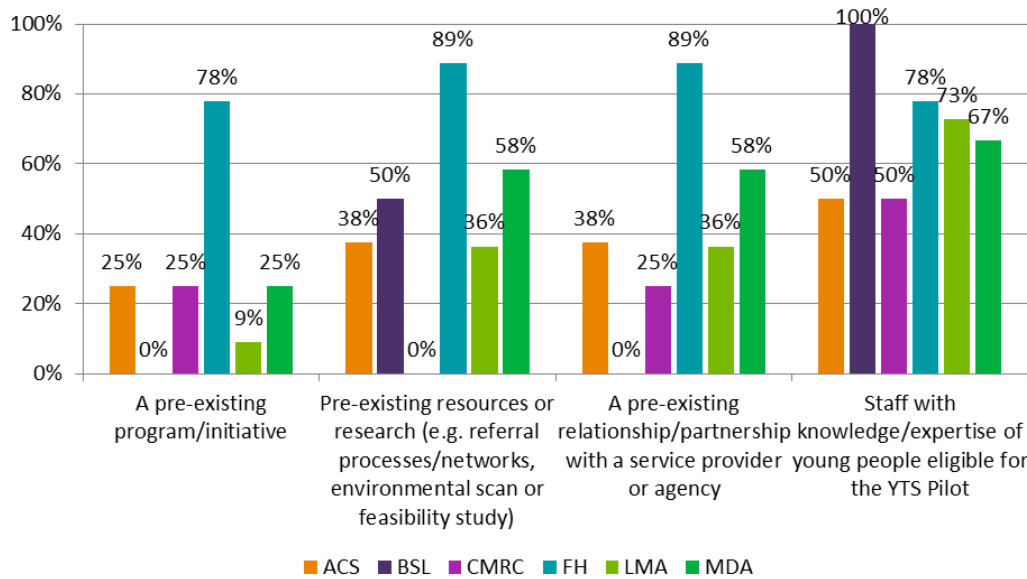
In particular:

- Seventy-eight percent of FH respondents indicated that they were utilising a pre-existing program for the YTS pilot. Twenty-five percent of respondents from ACS, CMRC and MDA indicated that their organisation utilised a pre-existing program or initiative to develop or implement the YTS pilot. On the other hand, none of the BSL respondents reported having used their existing programs to a great extent.
- Approximately 36% to 58% of respondents from ACS, BSL, LMA and MDA indicated that their organisation utilised a pre-existing resource or research, such as an environmental scan or feasibility study, to inform their YTS practices. Again, significantly higher proportions of respondents from FH (89%) indicated that they were utilising these resources for the YTS pilot. On the other hand, none of the CMRC respondents reported having used such existing resources to a great extent.
- Approximately 25% to 58% of respondents from ACS, CMRC, LMA and MDA indicated that their organisation utilised a pre-existing relationship or partnership with a service provider or agency to develop or implement the YTS pilot. Consistent with above, significantly higher proportions of respondents from FH (89%) indicated that their organisation utilised these relationships or partnerships for the YTS pilot. On the other hand, survey data indicates, and is supported by qualitative data from interviews, that BSL developed significant new relationships to create its YTS delivery partnership.
- While at least half of the pilot service providers reported having utilised existing staff with knowledge or expertise of young people eligible for the YTS pilot, 100% of the BSL respondents (n = 2) reported having used this resource to a great extent. Across all four indicators captured here, experienced and skilled staff rated the highest compared to other pre-existing resources – with the exception of FH.

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<sup>47</sup> Respondents were asked to rate the extent of utilisation from 'not at all', 'a little', 'a moderate amount', to 'a great deal'.

**Figure 51: Proportion of pilot service providers who indicated using the following resources to develop or implement the YTS pilot to a great extent (n = 46)**



Source: Survey with pilot service providers

## Governance

The YTS Pilot has been underpinned by an innovative governance and support framework that includes DSS Policy, DSS Delivery Network offices across Victoria, New South Wales and Queensland and MYAN. Over the course of the pilot, the roles, responsibilities and engagement protocols between DSS Policy, the DSS Delivery Network, MYAN and pilot service providers has evolved through a process of iterative learning and embedding of practice. Interviewees were able to articulate some of the positive impacts this has had and some learnings for the future.

## Clarity between roles

Service providers spoke positively in interviews about the flexibility that has been available under the YTS pilot framework. Pilot providers, MYAN and DSS reported that the model was well thought out and succeeded in creating a space for innovative service delivery. However, there was some variation between each of the key stakeholder groups (pilot providers, MYAN and DSS) as to the perceived role of the different governance structures, and the protocols for engagement between them.

The extent and type of engagement that was experienced between the different stakeholder groups has partly been influenced by the varying levels of experience of the six providers, and also by the nature and level of involvement from each of the DSS Delivery Network offices. Where initially no formal protocol had been established, it was possible for individual issues to be simultaneously raised with the DSS Delivery Network and MYAN. In turn, DSS Policy helped to mediate the engagement processes and over time an informal protocol unfolded whereby operational queries went to the DSS Delivery Network and strategies for youth engagement to MYAN.

Data from interviews, however, suggest that these arrangements were not always adhered to. One pilot provider in particular maintained regular contact with DSS Policy, establishing a positive relationship over time that allowed them to leverage expertise within the Department to increase their policy and contextual understanding.

‘[The] interplay with Canberra and policy unit has been really good, it helped us have direct engagement driving this and understanding directly where it has come from and where it is going.’

The experience for other providers, however, was more in keeping with the DSS Program Delivery Model and process outlined above.

There was also a period of adjustment and learning from the DSS Delivery Network, due both to the increased level of policy guidance provided by DSS Policy, and a changed dynamic between Grant Agreement Managers (GAMs) and providers as a result of MYAN and the CoP. Feedback from the DSS Delivery Network suggests that the sometimes blurred boundaries between each of the governance parts made it challenging to keep up to date on the progress and challenges of the pilot.

‘[There is a] lack of clarity about the role of the GAM (Grant Agreement Manager) in the management of YTS given there is MYAN and DSS Policy involved. As providers already have a forum to discuss problems (i.e. CoP), the GAM would not know if a problem was not reported/mentioned by providers.’

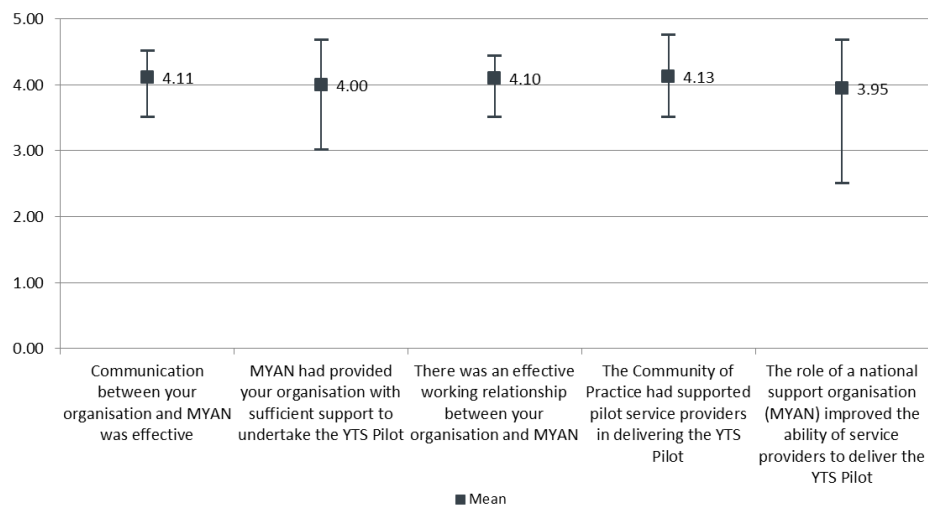
The flexibility and fluidity of roles within the YTS pilot has contributed to the innovation within the YTS pilot. However, data suggests that increased role clarity going forward would address perceived gaps within the governance structure and minimise the potential for inefficiency and overlap in the support mechanisms. One of the key roles that was designed to support service providers during this pilot period was MYAN in its national support role.

## National support role

MYAN has fulfilled a national support role since the pilot’s commencement, working closely with DSS Policy and pilot service providers to coordinate engagement with the evaluation, facilitate the CoP and support the providers to develop improved practice.

Pilot providers generally spoke positively about MYAN’s national role to support in the delivery of the pilot, matched also by the reflections of DSS. Figure 52 shows that pilot providers had consistently good feedback on the communication from MYAN (mean = 4.11), their support to service providers (mean = 4.00), the effectiveness of the working relationship (mean = 4.10), the CoP (mean = 4.13) and improvements to the delivery as a result of MYAN’s support (3.95). However, it can be seen that a small number of respondents rated considerably lower than the average, as indicated by the large tails in the spread of the figure below, most notably disagreeing with the statement that a national support role had improved the ability of service providers to deliver the YTS pilot.

Figure 52: MYAN Support to Service Providers (n=46)



Source: Pilot provider survey

Qualitative data identified two areas that MYAN had been most active, namely coordination and information sharing; and ongoing support to improve practice.

## Coordination and information sharing

Qualitative data collected for the evaluation suggests that MYAN has focused on coordination and facilitation of information sharing between providers. The main mechanism for engaging and supporting providers was through the CoP, but also included moderating an online forum and communication with individual providers. Interviewees from pilot providers, partner agencies and DSS spoke positively about MYAN's success in fulfilling this function.

'I think it was really good. It was one of the contributing factors of the YTS project thus far. It is that independent party to provide that support. Obviously if you are going to have a CoP you need someone to take charge or lead that.'

'[MYAN] lead conversations, facilitate and provide a springboard.'

In terms of the evaluation, MYAN play a central intermediary role in coordinating communication between providers and Synergistiq, and DSS and Synergistiq, whilst also ensuring clear understanding of the evaluations parameters and supporting its implementation.

'The evaluation discussion was an important discussion to have. There was a dialogue on how we would implement it and what it would look like.'

## Support to improve practice

The role of MYAN has evolved over the period of the evaluation with an increasing focus on supporting improved practice within the CoP. In part, this has been a response to external factors and in recognition of the need to document practice elements of the pilot as it drew to a close. Specifically, MYAN coordinated the development of the YTS Reporting Framework by providers to document the full impact of the pilot on migrant and refugee young people, and is collating and documenting the service delivery models applied by providers throughout the YTS.

'The outcomes framework would not have happened without MYAN. They have been valuable and useful for providers, not necessarily for a program where providers decide how they want to measure, but in terms of how busy DSS staff are, an outcomes framework would not have happened.'

The evaluation found that MYAN's activities were aligned with the objectives of its support role, and remained largely within the parameters described above. There is no indication from the data collected that providers or DSS wanted more from the national support role more generally or MYAN more specifically.

## 6. Project Reports

As presented and discussed throughout this report, a core objective of the pilot is to explore effective methods and approaches for the delivery of targeted settlement services to migrant and refugee young people in Australia. In response to this, and the pilot's broader scope, each of the providers has designed a unique approach to meet the needs of young people in their respective geographic and thematic focus areas.

This section documents the approach and effectiveness of providers in the YTS pilot evaluation period (January 2016 to June 2017) through six detailed project reports. Each project report contains a description of experience, focus area, service delivery model and partnership approach, before presenting outputs and outcomes achieved for young people during the evaluation period.

Project reports were created by drawing data from five individual data sources:

- DSS DEX reporting system;
- YTS Reporting Framework;
- YTS pilot program data;
- Surveys and interviews with pilot providers and their partner agencies; and
- Surveys and focus groups with young people.

The data and findings of these project reports should be read with full considerations of the information presented in the Methodology and Limitations sections of the report above.

## Access Community Services

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.

DSS Queensland State Office has used the pilot to establish partnerships between established settlement services providers in Queensland. ACS were identified by DSS to lead the pilot and establish contracting arrangement with specific organisations. ACS delivers YTS services in Logan.

While ACS has been working in settlement services and advocating for youth for a number of years, the pilot has enabled an increased reach for their services. They are now working with youth in places they have not operated before, which has allowed them to be more creative in identifying pathways to promote to young people.

### Data sources

Key demographic and service usage for ACS, as well as SCORE outcomes data, has been collected through the DEX reporting system. Outcomes relating to the four pillars of the pilot are presented here according to the YTS Reporting Framework, which was collected and provided to the evaluation by providers.

Data on participant experience was drawn from surveys with young people (n=44), ACS staff (n=9) and partner agency staff (n=7). In addition, one-on-one interviews were conducted with pilot service provider and partner agency staff (n=3) and two focus groups were conducted with young people participating in a sample of ACS programs run through YTS.

Information contained in DSS reporting and pilot program data was also used to supplement interviews and describe the service delivery model and partnership structures. This has been reviewed for accuracy by pilot providers.

Note: Due to the sampling approach and period, the young people survey responses may not be representative of all programs delivered by ACS. As surveys were tailored for the pillars of each program, the percentage of responses is not equal across all pillars, but rather reflects the types of programs being delivered in May 2017, and the percentage of surveys received from those programs. Similarly, participants may not have been exposed to all components of the program at the time of completing the survey.

It is further noted that low response rates were received across some pilot providers and partner surveys. Interpretation of data should be made in full consideration of the limited sample size and information contained in the Limitations and Methodology sections of the report.



## Service delivery model

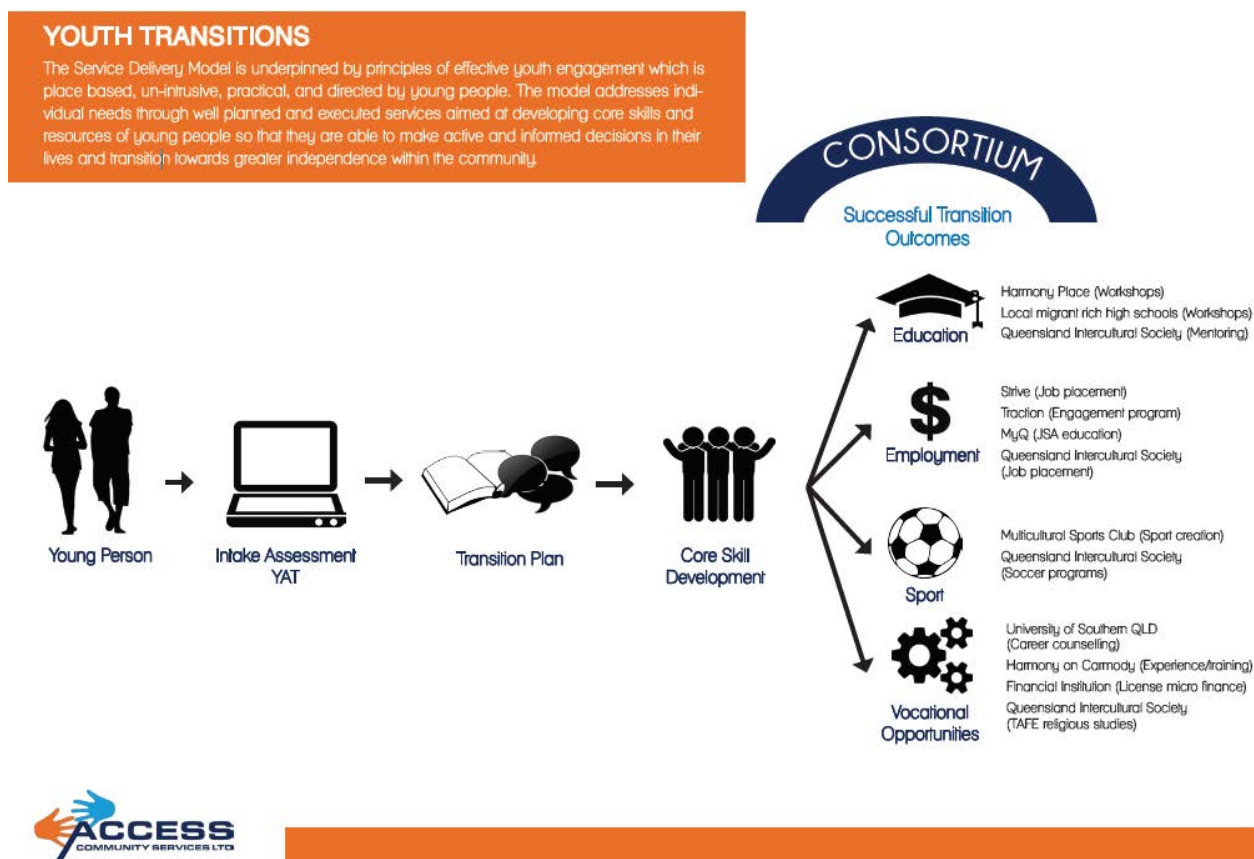
The model that ACS have implemented for the pilot follows a needs-based approach so that when partnering agencies were considered, the key needs and gaps in service delivery were identified, along with potential patterns to help address identified needs. Partners were selected for their capacity to fulfil a specific need for the identified young people who ACS deemed to have the greatest need at that point in time.

The service delivery model is underpinned by principles of effective youth engagement, which is place-based, discreet, practical, and directed by young people. The model addresses individual needs to develop core skills and resources of young people to enable informed decision making in their lives and transition them towards greater independence.

An example of this model in practice is the MyZones initiative, delivered by ACS in partnership with Multicultural Youth Queensland. Multicultural Student Engagement Officers, funded by ACS and placed within local high schools, provide support to students through individualised engagement that is linked to programs, external partnerships, community development and specialised referral services.

ACS work up front with young people to identify their core skills and to better understand their needs and aspirations via the intake assessment. From here, they develop a transition plan with the young person which guides their pathway towards core skill development. ACS have developed partnerships through a consortium to deliver outcomes under the four pillars of the pilot (Figure 53; as provided by ACS).

Figure 53: ACS service delivery model



## Partnerships approach

ACS were initially identified by DSS to establish a major contracting arrangement with specific organisations as part of the approach to developing partnerships for this delivery model. This approach was applied to the pilot in Queensland, resulting in large components of the partnerships for ACS being formed with guidance and collaboration from DSS.

With input from DSS, ACS selected the Queensland Intercultural Society (QIS) to deliver approximately 10% of the overall pilot. ACS also established partnership arrangements with additional partner agencies to deliver services across the four pillars of the program. ACS did not have an existing working relationship with QIS, nor with three other partner agencies. The partners in the ACS pilot include:

- QIS;
- Strive International;
- Woodridge State High School;
- Multicultural Sports Club;
- University of Southern Queensland; and
- Harmony Place.

## Governance

Administration of the pilot is managed by ACS in collaboration with QIS and partner agencies. Qualitative data found that ACS has provided clear, precise instruction to partner agencies around expectations and targets to be met. Weekly progress update meetings are held where actual outcomes are being measured against the targeted outcomes with strategies being put in place to assist in reaching expected outcomes. ACS discuss planning, pilot achievements and share learning at these meetings. Various partner agencies are encouraged to participate in network meetings, events and professional development opportunities delivered, coordinated or attended by ACS.

Qualitative data found strong relationships underpinning the pilot, with DSS providing support to ACS. This has given ACS a level of freedom and confidence to deliver their pilot, with the knowledge that they have the support of DSS. The required project reporting keeps DSS informed and allows for feedback to be provided throughout the delivery of the program.

## Innovation

ACS have used a needs-based approach to identify their pilot partners to provide tailored services in a one-on-one setting to best meet the needs of their cohorts. This has been found to generate the most meaningful outcomes from the program. The funding support has allowed ACS to be creative and try things they have not done before, such as outreach work. Instead of waiting for young people to approach them or follow normal pathways to come to them, they have actively gone out into the community to find cohorts and partners, as well as different pathways for young people.

## Value for money

The tables below illustrate the financial acquittal information for ACS over the 18 months funding period from January 2016 to June 2017. As shown in Table 10, ACS received almost 10% of the total \$19.7 million funding allocated to service providers. ACS reported a higher utilisation rate (91%), as well as lower per participant and session costs than the YTS average.

**Table 10: ACS funding allocation and expenditure**

	Funding Allocated	Funding Utilisation	\$ per participant	\$ per session
YTS	\$19,700,000	82%	\$2,941	\$1,042
ACS	\$1,897,321	91%	\$1,975	\$805

Source: DEX (January 2018)

In assessing value for money, it is useful to consider the cost of each provider's services as a unit cost per individual participant. However, as the YTS includes both individual and group participants, with providers allocating varying time and effort to each cohort depending on their service offering, it is difficult to calculate a unit cost. The following averages should therefore be viewed with some caution as the calculation is based on individual participants only and is likely an overestimate of cost, in particular for providers who have larger number of group participants and/or conducted large number of group sessions.

Table 11 presents the unit cost per individual participant with positive outcomes under the DEX reporting system and per outcome within the YTS Reporting Framework. Data shows that ACS had, on average, a lower unit cost per participant with a positive outcome than the YTS average across all three outcome domains, particularly in the Goals domain. Comparatively, ACS reported higher unit costs per outcome recorded under the YTS Reporting Framework (\$1,286, compared to \$769 for the YTS average), which could be participating in work experience, attending a sports event or receiving additional supports to be re-engaged in education.

**Table 11: ACS unit costs per outcome in DEX and YTS Reporting Framework**

	\$ per participant with positive DEX outcome			\$ per YTS Reporting Framework outcome
	Circumstances	Goals	Satisfaction	Total outcomes
YTS	\$3,314	\$3,261	\$3,506	\$769
ACS	\$2,293	\$2,091	\$2,249	\$1,286

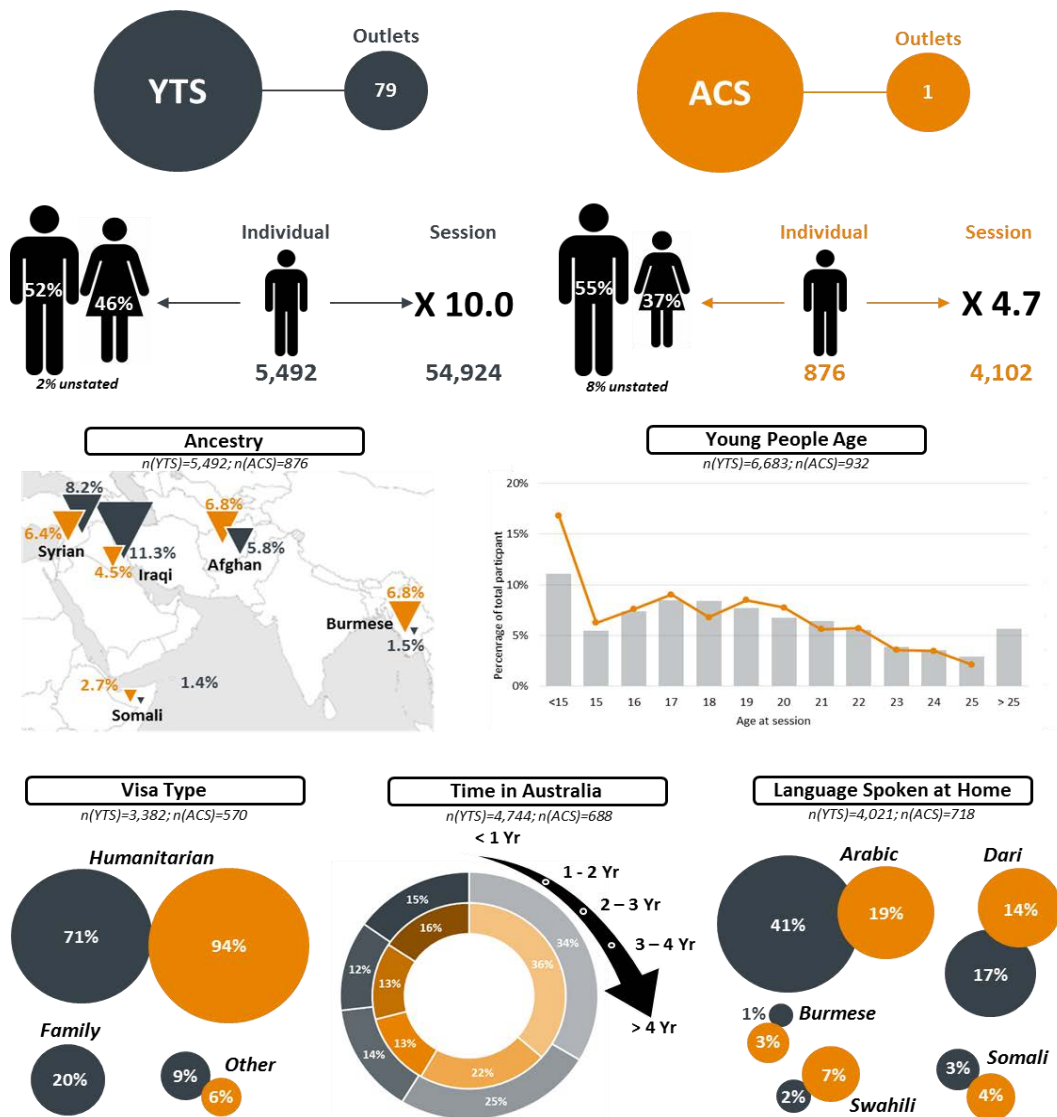
Source: DEX (January 2018)

## Summary of key outputs

### YTS client demographics

Figure 54 compares the demographics of young people from ACS (indicated in orange) to the general YTS participants (indicated in dark grey).<sup>48</sup>

Figure 54: Comparison of YTS and ACS young people demographics



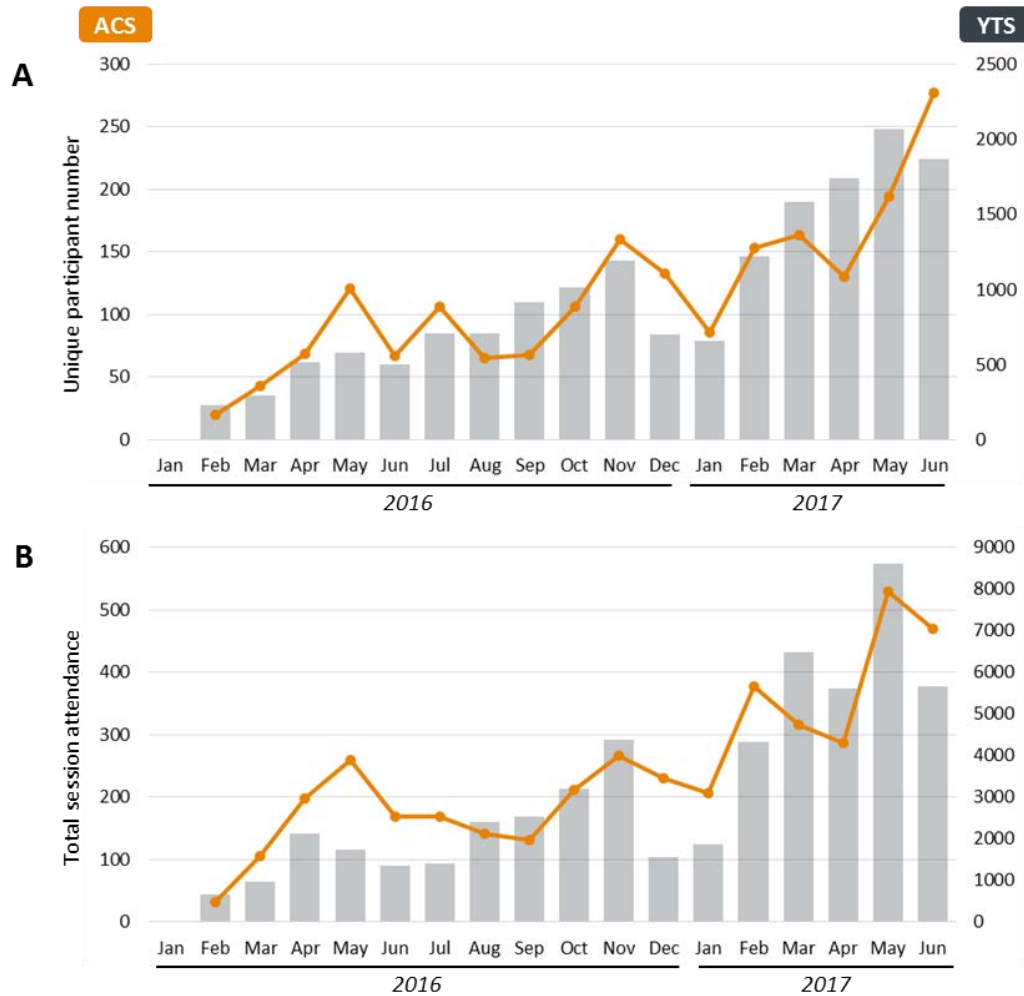
Source: DEX (January 2018)

<sup>48</sup> Client demographic data were extracted from the DEX database by gender, age, organisation (i.e. Providers), years in Australia, visa code, reasons for seeking assistance, language spoken at home and ancestry. As some of the categories are non-mandatory reporting fields, the number of total young people under each category may vary.

## Service delivery

Figure 55 illustrates the total number of young people serviced every month since the beginning of the pilot until June 2017 by YTS (column) and ACS (line).

Figure 55: Monthly service delivery report from Jan 2016 to Jun 2017



Source: DEX (January 2018)  
n(YTS)=16,500/54,865; n(ACS)=1,962/4,102

## Outcomes for young people

This section of the project report presents data relating to the outcomes generated for the target cohort by ACS. It first examines outcomes against the DEX reporting framework. A pillar-by-pillar approach then follows, presenting data collected by pilot providers on outcomes achieved by participants against the YTS Reporting Framework, as well as results from evaluation surveys and focus groups with young people in each of the pilot's four pillars.

## DEX SCORE

Participant outcomes were assessed using the DEX Standard Client/Community Outcomes Reporting (SCORE) approach, which provides measured outcomes in a consistent and comparable manner under **Circumstances**, **Goals** and **Satisfaction** using a five-point Likert scale (see Appendix B for definitions of the scale under each domain).<sup>49</sup>

There were up to 1,386 YTS young people with a valid score,<sup>50</sup> with between 5% to 10% of the scores from ACS young people.<sup>51</sup>

- Under the Circumstances domain, the pre-SCOREs were similar between the overall YTS cohort and the ACS young people, whereas the latter group achieved a higher post-SCORE that resulted in a larger improvement in the domain.
- The YTS cohort and ACS young people demonstrated similar improvement under the Goals domain, however, a higher proportion of the ACS young people achieved a positive result.<sup>52</sup>
- In comparison to the overall YTS cohort, ACS young people reported a lower Satisfaction SCORE.

Figure 56: Comparison of DEX SCORE between YTS and ACS young people



Source: DEX (January 2018)  
n(YTS)=1,235-1,386 and n(ACS)=72-131

<sup>49</sup> Providers were asked to record ratings in DEX for individual participants against individual domains under Circumstances, Goals, Satisfaction and Community, using the scale of 1 to 5. The Community SCORE was not provided. Please see the Methodology section for details on the DEX SCORE system.

<sup>50</sup> YTS valid scores: 1,370 for Circumstances; 1,386 for Goals; 1,235 for Satisfaction

<sup>51</sup> In order to be considered as a valid score, individual participants will need to have both a pre- and post-SCORE under the each of the domains.

<sup>52</sup> Percentage client with positive result: the proportion of participants achieved a higher SCORE in the post-assessment than their corresponding pre-assessment SCORE.

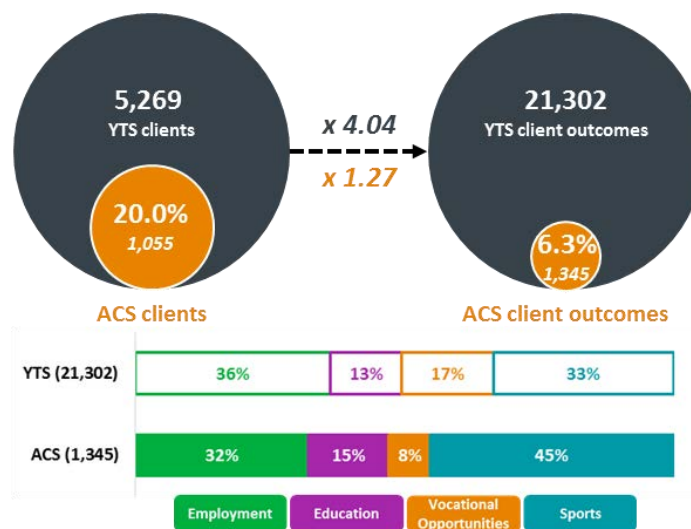
## Findings by pillar

In addition to the data recorded in DEX, YTS providers also documented outcomes for their own performance monitoring. Jointly, the providers discussed and agreed on 14 sub-categories that fall under the four YTS pillars.<sup>53</sup>

Figure 57 provides a summary of the provider outcomes data:

- Between January 2016 and June 2017, a total of **5,269 young people** received services as part of the YTS pilot and reported a sum of **21,302 outcomes** across all categories collectively. This translates to an average of **four outcomes per young person**.
- ACS young people represent **20% of the total YTS cohort** (n=1,055) and achieved **6.3% of the total outcomes** (n=1,345); which is the equivalent of approximately **1.3 outcomes per young person**.
- When comparing the distribution of outcomes amongst the YTS pillars, YTS young people achieved more outcomes under the Employment and Sports Engagement pillar (36.2% and 33.5% of the total outcomes, respectively).
- ACS young people, on the other hand, achieved 45% of the total outcomes under the Sports Engagement pillar with a smaller proportion of outcomes under the Employment pillar (32%). Only 8% of the outcomes achieved by ACS young people fell under the Vocational Opportunity pillar.

Figure 57: Comparison of provider outcomes between YTS and ACS



Source: YTS Reporting Framework (August 2017)

<sup>53</sup> The full list of outcome sub-categories and their definitions is contained in the Methodology and Appendix of the YTS evaluation report.

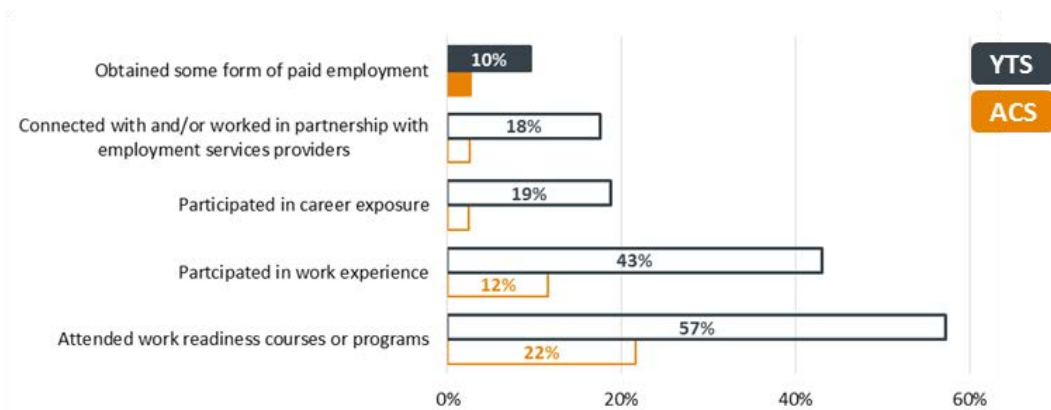
## Employment

Figure 58 presents the proportion of young people achieving each of the outcomes under the Employment pillar.

Overall, a higher proportion of YTS participants attended work readiness courses/programs or participated in work experience, whereas a smaller percentage were exposed to career pathway options or connected with employment service providers. Only 10% of total young people obtained some form of paid employment as a result of their participation in the YTS pilot.

In comparison to the overall YTS cohort described above, while the general trend from the most reported to the least reported outcomes was also observed for ACS young people, a relatively smaller proportion of ACS young people achieved outcomes under the Employment pillar. Less than 5% of the ACS cohort had gained paid employment.

Figure 58: Young people outcomes under the Employment pillar



Source: YTS Reporting Framework (August 2017)

It should be noted that 10 of the 12 ACS survey participants indicated they have gained work experience as a result of the YTS pilot.

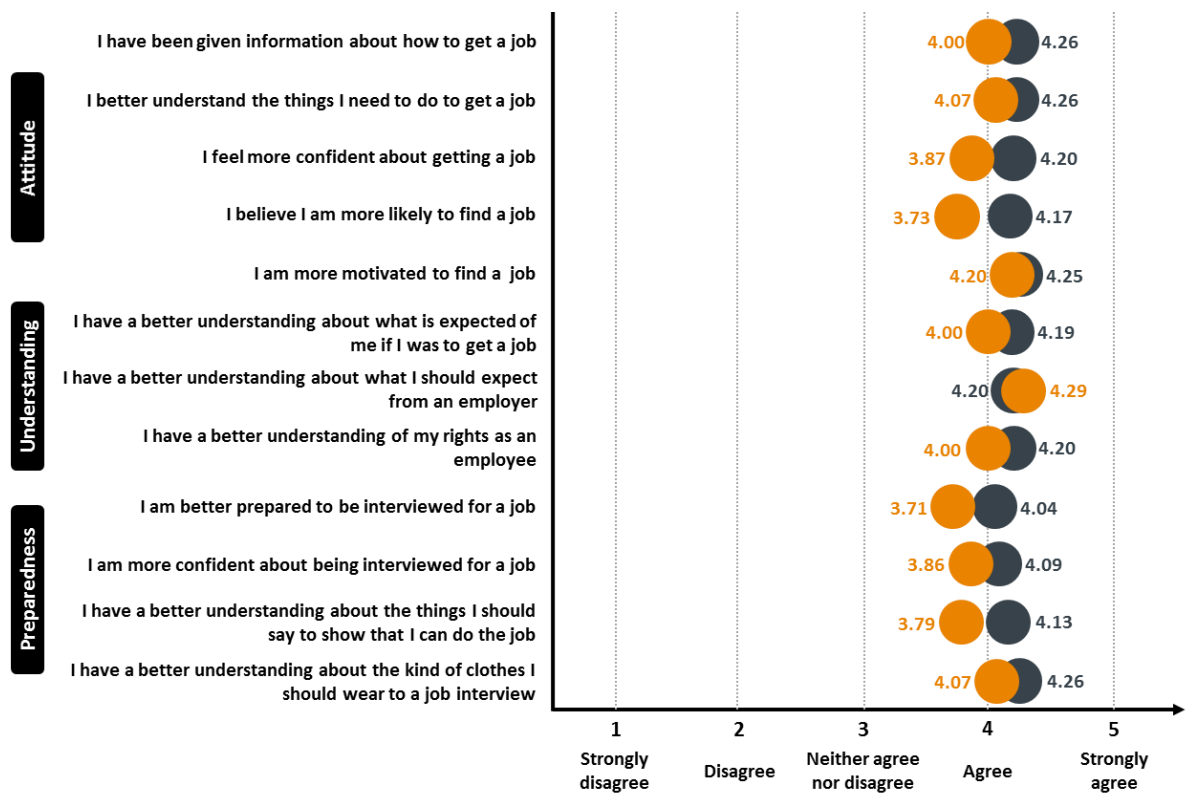


Young people’s perceived change in their attitude, understanding and preparedness towards employment as a result of the YTS pilot is explored in Figure 59, where the mean survey response from ACS young people was compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot, however:

- While the data trend from ACS participants was largely consistent with the aggregate findings, the mean survey responses for ACS participants were marginally lower; and
- ACS participants had particularly low mean response for ‘I believe I am more likely to find a job’ and ‘I have a better understanding about the things I should say to show that I can do the job’.

Figure 59: Understanding and attitude towards employment. ‘Please tell us how much you agree with each of the statements...’



Source: Survey with YTS participants (May 2017)  
n(YTS)=224-235 and n(ACS)=14-15

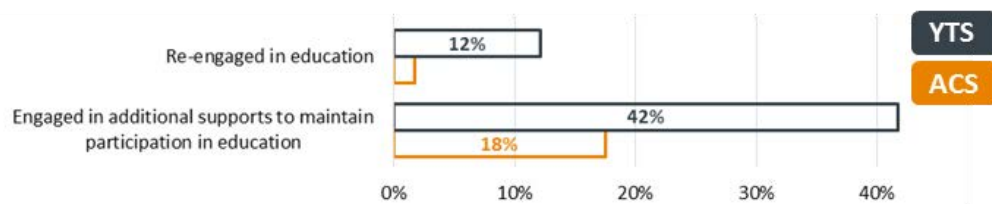
## Education

Figure 60 presents the proportion of young people achieving each of the outcomes under the Education pillar.

Overall, 42% of the young people from the whole YTS pilot received additional supports to remain engaged in education and 12% of them re-engaged in education pathway as a result of the services they received in YTS.

In comparison to the general YTS participants, a smaller proportion of ACS young people were engaged in supports to maintain participation in education and less than 5% of them re-engaged in education.

Figure 60: Young people outcomes under the Education pillar



Source: YTS Reporting Framework (August 2017)

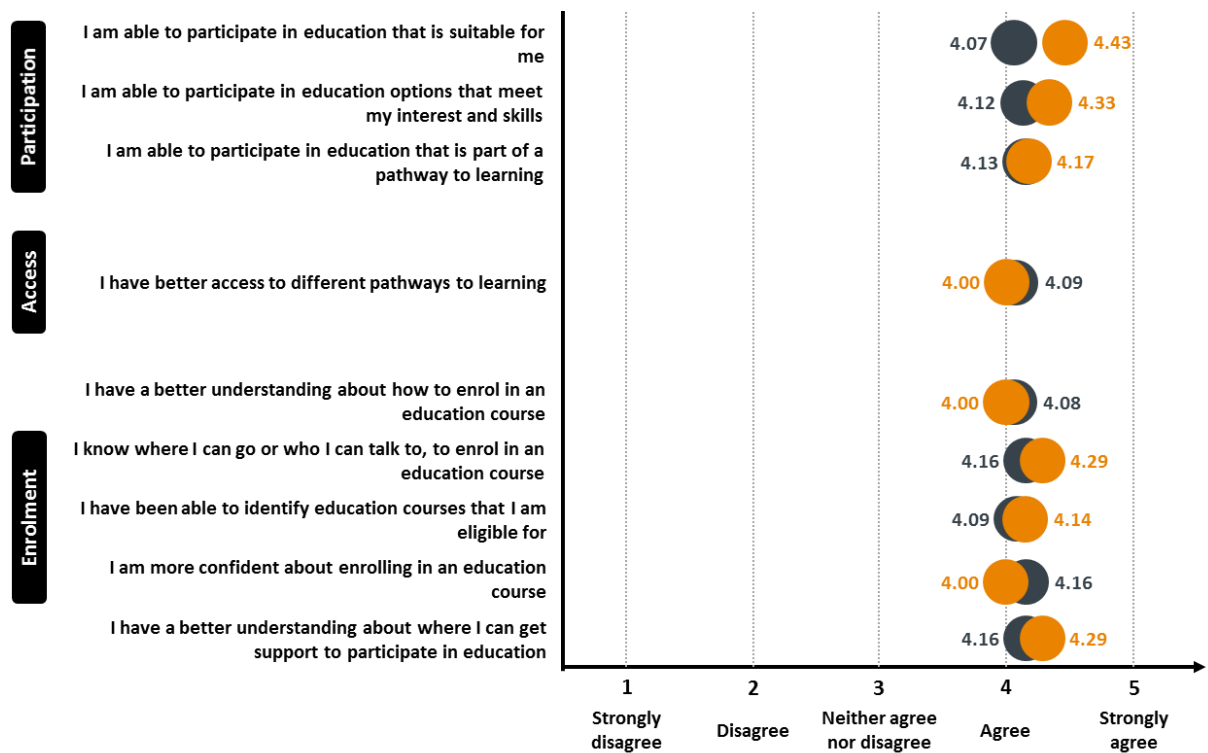
Four out of six ACS participants indicated that they have enrolled in an education course through the YTS pilot. Similarly, four out of six ACS participants suggested that they are progressing towards or have achieved a Senior Secondary Certificate, as a result of their participation in the pilot program.

Changes in young people's perceived accessibility to education pathways and their understanding towards education in Australia as a result of the YTS pilot was explored in Figure 61, where the mean survey response from ACS young people was compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot, however:

- While the data trend from ACS participants was largely consistent with the aggregate findings, the mean survey responses for ACS participants were marginally higher in their perception of participation in education; and
- The mean response of ACS participants deviates marginally from the YTS aggregate findings in relation to their perceived knowledge on enrolment to education.

**Figure 61: Young people’s attitudes and understanding towards education in Australia. ‘Please tell us how much you agree with each of the statements...’**



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(ACS)=6-7

## Vocational opportunities

Figure 62 presents the proportion of young people achieving each of the outcomes under the Vocational Opportunities pillar.

**Figure 62: Client outcomes under the Vocational Opportunities pillar**



Source: YTS Reporting Framework (August 2017)

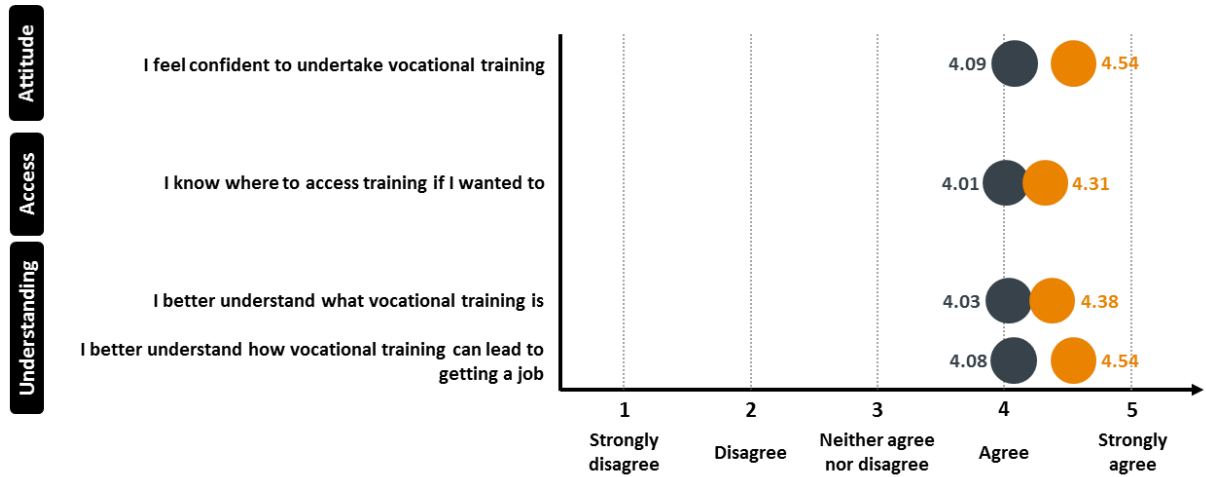
In comparison to the overall YTS participants, only a small proportion of the ACS young people achieved any of the categories under the Vocational Opportunities pillar.

