

Applying active citizenship indicators in practice: An assessment guide

Introduction

This resource has been developed as a supplement to the MYAN Australia's National Youth Settlement Framework (NYSF). It provides a detailed description of each of the NYSF key indicators for active citizenship and how these are applied in practice, as well as tools for carrying out an assessment of how your program/organisation is doing in addressing these indicators and supporting young people to become active citizens in Australian society.

While the assessment can be completed internally as a self-assessment exercise, it is best carried out with support from your state or territory MYAN affiliated network or organisation. It is also best completed alongside the *Applying good practice capabilities: An assessment guide*. Together, these are comprehensive resources for assessing and improving your practice with young people from refugee and migrant backgrounds, to ensure that your program or organisation is best supporting them to become active citizens in Australian society.

The NYSF also includes the resource *Applying good practice capabilities: An assessment guide*. This Guide is similar to this one, designed to assist programs and organisations to assess how well they are applying the NYSF Good Practice Capabilities. We encourage you to complete both assessments, beginning with the Good Practice Capabilities assessment. Once you have completed this, undertake this assessment on applying the Active Citizenship Indicators.

Using This Assessment Tool

Active citizenship indicators and domains

This tool has been designed to assist you to carry out an assessment of your program or organisation, so that you can gauge how well you are currently doing in supporting young people from refugee and migrant backgrounds to become active citizens. The indicators are designed to be used to measure how young people are 'tracking' in achieving active citizenship. The guide as a whole is designed to assist your program/organisation to assess how your program/organisation is doing in relation to these indicators – i.e. if/how your program/organisation is supporting young people to become active citizens by addressing each of the indicators (the 'practice') across the four domains.

It is important to note that most programs/organisations will not be, and are not expected to be, delivering on each of the indicators across each of the domains. However, all programs/organisations are part of a broader service system that supports/enables active citizenship, and referral is listed in the 'practice' column in relation to most of the indicators. This means that if your program/organisation does not specifically deliver services or activities (the 'practice') in relation to some of the indicators or domains, it should be referring into other services/activities or (where there are gaps in the service system) advocating for services/activities to address this indicator.

Also, this tool is not intended to be used to measure how an individual young person is tracking in achieving active citizenship, however organisations may wish to adapt this tool for this purpose and/or embed these indicators within existing tools, e.g. case management tools.

Traffic lights

The assessment guides use simple "traffic light" icons, to help you assess how well you are doing at applying each of the Active Citizenship Indicators. The red light means that your program/organisation is still "emerging", the orange light means that you are "established", and the green light means that you are "leading" in this area of your work. There is a table below that explains in more detail how to rate your program/organisation using this scale.

It's quite possible that your program/organisation will be leading in some of the indicators, established in others, and emerging in still others. This is normal. It's important to recognise both the areas that you are doing well in, and the areas that need improving. That is what this assessment guide is intended to help you to do. The assessment tools are designed to be used on a regular basis - approximately once or twice a year - so that you can ensure that your program or organisation is continuously improving the support that you provide to young people to become active citizens.

You will need to decide whether the NYSF standards should apply to your whole organisation, or only to certain programs within the organisation. Once you have undertaken the assessment, there is an action plan provided at the end, to assist you to plan some practical steps that you can take in the coming months to improve the way your program/organisation supports active citizenship for young people from refugee and migrant backgrounds.

Assessment - Step by Step

To carry out an assessment of your program/organisation in relation to the *National Youth Settlement Framework*, go through the following steps:

1. Familiarise yourself with the NYSF by reading through the documents, ideally ensuring that at least some staff have attended training on implementing the NYSF.
2. Complete the Assessment Guide for Applying Good Practice Capabilities using the resource *Applying good practice capabilities: An assessment guide*.
3. Using this document, *Applying Active Citizenship Indicators: An Assessment Guide*, carry out an assessment of your program/organisation in order to see how well you are currently applying the Active Citizenship Indicators in your work with young people from refugee and migrant backgrounds.
4. Once you have undertaken the assessment, complete the Action Plan at the end of the guide. This is designed to help set some goals for your program/organisation to ensure that it best supports young people from refugee and migrant backgrounds to become active citizens.
5. Document your challenges, successes and learnings (e.g. in case studies) and share these at MYAN network meetings.
6. Seek out training or other professional development activities through your state/territory MYAN network/organisation to strengthen your practice.
7. Revisit the Assessment Guides and review your Action Plans once or twice a year to ensure that you are continuously improving your practice and supporting young people to become active citizens in Australia.

