Diversitat Futsal Academy
Final Report, Community Resilience Grant

Authors: Makot Wol and Dianna Rice, Geelong Ethnic Communities Council – Diversitat and S Shea, Shea Pita & Associates Ltd

30 July 2019
Contents

TABLES, FIGURES & PICTURES.................................................................................................................. 3

1. INTRODUCTION .............................................................................................................................. 4

   WHY WAS THE PROJECT DEVELOPED? ......................................................................................... 6

2. OUR OUTPUTS AND OUTCOMES FRAMEWORK ........................................................................ 6

   DIRECT CLIENTS.............................................................................................................................. 7
   YOUTH OUTCOMES FRAMEWORK................................................................................................. 8
   CULTURAL COMPETENCY OUTCOMES FRAMEWORK............................................................... 9

3. OUR OUTPUTS DATA ....................................................................................................................... 9

   QUANTITY AND QUALITY OF EFFORT: HOW MUCH AND HOW WELL DID WE DO? ................. 9

4. OUTCOMES ACHieved..................................................................................................................... 10

   FUTSAL ACADEMY OUTCOMES DATA ..................................................................................... 10
      Knowledge, attitude and opinion outcomes ............................................................................... 10
      Key findings – youth outcomes data ....................................................................................... 13
   CULTURAL AWARENESS TRAINING OUTCOMES DATA ......................................................... 13
      Key findings – cultural awareness trainee outcomes data ..................................................... 14
   OUTCOMES ACHIEVED THROUGH THIS PROJECT IN TERMS OF OUR PROJECT LOGIC...... 15
      KPA data analysis and narrative about impact ...................................................................... 16

5. AN OVERVIEW OF OUR IMPLEMENTATION APPROACH AND LESSONS LEARNED............. 20

   WHAT WAS THE TIMELINE OF ACTIVITIES FOR YOUR PROJECT? WERE THERE ANY CHANGES
   DURING IMPLEMENTATION? ............................................................................................................. 20

   HOW WERE KEY COMMUNITY STAKEHOLDERS ENGAGED AND INVOLVED? WHAT DID YOU
   DO TO MAINTAIN THIS INVOLVEMENT? ..................................................................................... 21
      Governance .................................................................................................................................. 21
      Recruitment ................................................................................................................................. 21
      Promotion .................................................................................................................................... 22

   WHAT SUCCESSES AND CHALLENGES HAVE YOU HAD ENGAGING PEOPLE IN THE PROJECT?
   WHAT HAS CONTRIBUTED TO SUCCESSES AND HOW HAVE YOU OVERCOME THE
   CHALLENGES? ................................................................................................................................. 23
      Parents ......................................................................................................................................... 23
      Challenges .................................................................................................................................. 23
      Successes ..................................................................................................................................... 23
      Participants .................................................................................................................................. 24
      Challenges .................................................................................................................................. 24
      Successes ..................................................................................................................................... 25

   WHAT KEY PROJECT ACTIVITIES WERE IMPLEMENTED? PLEASE DESCRIBE AND INCLUDE
   DETAIL ON COMMUNITY RESOURCES AND SKILLS DEVELOPED THROUGH EACH OF THE
   ACTIVITIES ....................................................................................................................................... 25
      Our multi-stakeholder steering committee and youth co-design group .................................. 25
      The recruitment strategy ............................................................................................................. 26
      Mentors ....................................................................................................................................... 26
      Youth referee training ................................................................................................................... 27
      Guest speaker sessions with youth ............................................................................................... 28
      Ror Da Poet (Musician/Actor) from Sunshine Kings TV series ................................................... 29
      Yasid Said (Melbourne Victory Player) ......................................................................................... 30
      Valentino Yuel, Western United Player ....................................................................................... 32
      Final graduation and celebration for first and second intake ................................................... 33
Presentation of findings at a conference and/or community engagement ....................................................... 36

6. HOW WERE FINANCIAL RESOURCES USED DURING THE PROJECT? ..................................................... 36

7. WHAT HELPED OR HINDERED THE ACHIEVEMENT OF PROJECT OUTCOMES? ................................. 37

   WHAT HELPED .............................................................................................................................................. 37

   WHAT HINDERED ......................................................................................................................................... 38

8. WHAT HAS OR COULD BE DONE TO SUSTAIN THE COMMUNITY BENEFITS OF THE PROJECT? ........ 38

9. APPENDIX 1: DFA PROGRAM LOGIC MODEL ....................................................................................... 40

10. APPENDIX 2: HOW WELL DID WE DO IT DATA (QUALITY OF EFFORT) ........................................... 41

Tables, Figures & Pictures

PICTURE 1: FUTSAL ACADEMY MEMBERS, A GUEST SPEAKER AND A PARENT ................................................. 7

TABLE 1: MEAN DIFFERENCE BETWEEN BEFORE AND AFTER SCORES LINKED TO SKILLS AND KNOWLEDGE
GAIN OUTCOMES DATA FOR YOUTH IN THE FUTSAL ACADEMY .................................................................. 11

TABLE 2: MEAN DIFFERENCE BETWEEN BEFORE AND AFTER SCORES LINKED TO ATTITUDE AND OPINION
CHANGE OUTCOMES DATA FOR YOUTH IN THE FUTSAL ACADEMY ............................................................... 11

FIGURE 1: POINT IN TIME DATA LINKED TO ATTITUDE AND OPINION OUTCOMES FOR YOUTH IN THE FUTSAL
ACADEMY ......................................................................................................................................................... 12

TABLE 3: MEAN DIFFERENCE BETWEEN BEFORE AND AFTER SCORES LINKED TO SKILLS AND KNOWLEDGE
OUTCOMES DATA FOR TRAINEES IN THE CULTURAL AWARENESS TRAINING .............................................. 13

FIGURE 2: POINT IN TIME DATA LINKED TO TRAINEES GAINING NEW KNOWLEDGE TO HELP THEM WORK
WITH REFUGEE YOUNG PEOPLE .................................................................................................................. 14

FIGURE 3: POINT IN TIME DATA LINKED TO BUILDING TRAINEE CONFIDENCE TO WORK WITH REFUGEE
YOUNG PEOPLE .............................................................................................................................................. 14

FIGURE 4: RECRUITMENT PROCESS ............................................................................................................... 14

PICTURE 2: PARENTS AND FAMILIES ENJOYING THE FUTSAL ACADEMY .................................................. 24

PICTURE 3: STAKEHOLDERS AND YOUTH ENGAGED IN CO-DESIGN AND PROGRAM IMPLEMENTATION ...... 25

PICTURE 4: YOUTH REFEREE TRAINING ......................................................................................................... 28

PICTURE 5: YOUTH REFEREE TRAINING ON THE FIELD .................................................................................. 28

PICTURE 6: ROR A POET GUEST SPEAKER SESSION ..................................................................................... 29

PICTURE 7: YASID SAID, MELBOURNE VICTORY PLAYER ............................................................................. 30

PICTURE 8: FUTSAL ACADEMY BOYS WITH YASID SAID ............................................................................ 30

PICTURE 9: VALENTINO YUEL AND THE FUTSAL ACADEMY BOYS .................................................................. 32

PICTURE 10: THE FUTSAL BOYS ENJOYING VALENTINO’S SUPPORT .......................................................... 33

PICTURE 11: CELEBRATING GRADUATION ....................................................................................................... 34

PICTURE 12: CELEBRATING THE YOUTH, PARENTS AND FAMILIES ............................................................. 35
1. Introduction

“DFA is an early intervention project for newly arrived young people. DFA focuses on building resilience, increasing access to positive role modelling for young people that experience trauma, war and conflict. Navigating and enculturating in a new society is complex and challenging; it requires an individual to redefine themselves and find the balance between different cultures ... to promote their holistic sense of belonging.” (DFA Project Coordinator)

“I learned there is people to support me” (Futsal youth)

“I made new friends” (Futsal youth)

“I learned about rules, I learned that I belong to Australia” (Futsal youth)

“Boys helped shape what the programme was ...how could this programme use this sport to get more engaged in the community, to feel a part of the community ... to understand their background ... to break down barriers .. [to] help them find their place in the community” (Australian adult)

These quotes are from our DFA video story (sent as a separate file to this report). They introduce the important role our program played in building youth leadership, wellbeing and connectedness with their community using sport as vehicle for wellbeing.

