

# Applying Active Citizenship Indicators to Practice An Assessment Guide



## Introduction

This resource has been developed as a supplement to MYAN'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 currently doing at applying these. The assessment can be carried out by your state or territory MYAN, or completed internally as a self-assessment exercise. This guide should be read in conjunction with the NYSF, in particular, Part 4: Facilitating good youth settlement through active citizenship.

## Using this Assessment Tool

This resource aims to assist you to carry out an assessment of your program or organisation, so that you can gauge how well you are currently doing at supporting young people from refugee and migrant backgrounds 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 of this resource to assist you to plan some practical steps that you can undertake in the coming months to improve the way your program / organisation supports active citizenship for young people from refugee and migrant backgrounds.

There is also a guide similar to this, entitled *Applying Good Practice Capabilities: An Assessment Guide*, which assists programs and organisations to assess how well they are applying the NYSF good practice capabilities. We encourage you to carry out the Good Practice Capabilities assessment first, and once you have completed this, to carry out an assessment on applying the active citizenship indicators (i.e. this document).

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 in your practice. 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 is 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 is 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 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.




## Assessment - Step by Step

To carry out an assessment of your program / organisation with regards 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. Read through the document titled, *MYAN NYSF Applying Good Practice Capabilities*, in order to learn more about the Good Practice Capabilities.
3. Using the document, *Applying Good Practice Capabilities: An Assessment Guide*, carry out an assessment of your program / organisation in order to see how well you are currently applying the Good Practice Capabilities in your work with young people from refugee and migrant backgrounds.
4. Once you have completed the assessment, complete the Action Plan at the end of the guide, in order to set some goals for improving your work with young people from refugee and migrant backgrounds.
5. Read through the document titled *MYAN NYSF Applying Active Citizenship Indicators to Practice*, to learn more about the active citizenship indicators.
6. Using this document, titled, *Applying Active Citizenship Indicators to Practice: An Assessment Guide*, carry out an assessment of your program / organisation in order to see how well you are currently applying the Good Practice Capabilities in your work with young people from refugee and migrant backgrounds.
7. Once you have completed the assessment, complete the Action Plan at the end of the guide, in order to set some goals for improving the way you support young people from refugee and migrant backgrounds to become active citizens.
8. Revisit the assessment guides and review your Action Plans once or twice a year to ensure that you are continuously improving your practice.
9. Share your struggles, successes, and learnings by writing case studies of your work and attending MYAN networking events.

## 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:

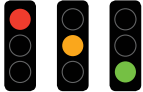
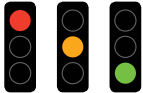
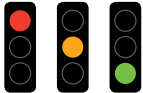
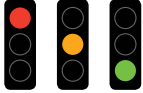
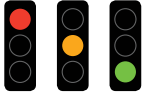
Traffic Light	Status	Meaning
	Emerging	These ideas are new to our program / organisation. We are currently not applying this indicator, or are doing so in a very limited way. As a result, we are applying none (or very few) of the examples of practice that are given for the particular indicator in the table below.
	Established	Our program / organisation has invested resources in this area, and we are applying this indicator in a few ways, including some of the examples of practice that are given for the particular indicator in the table below.
	Leading	Our program / organisation has invested considerable resources in this area of our work. We are currently applying 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.




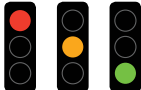
Once you have chosen the correct "traffic light" for each indicator, complete the final column by providing an explanation, giving reasons for the traffic light you chose, and listing any evidence you have to support this - such as policy documents, program materials, evaluations etc.

## Economic Participation

### Acquiring English language skills



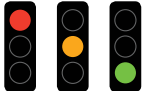
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p>A young person is engaged in an intensive program to build English language skills and a level of proficiency. This is necessary to navigate and access services and 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"> <li>• Providing English language support including out-of-school hours learning and support.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Providing referrals to agencies providing English language and out-of-school hours learning and support.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Providing information, in a range of community languages, to young people about where they can access English language support</li> </ul>		
	<ul style="list-style-type: none"> <li>• Advocating with services and organisations about the specific learning needs of young people from refugee and migrant backgrounds.</li> </ul>		
	<p>Other examples:</p>		

## Economic Participation

Digital literacy			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>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).</li> </ul>		
	<ul style="list-style-type: none"> <li>Recognise that digital literacy is a key to young people accessing services, supports and opportunities and therefore to successful settlement in Australia.</li> </ul>		
	<ul style="list-style-type: none"> <li>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).</li> </ul>		
	<ul style="list-style-type: none"> <li>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).</li> </ul>		

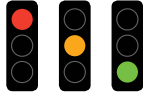
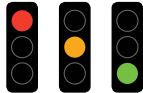
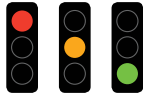
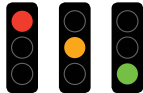
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## Economic Participation

