equip! – supporting CALD youth
employment, education and social
capital outcomes

Final report
to the Department of Jobs and Small Business
from Diversitat, Geelong.
Empowering Youth Initiatives, Round 1, 2016-2018
“I’ve achieved what I wanted. And I’ve run out of questions”

CALD youth client of equip!
# Table of contents

<table>
<thead>
<tr>
<th>Heading</th>
<th>Page reference</th>
<th>Contract clause ref for final report content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1: Executive summary</td>
<td>4-7</td>
<td>All</td>
</tr>
<tr>
<td>Section 2: What is equip!</td>
<td>8-42</td>
<td>H.5.2a, b, c, d, e, f, g</td>
</tr>
<tr>
<td>Section 3: What difference did equip! make for CALD youth?</td>
<td>43-64</td>
<td>H.5.2a, b, e, h, j</td>
</tr>
<tr>
<td>Section 4: Working with mentors</td>
<td>65-71</td>
<td>H.5.2a, b, d, f, g, h</td>
</tr>
<tr>
<td>Section 5: Lessons learnt</td>
<td>72-76</td>
<td>H.5.2h, j</td>
</tr>
<tr>
<td>Section 6: Future policy and programs</td>
<td>77-78</td>
<td>H.5.2i</td>
</tr>
<tr>
<td>Section 7: Appendices</td>
<td>79</td>
<td>All</td>
</tr>
</tbody>
</table>
Section 1: Executive summary

• equip! was funded for two years to support CALD youth, some of whom were from refugee backgrounds, in the Geelong region.

• Youth were supported to build their capacity (i.e. skills, knowledge, confidence) and social capital (i.e. youth networks and use of networks) to develop career pathways, and set and achieve employment and education goals. Youth participation in equip! was voluntary.

• Employers and other partners (e.g. volunteering agencies) were supported to improve their cultural competency.

• equip! was delivered by Diversitat. Diversitat is a trusted service provider within CALD communities in Geelong. The organisation is governed by the Geelong Ethnic Communities Council Executive Committee (ECC) which represents 51 cultural communities.

• A dedicated equip! team implemented a four-phase program. The original program approach evolved during the two-year term in response to client needs, implementation challenges, opportunities and lessons learnt.

• The ability to be agile and work with community-wide assets (including partners such as employers, NGOs, community groups and schools), was integral to the outcomes-focused successes of the program (including both intended and unintended outcomes). Outcomes achieved for CALD youth (and others) are outlined in the body of this report.
Section 1: Executive summary

• The program supported youth to access mentors, training, activities and a range of work and work-equivalent experiences to enable education/employment pathway research and progress towards goals.

• Over the term of the program, equip! engaged with over 100+ youth.

• Of the 94 youth who completed Phase 1 of the program, 61 went on to participate in all four phases of the program. This equates to a participation rate of 65% (61/94).

• Intended outcomes achieved for CALD youth included new skills, knowledge and confidence about education and employment pathways and obtaining employment (see Section 3).

• Examples of unintended outcomes included youth engaging in tertiary education as a pathway to future employment, improved youth behaviour in school settings and older CALD youth facilitating employment opportunities for younger peers (see Case Studies, Participant 5, Section 3).
Section 1: Executive summary

- Key lessons were learnt. Central was the importance of keeping the program relevant and engaging to meet the diverse needs of young people. Lessons ranged from how to be more agile and flexible in program delivery and the recruitment/retention processes of youth and mentors; through to, how to offer equivalent work experience placements in order to overcome the dearth of available industry placements (see Section 5).

- The Department requested advice about future policy and programs. Several suggestions are made in the body of this report. These include more explicit recognition and Department of Jobs and Small Business support to enable mentor and employer recruitment, through to outcomes-focused contracting using a common outcomes methodology (see Section 6).

- Overall, local CALD youth require continued specialist support to access ongoing high quality mentoring that focuses on individual needs, research education and employment pathways, become job ready and gain employment with Australian employers.

Regards, Michael Martinez, CEO Diversitat
“I’ve met some Aussie friends from being in equip! I love that I can call them mates!”

CALD youth client
Section 2: What is equip!

The program and approach
• equip! was funded for two-years to support CALD youth in the Geelong region. Many participants were from refugee backgrounds.

• Youth were supported to build their capacity (i.e. skills, knowledge, confidence) and social capital (i.e. networks and use of networks) to achieve employment and education pathways. Youth participation in equip! was voluntary.

• Employers and other partners were supported to improve their cultural competency.

• Program objectives were to:
  1. **Expand** the social, community and professional networks of participants;
  2. **Develop** each participant’s knowledge of the Australian labour market and workforce culture;
  3. **Develop** the cultural competencies of local employers, supporting the establishment and implementation of organisational practices that encourage diversity in the workplace and support CALD participants;
  4. **Support** participants on their education and employment pathway; and
  5. **Develop** the knowledge, skills and confidence of participants to help them obtain and sustain employment.
The proposed CALD youth client journey through equip!: 4 key phases

01 Preparatory Phase – recruit young people, face-to-face contact, project support worker, initial barriers assessment, career counselling and planning, job and employability skills training, pre-mentoring training, assignment of an Industry Mentor.

02 Mentoring Phase – ~26 hours of individual mentoring, engage in a variety of activities to support engagement in employment and education.