Conducting Your Assessment

Read through the table titled Active Citizenship Indicators Assessment, one indicator at a time. For each of the Active Citizenship Indicators, rate how well your program/organisation is currently doing at meeting this indicator by ticking the appropriate traffic light, using the following description as a guide:

Traffic Light	Status	Meaning
Red Light	Emerging	These ideas are new to our program/organisation. This indicator is not obvious in our work, or we are addressing it in a very limited way. As a result, we are applying none (or very few) of the examples of practice that are given for the particular indicator in the table below.
Orange Light	Established	Our program/organisation has invested resources in this area, and we are addressing this indicator in a few ways, including some of the examples of practice that are given for the particular indicator in the table below.
Green Light	Leading	Our program/organisation has invested considerable resources in this area of our work. We are currently addressing this indicator in a wide range of ways, including most or all of the examples of practice that are given for the particular indicator in the table below. Our program/organisation is regularly reviewing this area of work to ensure that we are continuously improving the way we address this indicator.

The examples given in the table below under the heading "What does it look like in practice" are intended as examples only. Your program/organisation may have other examples of ways that you are applying this indicator. For this reason, there is room in this box to add your own examples. Once you have done this, use your own judgement to decide whether you are currently operating at a level that is "emerging", "established" or "leading" for each indicator.

Once you have chosen the correct "traffic light" for each indicator, complete the final column by providing an explanation, giving reasons for the traffic light you chose, and listing any evidence you have to support this - such as policy documents, program materials, evaluations etc.

Domain: Social Participation

What does this indicator mean?

Free from racism and discrimination and able to manage experiences of racism and discrimination:

A young person has an understanding of rights, laws and responsibilities in relation to racism and discrimination, and an awareness of and skills in how to redress and manage experiences of racism and discrimination. This includes having a level of resilience to manage experiences of racism and discrimination and a sense of belonging and connection to Australian society.

What does it look like in practice?

- Providing information, links or support to young people about racism, including what the law says about racism and discrimination, as well as what young people can do if they experience racism and discrimination.

- Utilising a strengths-based framework to identify a young person's strengths and resources and assist them in mobilising pathways to build resilience.

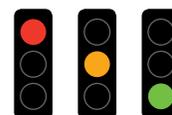
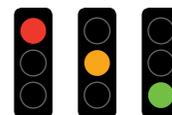
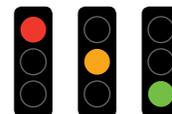
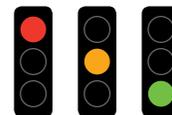
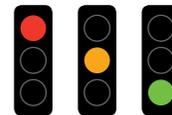
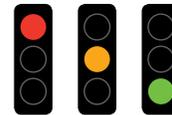
- Participating in the development, implementation, monitoring and review of agency policies and strategies to counter racism - this could include programs that are designed to specifically address racism.

- Celebrating the diversity of young people and showcasing their social, cultural and creative contributions.

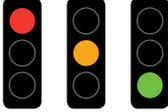
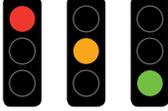
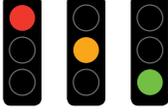
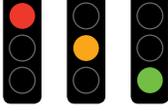
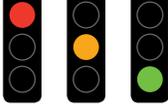
- Advocating with organisations or services where a young person has experienced racism or discrimination.

Other examples:

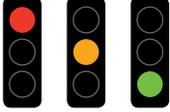
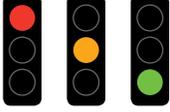
Our practice in this area is...