This report provides an overview of our innovative project: Diversitat Futsal Academy (DFA). DFA was delivered in the City of Greater Geelong.

The overall programme outcomes are to support young Middle Eastern youth to deal with racism, prejudice and decrease their attraction to anti-social behaviours. This includes mitigating any potential attraction to extremist narratives.

Our program consists of three core elements:

- Futsal Academy for young people (including mentoring, workshops, access to role models and playing futsal)
- Referee training course for young people
- Cultural competency training course for local agency staffs and local referees

Our target population is young men and their families of Middle Eastern background, aged 14-18 years, who have arrived in Geelong over the last three years. Our program was delivered over the last 12 months. We were funded 84.2k per annum.

We delivered our program to 53 clients in total (including youth in the Academy, youth referee training and cultural competency training for community member referees). We achieved some incredible outcomes, which are outlined later in this report.

Key outcomes for youth ranged from self-reported increases in their sense of belonging to their community and this country, through to new skills and knowledge about rights, responsibilities and
how to access services. We observed pro-social peer groups and networks being established and the emergence of new pathways of hope, leadership and aspirations.

We also achieved improved outcomes for existing Australian referees through our cultural competency training; with reported increases in confidence and skillsets to work constructively with refugee youth. By contributing to building community-level cultural competency, we believe our program supports the community to respond to refugee needs as members better understand the challenges and strengths of these valued young men.

The Futsal Academy was delivered using a three-month program format, with two intakes per year. The young people met weekly to work with trained sports coaches from Diversitat’s partner Agency, the City of Greater Geelong, and volunteers from the local community. At multiple workshops, guest presenters gave the young men advice about life and wellbeing; the workshops also provided exposure to positive role models. Youth were also invited to train to become referees; several of whom are now on their way to becoming paid referees. This skillset and formal referee accreditation further enhanced their sense of belonging and connectedness to the local community.

A point of difference of our program was our commitment to working with partners. For youth, this meant partnering with them to build their leadership and agency. DFA was steered and directed by the youth themselves. We offered youth the ability to exercise agency over the program so they could build a sense of ownership and authority (which for many of them has been lacking due to their circumstances). We also partnered with multiple agency and community stakeholders as part of a joined-up steering committee. Working with these partners enabled our program to flourish and reach those youth who needed our support the most. We were also able to share networks, resources and share new ideas, systems and process.

We are pleased to submit this report which includes both quantitative and qualitative data. Our data suggests that we have made a positive difference in the lives of refugee youth, their families and community members in Geelong. We believe the outcomes data in this report supports the intended program benefits and furthermore, justified the investment, and potentially continued investment, in this program.

We acknowledge the support of Shea Pita & Associates Ltd who supported us to develop our outcome frameworks, collate and analyse data and draft this report.

Makot Wol
Youth Project Coordinator
Diversitat

Dianna Rice
Acting General Manager
Settlement Services & Community Programs
Diversitat
Why was the project developed?

Aligned to our outcome framework and program logic (Appendix 1), DFA was established for the following reasons:

- Geelong is the primary settlement area for Women at Risk humanitarian visa holders in Victoria.
- These women have no male partners or extended family and have limited support networks.
- Sons of these women deal with the demands of traditional responsibilities plus the challenges of settlement including new culture, language, education, employment and social relations.
- Many have experienced unresolved trauma and are dealing with transitioning into a ‘foreign’ country.
- Negative community attitudes towards new arrivals are escalating. This has resulted in instances of violence, racism and discrimination towards these young men and/or their families.
- DFA provides a safe and trusted place where young people can share survivor experiences and start to build key skills to live well and stay well.
- DFA is an early intervention pilot project which aims to build youth leadership, resilience, pro-social networks and connectedness as part of the strengths they need to live well and stay well in Geelong.
- This requires wrapping support around youth to build their skills and knowledge to deal with racism and prejudice and decrease attraction to anti-social behaviours, including attraction to violent extremist narratives.

2. Our outputs and outcomes framework

Diversitat uses Friedman’s Outcomes Based Accountability™ (OBA) to inform its organisation-wide approach to client outcomes. OBA is an internationally renowned outcomes framework that is practical and user-friendly. Diversitat used OBA to inform the project logic co-design with the Department.

OBA is a simple, common sense framework which anyone can use to design and implement results or outcomes that make a positive difference for communities, families and clients/service users. Importantly, OBA supports partners to work together to contribute to common outcomes at population/community and client levels. It helps partners to focus on what works and to answer the question “how are our communities, families and clients better off?” linked to effort.

The OBA framework uses performance measures (equivalent to the Indicators in the program logic) to answer three questions:

- How much was delivered and to whom? Outputs and inputs data
- How well was the service delivered? Quality data

---

1 Friedman, M. (2009) Trying Hard Isn’t Good Enough (Booksurg Publishing: USA). OBA is also known as Results Based Accountability (RBA) in other parts of the World.

• Are clients of the program better off? Outcomes data

There are four types of client outcomes or better off data:

• Skills and knowledge (SK)
• Attitude and opinion change (AO)
• Behavioural change (BC)
• Circumstance change (CC)

For clarity, we have aligned the program logic indicators with our short-term OBA outcomes data. This is outlined further in our report.

**Direct clients**

In OBA, we always agree who the direct clients are. There are two direct client groups:

• Youth
• Cultural Competency Trainees (community members e.g. referees and/or agencies)

Note that we have not counted the families as clients but if we did, that would expand our count to at least 24 families (with multiple members).

---

*Picture 1: Futsal academy members, a guest speaker and a parent*

---

3 Generally speaking, Circumstance Change refers to outcomes that reflect a whole of circumstance change for clients. Examples include from no job to a job; from an unsafe relationship to a safe relationship; from no house to a safe and stable house.
# Youth outcomes framework

This set of performance measures outlines key data we use to measure outputs, quality of service delivery and direct client outcomes. We have mapped our outcomes data to the KPA framework.