Digital literacy			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
	<ul style="list-style-type: none"> <li>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).</li> </ul>		
	<ul style="list-style-type: none"> <li>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 delivery design and delivery.</li> </ul>		
	<ul style="list-style-type: none"> <li>Other examples:</li> </ul>		

## Economic Participation

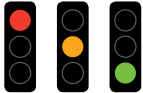

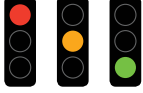


### Engaged in pathways towards employment, education and/or training with opportunities for work experience and on-the-job skills development

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Providing flexible education and/or employment support options to meet the varying needs of those with disrupted schooling.</li> </ul>		
	<ul style="list-style-type: none"> <li>Supporting young people to access employment - e.g. help with applications, developing resumes.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing access to professional networks.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing referrals to, and support to access, educational and employment programs or services (including out-of-school-hours support programs).</li> </ul>		

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## Economic Participation

### Engaged in pathways towards employment, education and/or training with opportunities for work experience and on-the-job skills development

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
	<ul style="list-style-type: none"> <li>Providing opportunities or support to young people to access volunteering opportunities to improve their employability.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing employment opportunities for young people.</li> </ul>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>Advocating with services and organisations about the specific education, training and employment needs of young people from refugee and migrant backgrounds.</li> </ul>		
	<ul style="list-style-type: none"> <li>Other examples:</li> </ul>		



## Economic Participation

Stable income			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
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.	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>Support young people to understand their rights and responsibilities in relation to income support and advocate for their entitlements.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing support to young people to achieve job readiness.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing referral to organisations or programs that support young people to access employment.</li> </ul>		
	<ul style="list-style-type: none"> <li>Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds.</li> </ul>		
	Other examples:		

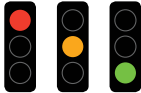

## Economic Participation

Safe, stable housing			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Providing a housing service to young people.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing referrals for young people to housing services.</li> </ul>		
	<ul style="list-style-type: none"> <li>Supporting young people to access housing e.g. providing assistance with the application form for public housing, assistance with rental applications, bond lodgment.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing tenancy information, including renter's rights and responsibilities, landlord expectations.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing education and advocacy around accessing flexible payment options for utility bills in circumstances of financial hardship.</li> </ul>		




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## Economic Participation

### Safe, stable housing

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<p>Other examples:</p>		

## Social Participation

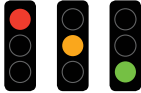
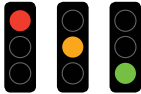
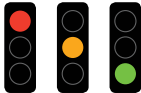
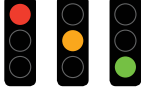
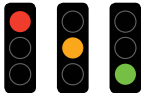
Participation in community life, e.g. sport and recreation			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p>A young person has connections with activities in their local and broader community relevant to their 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"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>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).</li> </ul>		
	<ul style="list-style-type: none"> <li>Other examples:</li> </ul>		

## Social Participation

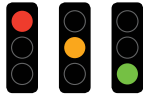
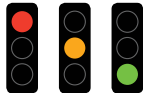
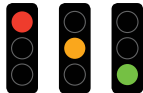
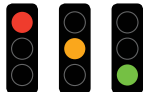
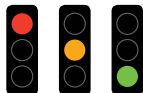
### Free from racism and discrimination and able to manage experiences of racism and discrimination

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>Utilising a strengths-based framework to identify a young person's strengths and resources and assist them in mobilising pathways to build resilience.</li> </ul>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>Celebrating the diversity of young people and highlighting their social, cultural, and creative contributions.</li> </ul>		
	<ul style="list-style-type: none"> <li>Advocating with organisations or services where a young person has experienced racism or discrimination.</li> </ul>		
	Other examples:		

## Social Participation

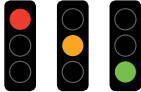

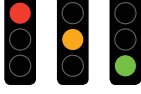
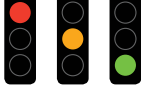

Positive peer networks			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p>A young person is building or has positive relationships with their peers, either through school, post compulsory education, religious or 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"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing peer-to-peer communication platforms that promote opportunities and events for young people to get involved.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing referrals to program that deliver peer based programs.</li> </ul>		
	<p>Other examples:</p>		

## Social Participation

Bridging and bonding networks			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Providing opportunities for young people to participate safely in social networking sites, to understand safe use of the internet and to access computers.</li> </ul>		
	<ul style="list-style-type: none"> <li>Running group activities with young people from similar backgrounds, as well as groups with young people from diverse backgrounds.</li> </ul>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>Fostering relationships, partnerships, and referral pathways with key agencies that support young people from refugee and migrant backgrounds.</li> </ul>		
	<p>Other examples:</p>		