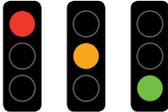
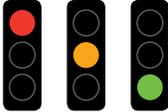
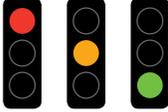
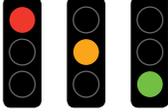
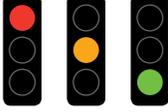


Explanation and supporting evidence

Domain: Social Participation			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Positive peer networks:</i></p> <p>A young person is building or has positive relationships with their peers, either through school, post compulsory education, religious or cultural communities, recreational activities, work settings etc.</p> <p>Young people have clear expectations about healthy and positive relationships and are able to negotiate or navigate the challenges of peer relationships. This may include the acquisition of knowledge and skills to assist in building positive relationships and negotiating relationships.</p>	<ul style="list-style-type: none"> Providing positive role models, positive peer influences and opportunities that help young people to develop a positive self concept, self acceptance and high self esteem. 		
	<ul style="list-style-type: none"> Providing an opportunity for young people to participate in a peer support group, or in activities with peers from diverse cultural backgrounds including young people born in Australia. 		
	<ul style="list-style-type: none"> Providing peer-to-peer communication platforms that promote opportunities and events for young people to get involved. 		
	<ul style="list-style-type: none"> Providing referrals to program that deliver peer based programs. 		
	Other examples:		

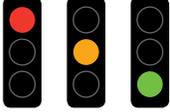
Domain: Social Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Bridging and bonding networks:</i></p> <p>A young person has links with inter-ethnic networks (bridging) and intra-ethnic networks (bonding), which together can build a young person's social capital.</p> <p>Family and ethnic and/or cultural communities are key sources of bonding capital. They can provide a sense of belonging and the emotional support, confidence and self-esteem that contributes to the development of bridging capital. The development of social bonds and bridges can assist in the (re)building of community networks that have often been eroded by the refugee experience.</p>	<ul style="list-style-type: none"> Providing opportunities for young people to participate safely in social networking sites, to understand safe use of the internet and to access computers. 		
	<ul style="list-style-type: none"> Running group activities with young people from similar backgrounds, as well as groups with young people from diverse backgrounds. 		
	<ul style="list-style-type: none"> Providing options for young people to participate in structured activities with peers (e.g. sporting or arts based activities) or those in the broader community. 		
	<ul style="list-style-type: none"> Fostering relationships, partnerships and referral pathways with key agencies that support young people from refugee and migrant backgrounds. 		
	<p>Other examples:</p>		

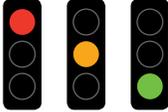
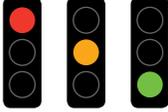
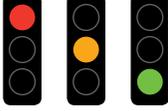
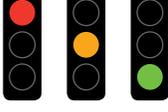
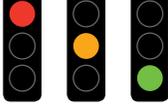
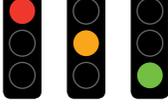
Domain: Economic Participation			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Acquiring English language skills:</i></p> <p>A young person is engaged in a intensive program to build English language skills and a level of proficiency. This is necessary to navigate and access services and supports (e.g. health care, education and training, employment, income support), to participate in social and recreational activities and to exercise rights and responsibilities in Australian society.</p> <p>This includes engagement in an English Language School (ELS), Intensive English Centre (IEC) or program (Adult Migrant English Program) or a TAFE-based ESL/EAL program (e.g. TAS TAFE Young Migrant Education Program).</p>	<ul style="list-style-type: none"> Providing English language support including out-of-school hours learning and support. 		
	<ul style="list-style-type: none"> Providing referrals to agencies delivering English language and out-of-school hours learning and support. 		
	<ul style="list-style-type: none"> Providing information, in a range of community languages, to young people about where they can access English language support. 		
	<ul style="list-style-type: none"> Advocating with services and organisations about the specific learning needs of young people from refugee and migrant backgrounds. 		
	Other examples:		