<table>
<thead>
<tr>
<th>Our effort</th>
<th>How much (outputs)</th>
<th>How well (quality of delivery)</th>
</tr>
</thead>
</table>
| What we delivered | # youth engaged in the program (participants)  
# weekly workshops and games with trained sports coaches  
# guest speakers  
# referrals to other support services delivered by Diversitat and partners  
# graduation and celebration functions  
# futsal competitions | % of youth report they agree or strongly agree they were satisfied with the content and delivery of the program |

<table>
<thead>
<tr>
<th>Our effect</th>
<th>Young people better off (outcomes)</th>
</tr>
</thead>
</table>
| Increased knowledge of advice/support services (KPA2) | #/% young people report increased understanding of rights and responsibilities as young people living in Australia (SK, S)  
#/% young people report increased knowledge about, and how to access, local mental health and wellbeing services (SK, S) |
| Increased skills and opportunities to participate (KPA3) | #/% young people report new leadership skills and knowledge (SK, S)  
#/% young people report they know what a respectful relationship means (SK,S)  
#/% young people know the challenges a referee can face (SK,S)  
#/% young people report feeling confident to be a referee (AO,S)  
#/% young people who register to become a local referee (BC,O)  
#/% young people know the difference between acute vs. chronic trauma (SK, S) |
| Increased trust in narratives countering extremism (KPA4a) | #/% young people report feeling confident to contact the police for protection and support (AO, S) |
| Increased skills to counter discrimination (KP4b) | #/% young people report they learnt new strategies to cope with discrimination (SK, S)  
#/% young people report they know how to access services that can help them with discrimination and/or racism (SK, S)  
#/% young people report they know the difference between racisms vs. discrimination (SK, S)  
#/% young people report they learnt new anger management strategies they can practices when they feel angry (SK,S) |
| Increased sense of community inclusion (KPA6) | #/% young people report they feel more connected to their local area (AO, S)  
#/% young people report an increased sense of belonging to their local community (AO, S)  
#/% young people report they feel supported and proud to call Australia home (AO, S) |
Cultural competency outcomes framework

<table>
<thead>
<tr>
<th>Effort</th>
<th>How much</th>
<th>How well</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we delivered</td>
<td># trainees</td>
<td>% trainees who report they agree or strongly agree they were satisfied with the content and delivery of the training</td>
</tr>
<tr>
<td># training programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effect</th>
<th>Trainees better off (outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased community group inclusion, participation (KPA1)</td>
<td>#/% trainees report increased awareness of barriers affecting newly arrived young people (SK, S)</td>
</tr>
<tr>
<td></td>
<td>#/% trainees report increased knowledge of challenges newly arrived young people experience (SK,S)</td>
</tr>
<tr>
<td></td>
<td>#/% trainees report they learnt something new that will help them in their work with young people (SK,S)</td>
</tr>
<tr>
<td></td>
<td>#/% trainees report they feel confident they can apply the knowledge to their work with refugee young people (AO,S)</td>
</tr>
</tbody>
</table>

3. Our Outputs Data

This table outlines outputs data for the program. It includes agreed outputs data for the program and additional data designed via our own outcome frameworks.

Quantity and quality of effort: How much and how well did we do?

<table>
<thead>
<tr>
<th>Direct clients</th>
<th>Program content</th>
<th>Output</th>
<th>Target or response</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people</td>
<td>Futsal Academy</td>
<td># participants (young people)</td>
<td>N/A</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td># weekly workshops and games with trained sports coaches</td>
<td>N/A</td>
<td>14 workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td># futsal competitions between participants</td>
<td>N/A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td># referrals to other support services delivered by Diversitat and partners</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td># guest speakers</td>
<td>N/A</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td># graduation and celebration functions</td>
<td>N/A</td>
<td>1⁴</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% youth report they agree or strongly agree they were satisfied with the content and delivery of the programme⁵</td>
<td>N/A</td>
<td>86.6% (13/15)⁶</td>
</tr>
</tbody>
</table>

⁴ All 24 participants attended one graduation event.
⁵ Additional measure added by Diversitat as part of its OBA framework.
⁶ Refer to Appendix 2 for additional information.
<table>
<thead>
<tr>
<th>Direct clients</th>
<th>Program content</th>
<th>Output</th>
<th>Target or response</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people</td>
<td>Referee training course</td>
<td># participants (young people)&lt;sup&gt;7&lt;/sup&gt;</td>
<td>N/A</td>
<td>16&lt;sup&gt;8&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td># referee training course(s)&lt;sup&gt;9&lt;/sup&gt;</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Local referees</td>
<td>Cultural competency training</td>
<td># referee/training sessions</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td># referees/trainees trained</td>
<td>N/A</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% trainees report they agree or strongly agree they were satisfied with the content and delivery of the programme&lt;sup&gt;10&lt;/sup&gt;</td>
<td>N/A</td>
<td>100% (6/6)&lt;sup&gt;11&lt;/sup&gt;, 12</td>
</tr>
<tr>
<td>All clients</td>
<td>Other outputs</td>
<td># presentation of outcomes by the co-design group</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td># presentation of findings at a conference</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td># resource manual on how this model could be used by other providers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information provided to police by Diversitat on the challenges experienced by newly arrived young people</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td># final report on DFA model</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### 4. Outcomes Achieved

The following data outlines outcomes achieved as a result of the Futsal Academy Program and Cultural Competency Training. Youth and trainees were invited to take a short survey upon completion of the academy program or the training.

#### Futsal Academy outcomes data

Knowledge, attitude and opinion outcomes

Respondents were asked a series of questions which related to their level of skills and knowledge, or their attitude or opinion towards a particular subject. The survey questions were purposefully aligned with our OBA outcomes framework and the KPA’s (outlined in Appendix 1).

We used two scales to rate outcomes. First, we used a Before and After Likert scale<sup>13</sup>. We used this scale for questions that were designed to ascertain if there had been a change for the client pre and

---

<sup>7</sup> Ibid.
<sup>8</sup> These 16 young people were sourced from the 24 young people who attended the Futsal Academy.
<sup>9</sup> Ibid.
<sup>10</sup> Additional measure added by Diversitat as part of its OBA framework.
<sup>11</sup> These respondents are from one survey only, administered in July 2019.
<sup>12</sup> Refer to Appendix 2 for additional detail.
<sup>13</sup> The Likert scale: 1 representing Strongly Disagree, 2 representing Disagree, 3 representing Neither agree nor disagree, 4 representing Agree, and 5 representing Strongly Agree.
post the intervention. This enabled us to analyse if there had been a ‘shift’ for the client. Second, we also used a point in time scale. This scale was used for questions that were designed to ascertain if there had been a change for the client at a particular point in time only. This enabled us to analyse what the results were for the client(s) at that time.

Tables 1-2 outlines before and after data for a variety of outcomes. Figure 1 outlines point in time outcomes data:

Table 1: Mean difference between before and after scores linked to skills and knowledge gain outcomes data for youth in the Futsal Academy

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the difference between Acute vs. Chronic trauma</td>
<td>1.60</td>
</tr>
<tr>
<td>I know what to do or where to go for local mental health and general wellbeing support</td>
<td>1.40</td>
</tr>
<tr>
<td>I know the challenges a referee can face</td>
<td>1.33</td>
</tr>
<tr>
<td>I know what my rights and responsibilities are as a young person living in Australia</td>
<td>1.33</td>
</tr>
<tr>
<td>I know how to access services to help me with discrimination and/or racism</td>
<td>1.27</td>
</tr>
<tr>
<td>I know what a respectful relationship means</td>
<td>1.07</td>
</tr>
<tr>
<td>I know the difference between Racism vs. Discrimination</td>
<td>1.07</td>
</tr>
</tbody>
</table>

Table 2: Mean difference between before and after scores linked to attitude and opinion change outcomes data for youth in the Futsal Academy

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am confident that I can be a referee</td>
<td>1.27</td>
</tr>
<tr>
<td>I feel like I belong to my local community</td>
<td>1.00</td>
</tr>
</tbody>
</table>

The Likert scale is similar to above, but there is no Before option.
Figure 1: Point in time data linked to attitude and opinion outcomes for youth in the Futsal Academy

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>11%</td>
<td>33%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>25%</td>
<td>15%</td>
<td>5%</td>
<td>23%</td>
<td>13%</td>
</tr>
<tr>
<td>5%</td>
<td>16%</td>
<td>21%</td>
<td>5%</td>
<td>16%</td>
</tr>
<tr>
<td>9%</td>
<td>16%</td>
<td>21%</td>
<td>5%</td>
<td>16%</td>
</tr>
</tbody>
</table>

- I learnt something NEW about leadership linked to this program
- I am confident that I can contact the police for protection and support
- I learnt 1 new skill that I can practice at home to be a better player
- I learnt 1 new strategy to cope with discrimination
- I feel more connected to my local area
- I learnt 1 new anger management strategy that I can practice when I feel angry
- I feel supported and proud to call Australia home
Key findings – youth outcomes data
Tables 1-2 outlined the average ‘shift’ data linked to outcomes focused questions. Key findings based on that data, suggest the following:

- Young people in the academy reported improved skills and knowledge gain. This included increased levels of skills/knowledge ranging from mental health topics through to how to access services, knowledge of rights and responsibilities, what comprises respectful relationships and the difference between racism and discrimination (amongst other things)
- Young people in the academy reported improved attitude and/or opinion. This included increased confidence and an improved sense of belonging to the community.