Survey responses indicated that three out of 12 ACS participants have met with an employer through the YTS pilot program; however, a comparatively larger proportion of respondents indicated that they were either unsure (four out of 12 participants) or have not met an employer through the pilot (five out of 12 participants). Further, two out of 12 respondents indicated that they have completed certificate training through the YTS pilot.

Changes in young people's perceived ability to access vocational training, as well as their attitude and understanding towards vocational opportunities are illustrated in Figure 63, where the mean survey response from ACS young people was compared with the overall YTS participants.

While both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot, ACS young people rated their confidence, understanding and ability to access vocational training higher than the overall YTS cohort. This suggests that ACS participants viewed the vocational programs more positively, compared to the aggregate findings.

Figure 63: Attitude and understanding towards vocational opportunities. ‘Please tell us how much you agree with each of the statements...’



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(ACS)=13

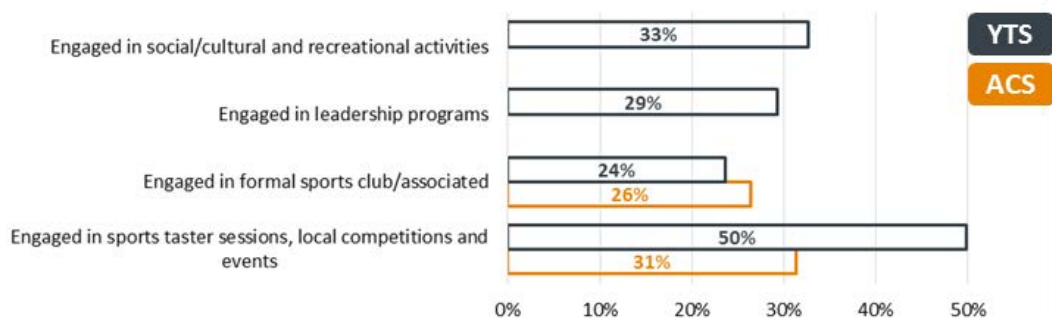
### Sports engagement

Figure 64 presents the proportion of young people achieving each of the outcomes under the Sports Engagement pillar. It should be noted that, whilst the pillar title infers to outcomes/participation in sports activities, the sub-categories reported under this pillar also relate to various activities that promote engagement and connection to communities, such as cultural events and leadership programs.

The proportion of ACS young people engaging in formal sports clubs or sports taster sessions, local competitions and events was relatively similar when compared to the YTS aggregate findings.

Whilst approximately a third of the overall YTS young people participated in cultural/recreational activities and leadership programs, ACS did not offer any services or programs that would speak to these outputs.

Figure 64: Young people outcomes under the Sports Engagement pillar

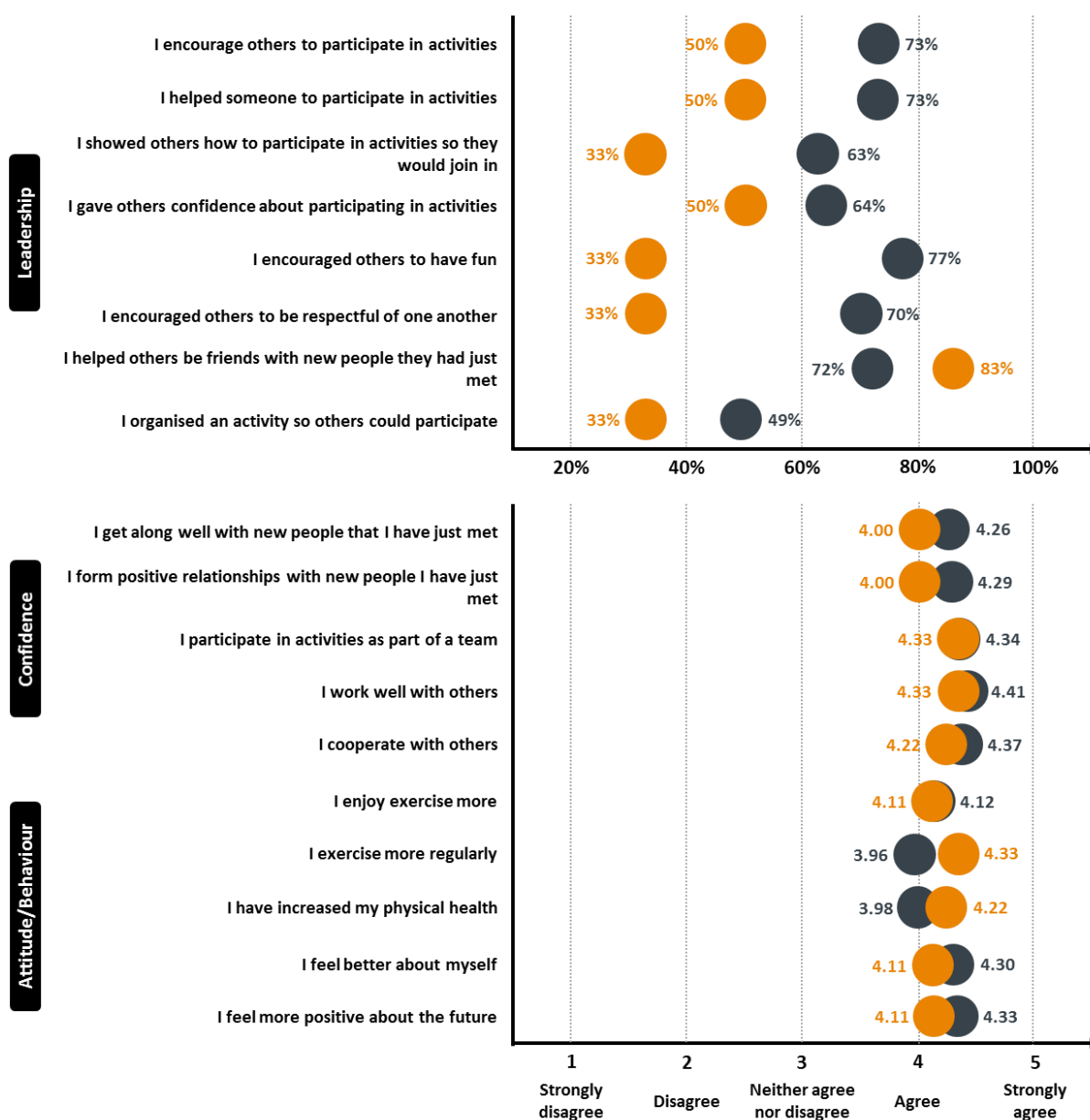


Source: YTS Reporting Framework (August 2017)

Change in young people’s perceived confidence, attitude and behaviour towards sports are shown in Figure 65, where the mean survey response from ACS young people was compared with the overall YTS participants.

Overall, both YTS cohort and ACS participants generally agree that they have observed positive changes in their confidence and attitudes/behaviours through their participation in the YTS pilot, where the mean survey responses from ACS participants were relatively similar to the YTS aggregate findings. However, the responses diverge where participants were asked to indicate whether or not they have demonstrated certain leadership behaviours. As shown in the top panel of the figure below, significantly smaller proportions of ACS participants indicated having demonstrated behaviours that suggest growth in leadership qualities. Therefore, while the experience of ACS sport programs have been positive for this cohort of young people, the change in attitudes and confidence did not translate to changes in leadership behaviours for many of the respondents.

**Figure 65: Confidence, attitude, and leadership behaviours in YTS sport programs. ‘Please tell us how much you agree with each of the statements...’ or ‘Please tick as many as applies’**

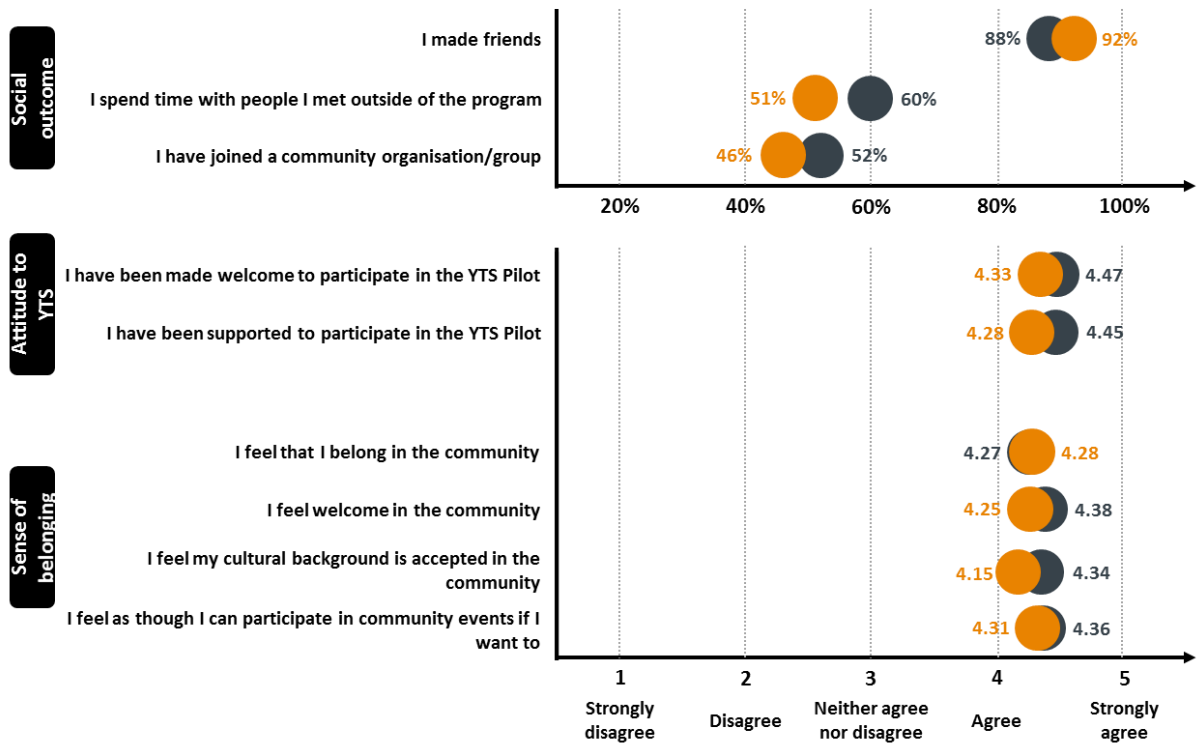


Source: Survey with YTS participants (May 2017)  
n(YTS)=262-286 and n(ACS)=6-9

### Other outcomes for young people

Figure 66 shows the mean responses for YTS participants' changes to their perceived attitude towards YTS and their sense of belonging to the community as a result of the YTS pilot. Overall, in line with the YTS cohort, ACS participants also generally agreed that they have observed positive changes in areas relating to social outcomes, attitudes to YTS and sense of belonging through their participation in the YTS pilot, where the mean survey responses for ACS participants are largely consistent with the YTS aggregate findings.

Figure 66: Sense of belonging, attitude towards YTS, and social outcomes as a result of YTS



Source: Survey with YTS participants (May 2017)  
n(YTS)=292-234 and n(ACS)=39-42

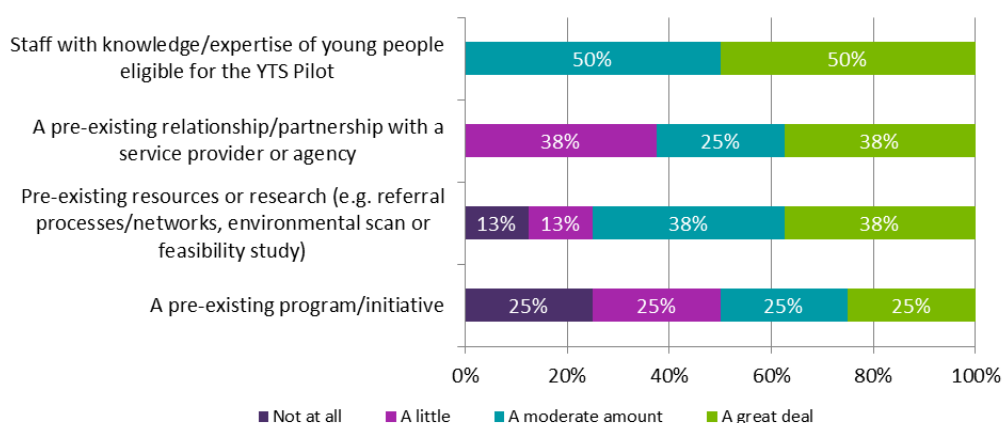
## Outcomes for providers

Staff from six pilot providers and their associated partner agencies were surveyed to investigate the outcomes achieved at both the individual and organisation level as a result of their involvement with the YTS pilot.

### Organisational knowledge

All responding ACS pilot service providers indicated that they utilised existing staff with knowledge and expertise of the target cohort to develop or implement the YTS pilot (Figure 67). There was less consensus with regards to the use of existing partnerships, research or programs, suggesting differences within the organisation in the use of existing resources as ACS's basis for designing and implementing the YTS pilot.

**Figure 67: The extent to which existing resources were utilised by ACS to develop or implement the YTS pilot**



Source: Survey with pilot service providers (May 2017); n=8

### Pilot Providers

In relation to the development of organisational capacity, survey responses from all YTS pilot providers agreed that their participation in YTS has 'increased their organisational knowledge in supporting the needs of young people' (mean score of 4.51, n=46). A comparable result was also reported by the ACS staff (mean score of 4.71, n=8).

In addition, YTS partner providers and ACS staff both agreed that they have 'enhanced their services coordination and increased their service capabilities to meet the needs of young people'<sup>54</sup> and that they have 'created program/activity models that can be utilised in the future'.<sup>55</sup>

<sup>54</sup> YTS pilot providers: mean score of 4.47 with n=46; ACS: mean score of 4.63 with n=8.

<sup>55</sup> YTS pilot providers: mean score of 4.71 with n=46; ACS: mean score of 4.86 with n=8.



All partner providers agreed that their involvement with the pilot has 'increased their organisational capacity to engage and partner with other organisations'<sup>56</sup> and that they have 'achieved sustainable partnerships with their respective partner agencies'.<sup>57</sup> This feedback was also representative of the ACS staff.

### **Partner Agencies**

Survey respondents from all YTS partner agencies reported a comparatively lower mean score than ACS partner agencies in relation to the influence of their participation in the YTS pilot on their organisational capacities, with a mean score range between 3.77 to 4.23 for YTS partner agencies and 4.14 to 4.43 for ACS partner agencies.

For example, the mean score in response to 'increased organisational knowledge in supporting the needs of young people' was 3.77 (n=31) compared to the respective partners from ACS (mean score of 4.14, n=7).

While overall partner agencies had a mean score of 3.87 to 3.94 in responding to the effects of their experience in YTS pilot on their staff capabilities, including 'increased cultural competency' and 'understanding about the challenges facing newly arrived immigrants', ACS's partner agencies had a comparatively higher mean score (4.29, n=7).

### **Quality and strength of partnerships**

Survey responses indicated that, across the entire YTS pilot, both YTS pilot providers and partner agency staff agreed that the 'communication was appropriate' and that they had an 'effective working relationship in collaborating with their respective partners'.<sup>58</sup>

ACS and their partner agencies also agreed on the positive relationship they have formed through their partnerships in the YTS pilot.<sup>59</sup>

### **Increases in advocacy**

The majority of the YTS's pilot providers agreed that the YTS pilot has 'raised awareness in the general community about the needs of young people' (95%) and that they had 'communicate with their broader stakeholders, or other partner organisations, about the needs of young people' (88%). In addition, almost half of the survey respondents reported making 'submissions to government agencies on behalf of young people' (39%) and had applied for 'funding to implement new program designs' around young people (42%).

This overall pattern was similar to the results supplied by ACS staff.<sup>60</sup>

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<sup>56</sup> YTS pilot providers: mean score of 4.54 with n=46; ACS: mean score of 4.63 with n=8.

<sup>57</sup> YTS pilot providers: mean score of 4.60 with n=46; ACS: mean score of 4.63 with n=8.

<sup>58</sup> YTS pilot provider mean score of 4.20 to 4.24 (n=46); YTS partner agencies mean score of 4.39-4.42 (n=31).

<sup>59</sup> ACS's mean score of 4.00-4.13 (n=8); ACS partner agencies mean score of 4.00-4.13 (n=8).

<sup>60</sup> 92%, 92%, 38% and 43% respectively.

## Brotherhood of St Laurence

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 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 northwest.

### Data sources

Key demographic and service usage for BSL, as well as SCORE outcomes data, has been collected through the DEX reporting system. Outcomes relating to the four pillars of the pilot are presented here according to the YTS Reporting Framework, which was collected and provided to the evaluation by providers.

Data on participant experience was drawn from survey with young people (n=53), BSL staff (n=2). In addition, one-on-one interviews were conducted with pilot service provider and partner agency staff (n=17) and two focus groups were conducted with young people participating in a sample of BSL programs run through YTS.

Information contained in DSS reporting and pilot program data was also used to supplement interviews and describe the service delivery model and partnership structures. This has been reviewed for accuracy by pilot providers.

Note: Due to the sampling approach and period, the young people survey responses may not be representative of all programs delivered by BSL. As surveys were tailored for the pillars of each program, the percentage of responses is not equal across all pillars, but rather reflects the types of programs being delivered in May 2017, and the percentage of surveys received from those programs. Similarly, participants may not have been exposed to all components of the program at the time of completing the survey.

It is further noted that low response rates were received across some pilot providers and partner surveys. Interpretation of data should be made in full consideration of the limited sample size and information contained in the Limitations and Methodology sections of the report above.

## Service delivery model

The BSL model is based on an existing Transition to Work program that it delivers under the Department of Employment program of the same name. During the establishment phase the model underwent an external evaluation and adjustment process to ensure it could be successfully applied in settlement services and to the pilot cohort. The BSL model follows an individualised approach that assesses, guides and supports young people along personalised pathway plans.

In designing their model, BSL considered that the Hume region is well serviced by community and settlement services, and that the model must add value to those services which already existed. The resulting approach seeks to avoid duplication, share resources and promote a shift in the way the community views newly arrived young people and refugees. The model is defined by two main components that describe its partnerships and program delivery approach, namely:

- Place-based approach to partnerships that brings together existing local providers and community effort in the design and delivery of programs; and
- An emphasis on Advantaged Thinking<sup>61</sup> in program delivery, reflecting participants' individual starting point, goals and the best supports that exist to support that pathway.

BSL and partner providers work to deliver these approaches through four interrelated program offerings. The program offerings do not correspond directly with the four pillars of the pilot, but rather integrate the pillars as outputs across the programs and in response to individualised needs of young people. The four program offerings are:

- **Co-designed planning**, including support to identify aspirations, pathway planning and referral;
- **Skills and capability building**, including workshops, workplace learning, mentoring and enrolment in training;
- **Real world opportunities**, including industry tasters, work experience placements, volunteering and job opportunities; and
- **Vocational guidance**, including ongoing coaching from mentors and volunteers and career development opportunities.

Coaching young people is an essential component of the BSL model. It is delivered through Youth Development Coaches, and serves to link together the program offerings and support participants in navigating their way through the programs and services. In this way young people are not moved through a group program or set pathway, but first receive individual coaching before being referred into appropriate services.

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<sup>61</sup> Advantaged Thinking is an approach developed by the Foyer Federation in the United Kingdom that emphasises using the advantages each individual possesses (assets, talents, resources, abilities) to create the conditions for change, investing in the talent of young people rather than from a deficit-based model.

## Partnerships approach

BSL undertook a community scoping exercise to identify which organisations are best placed to deliver on the objectives of the pilot, and that are aligned with its two core delivery approaches (identified above). Support was received from DSS in identifying potential partners, and the Hume City Council provided advice on local settlement service organisations.

BSL has established formal partnership arrangements with six agencies to deliver programs under the YTS:

- Spectrum Migrant Resource Centre;
- Banksia Gardens Community Service;
- Centre for Multicultural Youth;
- Arabic Welfare;
- Victorian Arabic Social Services; and
- Hume City Council (HCC)

In addition to assessing the types of services that each partner agency offered and their experience dealing with the YTS cohort, the key criteria for selecting partners centred on BSL's place-based Advantaged Thinking model, and the importance of partners who were motivated and committed to the collective delivery of the programs in this way. Partner agencies bring specialist knowledge and experience that contributes to the collective impact of the pilot; for example, Arabic Welfare is the main Arabic specialist provider for settlement services in Victoria. The YTS partnership process has created new working relationships in the Hume region and for BSL. Of the partner agencies selected, BSL had a previous formal relationship with only Spectrum Migrant Resource Centre.

Working relationships have also been created in the broader community to support program delivery across all areas of the pilot, with for example the Kangan Institute, Carlton Football Club, and the Rotary Club of Melbourne, which can include one-off events or ongoing programs.

The partnership model is illustrated in Figure 68, as provided by BSL.

Figure 68: BSL partnerships model



**Governance**

Governance within the BSL model is distributed through several inter-related groups at both the operations level and in connection with the HCC. On the ground there are three levels of governance, including a Community of Practice that consists of Youth Development Coaches from each of the six organisations, which facilitates training on the model, coaching, tools and resources, co-design and deliver group activities and reflective practice. There is also a Pilot Operations Group that consists of managers from the six partner providers who meet bi-monthly to bring oversight, transparency and consistency in practice. The operations group report to the Community Investment Committee (CIC), consisting of representatives from BSL, HCC Economic Development, Kangan Institute, Scalzo, Hammond Care, Schiavello and iprimus. The CIC is chaired by local employer Scalzo Foods. The CIC reports to the HCC Jobs and Skills Taskforce, where it links to broader government planning and community support for addressing unemployment and socio-economic disadvantage.

## Innovation

An innovation of the BSL model is its intentional integration of a city council into its service delivery and partnerships structure. Strong relationships were created with the HCC during the establishment phase, and the relationship has been formalised through co-location of staff and ongoing working relationships with the council's Economic Development Unit. The focus of the partnership with HCC is to link young people with employment opportunities in the local community. Through this partnership, the HCC facilitates linkages with local businesses, where its reputation provides employers with confidence in accepting placements of young people, and enables young people to be matched with appropriate opportunities in areas of need. This aligns with the Council's goal of creating local jobs and strengthening businesses to benefit the local community.

A practical output of the partnership is the placement of two Youth Labour Market Facilitators in the Economic Development Unit. One of the facilitators is a BSL employee on secondment, while YTS funding is used to part-fund a council employee in the other facilitator role. Interviewees believe the co-location partnership arrangement is the first of its kind within the HCC, and one that recognises the scarcity of government funding and leverages on common purposes to create shared value.

Through embedding a position within the council, it has enabled BSL to invest and work with the Council in their economic development strategy. As a result of the pilot a specific youth strategy for economic engagement in HCC has been developed, something that did not previously exist. A youth working group of the Hume Jobs and Skills Taskforce (the CIC) has also been created.

More broadly, the participation of HCC as a partner in the YTS has created stronger relationships between the other five providers and the council. For providers it has opened up understanding of the role of the council in settlement and employment, while the Council has benefited from the service providers' perspectives and increased its knowledge and understanding of the services that are in place to support settlement.

BSL has also introduced a Program Development Fund into its service delivery model. The fund has been established to enable providers to access a small amount of funding to trial innovative programs aimed at meeting emerging needs and aspirations of young people that arise as the pilot continues. One successful proposal to receive funding is a training program from partner Banksia Gardens Community Services, which is developing an interactive 16-hour training program on new generation IT skills, along with training and employment pathway resources for this emerging industry.

## Value for money

The tables below illustrate the financial acquittal information for BSL over the 18 months funding period from January 2016 to June 2017. As shown in Table 12, BSL received approximately 9% of the total \$19.7 million funding allocated to service providers. At the completion of the pilot timeframe, BSL reported full utilisation of the allocated funding. Although reporting a marginally higher unit cost per participant, the BSL cost per session was in line with the YTS average.

**Table 12: BSL funding allocation and expenditure**

	Funding Allocated	Funding Utilisation	\$ per participant	\$ per session
YTS	\$19,700,000	82%	\$2,941	\$1,042
BSL	\$1,730,926	100%	\$3,428	\$1,111

Source: DEX (January 2018)

In assessing value for money, it is useful to consider the cost of each provider's services as a unit cost per individual participant. However, as the YTS includes both individual and group participants, with providers allocating varying time and effort to each cohort depending on their service offering, it is difficult to calculate a unit cost. The following averages should therefore be viewed with some caution as the calculation is based on individual participants only and is likely an overestimate of cost, in particular for providers who have larger number of group participants and/or conducted large number of group sessions.

Table 13 presents the unit cost per individual participant with positive outcomes under the DEX reporting system and per outcome within the YTS Reporting Framework. Data shows that BSL had, on average, a higher unit cost per participant with a positive outcome than the YTS average, with the exception of the Satisfaction domain, where it was closest to the YTS average. Comparatively, BSL reported almost twice the unit cost per outcome recorded under the YTS Reporting Framework compared to the YTS average (\$1,397 and \$769 respectively), which could be participating in work experience, attending a sports event or receiving additional supports to be re-engaged in education.

**Table 13: BSL unit costs per outcome in DEX and YTS Reporting Framework**

	\$ per participant with positive DEX outcome			\$ per YTS Reporting Framework outcome
	Circumstances	Goals	Satisfaction	Total outcomes
YTS	\$3,314	\$3,261	\$3,506	\$769
BSL	\$5,475	\$5,038	\$3,633	\$1,397

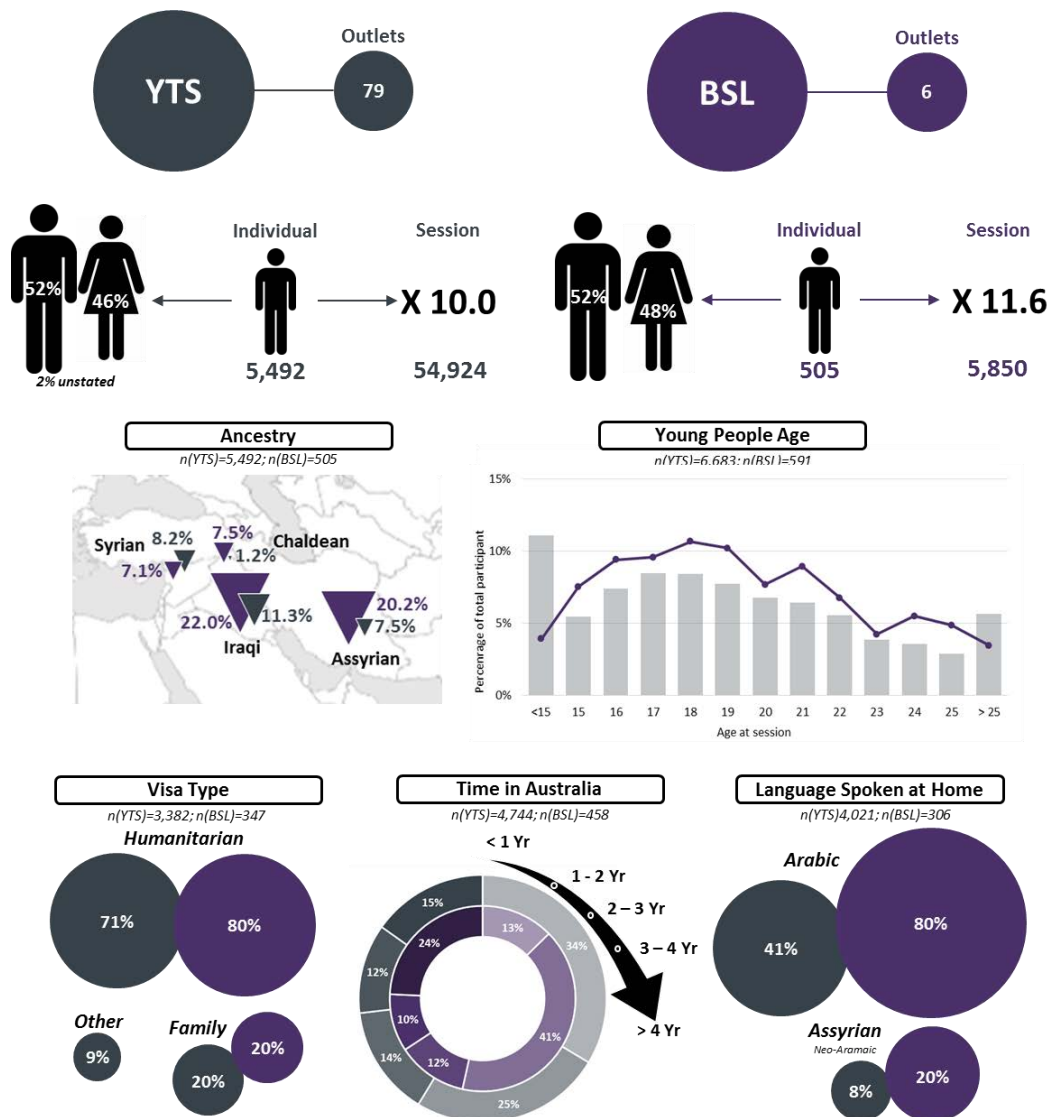
Source: DEX (January 2018)

## Summary of key outputs

### YTS client demographics

Figure 69 compares the demographics of young people from BSL (indicated in **purple**) to the general YTS participants (indicated in **dark grey**).<sup>62</sup>

Figure 69: Comparison of YTS and BSL young people demographics



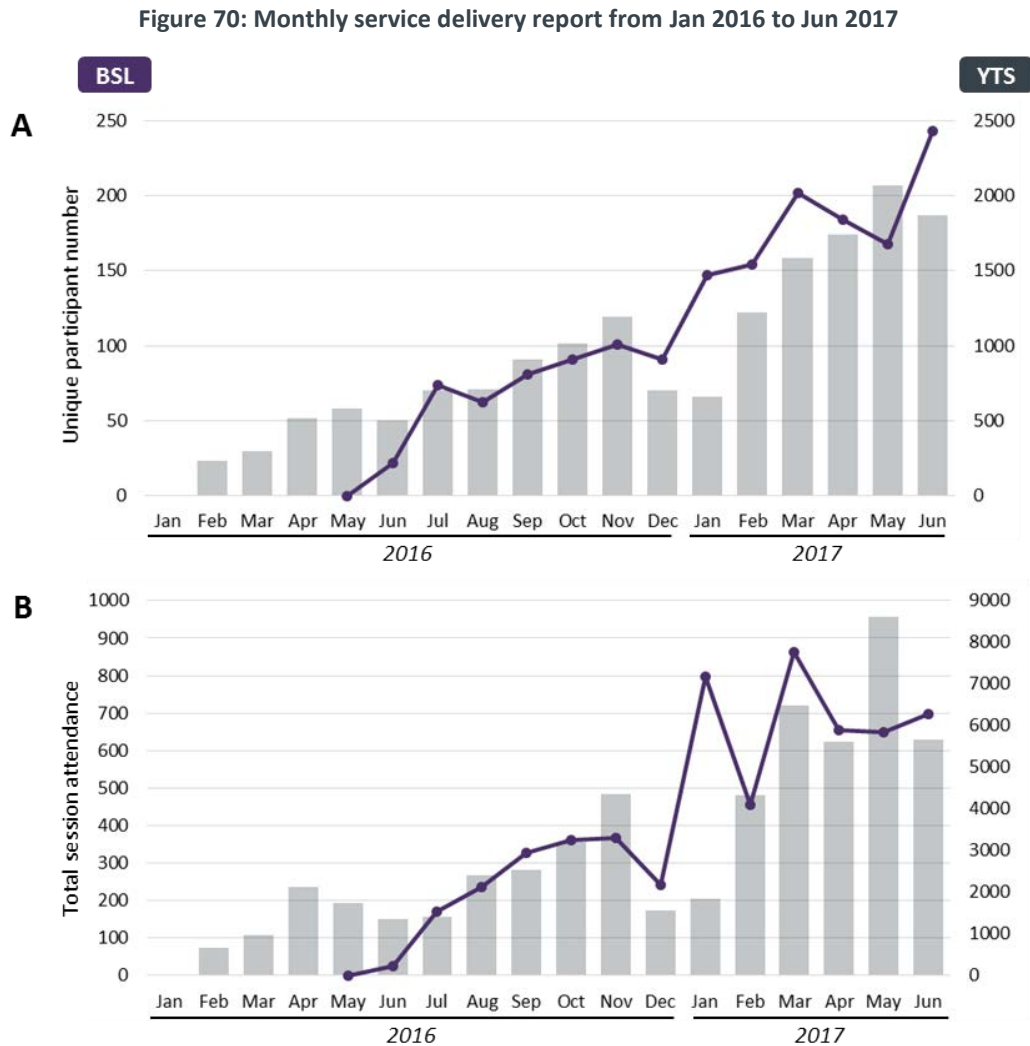
Source: DEX (January 2018)

<sup>62</sup> Client demographic data were extracted from the DEX database by gender, age, organisation (i.e. Pilot providers), years in Australia, visa code, reasons for seeking assistance, language spoken at home and ancestry. As some of the categories are non-mandatory reporting fields, the number of total young people under each category may vary.



## Service delivery

Figure 70 illustrates the total number of young people serviced every month since the beginning of the pilot until June 2017 by YTS (column) and BSL (line).



Source: DEX (January 2018)  
 n(YTS)=16,500/54,865; n(BSL)=1,620/5,846

## Outcomes for young people

This section of the project report presents data relating to the outcomes generated for the target cohort by BSL. It first examines outcomes against the DEX reporting framework. A pillar-by-pillar approach then follows, presenting data collected by pilot providers on outcomes achieved by participants against the YTS Reporting Framework, as well as results from evaluation surveys and focus groups with young people in each of the pilot's four pillars.

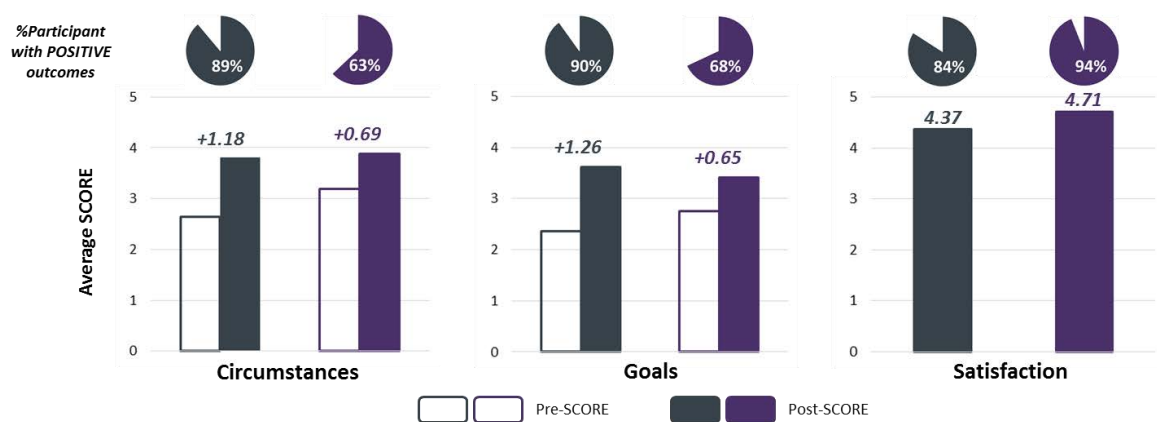
## DEX SCORE

Participants' outcomes were assessed using the DEX Standard Client/Community Outcomes Reporting (SCORE) approach, which provides measured outcomes in a consistent and comparable manner under **Circumstances**, **Goals** and **Satisfaction** using a five-point Likert scale (see Appendix B for definitions of the scale under each domain).<sup>63</sup>

There were up to 1,386 YTS young people with valid scores,<sup>64</sup> in which approximately 9% of the scores were from BSL young people.<sup>65</sup>

- Under the Circumstances domain, BSL young people had a marginally higher pre-SCORE as compared to the overall YTS participants. Therefore, while the post-SCOREs were similar between the two cohorts, BSL young people had a relatively lower improvement in the Circumstances domain. BSL also had a smaller proportion of participants with a positive result<sup>66</sup> under the domain.
- As compared to the overall YTS cohort, BSL young people had a higher pre-SCORE and a lower post-SCORE under the Goals domain, resulting in a relatively smaller change in outcomes under the Goals domain. Only 68% of the BSL young people had a positive outcome as compared to the 90% YTS average.
- Satisfaction SCOREs were similar between the BSL young people and the YTS average.

Figure 71: Comparison of DEX SCORE between YTS and BSL young people



Source: DEX (January 2018)  
n(YTS)=1,235-1,386 and n(BSL)=122-124

<sup>63</sup> Providers were asked to record ratings in DEX for individual participants against individual domains under Circumstances, Goals, Satisfaction and Community, using the scale of 1 to 5. The Community SCORE was not provided. Please see the Methodology section for details on the DEX SCORE system.

<sup>64</sup> YTS valid scores: 1,370 for Circumstances; 1,386 for Goals; 1,235 for Satisfaction

<sup>65</sup> In order to be considered as a valid score, individual participants will need to have both a pre- and post-SCORE under the each of the domains.

<sup>66</sup> Percentage client with positive result: the proportion of participants achieved a higher SCORE in the post-assessment than their corresponding pre-assessment SCORE.

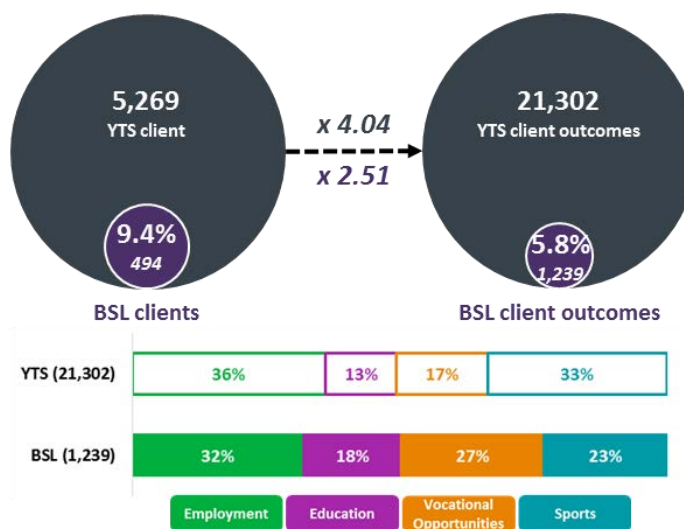
## Findings by pillar

In addition to the data recorded in DEX, YTS providers also documented outcomes for their own performance monitoring. Jointly, the providers discussed and agreed on 14 sub-categories that fall under the four YTS pillars.<sup>67</sup>

Figure 72 provides a summary of the provider outcomes data.

- Between January 2016 and June 2017, the providers serviced **5,269 young people** and reported a sum of **21,302 outcomes** across all categories collectively. This translates to an average of **four outcomes per young person**.
- BSL young people represent **9.4% of the total YTS cohort** (n = 494) and achieved **5.8% of the total outcomes** (n = 1,239), which is the equivalent of approximately **2.5 outcomes per young person**.
- When comparing the distribution of outcomes amongst the YTS pillars, YTS young people achieved more outcomes under the Employment and Sports Engagement pillar (36% and 33% of total outcomes, respectively).
- BSL young people, on the other hand, achieved more outcomes under the Vocational Opportunities pillar (27%) and less outcomes were reported against the Sports Engagement pillar (23%).

Figure 72: Comparison of provider outcomes between YTS and BSL



Source: YTS Reporting Framework (August 2017)

<sup>67</sup> The full list of outcome sub-categories and their definitions is contained in the Methodology and Appendix of the YTS evaluation report.

## Employment

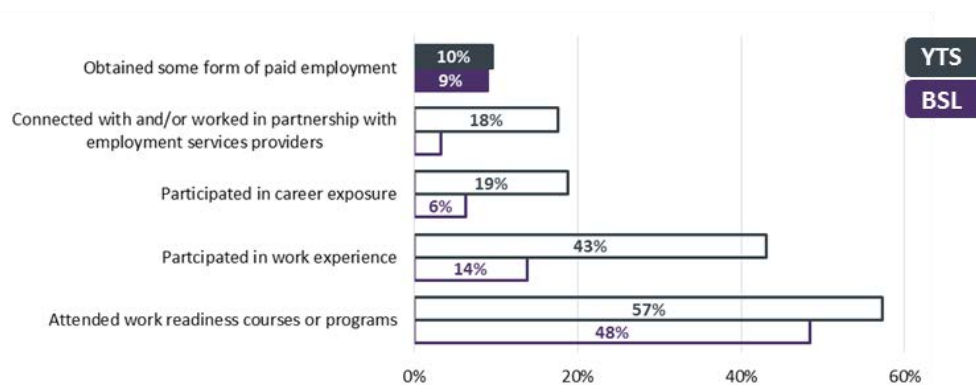
Figure 73 presents the proportion of young people achieving each of the outcomes under the Employment pillar.

Overall, a higher proportion of YTS participants have attended work readiness courses/programs or participated in work experience, whereas a smaller percentage were exposed to career pathway options or connected with employment service providers.

About the same proportion of BSL young people attended work readiness courses or programs as compared to the overall YTS cohort (48% vs 57%), whereas a smaller proportion of BSL young people were exposed to work experience or career opportunities (14% vs 43%).

Approximately 10% of young people from both cohorts were reported to have gained some form of paid employment. The number is consistent with the young people survey results, where six out of the 49 BSL survey respondents indicated that they have gained worked experience as a result of the YTS pilot.

Figure 73: Young people outcomes under the Employment pillar

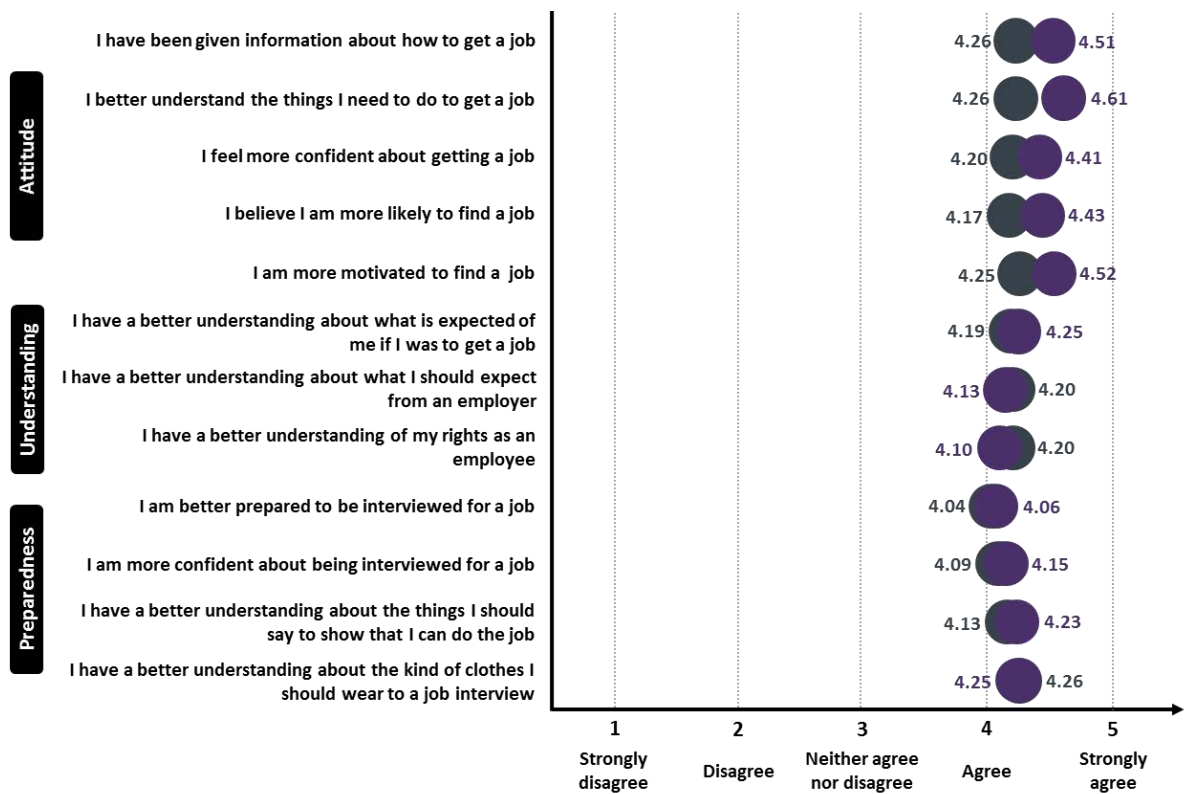


Source: YTS Reporting Framework (August 2017)

Young people’s perceived change in their attitude, understanding and preparedness towards employment as a result of the YTS pilot is explored in Figure 74 where the mean survey response from BSL young people were compared with the overall YTS participants.

Both cohorts of young people generally agreed that they have observed positive changes through their participation in the YTS pilot. BSL young people also have a slightly elevated response in their general attitudes towards employment.