Domain: Economic Participation			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Engaged in pathways towards employment, education and/or training with opportunities for work experience and on-the-job skills development:</i></p> <p>A young person is participating in formal education or training (secondary school, TAFE, RTO, university, apprenticeships or traineeships) and/or employment programs that offer skills development in job seeking (e.g. writing resumes and job applications, interview techniques, approaching prospective employers).</p> <p>A young person is also supported to understand cultural expectations regarding job seeking and employment in Australia and have access to opportunities for work experience in a formal or informal capacity (including apprenticeships, traineeships and internships).</p>	<ul style="list-style-type: none"> Providing flexible education and/or employment support options to meet the varying needs of those with disrupted schooling. 		
	<ul style="list-style-type: none"> Supporting young people to access employment - e.g. help with applications, developing resumes. 		
	<ul style="list-style-type: none"> Providing access to professional networks. 		
	<ul style="list-style-type: none"> Providing referrals to, and support to access, educational and employment programs or services (including out-of-school-hours support programs). 		
	<ul style="list-style-type: none"> Providing opportunities or support to young people to access volunteering opportunities to improve their employability. 		

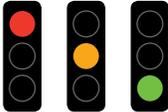
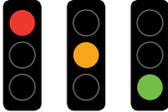
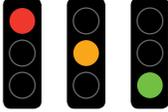
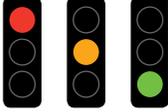
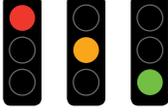
Domain: Economic Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
... continued	<ul style="list-style-type: none"> • Providing employment opportunities for young people. 		
	<ul style="list-style-type: none"> • Engaging employers and local businesses in programs to establish networks for young people and to help build understanding, cultural awareness and recognition of the skills and qualities that refugee and migrant young people have to offer. 		
	<ul style="list-style-type: none"> • Advocating with services and organisations about the specific education, training and employment needs of young people from refugee and migrant backgrounds. 		
	Other examples:		

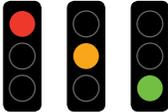
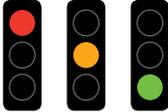
Domain: Economic Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Stable income:</i></p> <p>A young person has access to income support (including skills to access and navigate services or supports) or is engaged in part-time or full-time employment.</p>	<ul style="list-style-type: none"> • Providing assistance to young people to navigate government and non government agencies responsible for delivering services and unemployment benefits to people on a low income or without an income. 		
	<ul style="list-style-type: none"> • Support young people to understand their rights and responsibilities in relation to income support and advocate for their entitlements. 		
	<ul style="list-style-type: none"> • Providing support to young people to achieve job readiness. 		
	<ul style="list-style-type: none"> • Providing referral to organisations or programs that support young people to access employment. 		
	<ul style="list-style-type: none"> • Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds. 		
	<p>Other examples:</p>		

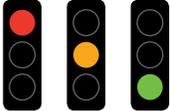
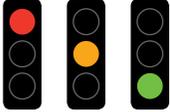
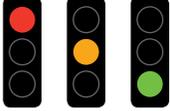
Domain: Economic Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Safe, stable housing:</i></p> <p>A young person is living in safe and stable accommodation, either with family or in a more independent setting (e.g. via a youth housing program or the private rental market) and has the skills and knowledge to navigate the private rental market and/or housing services. Safe housing is housing that is free from violence and abuse, with adequate household and material goods and where a young person is able to pursue education and/or employment aspirations.</p>	<ul style="list-style-type: none"> • Providing a housing service to young people. 		
	<ul style="list-style-type: none"> • Providing referrals for young people to housing services. 		
	<ul style="list-style-type: none"> • Supporting young people to access housing e.g. providing assistance with the application form for public housing, assistance with rental applications, bond lodgement. 		
	<ul style="list-style-type: none"> • Providing tenancy information, including renter's rights and responsibilities, landlord expectations. 		
	<ul style="list-style-type: none"> • Providing education and advocacy around accessing flexible payment options for utility bills in circumstances of financial hardship. 		