Figure 1 outlines the point in time data linked to outcomes focused questions. Key findings based on that data, suggest the following:

- Young people in the academy reported they learnt new skills ranging from leadership and sports through to how to cope with discrimination and manage their anger.
- Notably, 93% (14/15) of young people stated they felt supported and proud to call Australia home.

It is also important to highlight that 16/16 young people registered to become a local referee post referee training. This was a great result based on our referee training programme for youth who participated in the Academy. This may also lead to employment opportunities as a referee in the sporting season.

Cultural Awareness Training Outcomes Data
Table 3 outlines before and after data for two outcomes questions. Figures 2-3 outline point in time outcomes data:

Table 3: Mean difference between before and after scores linked to skills and knowledge outcomes data for trainees in the cultural awareness training

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know about the challenges that newly arrived young people experience</td>
<td>1.00</td>
</tr>
<tr>
<td>I am aware of the barriers to participation that affect newly arrived young people</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Figure 2: Point in time data linked to trainees gaining new knowledge to help them work with refugee young people

Question: I learnt something NEW that will help me in my work with refugee young people

![Pie chart showing responses to the question: Agree 17%, Strongly agree 83%]

Figure 3: Point in time data linked to building trainee confidence to work with refugee young people

Question: I am confident I can apply my knowledge in my work with refugee young people

![Pie chart showing responses to the question: Agree 17%, Strongly agree 83%]

Key findings – cultural awareness trainee outcomes data
Table 3 and Figures 2-3, suggest the following:

- Trainees learnt new knowledge about the challenges and barriers young people experience
- 100% of trainees (6/6) learnt new knowledge to help them work with refugee youth
- 100% of trainees (6/6) were more confident to apply their new knowledge when working with refugee youth
Outcomes achieved through this project in terms of our project logic

The table below brings together data that is sourced from our program logic and aligned with our OBA client outcomes data. This part of our report complements the outcomes data already outlined above and is specific to the program logic (as per the funder’s reporting template).

Here, we concentrate on the specific data and the narrative that supports the outcomes achieved.

Note that the Indicators and OBA data are not necessarily mutually exclusive to a single KPA.
KPA data analysis and narrative about impact

<table>
<thead>
<tr>
<th>KPA</th>
<th>Outcome</th>
<th>Indicator</th>
<th>OBA client outcomes data</th>
<th>Data</th>
<th>Intervention</th>
<th>How do these outcomes show impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPA1: Decreased sense of marginalisation</td>
<td>Short-term outcome d) Increased community group inclusion/participation</td>
<td>Number of referees reporting increased awareness of barriers affecting newly arrived young people</td>
<td>#/% referees who report improved awareness of barriers to participation that affect newly arrived young people (SK,S)</td>
<td>Shift data: +1.00</td>
<td>Cultural awareness training</td>
<td>• Building community cultural awareness can lessen the possibility of racism, discrimination and bias.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Less racism, discrimination and bias will in turn lead to increased community group inclusion/participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of cultural competence training completions who report increased knowledge of challenges experienced by newly arrived young people</td>
<td>#/% referees who report improved knowledge of challenges that newly arrived young people experience (SK,S)</td>
<td>Shift data: +1.00</td>
<td>Cultural awareness training</td>
<td></td>
</tr>
<tr>
<td>KPA2: Decreased attraction to violent extremist narratives</td>
<td>Short-term outcome f) Increased knowledge of advice/support services</td>
<td>Percentage of participating youth reporting increased understanding of rights and responsibility in futsal competition</td>
<td>#/% young people report increased understanding of rights and responsibilities as young people living in Australia (SK,S)</td>
<td>Shift data: +1.33</td>
<td>Futsal Academy</td>
<td>• Building related skills and knowledge supports youth to access the services and supports they need. It may also build their self-confidence as a new citizen with rights and responsibilities as part of their new home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of connections facilitated between participants and community leaders/mentors participating in program</td>
<td># weekly workshops and games with trained sports coaches16</td>
<td>14</td>
<td>Futsal Academy</td>
<td>• This can enable youth to feel more connected as</td>
</tr>
</tbody>
</table>

15 Where outcomes measurement data were collected using a before and after Likert scale, we have inserted calculated ‘shift’ data into this column. Shift data is the overall average of the difference between all self-reported before and after responses to a question. Where data was measured using a point in time approach, we have inserted the #/%. Other data is inserted ‘as is’.

16 Using our OBA framework, technically this is an output not an outcome.
<table>
<thead>
<tr>
<th>KPA</th>
<th>Outcome</th>
<th>Indicator</th>
<th>OBA client outcomes data</th>
<th>Data</th>
<th>Intervention</th>
<th>How do these outcomes show impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of participants who reported increased knowledge and access to mental health and wellbeing services locally</td>
<td>#/% young people report increased knowledge about, and how to access, local mental health and wellbeing services (SK, S)</td>
<td>Shift data: +1.40</td>
<td>Futsal Academy</td>
<td>they feel valued, they know what they’re entitled to and they start to feel more like a valued part of the community</td>
</tr>
</tbody>
</table>
| KPA3, Increased social, civic and economic participation | **Short-term outcome j) Increased skills and opportunities for participation** | Percentage of course completions who report feeling confident to operate as a referee | #/% young people report they are confident to be a referee (AO,S)                          | Shift data: +1.27 | Cultural competency training |  • Young people who are more confident to become a referee may signal their motivation to participate in the community  
  • New leadership skills can also support young people to participate.                                                                                                                                                                                                                     |
<p>|                            |                                                                         | Number of participants demonstrating increased leadership and communication skills | #/% young people report new leadership skills and knowledge (SK, S)                        | 100% (15/15) | Futsal Academy Youth referee training |                                                                                                                                                                                                                                                                            |
| KPA4, Increased skills and capacity to engage | <strong>Short-term outcome o) Increased trust in narratives countering extremism</strong> | Percentage of participants reported feeling confident to contact the police for protection and support | #/% young people report feeling confident to contact the police for protection and support (AO, S) | 93% (14/15) | Futsal Academy                |  • Increased trust and confidence support youth to engage proactively with the Police in times of need. It may also support                                                                                                                                               |</p>
<table>
<thead>
<tr>
<th>KPA</th>
<th>Outcome</th>
<th>Indicator</th>
<th>OBA client outcomes data</th>
<th>Data</th>
<th>Intervention</th>
<th>How do these outcomes show impact</th>
</tr>
</thead>
</table>
|     | **Short-term outcome q) Increased skills to counter discrimination** | Percentage of participants who report increased capability to access support services relating to discrimination and racism | #/% young people report they know how to access services that can help them with discrimination and/or racism (SK, S) | Shift data: +1.27 | Futsal Academy | proactive notification of risks or issues that Police may need to deal with regarding extremist issues or refugee community protection.  
• Increased skills to counter and cope with discrimination supports connectedness ad belonging; which is a positive linked to community cohesion and wellbeing. |
|     | | Number of participants able to identify positive coping strategies in relation to coping with countering discrimination | #/% young people report they learnt new strategies to cope with discrimination (SK, S) | 93% (14/15) | Futsal Academy | |
| KPA6, Increased sense of belonging | **Short-term outcome s) Increased sense of community inclusion** | Percentage of participants reported feeling confident and connected to their local area | #/% young people report they feel more connected to their local area (AO, S) | 80% (12/15) | Futsal Academy | • A sense of increased connectedness reflects upon a strong and cohesive community.  
• The more we can support young people to feel connected and valued, we suggest the less likely young people, their families and communities are likely |
<p>| | | Number of participants who report increased sense of belonging | #/% young people report an increased sense of belonging (AO, S) | Shift data: +1.00 | Futsal Academy | |</p>
<table>
<thead>
<tr>
<th>KPA</th>
<th>Outcome</th>
<th>Indicator</th>
<th>OBA client outcomes data</th>
<th>Data</th>
<th>Intervention</th>
<th>How do these outcomes show impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>#/%% of young people who report “I feel supported and proud to call Australia home”</td>
<td>93% (14/15)</td>
<td></td>
<td>to experience negative outcomes.</td>
</tr>
</tbody>
</table>
5. An overview of our implementation approach and lessons learned