## Civic Participation


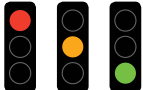




### Understanding and enjoyment of Australia's political and civil rights and responsibilities

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>• 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).</li> </ul>		
	<ul style="list-style-type: none"> <li>• 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).</li> </ul>		
	<ul style="list-style-type: none"> <li>• Providing young people with a Service User's Charter of Rights in simple, clear and youth friendly language, translated into community languages where possible.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Advocating for programs that educate young people about their political and civil rights and responsibilities in Australia.</li> </ul>		
	<p>Other examples:</p>		



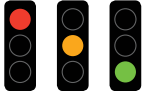
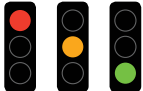
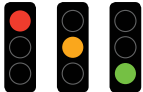
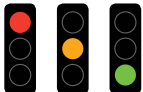

## Civic Participation

### Participation in democratic processes and political decision-making, including voting


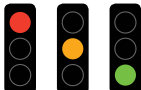
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<p>A young person has a general understanding of Australia’s democratic and political processes (e.g. local, state and federal tiers of government and the role of political 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"> <li>Providing information to young people about Australia’s democracy and political processes, including local, state, and federal structures.</li> </ul>		
	<ul style="list-style-type: none"> <li>Assisting young people to understand their rights and responsibilities as formal Australian citizens and supporting young people to apply for Australian citizenship where appropriate.</li> </ul>		
	<ul style="list-style-type: none"> <li>Helping young people to identify and access their local, state, or federal political representative.</li> </ul>		
	<ul style="list-style-type: none"> <li>Assisting young people to enroll to vote and exercise their right to vote in local, state, or federal elections.</li> </ul>		
	<ul style="list-style-type: none"> <li>Linking young people into local, state, or federal campaigns, which involve other young people.</li> </ul>		
	<p>Other examples:</p>		

## Civic Participation

### Understanding and enjoyment of legal rights and responsibilities

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Providing legal information to young people on a range of issues that relate to their lives in plain language and simple terms, avoiding jargon.</li> </ul>		
	<ul style="list-style-type: none"> <li>Referring young people to legal services, including legal aid where appropriate, and supporting them to access and remain engaged with legal support.</li> </ul>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds.</li> </ul>		
	<p>Other examples:</p>		

## Civic Participation

Participation in volunteering activities			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Promoting the value of volunteering for the development of skills, knowledge, networks, and confidence.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing volunteer opportunities to young people.</li> </ul>		
	<ul style="list-style-type: none"> <li>Referring young people to other agencies that offer volunteering opportunities, especially those that provide training and orientation.</li> </ul>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>Ensuring organisational policies acknowledge and support inclusive volunteering and that volunteer training is designed to accommodate young people with limited literacy skills.</li> </ul>		

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## Civic Participation

### Participation in volunteering activities

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

## Personal Wellbeing





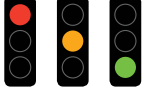
### Positive relationships – connects with peers, family, community

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Building and modelling healthy, respectful relationships.</li> </ul>		
	<ul style="list-style-type: none"> <li>Linking young people to services that promote and support healthy relationships.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing opportunities for the development of young people's healthy relationships (e.g. group activities that promote safe and healthy interactions).</li> </ul>		
	<ul style="list-style-type: none"> <li>Working with young people in the context of their family.</li> </ul>		
	<ul style="list-style-type: none"> <li>Developing strategies to address family/ guardian fears around their children or young person attending activities.</li> </ul>		
	Other examples:		

## Personal Wellbeing

Positive self-esteem			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Supporting young people to build a sense of agency/decision-making in their lives, in the context of family and community.</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifying, valuing, and building on strengths and capabilities.</li> </ul>		
	<ul style="list-style-type: none"> <li>Understanding a young person’s settlement journey.</li> </ul>		
	<ul style="list-style-type: none"> <li>Supporting a young person to understand their settlement journey or story.</li> </ul>		
	<ul style="list-style-type: none"> <li>Supporting positive peer and family relationships.</li> </ul>		
	<ul style="list-style-type: none"> <li>Seeking and valuing a young person’s opinions for service planning and delivery.</li> </ul>		
	Other examples:		

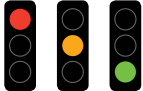
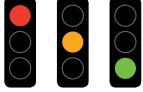
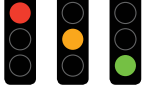