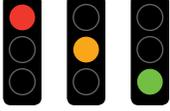
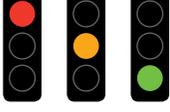
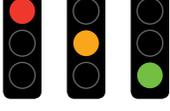
Domain: Economic Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
... continued	<ul style="list-style-type: none"> Educating, advocating and supporting young people to access government bond schemes, as well as assistance with rent arrears, paying rent in advance, removal costs or accessing emergency short term accommodation. 		
	Other examples:		

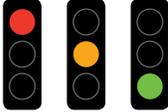
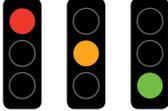
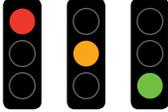
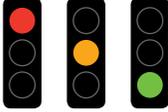
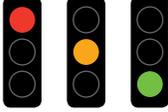
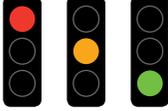
Domain: Civic Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Understanding and enjoyment of Australia's political and civil rights and responsibilities:</i></p> <p>A young person broadly understands Australia's political and civil rights in the context of Australian democracy, how these shape Australian society and individuals and is able to enjoy these rights as members of the Australian community, regardless of gender, race, religion, age, etc. These rights include equality, freedom of expression, freedom of movement, right to privacy, participation in political processes and the due process of law.</p>	<ul style="list-style-type: none"> Providing information and advice about political and civil rights in Australia and the ways in which rights are protected in Australia (e.g. independent judiciary, the Constitution, a democratically elected government and a free media). 		
	<ul style="list-style-type: none"> Providing advice and referral for young people to agencies or institutions that uphold young people's rights and the ways in which they can seek redress if any of those rights are breached (e.g. legal services, human rights and equal opportunity commission/s). 		
	<ul style="list-style-type: none"> Providing young people with a Service User's Charter of Rights in simple, clear and youth friendly language, translated into community languages where possible. 		
	<ul style="list-style-type: none"> Advocating for programs that educate young people about their political and civil rights and responsibilities in Australia. 		
	<p>Other examples:</p>		

Domain: Civic Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Participation in democratic processes and political decision-making, including voting:</i></p> <p>A young person has a general understanding of Australia’s democratic and political processes (e.g. local, state and federal tiers of government and the role of political representatives) and the skills, knowledge and confidence to participate in political decision-making. This includes voting in elections (where eligible), writing a letter to or visiting a local councillor or member of parliament and participating in community meetings or committees on specific issues of concern.</p>	<ul style="list-style-type: none"> • Providing information to young people about Australia’s democracy and political processes, including local, state and federal structures. 		
	<ul style="list-style-type: none"> • Assisting young people to understand their rights and responsibilities as formal Australian citizens and supporting young people to apply for Australian citizenship where appropriate. 		
	<ul style="list-style-type: none"> • Helping young people to identify and access their local, state or federal political representative. 		
	<ul style="list-style-type: none"> • Assisting young people to enrol to vote and exercise their right to vote in local, state or federal elections. 		
	<ul style="list-style-type: none"> • Linking young people into local, state or federal campaigns which involve other young people. 		
	<p>Other examples:</p>		

Domain: Civic Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Understanding and enjoyment of legal rights and responsibilities:</i></p> <p>A young person has a broad understanding of legal rights, including those regarding racism and discrimination, use of public space, tenancy and driving and/or has the skills, knowledge and confidence to access legal advice or support. They also have an understanding of responsibilities that sit alongside legal rights.</p>	<ul style="list-style-type: none"> • Providing legal information to young people on a range of issues that relate to their lives in plain language and simple terms, avoiding jargon. 		
	<ul style="list-style-type: none"> • Assisting young people to assert their rights (e.g. make complaints to relevant bodies like the Ombudsman’s office), or challenge decisions through mechanisms in relevant agencies (e.g. Centrelink, police, transport providers). 		
	<ul style="list-style-type: none"> • Referring young people to legal services, including legal aid where appropriate, and supporting them to access and remain engaged with legal support. 		
	<ul style="list-style-type: none"> • Providing information (in a structured or more informal way) about topics such as courts and the legal system, fines and infringements, police powers and their rights, public transport offences, violence and the law. 		
	<ul style="list-style-type: none"> • Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds. 		
	<p>Other examples:</p>		