03 Work Experience Phase – work experience or volunteer placement of ~60 hours, risk assessment and mitigation strategy (latter, as required), group social activities of at least 2 hours duration

04 Evaluation, Review and Future Planning Phase – complete career counselling and exit interview, map career pathways post exit, work with employment services providers (if any), conduct formal graduation ceremonies
<table>
<thead>
<tr>
<th>Phase</th>
<th>Round 1: Original Model</th>
<th>Round 2a: Adapted Model</th>
<th>Round 2b: School Partnership Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recruit young people over time. Identify a job/industry of interest. Run vocational training – traditional class delivery, repeated at different times over 4 weeks. Approach employers to recruit staff as mentors. Find, screen and train a relevant mentor. Match mentor and young person.</td>
<td>Point of difference - recruit mentors and participants concurrently. Engage with Mentors early to screen and train. Run participant upfront 2 day vocational training in group. Consider job/industry of interest. Explain commitment for program for opt in/out.</td>
<td>Point of difference - recruit participants from school. Run weekly after-school session for set number of weeks. Fewer topics given English levels. Consider work interests. Opt-in to next phases. Recruit mentors and participants concurrently. Engage with Mentors early to screen and train.</td>
</tr>
<tr>
<td>2</td>
<td>Young people and mentors arrange to meet. Program staff support as required. Mentoring continues to end of Phase 4. Young people report hours to staff and describe activities in e-portal. Mentors email mentoring hours.</td>
<td>Point of difference - group activities with young people and mentors once a week for 3-4 weeks. Match young people and mentors. Mentors and young people arrange to meet. Staff support as required. Proactive support for mentors continues to end of Phase 4. Facilitate monthly group sessions. Deliver additional vocational workshops. Mentors and young people use equip! app to report mentoring hours and activities.</td>
<td>Point of difference - Group activities with young people and mentors once a week for two weeks. Match young people and mentors. Mentors and young people meet at set time each week. Weekly topic provides vocational theme. Continues to end of Phase 4. Fewer topics given English levels. Recommended: minimum 6 month or two term mentoring. Mentors and staff use equip! app to report mentoring hours and activities.</td>
</tr>
<tr>
<td>3</td>
<td>Support placements at Mentor’s place of employment when possible. Staff source and arrange work experience placements, organise industry visits, tours, related activities after school hours, weekends and school holidays.</td>
<td>Point of difference – expand work experience to include volunteering; partner with volunteer organisations and support young people to volunteer. Arrange broader work experiences/community-based and other activities to support work readiness.</td>
<td>Point of difference - partner with school to organise and support work-experience/related activities one day a week at school. Arrange and support work experience/volunteering in school holidays. Work Health Safety considerations per placement to match understanding of English.</td>
</tr>
<tr>
<td>4</td>
<td>Develop plans with youth. Connect them to agencies. Group graduation, involving parents, family, employers and other partners.</td>
<td>Develop plans with youth. Connect them to agencies. Group graduation, involving parents, family, employers and other partners.</td>
<td>Develop plans with youth. Connect them to agencies. Group graduation, involving parents, family, employers and other partners.</td>
</tr>
</tbody>
</table>

The actual CALD youth client journey piloted during Round 1 and 2 of the program.
Key points to note

- The proposed vs. actual client journey through the program changed over time.
- The program needed to be flexible and client-centred to keep young people interested and engaged.
- This meant adapting the program to respond to lessons learnt during implementation and to meet the identified needs, preferences and contextual circumstances of CALD youth clients, mentors, employers and the school-based partner.
- Of the models delivered in the two Rounds (Original, Adapted and School Partnership), each successive model leveraged off the Original version with clear points of difference based on learnings.
- For example, in Round 1, it did not eventuate that the employer of mentors would offer placements, mainly due to employers being unable to provide placements in a timely and consistent way (discussed later in this report). In Rounds 2a and 2b, team members were more aware and active to source work experience opportunities.
- The four-phase client journey is viewed as a framework. Whilst the journey was originally envisaged as linear and sequential, in reality, each journey was customised to meet both sequential and parallel needs of clients and program delivery.
- For example, the youth and mentor activities reflected what was most required by the youth to support their career and employment pathway. This meant that in some cases, youth preferred to focus more on skills and knowledge gain from mentoring compared to placement experiences.
- Program agility also enabled unintended and additional outcomes e.g. response to community offers of support, enrolment in tertiary pathways for improved longer-term employment opportunities.
“I thought we were doing silly games to learn Australian stuff. We were doing teamwork and communication!”

CALD youth client
The program’s core team

Overall, seven staff filled four PTE positions during the program term. All team members had exceptional qualifications, experience and skillsets. The team experienced staff turnover mainly due to the short-term nature of funded positions and natural attrition.
**equip!’s core team qualifications, skills and experience**

*Full detail of all staff and their profiles is appended at the end of this report.*

<table>
<thead>
<tr>
<th>Staff</th>
<th>Role</th>
<th>Experience/Qualifications</th>
</tr>
</thead>
</table>
| Jill Rush    | Project Coordinator   | • 10 years experience with youth mentoring programs  
• 5 years experience in employment programs  
• 6 years business owner  
• Bachelor of Arts – Recreation; Graduate Diploma in Social Administration; Graduate Diploma in Business.                                                                                                                                                                                                                     |
| Janelle Hearn| Industry Partner Broker | • Bachelor of Business – Human Resources and Management  
• Two years experience in managing/delivering Cultural Awareness Training to Geelong based employers  
• 10 years experience in marketing                                                                                                                                                                                                                                                                               |
| Neema Wright | Support Worker        | • Master of Health Promotion  
• Bachelor of Science  
• Experience volunteering and working as a Health Promotion intern for Women’s Health in the South East (WHISE), Dandenong.  
• Volunteer for the Foodbank at the Asylum Seek Resource Centre in Footscray                                                                                                                                                                                                                                      |
| Richard Hehir| Pathways Facilitator  | • Bachelor of Arts – Outdoor Education  
• Graduate Diploma of Education  
• 11 years experience in teaching Community & Health Services at TAFE  
• 6 years experience working in newly arrived refugee education and community awareness programs                                                                                                                                                                                                                                                      |
Priority clients and partners

**Client #1: CALD Youth** - 18-24, residents of Geelong LGA, has right to work in Australia, is unemployed or in secondary or further education

**Client #2: Industry Mentors** – people who have the experience and aptitude to mentor CALD youth into work or volunteer experience in industry

**Partner #1: Employers** – organisations that provide placement opportunities for CALD youth; usually linked to Industry Mentors

**Partner #2: School** – equip! partnered with Northern Bay College to deliver the program to CALD youth

**Partner #3: Volunteer agencies/NGOs** – organisations that provided equivalent work experience within the context of volunteering

**Priority clients and partners**

CALD youth were the priority client of the program, followed by Mentors. Partners included employers, a school and volunteer agencies/NGOs. Outcomes were achieved for all clients and partners.
Data collection