**Figure 74: Understanding and attitude towards employment. ‘Please tell us how much you agree with each of the statements...’**



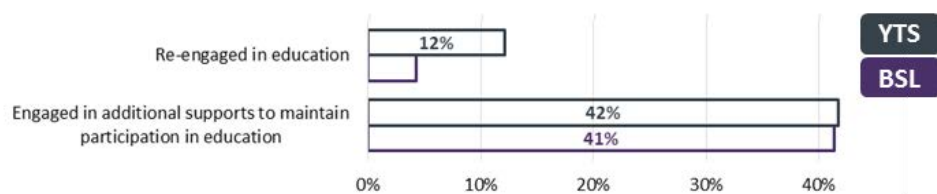
Source: Survey with YTS participants (May 2017)  
 N(YTS)=244-235; n(BSL)=46-48

## Education

Figure 75 presents the proportion of young people achieving each of the outcomes under the Education pillar.

Comparing the outcomes under the Education pillar between the overall YTS cohort and the BSL young people, a similar proportion of young people from both cohorts had engaged in additional supports to maintain participation in education (42% from YTS cohort and 41% from BSL young people). However, a smaller proportion of BSL young people was re-engaged in education as a result of their participation in the YTS pilot (less than 5%).

Figure 75: Young people outcomes under the Education pillar



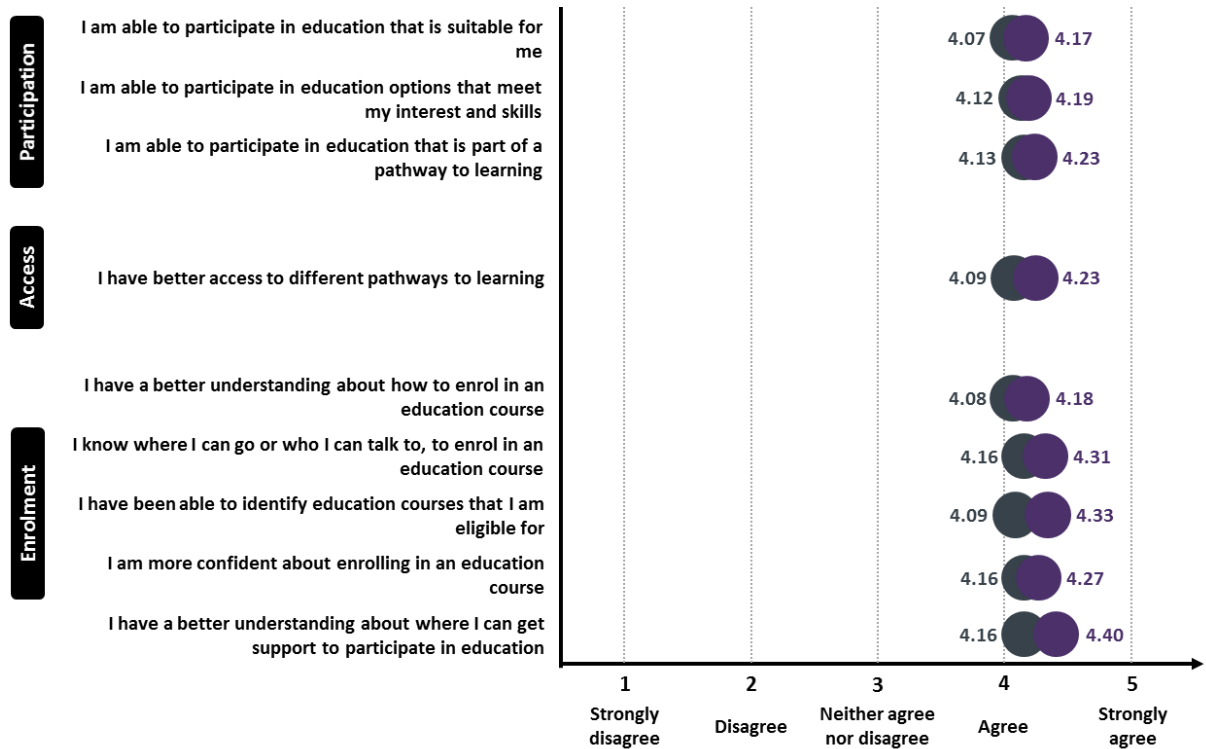
Source: YTS Reporting Framework (August 2017)

However, 25% of the BSL survey respondents (11 out of 44) indicated that they have enrolled in an education courses and 43% of them (18 out of 42) also suggested they were progressing or had achieved a Senior Secondary Certificate as a result of the YTS pilot.

Changes in young people's perceived accessibility to education pathways and their understanding towards education in Australia as a result of the YTS pilot was explored in Figure 76, where the mean survey response from BSL young people was compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot, although the survey responses from BSL young participants were marginally higher in their perception of participation, accessibility to learning and knowledge relating enrolment as compared to the YTS average.

Figure 76: Young people’s attitudes and understanding towards education in Australia. ‘Please tell us how much you agree with each of the statements...’



Source: Survey with YTS participants (May 2017)  
 N(YTS)=219-224; n(BSL)=47-49

### Vocational opportunities

Figure 77 presents the proportion of young people achieving each of the outcomes under the Vocational Opportunities pillar.

In comparison to the overall YTS participants, the proportion of BSL young people achieving each of the categories under the Vocational Opportunities pillar was relatively similar. Approximate half of both cohorts engaged in activities that clarified vocational pathways, with a smaller proportion having participated in accredited training. Less than 10% of the participants from both cohorts have completed any accredited vocational training as of August 2017.

Figure 77: Client outcomes under the Vocational Opportunities pillar



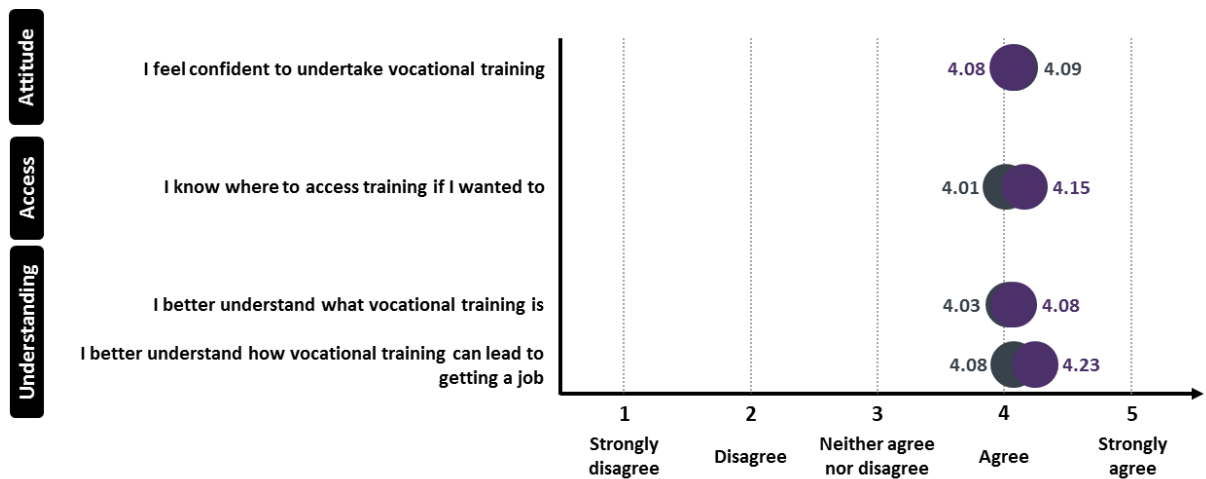
Source: YTS Reporting Framework (August 2017)

Survey responses indicated that 24 out of 48 BSL participants have met with an employer through the YTS pilot. The remaining respondents indicated that they were either unsure (10 of 48 participants) or have not met an employer through the program (14 of 48 participants). This data trend mirrors the aggregate findings.

On the other hand, while 14 of the 48 survey respondents indicated that they have completed certificate training, approximately half of them have not completed certificate training at the time of data collection.

As shown in Figure 78, both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot and have rated similarly on their confidence, understanding and ability to access vocational training.

**Figure 78: Attitude and understanding towards vocational opportunities. ‘Please tell us how much you agree with each of the statements...’**



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(BSL)=47-48



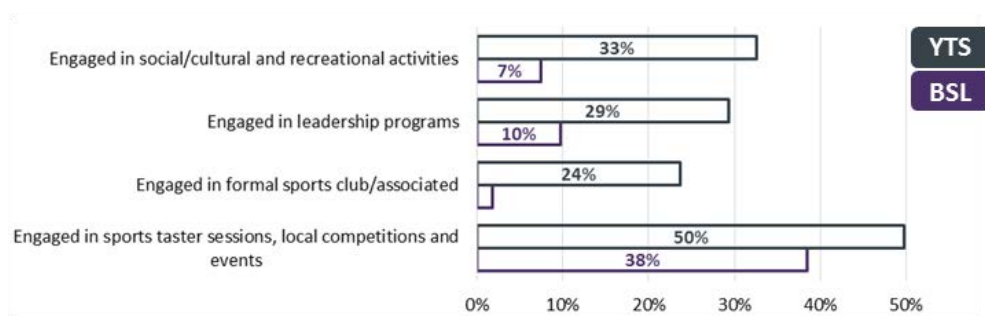
## Sports engagement

Figure 79 presents the proportion of young people achieving each of the outcomes under the Sports Engagement pillar. It should be noted that, whilst the pillar title infers to outcomes/participation in sports activities, the sub-categories reported under this pillar also relate to various activities that promote engagement and connection to communities, such as cultural events and leadership programs.

The proportion of BSL young people engaging in sports taster sessions, local competitions and events was relatively similar when compared to the YTS aggregate findings (38% and 50%, respectively); however, a much smaller proportion of BSL young people (less than 5%) engaged in a formal sports club in comparison to the overall YTS cohort.

Approximately a third of the overall YTS young people participated in cultural/recreational activities and leadership programs. Only a small proportion of BSL young people (7%) participated in such activities and programs.

Figure 79: Young people outcomes under the Sports Engagement pillar



Source: YTS Reporting Framework (August 2017)

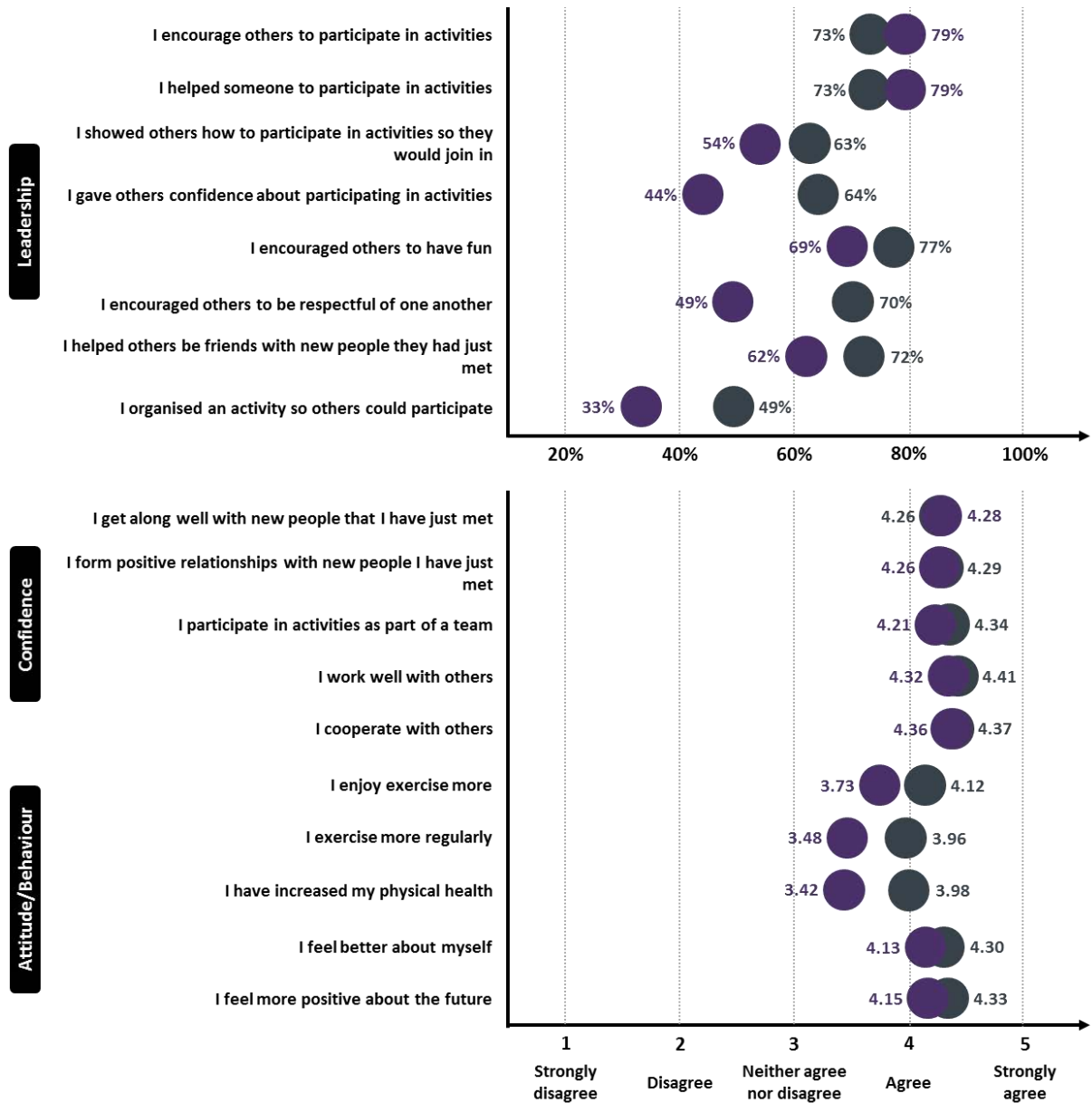
Change in young people's perceived confidence, attitude and behaviour towards sports are shown in Figure 80, where the mean survey response from BSL young people was compared with the overall YTS participants.

Overall, both YTS cohort and BSL participants generally agree that they have observed positive changes in their confidence and attitudes/behaviours through their participation in the YTS pilot, where mean survey responses from BSL participants were similar to the YTS aggregate findings in relation to their development in confidence.

However, the responses diverge where participants were asked to indicate whether or not they have demonstrated certain leadership behaviours. As shown in the top panel of Figure 80, a smaller proportion of BSL participants indicated having demonstrated behaviours that suggest growth in leadership qualities.

BSL young people were also uncertain that they exercised more and gained better physical health as a result of their participation in the YTS programs.

**Figure 80: Confidence, attitude, and leadership behaviours in YTS sport programs. ‘Please tell us how much you agree with each of the statements...’ or ‘Please tick as many as applies’**



Source: Survey with YTS participants (May 2017)  
n(YTS)=277-286 and n(BSL)=52-53

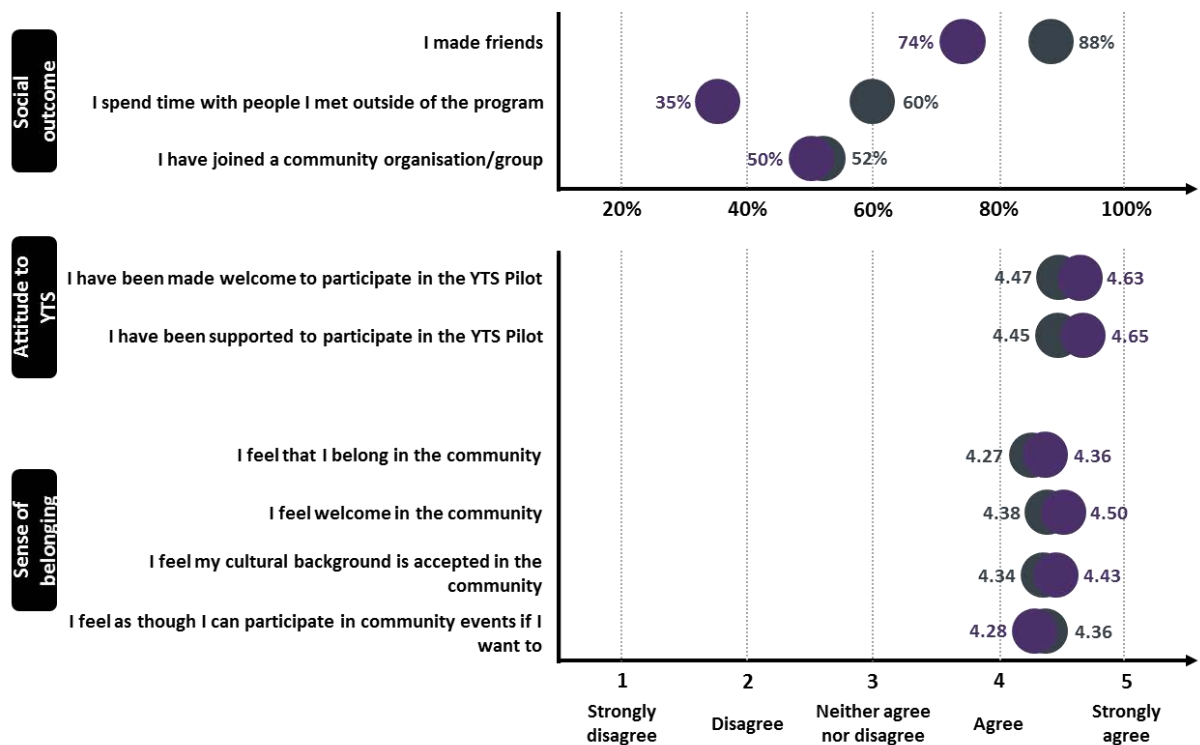
### Other outcomes for young people

Figure 81 shows the mean responses for YTS participants' changes to their perceived attitude towards YTS and their sense of belonging to the community as a result of the YTS pilot.

Overall, in line with the YTS cohort, BSL participants also generally agreed that they have observed positive changes in their attitudes to YTS and sense of belonging through their participation in the YTS pilot, where the mean survey responses for BSL participants are largely consistent with the YTS aggregate findings.

However, a smaller proportion of BSL young people spent time with people they met outside the program or made friends through their participation in the YTS pilot compared to the general YTS cohort.

Figure 81: Sense of belonging, attitude towards YTS, and social outcomes as a result of YTS



Source: Survey with YTS participants (May 2017)  
n(YTS)=292-234 and n(BSL)=34-53

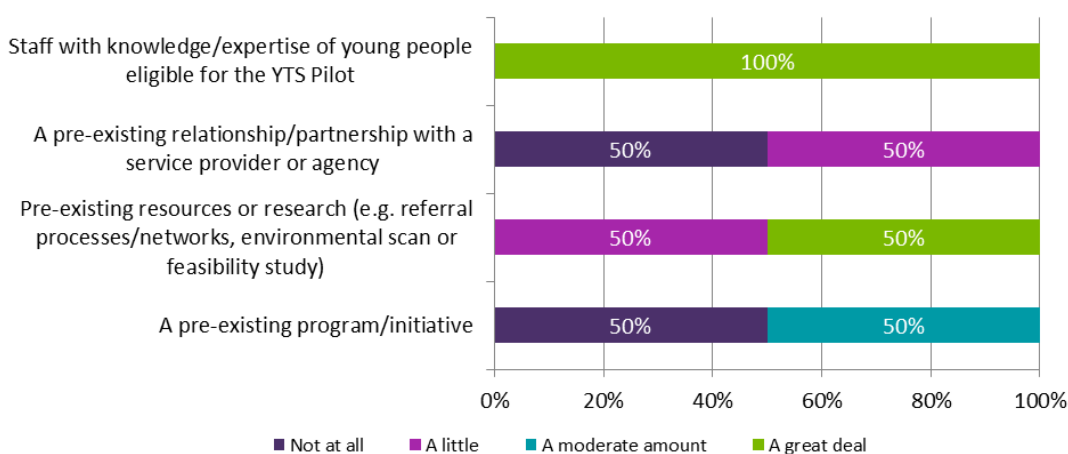
## Outcomes for providers

Staff from six pilot providers and their associated partner agencies were surveyed to investigate the outcomes achieved at both the individual and organisation level as a result of their involvement with the YTS pilot.

### Organisational knowledge

All responding BSL pilot service providers indicated that they have utilised existing staff with knowledge and expertise of the target cohort to develop or implement the YTS pilot (Figure 82). There was less consensus on the use of existing partnerships, research, or programs, suggesting differences within the organisation in the use of existing resources as BSL's basis for designing and implementing the YTS pilot.

**Figure 82: The extent to which past resources were utilised by BSL to develop or implement the YTS pilot**



Source: Survey with pilot service providers (May 2017); n=2

### Pilot Providers

In relation to the development of organisational capacity, survey responses from all YTS pilot providers agreed that their participation in YTS has 'increased their organisational knowledge in supporting the needs of young people' (mean score of 4.51, n=46). A marginally lower mean score was reported by the BSL staff (mean score of 4.00, n=2).

In addition, YTS partner providers and BSL staff both agreed that they have 'enhanced their services coordination' and 'increased their service capabilities to meet the needs of young people'<sup>68</sup> and that they have 'created program/activity models that can be utilised in the future'.<sup>69</sup>

All partner providers agreed that their involvement with the pilot has 'increased their organisational capacity to engage and partner with other organisations'<sup>70</sup> and that they have 'achieved sustainable partnerships with their respective partner agencies'.<sup>71</sup> This feedback was also representative of the BSL staff.

<sup>68</sup> YTS pilot providers: mean score of 4.47 with n=46; BSL: mean score of 5.00 with n=2.

<sup>69</sup> YTS pilot providers: mean score of 4.71 with n=46; BSL: mean score of 5.00 with n=2.

<sup>70</sup> YTS pilot providers: mean score of 4.54 with n=46; BSL: mean score of 5.00 with n=2.

<sup>71</sup> YTS pilot providers: mean score of 4.60 with n=46; BSL: mean score of 5.00 with n=2.

## **Partner Agencies**

Survey respondents from all YTS partner agencies reported a comparatively higher mean score than BSL partner agencies in relation to the influence of their participation in the YTS pilot on their organisational capacities, with a mean score range between 3.77 to 4.23 for YTS partner agencies and 3.00 to 4.40 for BSL partner agencies.

For example, the mean score in response to 'increased organisational knowledge in supporting the needs of young people' was 3.77 (n=31) compared to the respective partners from BSL (mean score of 3.00, n=5).

While overall partner agencies had a mean score of 3.87 to 3.94 in responding to the effects of their participation in the YTS pilot on their staff capabilities, including 'increased cultural competency' and 'understanding about the challenges facing newly arrived immigrants', BSL's partner agencies had a comparatively lower mean score (3.20 – 3.40, n=5).

## **Quality and strength of partnerships**

Survey responses indicated that, across the entire YTS pilot, both YTS pilot providers and partner agency staff agreed that the 'communication was appropriate' and that they had an 'effective working relationship in collaborating with their respective partners'.<sup>72</sup>

BSL and their partner agencies also agreed on the positive relationships they have formed through their partnerships in the YTS pilot.<sup>73</sup>

## **Increases in advocacy**

The majority of the YTS's pilot providers agreed that the YTS pilot has 'raised awareness in the general community about the needs of young people' (95%) and that they had 'communication with their broader stakeholders, or other partner organisations, about the needs of young people' (88%). In addition, almost half of the survey respondents reported making 'submissions to government agencies on behalf of young people' (39%) and had applied for 'funding to implement new program designs' around young people (42%).

This overall pattern was similar to the results supplied by BSL staff.<sup>74</sup>

Furthermore, the general trend described above for organisational advocacy was consistent with the survey responses from the overall YTS partner agencies as well as BSL's partner agencies.

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<sup>72</sup> YTS pilot provider mean score of 4.20 to 4.24 (n=46); YTS partner agencies mean score of 4.39-4.42 (n=31).

<sup>73</sup> BSL's mean score of 4.00 (n=2); BSL's partner agencies mean score of 4.60 (n=5).

<sup>74</sup> 71%, 100%, 29% and 29% respectively.

## Community Migrant Resource Centre

The Community Migrant Resource Centre (CMRC) is a not-for-profit community-based organisation in New South Wales (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.

### Data sources

Key demographic and service usage for CMRC, as well as SCORE outcomes data, has been collected through the DEX reporting system. Outcomes relating to the four pillars of the pilot are presented here according to the YTS Reporting Framework, which was collected and provided to the evaluation by providers.

Data on participant experience was drawn from surveys with young people (n=49) and CMRC staff (n=5). No survey response was received from CMRC's partner agencies. In addition, one-on-one interviews were conducted with pilot service provider and partner agency staff (n=3) and two focus groups were conducted with young people participating in a sample of CMRC programs run through YTS.

Information contained in DSS reporting and pilot program data was also used to supplement interviews and describe the service delivery model and partnership structures. This has been reviewed for accuracy by pilot providers.

Note: Due to the sampling approach and period, the young people survey responses may not be representative of all programs delivered by CMRC. As surveys were tailored for the pillars of each program, the percentage of responses is not equal across all pillars, but rather reflects the types of programs being delivered in May 2017, and the percentage of surveys received from those programs. Similarly, participants may not have been exposed to all components of the program at the time of completing the survey.

It is further noted that low response rates were received across some pilot providers and partner surveys. Interpretation of data should be made in full consideration of the limited sample size and information contained in the Limitations and Methodology sections of the report above.

### Service delivery model

The CMRC model is based around working collaboratively with co-located services to provide a centralised, cohesive and coordinated wrap-around service to participants. Co-location of services allows for localised service delivery with the additional aims of building social capital and providing a community driven approach to youth engagement. Furthermore, the co-location also allows for an integration of services to support customization for the target group. In practice, this means the actual delivery approach may differ for each program, depending on the LGA, co-located services and participant needs. Therefore, as different needs are identified, programs may be adapted or new programs developed.

In line with the holistic approach, it is intended that programs cut across more than one pillar, and this is especially relevant with the design of the sports programs. CMRC has used the sports programs as a way to connect with young people and to then engage them in additional programs that have an intended outcome across one of the other three pillars. For example, CMRC delivered a program called 'Together for Fitness' which is specifically for females. The program takes place in a gym that is located in a mosque and includes a fitness session followed by a 'Work Ready' program. When participants attend both the Fitness and Work Ready program, they receive a free gym pass so that they can continue to use the facilities outside of the program.

A further focus of the model is the development of new multi-level partnerships. These partnerships aim to strengthen service collaboration and increase community capacity to respond to the education and employment challenges of participants.

Within the CMRC model, participant referrals are generated through networks, partnerships, outreach and intakes and assessment procedures.

## **Partnerships approach**

The CMRC partnership model is based on two sub-contractor relationships, two primary service delivery partners and a number of additional partnerships that are considered in three tiers.

### **Sub-contractors**

The sub-contractor relationships are with the two Migrant Resource Centres, SydWest Multicultural Services and Auburn Diversity Services Inc., which are each located in the two specified LGAs for service delivery; Auburn and Blacktown.

### **Primary service delivery partners**

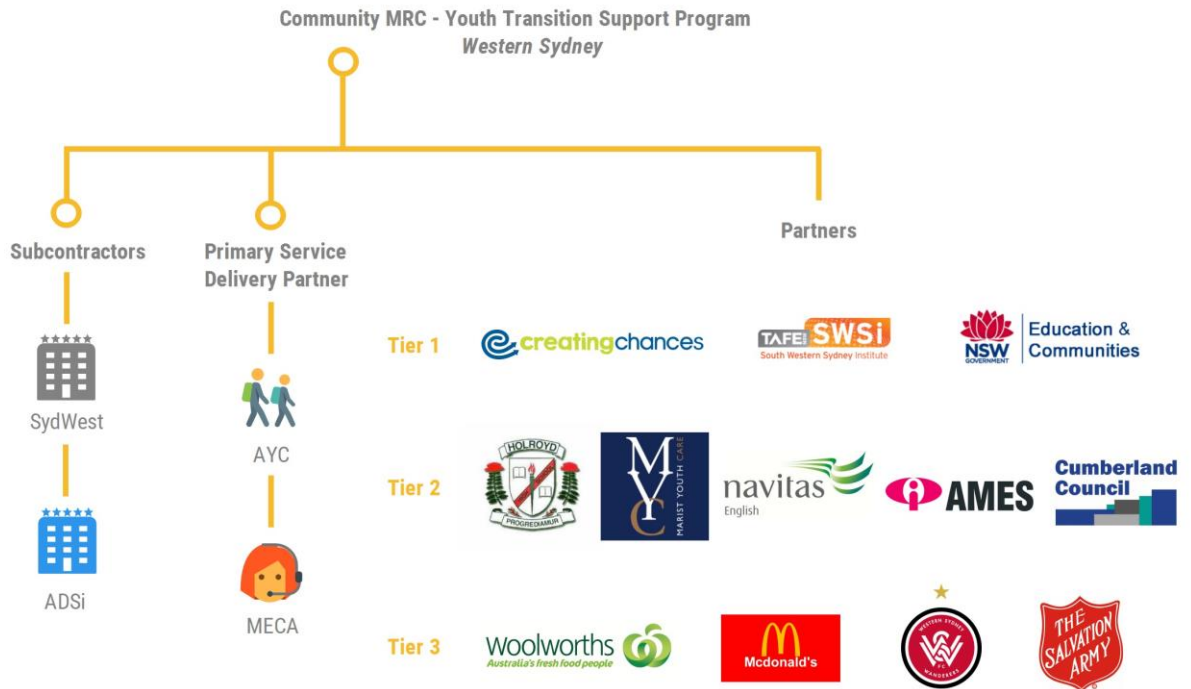
Within these two LGAs are the Auburn Youth Centre and Mt Druitt Ethnic Communities Association, which form the primary service delivery partners. These partners receive funding from CMRC to develop and deliver their own programs and to provide case management for participants.

### **Additional partnerships**

The service delivery model is then supported by three tiers of partners; tier one are primary partners who are involved in program design and delivery, tier two partners assist in the delivery of programs and are key levers in generating referral pathways and tier three partners are primarily involved in the referral of participants or supporting employment outcomes.

The partnership model is illustrated in Figure 83, as provided by CMRC. Note: there are more partners in each tier than are shown within the diagram.

Figure 83: CMRC partnership model



The CMRC partnership model was designed in consideration of what would best achieve the required outcomes of the four pillars. For example, to strengthen connections to education, CMRC developed partnerships with high schools to enable staff to be located at these schools and take on an outreach position as part of the On Track! program. CMRC felt that this was an effective and efficient method of creating pathways to engagement, participant generation and program planning. CMRC also found this to be an effective way to support referral pathways for young people to other service providers.

To develop pathways to vocational training, CMRC created links with vocational training providers to enable them to develop tailored programs based on the needs of young people. The partnership with TAFE SWSi and the White Card training is an example of this.



## Innovation

CMRC has endeavoured to develop and incorporate a number of innovative best practice models and strategies. This has included innovation within their overall approach and also within specific programs.

For example, integrated service delivery through the use of service space where other services such as migrant resource centres, youth centres and Police Citizens Youth Clubs are co-located has been a key element of CMRC's innovative approach. This is further supported by outreach positions being embedded into existing youth and school spaces, such as local high schools.

Integration has also enabled wrap-around targeted services and the introduction of the pilot across multiple sectors (community, education, corporate and public) to broaden the scope of referral pathways and partnership opportunities. An additional innovation within the wrap-around approach was parental engagement to address gaps in parents' understanding about career and education pathways for their children, and enhance connections between schools and parents. An example of this is the 'Parents Together' project that was developed within the program On Track! The 'Parents Together' project ran for six weeks, was located at high schools and delivered workshops for parents on topics such as 'Introducing TAFE options.'

### Key innovations

#### Youth Advisory Committee

The development of a Youth Advisory Committee (YAC) has been a key innovation for CMRC. The YAC is comprised of nine young people from ethno-specific youth associations who applied for paid roles to sit on the committee and actively engage with and work on the pilot. Each young person on the committee has a set of individual KPIs they must meet and are responsible for facilitating consultations with key target groups and co-designing programs to most appropriately meet needs of youth participants and address the four pillars of the pilot. The YAC therefore supports and strengthens other programs, while also being a program in itself.

## Value for money

The tables below illustrate the financial acquittal information for CMRC over the 18 months funding period from January 2016 to June 2017. As shown in Table 14, CMRC received 14% of the total \$19.7 million funding allocated to service providers and reported 99% utilisation of the allocated amount. CMRC reported both the lowest unit cost and lowest rate of delivery of the YTS pilot, \$1,942 and \$711 respectively.

**Table 14: CMRC funding allocation and expenditure**

	Funding Allocated	Funding Utilisation	\$ per participant	\$ per session
YTS	\$19,700,000	82%	\$2,941	\$1,042
CMRC	\$2,773,944	99%	\$1,942	\$711

Source: DEX (January 2018)

In assessing value for money, it is useful to consider the cost of each provider's services as a unit cost per individual participant. However, as the YTS includes both individual and group participants, with providers allocating varying time and effort to each cohort depending on their service offering, it is difficult to calculate a unit cost. The following averages should therefore be viewed with some caution as the calculation is based on individual participants only and is likely an overestimate of cost, in particular for providers who have larger number of group participants and/or conducted large number of group sessions.

Table 15 presents the unit cost per individual participant with positive outcomes under the DEX reporting system and per outcome within the YTS Reporting Framework. Data shows that CMRC had, overall, 38% lower unit costs per participant with a positive outcome than the YTS average, again reporting the lowest costs of the pilot in this indicator. Similarly, CMRC was on par with the YTS average for unit cost per outcome recorded under the YTS Reporting Framework (\$805 and \$769 respectively), which could be participating in work experience, attending a sports event or receiving additional supports to be re-engaged in education.

**Table 15: CMRC unit costs per outcome in DEX and YTS Reporting Framework**

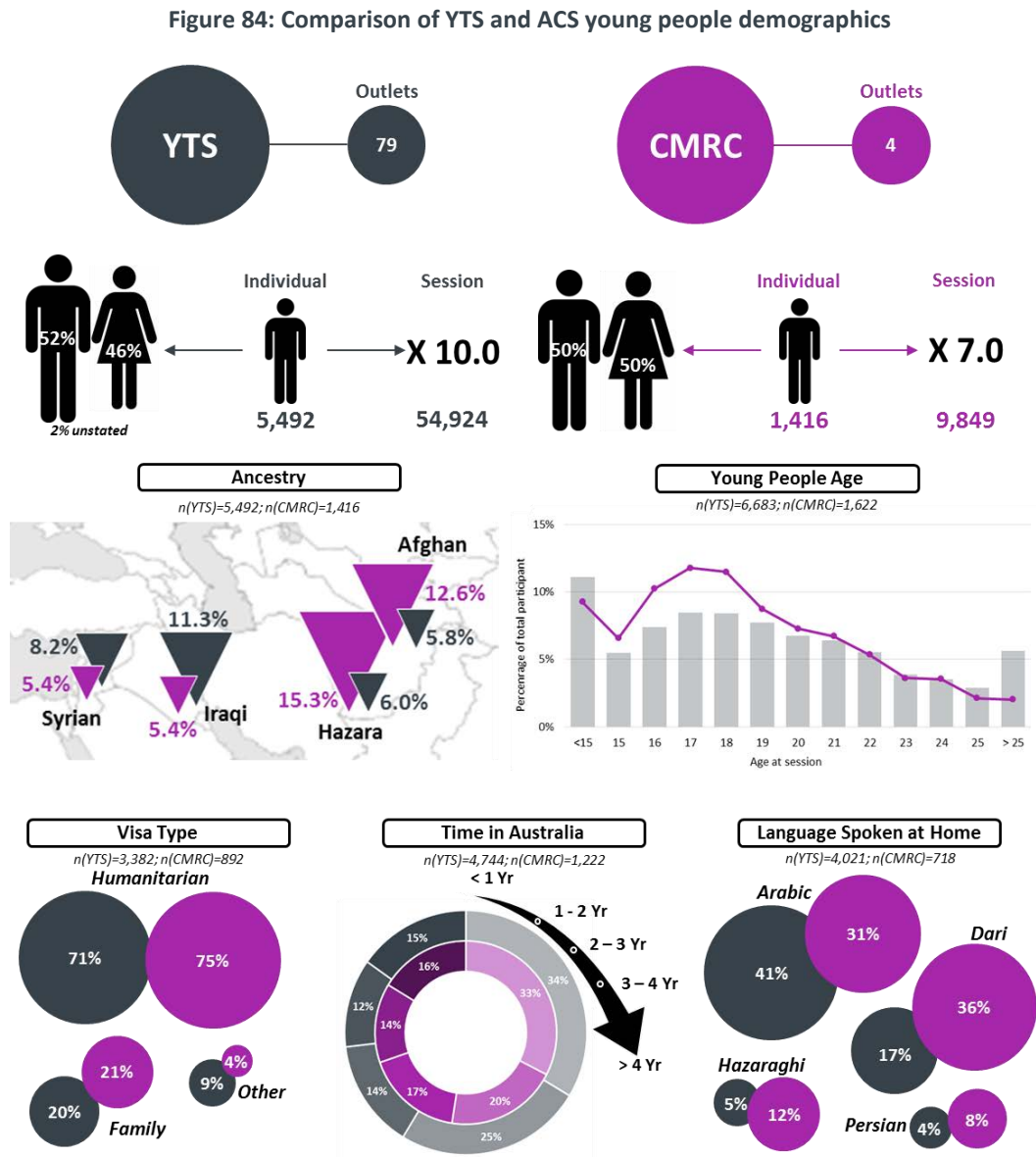
	\$ per participant with positive DEX outcome			\$ per YTS Reporting Framework outcome
	Circumstances	Goals	Satisfaction	Total outcomes
YTS	\$3,314	\$3,261	\$3,506	\$769
CMRC	\$2,124	\$2,075	\$2,074	\$805

Source: DEX (January 2018)

## Summary of key outputs

### YTS client demographics

Figure 84 compares the demographics of young people from CMRC (indicated in **magenta**) to the general YTS participants (indicated in **dark grey**).<sup>75</sup>



Source: DEX (January 2018)

<sup>75</sup> Client demographic data were extracted from the DEX database by gender, age, organisation (i.e. Providers), years in Australia, visa code, reasons for seeking assistance, language spoken at home and ancestry. As some of the categories are non-mandatory reporting fields, the number of total young people under each category may vary.

## Service delivery

Figure 85 illustrates the total number of young people serviced every month since the beginning of the pilot until June 2017 by YTS (column) and CMRC (line).



Source: DEX (January 2018)  
 n(YTS)=16,500/54,865; n(CMRC)=3,825/9,831

## Outcomes for young people

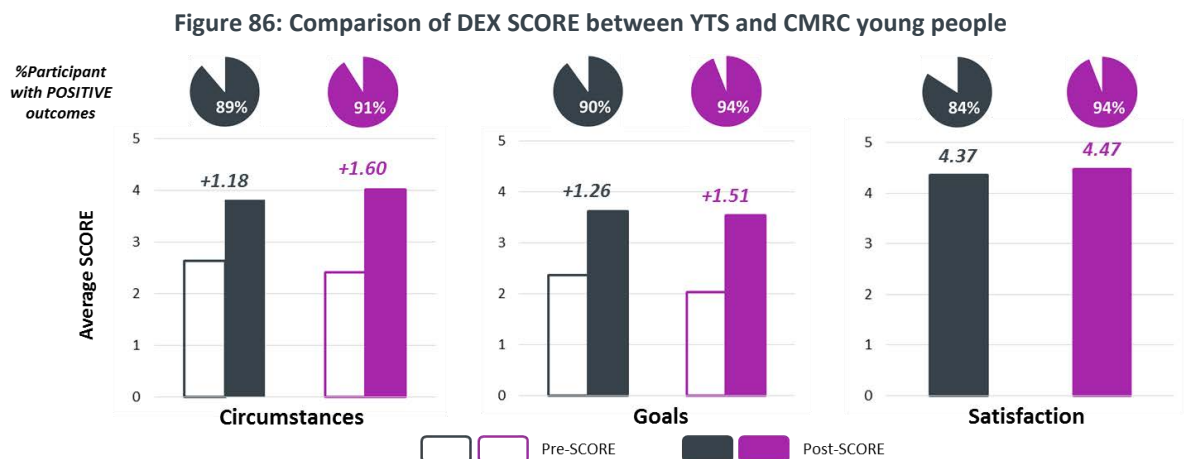
This section of the project report presents data relating to the outcomes generated for the target cohort by CMRC. It first examines outcomes against the DEX reporting framework. A pillar-by-pillar approach then follows, presenting data collected by pilot providers on outcomes achieved by participants against the YTS Reporting Framework, as well as results from evaluation surveys and focus groups with young people in each of the pilot's four pillars.

## DEX SCORE

Participants' outcomes were assessed using the DEX Standard Client/Community Outcomes Reporting (SCORE) approach, which provides measured outcomes in a consistent and comparable manner under **Circumstances**, **Goals** and **Satisfaction** using a five-point Likert scale (see Appendix B for definitions of the scale under each domain).<sup>76</sup>

There were up to 1,386 YTS young people with valid scores,<sup>77</sup> with between 21% to 25% of the scores from CMRC young people.<sup>78</sup>

- The overall YTS participants had marginally higher pre-SCORE for both Circumstances and Goals domain than the CMRC participants. Post-SCOREs for these domains indicated similar increases for CMRC participants that mirror the YTS average.
- The proportion of CMRC young people who achieved positive outcomes for Circumstances and Goals domains were also similar to the YTS average.<sup>79</sup>
- Both cohorts of young people reported similar Satisfaction SCOREs.



<sup>76</sup> Providers were asked to record ratings in DEX for individual participants against individual domains under Circumstances, Goals, Satisfaction and Community, using the scale of 1 to 5. The Community SCORE was not provided. Please see the Methodology section for details on the DEX SCORE system.

<sup>77</sup> YTS valid scores: 1,370 for Circumstances; 1,386 for Goals; 1,235 for Satisfaction

<sup>78</sup> In order to be considered as a valid score, individual participants will need to have both a pre- and post-SCORE under the each of the domains.

<sup>79</sup> Percentage client with positive result: the proportion of participants achieved a higher SCORE in the post-assessment than their corresponding pre-assessment SCORE.

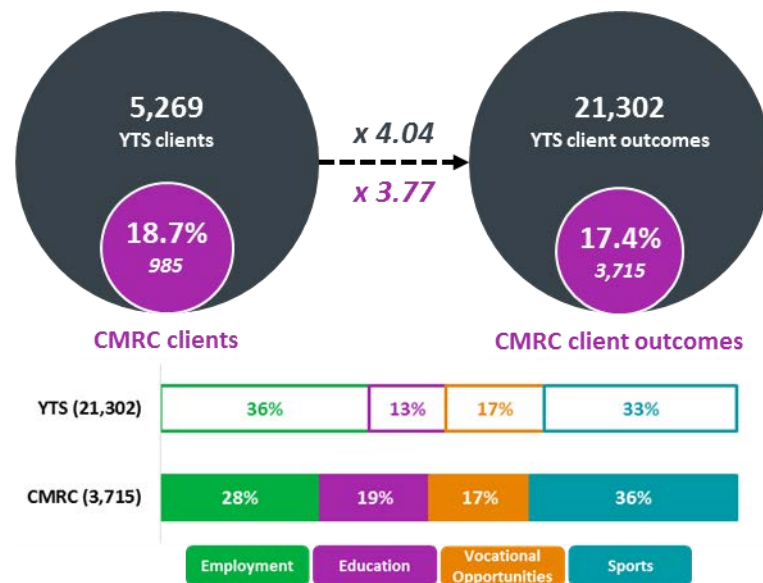
## Findings by pillar

In addition to the data recorded in DEX, YTS providers also documented outcomes for their own performance monitoring. Jointly, the providers discussed and agreed on 14 sub-categories that fall under the four YTS pillars.<sup>80</sup>

Figure 87 provides a summary of the provider outcomes data:

- Between January 2016 and June 2017, a total of **5,269 young people** received services as part of the YTS pilot and reported a sum of **21,302 outcomes** across all categories collectively. This translates to an average of **four outcomes per young person**.
- CMRC young people represent **18.7% of the total YTS cohort** (n = 985) and achieved **17.4% of the total outcomes** (n = 3,715); which is the equivalent of approximately **3.8 outcomes per young person**.
- When comparing the distribution of outcomes amongst the YTS pillars, YTS young people achieved more outcomes under the Employment and Sports Engagement pillar (36.2% and 33.5% of the total outcomes, respectively).
- CMRC young people, on the other hand, achieved 36% of the total outcomes under the Sports Engagement pillar with a smaller proportion of outcomes under the Employment pillar (28%). CMRC young people also had a slightly higher proportion of outcomes under the Education pillar as compared to the YTS average (19%).

Figure 87: Comparison of provider outcomes between YTS and CMRC



Source: YTS Reporting Framework (August 2017)

<sup>80</sup> The full list of outcome sub-categories and their definitions is contained in the Methodology and Appendix of the YTS evaluation report.

## Employment

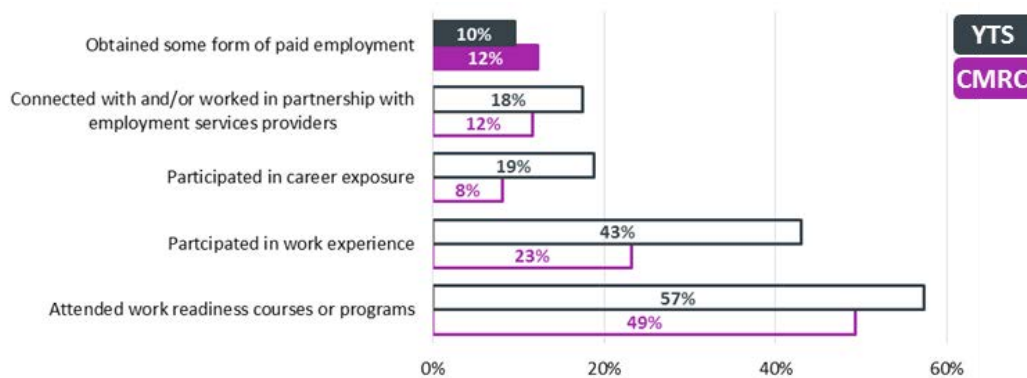
Figure 88 presents the proportion of young people achieving each of the outcomes under the Employment pillar.