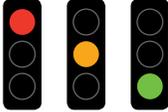
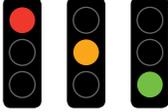
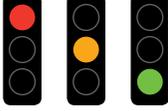
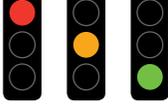
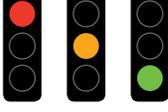
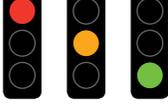
Domain: Civic Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Participation in volunteering activities:</i></p> <p>A young person is able, if they wish, to volunteer in activities - including coaching in a sporting club, involvement in a homework support program, participation in a youth advisory group for an organisation or government body or involvement in cultural or religious activities.</p>	<ul style="list-style-type: none"> Promoting the value of volunteering for the development of skills, knowledge, networks and confidence. 		
	<ul style="list-style-type: none"> Providing volunteer opportunities to young people. 		
	<ul style="list-style-type: none"> Referring young people to other agencies that offer volunteering opportunities, especially those that provide training and orientation. 		
	<ul style="list-style-type: none"> Ensuring that information about volunteering opportunities is provided in simple and accessible language, in languages other than English and that advertisements for volunteer positions encourage applications from young people with culturally and linguistically diverse backgrounds. 		
	<ul style="list-style-type: none"> Ensuring organisational policies acknowledge and support inclusive volunteering and that volunteer training is designed to accommodate young people with limited literacy skills. 		

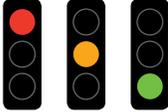
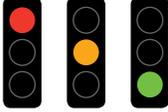
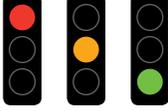
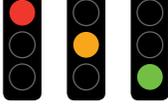
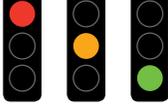
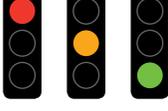
Domain: Civic Participation

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
... continued	<ul style="list-style-type: none"> Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds. 		
	Other examples:		

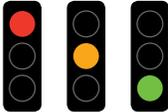
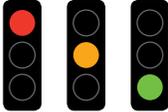
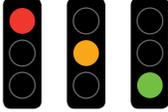
Domain: Personal wellbeing

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Positive relationships – connects with peers, family, community:</i></p> <p>A young person has positive relationships with their peers, family and community, can identify key elements of positive relationships and has the skills to build positive relationships. A young person also has networks on which to draw for support or advice.</p>	<ul style="list-style-type: none"> Building and modelling healthy, respectful relationships, including cyber relationships and using social media respectfully. 		
	<ul style="list-style-type: none"> Linking young people to services that promote and support healthy relationships. 		
	<ul style="list-style-type: none"> Providing opportunities for the development of young people’s healthy relationships (e.g. group activities that promote safe and healthy interactions). 		
	<ul style="list-style-type: none"> Working with young people in the context of their family. 		
	<ul style="list-style-type: none"> Developing strategies to address family/guardian fears around their children or young person attending activities. 		
	<p>Other examples:</p>		

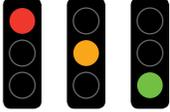
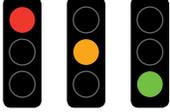
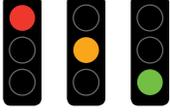
Domain: Personal wellbeing

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Positive physical, mental and sexual health:</i></p> <p>A young person enjoys good physical, mental and sexual health and has the skills, confidence and knowledge to access health services and supports as required to manage or improve health outcomes (including recovery from trauma). This includes knowledge of strategies for prevention and early intervention in relation to physical, mental and sexual health (including self-care and skills in managing alcohol and drug use).</p>	<ul style="list-style-type: none"> • Providing culturally responsive health services to young people . 		
	<ul style="list-style-type: none"> • Providing referrals, especially supported referrals, to healthcare professionals, including culturally appropriate programs on sexual health. 		
	<ul style="list-style-type: none"> • Developing a list of health care professionals who speak a range of community languages, or who have trusted profiles within communities. 		
	<ul style="list-style-type: none"> • Training staff who work with young people from refugee backgrounds in trauma informed practice. 		
	<ul style="list-style-type: none"> • Assisting and advocating for clients so that they have access to interpreter services where required when they visit health care professionals. 		
	<ul style="list-style-type: none"> • Providing clear information relating the Australian medical system, including Medicare, appointments and referrals to specialists in different locations. 		