• equip! used multiple data collection tools and methods, including:
  • A customised App to record mentor and work experience activities and hours
  • Assessment surveys (before and after the program)
  • Midway program assessments to enable informal reflection to accommodate CALD youth English language proficiency and more efficient survey administration for this client cohort
  • Administrative data (e.g. attendance sheets)
  • Exit evaluation surveys for youth and mentors
  • Evaluation portal for youth to upload learning and share stories

• Lessons learnt from data collection are outlined later in this report (Section 5)
During the program, most youth were aged 18-20 years, with equal proportions in the under 18 year old and 21-24 years categories.
CALD youth client profile data

• **CALD youth status** – during the program, most youth were in full-time study, followed by unemployed, part-time study and employed part-time or casual

![CALD youth status](chart)

- **CALD youth time in Australia** – during the program, most youth had been in Australia for 2-5 years, followed by equal proportions in the 1-2 years and 5-10 years categories. One youth client had been in Australia for between 6-12 months.
CALD youth client profile data

• **CALD youth level of written English** – most youth had a competent level of written English, followed by a basic level.

<table>
<thead>
<tr>
<th>Level of Written English</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• **CALD youth level of languages and of spoken English** – the main languages spoken by youth included Urdu, Dari, Persian, Hazargi, Pashtu, Farsi, Burmese and Karen.

Youth had varying levels of spoken English skills. Youth had competent or basic English language skills. Eligibility criteria required a reasonable level of spoken English to participate in the program.
Summary program utilisation data

• Phase 1: Preparation
  • 144 youth were recruited
  • 106 youth commenced this phase
  • 94/106 youth completed this phase
  • 89% completion rate for this phase

• Phase 2: Mentoring
  • 80 youth commenced this phase

• Phase 3: Work experience
  • 68 youth commenced this phase

• Phase 4: Evaluation, review and future planning
  • 61 youth commenced this phase and participated in all four phases of the program.
Summary program utilisation data

- 65% (61/94) youth participated in all four phases of this program.

- Participation was achieved irrespective of the multiple barriers, challenges and realities faced by CALD youth (examples of which are outlined later in this report).

- The initial contract program utilisation target was two cohorts of 50 youth participate in all four phases. The target was later changed to 91 young people.

- This target proved unrealistic due to complex client needs and the need for program adaptation associated with availability of volunteer mentors and the dearth of readily available work experience placements (discussed later in this report).

- It is important to note that despite lower than anticipated program utilisation, those youth who did participate achieved outcomes to support improved capacity, social capital (networks) and employment/education opportunities.

- It is also important to note that youth did not have to participate in all four phases to achieve improved outcomes, nor to the level of planned hours.

- For example, in the first intake of Round 2, four boys who had recently arrived in Australia were referred to equip! by their friends. They were in Year 11 and had very low English skills. Although only one was matched with a mentor, the boys participated enthusiastically in group and work-related activities. All four eventually exited by choice and prior to completion – with a resume, more confidence to converse, basic understanding about employment in Australia, and connection to peers, mentors and support associated with the equip network.
Phase 1: Preparation

• This phase was the gateway into the program.
• This phase helped youth to start their career path planning or build on current plans.
• Youth also began or continued their learning journey by considering core job and employability skills relevant for Australian context, and in view of past experiences.
• Round 2 of this phase adopted a group-focused approach to expand peer networks and introduce participants to mentors earlier (compared to Round 1). Youth were also asked to consciously ‘opt-in’ to the next phases in order to improve engagement and retention rates.
• Round 2 of this phase included sourcing, interviewing, screening, training and supporting mentors as well as meeting with employers/organisations to discuss recruiting mentors and partnerships. Lessons from Round 1 supported simultaneous and early engagement and preparatory work with youth, mentors and other partners to maintain momentum in the program and support increased participation rates.

• **Core activities:**
  • Marketing
  • Recruitment of clients: youth and mentors
  • Matching youth and mentors
  • Program launch
  • Baseline survey assessments Individual and group engagement
Phase 1: Preparation

The training I received helped prepare me for my role
(Source: Mentor Exit Survey, 2018)

- Core activities (continued):
  - Multiple information, preparation and training workshops about employment readiness/preparedness and skill set development.
  - Example topics included:
    - Launch and pre-mentoring training.
    - Introduction to all modules
    - Labour Market knowledge
    - Identifying one’s strengths
    - Transferability – understanding the relevance of existing experiences to Australian employment
    - Resumes, job applications and self-marketing training
    - Interview skills training and techniques
    - Career interests, research and planning.
    - Australian Workplace culture
    - Australian workplace culture/employer expectations.
    - The process of finding employment
    - Create and maintain a resume
    - Finding job opportunities on job search sites.
    - An introduction to the hidden job market.
    - How to address key selection criteria
    - Learning about Geelong; learning about networks linked to employment and social capital.
Phase 2: Mentoring

- Youth built a trusting relationship with their mentor.
- Youth and mentors continued to work on gains made in Phase 1, including refining career pathways (inclusive of goals) and learning more about education and employment.
- In Round 2, equip! enhanced its support and proactive relationships with youth and mentors to enable better retention and participation rates in all phases.
- For example: staff met more frequently with mentors, and with youth and mentors to support proactive information sharing; added group mentoring sessions to address common themes; established a new mentor team/mentor network to reduce mentor isolation and support peer learning.
- Different strategies were adopted to meet the different needs of youth and mentors. A more flexible approach to the way youth/mentors engaged with activities supported improved relationships and the possibility of achieving outcomes in a client-centred program.
- Group-based sessions supported ongoing motivation and engagement of both youth and mentors in the program, and helped monitor progress and gaps.
- Mentors were also invited to other training opportunities, and equip! ran multiple, targeted mentor only education sessions.
Phase 2: Mentoring

Core activities:

- Active recruitment, training, matching youth and mentors continued in this phase (as required).
- Interactive individual and group based mentoring sessions and activities, based on vocational themes.
- Partnered workshops: workshops on “Culturally Competent Youth Practice” and “Young people and Settlement” delivered in partnership and extended to youth agencies.
- Workshops on specialist topics e.g. Youth Mental Health First Aid.

- Most youth reported that mentoring sessions and activities helped them “a lot”. Youth reported to equip! staff that mentoring sessions helped them to practice communication, English and gain confidence in a supportive environment.