What was the timeline of activities for your project? Were there any changes during implementation?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Planned date of implementation</th>
<th>Date implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing steering committee/co-design group</td>
<td>July 2018</td>
<td>Completed, July 2018</td>
</tr>
<tr>
<td>Developing recruitment strategy</td>
<td>July 2018</td>
<td>Completed, July 2018</td>
</tr>
<tr>
<td>Identifying and recruit participants for first intake</td>
<td>July-August 2018</td>
<td>Completed, 2018</td>
</tr>
<tr>
<td>Mentors engaged to participate</td>
<td>July-August 2018</td>
<td>Completed, 2018</td>
</tr>
<tr>
<td>Referee training scheduled to be delivery along the program sessions</td>
<td>August 2018</td>
<td>End June 2019</td>
</tr>
<tr>
<td>Guest speakers scheduled to deliver sessions with participants</td>
<td>September-November 2018</td>
<td>May-July 2019</td>
</tr>
<tr>
<td>DFA pilot with first intake over three months</td>
<td>September-November 2018</td>
<td>May – July 2019</td>
</tr>
<tr>
<td><strong>Progress Report</strong></td>
<td><strong>3 December 2018</strong></td>
<td><strong>Progress report was submitted in February and the updated vision was sent in April</strong></td>
</tr>
<tr>
<td>Final graduation and celebration for first intake</td>
<td>December 2018</td>
<td>July 2019</td>
</tr>
<tr>
<td>Identify and recruit participants for second intake</td>
<td>January 2019</td>
<td>Completed in April 2019</td>
</tr>
<tr>
<td>Mentors engaged to participate</td>
<td>January 2019</td>
<td>May – July 2019</td>
</tr>
<tr>
<td>Guest speakers deliver sessions with participants</td>
<td>February - April 2019</td>
<td>May – July 2019</td>
</tr>
<tr>
<td>DFA with second intake</td>
<td>February – April 2019</td>
<td>Completed April, 2019</td>
</tr>
<tr>
<td>Activity</td>
<td>Planned date of implementation</td>
<td>Date implemented</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Final graduation and celebration for second intake.</td>
<td>May 2019</td>
<td>July 2019</td>
</tr>
<tr>
<td>Presentation of findings at a conference</td>
<td>June 2019</td>
<td>July 2019</td>
</tr>
<tr>
<td>Final Report</td>
<td>30 May 2019</td>
<td>July 2019</td>
</tr>
</tbody>
</table>

The reason for date changes revolved mainly around program development, capacity and external factors outside our control e.g. delays caused by third parties.

How were key community stakeholders engaged and involved? What did you do to maintain this involvement?

We used a range of community development strategies to make this program successful. Some key approaches are outlined below.

Governance
We implemented a governance structure that actively engaged the community. Our intent was to build community leadership and ownership:

- **A community steering committee group was formed** - the committee was made up of external organization and community members. The participants were from local community-based organisations, who worked closely with CALD communities in different sectors. These representatives were well aware and informed of the challenges faced by the CALD newly arrived communities and keen to share their ideas and opinion on the best approaches and strategies for effective communication.

- **A co-design group was formed** - to co-design the project activities. This group of young people were engaged via consultation and open discussions. The group prioritized the key issues affecting their communities and especially their fellow youth. They put forward ideas on how and who to recruit into the Academy and potential mentors that would have an impact on the targeted participants. The topics they raised included: racism, discrimination, finding the balance in the new country and negotiating the cultural differences with their parents/communities. This core design group also expressed there was a lack of youth knowledge about support agencies within their local area, about where to go for help for mental health support, legal advice, family violence, gambling and drug and alcohol support.

Recruitment
Young people were recruited with the support of internal and external stakeholders, through steering committee members and our external partners connectedness to local communities. The program was endorsed by key stakeholders, and they were able to identify at-risk youth through their organisations and referred the young people to the project coordinator.

---

17 Culturally and linguistically diverse
We adopted an Expression of Interest process pre-enrolment. The family of the referred youth was asked to complete an EOI in order for their young person to be contacted to attend an information session. This process works really well with CALD clients because the families got the opportunity to meet the project coordinator and build rapport.

The information session enabled the potential participants and their family to have ask questions and clarify any concerns that might act as a barrier to participation. We also used the sessions to assess motivation, the stability and supports required for the young person and his family.

Below are the steps taken to recruit and engage the participants in the DFA program:

Figure 4: Recruitment process

Promotion
The Project is promoted externally through steering committee members and internally through Diversitat’s social media, monthly newsletter and settlement and community newsletter. The project also was supported through word of mouth with the project coordinator visiting the local youth agencies, held meeting with the existence program coordinators, caseworkers, local schools year coordinators and flexible learning schools staff and attended Multicultural youth networks meetings to promote the project further and answer any question related to the project and the target groups.

The co-design group was very productive in promoting the project through their communities and youth networks.
What successes and challenges have you had engaging people in the project? What has contributed to successes and how have you overcome the challenges?

We outline successes and challenges below.

Parents

Challenges

Challenges included:

- **Language barriers** - lack of English creates communication breakdown and potential misunderstanding - the participants/parents were supported by Diversitat’s bilingual support workers, who worked with project coordinator prior to the information session to translate the information pack in the language of our clients. This process explicitly explains the expectations and outcomes to parents/guardian, also an invitation to be a part of the program.

- **Family composition** - single parents’ household, extra stress and expectations. Makes it difficult for them to attend meetings and events.

- **Motivation** - no real interest/understanding of importance to attend their child’s events/soccer matches to show support and encouragement.

- **Experience and understanding** - lack of understanding of teenage life/culture/expectations in Australia

- **Parenting issues** - breakdown of parental control and respect from their children creates stress/anger/grief and tensions between parent and child

Successes

We worked to overcome the challenges in multiple ways. Success examples include:

- We worked with our core design group and our local partners to enhance the parents understanding of the Australian culture and expectations, so that the newly arrived parents could be more involved in their children’s activities.

- The project co-ordinator invited parents to attend the weekly workshop.

- We organised transportation for parents to get picked up at the Diversitat hub (where some of the parent’s study) to visit the workshops/training and support their young people.

