

YOUTH TRANSITIONS SUPPORT PILOT **PRACTICE GUIDE**

December 2016

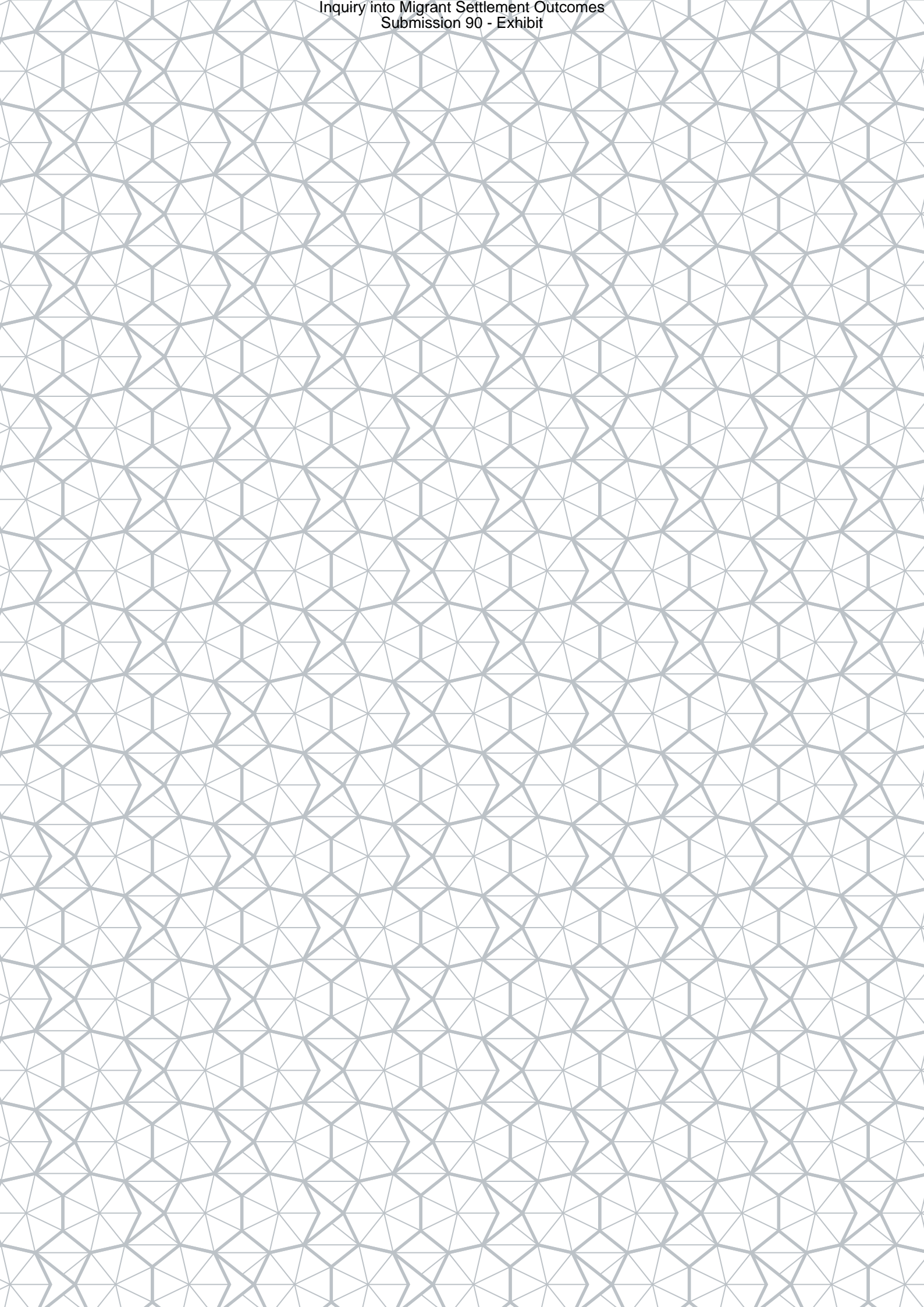


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ACKNOWLEDGEMENTS

This document has been developed by the Brotherhood of St Laurence in partnership with Jo Buick. The Youth Transitions department at the Brotherhood works to a consistent core Model. As such, this Practice Guide is based on the Education First Youth Foyer Practice Framework and the Transition to Work Practice Guide.

The Youth Transitions Support Pilot (YTSP) is delivered in partnership with the following key providers – Arabic Welfare Inc., Banksia Gardens Community Services, Centre for Multicultural Youth, Hume City Council, Spectrum and Victorian Arabic Social Services.

The YTSP has been funded by the Australian Government Department of Social Services.

ABOUT THIS GUIDE

Practice Guide – Youth Transitions Support Pilot (YTSP) has been designed to provide a practice framework for staff working within the YTSP. The guide underpins the development of the YTSP's practice approach and steps out the practice model.

This guide is intended to be co-designed with the staff responsible for operationalising the YTSP. As such, the Brotherhood sees it as a foundational version and we will be encouraging ongoing feedback. The Brotherhood's Youth Transitions department and key providers will also undertake to co-design any future iterations of the guide.



SECTION 1

BACKGROUND

BACKGROUND TO THE YOUTH TRANSITIONS SUPPORT PILOT

Finding sustained and meaningful work in the current labour market is a challenge for many young Australians. For those with refugee and migration experiences, securing good work opportunities can be even more challenging.

While many young people of refugee and migrant backgrounds are ready and willing to work, it is common to encounter structural, language and cultural barriers that make finding and accessing employment challenging. Developing community networks, learning a new language and navigating new systems are some of the key foundational activities young people undertake during their settlement.

The Youth Transitions Support Pilot (YTSP) funded by the Department of Social Services offers targeted assistance for newly-arrived young people of refugee and vulnerable migrant backgrounds aged under 25 within education, training and employment. The Brotherhood was selected to deliver the YTSP within the City of Hume. Located in Melbourne's northern fringe, the City of Hume is home to more than 198,000 residents. Hume is one of Australia's fastest-growing and culturally-diverse communities with 32 per cent of the population born overseas,¹ of which 86 per cent were born in non-English speaking countries. This demonstrates the immense need for a program such as the YTSP in the area, and the opportunity it has presented to work with newly arrived young people and the wider community in an innovative way.

The Brotherhood's YTSP recognises that young people with refugee and migrant backgrounds require skilled coaching and mentoring in order to build meaningful career pathways. By harnessing local community effort and innovative youth coaching techniques, our program supports young people to gain the knowledge, connections and experiences that they need to activate their strengths and skills in Australian society. Activating the diverse strengths and skills of young people is at the core of our approach. Providing opportunities for young people to build upon their strengths, and identify and develop their aspirations is fundamental in supporting young people's transition into sustainable education and employment during settlement.

The YTSP is a program with young people of refugee and migration backgrounds at the centre of its approach. We recognise that to fully support young people to achieve their settlement and vocational

goals, the narrative around youth, employment and education needs to shift. Building on the strengths-based frameworks that characterise the settlement sector, the YTSP uses an 'Advantaged Thinking' approach to actively promote and advocate for young people with refugee and migrant experiences. This approach was developed in the UK by Colin Falconer of the Foyer Federation. This approach not only frames advocacy, but also the way that we work with young people, with organisations and with the local community.

We hold high expectations of the young people in our program and in doing so we recognise the need for flexibility, fluidity and personalisation of the program's offers. In order to achieve their goals, young people need to be aware of and have access to opportunities. The YTSP approach provides access to real-world experiences, resources and networks that are matched to young people's aspirations, and can promote and develop their strengths and skills.

In our program, opportunities are sourced for young people to:

- experience real-world workplaces through work experience; volunteering; tasters; casual, part-time and full-time work
- have streamlined access to mainstream education institutions
- build their networks through developing an Address Book of professional and community contacts
- interact with and learn from inspirational people from targeted business and educational backgrounds as part of YTSP activities
- engage with mentors as needed
- participate in peer education and social campaigns.

This guide articulates how the Brotherhood and key providers will collectively harness community effort and innovative engagement techniques to offer targeted assistance to young people aged between 15 and 25 years within education, training and employment.

