

Applying Active Citizenship Indicators to Practice



This resource has been developed as a supplement to MYAN's *National Youth Settlement Framework (NYSF)*, providing a detailed description of each of the NYSF active citizenship indicators and how these are applied in practice. While it can be utilised as a standalone resource, it is best read alongside the NYSF, in particular Part 4: Facilitating good youth settlement through active citizenship.

A key practice that applies to all domains is advocating with organisations or services to better meet the rights and needs of young people from refugee and migrant backgrounds. This can include access to education, health care, employment, housing, income, legal support and so on. In order to avoid repetition, this advocacy and awareness raising should be understood as a core aspect of applying active citizenship indicators to practice - across all domains. As such, it is not included under each domain and indicator.

Economic participation

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Acquiring English language skills</p> | <p>A young person is engaged in an intensive program to build English language skills and proficiency. This is necessary to navigate and access services and supports (e.g. health care, education, employment, income support), to participate in social and recreational activities and 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. • Providing referrals to agencies providing English language and out-of-school hours learning and support. • Providing information, in a range of community languages, to young people about where they can access English language support • Advocating with services and organisations about the specific learning needs of young people from refugee and migrant backgrounds. |

Economic participation

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Digital literacy</p> | <p>Digital literacy is ‘...the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of life, learning and work in a digital society.’</p> <p>Acquiring the skills and knowledge to be digitally literate is key to full participation in digital life and Australia’s social, economic, cultural and civic life. Digital literacy enhances young people’s ability to make full use of digital technology to access resources and opportunities, navigate services, and facilitate participation and belonging.</p> | <ul style="list-style-type: none"> • Reflect on your assumptions about newly arrived young people’s digital literacy in the Australian context (just because they are young and online doesn’t mean they automatically have all the skills they need to successfully engage and derive benefits from their digital participation and/or are accessing the services/supports/opportunities that are available through digital channels). • Recognise that digital literacy is a key to young people accessing services, supports and opportunities, and therefore to successful settlement in Australia. • Support young people to increase their digital literacy/skills and build familiarity with different kinds of technology. Identify what they need and support them to access opportunities for skill/knowledge development (e.g. informal support networks/peer-to-peer digital literacy and online safety programs or short courses). • Advocate with digital literacy providers to tailor/adapt information for newly arrived young people and encourage education providers to deliver digital literacy programs (formal or informal). • Identify and address barriers to digital inclusion for young people - e.g. access to digital technology and the internet, parental/family permission (e.g. by engaging with family/community members or advocating for programs in the settlement area that promote online engagement), and build awareness of online safety (e.g. building your own knowledge and engaging in conversations and/or through sharing resources). • Utilise digital technology and innovation (tools and resources) to engage with young people and facilitate young people’s skills and role to lead on this in service design and delivery. |

Economic participation

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Engaged in pathways towards employment, including education/training</p> | <p>Engaged in pathways towards employment, education and/or training with opportunities for work experience and on-the-job skills development:</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. • Supporting young people to access employment - e.g. help with applications, developing resumes. • Providing access to professional networks. • Providing referrals to, and support to access, educational and employment programs or services (including out-of-school-hours support programs). • Providing opportunities or support to young people to access volunteering opportunities to improve their employability. • Providing employment opportunities for young people. • 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. • Advocating with services and organisations about the specific education, training and employment needs of young people from refugee and migrant backgrounds |

Economic participation

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Stable income</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"> • Assisting 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. • Supporting young people to understand their rights and responsibilities in relation to income support and advocate for their entitlements. • Providing support to young people to achieve job readiness. • Providing referrals to organisations or programs that support young people to access employment. • Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds. |
| <p>Safe, stable housing</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. • Providing referrals for young people to housing services. • Supporting young people to access housing e.g. providing assistance with the application form for public housing, assistance with rental applications, bond lodgement. • Providing tenancy information, including renters’ rights and responsibilities, landlord expectations. • Providing education and advocacy around accessing flexible payment options for utility bills in circumstances of financial hardship. • 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. |

Social participation

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Participation in community life, e.g. sport and recreation</p> | <p>A young person has connections with activities in their local and broader community relevant to their interests, e.g. sporting clubs, arts and recreation groups or projects. It may also include links into volunteering opportunities where young people can contribute to their local community, build their networks, and build and share their skills, e.g. with environmental groups, media, youth leadership projects, sporting clubs (coaching, mentoring, management committees), leading youth-focused activities in collaboration with community groups/local councils, homework support clubs/tutoring programs, mentoring programs, etc.</p> | <ul style="list-style-type: none"> • Building young people’s knowledge about available activities in their communities relevant to their interests and supporting them to source, access/engage with these. This may include advocacy with clubs/groups to ensure their policies and practices are culturally inclusive. • Building young people’s knowledge about volunteering in the Australian context and the value of volunteering in building networks, skills and knowledge (including as an important pathway to employment). |
| <p>Free from racism & discrimination and/or able to manage experiences of racism & discrimination</p> | <p>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.</p> | <ul style="list-style-type: none"> • 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 highlighting their social, cultural, and creative contributions. • Advocating with organisations or services where a young person has experienced racism or discrimination. |