- We encouraged the parents to share their experiences with other community members/parents to share ‘good news’ stories and how participation is achievable.
Participants

Challenges

Challenges included:

- **Trust issues** - the trust between the CALD youth and our local youth space is at a very low point. The negative narrative in the neighbourhood and lack of cultural awareness has impacted the relationship with the young people. This situation led to young people not sharing their heartfelt challenges and created some communication breakdowns.

- **Lack of commitment** – some of the youth made decisions that created instability in their lives; there were several young people who showed interest at the early stage and then lost the momentum in attending the youth program locally.

- **Relocation** – some young people would relocate to Dandenong to escape some personal situation or breaching bail conditions.

- **Process** – sometimes, registration forms were hard to get back from the participants. We had to offer multiple reminders, physically attend their school and provide more than anticipated regular contact with caseworkers to reinforce the importance of this opportunity.

- **Language barriers** - the participants are in their beginners’ level of learning English and need support, especially during the presentation/guest speaker’s sessions.

- **Access barriers** – some youth found it hard to arrive on time due to lack of transportation (some of the youth found it hard to get to the leisure precinct on time); other factors included finishing school at 3.15 pm and not having anyone in the household who can drive.

- **Resources** – some youth did not have the appropriate sports gears such as chin guards and indoor soccer shoes. This was primarily due to cost.

- **Following instructions and behaviours** – some young people misbehaved during the programs by not following the guidance or listening to the facilitators. Some were warned about their behaviour and if required, they had a one on one meeting with the project coordinator.
Successes

Despite many challenges, multiple youth completed the program and enjoyed multiple outcomes (as per our outcomes data). We adopted a supportive rather than punitive approach to our program and when there was an issue, we sought first to understand the nature of the situation and then give referrals for support.

What key project activities were implemented? Please describe and include detail on community resources and skills developed through each of the activities.

We outlined key activities related to community stakeholder engagement, earlier in this report. This part of our report summarises additional or complementary project activities.

Our multi-stakeholder steering committee and youth co-design group

As outlined earlier in this report, a steering committee was formed. The committee consisted of the local organizations and community members. The members contributed to our approach to recruitment and identifying the target groups. Also, they shared their experience and knowledge working with the community and how to respond in different circumstances.

The City of Greater Geelong provided the venue and supported the program by being a key partner that promoted the program through their networks. Barwon Child, Youth and Family (BCY&F), designated a staff member scheduled to conduct a mental health and family violent session, providing information on where to go if needed support.

The local schools and Victoria Police suggested young people they believed were at risk; the ones consistently coming up on their radar needing attention and assistance. The Policy also designated an Officer to be around during the program sessions.

Football Victoria assisted in conducting the referee training sessions and we are working on securing employment for newly trained referees once the training was completed.

Our co-design group was made up of the youth leaders in the community. They were engaged in group discussion and discussed the challenges that lead to youth disengagement and isolation. Group session(s) enhanced individual confidence to speak up and advocate about the key issues facing their fellow youth and community at large.

![Picture 3: Stakeholders (multicultural meeting, NGSC) and youth engaged in co-design and program implementation](image-url)
We suggest some of the community skills developed included:

- Shared leadership across multiple partners
- Improved partner communication
- Shared partner common purpose
- Youth agency, advocacy and communication skills

The recruitment strategy
Through the committee and co-design group meetings, we decided that stakeholders who came into contact with our target audience, would explain to those individuals what the program was about and assist the youth to complete an expression of interest.

Once this stage was completed, they would pass their information on to the project coordinator to schedule an information session with the parents/guardians. The project coordinator followed the participant’s engagement process (outlined earlier).

Information packs were distributed to partners and agencies to support shared recruitment. Packs contained participant selection criteria, focusing on the target population. The target population was 14-18-year-old youth, of Middle Eastern background, who have arrived in Geelong over the last three years. All youth lived in the northern suburbs of Geelong. We received referrals from: schools, local police, youth centre, caseworkers and community members.

The final selection of the participants occurred once the expression of interest process was received. This process involved the stakeholders and referrals agencies assisting with the selection. Some participants did have a pre-existing situation that required court intervention; this was managed with great sensitivity. We took criminal justice issues into account as well as existing relationships between youth in the program. Issues were managed carefully based on their magnitude.

A key challenge for the program was in identifying and recruiting members that had complex history and interactions with the Police. We had to work hard to ensure that we could include not exclude youth in this program. We adopted a strengths-based approach to ensure that if we did have to exclude a youth from participating it was not seen as a punishment; as this is not empowering but disempowering.

Mentors
Seven mentors were recruited to engage with selected participants. Two mentors were from the local community, volunteering to run Futsal drills and skill development; two mentors were from Vic Police and one of the Officers was a guest speaker.

Highlights of our mentors were as follows:

- An Officer (guest speaker) from a Middle Eastern background working in the law and enforcement unit as a multicultural liaison officer. He delivered a session covering the challenges and expectation working in the police force, sharing cultural norms that are acceptable to settle well in their new country.
- Two mentors/guest speakers were from an African background, one from Eritrea and the other one from South Sudan who lived a similar life as the participants. Both came to
Australia as young as 14 years old with no English. Press forward to current time both individuals achieved their goals and dreams. An Eritrean youth now playing for Melbourne victory and South Sudanese young person made it into acting industry, featured in a TV show Drama series “Sunshine Kings” screening now on SBS. These two icons shared their knowledge on how to navigate through Australian society and shared some of their coping strategies on discrimination and racism and how to effectively negotiate some other cultural aspects with families and communities. Also, they shared their experience as refugee youth who have been in a similar situation and came out the other end successful in their field of interest.

- The Head Coach came to Australia as a professional soccer player from Mauritius in 1998. He’s very knowledgeable of the game, and a passionate individual who wants to support refugee young people develop their skills and succeed in the sport they love. He now lives locally and is a valued member of the community.
- Another mentor is a community member from Afghanistan. He arrived in Australia in 2010 at the age of 13 with limited English. Since his arrival, he has participated in various skill development sessions and competed in the local soccer competitions. His love of sport won him two awards the ‘Victorian Sports of the Year’ awards, in 2012 followed by ‘the Victorian Young Achiever’ award, 2015. In 2016 he represented Australia in the Street Soccer World Cup, Glasgow, Scotland. He played for crowds of over 50,000. He is now 22 years old working as a senior referee and active community member advocating on youth matters. He will support the participants with referee accreditation.

Youth referee training
The referee training was completed by the Football Federation Victoria. Trainees completed online and face-to-face training modules. The online module(s) cover the theory part of the training, and once they completed the modules, they were eligible to participate in a practical session and obtain their accreditation.

16/24 youth (67%) completed referee training and qualified to referee indoor and outdoor soccer matches. They are registered in the local referee branch for further mentoring and support for potential summer season employment.
Guest speaker sessions with youth
We had some amazing guest speakers, who were also mentors and role models to the youth. Guest speakers/presenters were invited to speak for ~30 minutes at weekly sessions. They were asked to share their experiences and information that would empower and motivate the participants to make better choices. These sessions were followed by a 1-hour skill development and sportsmanship coaching sessions.

We briefly summarise key highlights below:
Ror Da Poet (Musician/Actor) from Sunshine Kings TV series

Ror da poet shared his journey moving from South Sudan to Egypt and arriving in Australia in 2005, with his mother and two siblings. Ror arrived with limited English like most of the participants in the DFA program and he faced many challenges acculturating into his neighbourhood. He shared his experiences and advised the young people to always have a network of friends who will encourage and challenge them to do great things. Ror said:

“we are all here for a reason and only you can find that reason and make it shine”.