## Personal Wellbeing

Positive physical, mental and sexual health			
What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Providing culturally responsive health services to young people</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing referrals, especially supported referrals, to healthcare professionals, including culturally appropriate programs on sexual health.</li> </ul>		
	<ul style="list-style-type: none"> <li>Developing a list of health care professionals who speak a range of community languages, or who have trusted profiles within communities.</li> </ul>		
	<ul style="list-style-type: none"> <li>Training staff who work with young people from refugee backgrounds in trauma informed practice.</li> </ul>		
	<ul style="list-style-type: none"> <li>Assisting and advocating for clients so that they have access to interpreter services where required when they visit health care professionals.</li> </ul>		

Continued next page

## Personal Wellbeing

### Positive physical, mental and sexual health

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
	<ul style="list-style-type: none"> <li>• Providing clear information relating the Australian medical system, including Medicare, appointments and referrals to specialists in different locations.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Providing culturally appropriate information and education on alcohol and other drug use, including harm minimisation strategies.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Advocating with health services and organisations about specific needs of young people from refugee and migrant backgrounds.</li> </ul>		
	<p>Other examples:</p>		



## Personal Wellbeing

### Goals for the future and understanding of pathways to achieve these goals

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Working with young people to think about and articulate their goals for the future.</li> </ul>		
	<ul style="list-style-type: none"> <li>Supporting family members to understand and support a young person's goals, including understanding the Australian education and employment system.</li> </ul>		
	<ul style="list-style-type: none"> <li>Supporting young people to gain the skills necessary to achieve their life goals.</li> </ul>		
	<ul style="list-style-type: none"> <li>Referring young people to agencies that can support their pathways to achieving their life goals.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing information about different tertiary education options, including TAFE, apprenticeships, and traineeships.</li> </ul>		

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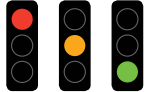
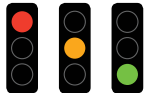
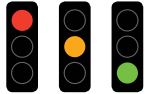
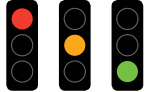
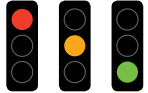
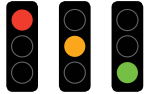
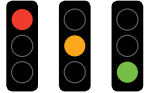
## Personal Wellbeing

### Goals for the future and understanding of pathways to achieve these goals

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
	<ul style="list-style-type: none"> <li>Linking young people to volunteering opportunities that will assist them in reaching their goals.</li> </ul>		
	<ul style="list-style-type: none"> <li>Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds</li> </ul>		
	<p>Other examples:</p>		

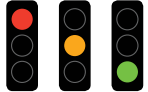
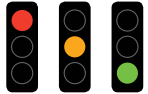

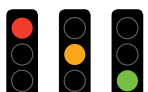

## Personal Wellbeing

### Well-developed life skills

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Providing culturally appropriate practical assistance in areas such as budgeting, cooking, and other life skills.</li> </ul>		
	<ul style="list-style-type: none"> <li>Supporting young people to develop financial literacy.</li> </ul>		
	<ul style="list-style-type: none"> <li>Referring young people to agencies or programs that can support and develop young people's life skills, including financial literacy.</li> </ul>		
	<ul style="list-style-type: none"> <li>Undertaking activities or developing programs aimed at building resilience and skills that promote positive life choices and wellbeing.</li> </ul>		
	<ul style="list-style-type: none"> <li>Linking young people to free, online tools that support the development of life skills.</li> </ul>		
	<ul style="list-style-type: none"> <li>Advocating with services and organisations about the specific needs of young people from refugee and migrant backgrounds.</li> </ul>		
	<p>Other examples:</p>		

## Personal Wellbeing

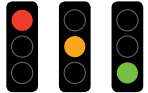
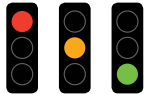
### Positive inter-generational relationships in Australia and overseas

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
<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"> <li>Building staff skills and knowledge in family aware practice.</li> </ul>		
	<ul style="list-style-type: none"> <li>Creating safe spaces to bring generations together and engage in discussions to build mutual respect and explore commonalities and differences.</li> </ul>		
	<ul style="list-style-type: none"> <li>Building stronger connections between young people and families</li> </ul>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<ul style="list-style-type: none"> <li>Providing a culturally responsive model of family dispute resolution that helps families and young people to understand bi-cultural expectations.</li> </ul>		

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## Personal Wellbeing

### Positive inter-generational relationships in Australia and overseas

What does this indicator mean?	What does it look like in practice?	Our practice in this area is...	Explanation and supporting evidence
	<ul style="list-style-type: none"> <li>Educating migrant families about the role of child protection services and the extent of their authority.</li> </ul>		
	<ul style="list-style-type: none"> <li>Advocating with services and organisations about the specific needs of young people and families from refugee and migrant backgrounds.</li> </ul>		
	<p>Other examples:</p>	