¹ Victorian Government, (2013), *Population Diversity in Victoria: 2011 Census Local Government Areas*, Melbourne, Available at: <http://www.multicultural.vic.gov.au/images/stories/documents/2013/Censusfactsheetscommunityprofiles/othercensus/preliminary%20pages-contents%20%20notes%20on%20data.pdf>



SECTION 2

OUR APPROACH

This section of the guide outlines the way that we approach working with local community and young people. Our approach is informed by three guiding principles: **Harnessing Community Effort**, **Advantaged Thinking** and **young people at the centre of the approach**. These three concepts permeate the YTSP Model across five key practice areas and four service offers (outlined in Section 3: The model).

HARNESSING COMMUNITY EFFORT

Harnessing Community Effort is a practical way of working in partnership with government, business, community organisations, philanthropy and education providers that values the expertise, knowledge, contributions and existing work of the community.

In harnessing community effort, our goal is to recognise the good work and experience that exists within the community and to work with key local agencies and organisations to continue building on, as opposed to duplicating current assets and services.

The delivery of the YTSP model is dependent on the development of specific key partnerships with:

- local government
- community organisations (e.g. the LLENs in Victoria)
- local employers and employer bodies (e.g. the Business Chamber)
- service and sporting clubs.

The Brotherhood has brought together six community organisations to collectively deliver the program using the Brotherhood's evidence-informed service model. Combining the Brotherhood's expertise of transitioning young people of disadvantage into work and education with the expertise of local community organisations, has meant a holistic partnership model has been created.

The Brotherhood recognises the good work and experience that exists within the City of Hume and is working with local organisations to continue building on, as opposed to duplicating current assets and services. The YTSP has tapped into local expertise, pooled resources and most importantly developed authentic collaboration among local services including council,

settlement providers and ethno-specific agencies. This has been evidenced through the YTSP's partnership model which was designed in consultation with the local community. The model provides a value-add within the settlement and community sector, offering targeted assistance to young refugees and migrants transitioning into employment and education. The Brotherhood has provided training on the Youth Transitions service model, practice approach and provided tailored resources and tools to community organisations collectively delivering the YTSP with BSL.

The key providers of the YTSP are:

- Arabic Welfare Inc.
- Banksia Gardens Community Services
- Centre for Multicultural Youth
- Spectrum
- Hume City Council , and
- Victorian Arabic Social Services

Details of how this collective community effort works in action can be found in: **Section 4: Operationalising the model: program structure**



ADVANTAGED THINKING

‘Despite the challenges of the refugee and migration experience, young people from refugee and migrant backgrounds are immensely resilient. They have a range of strengths and resources, including broad international and cross-cultural knowledge, multilingual skills, adaptability, a strong sense of family and community, high educational aspirations and a desire to enjoy and uphold the rights and responsibilities of Australia’s democratic processes. They are eager to embrace the opportunities to actively participate in Australian society.’

— National Youth Settlement Framework

Advantaged Thinking is a shift in the way we think about and respond to young people experiencing disadvantage and exclusion. It is a shift away from deficit, disadvantaged or problem-saturated thinking and acting, towards identifying, developing and, most importantly, investing in the skills, capabilities and assets of these young people.

Advantaged Thinking is founded on the understanding that everyone has talents and abilities – not just those in elite sporting, artistic or academic programs. It also acknowledges that not all of these talents are recognised or valued in the same way. For young people from refugee and migrant backgrounds, the investment by community towards their strengths and talents can be a determining factor for their settlement journey. The shift in focusing on aspirations, skills and talents during critical transition periods in settlement, not only provides a long-term vision but also tangible opportunities for young people to actively engage with and contribute to society.

Advantaged Thinking asserts that rather than investing in young people’s problems, the community needs to redirect investment into building their abilities and harnessing them for personal, as well as social, growth. By making a positive investment in young people, Advantaged Thinking focuses on developing their assets and on co-creating solutions – real jobs, real education and real community connections – to enable them to achieve independent adulthood.

Fundamentally, the Advantaged Thinking approach challenges us to rethink:

- the way we see young people
- the activities and approaches we use to work with them
- the way we develop those diverse groups of people (including staff, business, education, policy makers etc.) who are or will be engaged in, promoting and enabling young people to reach their potential
- how we speak about young people – to use positive language rather than the language of disadvantage.

When we apply an Advantaged Thinking approach to our work with young people from refugee and vulnerable migrant backgrounds, it means that we aim to recognise and nurture young people’s internal assets as well as building external assets. This approach is an extension of the strengths-based frameworks that many settlement workers use effectively in their communities. Advantaged Thinking focuses on five key practice areas:

- places
- people
- opportunities
- the deal
- the campaign.

Through the YTSP model, young people’s skills are identified, developed and invested in to enable them to build meaningful career pathways and community connections. The goal is to build young people’s capacity to make positive decisions in their lives. This goal is reflected in the language that YTSP staff use when having conversations with and describing the young people with whom they work.

YOUNG PEOPLE AT THE CENTRE OF THE APPROACH

The YTSP utilises a young-person centred approach. This means that we recognise that all young people are different and require personalised opportunities to engage with the program.

By placing young people at the centre of our approach, our model is designed to be:

- **Youth-settlement specific:** Specialised and skilled support that is relevant and inclusive of young people with refugee and migrant experiences is provided. In particular we recognise that young people have distinct acculturation experiences during settlement, with added complexities in navigating a new culture.
- **Fluid and flexible:** There are opportunities to move through the program in non-linear ways, enabling time and space for exploration, change and discovery.
- **Encouraging and focused:** Targets and goals are personalised according to the young person. While the program is non-linear, targets are a recommended component of the program, as from an Advantaged Thinking perspective; every young person deserves to have high expectations.





SECTION 3

THE MODEL

The YTSP model is made up of five key practice areas and four service offers. This section outlines the practice areas and service offers in detail.

FIVE KEY PRACTICE AREAS

Our approach is expressed in practice across five areas: Place, People, Opportunities, The Deal and The Campaign. These five areas need to be addressed in practice for the YTSP model to be delivered effectively.

Figure 1 Five key practice areas



Place

The places and spaces that we live in, learn in and move through can affect the way we feel about ourselves, the people around us and the world in general.

An Advantaged Thinking approach encourages consideration of the ways in which YTSP delivery sites can be embedded in the local community. This may occur through co-location with key community partners (local government, TAFE and other community organisations) and/or a centralised location that is close to key organisations and businesses. It is important that other services, groups and leisure facilities are in close proximity to YTSP delivery sites as this not only supports young people to access mainstream services, but also enables the development of partnerships and networks.

Advantaged Thinking also encourages consideration of the ways in which places and environments are used to inspire and challenge young people. Ideally, the design of YTSP delivery sites should enable flow and transparency between staff and participants. This may be actualised through the use of open and shared working spaces, collaborative environments, and/or involvement of participants in the design of spaces. This approach is important because it facilitates a move away from the service-recipient relationship that many young people often engage with in the welfare system.

YTSP spaces should give consideration to:

- **communal facilities:** to enable employment and social activities, informal learning and formal group training in an integrated and open environment
- **valuing young people:** the YTSP space illustrates the value and capabilities of participants through actively diminishing the traditional power imbalance between service providers and recipients
- **dynamic environments:** the YTSP space is a dynamic environment, with visible activity and interaction between participants, staff, community partners and volunteers
- **flexibility:** to maximise flexibility in use of communal spaces for a range of differing informal and formal activities
- **partner spaces:** to enable participating agencies to deliver support, training and other group activities on site
- **community ownership:** the YTSP space is open to the community, is a place that employers can feel comfortable coming to, and both participants and partners feel an ownership over the space.

Place checklist



- ☐ Does the space have communal facilities?
- ☐ Are young people valued and involved in the design and use of space?
- ☐ Is there an opportunity for activity and interaction between YTSP staff, participants, community partners and volunteers?
- ☐ Is the space flexible enough to allow diverse activities?
- ☐ Does the space also have areas for partnering agencies?
- ☐ Is the space open to the community?
- ☐ Do young people, staff and partners feel a sense of ownership over the space?

People

To achieve their potential, YTSP participants need to be surrounded by people – community members, employers and staff – who believe that all young people are talented, are valuable assets for the community and are capable of achieving on their own and with others.