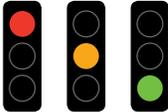
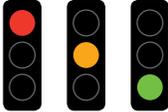
Domain: Personal wellbeing

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
... continued	<ul style="list-style-type: none"> • Providing culturally appropriate information and education on alcohol and other drug use, including harm minimisation strategies. 		
	<ul style="list-style-type: none"> • Advocating with health services and organisations about specific needs of young people from refugee and migrant backgrounds. 		
	Other examples:		

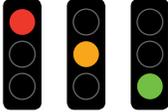
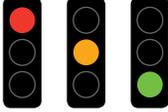
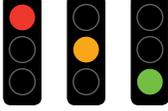
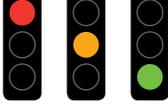
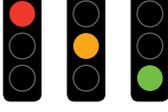
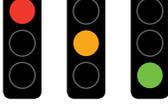
Domain: Personal wellbeing

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Positive self-esteem:</i></p> <p>A young person has a positive sense of self-worth and self-regard – how they value themselves and their value to the world. Self-esteem is fundamental to a young person’s capacity to build resilience and a sense of agency.</p>	<ul style="list-style-type: none"> Supporting young people to build a sense of agency/decision-making in their lives, in the context of family and community. 		
	<ul style="list-style-type: none"> Identifying, valuing and building on strengths and capabilities. 		
	<ul style="list-style-type: none"> Understanding a young person’s settlement journey. 		
	<ul style="list-style-type: none"> Supporting a young person to understand their settlement journey or story. 		
	<ul style="list-style-type: none"> Supporting positive peer and family relationships. 		

Domain: Personal wellbeing

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
... continued	<ul style="list-style-type: none"> Seeking and valuing a young person's opinions for service planning and delivery. 		
	Other examples:		

Domain: Personal wellbeing

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Goals for the future and understanding of pathways to achieve these goals:</i></p> <p>A young person has goals for the future in the social, economic and cultural aspects of their lives and has the skills and confidence to access or negotiate pathways to achieve these. This could include goals in relation to career and employment, housing, recreation, or family. A young person also has the skills to balance individual goals with those of family and community.</p>	<ul style="list-style-type: none"> Working with young people to think about and articulate their goals for the future. 		
	<ul style="list-style-type: none"> Supporting family members to understand and support a young person's goals, including understanding the Australian education and employment system. 		
	<ul style="list-style-type: none"> Supporting young people to gain the skills necessary to achieve their life goals. 		
	<ul style="list-style-type: none"> Referring young people to agencies that can support their pathways to achieving their life goals. 		
	<ul style="list-style-type: none"> Providing information about different tertiary education options, including TAFE, apprenticeships and traineeships. 		
	<ul style="list-style-type: none"> Linking young people to volunteering opportunities that will assist them in reaching their goals. 		

Domain: Personal wellbeing

What does this indicator mean?

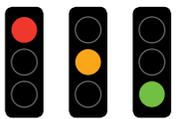
What does it look like in practice?

Our practice in this area is...

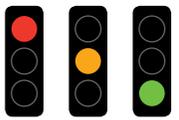
Explanation and supporting evidence

... continued

- Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds.



Other examples:



Domain: Personal wellbeing			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Well-developed life skills:</i></p> <p>A young person has well developed life skills including practical skills such as budgeting, managing finances and expenses, accessing health care and income support, navigating public transport, grocery shopping, as well as communication and interpersonal skills, study skills, English literacy and numeracy.</p>	<ul style="list-style-type: none"> Providing culturally appropriate practical assistance in areas such as budgeting, cooking, and other life skills. 		
	<ul style="list-style-type: none"> Supporting young people to develop financial literacy. 		
	<ul style="list-style-type: none"> Referring young people to agencies or programs that can support and develop young people's life skills, including financial literacy. 		
	<ul style="list-style-type: none"> Undertaking activities or developing programs aimed at building resilience and skills that promote positive life choices and wellbeing. 		
	<ul style="list-style-type: none"> Linking young people to free, online tools that support the development of life skills. 		