Overall, a higher proportion of YTS participants attended work readiness courses/programs or participated in work experience, whereas a smaller percentage were exposed to career pathway options or connected with employment service providers. Only 10% of total young people obtained some form of paid employment as a result of their participation in the YTS pilot.

In comparison to the overall YTS cohort, a similar proportion of CMRC young people attended work readiness courses/programs, connected with employment service providers, or obtained some form of paid employment.

However, relatively smaller proportions of outcomes were reported for participation in work experience or career exposure by CMRC young people in comparison to the YTS average.

Figure 88: Young people outcomes under the Employment pillar



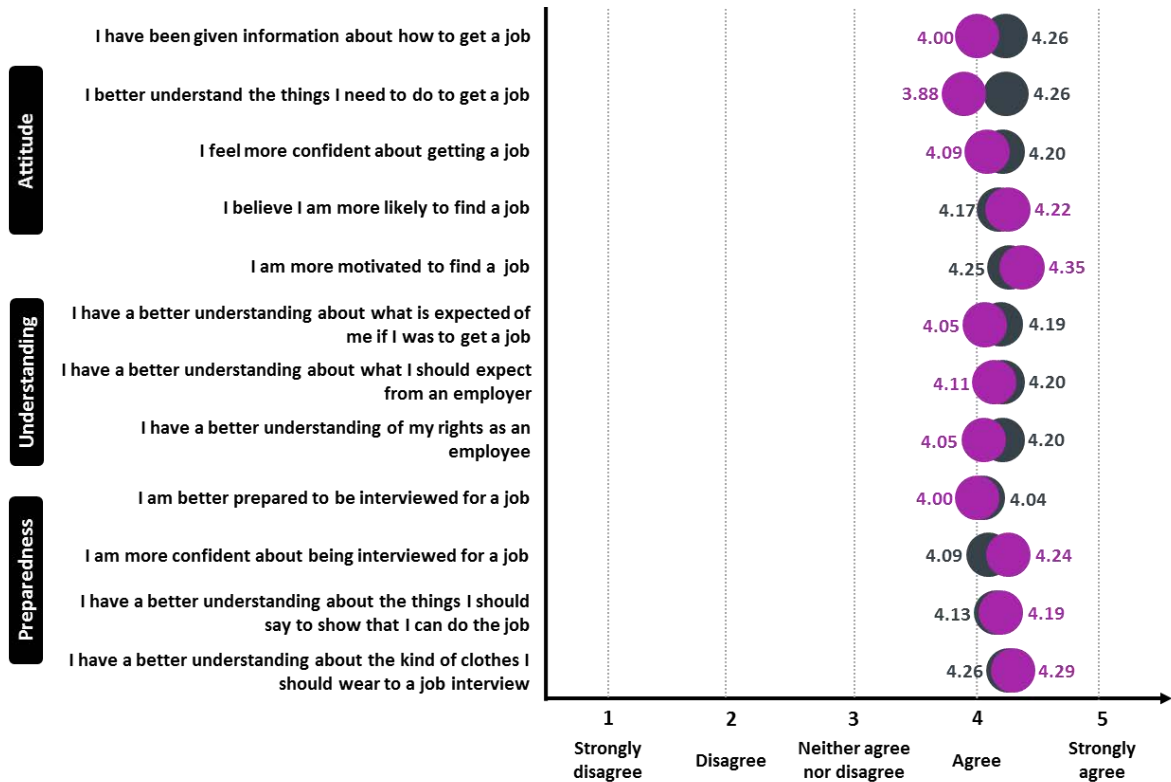
Source: YTS Reporting Framework (August 2017)

According to the survey response from CMRC young people, five out of 21 respondents indicated that they gained work experience through the YTS pilot.

Young people's perceived changes in their attitude, understanding and preparedness towards employment as a result of the YTS pilot is explored in Figure 89, where the mean survey response from CMRC young people was compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot, with small variation between the responses from the CMRC young people compared to the YTS average.

Figure 89: Understanding and attitude towards employment. 'Please tell us how much you agree with each of the statements...'



Source: Survey with YTS participants (May 2017)  
 n(YTS)=224-235 and n(CMRC)=23-24

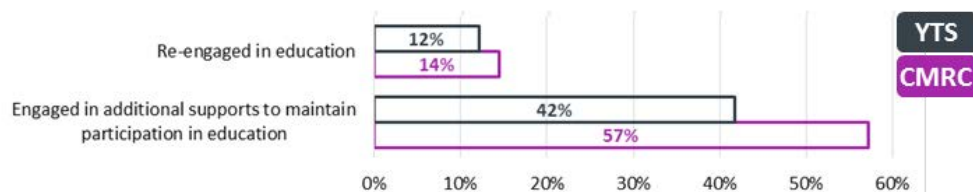
### Education

Figure 90 presents the proportion of young people achieving each of the outcomes under the Education pillar.

Overall, 42% of young people from the whole YTS pilot received additional supports to maintain engagement in education and 12% of them re-engaged in educational pathways as a result of YTS services.

In comparison to the general YTS participants, a slightly larger proportion of CMRC young people were engaged in supports to maintain participation in education or were re-engaged in education.

Figure 90: Young people outcomes under the Education pillar



Source: YTS Reporting Framework (August 2017)

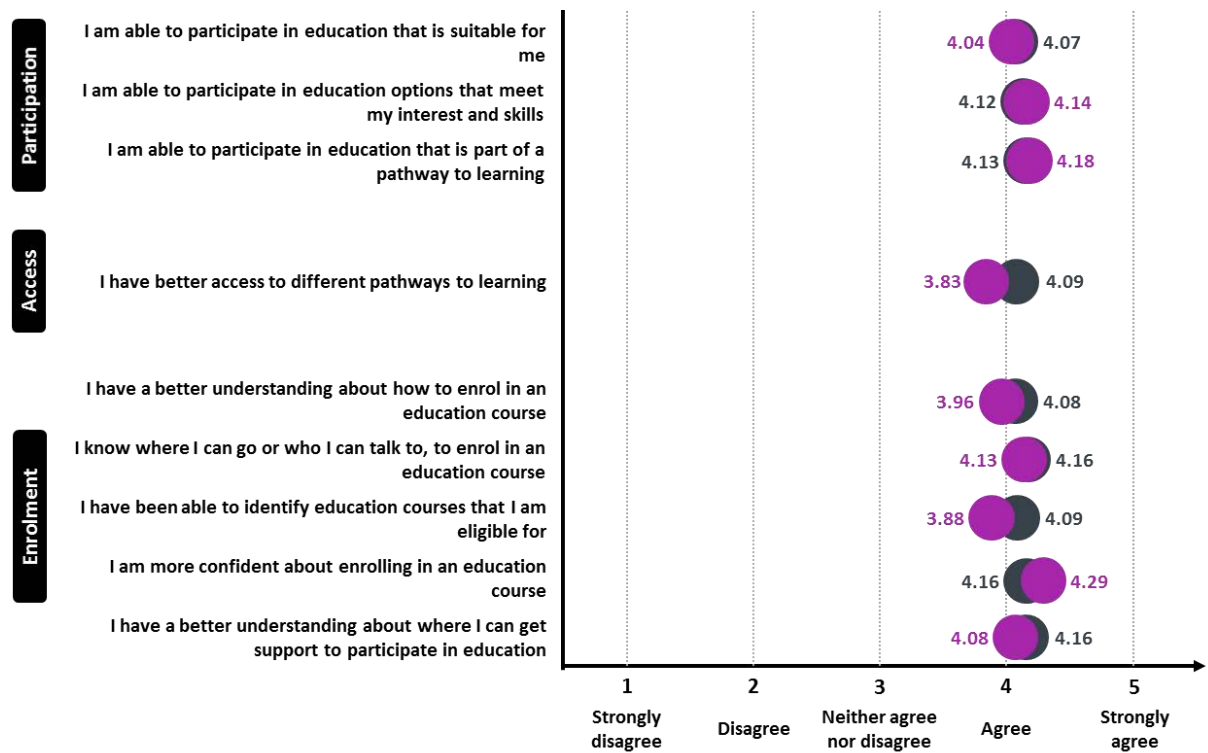


Half of the 20 CMRC young people survey respondents were enrolled in an education course through the YTS pilot, with seven (of 17 respondents) indicating that they were progressing towards, or have achieved, a Senior Secondary Certificate as a result of their participation in the pilot program.

Changes in young people’s perceived accessibility to education pathways and their understanding towards education in Australia as a result of the YTS pilot is explored in the figure below, where the mean survey response from CMRC young people is compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot, with little differences in the mean scores between the YTS average and the CMRC participants.

**Figure 91: Young people’s attitudes and understanding towards education in Australia. ‘Please tell us how much you agree with each of the statements...’**



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(CMRC)=22-24

### Vocational opportunities

Figure 92 presents the proportion of young people achieving each of the outcomes under the Vocational Opportunities pillar.

In comparison to the overall YTS participants, the proportion of CMRC young people engaged in activities that clarified vocational pathways is smaller than the YTS average, whereas the proportion of CMRC young people participating in accredited training was higher than the YTS average. Similar percentages of young people from both cohorts completed their accredited vocational training.

**Figure 92: Client outcomes under the Vocational Opportunities pillar**



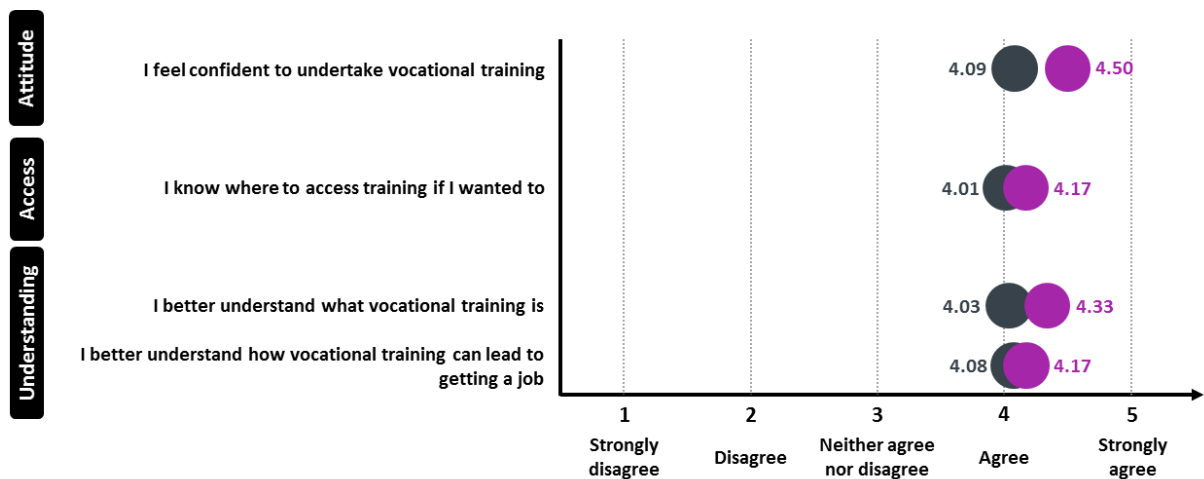
Source: YTS Reporting Framework (August 2017)

Survey responses indicate that a quarter of the 12 CMRC young people have met with an employer through the YTS pilot program, with a comparatively larger proportion of respondents indicating that they were either unsure (4 of 12 participants) or have not met an employer through the program (5 of 12 participants). Two out of six respondents indicated that they have completed certificate training through the YTS pilot.

Change in young people’s perceived ability to access vocational training, as well as their attitude and understanding towards vocational opportunities, are illustrated in Figure 93, where the mean survey response from CMRC young people was compared with the overall YTS participants.

While both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot, CMRC young people expressed higher level of confidence in undertaking vocational training as compared to the overall YTS cohort.

**Figure 93: Attitude and understanding towards vocational opportunities. ‘Please tell us how much you agree with each of the statements...’**



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(CMRC)=6

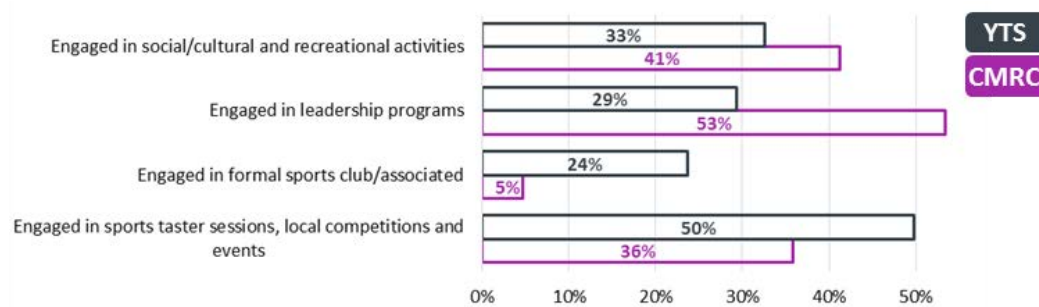
## Sports engagement

Figure 94 presents the proportion of young people achieving each of the outcomes under the Sports Engagement pillar. It should be noted that, whilst the pillar title infers to outcomes/participation in sports activities, the sub-categories reported under this pillar also relate to various activities that promote engagement and connection to communities, such as cultural events and leadership programs.

The proportion of CMRC young people engaging in formal sports clubs or sports taster sessions was relatively similar when compared to the YTS aggregate findings. In contrast, less than 5% of CMRC young people engaged in a formal sports club, in comparison to 24% from the general YTS cohort.

In comparison to approximately a third of the overall YTS young people who participated in cultural/recreational activities and leadership programs, higher proportions of participation (41% and 53%) were reported by CMRC young people.

Figure 94: Young people outcomes under the Sports Engagement pillar



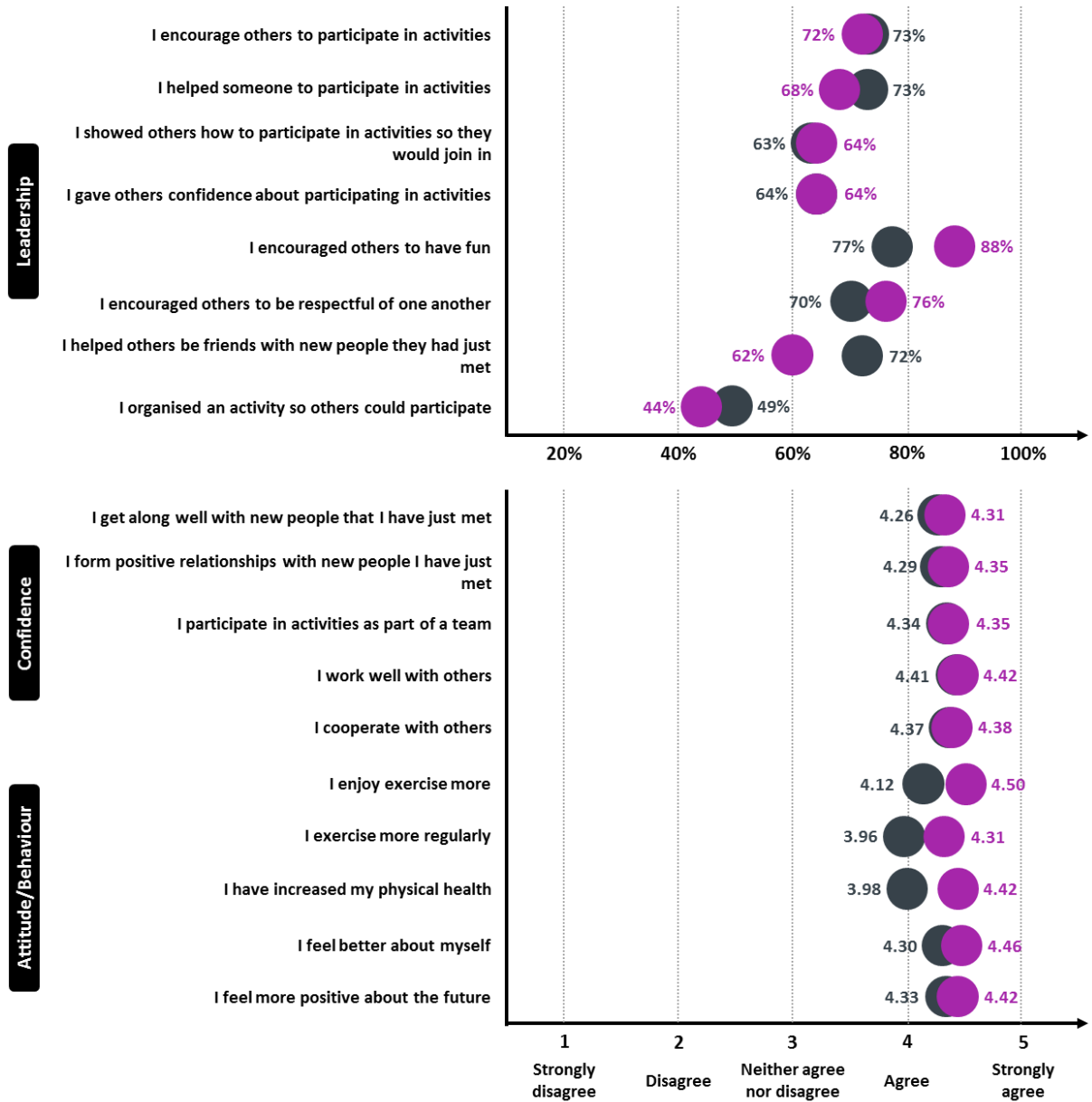
Source: YTS Reporting Framework (August 2017)

Changes in young people's perceived confidence, attitude and behaviour towards sports are shown in Figure 95, where the mean survey response from CMRC young people was compared with the overall YTS participants.

Overall, both the YTS cohort and CMRC participants generally agree that they have observed positive changes in their confidence and attitudes/behaviours through their participation in the YTS pilot. Specifically, CMRC participants think they have exercised more and have increased physical health as compared to the YTS cohort average.

However, the responses diverge slightly where participants were asked to indicate whether they have demonstrated certain leadership behaviours. As shown in the top panel of Figure 95, CMRC participants were more likely to encourage others to have fun at the programs, but were less likely to help others in forming friendships than the YTS average.

Figure 95: Confidence, attitude, and leadership behaviours in YTS sport programs. 'Please tell us how much you agree with each of the statements...' or 'Please tick as many as applies'

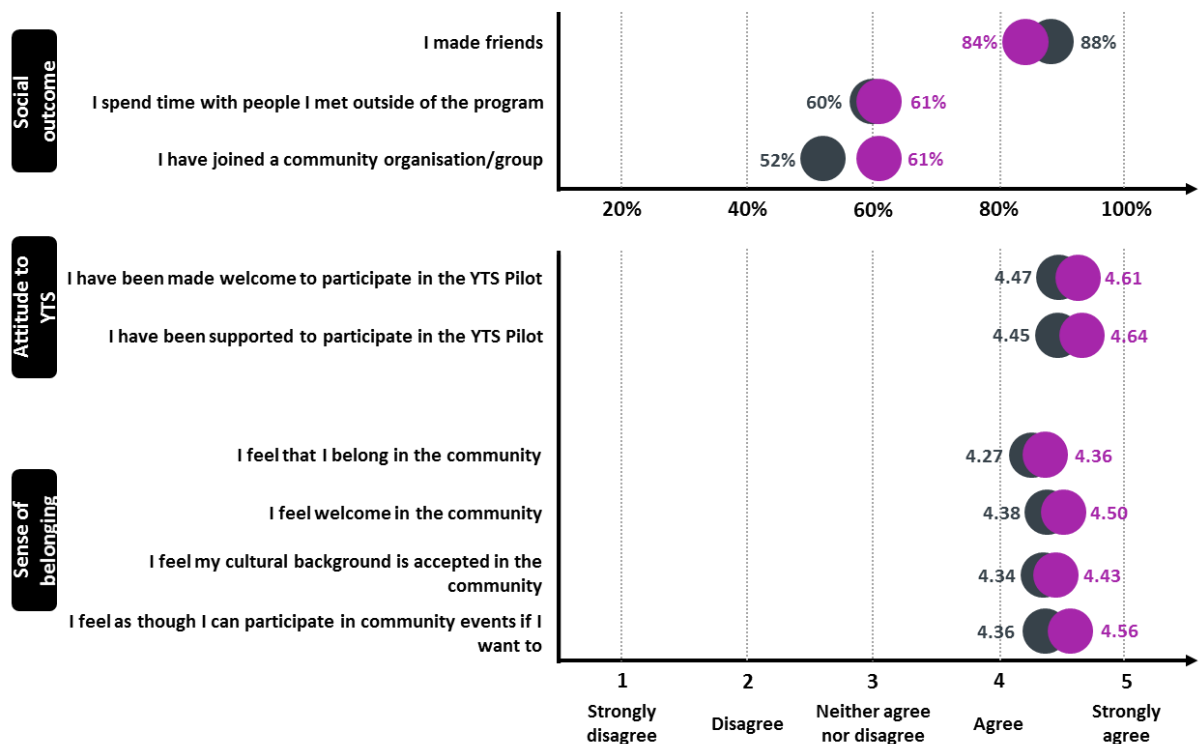


Source: Survey with YTS participants (May 2017)  
 n(YTS)=262-286 and n(CMRC)=25-26

## Other outcomes for young people

Figure 96 shows the mean responses for YTS participants' changes to their perceived attitude towards YTS and their sense of belonging to the community as a result of the YTS pilot. Overall, in line with the YTS cohort, CMRC participants also generally agreed that they have observed positive changes in areas relating to social outcomes, attitudes to the YTS and a sense of belonging through their participation in the YTS pilot, where the mean survey responses for CMRC participants are largely consistent with the YTS aggregate findings.

Figure 96: Sense of belonging, attitude towards YTS, and social outcomes as a result of YTS



Source: Survey with YTS participants (May 2017)  
n(YTS)=292-234 and n(CMRC)=31-44

## Outcomes for providers

Staff from six pilot providers and their associated partner agencies were surveyed to investigate the outcomes achieved at both the individual and organisation level as a result of their involvement with the YTS pilot.

Note: Results from the provider outcomes were based solely on the survey responses from CMRC staff as none of the CMRC partner agency staff completed the partner agency survey.

### **Organisational knowledge**

In relation to the development of organisational capacity, survey responses from all YTS pilot providers agreed that their participation in YTS has 'increased their organisational knowledge in supporting the needs of young people' (mean score of 4.51, n=46). A comparable result was also reported by CMRC staff (mean score of 4.75, n=4).

In addition, CMRC staff also agreed with the overall response from YTS partner providers that they have 'enhanced their services coordination' and 'increased their service capabilities to meet the needs of young people'<sup>81</sup> and that they have 'created program/activity models that can be utilised in the future'.<sup>82</sup>

Similarly, pilot providers in the overall YTS agreed that their involvement with the pilot has 'increased their organisational capacity to engage and partner with other organisations'<sup>83</sup> and that they have 'achieved sustainable partnerships with their respective partner agencies'.<sup>84</sup> This feedback was also representative of the CMRC staff.

### **Quality and strength of partnerships**

Survey responses indicated that, across the entire YTS pilot, both YTS pilot provider and partner agency staff agreed that the 'communication was appropriate' and that they had an 'effective working relationship in collaborating with their respective partners'.<sup>85</sup>

CMRC staff agreed on the positive relationship they have formed through their partnerships in the YTS pilot.<sup>86</sup>

### **Increases in advocacy**

The majority of the YTS's pilot providers agreed that the YTS plot has 'raised awareness in the general community about the needs of young people' (95%) and that they had 'communicated with their broader stakeholders, or other partner organisations, about the needs of young people' (88%). In addition, almost half of the survey respondents reported making 'submissions to government agencies on behalf of young people' (39%) and had applied for 'funding to implement new program designs' around young people (42%).

This overall pattern was similar to the results supplied by CMRC staff.<sup>87</sup>

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<sup>81</sup> YTS pilot providers: mean score of 4.47 with n=46; ACS: mean score of 4.50 with n=4.

<sup>82</sup> YTS pilot providers: mean score of 4.71 with n=46; ACS: mean score of 4.75 with n=4.

<sup>83</sup> YTS pilot providers: mean score of 4.54 with n=46; CMRC: mean score of 4.50 with n=4.

<sup>84</sup> YTS pilot providers: mean score of 4.60 with n=46; CMRC: mean score of 4.50 with n=4.

<sup>85</sup> YTS pilot provider mean score of 4.20 to 4.24 (n=46); YTS partner agencies mean score of 4.39-4.42 (n=31).

<sup>86</sup> BSL's mean score of 4.25-4.50 (n=4); CMRC's partner agency scores are not available.

<sup>87</sup> 88%, 100%, 38% and 38% respectively.

## Victorian Foundation for Survivors of Torture

Foundation House (FH), or the Victorian Foundation for Survivors of Torture Inc., 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. In addition, it also provides professional education to service providers and policy advice to government on matters relating to people of refugee background. Although having 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.

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: Darebin, Hume, Maribynong, Melbourne, Whitehouse and Brimbank.

### Data sources

Key demographic and service usage for FH, as well as SCORE outcomes data, has been collected through the DEX reporting system. Outcomes relating to the four pillars of the pilot are presented according to the YTS Reporting Framework, which was collected and provided to the evaluation by providers.

Data on participant experience was drawn from surveys with young people (n=87), FH staff (n=16) and partner agency staff (n=14). In addition, one-on-one interviews were conducted with pilot service provider and partner agency staff (n=3) and two focus groups were conducted with young people participating in a sample of FH programs run through YTS.

Information contained in DSS reporting and pilot program data was also used to supplement interviews and describe the service delivery model and partnership structures. This has been reviewed for accuracy by pilot providers.

Note: Due to the sampling approach and period, the young people survey responses may not be representative of all programs delivered by FH. As surveys were tailored for the pillars of each program, the percentage of responses is not equal across all pillars, but rather reflects the types of programs being delivered in May 2017, and the percentage of surveys received from those programs. Similarly, participants may not have been exposed to all components of the program at the time of completing the survey.

It is further noted that low response rates were received across some pilot providers and partner surveys. Interpretation of data should be made in full consideration of the limited sample size and information contained in the Limitations and Methodology sections of the report above.

### Service delivery model

FH is utilising an existing program, Ucan2, to deliver the YTS. The program, developed in 2007 in partnership with AMES Australia and the Centre for Multicultural Youth (CMY), runs one day each week for either 10 or 16 consecutive weeks and provides access to education, employment, training and social supports. The program is delivered in a group setting within education, community or jobactive environments, with the support of case management delivery teams who meet fortnightly to discuss program planning and referrals for participants requiring extra support. Transition support is also offered to young people following their completion of the program.

There are three core delivery components of the Ucan2 program:

- Contextualised and experiential learning focussing on work skills, including work experience placements (delivered by education setting or site staff);
- Psychosocial support to assist with recovery from trauma and settlement in Australia (delivered by FH); and
- Development of social connections and networks through contact with peer volunteers, work experience placements and visits to support services outside the classroom (delivered by CMY).

The Ucan2 program has been further developed for the YTS context, both in its curriculum and delivery settings. Originally lasting 16 weeks, the program has been modified for the YTS to also offer a Ucan2 Active that runs over 10 weeks and is specifically designed for young people not currently engaged in education, training or employment. Where previously sports activities were framed round leading a balanced life and the importance of recreation, the program has been augmented for the YTS to also link young people into mainstream sporting activity or club of their choice.

While Ucan2 is still delivered within the core on-arrival English Language setting, it is also being trialled in secondary schools, particularly schools with Victorian Certificate of Applied Learning (VCAL). Similarly, the new Ucan2 Active program is being delivered into the new contexts of employment services and sporting and community organisations. Young people can participate in either program, which run concurrently and are delivered at multiple sites across the delivery LGAs. From this perspective, the Ucan2 program can be seen as a place-based response that is designed to work within multiple existing education and program settings.

FH utilises the Ucan2 program variations to target three specific themes:

### **Ucan2 (16 weeks) – Education**

The original Ucan2 program is delivered into two settings:

Firstly, the on-arrival English language setting provides an early intervention platform to support young people into pathways for education and employment. This includes the three core delivery components described above.

Secondly, the new mainstream school setting, where it is aligned to the VCAL curriculum, supports schools to provide work experience and employment activities to refugee and migrant students. Although utilising the same curriculum, the VCAL program differs from the on-arrival setting in that it provides more individual and tailored support to participants in the work experience component. Aligned to the job stream identified by students in their VCAL curriculum, Business Partnership Teams provide a higher level of case management and assessment to develop individualised workplace experiences for participants.

### **Ucan2 Active (10 weeks) - Employment**

Delivered in the jobactive and community settings, Ucan2 Active is designed to assist young people who are not currently engaged in education training or employment. Participants in this program are primarily interested in finding part or full time work and furthering their pathways to employment.

In all, approximately one third of programs delivered over the pilot are in the jobactive setting.



## Ucan2 Mentoring

Ucan2 Mentoring, the third component of Ucan2, is a mentoring program that works to support individual participants on the completion of the Ucan2 10 or 16 week programs. Lasting 12 months, Ucan2 Mentoring links young people with mentors who have been sourced from business employers, such as Telstra and Australia Post, to support their resettlement. Mentoring involves goal setting, practicing English, looking for work and participation in other social activities. Mentors are recruited and trained by FH, who also provides support to mentors and young people throughout the program.

## Partnerships approach

Ucan2 has been designed and is intended as an integrated approach, acknowledging that one agency cannot address all the education, training, employment and broader settlement needs of young people from refugee or migrant backgrounds. FH is partnering with a number of organisations to deliver the Ucan2 within the YTS, both formally and through collaborative relationships.

Partners:

- AMES Australia; and
- CMY.

Collaborative relationships:

- Coles;
- Woolworths;
- Telstra;
- Australia Post;
- The Huddle, North Melbourne.
- AMES Employment and Settlement;
- MAX employment;
- Inner Melbourne VET Cluster;
- Schools; and

As described above in relation to its service delivery model, FH brings existing Ucan2 delivery partnerships to its YTS response. AMES Australia and CMY are formal partners with FH and form the core delivery partnership for the YTS Ucan2 program. All three partners share common values and have experience working within newly arrived communities. As an education and training provider, AMES Australia were chosen to deliver the works skills component of Ucan2, CMY, an experienced multi-cultural youth support agency, recruit train and support volunteers for the program and deliver the sporting engagement component made possible by YTS funding.

Existing collaborative relationships with the business sector continue to provide the link with employment opportunities and outcomes integral to the program. Retailers Coles, Woolworths and Bunnings provide work experience opportunities for participants, and were chosen for their ability to accommodate a large number of placements in a wide range of locations across Melbourne. Similarly, Telstra and Australia Post were selected due to their reputation and broad employee base, and provide business mentors for participants through their respective Corporate Social Responsibility programs. These businesses are not part of the FH YTS partnership group.

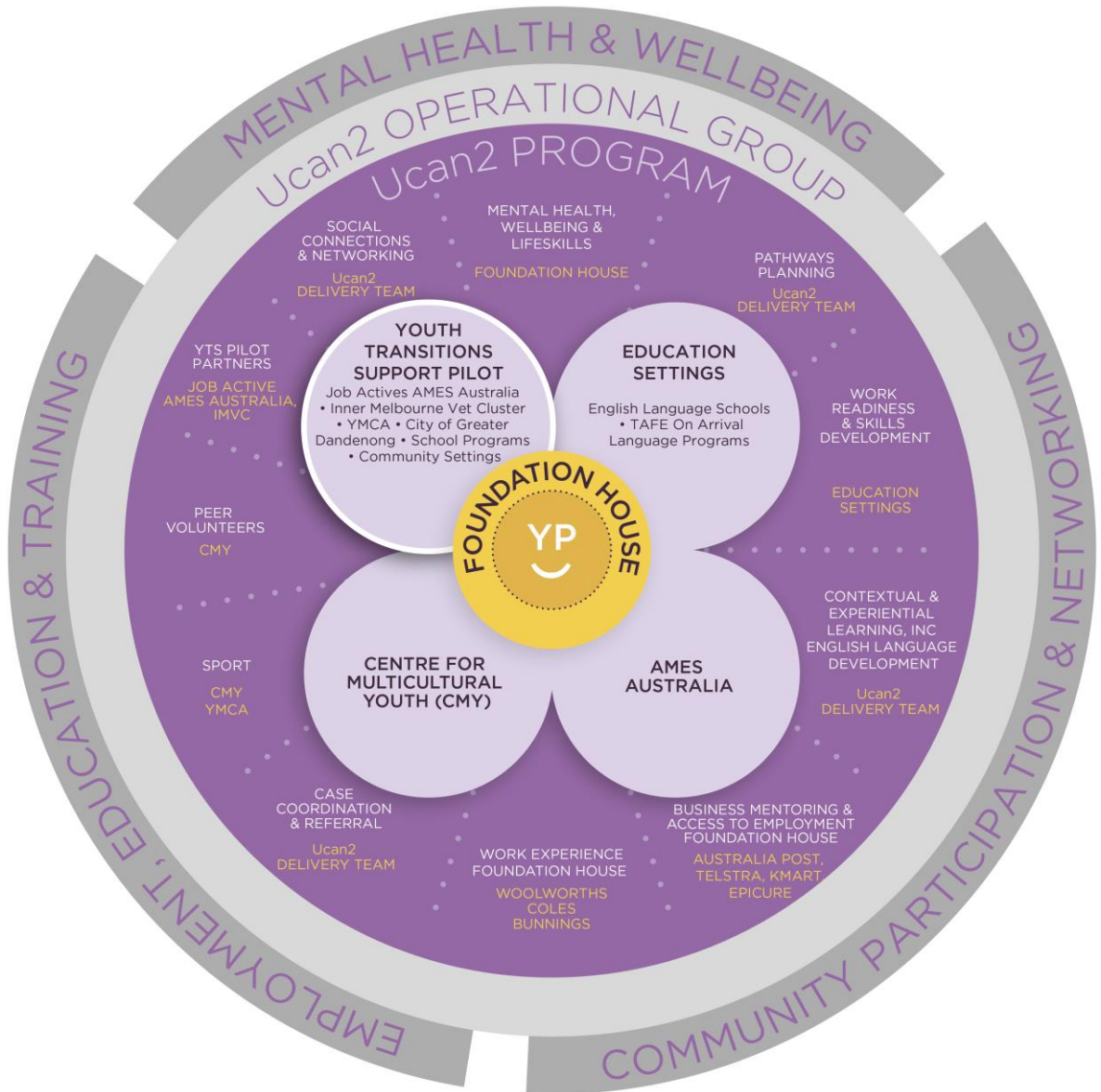
In addition, FH sought partnerships with new organisations to support both the geographic distribution of the program and the expanded curriculum that incorporated new components of the pilot's four pillars.

- FH used a number of criteria to scope potential mainstream schools to deliver Ucan2, focussing on active VCAL programs at year 11 and 12, and incorporating data from the Department of Education to identify schools with a high level of enrolments from students of refugee background. Several mainstream schools in both the City of Dandenong and Casey have collaborated with FH to deliver Ucan2.
- Community organisations were approached to support delivery of the sports and community engagement components of the pilot, which is new to the Ucan2 program. Organisations were chosen for their experience with the pilot cohort, experience delivering sport and recreation programs, linkages into work experience and placement opportunities and an existing database of migrant and refugee young people. The Huddle and the Inner Melbourne Vocational Education and Training (VET) cluster co-facilitated Ucan2 Active delivery in community settings.
- jobactive providers are also a new working partner for Ucan2, although, as with the business and community organisations mentioned above are not a member of the YTS partnership group. AMES Employment and MAX Employment are the jobactive providers hosting the delivery of Ucan2 Active. All partners in the delivery of Ucan2 are offered training by FH about the refugee experience, recovery from torture trauma and working with young people of refugee background.

The partnership model is illustrated in Figure 97, as provided by FH.

**Figure 97: FH partnership model**

Ucan2 supports the wellbeing and social inclusion of young people of refugee backgrounds. The program facilitates engagement in education, training and employment.



**KEY:**

**INNER CIRCLE (YP):** YOUNG PERSON OF REFUGEE BACKGROUND

**YELLOW CIRCLE:** FOUNDATION HOUSE (LEAD AGENCY)

**PETALS:** Ucan2 DELIVERY PARTNERS & SITES

**PURPLE CIRCLE:** Ucan2 PROGRAM STRUCTURE

**LIGHT GREY CIRCLE:** Ucan2 OPERATION GROUP

**DARK GREY CIRCLE:** OUTCOMES

## **Governance**

A range of governance documents support the partnership structure and program operations. At the core provider level partner services agreements are in place, along with a Partnerships and Governance document. Administration of the YTS Ucan2 program is led by FH, in collaboration with AMES Australia (or the delivery setting) and CMY. An operations group made up of representatives from FH, AMES Australia and CMY meets quarterly.

On the ground, delivery teams for each site also meet fortnightly, conducting case management and referrals for individual participants and planning/reviewing the program. Site Memoranda of Understanding (MOUs) outlining protocols and procedures have been developed to guide and support the operation of delivery sites. MOUs have also been created with individual business partners.

Ongoing program management is supported through a client data system, while internal evaluation and client feedback processes contribute to quality assurance.

## **Innovation**

As described, FH have previously delivered Ucan2 within the on-arrival education setting and continue to deliver the program under YTS with its existing partners AMES Australia and CMY. In terms of innovation, FH has identified the opportunity for expanding the program into new delivery contexts, and sought to design services that respond directly to unmet need within the target cohort. This prompted an adaptation of the curriculum to further develop the sport and community engagement components, and the expansion of its collaborative relationships base with business and community organisations.

The relationships that FH has developed in two new sectors (VCAL and employment) explores the value of upstream services for migrant and refugee young people within these settings. The development of Ucan2 Active has also provided opportunities to work closely with jobactive providers AMES Employment and MAX Employment. In addition, FH funded AMES employment to trial two new roles (Employment Liaison Officers) to work specifically with refugee background young people and Ucan2 participants to provide a more skilled response and increased case management support.

## Value for money

The tables below illustrate the financial acquittal information for FH over the 18 months funding period from January 2016 to June 2017. As shown in Table 16, FH received 25% of the total \$19.7 million funding allocated to service providers. At the completion of the pilot timeframe, FH reported an underspend of 22%. However, both the unit cost per participant and cost per session were markedly above the YTS average.

**Table 16: FH funding allocation and expenditure**

	Funding Allocated	Funding Utilisation	\$ per participant	\$ per session
YTS	\$19,700,000	82%	\$2,941	\$1,042
FH	\$4,894,481	78%	\$4,029	\$1,860

Source: DEX (January 2018)

In assessing value for money, it is useful to consider the cost of each provider's services as a unit cost per individual participant. However, as the YTS includes both individual and group participants, with providers allocating varying time and effort to each cohort depending on their service offering, it is difficult to calculate a unit cost. The following averages should therefore be viewed with some caution as the calculation is based on individual participants only and is likely an overestimate of cost, in particular for providers who have larger number of group participants and/or conducted large number of group sessions. It is further noted that FH did not report data against medium term outcome 'completed accredited vocational training' and that the medium term outcome calculation presented here is based upon employment data only.

Table 17 presents the unit cost per individual participant with positive outcomes under the DEX reporting system and per outcome within the YTS Reporting Framework. Data shows that the FH unit costs per participant with a positive outcome were, on average, \$1,000 higher than the YTS average. Comparatively, the unit cost per outcome recorded under the YTS Reporting Framework was marginally higher to the YTS average (\$1,049 and \$769 respectively), which could be participating in work experience, attending a sports event or receiving additional supports to be re-engaged in education.

**Table 17: FH unit costs per outcome in DEX and YTS Reporting Framework**

	\$ per participant with positive DEX outcome			\$ per YTS Reporting Framework outcome
	Circumstances	Goals	Satisfaction	Total outcomes
YTS	\$3,314	\$3,261	\$3,506	\$769
FH	\$4,357	\$4,324	\$4,324	\$1,049

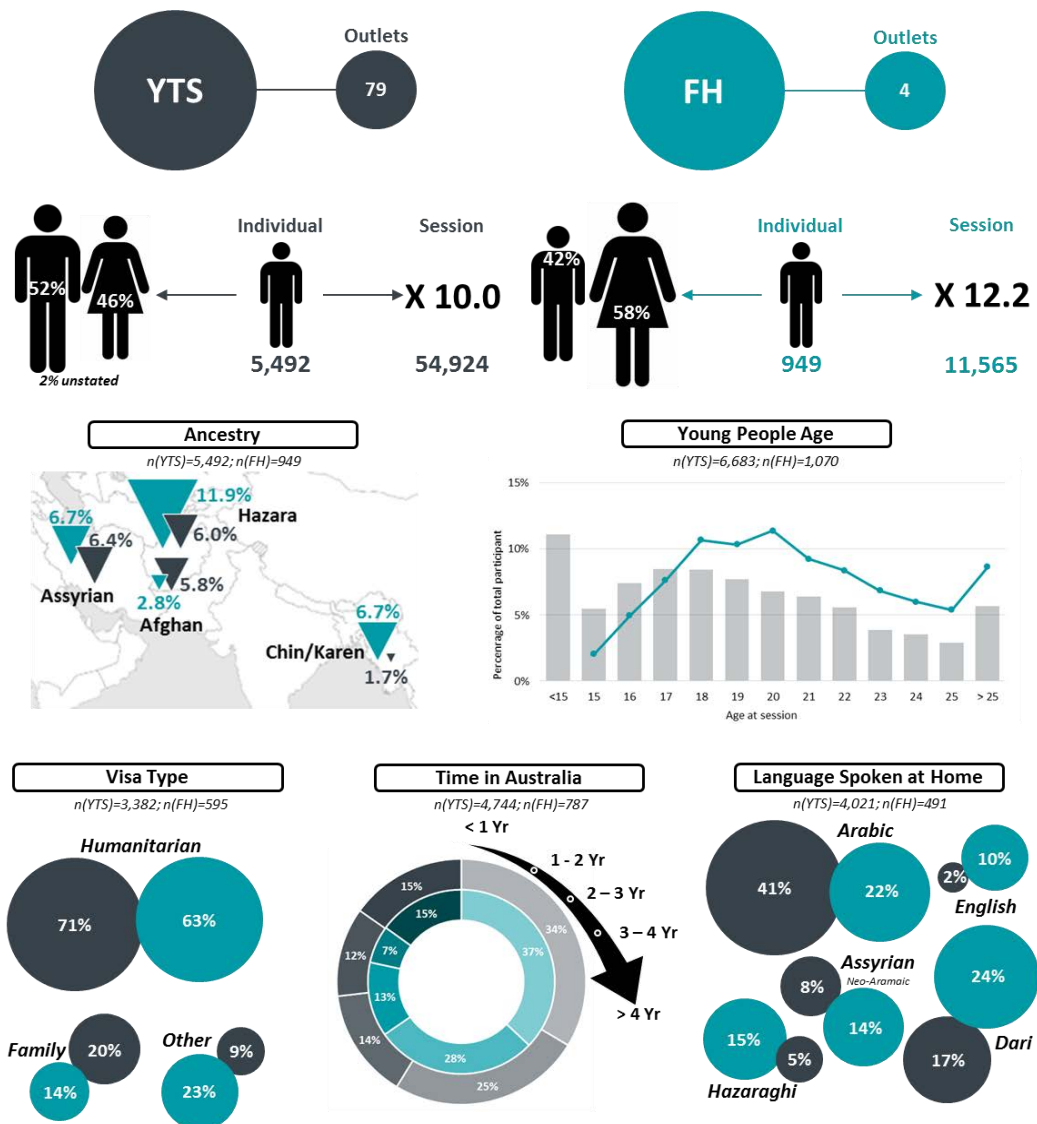
Source: DEX (January 2018)

## Summary of key outputs

### YTS client demographics

Figure 98 compares the demographics of young people from FH (indicated in light teal) to the general YTS participants (indicated in dark grey).<sup>88</sup>

Figure 98: Comparison of YTS and FH young people demographics



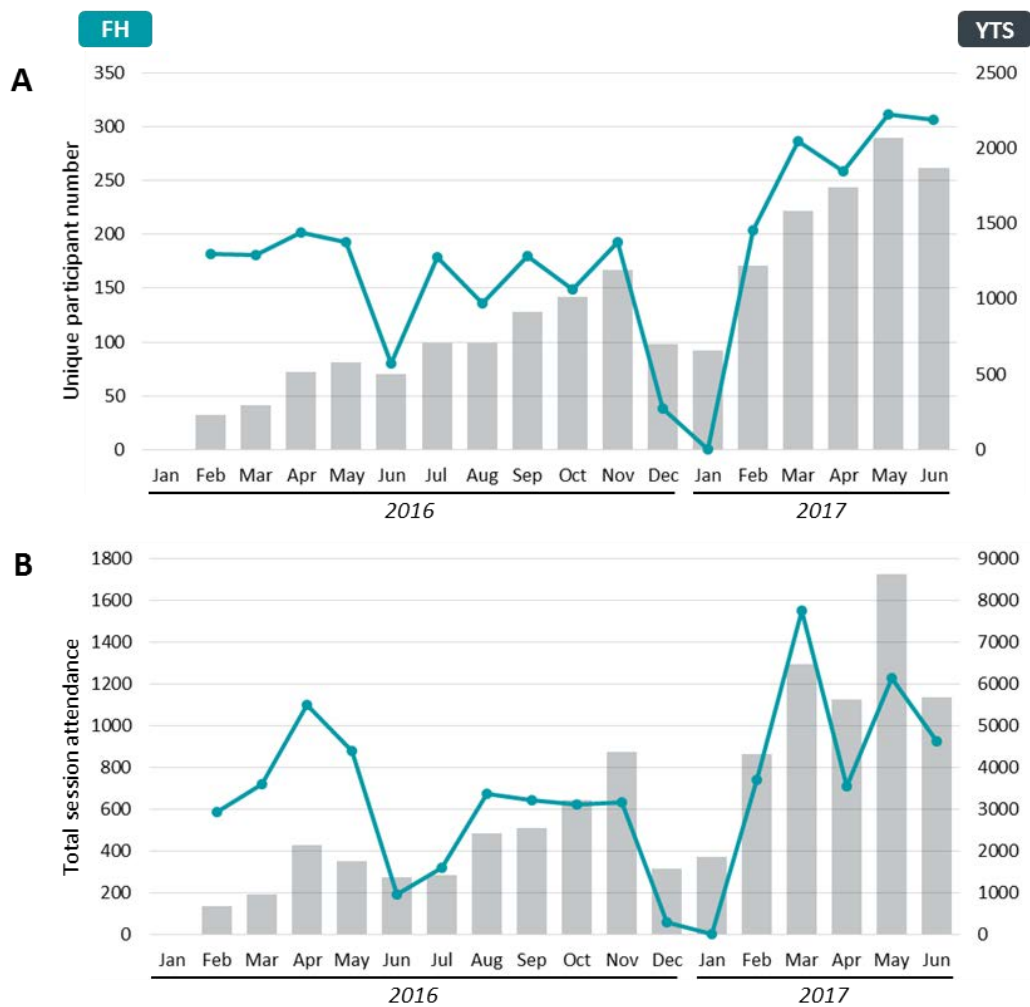
Source: DEX (January 2018)

<sup>88</sup> Client demographic data were extracted from the DEX database by gender, age, organisation (i.e. Providers), years in Australia, visa code, reasons for seeking assistance, language spoken at home and ancestry. As some of the categories are non-mandatory reporting fields, the number of total young people under each category may vary.