The successful delivery of the YTSP model is contingent on a mix of paid staff and volunteers, mentors and industry experts. To deliver on the YTSP model, the multi-disciplinary staff and volunteer team have a range of talents, skills, training and life experiences. YTSP staff will be entrepreneurial with the capacity to source opportunities, networks and resources from the community. Importantly, they will hold strong beliefs in the abilities and capacity of participants to change their circumstances and build sustainable lives.

The collective staff skill set should include:

- **cultural responsiveness:** in order to provide support that respects cultural diversity and recognises the different world views participants may have through their cultural lens
- **entrepreneurial skills:** in order to source opportunities and resources for participants
- **networking skills:** in order to establish, facilitate and leverage community networks for participants
- **employer engagement skills:** an employer-facing skill set. The ability to effectively and innovatively engage employers, understand their needs, and work with them to engage with the program and open up pathways into the labour market for participants is essential
- **leadership skills:** in order to inspire participants, other staff and external partners

- **coaching skills:** to deliver on the YTSP distinctive practice approach, and enable a non-welfare, goal-oriented and skill-building relationships with participants
- **teaching/training skills:** an educational background, skills and qualifications within the staff team is important in order to assess participants and provide them with skilled practical, language, literacy and numeracy support
- **understanding of settlement sector:** in order to understand and engage with participants, local community and key organisations
- **health and wellbeing support:** someone with knowledge of the local service sector, and experience in connecting young people with expert support services
- **career development skills:** in order to provide participants with quality, knowledgeable vocational guidance and support them to achieve their vocational goals.

The YTSP staff structure includes:

- **Youth Development Coaches** (employed within the six key delivery agencies)
- **Employer Engagement Officer** (located within the Hume City Council)
- **Volunteers and mentors** (located at specific key delivery agencies)
- **Community Investment Committee.** The CIC is the key mechanism for coordinating community effort and resources as part of the YTSP Model. For further information about the CIC see page 24.

For further information about the people of YTSP, visit

Section 4: Operationalising the model: program structure.

People checklist



- ☐ Do staff members demonstrate entrepreneurial skills?
- ☐ Do staff members network with the local community?
- ☐ Do staff members engage and work well with local employers?
- ☐ Do staff members demonstrate an understanding of the settlement context and are able to practice in a culturally responsive way?
- ☐ Do staff members have the skills to facilitate group sessions?
- ☐ Are staff members trained and able to offer coaching to young people?
- ☐ Are staff members trained and skilled in offering career development?
- ☐ Are there staff members within the team that have teaching or training skills?
- ☐ Are there staff members within the team that have health and wellbeing skills?
- ☐ Are there professional development and training opportunities for staff to develop or increase their skills across these key areas?

Opportunities

For young people to hold high aspirations and achieve their goals, they need to know of, and have access to, opportunities.

Our approach provides access to opportunities, resources and networks that are matched to participants' aspirations, and can promote and develop their strengths and skills. Opportunities are sourced for participants to:

- **experience real-world workplaces** through work experience; volunteering; tasters; casual, part-time and full-time work
- have streamlined **access to mainstream education institutions**
- **build their networks** through developing an address book of professional and community contacts
- interact with and learn from **inspirational people** from targeted business and educational backgrounds as part of activities
- engage with **mentors** as needed
- participate in **peer education and social campaigns**.

Opportunities checklist



- ☐ Are there opportunities for work experience, volunteering and employment?
- ☐ Does the program provide supported access to mainstream education institutions?
- ☐ Are young people supported to build an Address Book?
- ☐ Are there opportunities for young people to learn from inspirational people in their community?
- ☐ Are mentors available?
- ☐ Are there opportunities for peer education and social campaigns?

The Deal

'The Deal' is a reciprocal arrangement that expresses shared ownership of the YTSP program.

The Deal is a critical aspect of the ethos underpinning the YTSP model. It is designed to prepare young people for the real world and the expectations associated with sustaining an independent livelihood. It does this by upholding both the rights and responsibilities of participants and staff. In turn, participants and staff are accountable for their actions and a culture of reciprocity is fostered.

The reciprocity inherent in The Deal expresses shared ownership of the YTSP program. Holding young people in high regard instils in them a sense that they are valued members of society with something to contribute.

The YTSP Deal is embodied in two key ways:

The Deal Checklist

The Deal outlines the agreement between participants and the YTSP program. By signing this checklist, shared values, principles and expectations are communicated and agreed. Participants are primarily accountable for remaining engaged in education, training and employment, contributing to the wider community and for actively participating in program activities. YTSP is responsible for promoting a safe and secure environment that gives participants access to opportunities, resources and networks to enable them to use their talents and gain sustainable employment.

The Something-for-Something Proposal provides an opportunity for participants to work on proposals so that they can access brokerage funds or an opportunity related to their employment or education aspirations in exchange for providing a resource or opportunity to other students or the community. In return participants are required to offer something back to the pilot or the broader community.

Some examples of the offers participants can propose to return for funding can include:

- using their technical skills to edit photos of videos to promote the program
- volunteering at group workshops such as industry tasters or sport and recreation activities or
- fundraising for a charity.

In consultation with their Youth Development Coach (YDC) the participant submits a proposal using the something-for-something form for review and approval. The proposal is reviewed to ensure it is clear how the funding or opportunity will support the participant in reaching their identified employment or education goal, and to ensure it is clear what the participant will provide back to the pilot or wider community. Once approved, the YDC and student then agree to a timeframe for when the participant will deliver their part of the proposal.

The Campaign

The Campaign seeks to provide opportunities for participants to present themselves and be seen as valuable citizens of the future, thereby challenging needs-based deficit models. It focuses on changing community perceptions; demonstrating that all people have talent that can be nurtured; promoting young people's talents; and providing them with an opportunity to have a voice and influence. The Campaign ultimately aims for structural pathways to participate in mainstream business, education and community institutions. The means of developing and delivering on a Campaign includes mentoring young people to become advocates for change. This may be done through:

- the media – positive stories of success by participants
- the Brotherhood's Community Investment Committee
- implementing an advocacy and influencing (A&I) strategy which seeks to achieve our long-term goal of changing the way the Federal government funds employment support programs for disadvantaged communities. To do this the short-term goal of the A&I is to demonstrate the impact of innovative programs like the YTSP and argue for its ongoing funding to continue its impact
- the use of positive language
- developing practice tools with an Advantaged Thinking sensibility
- focusing on specific social campaigns on an issue
- investing in young people's talents and sharing their experience in the pilot. This can include speaking at key meetings with members of parliament, presenting at events or conferences and participation on the Pilots Operations Governance Group.

FOUR SERVICE OFFERS

The four service offers outline the core activities and opportunities that comprise the YTSP. They are delivered using our distinctive approach and by leveraging the contributions and existing effort of local communities.

The offers are based on the evidence around best practice in youth education and employment and on the service delivery experience of the Brotherhood and the key providers.²