Domain: Personal wellbeing

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
... continued	<ul style="list-style-type: none"> Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds. 		
	Other examples:		

Domain: Personal wellbeing			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p><i>Positive inter-generational relationships in Australia and overseas</i></p> <p>A young person enjoys positive relationships with family members and has the awareness and skills to build and maintain positive relationships with family in Australia and overseas. Positive relationships are supportive and free of violence and abuse. Young people also have an awareness and skills to negotiate intergenerational relationships in the context of settlement.</p>	<ul style="list-style-type: none"> Building staff skills and knowledge in family aware practice. 		
	<ul style="list-style-type: none"> Creating safe spaces to bring generations together and engage in discussions to build mutual respect and explore commonalities and differences. 		
	<ul style="list-style-type: none"> Building stronger connections between young people and families. 		
	<ul style="list-style-type: none"> Providing services that aim to strengthen relationships within families, such as programs which encourage participation by parents in their children's school and social life. 		
	<ul style="list-style-type: none"> Providing a culturally responsive model of family dispute resolution that helps families and young people to understand bi-cultural expectations. 		

Domain: Personal wellbeing

What does this indicator mean?

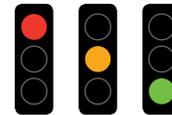
What does it look like in practice?

Our practice in this area is...

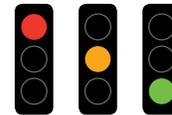
Explanation and supporting evidence

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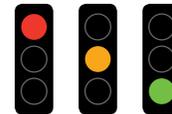
- Educating migrant families about the role of child protection services and the extent of their authority.



- Advocating with services and organisations about the specific needs of young people and families from refugee and migrant backgrounds.



Other examples:



Action Plan

Now that you have assessed how your program/organisation is currently doing at applying the Active Citizenship Indicators, spend some time planning your next steps. This will help to ensure that you are continuously reviewing and improving the support you provide to young people from refugee and migrant backgrounds to be active citizens.

Read through each of the indicators, and identify some steps that your program or organisation should take over the coming months to develop and improve the support you currently provide to young people. It's important to be realistic about what can be achieved in a few months. It's ok to only choose a few indicators to address now, and once these have been achieved you can identify further steps for improvement.

For each step you identify, be as specific as you can be, so you will know whether or not you have achieved your goal when you come to review your progress. Ensure that each step has a specifically person named to take responsibility for ensuring the step is achieved, and decide on a timeframe for completing each step, even if this needs to be changed later on.

Active Citizenship Indicator	Practical Steps to Improvement	Person Responsible	Timeframe
Domain: Social Participation			
Free from racism and discrimination and able to manage experiences of racism and discrimination			
Positive peer networks			
Bridging & bonding networks			

Active Citizenship Indicator	Practical Steps to Improvement	Person Responsible	Timeframe
Domain: Economic Participation			
Acquiring English language skills			
Engaged in pathways towards employment, education &/or training with opportunities for work experience & on-the-job skills development			
Stable income			
Safe, stable housing			

Active Citizenship Indicator	Practical Steps to Improvement	Person Responsible	Timeframe
Domain: Civic Participation			
Understanding & enjoyment of Australia's political & civil rights & responsibilities			
Participation in democratic processes & political decision-making, including voting			
Understanding & enjoyment of legal rights & responsibilities			
Participation in volunteering activities			

Active Citizenship Indicator	Practical Steps to Improvement	Person Responsible	Timeframe
Domain: Personal Well-being			
Positive relationships connects with peers, family, community			
Positive physical, mental & sexual health			
Positive self-esteem			
Goals for the future & understanding of pathways to achieve these goals			
Well-developed life skills			
Positive intergenerational relationships in Australia & overseas			

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Published March 2016