## Service delivery

Figure 99 illustrates the total number of young people serviced every month since the beginning of the pilot until June 2017 by YTS (column) and FH (line).

Figure 99: Monthly service delivery report from Jan 2016 to Jun 2017



Source: DEX (January 2018)  
n(YTS)=16,500/54,865; n(FH)=3,079/11,549

## Outcomes for young people

This section of the project report presents data relating to the outcomes generated for the target cohort by FH. It first examines outcomes against the DEX reporting framework. A pillar-by-pillar approach follows, presenting data collected by pilot providers on outcomes achieved by participants against the YTS Reporting Framework, as well as results from evaluation surveys and focus groups with young people in each of the pilot's four pillars.



## DEX SCORE

Participants' outcomes were assessed using the DEX Standard Client/Community Outcomes Reporting (SCORE) approach, which provides measured outcomes in a consistent and comparable manner under **Circumstances**, **Goals** and **Satisfaction** using a five-point Likert scale (see Appendix B for definitions of the scale under each domain).<sup>89</sup>

There were up to 1,386 YTS young people with valid scores,<sup>90</sup> in which between 33% to 45% of the scores were from FH young people.<sup>91</sup>

- Circumstances SCORE data were comparable between the overall YTS average and FH young people, where both cohorts were 'in a middle ground' before participating in YTS and progressed to a state of 'adequate over the short term' for their circumstances as a result of the YTS pilot.
- The FH young people also shared similar pre-SCOREs under the Goals domain with the overall YTS cohort, although the former group achieved a slightly elevated post-SCORE, as well as larger overall improvement under the Goals domain.
- A higher proportion of FH young people were reported with a positive result under both Circumstances and Goals outcomes, compared to the YTS average.<sup>92</sup>
- The Satisfaction SCOREs were similar between the YTS average and the FH young people.

Figure 100: Comparison of DEX SCORE between YTS and FH young people



Source: DEX (January 2018)  
n(YTS)=1,235-1386 and n(FH)=411-615

<sup>89</sup> Providers were asked to record ratings in DEX for individual participants against individual domains under Circumstances, Goals, Satisfaction and Community, using the scale of 1 to 5. The Community SCORE was not provided. Please see the Methodology section for details on the DEX SCORE system.

<sup>90</sup> YTS valid scores: 1,370 for Circumstances; 1,386 for Goals; 1,235 for Satisfaction

<sup>91</sup> In order to be considered as a valid score, individual participants will need to have both a pre- and post-SCORE under the each of the domains.

<sup>92</sup> Percentage client with positive result: the proportion of participants achieved a higher SCORE in the post-assessment than their corresponding pre-assessment SCORE.



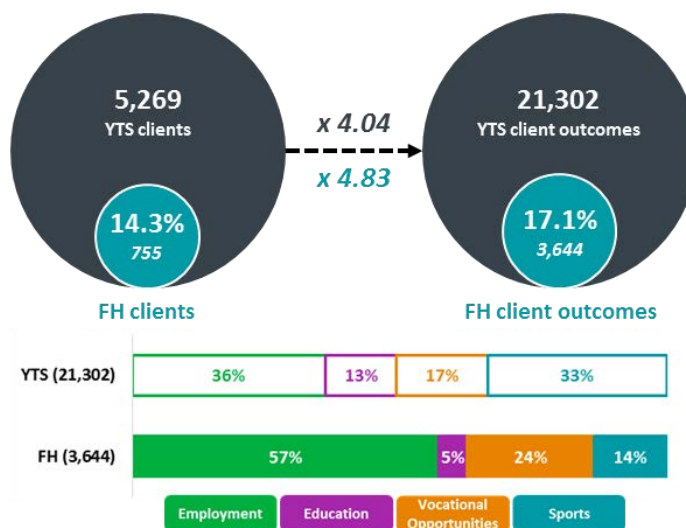
## Findings by pillar

In addition to the data recorded in DEX, YTS providers also documented outcomes for their own performance monitoring. Jointly, the providers discussed and agreed on 14 sub-categories that fall under the four YTS pillars.<sup>93</sup>

Figure 101 provides a summary of the provider outcomes data:

- Between January 2016 and June 2017, a total of **5,269 young people** received services as part of the YTS pilot and reported a sum of **21,302 outcomes** across all categories collectively. This translates to an average of **four outcomes per young person**.
- FH young people represent **14.3% of the total YTS cohort** (n = 755) and achieved **17.1% of the total outcomes** (n = 3,644); which is the equivalent to approximately **4.8 outcomes per young person**.
- When comparing the distribution of outcomes amongst the YTS pillars, YTS young people achieved more outcomes under the Employment and Sports Engagement pillar (36.2% and 33.5% of the total outcomes, respectively).
- FH young people, on the other hand, achieved 57% of the total outcomes under the Employment pillar, with a smaller proportion of outcomes under the Education (5%) and the Sports Engagement (14%) pillar. FH participants also achieved relatively more outcomes under the Vocational Opportunity pillar as compared to the YTS average.

Figure 101: Comparison of provider outcomes between YTS and FH



Source: YTS Reporting Framework (August 2017)

<sup>93</sup> The full list of outcome sub-categories and their definitions is contained in the Methodology and Appendix of the YTS evaluation report.

## Employment

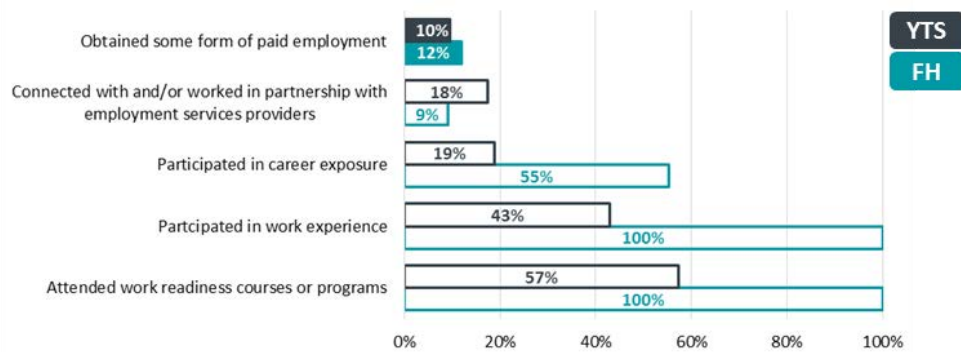
Figure 102 presents the proportion of young people achieving each of the outcomes under the Employment pillar.

Overall, a higher proportion of YTS participants attended work readiness courses/programs or participated in work experience, whereas a smaller percentage were exposed to career pathway options or connected with employment service providers. Only 10% of total young people obtained some form of paid employment as a result of their participation in the YTS pilot.

In comparison to the overall YTS cohort described above, all participants from FH attended work readiness courses/programs and also participated in work experiences. Approximately half of FH young people also took part in career exposure events.

While less than 10% of FH young people connected with employment service providers, about the same proportion of FH participants obtained some form of paid employment as compared to the YTS average.

**Figure 102: Young people outcomes under the Employment pillar**



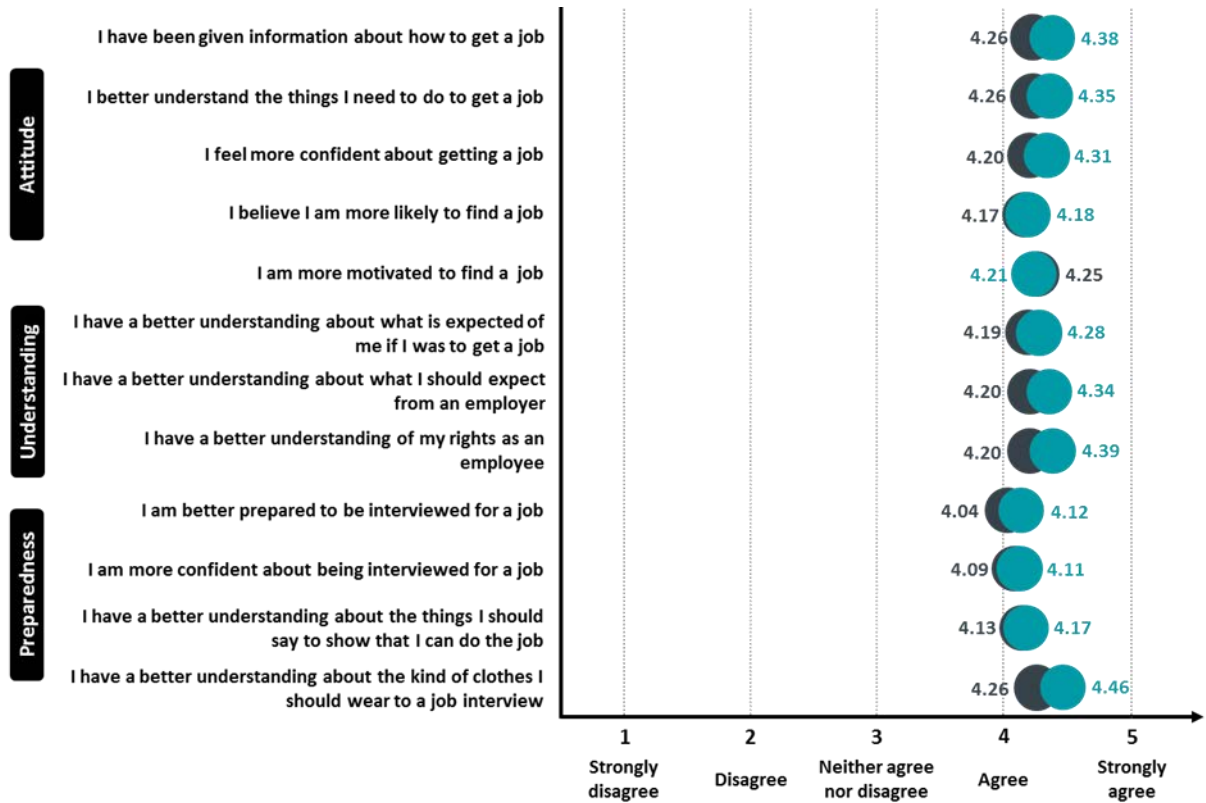
Source: YTS Reporting Framework (August 2017)

Of the 83 FH young people whom participated in the survey, 55 indicated that they gained work experience as a result of the YTS pilot.

Young people's perceived change in their attitude, understanding and preparedness towards employment as a result of the YTS pilot is explored in Figure 103, where the mean survey response from FH young people is compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot and the responses from FH young people were largely consistent with the aggregate findings.

Figure 103: Understanding and attitude towards employment. 'Please tell us how much you agree with each of the statements...'



Source: Survey with YTS participants (May 2017)  
n(YTS)=224-235 and n(FH)=79-83

## Education

Figure 104 presents the proportion of young people achieving each of the outcomes under the Education pillar.

Overall, 42% of the young people from the YTS pilot received additional supports to maintain engaged in education and 12% re-engaged in education pathway as a result of the services they received in YTS.

In comparison to the general YTS population, a smaller proportion of FH young people were engaged in supports to maintain participation in education (21%) and 5% re-engaged in education.

Figure 104: Young people outcomes under the Education pillar



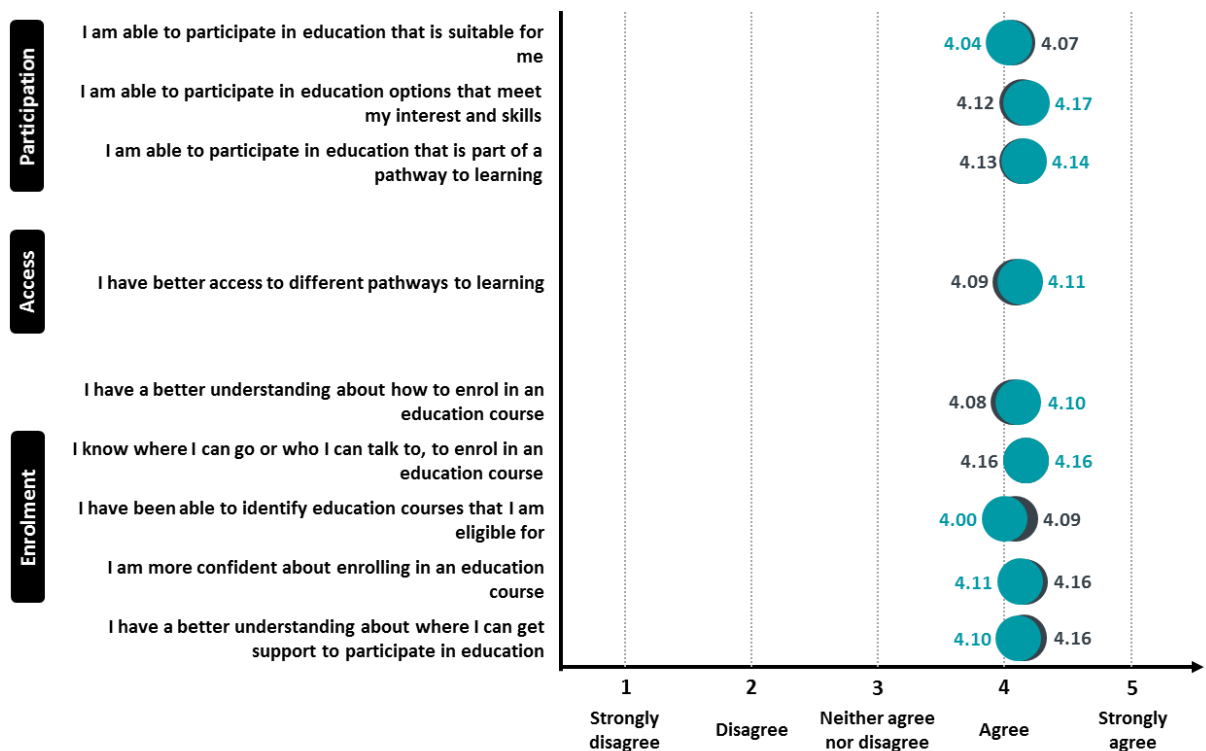
Source: YTS Reporting Framework (August 2017)

Of the 71 FH survey respondents, 18 young people indicated that they have enrolled in an education course through the YTS pilot. Similarly, 13 out of 67 FH participants suggested that they are progressing towards or have achieved a Senior Secondary Certificate, as a result of their participation in the pilot program.

Changes in young people’s perceived accessibility to education pathways and their understanding towards education in Australia as a result of the YTS pilot was explored in Figure 105, where the mean survey response from FH young people was compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot and the responses from FH young people were largely consistent with the aggregate findings.

**Figure 105: Young people’s attitudes and understanding towards education in Australia. ‘Please tell us how much you agree with each of the statements...’**



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(FH)=77-81

### Vocational opportunities

Figure 106 presents the proportion of young people achieving each of the outcomes under the Vocational Opportunities pillar.

In comparison to the overall YTS participants, all FH young people engaged in activities that clarified vocational pathways with a small proportion having participated in accredited training.

However, FH did not report any of their participants having completed accredited vocational training as the design of their program does not allow the tracking of their participants' medium term outcomes.

**Figure 106: Client outcomes under the Vocational Opportunities pillar**



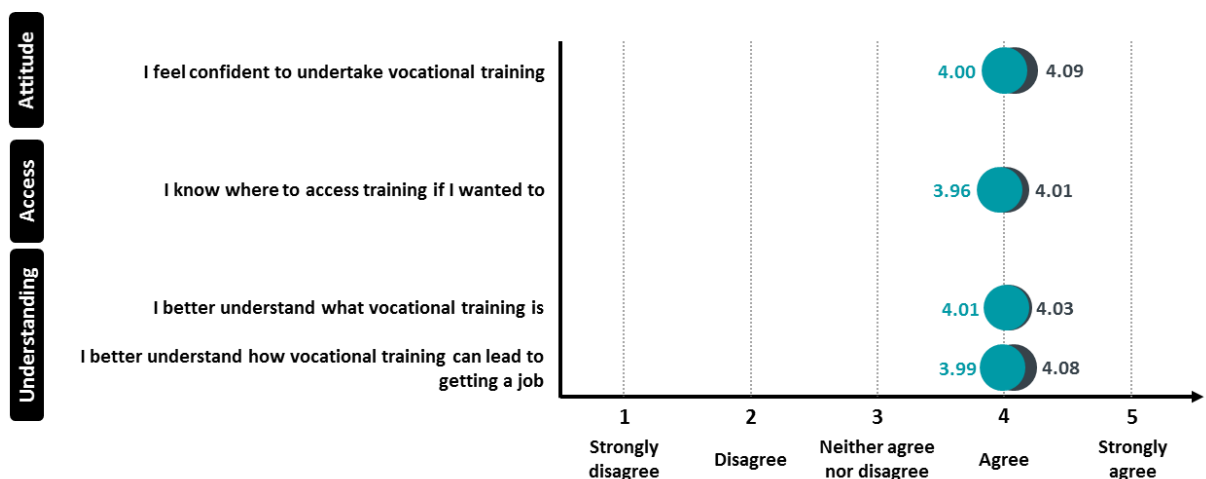
Source: YTS Reporting Framework (August 2017)

Survey responses indicated more than half of 79 FH participants have met with an employer through the YTS pilot program with a small proportion of respondents indicating that they were either unsure (18 out of 79 participants) or have not met an employer through the pilot (seven out of 79 participants). Further, almost half of the FH survey participants have completed certificate training through the YTS pilot.

Changes in young people's perceived ability to access vocational training, as well as their attitude and understanding towards vocational opportunities, are illustrated in Figure 107, where the mean survey response from FH young people is compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot and the responses from FH young people were largely consistent with the aggregate findings.

**Figure 107: Attitude and understanding towards vocational opportunities. 'Please tell us how much you agree with each of the statements...'**



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(FH)=76-80

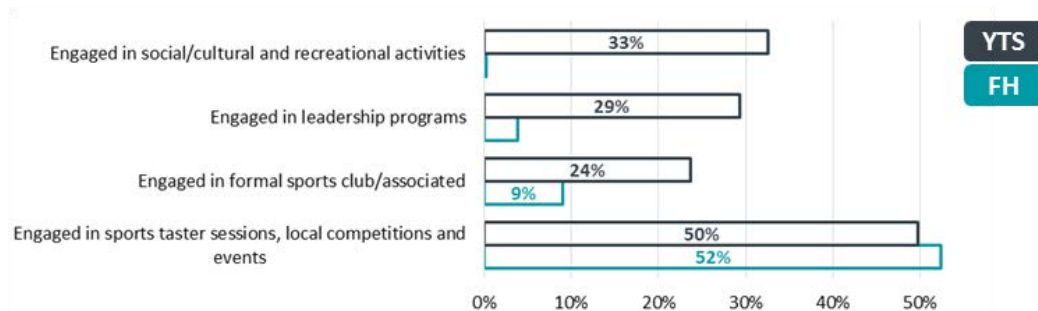
## Sports engagement

Figure 108 presents the proportion of young people achieving each of the outcomes under the Sports Engagement pillar. It should be noted that, whilst the pillar title infers to outcomes/participation in sports activities, the sub-categories reported under this pillar also relate to various activities that promote engagement and connection to communities, such as cultural events and leadership programs.

The proportion of FH young people engaging in sports taster sessions, local competitions and events was similar to the proportion reported for the YTS average. However, a much smaller proportion of participants from FH were engaged in a formal sports club in comparison to the YTS cohort.

Similarly, approximately a third of the overall YTS young people participated in cultural/recreational activities and leadership programs, whereas less than 5% of the FH young people participated in any of the programs that would result in these outputs.

**Figure 108: Young people outcomes under the Sports Engagement pillar**



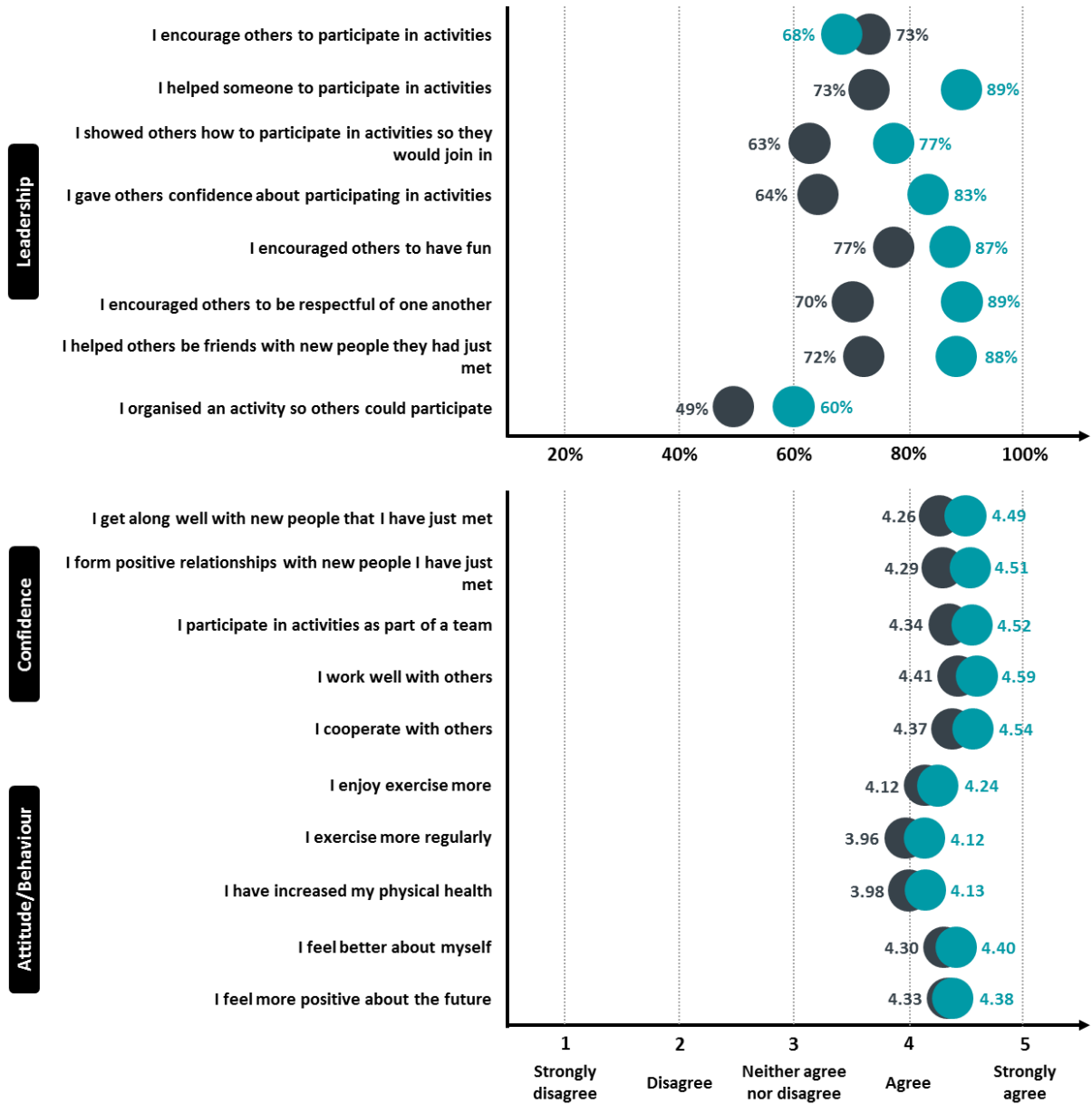
Source: YTS Reporting Framework (August 2017)

Changes in young people's perceived confidence, attitude and behaviour towards sports are shown in Figure 109, where the mean survey response from FH young people was compared with the overall YTS participants.

Overall, both YTS cohort and FH participants generally agreed that they have observed positive changes in their confidence and attitudes/behaviours through their participation in the YTS pilot, where the mean survey responses from FH participants were relatively similar to the YTS aggregate findings.

As shown in the top panel of Figure 109, FH participants expressed more positively than the overall YTS cohort when they were asked to indicate whether or not they have demonstrated certain leadership behaviours.

Figure 109: Confidence, attitude, and leadership behaviours in YTS sport programs. 'Please tell us how much you agree with each of the statements...' or 'Please tick as many as applies'



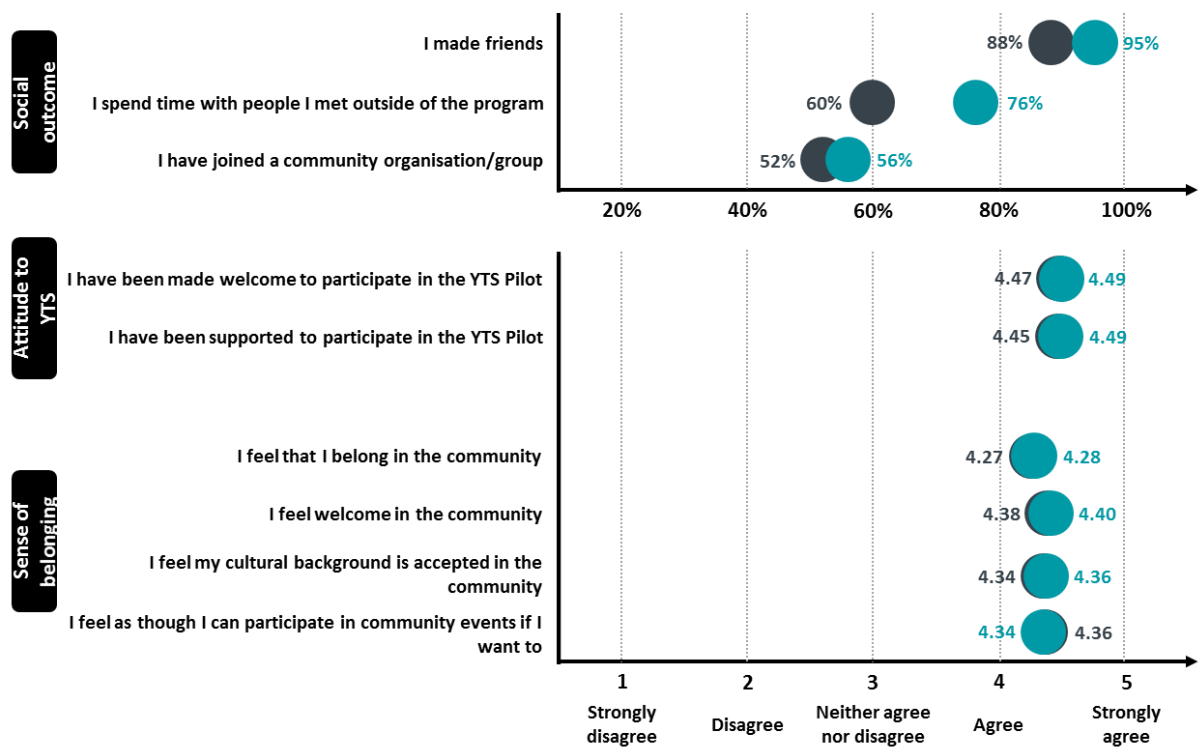
Source: Survey with YTS participants (May 2017)  
 n(YTS)=262-286 and n(FH)=79-82

## Other outcomes for young people

Figure 110 shows the mean responses for YTS participants' changes to their perceived attitude towards YTS and their sense of belonging to the community as a result of the YTS pilot. Overall, in line with the YTS cohort, FH participants also generally agreed that they have observed positive changes in areas relating to social outcomes, attitudes to YTS and sense of belonging through their participation in the YTS pilot, where the mean survey responses for FH participants are largely consistent with the YTS aggregate findings.

In particular, a higher proportion of FH participants indicated that they have spent time with people they met outside of the program as compared to the YTS average.

Figure 110: Sense of belonging, attitude towards YTS, and social outcomes as a result of YTS



Source: Survey with YTS participants (May 2017)  
n(YTS)=292-234 and n(FH)=79-81



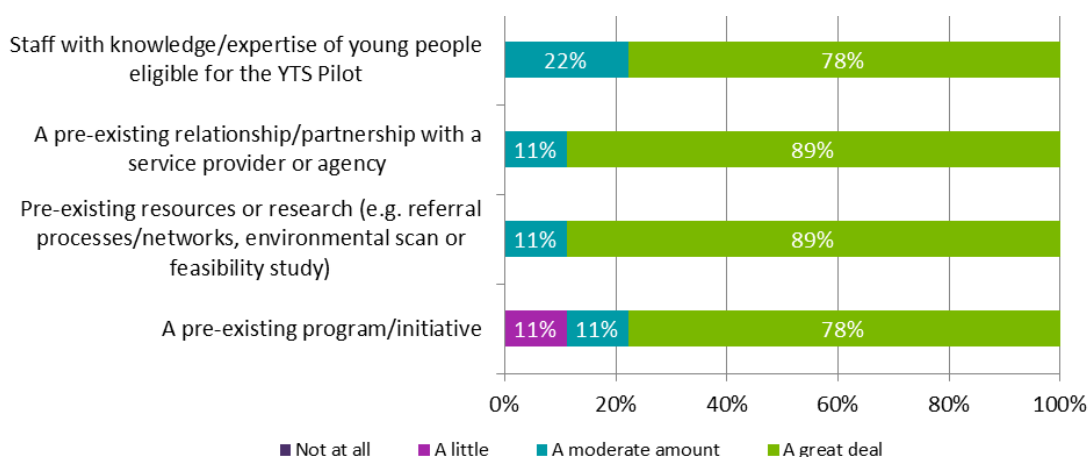
## Outcomes for providers

Staff from six pilot providers and their associated partner agencies were surveyed to investigate the outcomes achieved at both the individual and organisation level as a result of their involvement with the YTS pilot.

### Organisational knowledge

All responding FH pilot providers indicated that they utilised existing staff with knowledge and expertise of the target cohort to develop or implement the YTS pilot (Figure 111). FH has also utilised their existing partnerships, research and programs to form the basis of their program design and implementation as part of the YTS pilot.

**Figure 111: The extent to which existing resources were utilised by FH to develop or implement the YTS pilot**



Source: Survey with pilot service providers (May 2017); n=9

### Pilot Providers

In relation to the development of organisational capacity, survey responses from all YTS pilot providers agreed that their participation in YTS has ‘increased their organisational knowledge in supporting the needs of young people’ (mean score of 4.51, n=46). A comparable result was also reported by the FH staff (mean score of 4.56, n=9).

In addition, YTS partner providers and FH staff both agreed that they have ‘enhanced their services coordination’ and ‘increased their service capabilities to meet the needs of young people’<sup>94</sup> and that they have ‘created program/activity models that can be utilised in the future’.<sup>95</sup>

All partner providers agreed that their involvement with the pilot has ‘increased their organisational capacity to engage and partner with other organisations’<sup>96</sup> and that they have ‘achieved sustainable partnerships with their respective partner agencies’.<sup>97</sup> This feedback was also representative of the FH staff.

<sup>94</sup> YTS pilot providers: mean score of 4.47 with n=46; FH: mean score of 4.25 with n=9.

<sup>95</sup> YTS pilot providers: mean score of 4.71 with n=46; FH: mean score of 4.67 with n=9.

<sup>96</sup> YTS pilot providers: mean score of 4.54 with n=46; FH: mean score of 4.56 with n=9.

<sup>97</sup> YTS pilot providers: mean score of 4.60 with n=46; FH: mean score of 4.63 with n=9.

## **Partner Agencies**

Survey respondents from all YTS partner agencies reported a comparatively lower mean score than FH partner agencies in relation to the influence of their participation in the YTS pilot on their organisational capacities, with a mean score range between 3.77 to 4.23 for YTS partner agencies and 4.23-4.43 for FH partner agencies.

For example, the mean score in response to 'increased organisational knowledge in supporting the needs of young people' for all YTS partner agencies was 3.77 (n=31) compared to the respective partners from FH (mean score of 4.23, n=13).

While overall partner agencies had a mean score of 3.87 to 3.94 in response to the effects of their YTS experience on their staff capabilities, including 'increased cultural competency' and 'understanding about the challenges facing newly arrived immigrants', FH's partner agencies had a comparatively higher mean score (4.23, n=13).

## **Quality and strength of partnerships**

Survey responses indicated that, across the entire YTS pilot, both YTS pilot providers and partner agency staff agreed that the 'communication was appropriate' and that they had an 'effective working relationship in collaborating with their respective partners'.<sup>98</sup>

FH and their partner agencies also agreed on the positive relationship they have formed through their partnerships in the YTS pilot.<sup>99</sup>

## **Increases in advocacy**

The majority of the YTS's pilot providers agreed that the YTS plot has 'raised awareness in the general community about the needs of young people' (95%) and that they had 'communicate with their broader stakeholders, or other partner organisations, about the needs of young people' (88%). In addition, almost half of the survey respondents reported making 'submissions to government agencies on behalf of young people' (39%) and had applied for 'funding to implement new program designs' around young people (42%).

This overall pattern was similar to the results supplied by FH staff.<sup>100</sup>

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<sup>98</sup> YTS pilot provider mean score of 4.20 to 4.24 (n=46); YTS partner agencies mean score of 4.39-4.42 (n=31).

<sup>99</sup> FH's mean score of 4.44-4.56 (n=9); FH's partner agencies mean score of 4.37-4.46 (n=13).

<sup>100</sup> 97%, 97%, 53% and 53% retrospectively

## Lebanese Muslim Association

The Lebanese Muslim Association (LMA) is a New South Wales 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.

### Data sources

Key demographic and service usage for LMA, as well as SCORE outcomes data, has been collected through the DEX reporting system. Outcomes relating to the four pillars of the pilot are presented here according to the YTS Reporting Framework, which was collected and provided to the evaluation by providers.

Data on participant experience was drawn from surveys with young people (n=42), LMA staff (n=11) and partner agency staff (n=4). In addition, one-on-one interviews were conducted with pilot service provider and partner agency staff (n=3) and two focus groups were conducted with young people participating in a sample of LMA programs run through YTS.

Information contained in DSS reporting and pilot program data was also used to supplement interviews and describe the service delivery model and partnership structures. This has been reviewed for accuracy by pilot providers.

Note: Due to the sampling approach and period, the young people survey responses may not be representative of all programs delivered by LMA. As surveys were tailored for the pillars of each program, the percentage of responses is not equal across all pillars, but rather reflects the types of programs being delivered in May 2017, and the percentage of surveys received from those programs. Similarly, participants may not have been exposed to all components of the program at the time of completing the survey.

It is further noted that low response rates were received across some pilot providers and partner surveys. Interpretation of data should be made in full consideration of the limited sample size and information contained in the Limitations and Methodology sections of the report above.

### Service delivery model

The LMA service model is built on holistic support services and is designed to be culturally respectful, youth-centric and flexible.

Given LMA did not previously offer settlement services, they were required to design, develop and implement their model from scratch. To support and inform the design of their model, LMA undertook a mapping exercise of services across their relevant LGAs to investigate existing gaps and to ensure that their model avoided a duplication of services. The mapping process included the consideration of over 225 relevant services, organisations, and institutions.

Following these mapping and research processes, LMA then established meetings across the LGAs with councils, migrant resource centres, NGOs, government service providers, other agencies and schools. These meetings set the foundation for LMA to then begin to develop ties and more formal partnerships.

The resulting approach intends to meet identified gaps, expand on existing successful work, or have a flexible approach where possible that enables one-on-one support tailored to young people. The way this works in practice is that young people come to LMA through either a referral or self-referral, most often because they have heard about a particular program of interest to them. An LMA support worker then does an assessment to identify if they meet the criteria for the YTS pilot and if they do, there is then an intake process where the young person is allocated a LMA support worker and completes a care plan ('Stay Strong'). Each young person is then offered the opportunity for one-on-one case management, and to take part in any of the LMA YTS programs that are of interest or that support the next steps in achieving their goals. Each program is designed to blend multiple pillars and each program also has its own LMA support worker.

The LMA model is also designed to be flexible and responsive as additional needs or considerations are identified. For example, during some of their education programs that aim to develop employability skills in young people, it was recognised that even once young people had developed these particular skills, literacy was still a barrier to employment. In light of this, LMA then developed an additional literacy program to build language skills in young people for language relevant to their occupation of interest.

To support their model, LMA also developed a Community Investment/Advisory Committee to guide and endorse the practices of the Thrive program when working with refugee youth. The Committee draws on the diversity and knowledge of people from different cultures, qualifications and experience. This includes prominent individuals from the education sector, counselling, refugee work, community development and businesses with young refugees. LMA believe that the Committee provides accountability, guidance, a cross section of investment and expertise and is an avenue for sharing information.

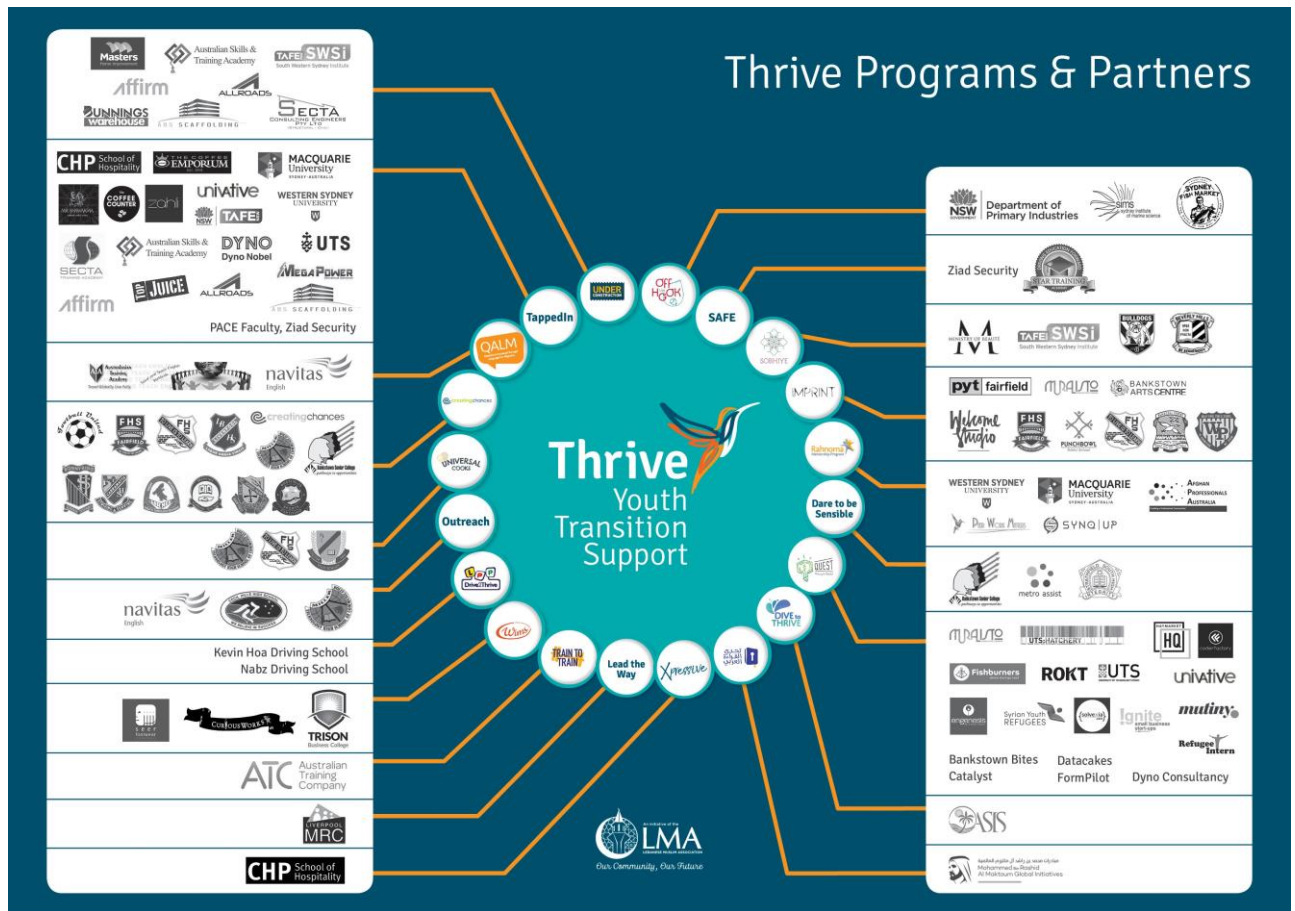
Given the youth-centric focus of the model, LMA also decided to rename (and reframe) the YTS to a more suitable and catchy program name, 'Thrive'. The aim of this was to improve engagement, inspire youth and to embody what the program is trying to achieve. The rebranding was supported by the development of a marketing plan.

### **Partnerships approach**

Similar to their service delivery model, LMA has created partnerships to meet particular identified needs and has generally maintained flexibility with the nature and structure of how these partnerships operate.

The partnership model is illustrated in Figure 112, as provided by LMA.

Figure 112: LMA partnerships model



An example of an unofficial partnership is LMA’s relationship with TAFE SWSi, as illustrated in the example below.

**LMA and TAFE SWSi**

LMA formed a relationship with TAFE SWSi for the TAFE to deliver training packages for LMA’s initiative ‘Under Construction.’ The ‘Under Construction’ project was born from the idea that there may be employment opportunities for the target cohort in the construction industry if young people were appropriately qualified. Based on consultations, LMA determined that White Card training and a certificate in Traffic Control would broaden the target cohorts prospects to secure employment. Partnership options were limited and TAFE SWSi were selected based on their ability to deliver the specific training in the required timeframe, flexibility in their locations for delivery, language support, flexibility to adjust the program approach, there was no cost involved for the participant students and that students were also able to have more practical experience than theory.

With this partnership, there was no finance involved as the TAFE applied for Smart and Skilled funding from the NSW Government to develop and deliver this training. LMA referred the students and provided optional support and casework to participants.

While this type of informal relationship is most common, LMA has established a few key partnerships, such as with Creating Chances.

## **LMA and Creating Chances**

LMA subcontracted the 'sports engagement for youth' programs to Football United Creating Chances (CC) across the three designated LGAs. With this partnership, CC already had a delivery model, and LMA provided the funding for CC to deliver the program as a Thrive (LMA) YTS program. In this way, CC just delivered their program as normal, but with young people referred specifically by LMA and with an LMA support worker present throughout the program. The role of the support worker is to provide any additional support to the young people if needed.

The creation of this partnership was driven by:

- a shared vision and commitment for football (soccer)/sport as an opportunity to build belonging, racial harmony and community cohesion;
- CC's youth-led, inclusive and culturally aware approach;
- CC's investment in capacity building through train the trainer principles; and
- CC's understanding of the complexity of issues involved through their specific experience with the cohort.

## **Innovation**

Given LMA is new in the Settlement Services space, the service delivery model is new and in this context, arguably their entire model is an innovation. However, more specifically their approach of bringing the needs of the participant to the forefront of the planning, while also looking at community needs and exploring what opportunities could be created to match both participant and community needs, is a new and valuable way of doing things. LMA's partnership with TAFE NSW and the delivery of traffic control and white card training with RTOs is an example of this approach in practice.

LMA has also sought to introduce new concepts to the delivery of services within the community sector based on formulations from the entrepreneur methodologies in the IT Start-Up industry, such as the Thrive initiatives Questathon, Univariate and Capstone.

## Value for money

The tables below illustrate the financial acquittal for LMA over the 18 months funding period from January 2016 to June 2017. As shown in Table 18, LMA received 28% of the total \$19.7 million funding allocated to service providers. At the completion of the pilot timeframe LMA reported an underspend of 42%. Both the unit cost per participant and cost per session recorded for LMA were in line with the YTS average.

**Table 18: LMA funding allocation and expenditure**

	Funding Allocated	Funding Utilisation	\$ per participant	\$ per session
YTS	\$19,700,000	82%	\$2,941	\$1,042
LMA	\$5,442,695	58%	\$2,547	\$1,080

Source: DEX (January 2018)

In assessing value for money, it is useful to consider the cost of each provider's services as a unit cost per individual participant. However, as the YTS includes both individual and group participants, with providers allocating varying time and effort to each cohort depending on their service offering, it is difficult to calculate a unit cost. The following averages should therefore be viewed with some caution as the calculation is based on individual participants only and is likely an overestimate of cost, in particular for providers who have larger number of group participants and/or conducted large number of group sessions.