Figure 2 Four service offers



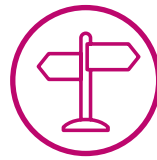
**VOCATIONAL
GUIDANCE**



**CO-DESIGNED
PLANNING**



**SKILLS &
CAPABILITIES
BUILDING**



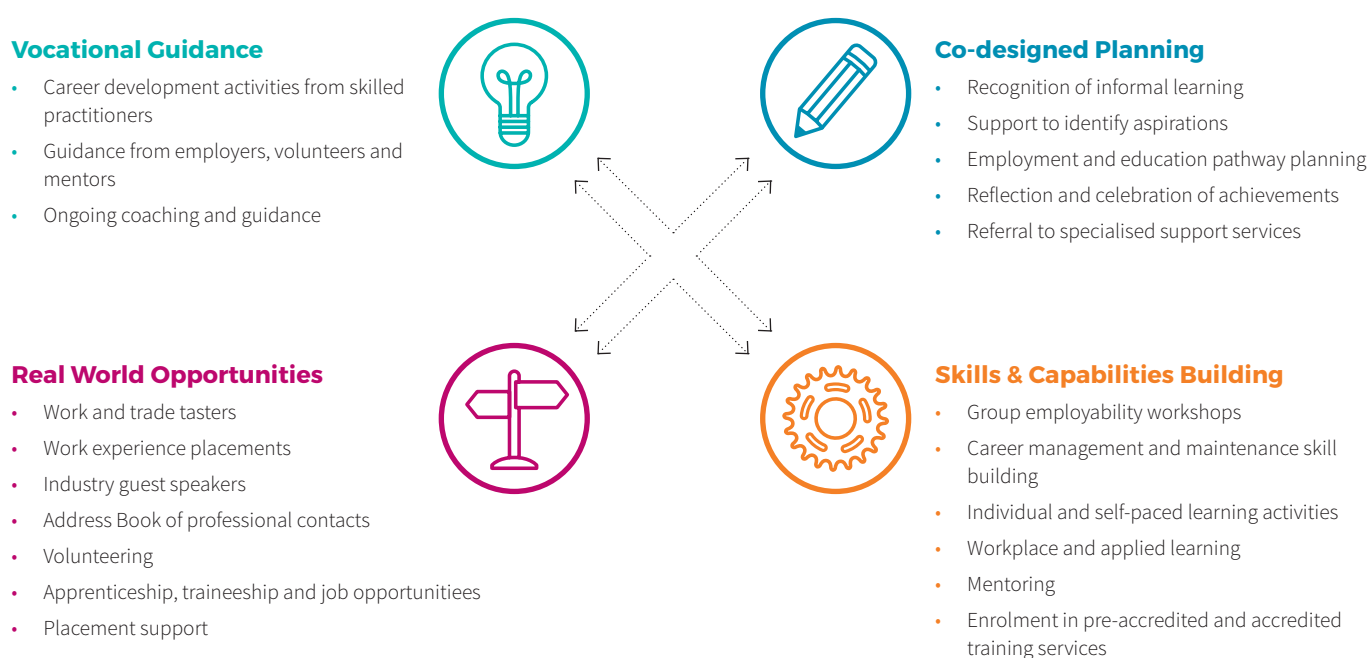
**REAL WORLD
OPPORTUNITIES**

² See for example: R. Sweet 2012, *Unemployed and Inactive Youth: What Works?*, Sweet Group, Sydney. The evidence base for the four service offers is explored in the Conceptual Framework, currently being developed by the Research and Policy Centre and the Brotherhood's service development team.

Core activities in the four service offers

Each of the four service offers consist of a number of core activities and elements, which are outlined below.

Figure 3 Core activities in the four service offers



Service offer 1 Vocational guidance

Young people from refugee and migrant backgrounds require specific support to develop an understanding of the Australian education, training and employment systems. In many ways, vocational guidance is even more critical for newer arrivals than for other groups. For young people in our program, vocational guidance is geared towards entering the mainstream. Specifically, guidance aims to bridge the gap between the intensive support received upon arrival and the support received within the mainstream system.

Providing exposure to and information about a wide range of industries and careers, as well as information about their education and training requirements, enables young people to develop realistic career plans that match their interests, skills and abilities with areas of opportunity.³ Tailored vocational guidance that is grounded in and informed by local labour market conditions, together with advice on navigating employment and education systems, is integral to the YTSP model.

YTSP participants receive vocational guidance from skilled practitioners (staff and external providers such as a TAFE) as well as from informal sources such as employers, volunteers, mentors and other community members who are involved with the program (for example, as a guest speaker). Guidance is ongoing and focuses on the young person's immediate employment goals as well as their long-term career aspirations.

Service offer 2 Co-designed planning

Young people need to be supported to identify both their career goals and the concrete actions and responsibilities they must fulfil in order to achieve these goals. Enabling young people to develop personal visions and goals provides them with agency and self-direction about their future career. This has been found to lead to a deeper and more sustained level of engagement in education, training and employment.⁴

Young people need to have support in order to achieve their goals. Where a young person does not have adequate support, YTSP will provide them with a mentor. A mentor may be provided to a young person to share specific knowledge and experience of navigating the Australian education system or employment market and to provide industry-specific advice and support around career planning and pathways. The young person's family or mentor should also be involved in the celebratory stages of the program. In this way, the young person reflects on and celebrates their progression through their plan and their achievements (large and small).

³ RA. Polvere & P. Lim 2015, *Career development supporting young Australians: A literature review*, National Centre for Vocational Education Research and Brotherhood of St Laurence, Melbourne.

⁴ F. Aldridge & A. Tuckett 2011, *Tough Times for Adult Learners: The NIACE Survey on Adult Participation in Learning*, National Institute of Adult Continuing Education, Leicester, UK.

Service offer 3

Skills and capabilities building

In addition to opportunities, networks and resources, young people need key skills, assets, attributes and character capabilities to make the transition to adulthood and to flourish. These skills are needed to take advantage of opportunities to participate in education, in work and in the broader community; this is particularly so for young people who are from refugee and migrant backgrounds.

Employability skills focus on the personal, social and transferable qualities that are relevant to all jobs, as opposed to specific technical skills or qualifications.⁵ Employers continually rank these skills, along with foundational or functional expertise in language, literacy, numeracy, and information and communication technology, as equally (if not more) important to getting and keeping a job, than technical skills and qualifications.⁶

Among the key characteristics that employers look for are:

- motivation and flexibility
- willingness to work and learn
- confidence
- appropriate clothing and grooming
- positive behaviour, gestures and mannerisms.

With the growth of precarious and rapidly changing conditions in the labour market, it is also imperative that young people are equipped to become better skilled at career management and maintenance, such as with job seeking, résumé and application writing, interviewing, goal setting, planning and decision making. Creating local solutions is a core strategy of the program. To ensure we are responding to emerging opportunities through innovation the Brotherhood has created a Program Development Fund.

Program Development Fund

The Program Development Fund (PDF) was developed to foster innovation and provide resources for partners to create local responses to identified challenges and opportunities for young people.

Banksia Gardens Community Services (Banksia Gardens) received funding under the PDF to provide an innovative coding literacy as an additional language program. The need for coding literacy was acknowledged in an ABC *Four Corners* story which described coding as the next layer of literacy required for youth.

Banksia Gardens in conjunction with a Senior Research Fellow in Artificial Intelligence at RMIT University has developed an interactive six-week program. Topics include the importance of next-generation IT skills, fundamentals of computer programming, tools and resources available, and formal and informal training and employment pathways.

Other initiatives funded through the PDF have included an employment and education skills weekender run by Spectrum during the January 2017 school holidays. The weekender will be co-developed and delivered by up to five young leaders.

Focusing on an interactive educational experience, the weekender will focus on developing participants' employment, team-building and leadership skills, career pathway exploration, job searching and interview techniques. Delivering the program in this format allows for topics to be explored in a welcoming and comfortable environment.

⁵ R. Blades, B. Fauth & J. Gibb 2012, *Measuring Employability Skills: A Rapid Review to Inform Development of Tools for Project Evaluation*, National Children's Bureau, London, UK.

⁶ K. Anderson, M. Brophy, B. McNeil & D. Potter 2010, *Opening the Doors to Apprenticeships: Reaching Young People who are Disadvantaged and Disengaged from Apprenticeships*, The Young Foundation, London, UK; S. Sodha & J. Margo 2010, *Ex Curricula*, Demos, London, UK.

Service offer 4

Real world opportunities

A critical aspect of supporting young people to build meaningful careers is connecting them with opportunities to increase their exposure to the world of work and gain experience in real workplaces. Through these opportunities young people are able to learn about workplaces and vocations, test their work-readiness capabilities in an area of employment relevant to their career goals, receive authentic feedback and critically reflect on their learning before they transition from the program to employment or further study.

Together with 'work tasters', work experience increases students' understanding of the day-to-day activities of particular jobs and broadens their knowledge about the activities, positions and career structures within a range of industries and their associated educational requirements.

Work tasters provide participants with a real-world opportunity to learn about different industries and career pathways into those professions. This enables participants to learn more about career options in Australia and supports them in developing their employment and education goals. Tasters also provide participants with a unique experiential learning opportunity to build their address book and create personal and professional networks within the community.

These opportunities enable participants to build their social capital through networks and connections with employers and their community, and to build their own 'Address Book' of professional relationships. The Address Book is a resource of employer and community contacts made through the program that the young person can draw on. Below we have highlighted a real-world opportunity to showcase how the pilot is leveraging existing community opportunities to accelerate young people's access to employment opportunities.