Based on our observation of his session, we believe his engagement was very inspiring for the boys. When asked if he had good English when he arrived in Australia, Ror emphasises the importance of receiving help from teachers and how his school established a homework centre. He encouraged all of the boys to utilise their local homework club centres and seek out for support. Another participant asked Ror if he ever experienced racism or was discriminated against during his settlement phase. Ror said:

“you will always come across small minded individuals who think they are superior, you got to remember that no matter whatthey say to you to always share with your parents and seek for the support.”

Ror then shared an example of when he was discriminated against at a shop in Fitzroy:

“I walked into the shop and the shopkeeper kept looking at the camera, as I was looking for a particular product that my mother asked me to get. When I finally found the product, and took it to the counter, I was told by the shopkeeper that he doesn’t serve my kind. This statement got me angry and I called the police. Once the police arrived the story change and I was seen as a perpetrator because of narrative convey in the media.”

Despite this negative experience, Ror encouraged the boys to:
“always seek the support and don’t think all the Australian are like that, because it can isolate you and disempower you. Don’t let people perception shape your reality, always communicate with anyone in the community that you can trues and ask for their advice.”

Many young people were asking Ror about APAC gangs and if he was affiliated or knew anyone associated with the group. Ror’s response:

“I don’t know anything about the APAC Gangs and my dreams kept me busy that I don’t listen to what the media say.”

As a young successful, former refugee, Ror’s key messages about inclusion, coping and success were an important success factor for this program.

*Yasid Said (Melbourne Victory Player)*

![Picture 7: Yasid Said, Melbourne Victory Player](image)

![Picture 8: Futsal academy boys with Yasid Said](image)
Yasid Said is a professional football player. He was a popular drawcard, with 16/24 boys attending his session. At the start of his session, Yasid asked the participants a question – who dreamt of becoming a professional soccer player. 12/16 boys put their hands up.

Yasid acknowledged the dream and shared his experience in Yarra youth service in Fitzroy, where he started his career as a soccer player in a similar program as Diversitat Futsal Academy. He used to attend an after-school soccer program in his local area which taught him discipline, arriving on time, teamwork and other key skills.

Yasid arrived in Australia in 2008 and started with his local soccer club’ Yarra Jets’, Richmond Soccer Club and then Green Gallia Soccer Club, before south Melbourne SC where he had an opportunity to be drafted to Melbourne Victory Soccer Club by Paulo Cardoso.

Yasid asked the youth if they had heard of ‘Cristiano Ronaldo’? They all said yes. Yasid then said:

“Paulo Cardoso is the same person who drafted Cristiano Ronaldo into the ‘Sporting Lisbon’ in the Portugal’s league. He’s the same person who drafted me to the Melbourne Victory.”

One of the boys asked Yasid about club discrimination and racism. He expressed that he felt discriminated against because of his Afghanistan heritage. Yasid responded:

“let your soccer speak for itself, if you come on time and listen to coach, follow the instruction and put in work you will make it.”

Yasid also stated:

“When Paulo picked me to play for the Melbourne victory, he didn’t focus on the appearance or background I was from, he focuses on the skill, the altitudes, the teamwork, all the quality he believe a good player should have. Let me tell you, when you play in your local club always do your best and be good to all your teammates because it all about the team.”

Another boy asked Yasid about the costs of playing as he said it was expensive for his family to pay the fees to play in the local club. Yasid said:

“I had the same difficulty when I was playing in the local club, but always ask for the help, be honest with your coach tell them your situation and ask for the payment plan. Coaches always listen to their players and they will look after you. If that don’t work asked your local youth centre if there is any support, you can get. Never give up on your dreams, keep your head up and work, there is no short-cuts in becoming a great player but hard work.”

As was the case for our former mentor Ror, Yasid is another young aspirational man who is using sport as a vehicle for success. His key messages of a positive attitude, to reach out for help, to maintain your hopes and aspirations, and to have trust and confidence in those around you, were powerful messages for the youth. All of which speak to the intent of this funding.
The session with Valentino Yuel focused on the mindset required to become a great player. Valentino was born in Kakuma Camp in Kenya where he started playing soccer with a ball that was made out of a balloon with sock wrapped around it to protect it from getting punctured. Today, Valentino is playing for Western United team, and he is one of the team’s top scorers. The boys spoke about how they were inspired by Valentino’s messages and his success.
Final graduation and celebration for first and second intake
The DFA graduation event was attended by over 50 young people, their families, volunteers, and partner organization representatives to celebrate the young participant’s commitment and success. Youth received certificates and medals.

Parents who came to support their children during the program were acknowledged for their support and encouraged to share their experiences with their community members. They were also asked to advocate for the importance of attending youth programs, such as this one, which delivers improved outcomes to refugee children.
Picture 11: Celebrating graduation
Six parents attended the ten week program with their children. Their effort was recognized and acknowledged in the graduation night.

*Picture 12: Celebrating the youth, parents and families*
Presentation of findings at a conference and/or community engagement

At the writing of this report, the findings and learnings from our program have and/or due to be presented in multiple forums. A summary of which is below:

- A youth conference/panel with Victoria Police and local agencies
- Meetings with the Geelong Settlement Planning Committee (all involving our local stakeholder)
- Cultural competency training for the youth case managers of the Department of Justice

6. How were financial resources used during the project?

<table>
<thead>
<tr>
<th>Budget Forecast Table – 2018</th>
<th>Funding acquittal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Income</td>
<td>$ (excluding GST)</td>
</tr>
<tr>
<td>Funds from the Department</td>
<td>$84,200</td>
</tr>
<tr>
<td>Funds from your Organisation (including in-kind)</td>
<td>$12,400</td>
</tr>
<tr>
<td>Total Activity Income</td>
<td>$96,600</td>
</tr>
</tbody>
</table>

| Activity Expenditure | $ (excluding GST) | $ (excluding GST) |
|----------------------|-------------------|
| Administration overheads, including rent, utilities and stationery | $7,200 | $7,205 |
| Project officer wages | $59,500 | $48,216 |
| Travel & Accommodation within Victoria | $3,000 | $2,498 |
| Venue/Meeting Room Hire | $4,500 | $4,500 |
| Cultural activities | $2,000 | $1,894 |
| Training/capacity building | $8,000 | $6,948 |
| In-kind support and services | $12,400 | $12,400 |
| Total Activity Expenditure | $96,600 | $83,661 |
7. What helped or hindered the achievement of project outcomes?

We have outlined some lessons learned on the achievement of our program outcomes, as follows:

What helped

- **Sport** – was the vehicle we used to attract, recruit and retain youth in this program. The team culture of sport coupled with the skills it teaches youth (such as time management, teamwork, commitment and valuing diversity) was essential to the success of our program.

- **A dedicated program co-ordinator supported by a strong organisation** – Diversitat employed a young co-ordinator who was familiar with the culture, the youth and could relate to their situation. His professionalism and youth skillset were very important. He was also able to call upon a wide range of support from Diversitat and its wraparound support services (when required).

- **Access to Diversitat’s team of bi-lingual workers** - having a group of bi-lingual workers who speak the same language as the participants was imperative. They were able to share the information with the parents/participants in a way that is culturally welcoming and empowering.

- **Youth leadership in our core design approach** - gave the young people and the community members a voice, confident to lead the program and share the challenges they are experiencing in a friendly open discussion.

- **Local stakeholders and partners endorsed the program** – they supported and marketed the program; they shared their resources (e.g. provided the venue) and shared the information in the local community e.g. referring young people to the program.

- **Amazing guest speakers and mentors** - who attended the program gave the participants extra boost and hope, inspiration and motivation to do better, be better and avail themselves of the opportunities to be had in Australia.

- **Supporting positive networks and new friendships** – the program offered young people safe options, where they could socially interact with their friends away from the shopping centre and streets corners.