Table 19 presents the unit cost per individual participant with positive outcomes under the DEX reporting system and per outcome within the YTS Reporting Framework. Data shows that LMA had, on average, a lower unit cost per participant with a positive outcome than the YTS average, with the exception of the Satisfaction domain, where it cost almost \$900 to achieve a positive outcome. Comparatively, the unit cost per outcome recorded under the YTS Reporting Framework was significantly lower compared to the YTS average (\$343 and \$769 respectively), which could be participating in work experience, attending a sports event or receiving additional supports to be re-engaged in education.

**Table 19: LMA unit costs per outcome in DEX and YTS Reporting Framework**

	\$ per participant with positive DEX outcome			\$ per YTS Reporting Framework outcome
	Circumstances	Goals	Satisfaction	Total outcomes
YTS	\$3,314	\$3,261	\$3,506	\$769
LMA	\$2,718	\$2,709	\$8,841	\$343

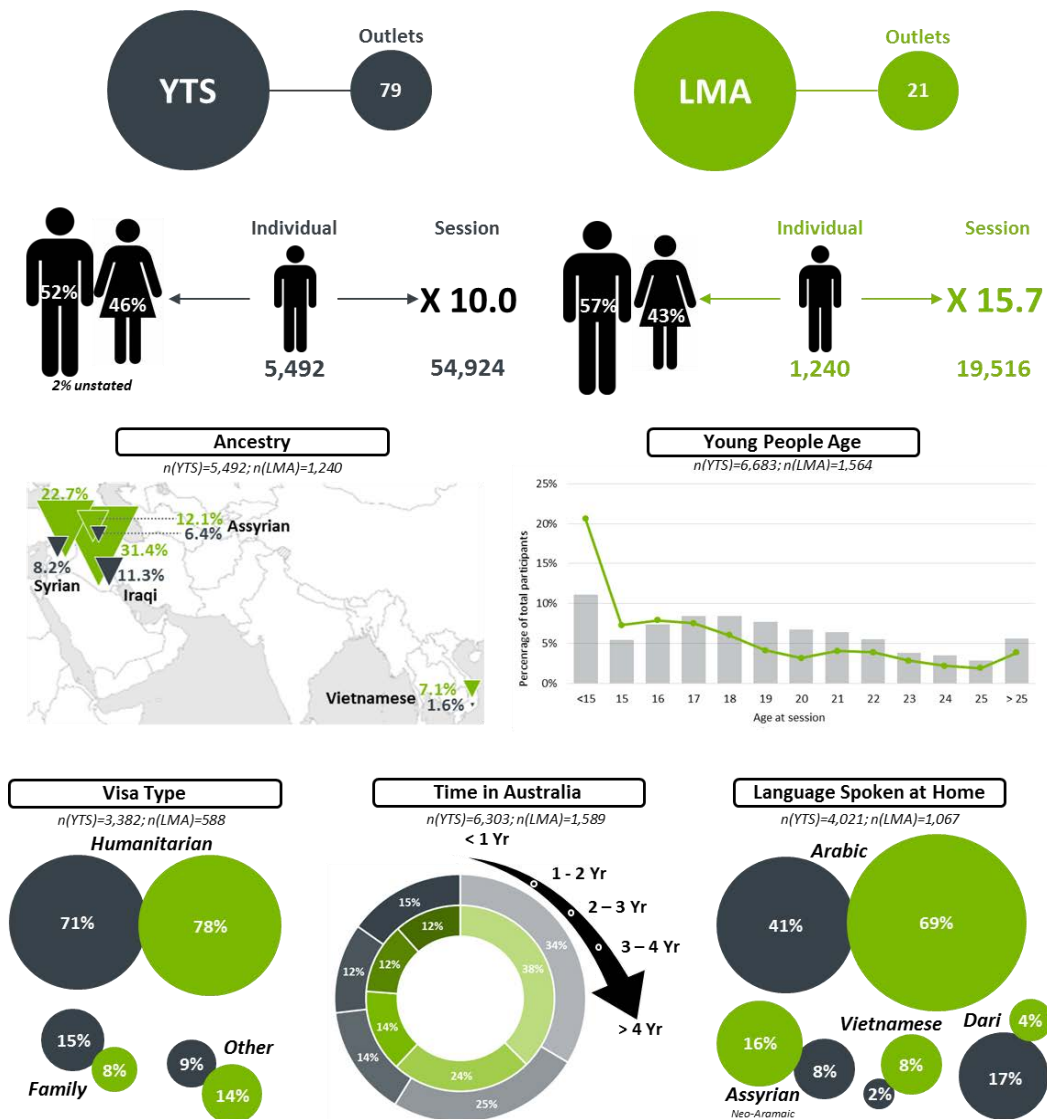
Source: DEX (January 2018)

## Summary of key outputs

### YTS client demographics

Figure 113 compares the demographics of young people from LMA (indicated in **light green**) to the general YTS participants (indicated in **dark grey**).<sup>101</sup>

Figure 113: Comparison of YTS and LMA young people demographics



Source: DEX (January 2018)

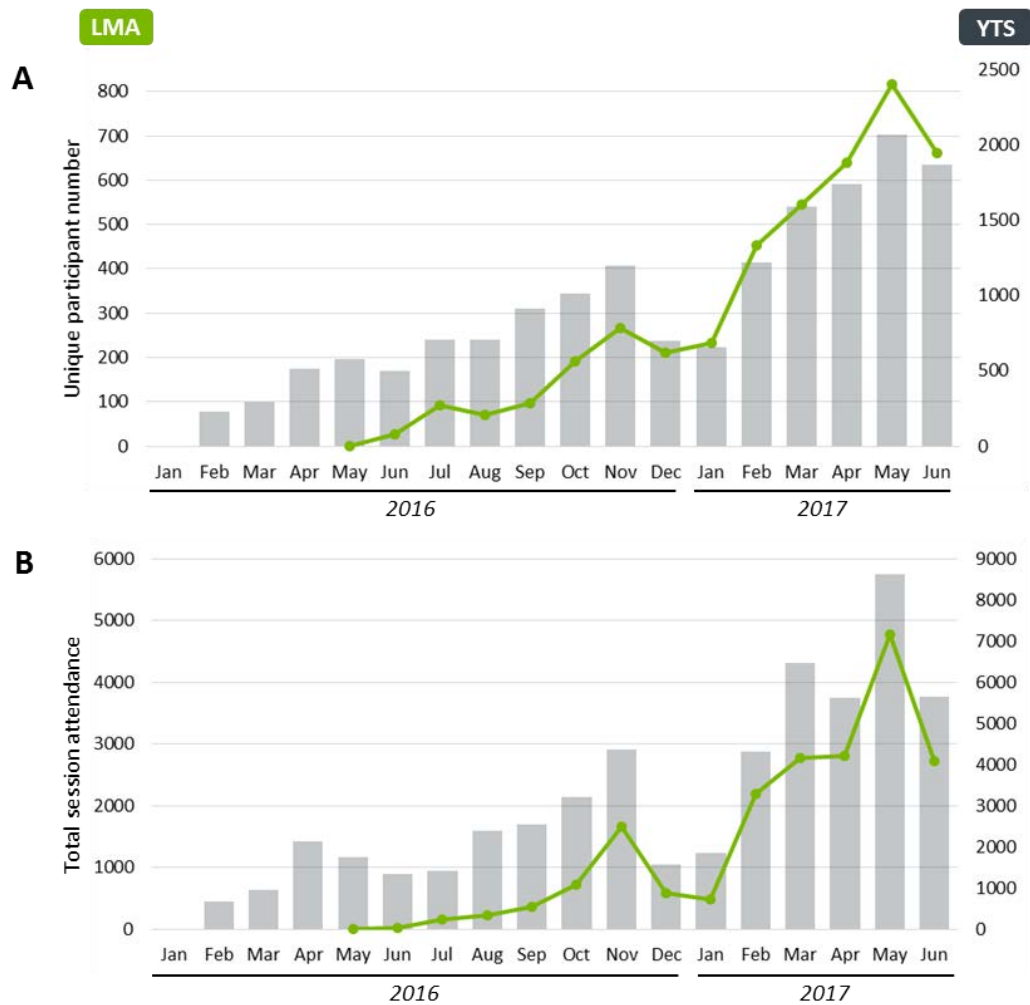
<sup>101</sup> Client demographic data were extracted from the DEX database by gender, age, organisation (i.e. Providers), years in Australia, visa code, reasons for seeking assistance, language spoken at home and ancestry. As some of the categories are non-mandatory reporting fields, the number of total young people under each category may vary.



## Service delivery

Figure 114 illustrates the total number of young people serviced every month since the beginning of the pilot until June 2017 by YTS (column) and LMA (line).

Figure 114: Monthly service delivery report from Jan 2016 to Jun 2017



Source: DEX (January 2018)  
n(YTS)=16,500/54,865; n(LMA)=4,309/19,513

## Outcomes for young people

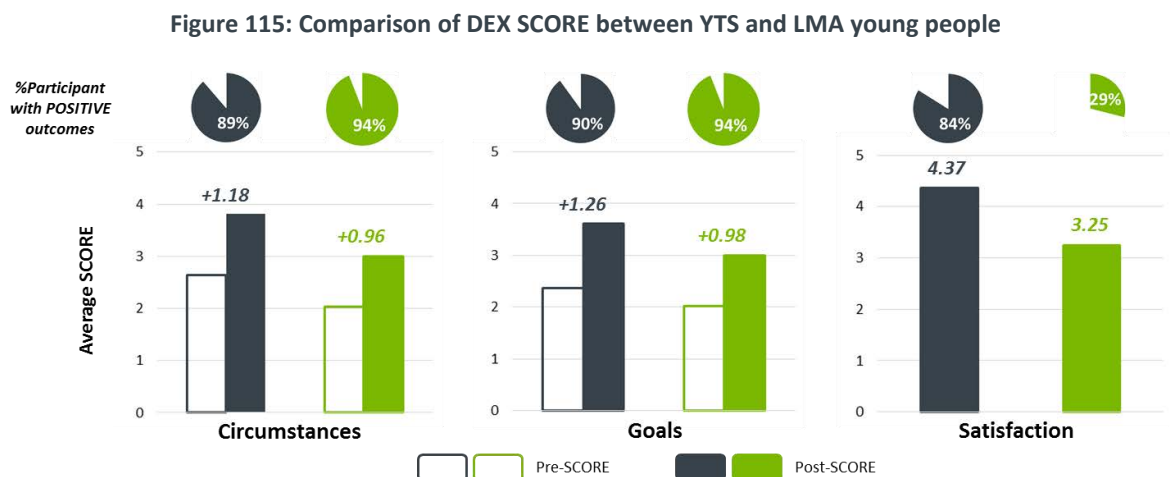
This section of the project report presents data relating to the outcomes generated for the target cohort by LMA. It first examines outcomes against the DEX reporting framework. A pillar-by-pillar approach follows, presenting data collected by pilot providers on outcomes achieved by participants against the YTS Reporting Framework, as well as results from evaluation surveys and focus groups with young people in each of the pilot's four pillars.

## DEX SCORE

Participants' outcomes were assessed using the DEX Standard Client/Community Outcomes Reporting (SCORE) approach, which provides measured outcomes in a consistent and comparable manner under **Circumstances**, **Goals** and **Satisfaction** using a five-point Likert scale (see Appendix B for definitions of the scale under each domain).<sup>102</sup>

There were up to 1,386 YTS young people with valid scores,<sup>103</sup> of which between 10% to 14% of the scores were from LMA young people.<sup>104</sup>

- Circumstances and Goals pre-SCORE data for LMA young people were comparatively lower than the overall YTS average. Post-SCOREs for these domains indicated marginally larger improvements for the overall YTS participant cohort compared to LMA participants.
- It is worth noting that while the average pre- and post-SCOREs for LMA young people under the Circumstances and Goals domain were lower than the YTS average, a higher proportion of LMA participants reported positive outcomes compared to the YTS average.<sup>105</sup>
- LMA participants' Satisfaction SCOREs were significantly lower than the YTS average, with a notably lower proportion of them reporting positive outcomes.



<sup>102</sup> Providers were asked to record ratings in DEX for individual participants against individual domains under Circumstances, Goals, Satisfaction and Community, using the scale of 1 to 5. The Community SCORE was not provided. Please see the Methodology section for details on the DEX SCORE system.

<sup>103</sup> YTS valid scores: 1,370 for Circumstances; 1,386 for Goals; 1,235 for Satisfaction

<sup>104</sup> In order to be considered as a valid score, individual participants will need to have both a pre- and post-SCORE under the each of the domains.

<sup>105</sup> Percentage client with positive result: the proportion of participants achieved a higher SCORE in the post-assessment than their corresponding pre-assessment SCORE.

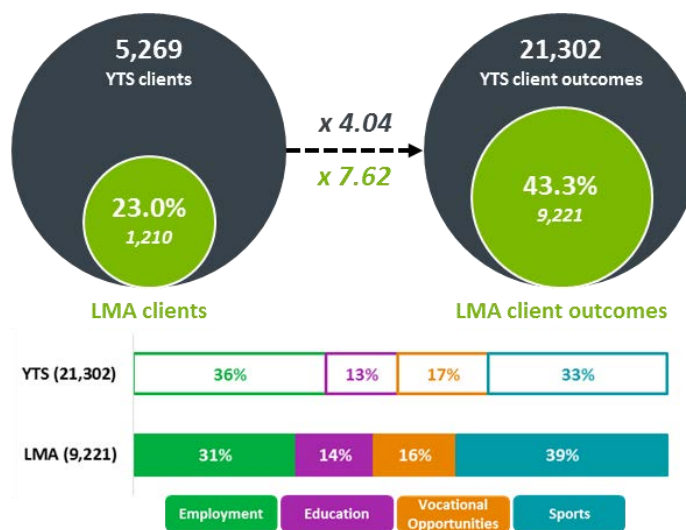
## Findings by pillar

In addition to the data recorded in DEX, YTS providers also documented outcomes for the purpose of their own performance monitoring. Jointly, the providers discussed and agreed on 14 sub-categories that fall under the four YTS pillars.<sup>106</sup>

Figure 116 provides a summary of the provider outcomes data.

- Between January 2016 and June 2017, a total of **5,269 young people** received services as part of the YTS pilot and reported a sum of **21,302 outcomes** across all categories collectively. This translates to an average of **four outcomes per young person**.
- LMA young people represent **23.0% of the total YTS cohort** (n = 1,210) and achieved **43.4% of the total outcomes** (n = 9,221); which is the equivalent of approximately **37.6 outcomes per young person**.
- When comparing the distribution of outcomes amongst the YTS pillars, YTS young people achieved more outcomes under the Employment and Sports Engagement pillar (36.2% and 33.5% of the total outcomes, respectively).
- LMA young people, on the other hand, achieved 39% of the total outcomes under the Sports Engagement pillar with a smaller proportion of outcomes under the Employment pillar (31%).

Figure 116: Comparison of provider outcomes between YTS and LMA



Source: YTS Reporting Framework (August 2017)

<sup>106</sup> The full list of outcome sub-categories and their definitions is contained in the Methodology and Appendix of the YTS evaluation report.

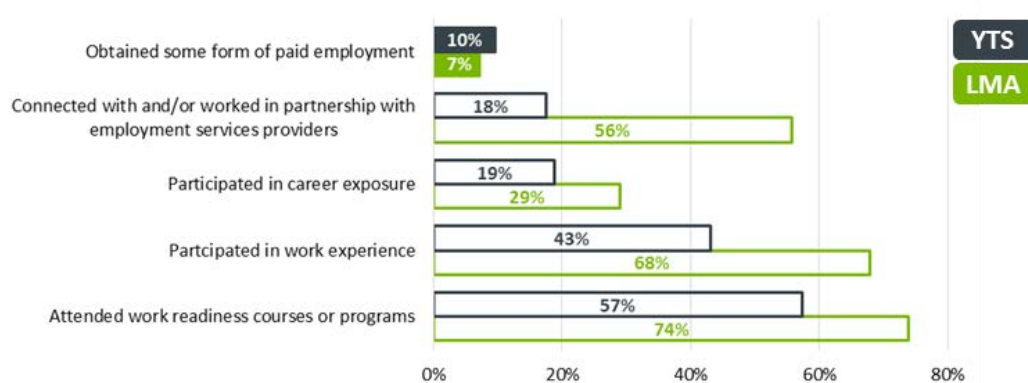
## Employment

Figure 117 presents the proportion of young people achieving each of the outcomes under the Employment pillar.

Overall, a higher proportion of YTS participants attended work readiness courses/programs or participated in work experience, whereas a smaller percentage were exposed to career pathway options or connected with employment service providers. Only 10% of total young people obtained some form of paid employment as a result of their participation in the YTS pilot.

In comparison to the YTS average, higher proportions of LMA participants were reported to have achieved most of the sub-categories under the Employment pillar. Relatively more LMA participants were connected with employment service providers, whereas about the same proportion of their participants obtained paid employment as compared to the overall YTS cohort.

**Figure 117: Young people outcomes under the Employment pillar**



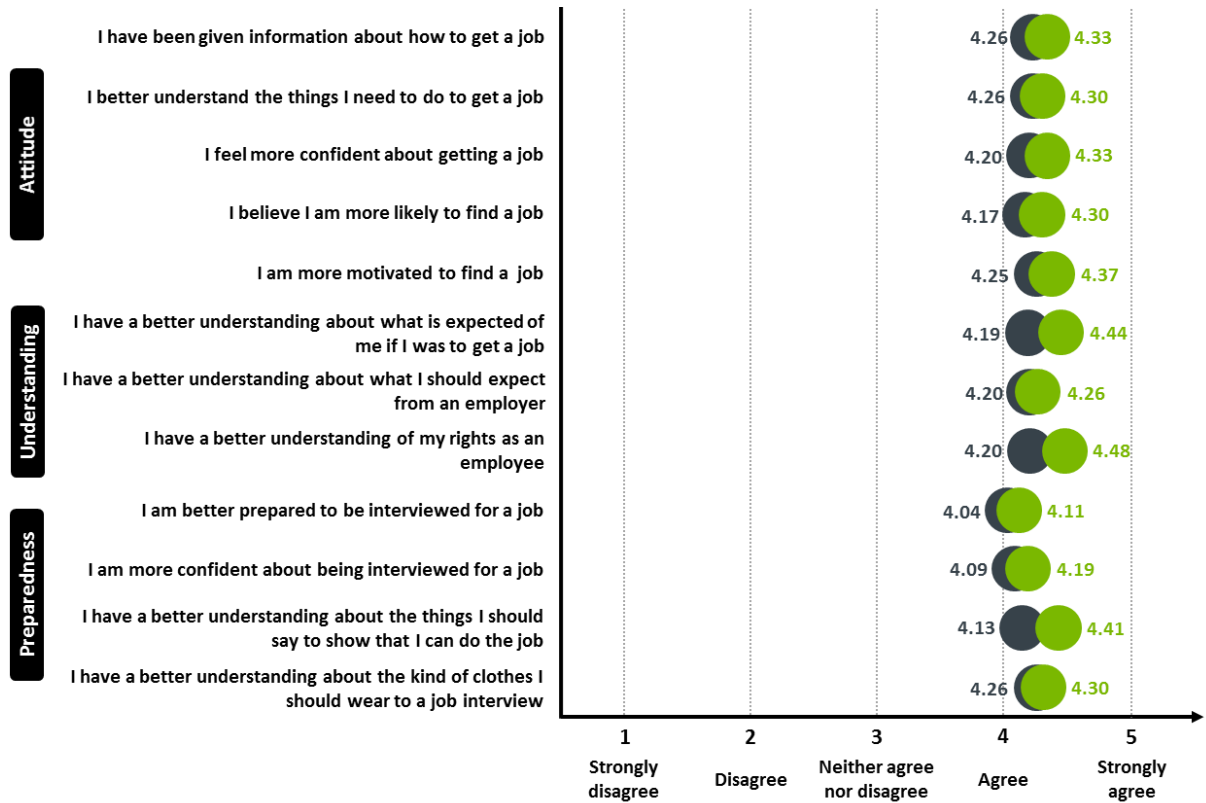
Source: YTS Reporting Framework (August 2017)

Four of the 28 survey participants indicated they have gained work experience as a result of the YTS pilot.

Young people's perceived change in their attitude, understanding and preparedness towards employment as a result of the YTS pilot is explored in Figure 118, where the mean survey response from LMA young people was compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot and the responses from LMA young people were largely consistent with the aggregate findings.

Figure 118: Understanding and attitude towards employment. 'Please tell us how much you agree with each of the statements...'



Source: Survey with YTS participants (May 2017)  
n(YTS)=224-235 and n(LMA)=27

## Education

Figure 119 presents the proportion of young people achieving each of the outcomes under the Education pillar.

Overall, 42% of young people from the YTS pilot received additional support to remain engaged in education and 12% of them re-engaged in education pathway as a result of the services they received in YTS.

In comparison to the general YTS participants, a higher proportion of LMA young people were engaged in support to maintain participation in education and 31% of them re-engaged in education.

Figure 119: Young people outcomes under the Education pillar



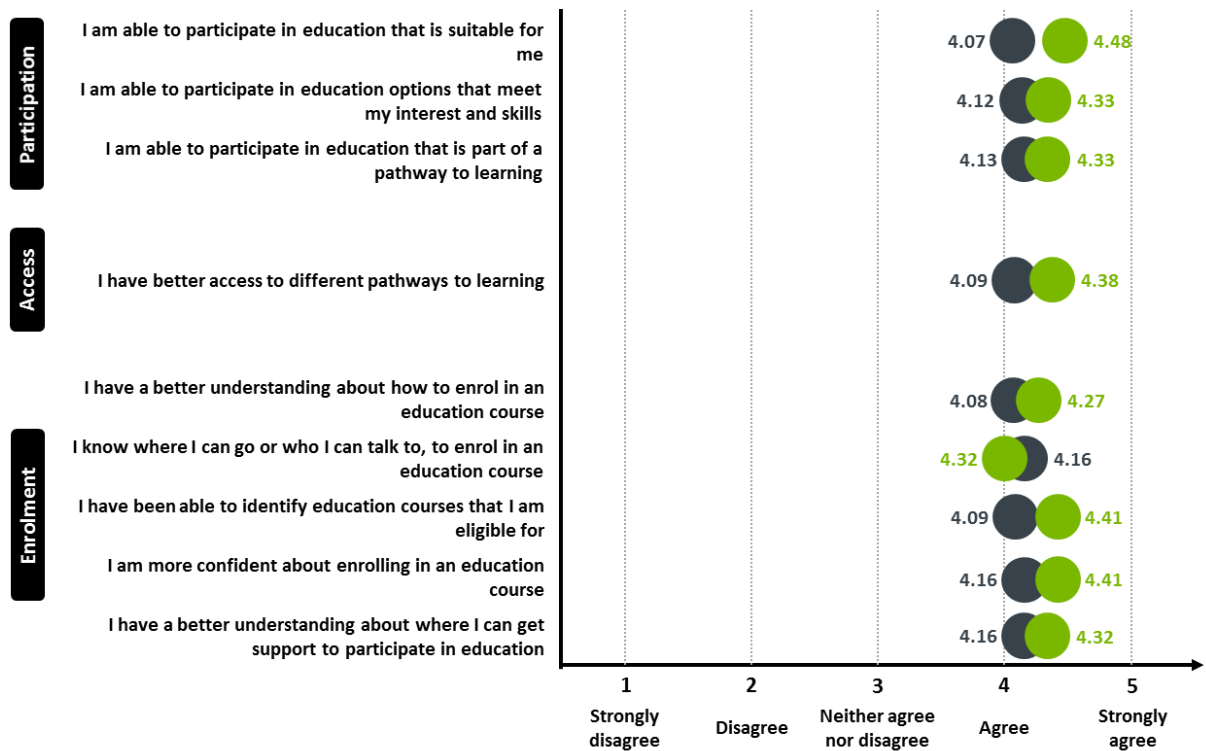
Source: YTS Reporting Framework (August 2017)

Thirteen out of 20 LMA participants indicated that they have enrolled in an education course through the YTS pilot. Similarly, ten out of 16 LMA participants suggested that they are progressing towards or have achieved a Senior Secondary Certificate, as a result of their participation in the pilot program.

Changes in young people’s perceived accessibility to education pathways and their understanding towards education in Australia as a result of the YTS pilot is explored in Figure 120, where the mean survey response from LMA young people is compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot. The responses from LMA young people were largely consistent with the aggregate findings. In particular, LMA participants rated higher than the average YTS cohort in responding to their capability in participating education that is suitable for them.

**Figure 120: Young people’s attitudes and understanding towards education in Australia. ‘Please tell us how much you agree with each of the statements...’**



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(LMA)=21-22

## Vocational opportunities

Figure 121 presents the proportion of young people achieving each of the outcomes under the Vocational Opportunities pillar.

In comparison to the overall YTS participants, a higher proportion of the LMA young people engaged in activity that clarified vocational pathways. LMA participants also have a larger population of young people whom participated in accredited training or completed accredited training as compared to the YTS average.

**Figure 121: Client outcomes under the Vocational Opportunities pillar**



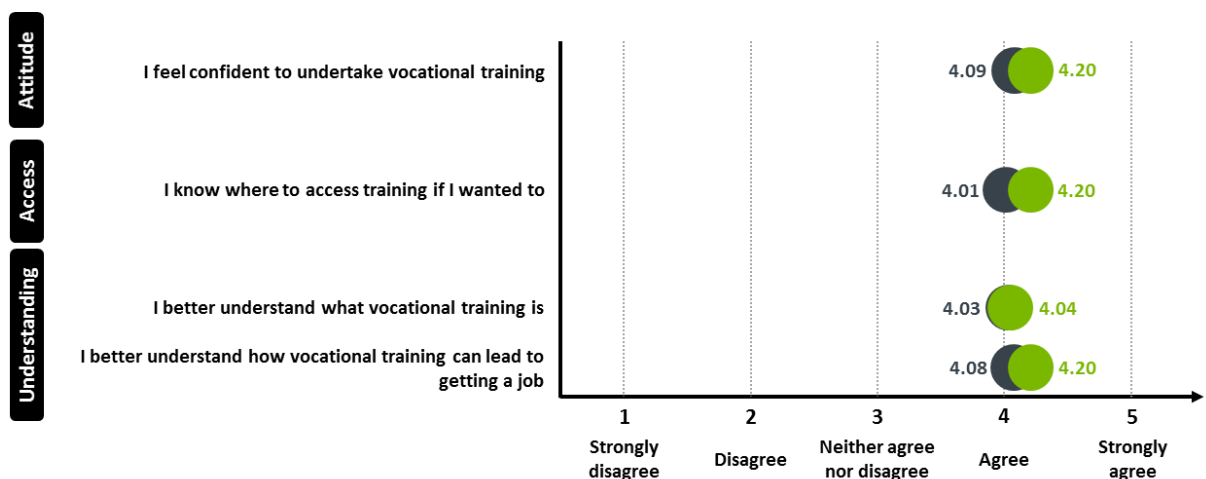
Source: YTS Reporting Framework (August 2017)

Survey responses indicated that six out of 27 LMA participants have met with an employer through the YTS pilot program. A comparatively larger number of respondents indicated that they were either unsure (17 participants) or have not met an employer through the pilot (four participants). Further, nine out of 26 respondents indicated that they have completed certificate training through the YTS pilot.

Change in young people’s perceived ability to access vocational training, as well as their attitude and understanding towards vocational opportunities are illustrated in Figure 122, where the mean survey response from LMA young people is compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot and the responses from LMA young people were largely consistent with the aggregate findings.

**Figure 122: Attitude and understanding towards vocational opportunities. ‘Please tell us how much you agree with each of the statements...’**



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(LMA)=25

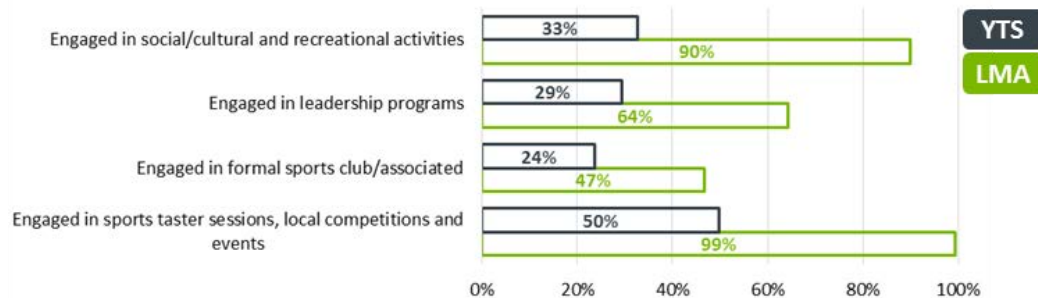
## Sports engagement

Figure 123 presents the proportion of young people achieving each of the outcomes under the Sports Engagement pillar. It should be noted that, whilst the pillar title infers to outcomes/participation in sports activities, the sub-categories reported under this pillar also relate to various activities that promote engagement and connection to communities, such as cultural events and leadership programs.

Overall, a higher proportion of LMA young people were reported to have achieved each of the sub-categories under the Sports Engagement outcomes compared to the YTS average. In particular, almost all of the LMA participants engaged in sports taster sessions, local competitions and events.

Whilst approximately a third of the overall YTS young people participated in cultural/recreational activities and leadership programs, relatively higher proportion of LMA participants were reported to have engaged in activities that speak to these outputs.

**Figure 123: Young people outcomes under the Sports Engagement pillar**



Source: YTS Reporting Framework (August 2017)

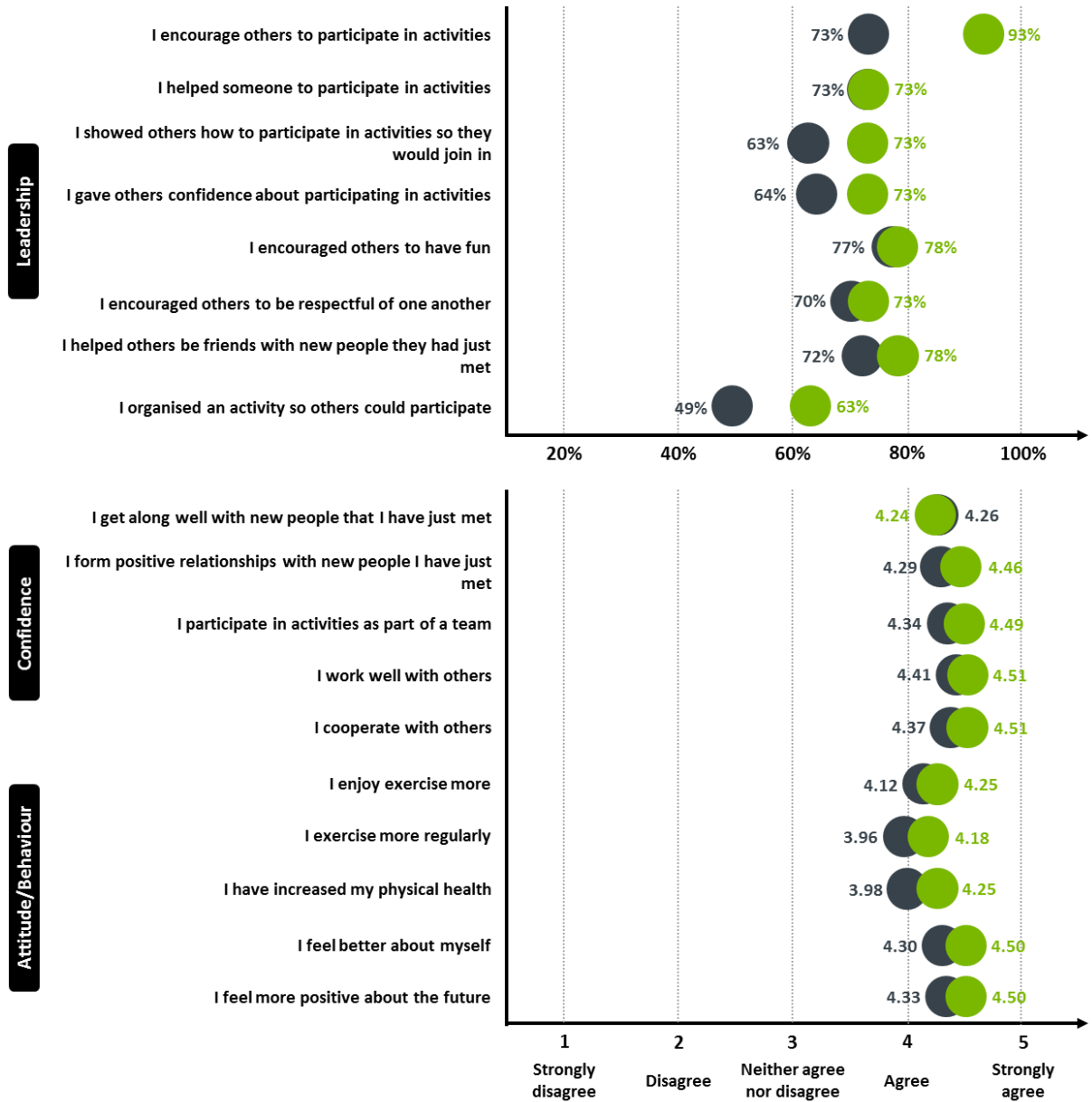
Changes in young people's perceived confidence, attitude and behaviour towards sports are shown in Figure 124, where the mean survey response from LMA young people was compared with the overall YTS participants.

Overall, both YTS cohort and LMA participants generally agreed that they have observed positive changes in their confidence and attitudes/behaviours through their participation in the YTS pilot, where the mean survey responses from LMA participants were relatively similar to the YTS aggregate findings.

As shown in the top panel of Figure 124, LMA participants expressed more positively than the overall YTS cohort when they were asked to indicate whether or not they have demonstrated certain leadership behaviours. In particular, 93% of the LMA survey respondents indicated that they have encouraged others to participate in activities.



Figure 124: Confidence, attitude, and leadership behaviours in YTS sport programs. 'Please tell us how much you agree with each of the statements...' or 'Please tick as many as applies'



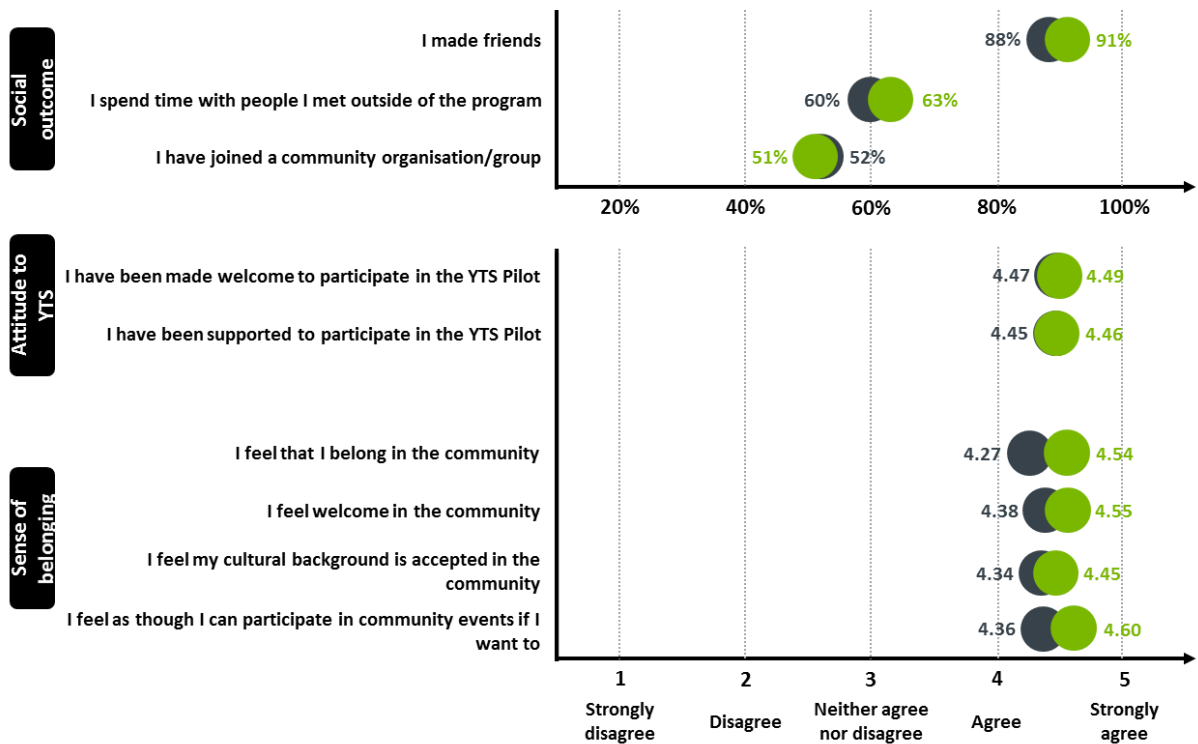
Source: Survey with YTS participants (May 2017)  
n(YTS)=262-286 and n(LMA)=40-41

### Other outcomes for young people

Figure 125 shows the mean responses for YTS participants' changes to their perceived attitude towards YTS and their sense of belonging to the community as a result of the YTS pilot.

Overall, in line with the YTS cohort, LMA participants also generally agreed that they have observed positive changes in areas relating to social outcomes, attitudes to YTS and sense of belonging through their participation in the YTS pilot, while the mean survey responses for LMA participants are largely consistent with the YTS aggregate findings.

Figure 125: Sense of belonging, attitude towards YTS, and social outcomes as a result of YTS



Source: Survey with YTS participants (May 2017)  
n(YTS)=292-234 and n(LMA)=74-83

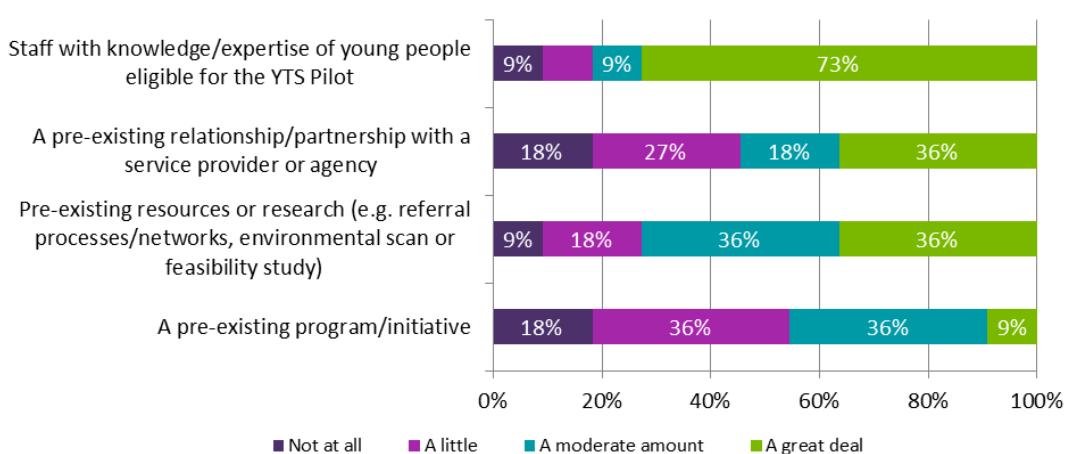
## Outcomes for providers

Staff from six pilot providers and their associated partner agencies were surveyed to investigate the outcomes achieved at both the individual and organisation level as a result of their involvement with the YTS pilot.

### Organisational knowledge

All responding LMA pilot service providers indicated that they utilised existing staff with knowledge and expertise of the target cohort to develop or implement the YTS pilot (Figure 126). There was less consensus with regards to the use of existing partnerships, research, or programs, suggesting differences within the organisation in the use of existing resources as LMA's basis for designing and implementing the YTS pilot.

**Figure 126: The extent to which existing resources were utilised by LMA to develop or implement the YTS pilot**



Source: Survey with pilot service providers (May 2017); n=8

### Pilot Providers

In relation to the development of organisational capacity, survey responses from all YTS pilot providers agreed that their participation in YTS has 'increased their organisational knowledge in supporting the needs of young people' (mean score of 4.51, n=46). A comparable result was reported also by the LMA staff (mean score of 4.36, n=11).

In addition, YTS partner providers and LMA staff both agreed that they have 'enhanced their services coordination' and 'increased their service capabilities to meet the needs of young people'<sup>107</sup> and that they have 'created program/activity models that can be utilised in the future'.<sup>108</sup>

All partner providers agreed that their involvement with the pilot has 'increased their organisational capacity to engage and partner with other organisations'<sup>109</sup> and that they have 'achieved sustainable partnerships with their respective partner agencies'.<sup>110</sup> This feedback was also representative of LMA staff.

<sup>107</sup> YTS pilot providers: mean score of 4.47 with n=46; LMA: mean score of 4.27 with n=11.

<sup>108</sup> YTS pilot providers: mean score of 4.71 with n=46; LMA: mean score of 4.55 with n=11.

<sup>109</sup> YTS pilot providers: mean score of 4.54 with n=46; LMA: mean score of 4.27 with n=11

<sup>110</sup> YTS pilot providers: mean score of 4.60 with n=46; LMA: mean score of 4.27 with n=11

## **Partner Agencies**

Survey respondents from all YTS partner agencies reported a marginally higher mean score than LMA partner agencies in relation to the influence of their participation in the YTS pilot on their organisational capacities, with a mean score range between 3.77 to 4.23 for YTS partner agencies and 3.00 to 4.00 for LMA partner agencies. However, LMA partner agencies rated higher when it came to the perceived improvements to the broader settlement service system's ability to meet the needs of young people in their area (mean = 4.50) compared to the YTS average (mean = 4.00).

For example, the mean score for the overall YTS cohort in response to 'increased organisational knowledge in supporting the needs of young people' was 3.77 (n=31). LMA's partner agencies also provided a relatively low rating that was similar to the YTS average (mean score of 3.50, n=2).

While overall YTS partner agencies had a mean score of 3.87 to 3.94 in responding to the effects of their experience in the YTS pilot on their staff capabilities, including 'increased cultural competency' and 'understanding about the challenges facing newly arrived immigrants', LMA's partner agencies had a comparatively higher mean score (3.50-4.00, n=2).

## **Quality and strength of partnerships**

Survey responses indicated that, across the entire YTS pilot, both YTS pilot providers and partner agency staff agreed that the 'communication was appropriate' and that they had an 'effective working relationship in collaborating with their respective partners'.<sup>111</sup>

LMA and their partner agencies also agreed on the positive relationship they have formed through their partnerships in the YTS pilot.<sup>112</sup>

## **Increases in advocacy**

The majority of the YTS pilot providers agreed that the YTS pilot has 'raised awareness in the general community about the needs of young people' (95%) and that they had 'communicate with their broader stakeholders, or other partner organisations, about the needs of young people' (88%). In addition, almost half of the survey respondents reported making 'submissions to government agencies on behalf of young people' (39%) and had applied for 'funding to implement new program designs' around young people (42%).

This overall pattern was similar to the results supplied by LMA staff.<sup>113</sup>

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<sup>111</sup> YTS pilot provider mean score of 4.20 to 4.24 (n=46); YTS partner agencies mean score of 4.39-4.42 (n=31).

<sup>112</sup> LMA's mean score of 3.73-4.00 (n=11); LMA partner agencies mean score of 4.00 (n=2).

<sup>113</sup> 91%, 93%, 41% and 39% respectively.

## MDA Ltd

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.

### Data sources

Key demographic and service usage for MDA, as well as SCORE outcomes data, has been collected through the DEX reporting system. Outcomes relating to the four pillars of the pilot are presented here according to the YTS Reporting Framework, which was collected and provided to the evaluation by providers.

Data on participant experience was drawn from surveys with young people (n=101), MDA staff (n=20) and partner agency staff (n=4). In addition, one-on-one interviews were conducted with pilot service provider and partner agency staff (n=3) and two focus groups were conducted with young people participating in a sample of MDA programs run through YTS.

Information contained in DSS reporting and pilot program data was also used to supplement interviews and describe the service delivery model and partnership structures. This has been reviewed for accuracy by pilot providers.

Note: Due to the sampling approach and period, the young people survey responses may not be representative of all programs delivered by MDA. As surveys were tailored for the pillars of each program, the percentage of responses is not equal across all pillars, but rather reflects the types of programs being delivered in May 2017, and the percentage of surveys received from those programs. Similarly, participants may not have been exposed to all components of the program at the time of completing the survey.

It is further noted that low response rates were received across some pilot providers and partner surveys. Interpretation of data should be made in full consideration of the limited sample size and information contained in the Limitations and Methodology sections of the report above.

## Service delivery model

The vision for the pilot model was to contribute to achieving sustainable outcomes for young people in areas of employment, vocational training, and education and sport engagement. MDA applied a partnership approach to drive opportunity and build the capacity of their partner agencies. The objectives for the partners were to:

- Engage young people in planning and developing their aspirational goals;
- Alleviate barriers faced by young people in their settlement journey;
- Decrease the risk of social isolation and exclusion of young people;
- Build on the leadership qualities of young people to enable them to foster greater community engagement;
- Increase the education, training, employment and sporting outcomes for young people; and
- Form partnerships that will assist in achieving outcomes of this project and sustain responsiveness to the young people from diverse backgrounds.

Sports engagement was utilised by MDA to engage with young cohorts to attract them to the pilot and to expose them to other programs and services within the education, employment and vocation opportunities pillars. The programs within the sports engagement pillar were developed through close consultation with the community to ensure they had an opportunity to provide input into the design of the program.