Real world opportunities

The Broadmeadows Jobs Fair delivered by Hume City Council with support from the Department of Employment brought together over 4,000 unemployed job seekers, 50 employers and industry bodies.

To assist newly arrived young people to harness this real world opportunity, the Brotherhood delivered targeted training workshops in partnership with Hume City Council's Economic Development Unit. The training covered topics such as personal presentation skill, engaging with employers and interview skills. The fair gave participants the chance to talk face-to-face with employers to learn about job vacancies and career options across the Hume City and the Greater Melbourne region.

Youth Development Coaches from the Brotherhood supported 12 participants aged 18–24 years from Iraq, Eritrea, Afghanistan and Iran, who have been in Australia between two–four years to attend the fair.

The young people participated in on-the-spot interviews, distributed their resumes and promoted their skills and talents. Three participants secured jobs in customer service, kitchen cabinet assembly and the security industries with one other participant making it to the final group-interview stage.

Overall the participants were able to learn how to navigate the Australian employment system, increase their confidence in approaching employers and gain experience communication about their skills and talents.





SECTION 4

OPERATIONALISING THE MODEL: PROGRAM STRUCTURE

OPERATIONALISING THE MODEL: PROGRAM STRUCTURE

The YTSP is funded by the Department of Social Services to provide early-intervention assistance specific to young people of refugee backgrounds and vulnerable young migrants.

The YTSP is operationalised through a collaborative partnership between the Brotherhood and the following key providers in the City of Hume:

- Arabic Welfare
- Banksia Gardens Community Services
- Centre for Multicultural Youth
- Hume City Council
- Spectrum
- Victorian Arabic Social Services.

Key providers

Youth Development Coaches assist young people through vocational guidance, co designed planning, skills and capabilities building and real world opportunities. These service offers provide a suite of activities and opportunities to assist participants in identifying and building their education and career aspirations. The coaches work to build participants skills, experience and networks to access targeted work and training opportunities available through the YTSP.

The YTSP is delivered in four phases; Initial Phase, Skills Building Phase, Real World Opportunity Phase and Placement Phase. The key providers support program participants within the Initial Phase and Skills Building Phase. The Brotherhood takes a lead in delivering the Real World and Placement Phase.

The Youth Development Coaches deliver services using the Brotherhood's Youth Transition Service Model, utilising a suite of tailored practice tools developed by the Brotherhood within the coaching framework. The coaches receive ongoing professional development through the Brotherhood's community of practice and contribute to the ongoing co-design of the practice tools.

Brotherhood of St Laurence

The Brotherhood has a specialised role to provide targeted support to those participants identified as ready to engage with more rapid and streamlined access to employment and education opportunities. This offers further resources and support in the form of:

- working in partnership with Hume City Council's Employer Engagement Officers funded by the YTSP to match participants' interests and aspirations to the employment and training opportunities and coordinate employer guest speakers, work experience and workplace visits
- source real-world opportunities, and skills and capabilities building initiatives in response to the aspirations of those participants identified as being ready to take advantage of these additional supports and resources
- placement support to participants, and where appropriate, employers
- 'something-for-something' brokerage funds to access material goods and real world opportunities that align with the participants self-identified education and employment goals
- ongoing coaching and guidance
- access to volunteer mentors.

Hume City Council

The Brotherhood works in partnership with Hume City Council's (HCC) Economic Development Unit to support pilot participants. As outlined in the staffing section below, Employer Engagement Officers (EEO) at HCC work with the Brotherhood to arrange and coordinate employer guest speakers, work experience and workplace visits, and to match participants' interests and aspirations to employment opportunities. The EEO is imbedded within HCC's Economic Development Unit, working to create streamlined linkages between participants and employment and training opportunities, through existing and new networks.

Staffing

The Brotherhood has funded each key provider to employ a Youth Development Coach (YDC) to deliver the YTSP using the Brotherhood's evidence based Youth Transitions service model. The YDCs practice within a coaching framework and provide a suite of activities and opportunities to assist participants in identifying, building and enacting their education and career aspirations. YDCs work to build participants' skills, experience and networks to access targeted work and training opportunities available through the YTSP.

In addition to using a suite of tailored practice tools developed by the Brotherhood, YDCs receive ongoing professional development through BSL's community of practice and contribute to the ongoing co-design of the practice tools. The Brotherhood's YTSP team provide on-ground support to key provider YDCs in their implementation of the Youth Transitions service model and practice approach.

Youth Development Coaches

YDCs have a non-clinical way of working with young people that is solutions-focused and goal-oriented. Coaches focus on young people's aspirations through individual and group support while developing an understanding of their motivation and readiness to engage with the program. The coaches' approach is grounded in an understanding of adolescence and early adulthood, and frameworks of motivation and experiential learning.

Key skills and responsibilities include:

- Develop a working relationship with the participant, based on trust and respect to facilitate individual plans, build agency and goal-setting skills, and provide practical support.
- Provide career development and vocational guidance, informed by an extensive knowledge of the employment, education and service landscape of the community. Qualifications in vocational education and training are highly regarded.
- Identify non-vocational barriers that impact on the participant's goal attainment and provide supported referral to external support services.
- Facilitate employability workshops and one-on-one skills development activities for participants and source skilled volunteers to provide individual support.
- Maintain relationships with education and training providers to facilitate enrolment where appropriate, arrange trade tasters and educational guest speakers, and provide support to the young person when enrolled as needed.

YDCs from each of the key providers participate in a Community of Practice (CoP). The role of the CoP is to share learnings and common themes and develop skills in working within settlement using an advantaged thinking approach. During the meetings YDCs collaborate and share experience and expertise in implementing the service model, contribute to the ongoing co-design and improvement of the service model and provide oversight by bringing local knowledge about what is happening in the area for young people to ensure program responsiveness to emerging opportunities and challenges.

Employer Engagement Officer

The Employer Engagement Officer (EEO) funded by the YTSP, works with local employers and businesses, local government and other community stakeholders (for example, the Business Chamber, Rotary and sporting clubs) to identify and source employment-related opportunities for participants and to ensure that employers' needs are being met by the program. The EEO is a member of the Hume City Council (HCC) Economic Development Unit and provides young people with access to employment opportunities that match their aspirations, motivation and readiness.

The HCC is critical to the success of YTSP as it plays a key role in local employer engagement and is a neutral broker for local employers. Key skills and responsibilities of the EEO include:

- Develop and maintain effective relationships with a broad range of employers, business networks, local government, and service and sporting clubs to source opportunities for the participants (guest speakers, volunteers, mentors, employment workshops, work tasters, trade/training tasters, workplace visits, work experience, traineeships, and employment).
- Work with local government and employers to understand local labour market conditions, and identify employers' workforce development needs and processes.
- Work closely with the YDCs to match participants with opportunities, provide feedback from employers to ensure that the program is meeting employers' needs and preparing participants for the world of work, and advocate for individual participants where possible.
- Liaise with employment service providers to ensure that job seeker servicing, employment preparation and employment placement activities are coordinated and targeted.
- Produce communication material for the program to attract and engage employers.

Volunteers and mentors

Volunteers play an essential role in supporting the work of the YTSP team. Access to a skilled volunteer base is crucial for the delivery of the YTSP model and is enabled through the community partnerships which underpin the model. There are numerous definitions of both volunteers and mentors, many of which overlap. In the context of YTSP, volunteers and mentors can serve a number of different purposes, including:

- assisting YTSP staff with specific tasks, such as delivering workshops, administration etc.
- assisting participants to acquire and practice new skills, and address foundational skills gaps
- providing access to resources, opportunities and networks to facilitate participants' capacity to achieve their goals
- providing support and guidance to navigate the Australian education system and labour market, and pathway planning and goal setting.
- assisting participants to recognise their informal skills and how they can be translated into the Australian labour market
- providing industry-specific advice and experiences to support the achievement of participants' aspirations
- recognising participants' capacity to make positive changes in their lives, and promoting and enabling participant's agency – to think and act on their own behalf and to encourage participation.