# CALD youth reported “my mentor helped me”
Source: Youth Exit Survey, 2018
“I’ve learnt that I’ve got lots of choices about ways to get to the same place. And it’s my choice how. Good job mentors!”

CALD youth client
In this phase, equip! connected youth with work or equivalent experiences i.e. volunteering experience with local organisations.

Initially, work experience placements were premised on mentors connected to industry organising work experience in their place of employment.

A small minority of youth were able to secure work experience at a mentor’s place of employment. Additional placements or work was sourced through the mentor’s professional or private networks.

However, securing work placements through mentors was not a sustainable strategy due to the following:

• Some industry regulations did not permit youth work experience (e.g. Health, Police, Defence Forces)
• There was a dearth of available work placements due to competition in Geelong for limited work experience placements in multiple sectors, and priority for different target groups e.g. university interns.
• There were additional challenges faced by CALD youth in relation to opportunities (over and above those faced by youth in general), linked to issues such as racism/prejudice, assumptions about transferability of skills into the Australian labour market, concern about low literacy levels and others.

equip! organised alternatives to work experiences linked to career goals such as industry days, tours, ‘meet and greet’ opportunities and volunteer placements in organisations.

“In addition to the usual challenges that adolescents may face when looking for work such as a lack of experience, mistrust or stereotyping, young CALD jobseekers may confront additional barriers to employment such as a limited knowledge of workplace culture and expectations and racial discrimination in interviews”

Phase 3: Work Experience

• Volunteering as work experience was a critical success strategy.

• It was a win-win to match youth with volunteering vacancies and to assist the host organisation with their volunteer screening requirements.

• Volunteer placements helped young people connect with the local community and become more prepared for the next step of their career pathway, in a work environment.

• Placements in volunteer organisations offered young people the following benefits –
  • Familiarise youth with the job application process (volunteering requires application/criteria, paperwork, appointment and interview, screening checks, scheduling, transport to organisation, etc).
  • Expose young people to different industries to expand their knowledge of different opportunities, and help them explore their interests and skills
  • Provide hands-on experience (work experience placements are often more passive / observation)
  • Introduce young people to other community volunteers
  • Experience being in a work environment with a role, responsibilities and tasks to perform.
  • increase their networks (volunteers work in different jobs and are also employers)
  • Practise English and build confidence

• Placements also increased host organisation cultural understanding and awareness through their connection with equip!’s young people. This ‘symbiotic’ training aligns with Objective 3 of the program.
Phase 3: Work Experience

• Core activities:
  • Tours: eg Medical / Health, Defence, Police
  • Industry Days: Health, Police, Building and Construction, Horticulture, Tourism and Recreation & Community Connection Torquay
  • Community participation and leadership
  • Job related skills and training workshops e.g. resume writing, goal setting, interview skills
  • English language support classes
  • Equip Expo - Volunteering & Work Experience Opportunities
  • Volunteering placements
  • Group Activities at Diversitat to share experiences
  • The Arts: Cultural and Social Activity e.g. Symphony Orchestra concert
  • Tell Me a Story Day / Harmony Day school presentation
  • Cultural awareness training – for Diversitat, mentors and other partners (e.g. Deakin University staff)
  • Multiple presentations: Walking the Path of Asylum seekers and Refugees. A two-hour presentation provides broad overview, and is supported by 1-2 Equip! participants sharing their stories.
  • Sports related activities e.g. attendance major soccer game at large stadium, soccer referee training, ten pin bowling and teamwork.
Phase 4: Evaluation, planning and review

- For those 61 youth who participated in all phases, each youth completed a comprehensive final assessment, had exit meetings with staff and an updated career plan.

- The equip! team supported youth to link with Job Service Providers (Advanced Personnel Management, Workskill Geelong, Matchworks and G-Force).

- The program ended by celebrating success. Three Celebration Events were held.

- Celebration Events were attended by youth and also their family, friends, networks and partners.

- Celebration Events reflected successful engagement, connection and belonging.

- A celebration video was developed for each program Round. Round 2 video has been submitted to the Department as part of this report. An example Celebration brochure has also been submitted.

- Mentors and youth received certificates.
Summary of recorded mentoring and work experience hours

This table summarises the recorded hours for mentoring and work or equivalent placements. Note that the hours are under-reported due to difficulties in data collection and reporting processes.

<table>
<thead>
<tr>
<th>Ref</th>
<th>Status of mentoring and work experience hours</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exit at the end of Phase 1 – no mentoring or work experience hours</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>• 2 with education placements and 1 employed to 60+ hours.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Exit during Phase 2 mentoring</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>• 1 with education placements and 2 employed to 60+ hours.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Exit during Phase 3 Work Experience</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>• 4 with employment to 60+ hours and up to 21 mentoring hours</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mentoring Hours recorded at a minimum of 26 hours</td>
<td>14*</td>
</tr>
<tr>
<td></td>
<td>• 10 with work experience hours to 60+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1 with 60+ employment hours, and 0 through equip activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 3 remaining with 17.5, 20 and 54 hours recorded</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Work experience recorded at a minimum of 60 hours equip activities</td>
<td>19*</td>
</tr>
<tr>
<td></td>
<td>• 7 with 26 hours mentoring (Ref 4)*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 12 with less than 26 hours recorded mentoring</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Work experience recorded at minimum 60 hrs with a combination or equip activities, education placements and/or employment</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>• 10 through education placements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 6 through employment</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mentoring hours recorded at less than 26 hours, and work experience recorded at less than 60 hours, including external activities.</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>• Range of reasons provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Many with lower level English</td>
<td></td>
</tr>
</tbody>
</table>
Key points to note about client participation in each phase

• The table above was impacted by the following:
  • Youth were to complete ~26 hours of mentoring and ~60 hours of work experience (including work placements/volunteer experience).
  • Implementation realities meant that 5/91 youth were placed in the workplace of their mentor. Of these, only one recorded 60 hours of work experience.
  • Youth and Mentors had many competing interests e.g. youth were in school, mentors were working, family and community commitments. Therefore, mentors and youth had to find mutually available times to fit in with their commitments. This meant that engagement time was usually outside of ‘working’ hours (e.g. weekends, after school, in school holidays, after work, etc).
  • Mentors could not provide placements at their workplaces (reasons noted earlier in this report). Alternative experiences often needed to be scheduled after hours, on weekends and during holidays so as not to conflict with other education and/or employment requirements.
  • Program participation was voluntary. Youth were actively encouraged to stay engaged. Their choice to participate or not was respected. In some cases, this meant that based on client-centred preferences, youth chose to exit early due to other priorities, or because their needs and goals were met.
  • Importantly, the time spent with youth clients was maximised to enable achievement of many outcomes (see Section 3).
## Exit data analysis