The pilot service delivery model is a partnership-focused approach, with MDA and ICQ providing the Youth Hubs from which programs were to be delivered, including education, skill building and work programs, leadership programs and sports programs. The ICQ specifically established the Brighter Futures Collective (BFC) for the pilot to remove the Islamic branding from their operations as part of the pilot.

MDA and BFC provide a full suite of services as Youth Hubs (Figure 127, as provided by MDA) and are the only partners who offer individual assessment and support for young people.

Figure 127: MYVP service delivery model





## Partnerships approach

The BFC were identified to partner with MDA due to their access to young people which mainstream services providers may have found difficult to access, as well as their readiness to implement programs. This partnership is managed through a sub-contract arrangement and BFC were allocated approximately 25% of the funding allocated to MDA.

While MDA Ltd. are the lead provider, program data indicated that BFC is effectively operating a separate project within the program, working one-on-one with vulnerable young people, as well as connecting young people into the Muslim business community.

It was noted in program data that MDA and BFC have a complementary approach to their partnership, with MDA building relationships with service providers and BFC focusing on alternative programs and accessing referrals. The relationship between MDA and BFC was likened to working hand in glove.

MDA negotiated additional partnerships with six local organisations to complement the model developed by MDA and BFC. The seven partner agencies within the pilot are divided into three partnership levels, detailed as follows:

- **Islamic Council of Queensland / Brighter Futures Collective (Foundation Partner)**  
The BFC and MDA share a similar vision for ensuring that all young people have improved settlement outcomes and a community led approach to support. BFC brings to the pilot the ability to reach disengaged young people and to create new opportunities for education, training, jobs and sport. Both BFC and MDA independently manage their day-to-day operations in line with the shared vision and requirements of the contract.
- **Queensland African Communities Council (Service Delivery Partner)**  
The Queensland African Communities Council is a volunteer run representative body delivering tailored projects for young African people, their families and communities, responding to the cultural diversity and gender diversity of young people engaged in the pilot. They are involved across the sports engagement, education, employment and vocational opportunities pillars to enhance access opportunities for cohorts. They will hold employment expos to facilitate information sharing on employment pathways for cohorts, and provide a leadership group to act as role models for young people.
- **Welcome to Australia (Service Delivery Partner)**  
This partnership is focussed on building sustainable access to sport for young people. Welcome to Australia and MDA are collaborating to deliver projects focused on employment in sport as well as supporting teams of young people gain access to sporting infrastructure and resources. Through sports engagement, young people are given the opportunity to build social connections, overcome isolation and increase participation with other young Australians beyond their own communities.
- **Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT) (Service Delivery Partner)**  
MDA and QPASTT work collaboratively in community development and advocacy areas. QPASTT run a homework club program and Ucan2 pilot program focusing on supporting aspirational youth with access to employment. QPASTT has been delivering Ucan2 for the past three years and the pilot is enabling them to reach a broader group of cohort across Brisbane locations.



- **HELP Employment & Training (Service Delivery Partner)**  
HELP Employment & Training is a not-for-profit employment service that has previously collaborated with MDA. An MOU was developed to oversee the co-location of staff working at the individual participant level using outreach to determine the most appropriate pathway for young people. The collaborative effort is managed directly by the Youth Employment workers at MDA.
- **Queensland Community Alliance (Project Partner)**  
Using a community organising approach, Queensland Community Alliance will train four young, voluntary interns for roles in the local community, addressing youth unemployment. This partnership is managed directly by MDA Youth Services Manager, via a sub-contract.
- **Youth Without Borders (Project Partner)**  
MDA engaged Youth Without Borders to develop a professional development activity for young women in the pilot. Youth Without Borders is a youth-led organisation that has developed local and national programs to support youth to become leaders in our community.

In addition to the contract arrangements with the partner and delivery organisations, the pilot collaborates with a number of organisations to deliver the projects including:

- Individual employers;
- Paid work-experience employers;
- East Coast Apprenticeships;
- Various colleges (delivering training in conjunction with other government initiatives);
- TAFE QLD;
- Schools (including Islamic Colleges);
- Australian Catholic University (ACU);
- Business South Bank (Network of businesses);
- Acacia Ridge Community Centre;
- Edgware (Entrepreneurship training for young people);
- Local sports Clubs;
- Brisbane City Council; and
- Queensland Government.

## **Governance**

In order to deliver services and programs across the four pillars of the pilot, MDA negotiated additional sub-contracts (including an MOU with HELP) with the six delivery and partner organisations to complement the model developed by MDA and BCF. The pilot Project Operational Structure includes a Project Leadership Group that is supported by the Partner Organisations and a Youth Advisory Council.

A Joint Effort Activity matrix has been designed to guide the collaboration of the delivery and partner organisations with MDA.

## Innovation

The involvement of the DSS Queensland Delivery Network Office in the establishment of the partnership between MDA and BFC was an innovative approach that sought to utilise existing capabilities and expertise in the Brisbane LGA and to bring them together to collaborate and complement each other. The partnership is proving to be effective. The support that MDA provides for BFC and the other partner organisations includes sharing knowledge, systems and capability, which will in turn build the capacity of the partner agencies.

DSS had been in discussions with BFC prior to the pilot and were impressed by their innovative ideas on building cohesion. While partnerships are often utilised in the delivery of settlement services, DSS does not normally specify the particular agencies that a funded organisation must work with.

### **Social media and profile**

MDA and BFC have a strong social media presence addressing humanitarian issues which has generated employer opportunities for them. It was noted that, with only settlement services and casework, they would not have had the opportunity to work with employers and get out into the community in the same way.

### **One-on-one approach working directly on young people**

The pilot utilised a one-on-one approach with young people, working with them to conduct aspiration assessments and to recognise prior learning and experience. Where normally these young people do not receive an individualised approach through jobactive, MDA has noticed a high level of engagement and retention as a result of this approach.

They utilise one-on-one support to teach young people how to find information, such as courses and programs, for themselves rather than relying on someone else for assistance. It was noted that the pilot is working with many new arrivals with a high level of prior education and there is a need to get them into something that will hold their interest longer. These young people experience a lack of systems knowledge of the Australian context, language and cultural differences, so a one-on-one approach helps to build their understanding of the Australian context.

Through QPASTT 's homework club, Ucan2, and MDA and BFC's one-on-one approach, as well as school outreach, the pilot is engaging with students in multiple ways, and to responding to needs that emerge and offer an appropriate solutions. The 'Youth Without Border's' project for women has provided personal development and links to mentors for young women focussed on navigating education and training systems to achieve future aspirations.

## Value for money

The tables below illustrate the financial acquittal for MDA over the 18 months funding period from January 2016 to June 2017. As shown in Table 20, MDA received 15% of the total \$19.7 million funding allocated to service providers. At the completion of the pilot timeframe, MDA reported full utilisation of the allocated funding. MDA reported a unit cost per participant almost twice that of the YTS average, but delivered each session in line with the YTS average, at an average cost of \$1,006.

**Table 20: MDA funding allocation and expenditure**

	Funding Allocated	Funding Utilisation	\$ per participant	\$ per session
YTS	\$19,700,000	82%	\$2,941	\$1,042
MDA	\$2,960,633	100%	\$5,851	\$1,006

Source: DEX (January 2018)

In assessing value for money, it is useful to consider the cost of each provider's services as a unit cost per individual participant. However, as the YTS includes both individual and group participants, with providers allocating varying time and effort to each cohort depending on their service offering, it is difficult to calculate a unit cost. The following averages should therefore be viewed with some caution as the calculation is based on individual participants only and is likely an overestimate of cost, in particular for providers who have larger number of group participants and/or conducted large number of group sessions.

Table 21 presents the unit cost per individual participant with positive outcomes under the DEX reporting system and per outcome within the YTS Reporting Framework. Data shows that the MDA unit costs per participant with a positive outcome were significantly higher than the YTS average in all three domain areas. Similarly, the unit cost per outcome recorded under the YTS Reporting Framework was almost double the YTS average (\$1,385 and \$769 respectively), which could be participating in work experience, attending a sports event or receiving additional supports to be re-engaged in education.

**Table 21: MDA unit costs per outcome in DEX and YTS Reporting Framework**

	\$ per participant with positive DEX outcome			\$ per YTS Reporting Framework outcome
	Circumstances	Goals	Satisfaction	Total outcomes
YTS	\$3,314	\$3,261	\$3,506	\$769
MDA	\$6,792	\$7,109	\$6,003	\$1,385

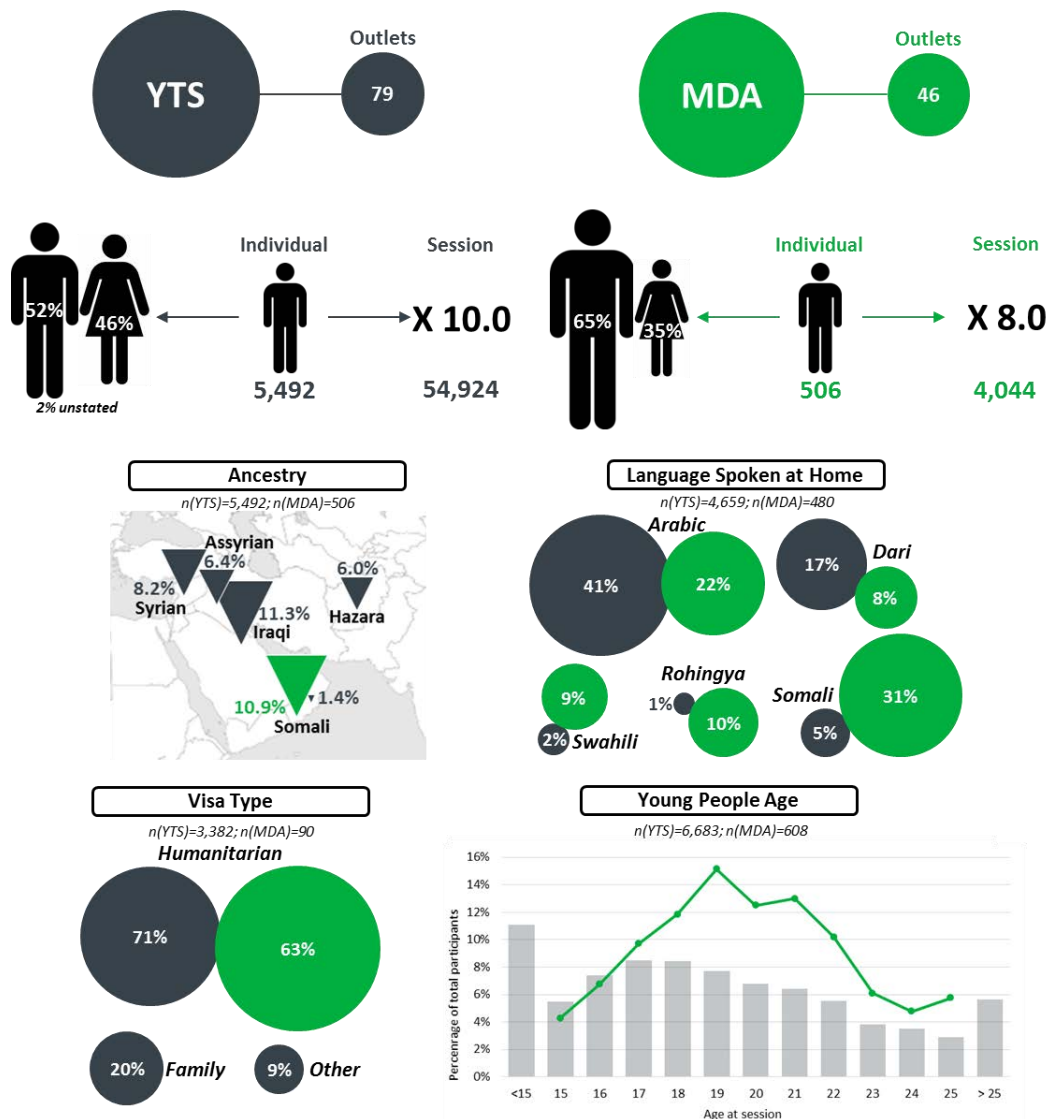
Source: DEX (January 2018)

## Summary of key outputs

### YTS client demographics

Figure 128 compares the demographics of young people from MDA (indicated in **green**) to the general YTS participants (indicated in **dark grey**).<sup>114</sup>

Figure 128: Comparison of YTS and MDA young people demographics



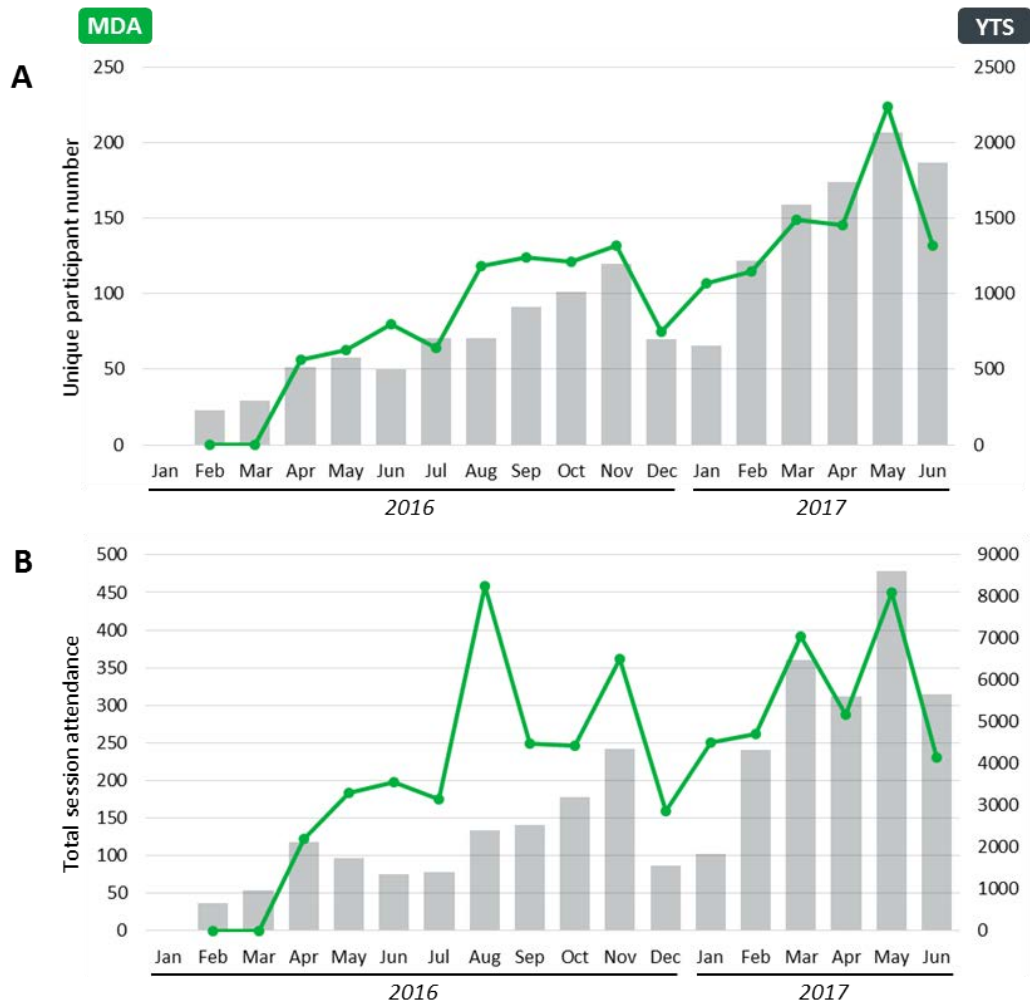
Source: DEX (January 2018)

<sup>114</sup> Client demographic data were extracted from the DEX database by gender, age, organisation (i.e. Providers), years in Australia, visa code, reasons for seeking assistance, language spoken at home and ancestry. As some of the categories are non-mandatory reporting fields, the number of total young people under each category may vary.

## Service delivery

Figure 129 illustrates the total number of young people serviced every month since the beginning of the pilot until June 2017 by YTS (column) and MDA (line).

Figure 129: Monthly service delivery report from Jan 2016 to Jun 2017



Source: DEX (January 2018)  
 n(YTS)=16,500/54,865; n(MDA)=1,705/4,024

## Outcomes for young people

This section of the project report presents data relating to the outcomes generated for the target cohort by MDA. It first examines outcomes against the DEX reporting framework. A pillar-by-pillar approach follows, presenting data collected by pilot providers on outcomes achieved by participants against the YTS Reporting Framework, as well as results from evaluation surveys and focus groups with young people in each of the pilot's four pillars.

## DEX SCORE

Participants' outcomes were assessed using the DEX Standard Client/Community Outcomes Reporting (SCORE) approach, which provides measured outcomes in a consistent and comparable manner under **Circumstances**, **Goals** and **Satisfaction** using a five-point Likert scale (see Appendix B for definitions of the scale under each domain).<sup>115</sup>

There were up to 1,386 YTS young people with valid scores,<sup>116</sup> with 6% to 9% of the scores from MDA young people.<sup>117</sup>

- Under the Circumstances domain, the pre-SCOREs were similar between YTS and MDA. Both showed significant gains in their post-SCORE, however, MDA showed a marginally smaller gain than YTS overall.
- Under the Goals domain, the MDA pre-scores were slightly higher than average. However, while MDA showed significant improvement from its pre-score, its post-scores were below the YTS average.
- MDA young people reported a higher than average satisfaction SCORE.

Figure 130: Comparison of DEX SCORE between YTS and MDA young people



Source: DEX (January 2018)  
n(YTS)=1,235-1,386 and n(MDA)=79-130

<sup>115</sup> Providers were asked to record ratings in DEX for individual participants against individual domains under Circumstances, Goals, Satisfaction and Community, using the scale of 1 to 5. The Community SCORE was not provided. Please see the Methodology section for details on the DEX SCORE system.

<sup>116</sup> YTS valid scores: 1,370 for Circumstances; 1,386 for Goals; 1,235 for Satisfaction

<sup>117</sup> In order to be considered as a valid score, individual participants will need to have both a pre- and post-SCORE under the each of the domains.

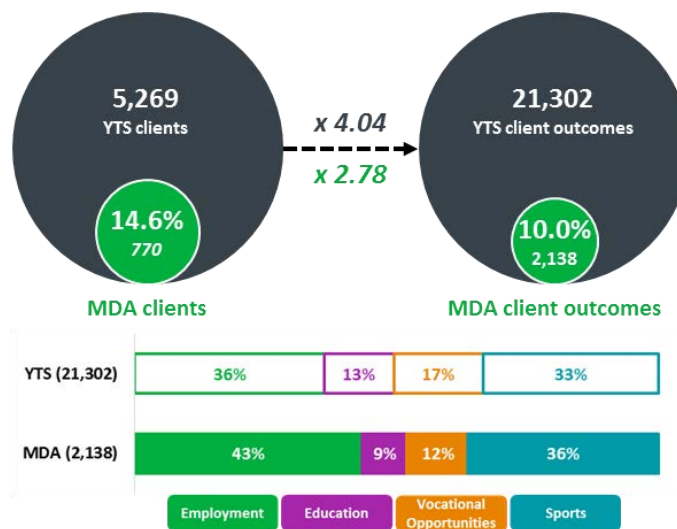
## Findings by pillar

In addition to the data recorded in DEX, YTS providers also documented outcomes for their own performance monitoring. Jointly, the providers discussed and agreed on 14 sub-categories that fall under the four YTS pillars.<sup>118</sup>

Figure 131 provides a summary of the provider outcomes data.

- Between January 2016 and June 2017, the providers serviced **5,269 young people** and reported a sum of **21,302 outcomes** across all categories collectively. This translates to an average of **four outcomes per young person**.
- MDA young people represents **14.6% of the total YTS cohort** (n = 770) and achieved **10.0% of the total outcomes** (n = 2,138); which is equivalent of approximately **2.8 outcomes per young person**.
- When comparing the distribution of outcomes amongst the YTS pillars, YTS young people achieved more outcomes under the Employment and Sports Engagement pillar (36% and 33% of total outcomes, respectively).
- In line with the YTS outcomes distribution, MDA participants recorded the largest percentage of outcomes in employment (43%) and sports (36%).

Figure 131: Comparison of provider outcomes between YTS and MDA



Source: YTS Reporting Framework (August 2017)

<sup>118</sup> The full list of outcome sub-categories and their definitions is contained in the Methodology and Appendix of the YTS evaluation report.

## Employment

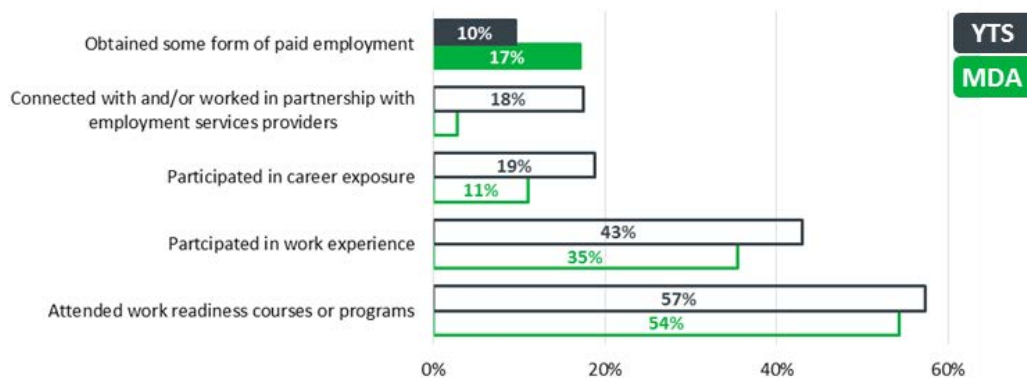
Figure 132 presents the proportion of young people achieving each of the outcomes under the Employment pillar.

Overall, a higher proportion of YTS participants attended work readiness courses/programs or participated in work experience, whereas a smaller percentage were exposed to career pathway options or connected with employment service providers. Only 10% of total young people obtained some form of paid employment as a result of their participation in the YTS pilot.

In comparison to the overall YTS cohort, a similar proportion of MDA young people participated in work readiness courses/programs and took part in work experience. A smaller proportion of MDA participants were exposed to career options and less than 5% of them were connected with employment service providers compared to the YTS average of 18%.

In contrast, a higher proportion of MDA participants obtained paid employment, which was relatively similar to the survey result from the MDA young people (17 out of 71 survey respondents indicated that they gained work experience through the YTS pilot).

**Figure 132: Young people outcomes under the Employment pillar**



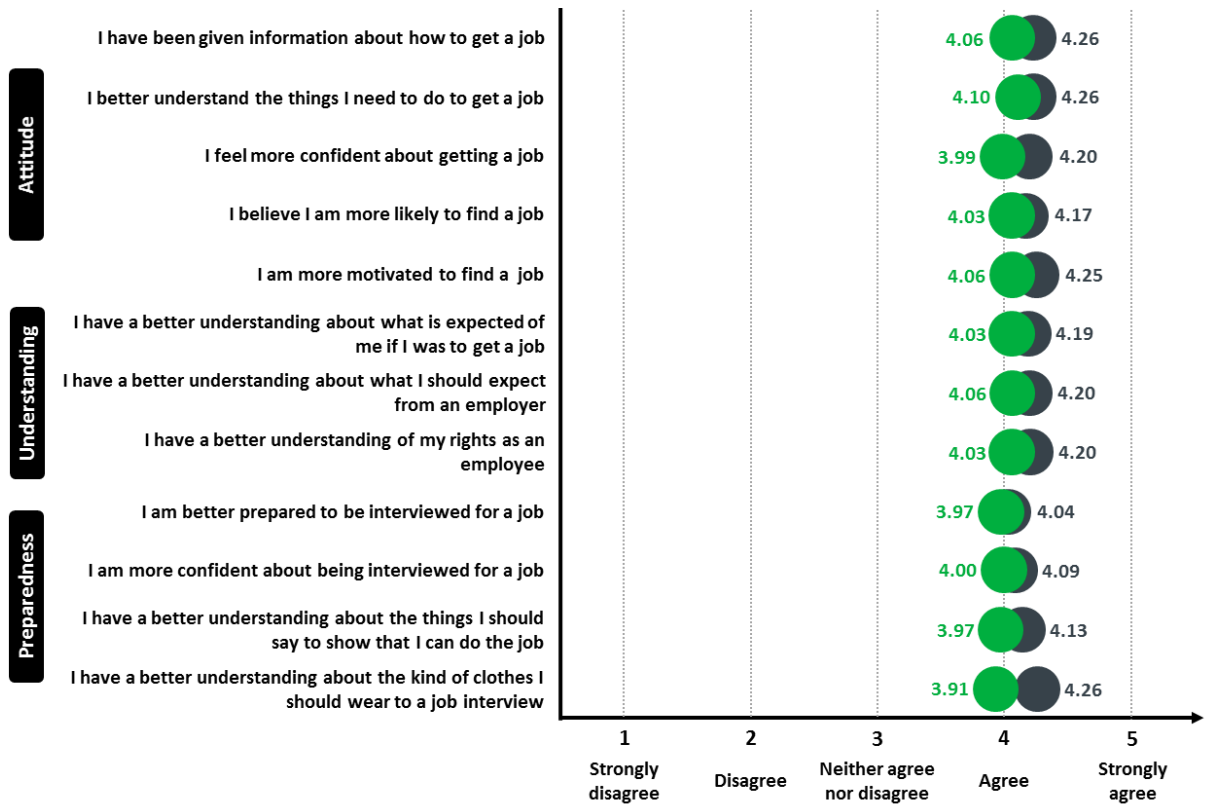
Source: YTS Reporting Framework (August 2017)

Young people's perceived changes in their attitude, understanding and preparedness towards employment as a result of the YTS pilot is explored in Figure 133, where the mean survey response from **MDA young people** was compared with the overall YTS participants.

Overall, both YTS cohort and MDA participants generally agreed that they have observed positive changes in their confidence and attitudes/behaviours through their participation in the YTS pilot, where the mean survey responses from MDA participants were relatively similar to the YTS aggregate findings.



Figure 133: Understanding and attitude towards employment. 'Please tell us how much you agree with each of the statements...'



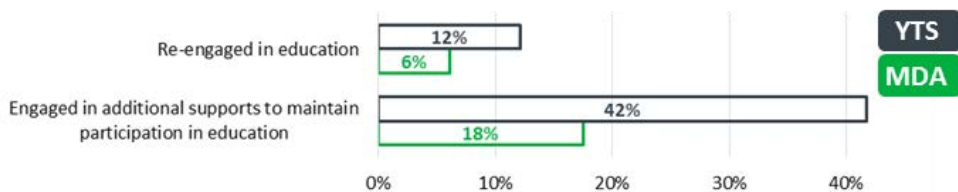
Source: Survey with YTS participants (May 2017)  
n(YTS)=224-235 and n(MDA)=68-73

## Education

Figure 134 presents the proportion of young people achieving each of the outcomes under the Education pillar.

In comparison with YTS participants, fewer MDA participants were re-engaged with education (6%) and fewer engaged in additional supports to maintain participation in education (18%).

Figure 134: Young people outcomes under the Education pillar



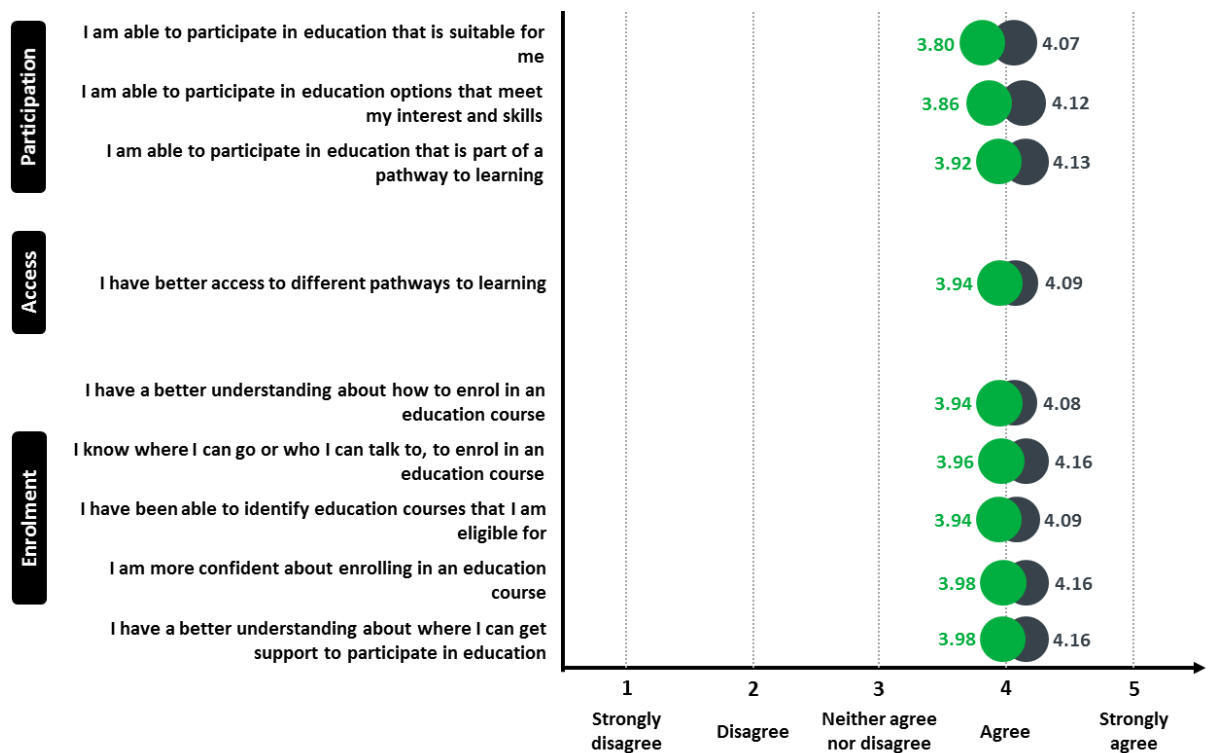
Source: YTS Reporting Framework (August 2017)

Thirteen out of 50 MDA participants indicated that they have enrolled in an education course through the YTS pilot. Similarly, 15 out of 42 MDA participants suggested that they are progressing towards or have achieved a Senior Secondary Certificate, as a result of their participation in the pilot program.

Figure 135 explores changes in young people’s perceived accessibility to education pathways and their understanding towards education in Australia as a result of the YTS pilot. In this graph, the mean survey response from **MDA young people** was compared with the overall YTS participants.

Both cohorts generally agreed that they have observed positive changes through their participation in the YTS pilot; however, while the data trend from MDA participants was largely consistent with the aggregate findings, the mean survey responses for MDA participants were marginally lower in their perception of participation in education than overall YTS participants.

**Figure 135: Young people’s attitudes and understanding towards education in Australia. ‘Please tell us how much you agree with each of the statements...’**



Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(MDA)=49-52

### Vocational opportunities

Figure 136 presents the proportion of young people achieving each of the outcomes under the Vocational Opportunities pillar.

While consistent with YTS overall, MDA had slightly more participants participating in and slightly less participants completing accredited vocational training. In contrast to YTS overall, MDA had significantly less participants engaged in activity that clarified their vocational pathways.

**Figure 136: Client outcomes under the Vocational Opportunities pillar**



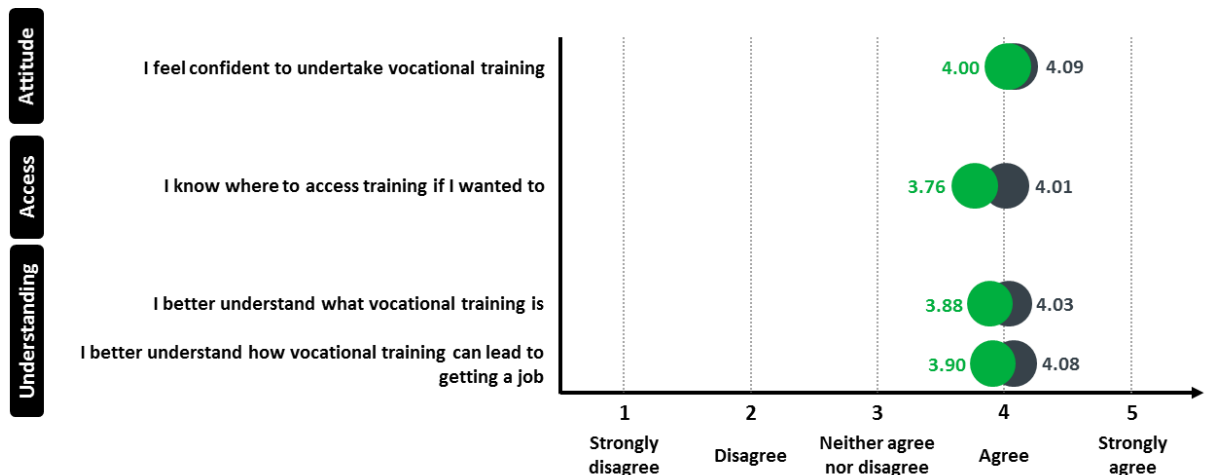
Source: YTS Reporting Framework (August 2017)

Survey responses indicated that 26 out of 61 MDA participants have met with an employer through the YTS pilot program; however, a similar proportion of respondents indicated that they were either unsure (23 participants) or have not met an employer through the pilot (12 participants). Further, 21 out of 60 MDA respondents indicated that they have completed certificate training through the YTS pilot.

Figure 137 illustrates the change in young people’s perceived ability to access vocational training, as well as their attitude and understanding towards vocational opportunities. The mean survey response is compared between MDA young people and overall YTS participants.

MDA participants reported similar levels of understanding, access and attitude to vocational training that are largely consistent with the overall mean for YTS. However, the mean scores were all slightly lower than the YTS overall.

**Figure 137: Attitude and understanding towards vocational opportunities. ‘Please tell us how much you agree with each of the statements...’**



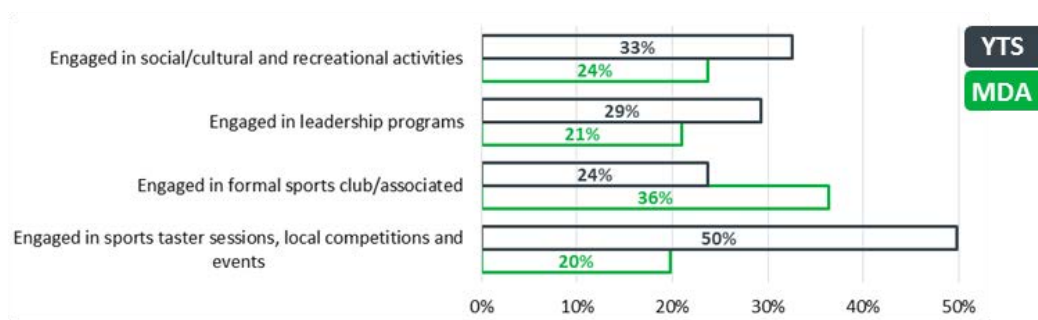
Source: Survey with YTS participants (May 2017)  
n(YTS)=219-224 and n(MDA)=50-52

## Sports engagement

Figure 138 presents the proportion of young people achieving each of the outcomes under the Sports Engagement pillar. It should be noted that, whilst the pillar title infers to outcomes/participation in sports activities, the sub-categories reported under this pillar also relate to various activities that promote engagement and connection to communities, such as cultural events and leadership programs. Key observations include:

- MDA had a lower percentage of participants reporting that they were engaged in social/cultural and recreational activities, leadership programs and sports taster sessions, local competitions and events; and
- MDA reported higher than average engagement with formal sports clubs.

Figure 138: Young people outcomes under the Sports Engagement pillar



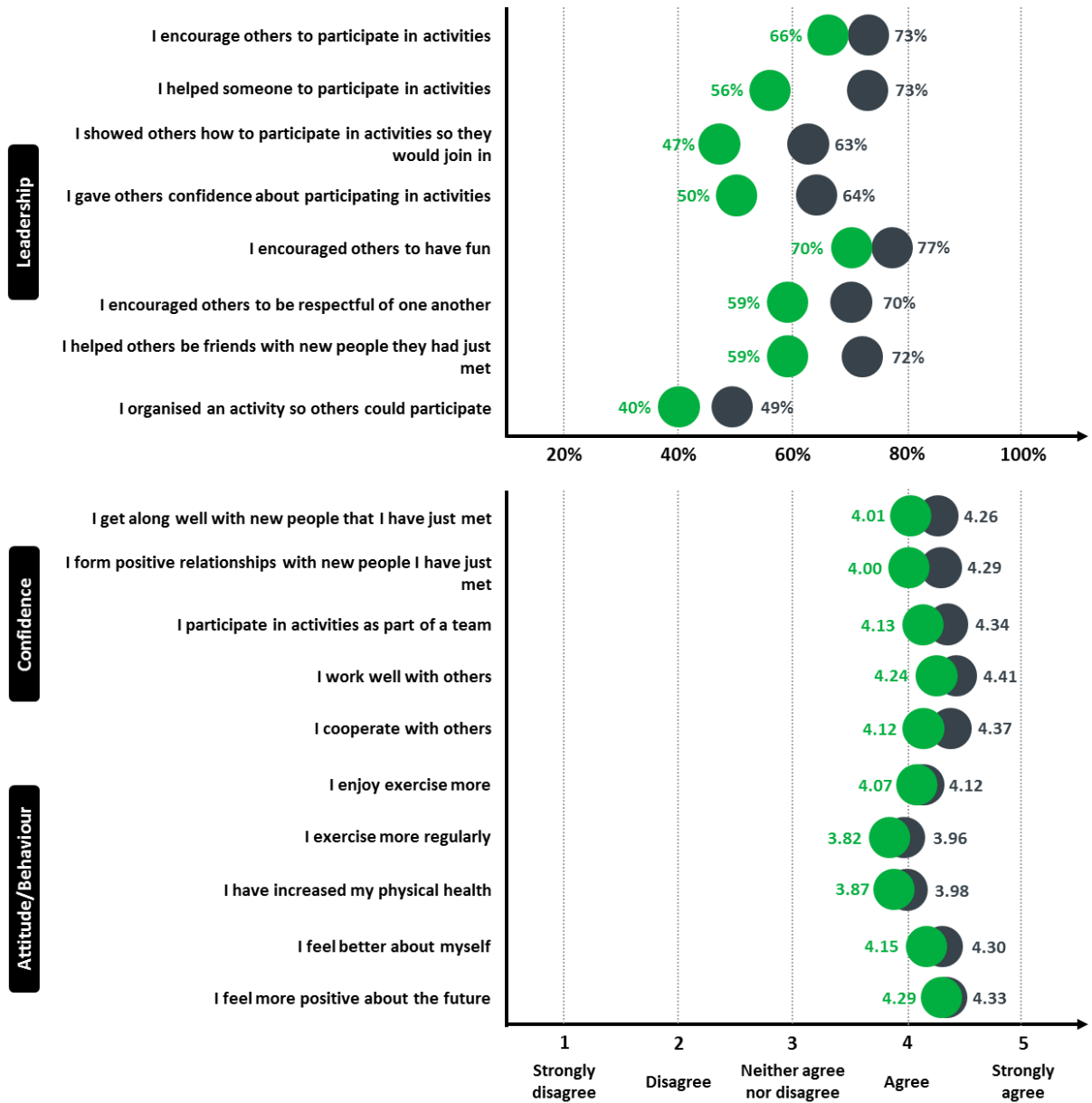
Source: YTS Reporting Framework (August 2017)

Change in young people's perceived confidence, attitude and behaviour towards sports are shown in Figure 139, where the mean survey response from MDA young people was compared with the overall YTS participants.

Overall, both YTS cohort and MDA participants generally agree that they have observed positive changes in their confidence and attitudes/behaviours through their participation in the YTS pilot, where the mean survey responses from MDA participants were relatively similar to the YTS aggregate findings.

However, the responses diverge where participants were asked to indicate whether or not they have demonstrated certain leadership behaviours. As shown in the top panel of Figure 139, a smaller proportion of MDA participants indicated having demonstrated behaviours that suggest growth in leadership qualities. Therefore, while the experience of MDA sport programs have been positive for this cohort of young people, the change in attitudes and confidence did not translate to changes in leadership behaviours for many of the respondents.

Figure 139: Confidence, attitude, and leadership behaviours in YTS sport programs. 'Please tell us how much you agree with each of the statements...' or 'Please tick as many as applies'



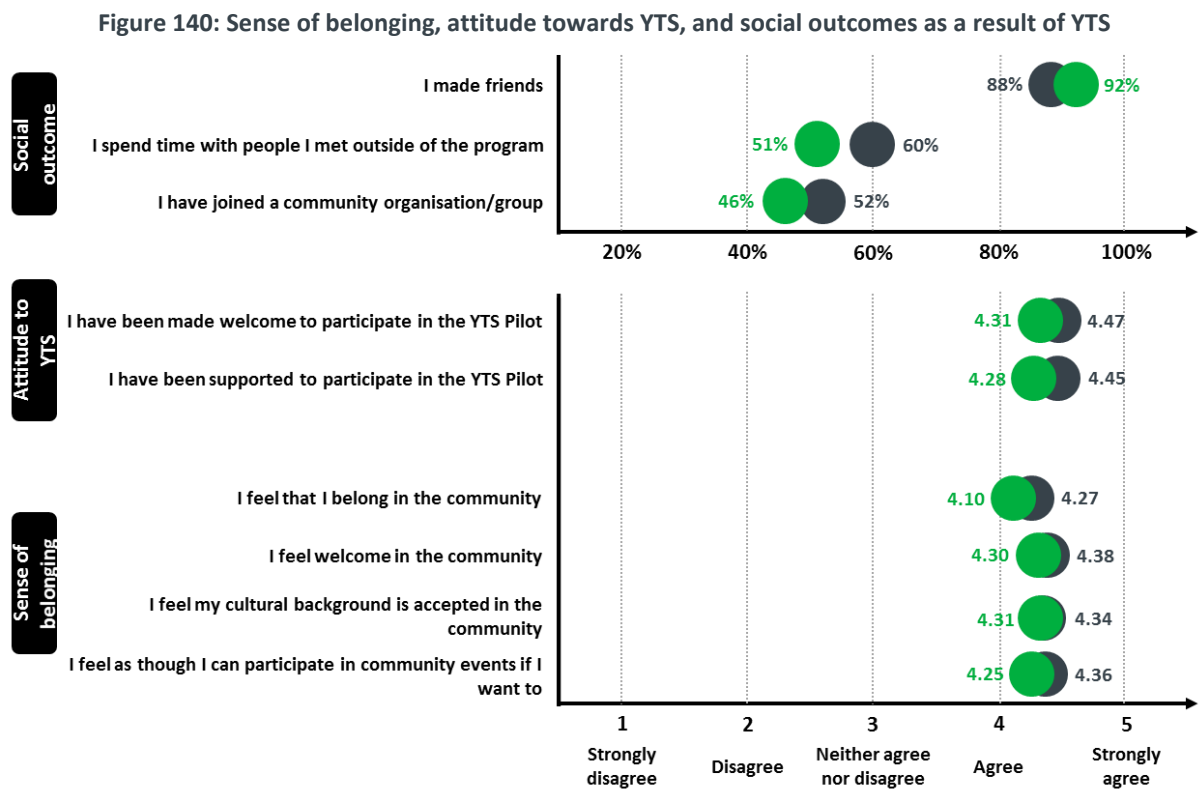
Source: Survey with YTS participants (May 2017)  
 n(YTS)=262-286 and n(MDA)=70-75

## Other outcomes for young people

Figure 140 shows the mean responses for YTS participants' changes to their perceived attitude towards YTS and their sense of belonging to the community as a result of the YTS pilot.

Overall, in line with the YTS cohort, MDA participants also generally agreed that they have observed positive changes in areas relating to their social outcomes, attitudes to YTS and sense of belonging through their participation in the YTS pilot, where the mean survey responses for MDA participants are largely consistent with the YTS aggregate findings.

While the responses from MDA participants were relatively similar to the YTS average in relation to their social outcomes, only half of the MDA young people spent time with people they met outside of the program.



Source: Survey with YTS participants (May 2017)  
 n(YTS)=292-234 and n(MDA)=74-83

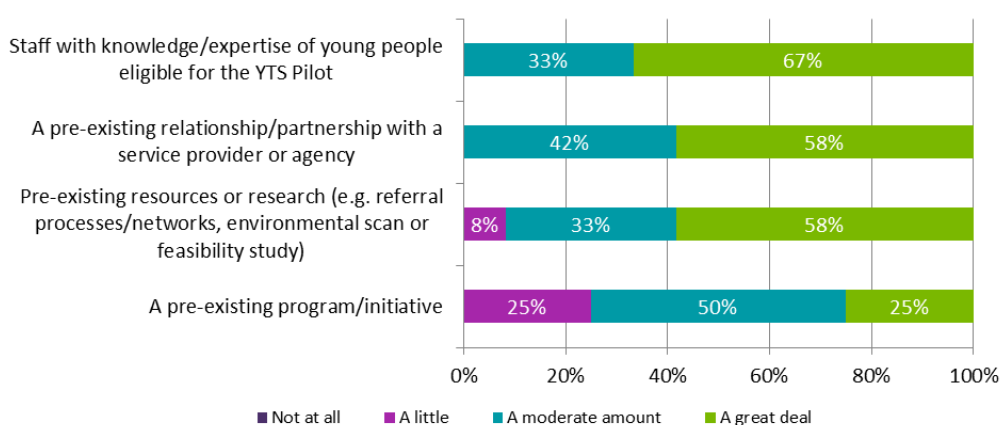
## Outcomes for providers

Staff from six pilot providers and their associated partner agencies were surveyed to investigate the outcomes achieved at both the individual and organisation level as a result of their involvement with the YTS pilot.