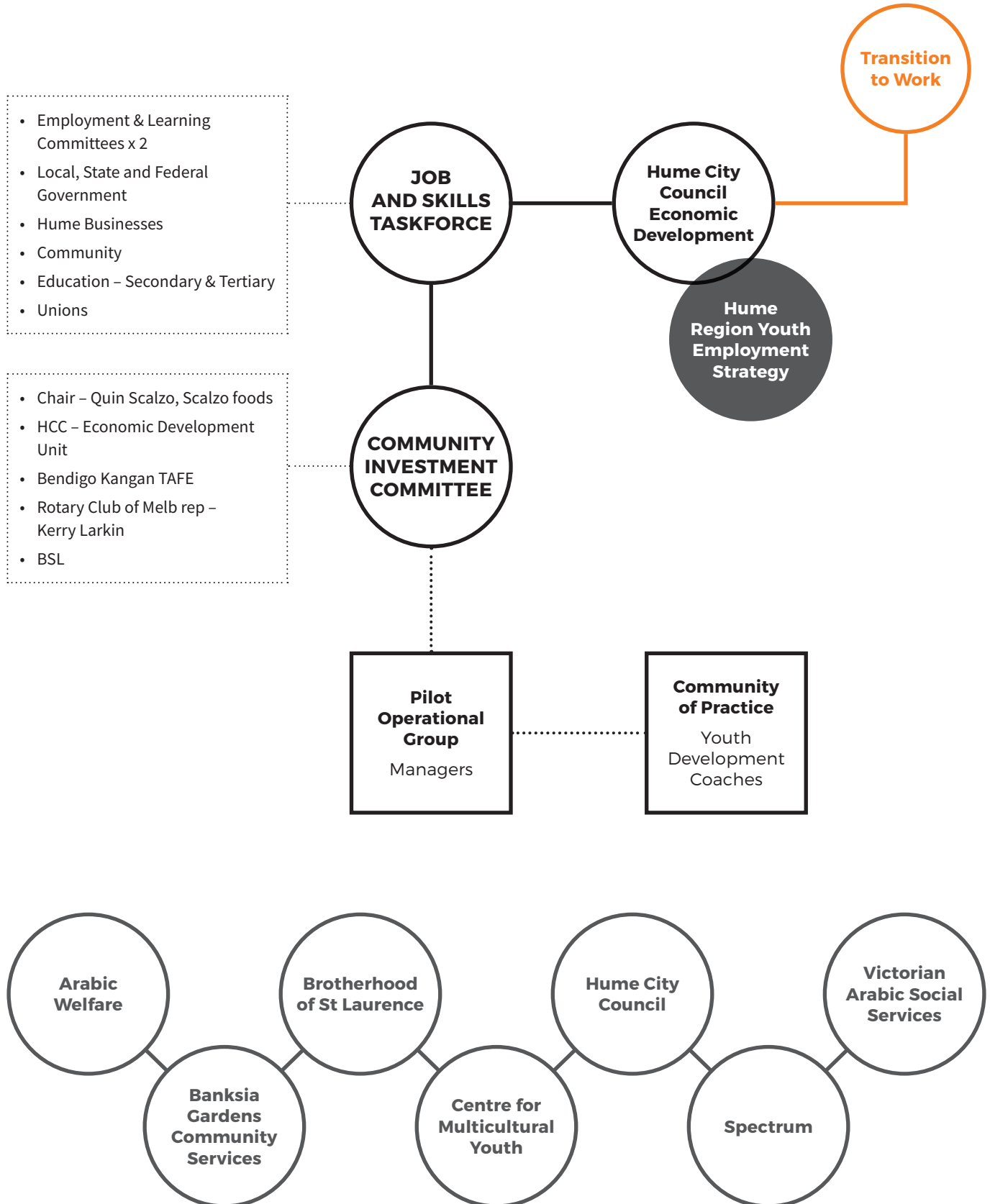
Community Investment Committee

The Community Investment Committee (CIC) in Hume is one of the mechanisms which provides strategic oversight by bringing local knowledge about what is happening in the area for young people within the local labour market and works towards an economic development strategy for local young people.

The role of the CIC is to:

- implement and participate in broader campaigns or activities to address factors influencing local youth unemployment and promote a positive view about the potential of young job seekers in the short- and longer-term (for example, local employer pledge or youth employment campaigns, a regional youth employment strategy)
- consider ways to improve local work and learning pathways for young people through collaboration with local services, educational providers and other relevant stakeholders, and advise on how delivery of the program can best complement other local services and programs
- contribute to and inform the advocacy work of the national YTSP Community of Practice through their knowledge about structural and systemic policy issues that impact on the local community and the capacity of YTSP to achieve outcomes for young people.

Figure 4 Hume program structure







SECTION 5

TECHNIQUES WE USE

TECHNIQUES WE USE

The way that YTSP staff, volunteers and group facilitators work with participants is central to ensuring the integrity of the YTSP model. Enabling young people to lead in the design and implementation of group work and other peer-led initiatives, is also pivotal.

Staff will work as coaches and group workers and, as such, may employ a wide range of methods that include strength-based, positive psychology, mindfulness techniques, narrative-based approaches, motivational interviewing, solutions-focused therapy, experiential learning and group-work methodologies.

Coaching and guidance

Youth Development Coaches (YDCs) are the key coaches for participants, providing assistance and support across all phases of YTSP. By using an Advantaged Thinking approach they work to build aspiration, confidence and motivation through tailoring activities and opportunities that meet the specific needs and goals of individuals.

The YTSP coaching approach is informed by the *Education First Youth (EFY) Foyer Model*⁷, an innovative, non-clinical model of working with young people, which is informed by a broad practice and a substantial evidence base. This coaching approach is relational, solutions-focused and goal-oriented in design, and aims to support young people to become ‘independent yet connected adults’. The approach is grounded in a solid understanding of the developmental conditions of adolescence and early adulthood, the theories and frameworks of motivation, and the pedagogies of applied, constructivist and experiential learning.

Effective YDCs do the following:

- **consider the developmental conditions of adolescence:** Young people are undergoing important neurological and emotional development, requiring a developmentally appropriate coaching response.
- **recognise the differing needs, capabilities, and agency of young people in comparison to adults:** The intervention should be tailored to address burgeoning, sometimes-shifting and often-apprehensive aspirations about the future, as well as more targeted goals about the present.

- **understand the different balance of power in coaching models that are designed for adults as opposed to those for young people:** The way that young people and adults enter into and experience professional relationships with health, personal support and coaching experts may differ greatly.
- **complement (not replace) specialised, clinical support systems:** Coaches have a non-clinical role, meaning that they do not counsel, analyse or advise young people from a therapeutic perspective. In circumstances where a young person requires expert psychological or mental health support, external referral is required.

Experiential learning

The YTSP model practice approach is grounded in an understanding of the pedagogies of experiential or applied learning. The real-world connections with employers and with the wider community, which are at the heart of the YTSP Model, provide opportunities for participants to apply the skills they are learning throughout the program to real-world settings. This applied learning enables participants to explore, create and apply knowledge first-hand within and across a range of authentic and meaningful contexts as they participate in various activities and group projects and engage with the program’s key providers and local community.

The term ‘applied learning’ is used to describe:

‘learning activities and projects that endeavour to connect what students are learning with authentic applications beyond the classroom or lecture theatres... it is described as being ‘hands-on’ and ‘real-world’ because students engage with workplaces and the wider community to solve problems that are highly relevant in these contexts.’⁸

Applied learning, although relevant and applicable to any subject and/or learning environment, maps particularly well to vocational and work-orientated curricula. As such, it is frequently adopted

⁷ Mallett, S., James, S., McTiernan, N. & Buick, J. 2014, *Education First Youth Foyer Practice Framework*, Hanover Welfare Services and Brotherhood of St Laurence, Melbourne.

⁸ D. Blake & B. Bowling 2011, ‘Youth literacy development through applied learning and the national curriculum’, in B. Doecke, G. Parr & W. Sawyer 2011, *Creating an Australian Curriculum for English: National Agendas, Local Contexts*, Phoenix Education, Putney, NSW, pp. 139–54.

as an engagement strategy to 'hook' those young people who experience disadvantage and/or disengagement from formal education, back into learning. In the YTSP model, these pedagogies inform the way in which the four service offers are delivered to participants and the development of the four core skills for employability.