<table>
<thead>
<tr>
<th>Point of Early Exit from Equip</th>
<th>Round 1</th>
<th>Round 2a</th>
<th>Round 2b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the completion of Phase 1: Preparation</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>During Phase 2: Mentoring and Phase 3: Work Experience</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

- The table above outlines Exit data for the program.
- Overall, 33 youth who commenced in Phase 1, exited the program before the end of Phase 4.
- The Exit data reflects the success of new recruitment/retention strategies introduced in Rounds 2a and 2b (outlined earlier in this section).
Of the 33 youth who did not complete Phase 4:
* 45% exited because they wanted to focus on education as a priority
* 12% were employed and not available to participate
* 18% did not give a reason or could not be contacted

Reasons for youth exit prior to concluding Phase 4:
- New arrival - other priorities
- Travelling overseas for a few months.
- Married
- Caring responsibilities
- Low English/ needed interpreter
- Low English/ working in family business
- Education / focus on education as priority
- Employed and not available.
- Participant was not benefiting from initiative
- Disengaged from the program - unknown reasons
Linkages

- Equip linked with many organisations to source and recruit mentors and participants and deliver a range of experiences. Examples include:
  - Various speakers from medical services around Geelong;
  - VicParks, Gordon TAFE, Torquay Life Saving Club Inc, Epworth Hospital assisting with one-day group activities to explore an industry area – e.g. Health, Tourism, Horticulture.
  - Deakin Staff assisting with interviews and work experience placements.
  - Policy and Army Reserve assisting with tours and visits.
  - Community services and agencies hosting work experience placements such as Gateways Disability Services, Northern Bay College, Rotary Club Torquay, City of Greater Geelong
  - Agencies who sponsored a particular experience e.g. Geelong Symphony Orchestra and Geelong Performing Arts Centre; Oz-Ten pin bowling
  - Sponsors of a particular activity e.g. financial seminar through Bethany Community Support and Gambling Australia.
  - Employers who hosted work experience, e.g. Braid International, Red Cross, Highton Primary School, Deakin, Neit Hairdressing etc.
  - Employment providers e.g. Matchworks, APM, G-Force, St Laurence and Workskil
  - Multicultural Youth Network, the Geelong Local Learning Network and GROW, a Geelong initiative that networks with employment providers and encourages employers to source employees from people who live in postcodes with lower socio-economic indicators.
  - Large employers such as Barwon Health, Geelong Football Club, Transport Accident Commission, Deakin, St John of God Hospital and Ford Geelong. Many of these organisations helped with marketing;
  - Volunteer Geelong

- Mentors were encouraged to create linkages to assist the program, and in particular to use their networks to source employers to support work experience and/or employment opportunities.
Partnering Employers

- This table outlines organisations that have offered support to equip!
- The list is not exhaustive and includes organisations that have offered work experience, work-related site visits, tours or activities.
- Other organisations are listed throughout this report.

<table>
<thead>
<tr>
<th>List of organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Australian Defence Force</td>
</tr>
<tr>
<td>• COGG events - Cadel Evans</td>
</tr>
<tr>
<td>• COGG Youth Hub Fort</td>
</tr>
<tr>
<td>• Deakin University - Corporate Services</td>
</tr>
<tr>
<td>• Diversitat Aged Care</td>
</tr>
<tr>
<td>• Epworth Hospital</td>
</tr>
<tr>
<td>• Ford Engineering</td>
</tr>
<tr>
<td>• Flinders Nursery</td>
</tr>
<tr>
<td>• Football Federation of Victoria</td>
</tr>
<tr>
<td>• Geelong Performing Arts Centre</td>
</tr>
<tr>
<td>• Gordon TAFE</td>
</tr>
<tr>
<td>• Hair and Beauty Industry</td>
</tr>
<tr>
<td>• Highton Rotary Club</td>
</tr>
<tr>
<td>• Kardinia Health</td>
</tr>
<tr>
<td>• Le Niek Hair</td>
</tr>
<tr>
<td>• Lorne-Aireys Inlet P-12 College</td>
</tr>
<tr>
<td>• Mac Action Vehicles</td>
</tr>
<tr>
<td>• Netball Victoria</td>
</tr>
<tr>
<td>• Northern Bay College</td>
</tr>
<tr>
<td>• Queenscliff Rotary Club</td>
</tr>
<tr>
<td>• Torquay Rotary (leadership courses)</td>
</tr>
<tr>
<td>• Transport Accident Commission (TAC)</td>
</tr>
<tr>
<td>• Victoria Parks/ National Parks</td>
</tr>
</tbody>
</table>
Youth recruitment

- CALD youth recruitment methods included:
  - Face-to-face meeting with CALD youth, coupled with information sessions in youth-friendly venues (very effective)
  - Staff visits to youth events and venues e.g. The Fort (Geelong Youth Hub), Schools, Diversitat youth programs
  - Contacting relevant organisations to seek help/direct referrals
  - Onsite talks (least effective method)
  - Attendance at network meetings (e.g. Multicultural Youth Network Geelong, Geelong Regional Youth Network, GROW network)
  - General marketing/promotion e.g. noticeboards, fliers
  - Use of Diversitat networks as a trust provider for the CALD community e.g. the Diversitat CEO assisted with promotion by asking our Ethnic Communities Council for support to promote equip! through cultural networks and community churches.
  - Use of Diversitat staff networks and internal referrals from existing CALD services
  - Asking youth for their help to recruit – a successful strategy for the latter rounds
CALD youth client recruitment methods and referral sources, May 2018
Mentor and industry recruitment