- **Transportation** – due to many young people lacking transportation, Diversitat provided and organized after-school picks up and home drop offs. This helped to reduce many parent’s anxiety over their children safety. As one of the Mums said: “I feel happy when [my son] is in the program because I know he will be home safe.”

- **Dinner** - providing food (dinner) supported proper nutrition but it was also a social time to come together for dinner and debrief about what needed to improve to become a better player and a better community member. These moments were great because the participants reflected on their progress, focusing on their strengths to develop a positive mindset.

- **Volunteers** - the volunteers are from the local community were amazing and provided one on one emotional support to the boys; sharing some of the cultural barriers that stop many young people from interacting for their well-being. Diversitat has a long history of supporting volunteers and we were able to tap into this network.

- **Dedicated funding** – without the dedicated funding, this program would probably never have eventuated.
• **Enrolling the parents and families** – ensuring that we were respectful of the family’s needs and leveraged off their goodwill to get their son’s onboard.

**What hindered**

• **Youth re-offending** – some of the young boys who were referred from the local partners, and at risk of reoffending, were difficult to engage and keep track of. Some of the boys breached their bail conditions before the information session with the parents to go over the program. This was unfortunate but is a reality of the cohort we are seeking to support.

• **Process issues** – many families have competing issues that are somewhat ‘larger’ than enrolling their children in this program e.g. how to pay the rent at risk of eviction. Sometimes, the registration form and other process related issues was hard to progress. We put into place mitigation strategies, but we never underestimated the process issue side of things.

• **Winter season** – the weather impacted the programs attendance sometimes. This was mainly due to sickness or other related issues.

• **Parent’s commitment** – some parents weren’t as committed as others. During the program operation, having one on one meetings with participants and/or parents was helpful.

• **Low literacy** – some participants had low English levels, which sometimes caused communication breakdowns. One of our strategies was to use bilingual support workers to translate.

• **Lack of certainty about program continuation** – we have new ideas for the program, and we’d like to continue but funding is important.

8. What has or could be done to sustain the community benefits of the project?

Our ideas include:

• **Multi-year funding commitment** – this would give the community certainty of the program and its ability to support more youth over time.

• **Sharing best practice with others** – showcasing what we did and achieved with others from a shared learning perspective to spread what works with and for this cohort.

• **Having more targeted programs in the neighbourhood that focus on young people** – encouraging youth to take the lead in addressing youth challenges is an effective way to get young people involve in decision making. This process empowers the individual young person to advocate on the matters that are affecting their youth networks and provide a better solution to address them.

• **Regular cultural competency training for the local stakeholders** - to normalise how to behave towards refugee youth and turn it into the norm. Support stakeholders and the wider community to respond to situations with an open mind that is aware of cultural differences.

• **Building youth capability using a strengths-based approach** – leveraging off how we work with youth, providing more opportunities to build youth capability and explaining to the youth who are most at-risk or in trouble, what they have done wrong and what they should do differently next time. As one participant in the core-design group put it, “how will I learn what I have done wrong when I don’t know what I have done wrong.”
• **More services that are refugee youth friendly** - Partners and Diversitat agreed to support a drop-in session for the 24 participants that graduated to continue to develop their skills and provide summer mentoring. This will start in October this year. It is not however to the same extent as the Futsal Academy.

• **Building community sports leadership** – we are in communication with the local sport clubs to come together for one day and offer a ‘come and try’ session for the newly arrived young people. This will help them to experience different sports and increase their knowledge of other sporting options in their local area. We are hoping this will increase opportunities for social participation and positive peer networking.

• **Continuation of the youth co-design group** – they still meet regularly to advise on the challenges young people are experiencing and suggest ideas to Diversitat about how to positively work with young people from CALD background.

• **Competing in local competitions** – the participants will compete in the local competition starting in October. They will be divided into 4 teams based on their age.

• **Access to Diversitat’s ‘wrap around’ services** – Diversitat is delivering a new model (funded by Youth Justice) to that offers young people a short-term case management service for the ‘at risk’ and ‘disengaged’ young person from CALD background. The model will seek to demonstrate benefits associated with having a service that wraps around a young person to provide a safe, supportive environment early in their settlement journey. The DFA may provide a soft entry point into this service.
9. Appendix 1: DFA Program Logic Model

**Diversitat – DFA – Project Logic**

Evidence has identified factors which contribute to social marginalisation and the development of external views that promote violence. Community-based prevention and early intervention has been shown to increase understanding, build social cohesion and community resilience and reduce attraction to external narratives. Localised co-designed strategies are more relevant and likely to influence change in community attitudes, beliefs & negative stereotypes.

**Project rationale**

1. Gungahlin is the primary settlement area for women at risk/human trafficking victims in Canberra. These women have no real partners or extended family, and limited social networks.
2. Some of these women deal with the demands of traditional responsibilities plus the challenges of settlement including new culture, language, education, employment and social relations.
3. Negative community attitudes towards these women are escalating, which has resulted in increased violence, racism and discrimination towards these young women.
4. St Vincent de Paul (St Vincent’s), provides a safe place where young women can share their experience. This is an early intervention pilot project that will take place in the city of Canberra and will be owned by the participating young women.
5. The project will support participants to deal with isolation and isolation and to social activities, including attraction visitor excursion narratives.

**Program activities**

- Participants (n)
- New friendships, and grooming with trained peer leaders
- Peer educator
- Youth mentoring
- Female support worker

**Program inputs**

- Feeding from grants
- Peer support
- Support group
- Funding from grants

**Grant sustainability and management**

- Delivery of projects lead to greater social cohesion, increased individual/community resilience and the prevention of victimisation.

**Short-term outcomes (1-2 years)**

- Increased community group interactivity/participation
- Increased awareness of barriers affecting newly arrived young people
- Percentage of participants who report increased knowledge of challenges experienced by newly arrived young people
- Percentage of participating youth reporting increased understanding of rights and responsibilities in local community
- Percentage of participants who reported increased knowledge and access to mental health and wellbeing services locally
- Percentage of course participants who report feeling confident in operating as a referee
- Percentage of participants who report increased capacity to access support services relating to discrimination and racism
- Percentage of participants who report increased sense of community inclusion
- Percentage of participants who report increased feeling confident and connected to their local area
- Number of participants who report increased sense of belonging

**Indicators**

- Increased sense of community inclusion
- Increased feeling confident and connected to their local area
- Increased awareness of barriers affecting newly arrived young people
- Increased knowledge of challenges experienced by newly arrived young people
- Increased understanding of rights and responsibilities in local community
- Increased knowledge and access to mental health and wellbeing services locally
- Increased sense of community inclusion
- Increased feeling confident and connected to their local area
- Number of participants who report increased sense of belonging
10. Appendix 2: How well did we do it data (quality of effort)

Quality of effort data

The following data represents the participant satisfaction for the Futsal Academy program and Cultural Competency training. On completion of the program/training, participants were asked to rate their satisfaction of the program/training on a scale of 1-5, with 1 being strongly disagree, and 5 being strongly agree.

Futsal Academy Youth Program: Overall, I am satisfied with the content and delivery of the program

The data below confirms that 86.67% (13/15) of youth agreed or strongly agreed they were satisfied with the program.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.00%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>13.33%</td>
</tr>
<tr>
<td>Agree</td>
<td>40.00%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>46.67%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
</tr>
</tbody>
</table>

Cultural Awareness Training: Overall, I am satisfied with the content and delivery of the training

The data below confirms that 100% (6/6) of trainees agreed or strongly agreed they were satisfied with the training.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>83%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
</tr>
</tbody>
</table>