Group work

The importance of group work as a key technique in working with young people is widely recognised. Group work sessions encourage discussion and free expression of opinion, so that the participants can share their own ideas in their own language and discover their own aptitudes, talents, weaknesses and strengths. The group and the facilitator can recognise leaders and enhance their capabilities such as public speaking, mobilising, organising and planning. Group work can also bring about changes and development in 'skills, knowledge, attitudes and values'.⁹

Group work provides a collaborative platform for key providers to deliver activities during the skill and capabilities building and real world opportunities phases. Participants are enrolled into group activities based on their aspirations and goals identified through

one-on-one work with their coach. One-to-one guidance alongside group activities allows participants to continue exploring and working on their individual goals in a confidential setting.

We recognise that collaboration offers a more seamless service offer to young people (as illustrated in the case study below). The pooling of expertise and resources within service delivery further aids the creation of sustainable outcomes, especially for newly arrived young people during their settlement.

Sports and recreation group activities are one of the engagement tools used in the pilot to begin discussions with young people about their education and employment aspirations.

Where appropriate, the involvement of mentors or former participants (YTSP Alumni) as ambassadors/guest speakers and for peer support is enlisted. Enabling former participants to help other young people in the program has many benefits. These include the self-esteem that comes from learning that they have something to offer, a sense of control that can be empowering and a feeling of social usefulness. This is consistent with evidence that young people involved as peer 'helpers' have a greater increase in self-esteem than those young people helped by them, who also gain, but to a lesser degree. 'Peer-led initiatives can increase young people's self-esteem and their sense of effectiveness and control in their lives'.¹⁰

Co-delivered group activities

Throughout the pilot the Brotherhood's Multicultural Communities Team (MCT) has harnessed opportunities to work in partnership with the other key providers to ensure the participants receive the best possible support and utilise each organisation's skills and expertise.

Arabic Welfare and the Brotherhood are co-delivering six employment preparation sessions to currently enrolled students studying Certificate 3 in English at Bendigo Kangan Institute's Broadmeadows campus. The program consists of fortnightly sessions commencing in Term 4 2016. The sessions will cover goal setting, career clusters, identifying skills, job applications and interview skills. Small groups of participants will be supported by BSL Youth Development Coaches, volunteer mentors and the Arabic Welfare team.

The majority of the students are from Arabic-speaking backgrounds and will benefit from the in-class support provided by Arabic Welfare whose bilingual workers are able to co-facilitate the workshops. Through a collaborative approach the Brotherhood and Arabic Welfare will share their expertise in working with young refugees and migrants to understand education and employment systems and opportunities in Australia, supporting them in accessing networks and building employment and education skills.

The MCT and Banksia Gardens Community Services co-developed and delivered work tasters to the Northern Hospital in Epping and to engineering firm Worley Parsons. At the tasters participants learnt about career options and pathways in the health and engineering sectors.

⁹ ML. Cooper, PR. Shaver & NL. Collins 1998, 'Attachment styles, emotion regulation and adjustment in adolescence', *Journal of Personality and Social Psychology*, 74, p. 1380–97.

¹⁰ FW. Kohler & PS. Strain 1990, 'Peer-assisted Interventions: Early promises, notable achievements and future aspirations', *Clinical Psychology Review*, 22, as cited in Mallett, S., James, S., McTiernan, N. & Buick, J. 2014, *Education First Youth Foyer Practice Framework*, Hanover Welfare Services and Brotherhood of St Laurence, Melbourne, p. 53.





SECTION 6

THE MODEL IN PRACTICE

THE MODEL IN PRACTICE

Put into practice, the YTSP service model provides a framework for working with participants and our local communities through a consistent approach to delivering the service.

The four phases of the model (figure 5) – *initial phase, skills and capabilities building, real-world opportunities and placement support* – integrate the delivery of activities and opportunities through the four service offers. The phases provide a structured pathway for participants as they move through the service. However, the four phases are intended to be flexible and based around the needs of the young person. For some participants, progression through the phase may be non-linear and occur at different rates, depending on their goals and their work-readiness.

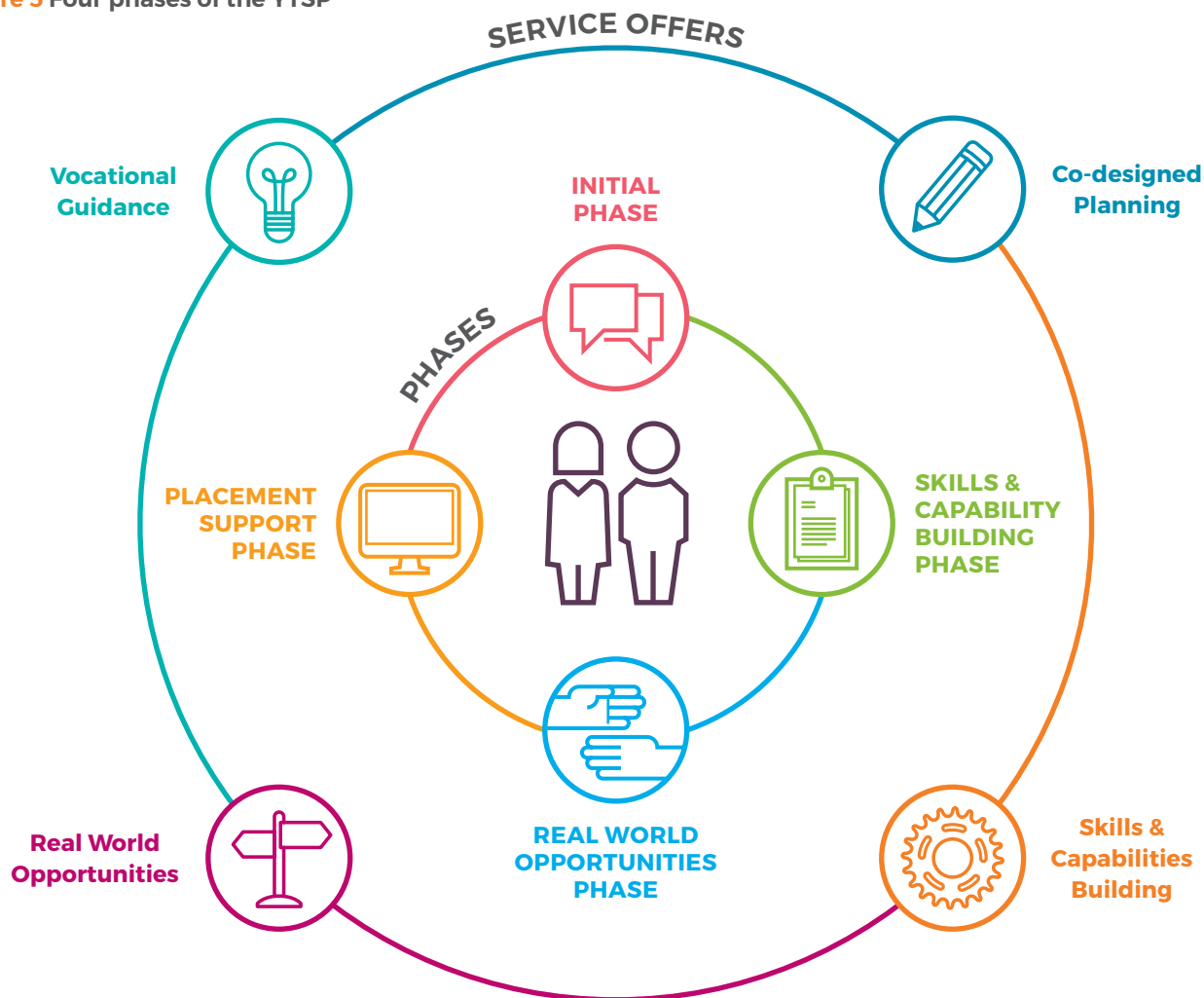
The four phases are stepped out in detail in the following operations tables. These tables are intended to be a guide only, and should be adapted based on individual providers' local needs.

Each participant will move through the phases (listed below) at different paces depending on their readiness and motivation.

Participants may move back and forth between phases as skill gaps are identified (that is, they might move back into Phase 2 to build a specific technical or practical skill through accredited training, or to further build employability skills based on employer feedback).

As participants move through each of the phases, their aspirations, whether in education or employment, will always be the driving force behind which activities are completed. This is particularly relevant for Phase 3 – Real-world opportunities. For example, a participant who wants to pursue further education may complete a work taster in the field they want to complete further study in prior to enrolling in the course.