### Organisational knowledge

All responding MDA pilot service providers indicated that they utilised existing staff with knowledge and expertise of the target cohort to develop or implement the YTS pilot (Figure 141). Similarly, they also took advantage of their pre-existing relationships with partner agencies, networking resources, or program initiatives as their basis for the design and implementation of their programs under the YTS.

**Figure 141: The extent to which existing resources were utilised by MDA to develop or implement the YTS pilot**



Source: Survey with pilot service providers (May 2017); n=8

### Pilot Providers

In relation to the development of organisational capacity, survey responses from all YTS pilot providers agreed that their participation in YTS has ‘increased their organisational knowledge in supporting the needs of young people’ (mean score of 4.51, n=46). A comparable result was reported also by the MDA staff (mean score of 4.50, n=12).

In addition, YTS partner providers and MDA staff both agreed that they have ‘enhanced their services coordination’ and ‘increased their service capabilities to meet the needs of young people’<sup>119</sup> and that they have ‘created program/activity models that can be utilised in the future’.<sup>120</sup>

All partner providers agreed that their involvement with the pilot has ‘increased their organisational capacity to engage and partner with other organisations’<sup>121</sup> and that they have ‘achieved sustainable partnerships with their respective partner agencies’.<sup>122</sup> This feedback was also representative of the MDA staff.

<sup>119</sup> YTS pilot providers: mean score of 4.47 with n=46; MDA: mean score of 4.58 with n=12.

<sup>120</sup> YTS pilot providers: mean score of 4.71 with n=46; MDA: mean score of 4.75 with n=12.

<sup>121</sup> YTS pilot providers: mean score of 4.54 with n=46; MDA: mean score of 4.67 with n=12.

<sup>122</sup> YTS pilot providers: mean score of 4.60 with n=46; MDA: mean score of 4.83 with n=12.

## **Partner Agencies**

Survey respondents from all YTS partner agencies reported a comparatively higher mean score than MDA partner agencies in relation to the influence of their participation in the YTS pilot on their organisational capacities, with a mean score range between 3.77 to 4.23 for YTS partner agencies. The mean score range from MDA's partner agencies were relatively low in comparison to the YTS average, as well as MDA's staff rating (mean score of 2.75 to 3.50, n=4).

For example, the mean score for the overall YTS cohort in response to 'increased organisational knowledge in supporting the needs of young people' was 3.77 (n=31). MDA's partner agencies' rating was found to be lower compared to the YTS average (mean score of 2.75, n=4).

The overall partner agencies had a mean score of 3.87 to 3.94 in responding to the effects of their experience in YTS pilot on their staff capabilities, including 'increased cultural competency' and 'understanding about the challenges facing newly arrived immigrants'. In comparison, MDA's partner agencies had a lower range of mean scores (2.75-3.00, n=4).

## **Quality and strength of partnerships**

Survey responses indicated that, across the entire YTS pilot, both YTS pilot providers and partner agency staff agreed that the 'communication was appropriate' and that they had an 'effective working relationship in collaborating with their respective partners'.<sup>123</sup>

MDA and their partner agencies also agreed on the positive relationship they have formed through their partnerships in the YTS pilot.<sup>124</sup>

## **Increases in advocacy**

The majority of the YTS's pilot providers agreed that the YTS pilot has 'raised awareness in the general community about the needs of young people' (95%) and that they had 'communicate with their broader stakeholders, or other partner organisations, about the needs of young people' (88%). In addition, almost half of the survey respondents reported making 'submissions to government agencies on behalf of young people' (39%) and had applied for 'funding to implement new program designs' around young people (42%).

This overall pattern was similar to the results supplied by MDA staff.<sup>125</sup>

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<sup>123</sup> YTS pilot provider mean score of 4.20 to 4.24 (n=46); YTS partner agencies mean score of 4.39-4.42 (n=31).

<sup>124</sup> MDA's mean score of 4.33-4.42 (n=11); MDA partner agencies' mean score of 4.00 (n=4).

<sup>125</sup> 79%, 96%, 31% and 40% respectively.



## Appendix A: Project Logic

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES (within 12 months)	MEDIUM TERM OUTCOMES (between 12 months and five years)	LONG TERM OUTCOMES (Five years plus)
<p>Funding</p> <p>DSS pilot framework and objectives</p> <p>Existing infrastructure</p> <p>Stakeholder relationships</p> <p>New partnerships</p> <p>Research and evidence, including data</p> <p>Support from MYAN, including National Youth Settlement Framework</p> <p>Existing knowledge and approaches, including about culture and religious communities</p> <p>Existing knowledge about approaches to youth settlement</p> <p>Community intelligence and connections</p> <p>Youth perspectives about what is needed</p>	<p>Environmental scan/scope</p> <p>Feasibility study</p> <p>Engage youth in the response design</p> <p>Designing/innovating the response</p> <p>Project planning</p> <p>Engaging and building the capacity of service providers</p> <p>Capacity building of stakeholders</p> <p>Data collection and coordination</p> <p>Internal project management reviews</p> <p>Reporting to DSS</p> <p>Resource development</p> <p>Marketing and communications</p> <p>Contract management of subcontractors</p>	<p>Numbers of young refugee and vulnerable migrants supported</p> <p>Numbers of new partnerships established</p> <p>Numbers of existing partnerships expanded</p> <p>Numbers of referrals</p>	<p><b><u>Partnerships for employment</u></b></p> <p>Increased confidence and knowledge among clients about employment pathways</p> <p>Increased work experience opportunities</p> <p>Increased self-esteem</p> <p>Increased motivation</p> <p>Increased work readiness</p> <p>Increased awareness of pilot among key stakeholders/service providers</p> <p>Increased skills and knowledge about client group among service providers</p> <p>Increased advocacy on behalf of client group by stakeholders</p> <p><b><u>Increased vocational opportunities</u></b></p> <p>Increased confidence and knowledge among clients about vocational pathways</p> <p>Increased engagement of clients in vocational opportunities</p> <p>Increased engagement of employers with client group</p> <p>Increased skills and knowledge about client group among employers</p> <p><b><u>Strong connections to education</u></b></p> <p>Increased confidence and knowledge among clients to navigate the education and training system</p> <p>Improved access to curriculum options and pathways</p> <p>Increased retention in education and training</p> <p>Increased knowledge and understanding of clients' needs by service providers</p> <p><b><u>Sports engagement for youth</u></b></p> <p>Increased participation in culturally appropriate sporting activities</p> <p>Increased confidence and knowledge of life skills</p> <p>Increased opportunities to demonstrate leadership</p> <p>Increased knowledge and understanding of the needs of refugee and vulnerable migrant youth among sporting clubs</p> <p>Changed community views to refugees and vulnerable migrant youth within sporting clubs</p>	<p><b><u>Partnerships for employment</u></b></p> <p>Increased employability</p> <p>Increased capacity of service providers</p> <p>Changed community views about clients</p> <p><b><u>Increased vocational opportunities</u></b></p> <p>Increased completions in vocational training</p> <p>Increased preparedness by employers to employ client group</p> <p><b><u>Strong connections to education</u></b></p> <p>Improved capacity for client group to make informed decisions</p> <p>Improved education attainment</p> <p>Improved capacity for service providers to support client group to remain engaged in education and training</p> <p><b><u>Sports engagement for youth</u></b></p> <p>Increased positive peer networks and participation in community life</p> <p>Increased sense of wellbeing</p> <p>Sporting clubs effectively engage young refugees and vulnerable migrants</p>	<p>Young refugees and vulnerable migrants are active and engaged participants in and contributors to an inclusive and cohesive society</p>

## Appendix B: DEX SCORE Rating Scale

### Circumstances SCORE

1. The participant's current circumstances are having a **significant negative impact** on their independence, participation and wellbeing;
2. The participant's current circumstances are having a **moderate negative impact** on their independence, participation and wellbeing;
3. The participant's current circumstances are in a '**middle ground**' between the significant/moderate negative impacts and the adequate circumstances over the short and medium term;
4. The participant's current circumstances are **adequate over the short term** to support their independence, participation and wellbeing; and
5. The participant's current circumstances are **adequate and stable over the medium term** to support their independence, participation and wellbeing.

### Goals SCORE

1. The participant has made **no progress** in achieving their individual goals within the selected goal domain;
2. The participant has made **limited progress** in achieving their individual goals within the selected goal domain but here is **emerging engagement** in address the issues they sought assistance with;
3. The participant has made **limited progress** in achieving their individual goals within the selected goal domain but there is **strong engagement** in addressing the issues they sought assistance with;
4. The participant has made **moderate progress** in achieving their individual goals within the selected goal domain; and
5. The participant has **fully achieved** their individual's goals within the selected outcomes domain.

### Satisfaction SCORE

1. The participant **disagrees** with the statement about the service;
2. The participant **tends to disagree** with the statement about the service;
3. The participant **neither agrees or disagrees** with the statement about the service;
4. The participant **tends to agree** with the statement about the service; and
5. The participant **agrees** with the statement about the service.

## Appendix C: YTS Reporting Framework and Definitions (April 2017)

Employment Outcomes	Definition
<p>1. <b>Attended work readiness courses or programs</b> (including non-accredited training)</p>	<p>Young people who have or are participating in:</p> <ul style="list-style-type: none"> <li>• one-off and/or ongoing group work readiness and/or work-related skill building sessions, or</li> <li>• 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.</li> </ul>
<p>2. <b>Participated in work experience</b></p>	<p>Young people who have completed:</p> <ul style="list-style-type: none"> <li>• a work experience placement (including internships) with an employer, or</li> <li>• one-off or ongoing volunteering with an employer.</li> </ul>
<p>3. <b>Participated in career exposure</b></p>	<p>Young people who have:</p> <ul style="list-style-type: none"> <li>• visited a workplace in a group or an individual. This can include one-on-one session with an employer or industry professional, or</li> <li>• attended a talk with an industry professional (this can be delivered outside of the workplace), or</li> <li>• attended a career or job expo event where they met with employers.</li> </ul>
<p>4. <b>Connected with and/or worked in partnership with employment services providers</b></p>	<ul style="list-style-type: none"> <li>• Young people who are connected to an employment service provider and continue to be working with the YTSP towards securing employment.</li> </ul>
<p>5. <b>Obtained some form of paid employment</b></p>	<ul style="list-style-type: none"> <li>• Young people who have secured contract, casual, part-time or full time employment.</li> </ul>

<b>Education outcomes</b>	<b>Definition</b> <b>(refers to Schools, Universities, AMEP (inc. TAFE delivered) and SEE)</b>
6. Engaged in additional supports to maintain participation in education	<p>Young people who have or are continuing to participate in or strengthened their participation in education through:</p> <ul style="list-style-type: none"> <li>• one-off and/or ongoing group work. (Could include: homework help, information session)</li> <li>• one-off and/or ongoing individual support. (Could include: intensive case support, mentoring, homework support, online tutoring, coaching)</li> </ul>
7. Re-engage in education	<p>Young people who while participating in the YTS program, have been assisted to re-enrol in school or university after disengagement, as a result of:</p> <ul style="list-style-type: none"> <li>• (e.g. participating in casework; school support services, developing a case plan)</li> </ul>

<b>Vocational Opportunities outcomes</b>	<b>Definition</b> <b>(refers to TAFE (except AMEP delivery) and other Registered Training Organisations)</b>
8. Participated in accredited training	<p>Young people have been supported to participate in accredited training with a TAFE or Registered Training Organisation</p> <ul style="list-style-type: none"> <li>• this support might include one-off and/or ongoing group work sessions, information session.</li> </ul>
9. Completed accredited vocational training	<p>Young people have been supported to complete an accredited vocational training Certificate.</p>
10. Engaged in activity that clarified vocational pathways	<p>Young people have completed activities that assisted them to understand how accredited courses are linked to potential employment: Relevant activities might include:</p> <ul style="list-style-type: none"> <li>• a vocational pathways program / attending one or more activities in a vocational training setting including : TAFE Taster, information session, expo, forum, conference.</li> </ul>

Sports outcomes	Definition
<p>12. <b>Engaged in sports taster sessions, local competitions and events</b></p>	<p>Young people:</p> <ul style="list-style-type: none"> <li>a) have participated in a sporting activity as a one-off or short term program and/or</li> <li>b) are regularly participating in sports tournaments organised in their local community and/or</li> <li>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.</li> </ul> <p>(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)</p>
<p>13. <b>Engaged in formal sports club/association</b></p>	<p>Young people are engaged with Clubs/ Associations and accessing facilities and/or competitions, programs or other Club resources.</p> <p>(e.g. Club coaches volunteering time, access to fields negotiated)</p>
<p>14. <b>Engaged in leadership programs</b></p>	<p>Young people are engaged in organising and participating in leadership and personal development programs of YTS providers.</p> <p>(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).</p>
<p>15. <b>Engaged in social / cultural and recreational activities</b></p>	<p>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.</p> <p>(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.)</p>

## Appendix D: YTS Reporting Framework (raw data - January 2016 - June 2017)

<b>Employment Outcomes</b>	<b>ACS</b>	<b>CMRC</b>	<b>LMA</b>	<b>MDA</b>	<b>BSL</b>	<b>FH</b>
1. Attended work readiness courses or programs	228	486	894	418	239	755
2. Participated in work experience	26	80	351	85	31	418
3. Participated in career exposure	122	229	821	273	68	755
4. Connected with employment services providers	27	115	674	22	16	69
5. Obtained some form of paid employment	28	121	87	132	44	91
<b>Education outcomes</b>						
6. Maintain participation in education	185	563	950	135	204	161
7. Re-engage in education	18	142	378	47	21	35
<b>Vocational Opportunities outcomes</b>						
8. Participated in accredited training	30	232	249	141	56	110
9. Completed accredited vocational training	16	105	211	48	28	-
10. Engaged in activity that clarified vocational pathways	57	310	970	60	248	755
<b>Sports outcomes</b>						
11. Sports taster sessions, local competitions and events	330	353	1203	152	190	396
12. Engaged in formal sports club/association	278	46	566	280	9	68
13. Engaged in leadership programs	N/A	526	778	162	48	29
14. Engaged in social / cultural and recreational activities	N/A	407	1089	183	37	2
<b>Total Client Number (1 Jan 2016 – 30 June 2017)</b>						
	1055	985	1210	770	494	755

# Attachment 1: The experience of young people from refugee and migrant backgrounds



This paper has been prepared by MYAN Australia to describe the context and challenges faced by the target cohort participating in the YTS.

The contents have not been edited or modified in any way by Synergistiq.

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Young people from refugee and migrant backgrounds have enormous potential to be active participants in and contributors to Australian society. Their engagement as active citizens has significant and long-term benefits for each individual, their families, communities, and a diverse and socially cohesive Australia.

However, they face particular challenges in accessing the support and opportunities they need to navigate the demands of settling in a new country. They experience settlement distinct from adults and children – shaped by their age, developmental stage, and the role they commonly play within their family to support settlement in Australia. As such, they have particular needs in the settlement context and commonly face additional and more complex transitions than their Australian-born counterparts. These needs often go unrecognised as they are commonly seen as a sub-set of the broader youth and settlement groups.<sup>126</sup>

Young people require a targeted approach in policy and service delivery to ensure they are best supported to navigate the settlement journey and become active participants in and contributors to Australian society.

## **The refugee experience**

Young people from refugee backgrounds generally arrive in Australia through the Humanitarian Programme, often because of war or persecution and may arrive in Australia with or without immediate or extended family. The refugee and asylum seeking experience is characteristically traumatic, with many young people experiencing: a dangerous escape from their country of origin, often traveling long distances; separation from family members or significant others; and protracted periods living in unsafe and insecure environments with limited access to health care, education and safe or secure housing. Many young people live for extended periods in different countries (in camps or in the community) and for significant periods with fear and high levels of uncertainty. The traumatic nature of the refugee experience can have a longstanding impact on a young person's physical and mental health and may have implications for the settlement journey.

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<sup>126</sup> MYAN (Australia), 2016, *National Youth Settlement Framework*

Young people who have come to Australia through the On-Shore component of the Humanitarian Programme (as asylum seekers) will have spent time in Australian detention facilities, in community detention, on temporary visas, or at an on-shore processing centre, while awaiting the outcome of their application for protection. The experience of seeking asylum is highly stressful and one of acute uncertainty, often compounding the effects of pre-arrival trauma and adding to the complexity of the settlement process.<sup>127</sup>

### **The migrant experience**

Young people from migrant backgrounds generally have different pre-settlement experiences than those from refugee backgrounds, having arrived through Australia's broader migration stream rather than the Humanitarian Programme. They may not have fled from persecution or experienced trauma associated with the refugee experience.

However, by virtue of their age and status within the family, most will have had little or no choice about leaving their country, culture, family and friends. They will still need to navigate the challenges of settling in a new country - the intersection of issues relating to dislocation, the impact of migration on family relationships and family cultural values and practices in a new society.

It is also important to note that there are many young people who, while not arriving in Australia as refugees through the Humanitarian Programme, have had refugee-like experiences. Some of these young people arrive through the Family Stream Migration Programme on Orphan Relative or Remaining Relative visas. This means that even though their experiences prior to arrival in Australia and in the settlement context may be similar to refugee or humanitarian entrants, they may not have access to settlement services available to those arriving through the Humanitarian Programme.

### **Settlement challenges for young people**

Common challenges faced during settlement include learning a new language, understanding and navigating an unfamiliar culture and society (including complex social systems and structures such as education, health, welfare and the law) that require a high level of understanding, capacity to manage pre-migration trauma and changes to family structures and economic status.

For young people from migrant or refugee backgrounds, the developmental tasks of adolescence are often compounded by the refugee and migration experience and the challenges of settling in a new country – in particular, negotiating identity development and finding one's place in the world in a new culture and society.<sup>128</sup> For young people from refugee backgrounds, this is further compounded by forced migration and experiences of trauma and loss.

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<sup>127</sup> *ibid*

<sup>128</sup> *ibid*



### **Factors that influence settlement for young people**

The process of settling in Australia can be complex and protracted for all refugees and migrants, regardless of age, and is not necessarily defined by the number of years since arrival in Australia. The settlement experience is shaped by many factors, including the interaction between settlement and mainstream services, the broader community, peers, and the private sector.

Some of the experiences unique to young refugees and migrants that may exacerbate the usual challenges and pressures associated with adolescence include:

- Negotiating stress associated with adapting to a new culture, language and systems.
- Determining career and other life goals in a context of conflict with parents about 'new' Western concepts of independence, autonomy and freedom.
- Managing additional and more complex transitions to social participation than Australian-born counterparts, including the transition into a new culture and society, new peer relationships, a new schooling system and from English Language Schools to mainstream schools.
- Adjusting to a new education and employment system, often with disrupted or limited formal schooling prior to arrival in Australia.
- Managing parental expectations surrounding academic performance and achievement, Academic pressure can present a significant source of distress, particularly for those who have come from a context of limited or disrupted education, with low English language proficiency, and who do not receive any additional academic or language support at school.
- Lacking the social capital that provides access to knowledge required for participation in the Australian education system, employment, and engagement with government services, as well as capital associated with navigating peer relationships.

Despite the challenges of the refugee and migrant experience, young people are immensely resilient. They come to Australia with a range of strengths and resources, including broad international and cross-cultural knowledge, multilingual skills, broad international networks, adaptability, a strong sense of family and community, high educational aspirations and a desire to enjoy and uphold the rights and responsibilities of Australian democratic processes. They are commonly eager to embrace the opportunities to actively participate in Australian society.<sup>129</sup>

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<sup>129</sup> *ibid*

## Attachment 2: YTS Common Model of Practice



This document has been created by MYAN Australia, in conjunction with YTS pilot providers through the Community of Practice, to capture and describe common aspects of the YTS providers deliver models.

The document here is presented in full, without any editing or modification by Synergistiq.

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### 1. Purpose

The Youth Transition Support (YTS) Common Model of Practice captures the common aspects of YTS providers' delivery models. It:

- Articulates the principles on which delivery is based, and the strategies and approaches to delivery which have been used across the diverse pilot program sites;
- Is informed by providers' particular approaches to YTS implementation in their region
- Illustrates the commonalities of responsive good practice; and
- Has emerged as a result of reflection on the experience of 18 months of practice, facilitated by providers' participation in the YTS Community of Practice (CoP).

The YTS Common Model of Practice 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. This is a broader conceptualisation of the more conventional approaches to transition from education to work.

The YTS provides transition support in a wide range of locations (including schools, employment services, community settings and provider premises), and is focussed on achieving measureable outcomes for those young people assisted.

Each young person is:

- Provided a pathway into the YTS program;
- 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; and
- Offered various forms of placement and support.

The YTS assists young people from a migrant or refugee background to navigate key tasks of settlement in their settlement journey in Australia through increasing their capacity for economic and social participation. As such, the model may potentially be applied more broadly to youth settlement services.

## 2. Background

### Youth Transitions Support (YTS) Pilot

The YTS is funded by DSS to support young humanitarian entrants and vulnerable migrants between the ages of 15 to 25 to stay in education and find work. In the 2015-16 Federal Budget, the Australian Government allocated funding to the YTS Pilot, which commenced on 1 January 2016. Service providers in three states were selected to deliver programs in locations of strong need to improve workplace readiness, provide access to vocational opportunities, and create strong social connections through education and sports engagement.

Six providers were selected to deliver the YTS Pilot. These were:

- Access Community Services (QLD);
- Brotherhood of St. Laurence (VIC);
- Community Migrant Resource Centre (NSW);
- Foundation House (VIC);
- Lebanese Muslim Association (NSW); and
- MDA Ltd (QLD).

The YTS Pilot was established with four key components, or ‘pillars’:

- Partnerships for employment;
- Strong Connections to Education;
- Vocational Opportunities; and
- Sports Engagement.

YTS has a focus on partnerships and innovative practice, allowing for a diversity of models across the six pilot provider sites. Each of the six providers developed their own program delivery model, including specific partnership approaches.

A Community of Practice (CoP) was established as a key provider support mechanism. MYAN was engaged by DSS to play a national support role, which includes convening and facilitating the CoP and overseeing the independent evaluation.<sup>130</sup>

### YTS Common Model of Practice

Given the diversity of program models developed across the six sites, this Common Model of Practice was developed to capture common features across the YTS Pilot. It has been developed through workshops with the providers in CoP meetings, and subsequent documentation by MYAN. It was further refined through discussion and feedback.

This document should be read in conjunction with the paper on YTS Key Strategies (which describes the general strategies used by the pilot YTS providers to deliver transition support for young people from refugee and migrant backgrounds).

The paper also identifies how the YTS Common Model of Practice is aligned with the National Youth Settlement Framework (NYSF).

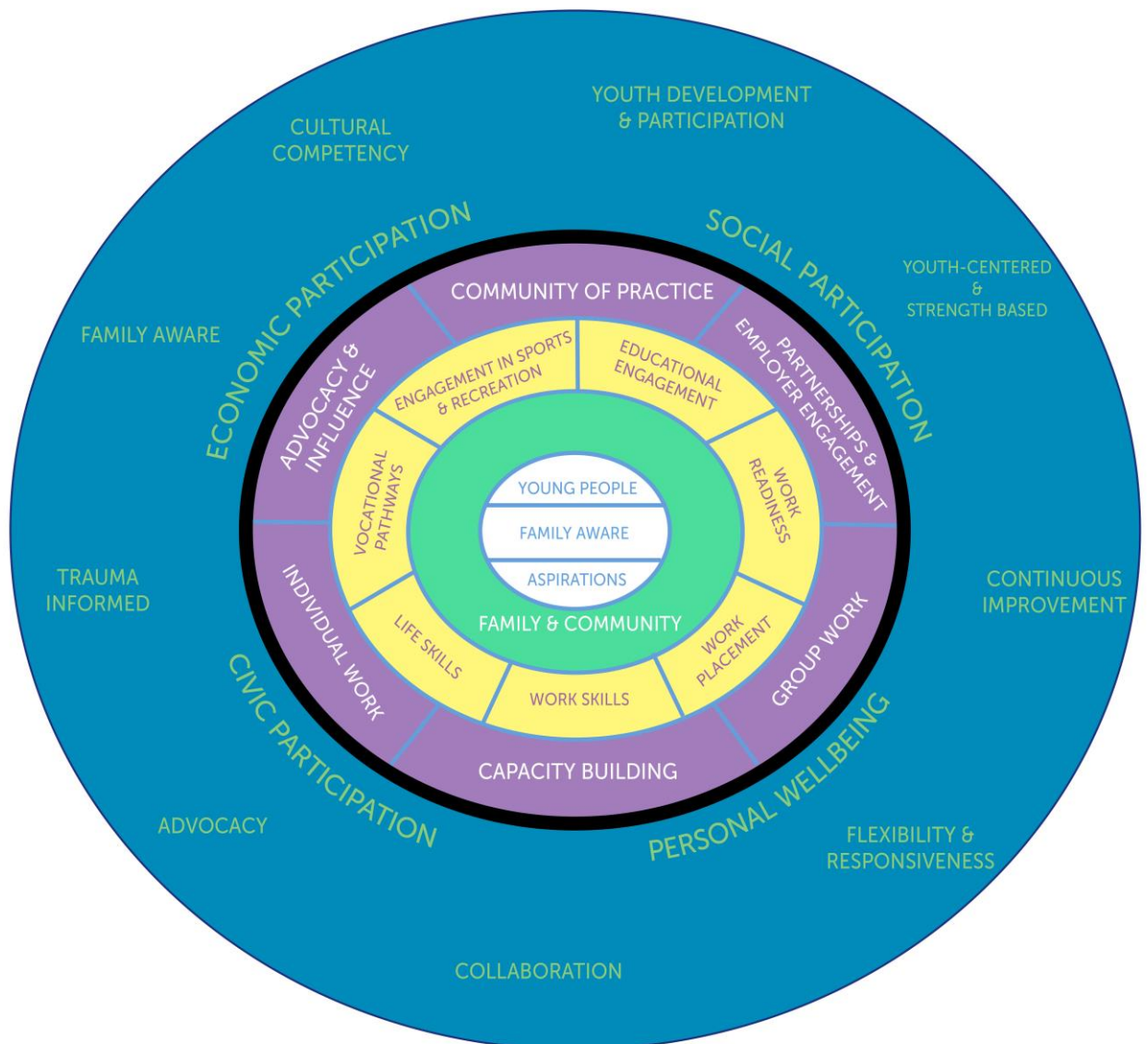
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<sup>130</sup> More detail about the CoP can be found on page 242.

The following diagram illustrates the YTS Common Model of Practice.

- The circles in the diagram depict the young person at the centre of the model, and then each layer describes the context and the forms of assistance provided.
- The inner four circles of the diagram (with white, green, white, and purple backgrounds) comprise the actual Common Model of Practice.
- The outer blue circle then indicates how the National Youth Settlement Framework relates to the Common Model of Practice.

### YTS COMMON MODEL OF PRACTICE



### **3. Components of the Model**

#### **3.1 First (Inner) Circle**

##### **Young people, Social capital; Agency**

##### **Young people**

Young people from a refugee or migrant background are at the centre of the YTS model, and building their social capital and agency is the primary focus of the YTS. This group of young humanitarian entrants and vulnerable migrants between the ages of 15 to 25 settle in Australia with capabilities and strengths, but have limited social capital in the Australian context and need targeted support to build this.

They want to increase their English language skills, improve their workplace readiness, access vocational opportunities, and make strong social connections with one another and others beyond their community. Education, training, work experience, pathways planning, employment, social and sports engagement provide the means to achieve the above.

##### **Social capital**

YTS practice is focused on developing the social capital of these young people. Social capital means developing the networks, shared norms, values and understandings that facilitate cooperation between and within groups and access to services, education and employment. It can be created in many different ways, for example, when people join organisations, volunteer, participate in work experience, socialise with friends and family and meet new people. In addition, it is important that young people participate in learning activities that are designed to foster confidence and connections and develop understanding of the importance of networking, and skills to network in an Australian context.

Three key dimensions of developing social capital are bonds within a refugee's or migrant's own community, bridges with other communities, and links to institutions of power and influence. These are incorporated within the YTS.

##### **Agency**

By developing their skills and confidence, young people are supported to become active participants in and contributors to their community and broader society, with a sense of their capacity to shape their own future. Agency is developed through support and opportunity to make choices and decisions, make plans and implement them. This process develops a sense of belonging and strengthens resilience and identity.

## **3.2 Second Circle**

### **Family and Community; Aspirations**

#### **Family and Community**

While young people are at the centre, understanding and supporting them in the context of their family is a key element of YTS. Some young people from refugee or migrant backgrounds arrive in Australia with their own families, while others may be with families that are not their own or may be unaccompanied. The impact of the refugee and migration experience can have a profound impact on the composition, dynamics and functioning of families.

The context of family and community is a key consideration for transition support. It is important to engage families to increase their knowledge of, and connections with, organisations that support their child/family member. Facilitating social connections and social capital for family members strengthens the support for the young person and assists with their wellbeing and settlement.

Family commitments, expectations and responsibilities are often key priorities in a young person's life, and many young people play a significant role in supporting the settlement of their whole family. They may need assistance to navigate the various responsibilities in their lives, such as: providing information to family members on the Australian work and services contexts, caring for younger or older family members, accompanying family members to health care or other appointments.

#### **Aspirations**

Young people's aspirations are personal and dynamic, developing in response to changing environments and circumstances. Aspirations develop from early child-hood, changing in light of new experiences, choices and information.

Given that there are strong links between the aspirations and expectations of young people and the outcomes that they subsequently achieve, the YTS approach places value on young people's aspirations and goals. Young people have a right to have their views listened to, taken seriously, and given a priority when professional support is being offered.<sup>131</sup>

Aspirations are built from a positive attitude and belief in what's possible. Having a positive attitude and sense of purpose is linked to improved outcomes, giving young people a reason to persevere. They give young people purpose and focus to achieve their goals<sup>132</sup>.

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<sup>131</sup> Office for Youth, Working with Vulnerable Youth – Key Concepts and Principles, Government of South Australia, undated.

<sup>132</sup> Social Ventures Australia, Fundamental Principles for Youth Employment Report, February 2016.

### **3.3 Third Circle**

#### **Work Skills; Work Placement; Work Readiness; Educational Engagement; Engagement in Sports and Recreation; Vocational Pathways; and Life Skills**

Transition support for young people under the YTS provides preparation for employment, support for education participation, vocational opportunities; and engagement in sporting and cultural activities. These forms of transition support have frequently been combined together in service delivery. For example, sporting engagement has also been used as a means of employment preparation, or as a vocational opportunity.

Support activities provided for young people have been concentrated on:

- Improving understanding of vocational pathways;
- Acquiring relevant work skills;
- Gaining increased work readiness;
- Completing work placements;
- Acquiring relevant life skills;
- Continuing to engage (or re-engage) in education; and
- Engaging in community sports and recreational activity.

Greater detail on these activities is provided in **Attachment 2A**.

As a result of these activities, young people have developed 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 are likely to lead to the long-term successful settlement of young people.

### **3.4 Fourth Circle**

#### **Service Provider Capacity Building; Partnerships and Employer Engagement; Advocacy and Influence; and Community of Practice**

These activities are designed to build service system support, capacity and responsiveness, and complement the direct provision of services to young people from a refugee and migrant background. The wider education, training, employment and youth services systems require support to help meet the transition needs of this cohort. This includes:

##### **Capacity Building**

Effective transition support for the YTS cohort requires changing the way many services work to ensure their policies and practices take into account the specific circumstances, needs and capabilities of young people from refugee and migrant backgrounds.

Providers have both delivered training to and worked informally with services assisting young people from refugee and migrant backgrounds to help them understand young people's skills, strengths, situation and needs, raise awareness of the refugee, refugee-like or migrant experience; and provide relevant tools for self-assessment of current practice. Capacity building has included raising awareness of both trauma-informed and youth work approaches. Capacity building has occurred in education settings, employment services, community and sporting organisations, and local government.

##### **Partnerships and Employer Engagement**

Collaboration with program partners has enabled providers to: further develop their skills and ideas; extend their outreach capabilities; diversify their program delivery; explore new initiatives, and adapt and transplant programs initiated by other providers. Key partnerships have been brokered with schools, TAFEs, *jobactive* providers and employment agencies; RTOs; local government; youth services, sporting clubs and community organisations. The objective has been to increase access for young people from refugee and migrant backgrounds to service systems, and to create additional options for them.

In addition to the partnerships with service providers, partnerships with employers have played an important role in developing increased support for the potential employment of young people, increasing access to work experience and providing increased exposure for young people to employers and the Australian workplace.



### **Advocacy and Influence**

Advocacy that promotes the needs and interests of young people (both individually and systemically) has been a major strategic focus. YTS personnel have worked with other sectors such as education, *jobactive* services and local government economic development units to provide assistance to YTS participants to assist them during their transition into a pathway towards education and/or employment. This approach has allowed YTS providers to develop insight into how other education and employment systems function, as well as influence the forms of support available to young people of refugee and migrant backgrounds in the longer term.

### **Individual and Group Support**

Providing individual support helps the young person identify, clarify and achieve their goals and aspirations. This assistance commonly also involves referral to other services appropriate to meeting the needs (and supporting the aspirations) of the young person.

Group support provides an additional means of delivering services and support, complementing any individual support being provided. Young people may engage in YTS through group-work activities, and then access individual support; in other instances, individual support may be provided and then be supplemented by group-work.

### **Community of Practice**

Provider capacity has been enhanced by participation in a Community of Practice (CoP). This was formed to facilitate continuous improvement through reflection and learning across the YTS program and has facilitated the exchange of provider information and ideas. The CoP provided support to providers, facilitated exchange of information on strategies and tools, and assisted provision of information and data to the evaluators.

MYAN has coordinated and facilitated the activity of the CoP, which has met regularly through face-to-face meetings, teleconferences and online forms of communication between providers.

A major focus of the CoP has been facilitating and documenting the innovation occurring under the YTS. Innovation has occurred at system level through the design of the pilot, with individual providers who have designed and adopted new strategies in their individual organisations, and with providers trialling the delivery of services in new settings.

#### 4. Outer Circle: National Youth Settlement Framework

The National Youth Settlement Framework (NYSF) is Australia's first conceptual and practical framework for supporting and measuring good practice in youth settlement. It responds to the specific needs of young people from refugee and migrant backgrounds, and is informed by Australian Government and international settlement policies and frameworks (including UNHCR Resettlement Framework and the Convention on the Rights of the Child) and youth work frameworks.

The NYSF model for supporting good settlement outcomes for young people involves addressing indicators across four domains of active citizenship, and applying good practice capabilities at the service delivery level.

The NYSF has been designed to guide and measure good practice in youth settlement support across all services and sectors. The assumptions behind the NYSF include:

- Young people from refugee and migrant backgrounds have specific needs in the settlement context distinct from adults and often navigate more complex transitions than their Australian born peers;
- They require a targeted approach in policy and service delivery to best meet their needs and capitalise on their strengths;
- Achieving good settlement outcomes is the responsibility of all services; and
- Achieving good settlement outcomes benefits the whole Australian community

#### Active Citizenship Domains

Good youth settlement is understood as active citizenship - where young people are supported to build social capital and agency (across four domains) to become active participants in and contributors to Australian society.<sup>133</sup> Within each domain are indicators (or aspects of a young person's life) that need to be supported in order to achieve active citizenship. The four domains are:

- Social participation;
- Economic participation;
- Civic participation; and
- Personal well-being.

Indicators within each of these domains provide information on the aspects of a young person's life that need to be supported to achieve active citizenship. This support is fundamentally about building a young person's knowledge, skills, confidence and networks. The indicators can be understood as outlining the key fundamental tasks for achieving active citizenship.

**Social participation** indicators include participation in community life (e.g. in sport and recreation); development of positive peer networks; being able to manage experiences of racism and discrimination; and having networks within and between communities.

**Economic participation** indicators include engagement in pathways leading to employment (including education and training); acquiring English language skills; and stable income.

**Civic participation** indicators include participation in democratic processes and political decision-making; participation in volunteering; and understanding and enjoying legal rights and responsibilities.

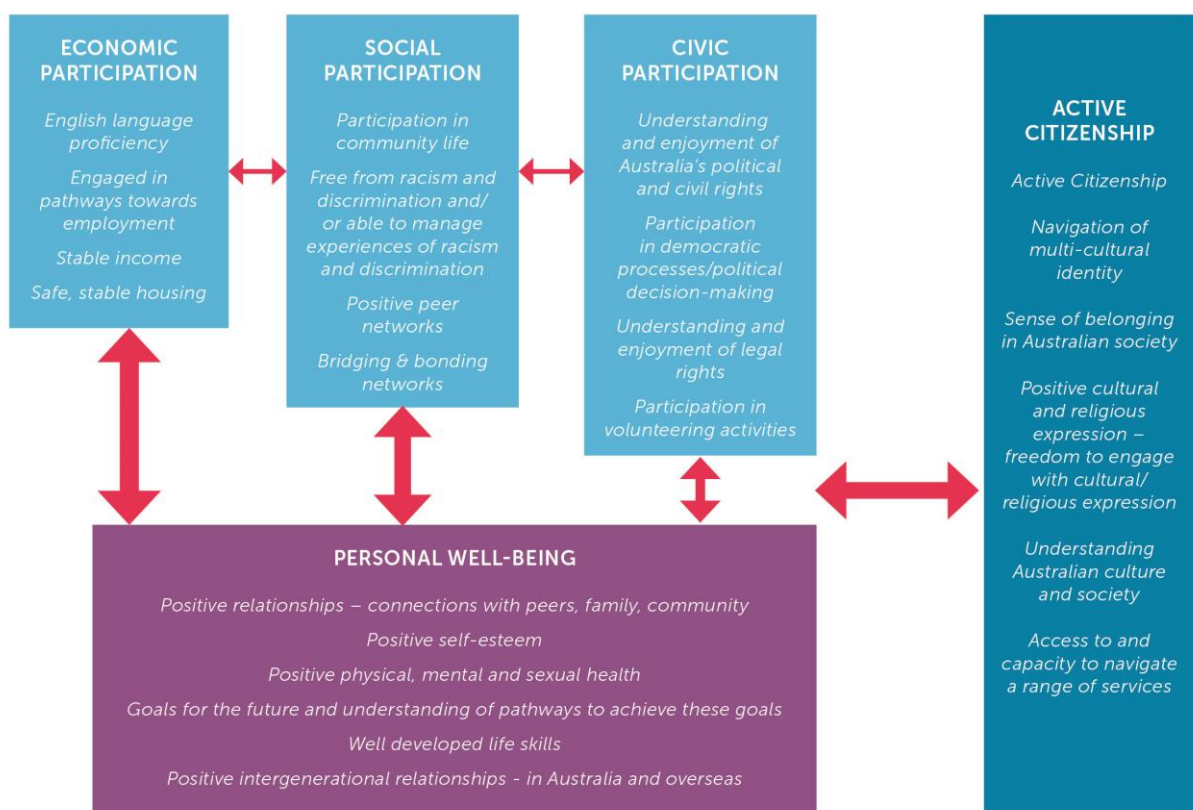
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<sup>133</sup> MYAN (2016), p. 15

**Personal well-being** indicators include having positive relationships with peers, family and community; well-developed life skills; goals for the future and understanding how to achieve them; and positive self-esteem.

Some indicators are complex tasks that will take time. They are designed to be used to measure how a young person is ‘tracking’ in achieving active citizenship. Some young people will accomplish these more quickly than others and some will revisit a number of areas, requiring more targeted support at different times in their settlement journey.

The following diagram presents the Active Citizenship domains and indicators.



## NYSF Good Practice Capabilities

In addition to the indicators, the Framework provides eight Good Practice Capabilities for application in service delivery. The eight capabilities of the NYSF frame the delivery of services to young people. When applied across the youth, education, employment and settlement sectors they address the range of barriers young people face in accessing the support and opportunities needed to achieve active citizenship.

The capabilities are:

- **Cultural competency**  
Reflection on the cultural assumptions that shape work practices and worldview, and also on developing and implementing policies at all levels of an organisation to support cultural diversity and inclusiveness.
- **Youth-centred and strengths-based**  
Identifying and responding to a young person's particular needs, distinct from those of adults or children.
- **Youth development and participation**  
Working with young people as partners, and equipping them with the knowledge, skills and resources to effectively participate and influence policy and service delivery models.
- **Trauma informed**  
Practice that recognises the importance of core recovery goals as fundamental to supporting young people to manage and recover from trauma.
- **Family-aware**  
Engaging with family wherever possible as a key component of supporting a young person and facilitating positive connections with family.
- **Flexibility and responsiveness**  
Adapting service delivery models to be responsive to a young person's needs and circumstances, rather than applying a 'one size fits all' approach.
- **Collaboration**  
Workers, programs and organisations investing in working together, seeking opportunities and finding ways to work in partnership to address service gaps and add value to existing services.
- **Advocacy**  
Actively promoting the needs, interests and rights of a young person at both individual and systemic levels.

The four YTS pillars (employment, education, vocational education and sports engagement) are reflected in the NYSF domains, and delivery of the YTS services is consistent with the good practice capabilities of the Framework.

Implementing the YTS Pilot, all organisations utilised their own organisational practice frameworks in developing and implementing their YTS model. The subsequent release of the NYSF in April 2016 provided an overarching framework that could be adopted by providers to ensure consistency of practice at a high level.

As a part of good practice, some providers were able to 'audit' or 'assess' their program approach against the framework and good practice capabilities of the NYSF.

### NYSF Domains and Indicators mapped against YTS activity

The following table lists the common strategies adopted by YTS providers mapped against the corresponding NYSF domain and key indicators. YTS activities implemented are grouped to correspond to the relevant NYSF domain indicators. The main strategies are listed under each of the four domains.

Economic Participation Indicators	YTS Activities to achieve Economic Domain outcomes
<b>Engaged in pathways towards employment</b>	
Developing Work Skills	Organising Job Clubs; developing skills in resume writing and interviews; job search training; knowledge of recruitment processes; addressing Key Selection Criteria; developing an understanding of Australian work culture; rights and responsibilities; need for networking; problem solving, use of social media; Hackathons.
Providing Work Experience	Offering work experience in private enterprise and in government agencies, often as part of career exploration; exploration of social enterprise and start-up options; providing placement support; volunteering opportunities.
Organising Career Mentoring	Career pathways; career planning; industry mentoring; personal planning which include both peer mentoring and career counselling; engaging employers as professional mentors; holding mock interviews; employer and employee sharing career pathways, preparation and experiences.
Delivering / facilitating training	Covers both formal and informal training; including use of work licences such as White Cards; customer service training; barista courses; increasing digital literacy to participate in on-line recruitment.
Clarifying vocational pathways	Providing activities and support that develop understanding of how accredited courses are linked to potential employment; supporting participation and completion of relevant accredited courses; engaging with employers through networking events, employment forums and Job Fairs.
<b>Acquiring English-language skills</b>	
Supporting educational engagement	Working with schools and education providers (e.g. TAFGE/AMEP) to support young people to remain in schools, as well as offering homework help (referral to homework support) ; online tutoring; coaching; mentoring; information sessions and/or case support; identifying tertiary education opportunities and support.

<b>Personal Wellbeing Indicators</b>	<b>YTS Activities to achieve Personal Wellbeing Domain outcomes</b>
<b>Positive relationships and Positive self-esteem and Positive physical, mental and sexual health</b>	Trauma informed approach to delivery; identifying strengths; support to develop skills in managing emotions & negotiating challenges; dealing with racism and discrimination; skills in seeking help; mentoring/mentee opportunities; work experience; managing life balance issues; knowledge of laws and responsibilities in the Australian context; referral to specialist support; mix of group work and individual support and flexible and responsive approaches.
<b>Goals for the future and understanding of pathways</b>	Individual support - tailored support and needs assessment; exploration of aspirations; goal setting; individual advocacy and representation.
<b>Well-developed life skills</b>	Trauma informed approach to delivery; identifying strengths; managing emotions; managing challenges; dealing with racism and discrimination; skills in seeking help; managing life balance issues; knowledge of laws and responsibilities in an Australian context.

<b>Social Participation Indicators</b>	<b>YTS Activities to achieve Social Participation Domain outcomes</b>
<b>Participation in Community Life</b>	
<b>Leadership development</b>	Establishing youth advisory councils; offering opportunities for co-designing and co-delivery of the program; provision of mentoring; holding youth camps.
<b>Sports engagement</b>	Facilitating community-led sports associations; negotiating with coaches to volunteer time; building peer support; arranging access to facilities; linking young people into mainstream sporting organisations and employment opportunities.  Organising or promoting local sports tournaments; informal sports participation activities.
<b>Positive peer networks</b>	Activities that facilitate young people getting to know one another and sharing experiences and ideas; peer volunteers supporting young people in program activities; linking young people into local youth services and activities.

<b>Social Participation Indicators</b>	<b>YTS Activities to achieve Social Participation Domain outcomes</b>
<b>Participation in Community Life</b>	
<b>Bridging and bonding networks</b>	<p>Activities that build connections with cultural/faith identity and community; activities that facilitate activities in the broader community (education/employment-related, sport &amp; recreational/arts-based, personal well-being activities etc.); supported work experience activities.</p> <p>Small group work; cross-cultural pairing; peer volunteers; social network strategies</p>

<b>Civic Participation Indicators</b>	<b>YTS Activities to achieve Civic Participation Domain outcomes</b>
<b>Participation in democratic processes</b>	Participation in advisory groups/youth councils.
<b>Participation in volunteering activities</b>	Coaching in a sporting club; involvement in/referral to homework support program; participation in a youth advisory group; involvement in cultural activities; volunteering as a work experience activity; informal advice to activity/program design/delivery; (formal/informal mentoring opportunities with other young people).
<b>Understanding and enjoyment of political, legal and civil rights</b>	Employment rights workshops; work experience opportunities; post-placement support activity; activities to increase understanding of other cultures and living in a multicultural society; support to facilitate re-engagement in education, training, and employment – e.g. access to driving licence.