Social participation

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Positive peer networks</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 peer influences, and opportunities that help young people to develop a positive self-concept, self-acceptance, and high self-esteem. • 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. • Providing peer-to-peer communication platforms that promote opportunities and events for young people to get involved. • Providing referrals to program that deliver peer-based programs. |
| <p>Bridging & bonding networks</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. • Running group activities with young people from similar backgrounds, as well as groups with young people from diverse backgrounds. • 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. • Fostering relationships, partnerships, and referral pathways with key agencies that support young people from refugee and migrant backgrounds. |

Civic participation

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Understanding & enjoyment of Australia's political & civil rights & responsibilities</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. These rights include equality, freedom of expression, 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). • 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). • Providing young people with a Service User's Charter of Rights in simple, clear and youth-friendly language, translated into community languages where possible. • Advocating for programs that educate young people about their political and civil rights and responsibilities in Australia. |
| <p>Understanding & enjoyment of legal rights & responsibilities</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. • Referring young people to legal services, including legal aid where appropriate, and supporting them to access and remain engaged with legal support. • 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. • Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds. |

Civic participation

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Participation in volunteering activities</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. • Providing volunteer opportunities to young people. • Referring young people to other agencies that offer volunteering opportunities, especially those that provide training and orientation • 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. • Ensuring organisational policies acknowledge and support inclusive volunteering and that volunteer training is designed to accommodate young people with limited literacy skills. • Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds. |

Personal well-being

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Positive relationships – connections with peers, family, community</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. • Linking young people to services that promote and support healthy relationships. • Providing opportunities for the development of young people’s healthy relationships (e.g. group activities that promote safe and healthy interactions). • Working with young people in the context of their family. • Developing strategies to address family/guardian fears around their children or young person attending activities. |
| <p>Positive self-esteem</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. • Identifying, valuing, and building on strengths and capabilities. • Understanding a young person’s settlement journey. • Supporting a young person to understand their settlement journey or story. • Supporting positive peer and family relationships. • Seeking and valuing a young person’s opinions for service planning and delivery. |

Personal well-being

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Positive physical, mental & sexual health</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. • Providing referrals, especially supported referrals, to healthcare professionals, including culturally appropriate programs on sexual health. • Developing a list of healthcare professionals who speak a range of community languages, or who have trusted profiles within communities. • Training staff who work with young people from refugee backgrounds in trauma informed practice. • Assisting and advocating for clients so that they have access to interpreter services where required when they visit health care professionals. • Providing clear information relating to the Australian medical system, including Medicare, appointments and referrals to specialists in different locations. • Providing culturally appropriate information and education on alcohol and other drug use, including harm minimisation strategies. • Advocating with health services and organisations about specific needs of young people from refugee and migrant backgrounds. |

Personal well-being

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Goals for the future & understanding of pathways to achieve these goals</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. • Supporting family members to understand and support a young person's goals, including understanding the Australian education and employment system. • Supporting young people to gain the skills necessary to achieve their life goals. • Referring young people to agencies that can support their pathways to achieving their life goals. • Providing information about different tertiary education options, including TAFE, apprenticeships, and traineeships. • Linking young people to volunteering opportunities that will assist them in reaching their goals. • Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds. |

Personal well-being

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Well-developed life skills</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. • Supporting young people to develop financial literacy. • Referring young people to agencies or programs that can support and develop young people’s life skills, including financial literacy. • Undertaking activities or developing programs aimed at building resilience and skills that promote positive life choices and wellbeing. • Linking young people to free, online tools that support the development of life skills. • Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds. |

Personal well-being

| Indicator | What does it mean? | What does it look like in practice? |
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| <p>Positive inter-generational relationships in Australia & overseas</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. • Creating safe spaces to bring generations together and engage in discussions to build mutual respect and explore commonalities and differences. • Building stronger connections between young people and families • Providing services that aim to strengthen relationships within families, such as programs that encourage participation by parents in their children’s school and social life. • Providing a culturally responsive model of family dispute resolution that helps families and young people to understand bi-cultural expectations. • 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. |