Figure 5 Four phases of the YTSP



Note

The Real World Opportunities phase is delivered by the Brotherhood of St Laurence with key providers including Arabic Welfare Inc., Banksia Gardens Community Services, Centre for Multicultural Youth, Hume City Council, Spectrum and Victorian Arabic Social Services

Figure 6 Summary of the YTSP phases



Phase 1 Initial phase



During this phase, participants:

- identify their strengths and talents
- explore the career pathway that is right for them
- develop their goals and aspirations
- make a plan to achieve them.

Phase 1 tends to be an intensive phase for participants, especially for those who are engaging in career-planning for the first time. This phase should be completed within the first two weeks of a participant opting in to the program.



STEPS

Step 1: Opt-in



ACTIVITIES

The readiness forms allows the young person to explore where they are at, tuning in to their **motivations**, experiences and **readiness to engage with the program**.

Completing the form also helps Youth Development Coaches (YDC) to plan what activities are best suited to the participants to match their interests and aspirations with the program offers.

Part 1 of the form obtains the participant's demographic information, their employment and education history and their skills and dreams.

Part 2 focuses on other aspects of the participant's life such as their home life, relationships and community connections.



TOOLS

- Readiness Forms part 1 and 2



NOTES

YDCs can refer participants to external organisations to obtain assistance for non-vocational supports including health and wellbeing.

Step 2: Recognition of Informal Learning

Completing the Recognition of Informal Learning (RIL) provides an avenue to **recognise existing skills and talents** and allows participants to actively think about their goals and prior experiences in a positive light.

The RIL builds participants' confidence base, informs the development of a resume and gives an indication of the participant's readiness to engage, identify and pursue a targeted career pathway.

- Work & Learning Plan Phase Book no. 1, part 1
- RIL scoring tool
- Self-audit skills and knowledge
- Initial career and education planning tools

At the completion of Step 2 based on the participant's motivation and readiness, they can be referred to the Brotherhood for targeted assistance.

Step 3: The Deal

The Deal is a **reciprocal agreement between YDCs and the participants**. It captures the agreements on key responsibilities and sets the scene for engagement, with both parties clear about the actions, choices and opportunities provided in YTSP.

- The Deal checklist

The Deal is an optional tool which the YDCs can use when one-to-one guidance commences.

Phase 2 Skills & capability building



During this phase, participants:

- engage in a range of skill building activities covering a number of employability topics
- participate in complementary activities available both internally and externally.

Depending on where they are at (in regards to work-readiness), a participant can take as much time as they need to complete and/or demonstrate all the required skill areas. These employability topics are outlined in Phase 2 of the 'Work and Learning Plan'. A rolling monthly calendar of learning activities is maintained, with the YDC opting the participant into them.



STEPS

Step 1: Co-designing a plan



ACTIVITIES

Participants receive:

- vocational guidance to help participants **understand the Australian employment and education systems**
- support to **identify their aspirations** and **co-design** their education and employment pathway plans.

YDCs provide participants with inspiration about future possibilities, and motivation to engage and set personal goals.



TOOLS

- Work and Learning Plan Phase Book no. 1
- My vision
- My employment action plan
- My education action plan
- My personal action plan



NOTES

Step 2: Skill building

Can be delivered one to one and within a group setting. Participants **develop their skills and knowledge** for **employment and education**.

During this phase YDCs help participants to recognise their talents and skills and build confidence and resilience.

- Work and Learning Plan Phase Book no. 2
- Positive workplace behaviour
- Job search
- Understanding the world of work
- Personal presentation skills
- Interview preparation and skills
- Group session reflection

Step 3: Placement

Based on readiness and motivation, YDCs can link the participants with education and employment opportunities during this stage.

This can include pathways to employment such as work experience and volunteer opportunities.

Once placed participants receive ongoing post placement support by YDCs.

- Work experience placement

Participants can be referred to the Brotherhood to engage with targeted real world opportunities. During the next phase, participants can receive support from key providers as well as from the Brotherhood.

Phase 3 Real-world opportunities



During this phase, participants:

- engage in coaching sessions as they prepare for and engage in work and education opportunities
- build experience of real-world work opportunities
- reflect on and celebrate experiences and achievements.

There is no definitive time limit on Phase 3. Reflection and celebration is a key part of Phase 3, with coaching sessions the vehicle for this. For young people who are working towards an education outcome, the opportunities they undertake in Phase 3 should be tied to their pathway. For example, they may undertake a training taster and work taster in the area in which they intend to study. This is to ensure that they have an understanding of what the career or industry that their study path leads to is and to help them to connect what they are studying or intending to study to the real jobs that study leads to.

To coordinate the activities in YTSP that participants can opt into during Phase 3, a rolling calendar of events and activities should be maintained.



STEPS

Step 1: The Deal

Step 2: Tasters



ACTIVITIES

When participants commence with the Brotherhood they complete a deal which outlines the **role of the Brotherhood in supporting them to reach their employment and/or education aspirations**.

The Deal outlines the agreement on key responsibilities and sets the scene for engagement.

Participants **explore vocational opportunities**, building their experiences of work to **achieve an outcome related to their aspirations**.

Activities can include:

- work tasters co-delivered by Hume City Council's Economic Development Unit and key providers
- training tasters
- industry guest speakers.



TOOLS

- The Deal

- Work and Learning Plan Phase Book no. 3
- Work taster
- Training taster
- Industry guest speaker



NOTES

The Brotherhood has a rolling calendar of events which includes experiential learning opportunities that can be accessed by participants during this stage.

This may include:

- experiential learning sessions and activities (a tailored program for participants to think about what they want to be and do, designed to help participants learn more about career or an education pathway options in Australia)
- employability workshops and optional workshops and complementary activities (for example, wellbeing topics and presentations by external organisations)
- one-on-one sessions with volunteers, mentors and industry experts (according to the time they make available to come to the program).

Step 3: Mentoring

Participants can be matched with volunteer mentors who have career and community knowledge, experience and networks related to the young person's interests and aspirations.

Mentors help young people work towards their education and employment goals and support them to **build their address book** of professional and community contacts.

- Building my Address Book

Step 4: Placements

The Brotherhood works in direct partnership with **Hume City Council's Economic Development Unit** to help source employment opportunities for participants.

Placements can include:

- job opportunities
- volunteering
- work experience
- apprenticeships and traineeships

YDCs work with participants to help **source opportunities that match their aspirations**. This can include linking them with job opportunities, work experience and volunteer opportunities.

- Work experience placement

Provided by the Brotherhood, the **Something-for-Something deal** can be accessed by participants as appropriate. This may include brokerage funding for learning and employment related materials. In return the participants commits to contribute something to the program or the community.

Phase 4 Placement support



During this phase, the participant:

- is formally placed in work, education or training
- receives ongoing support from the YDC and EEO.

Once a young person gains employment or enrolls in a course the YDC and EEO provide Post Placement Support to the young person and the employer respectively, to ensure that the employment or study is sustained and that the employer's needs are met.



STEPS

Placement support



ACTIVITIES

Once placed in education or employment participants receive ongoing placement support by YDCs and volunteer mentors.

Hume City Council's Economic Development Unit provide on-going placement support employers of program participants.

Whilst in placement, participants can continue to be involved in the program as appropriate.



TOOLS

- Efforts to Outcomes Database



SECTION 7

YOUTH DEVELOPMENT COACHES TOOLBOX

YOUTH DEVELOPMENT COACHES TOOLBOX



Phase 1 Initial phase

- Readiness forms part 1 and 2
- Work and Learning Plan Phase Book no. 1
- The Deal checklist



Phase 2 Skills & capabilities building

- Work and Learning Plan Phase Book no. 1 and 2
- My vision and my employment, education and personal action plans
- Positive workplace behaviour
- Job search
- Understanding the world of work
- Interview preparation and skills
- Group session reflection template



Phase 3 Real-world opportunities

- The Deal
- Work and Learning Plan Phase Book no. 3
- Work taster
- Training taster
- Industry guest speaker
- Mentor worksheet
- Building my address book
- Work experience placement



Phase 4 Placement support

- Efforts to Outcomes database

All of the tools listed above are available on the YTSP Basecamp site.



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