- Mentor recruitment proved more challenging than anticipated.
- Marketing, sourcing, screening and preparing volunteers is akin to appointing high-quality paid staff; a logistically time consuming process.
- Mentor recruitment methods and processes included:
  - Marketing to attract interest and enquires from potential volunteers
  - Strategy for enquiry management – individual phone calls, meetings, information sessions
  - Arranging and conducting volunteer interviews.
  - Confirming interest of volunteer, suitability for the role, and availability to commence.
  - Confirming expectations for length of volunteering / timelines.
  - Explaining, supporting and completing screening requirements – police checks, working with children checks, referee checks.
  - Organising and conducting training
  - Considering the young people for a match
  - Matching mentor and young person
Mentor and industry recruitment

• Mentor recruitment methods included (continued):
  • Mentor word-of-mouth promotion
  • Diversitat marketing and social marketing platforms (e.g. Facebook, Twitter, Instagram
  • Listings with Volunteering Geelong
  • Approaching large employers (e.g. City of Greater Geelong, Barwon Health, Geelong Cats and others)
  • Advertising and direct approaches to industry and community networks (e.g. NGOs, Army, businesses, Diversitat partners, Chamber of Commerce and others)
  • Attending events, forums, public speaking to promote equip! and source mentors:
    • Public speaking - Highton and Torquay Rotary Clubs, Torquay Neighbourhood Centre
    • Attend and speak at events for Refugee Week - Belmont library.
    • Diversitat staff spoke at the “The Economics of Multiculturalism: Benefits, Barriers & Business Forum” organised by the Victorian Local Government
    • Multicultural Issues Network (VLGMIN) held at the Royal Geelong Yacht Club.

• Diversitat underestimated the time required to recruit, train and support high quality mentors. This was a valuable lesson learnt in Round 1 with different strategies adopted in Round 2.
Mentor recruitment sources, May 2018
Section 3: What difference did equip! make for CALD youth?

An overview of outcomes data
“I got a job this week!!! Interview practice was very helpful. They asked me about the questions we’d done in equip!”

CALD youth client
From barriers to enablers

A core part of equip! was to enable CALD youth to overcome challenges and barriers to employment and education. equip! also aimed to improve social capital. As noted earlier in Phase 3, CALD youth experience additional barriers to achieving employment/education goals compared to youth in general. The equip! program’s point of difference was its ability to mitigate and/or address specific and general barriers for CALD youth.

### Specific barriers for CALD youth

- Lack of Australian labour market knowledge, experience and references
- Limited knowledge, confidence and opportunities to engage in ‘Australian’ community and employment-based activities
- English proficiency skills
- Lack of local employer/community networks
- Lack of family employer/community networks
- Perceived racism/prejudice/stereotypes held by employers and community members
- Lack of knowledge about how to access Australian labour market recruitment networks

### Enablers for CALD youth

- New and increased labour market knowledge
- New and increased skills, knowledge and confidence linked to work preparedness and readiness, and current Australian referees.
- New skills, knowledge and confidence to use the internet to access and secure employment
- Proactive self-marketing to employers
- Active support to engage in education
- Increased knowledge, confidence, opportunities and engagement in prosocial ‘Australian’ activities
- More culturally aware and competent employers, organisations and communities
- Access and use of social, community, education and employment networks.
Challenges faced by CALD youth

CALD youth reported on the challenges they faced to gain employment. Cumulatively, the top three challenges were lack of experience, English skills and interviewing.

Source: Program assessment data, June 2016-May 2018
Online challenges faced by CALD youth

CALD youth reported on technology related challenges to gaining employment. As expected, most youth were confident using email and the internet. Challenges were mainly around how to use technology to search for jobs. The assessment data suggests that over time, these barriers were reduced.

Source: Program assessment data, June 2016-May 2018
Self-marketing challenges, confidence and behaviour change outcomes achieved by CALD youth

*Source: Program assessment data, June 2016-May 2018*

- Initially, CALD youth reported that they lacked confidence to self-market themselves to prospective employers and they also reported that they had no self-marketing experience.

- Over time, CALD youth reported they felt more confident to self-market and there was an increase in the number of youth who did approach employers directly.
• equip! focused on enabling CALD youth success by mitigating or eliminating barriers.

• These graphs depict before and after knowledge gain achieved by youth.

• This knowledge gain is linked to the Australian Labour Market.

• The results suggest that for all categories, CALD youth knowledge increased over time.

Program outcomes data: knowledge gain
A snapshot of selected skills and knowledge gain linked to the Australian Labour Market.
Additional data reports are attached at the end of this report.

Source: Program assessment data, June 2016-May 2018
This data demonstrates knowledge gain.

This knowledge gain is linked to Australian workplace terminology e.g. from workplace culture and legislation through to superannuation and workplace bullying.

The results suggest that for all categories, CALD youth knowledge increased over time.

Program outcomes data: knowledge gain

A snapshot of selected skills and knowledge data linked to workplace terminology. Full data reports are appended at the end of this report.

Source: Program assessment data, June 2016-May 2018
This data demonstrates knowledge and positive attitudinal gain.

Gains are linked to what is acceptable workplace behaviours.

The results suggest that for all categories, CALD youth knowledge and understanding of what is acceptable workplace behaviour increased over time.

Program outcomes data: knowledge and attitudinal gain

A snapshot of selected skills and knowledge data linked to workplace behaviour. Full data reports are appended at the end of this report.

Source: Program assessment data, June 2016-May 2018
This data demonstrates knowledge gain.

Gains are linked to CALD knowledge about career pathways.

Knowledge about career pathways is an important enabler for future success.

Program outcomes data: knowledge and attitudinal gain

_A snapshot of selected skills and knowledge data linked to career pathway knowledge. Full data reports are appended at the end of this report._

*Source: Program assessment data, June 2016-May 2018*
Knowledge gain, is triangulated by this exit interview data.

CALD youth were asked to confirm whether equip! helped them to improve their skills, knowledge or positive attitude.

All youth confirmed the program was helpful (for some, in more than one category).

The highest ranking skills and knowledge gain was associated with interview skills, followed by improved confidence and improved English language skills.

Program outcomes data: skills, knowledge, attitude gains

A snapshot of selected skills, knowledge and attitudinal data to showcase overall client outcomes. Full data reports are appended at the end of this report.

Source: Program exit interview, May 2018
• This data triangulates earlier data linked to employment successes.

• It suggests that, over time, CALD youth learnt more skills and knowledge about the employment pathway process and some also gained employment after attending an interview.

Program outcomes data: employment pathway

*Source: Program assessment data, June 2016-May 2018*
• This data provides insight into positive behavioural change of CALD youth: attendance at job interviews.

• It also depicts a positive contextual change for CALD youth: they now have referees.

• This data highlights changes in two key enablers that support CALD youth to be more ready to enter into employment.

Program outcomes data: employment pathway

*Source: Program assessment data, June 2016-May 2018*
This data provides insight into positive behavioural change and confidence of CALD youth: resumes and applications.

This data highlights reported changes in key enablers that support CALD youth to be more ready to enter into employment i.e. increased ability to create resumes, to apply for and to perform well at interviews.

Program outcomes data: employment pathway

*Source: Program assessment data, June 2016-May 2018*
“I’m going to take from this program ... I can do things by myself now. ‘You go girl!’, I say to me!”

CALD youth client
This graph represents the #/% CALD youth who secured employment since commencing with equip!

- 29 youth secured employment.

- Of those clients who secured employment and completed Phase 1 (29/94), the majority (59%, 17/29) secured casual employment.

- The minority (7%, 2/29) secured full-time employment.

Program outcomes data: employment

*Source: Program assessment data, June 2016-May 2018*
Program outcomes data: work experience (volunteering and labour hire)

Source: Program assessment data, June 2016-May 2018

- This data represents CALD youth work experience over time.
- Overall, youth reported an increase in their knowledge and participation in work experience (volunteer and/or labour hire).
- Youth reported they valued volunteering as work experience and over time, more youth accessed volunteering placements as a work experience equivalent.
- Small improvements in knowledge, registration and employment in labour hire were recorded.
- Participation as volunteers provides youth with increased confidence and work readiness skillsets. It also builds their social capital, networks and positive engagement experiences within Australian NGOs.
• This graph represents the #/% CALD youth engaged in education whilst associated with equip!

• ¾ of youth (71/94) were engaged in education.

• Of those clients who engaged in education and completed Phase 1 (71/94), the majority (45%, 42/94) were engaged in secondary school followed by tertiary education (31%, 29/94).
Program outcomes data: social capital (networks and use of networks)

Source: Program assessment data, June 2016-May 2018

• This data represents the CALD youth networks and changes over time with support from equip!

• Overall, youth reported an increase in the range of their social networks.

• The ‘top 3’ networks that were grown included: mentors, acquaintances and community leaders.
• This data represents CALD youth use of their networks and changes over time, with support from equip!

• It supports the value of building social networks (as depicted in the data on the previous page).

• equip!’s objective was to not only support youth to build networks, but to enable youth to use networks for their employment and general wellbeing pathways.

• Overall, youth reported an increase in their use of social networks to support looking for work.

• The ‘top 3’ networks that were used included: mentors, youth/community workers and friends.

• Key points to note include: the most frequent assistance provided was references, encouragement, help to find volunteer work; the most helpful network was friends, mentor and teachers; the most helpful networks were from the broader community.

Program outcomes data: social capital and networks
Source: Program assessment data, June 2016-May 2018
Program outcomes data: social capital and support service networks

Source: Program assessment data, June 2016-May 2018

- This data represents CALD youth knowledge of local support services and changes over time, with support from equip!
- It supports the value of building social service networks that may address broader socio-economic determinants of unemployment, non-engagement in education or other issue.
- equip!’s objective was to not only support youth to build networks, but to enable youth to use networks for their employment and general wellbeing pathways.
- Overall, youth reported an increase in their knowledge of support services.
- Youth activity programs, mental health, drug and alcohol and family services were services that seemed to be of most interest.
Qualitative data: case studies

• 12 case studies of CALD youth in equip! have been sent as part of this report.
Section 4: Working with mentors

An overview of mentor facts and figures
Overall, we engaged 49 mentors in Rounds 1 and 2.

Mentor profiles:

- 23 Female
- 26 Male
- Multiple languages: English, basic German, basic French, Indonesian and Italian
- 80% (39/49) mentors were born in Australia.
- The remainder were born in Germany, Greece, England, New Zealand, UK/Northern Ireland and Uruguay.
Employers of mentors

This data outlines who employed mentors engaged with equi! 86% of mentors were employed (42/49). Of these employed mentors, they were employed by 33 different organisations. The majority of mentors came from 23 different organisations; not many single organisations offered more than one mentor. 5 mentors were Retired and 5 were Self-employed.

Source: xxxxx
I would recommend mentoring with equip! to other people.

- **Strongly Agree**: 22 (69%)
- **Agree**: 10 (31%)
Key points to note

• Young people had the opportunity to build a trusted relationship with mentors, whilst working on their career pathways and learning about employment.

• Mentors developed their cultural competencies through their interactions with young people and staff, and shared their positive experiences with family and friends.

• The quality of the mentoring relationship was an important success factor for youth retention and engagement.

• As the program progressed, more attention was paid to the design and delivery of the mentoring component; taking into account learnings from participant feedback, the Australian Mentoring Benchmarks and the National Volunteer Management Standards.

• Volunteer leadership, management and support were significantly improved in Round 2, commencing with a more strategic and efficient approach to recruitment and training.

• The program delivered improved outcomes to youth and mentors. A summary of two key outcomes are outlined below.
Program outcomes data: mentor knowledge gain

This data suggests that 97% (31/32) mentors gained new knowledge as a result of participating in the program.

Source: Mentor exit survey, May 2018
Program outcomes data: mentor knowledge and attitudinal gain

This data suggests that 94% (29/31) mentors gained new knowledge as a result of participating in the program.

Source: Mentor exit survey, May 2018
Section 5: Challenges and Lessons learnt

An overview of challenges and strategies for ‘what works’
Need agility related to KPIs

Contractual KPIs were set based on the original proposed approach. The model evolved over time but the KPIs remained constant (apart from a renegotiated client through-put volume of 100 to 91). In addition, KPIs are based on outputs/process measures rather than outcomes, considered more important. Mentoring time targets do not measure effectiveness. The Team focused on capturing a mix of outputs and outcomes data to measure effort and effect. This incorporated use of the Results Based Accountability methodology (RBA).

Need to focus on outcomes not just outputs

Client-centred and strengths-based approaches are vital success factors

Helping young people to make connections between their past experiences and relevance to Australia ensured a ‘strengths-based’ approach to program implementation. It was important to create flexibility in the program so that young people could use the program to meet their needs e.g. more mentoring, more volunteering to build confidence and explore career options, more opportunities for casual work to earn money.

The program was viewed as a framework that had the scope to adapt to meet individual needs, and enabled individual focus to address different barriers. Many programs only address one aspect of pathways or are developed to address a particular barrier or challenge. equip! offered a menu of supports and services.

Recruitment and retention of CALD youth needs constant attention

The Team learnt a lot about recruitment and retention. The program had to cater for competing interests of the mentors, youth and other partners. For example, engagements were mostly after-hours, in the holidays or in the weekends. The Team had to be more agile in its approach to engaging with youth and offer young people a variety of activities that were not anticipated in Round 1 e.g. more volunteer placements that enabled work readiness vs. employment placements. The Team also adopted an Opt-in strategy at the end of Phase 1 (highlighted in this report).

Challenges, lessons learned and what works
### Model adaptation is vital

Lessons learned from practical implementation and process evaluation required agility in program content, design and implementation pathways. The program was adapted to meet identified client needs and also to provide alternatives the low availability of work experience placements for youth. It was important to respond to learnings as quickly as possible to ensure program outcomes.

### From theory into practice is not linear

Program implementation required testing theoretical model assumptions around pathways, partnerships and processes. The program team had to be agile (see above) to ensure the program met both the funder and clients’ needs.

### Work placements are challenging

In the initial proposal, an assumption was made that mentors were connected to employers who could offer work placement opportunities. This did not occur in the majority of situations. Whilst employers were often interested in principle, the practical realities of providing workplace experience was a barrier. Equivalent experiences to support placement opportunities included volunteering. Improved skills and knowledge about ‘work’ readiness, confidence to engage and creating new networks was achieved irrespective of the experience setting.

---

**Challenges, lessons learned and what works**
| Competing commitments impact on delivery | Due to existing work, education and family/community commitments, both CALD youth and mentors had to find times that were mutually available outside of working and education hours. This meant that many clients, mentors and team members needed to schedule delivery in the evenings, on weekends and during school holidays. In turn, this limited access to some partners and service providers. |
| Mentor development is invaluable | It was important to ensure that mentors received quality support and feedback, alongside or in tandem with youth. Program support to mentors was important to help them develop skills to work effectively with youth in general, and CALD youth in particular. The level of actual developmental support required matched the client cohort needs and mentors’ experience and skills – thus the program had to adjust and customise mentor support, as required. |
| Partnerships are key | The program developed new partnerships in Round 2 to reflect the needs, interests and circumstances of clients. For example, a local school became an invaluable partner for recently arrived refugees with low English skills. These clients were referred by peers; a sign of existing client confidence in our program. Equip also partnered with corporate volunteers, NGOs and other partners to provide volunteer and community-based experiences for youth. |

Challenges, lessons learned and what works
Learning from exits
Early exit was not deemed a failure. For the program, early exits were a learning opportunity. The Team rallied and developed new strategies to promote retention; knowing that the program was voluntary and an evolving model. In Round 2, the Team adopted an Opt-in or Opt-out approach at the end of Phase 1. This meant that clients considered program purpose commit to the next phase and staff clarified, respectfully, why youth were opting-out (e.g. if it was because of low-confidence, the Team tried to support clients to stay in order to tackle confidence issues over time).

Maximising community assets and strengths builds opportunities for outcomes
Associated with building new partnerships, the Team maximised the use of local community networks and stakeholders to support more opportunities for relevant ‘Australian’ community experiences. Thinking outside the square was a necessary skillset to turn barriers into opportunities and partner with others, and to turn opportunities into activities with direct relevance to needs of the young people. (eg a corporate volunteering request was customized so that volunteers received cultural awareness training and engaged with youth in mock interviews.)

Team workforce development is key
Longer term funding contracts supports staff retention. Early departure of staff occurred due to the need for Team members to secure ongoing employment (as well as natural attrition). This is particularly difficult to manage in programs with a strong focus on developing relationships and good awareness of individual circumstances, including mentoring programs.

Quality data collection requires constant attention
Several tools were used to collect data including; online portals, an App, surveys, case studies and administrative data forms. Youth did not use the evaluation portal as it was too much like school work, there were literacy skill barriers, youth had limited or no access to data/internet connection outside of school and it did not hold their interest. Surveys, were also seen as being ‘too long’. The App was also underutilized and processes/design work could be improved to support use in the future. New strategies need to be devised to support/incentivize data collection by clients and partners.

Challenges, lessons learned and what works
Section 6: Future policy and programs

An overview of suggestions
Suggestions for future policy and programs

- Based on the Team’s experience implementing equip!, the following future policy/program suggestions are made:
  - Volunteer (mentor) recruitment and management, including developmental training and support, are critical success factors that should be explicitly recognised and funded as part of future program implementation.
  - Client-centred and strengths-based programs are more likely to produce outcomes than those based on a deficit platform and generalised across large cohorts.
  - The Department of Jobs and Small Business may be able to offer additional support or incentives for employers to provide placements for CALD youth. This includes reduction of regulatory barriers in certain industries.
  - New or additional policies or programs that incentivise/support and help educate Employers to be more culturally aware/welcoming.
  - More explicit recognition of the value of volunteering as equivalent to work experience and/or as part of the work preparedness pathway. (Facilitating these shorter-term opportunities requires additional resourcing, therefore effort and goodwill from the host organisation when additional resources are not provided. )
  - Outcomes-focused contracting with providers delivering these programs; with more emphasis on effectiveness and greater flexibility for providers to customise program content to meet emerging client needs (especially those that become known during the course of program implementation)
  - Use of Results Based Accountability (RBA) as a common outcomes framework and development of a common outcomes language between providers and the Department of Jobs and Small Business.
Appendices have been submitted to the Department of Jobs and Small Business to support this report, including a video.