



Empowering YOUth initiatives Toolkit

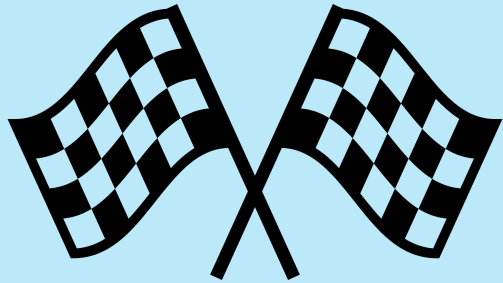
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Australian Government

empowering
YOUth
initiatives

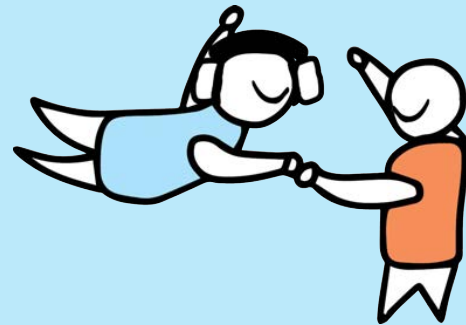
What's in this toolkit



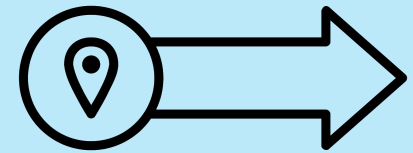
1. Introduction



2. Key learnings



3. Six ways to help disadvantaged young people



4. Where to from here?

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1. Introduction

Empowering YOUNG Initiatives explained

Empowering YOUNG Initiatives (EYI) provided \$50.4 million (GST exclusive) over four years to fund innovative approaches to assist young people aged 15 to 24 at risk of becoming long-term unemployed with an aim to informing future policy and service delivery. EYI funded 39 initiatives and supported 11,844 disadvantaged young people.

Initiatives were designed to improve the skills of disadvantaged young people, helping them to move toward sustainable employment. Initiatives ran for up to two years in various locations across Australia. Each initiative had its own objectives and eligibility criteria.

Collectively EYI Initiatives explored [a wide range of interventions](#). Initiatives varied in intensity, the skills they focused on and the methods they used to support disadvantaged young people. Examples of initiatives include:

- Enabling disadvantaged young people to receive free mental health, work and study support on-line.
- Enlisting well known rugby league players to inspire young Indigenous people to be proud of their culture, gain confidence to set goals for their future, and stay in school longer.
- Providing accredited training in construction at a building site training centre with experienced and qualified tradespeople.
- Developing employability skills in new migrants through short-term employment in a range of social enterprises.
- Providing career advice via a travelling caravan that visited more than 70 towns across NSW.
- Supporting young people with acquired brain injuries to gain the skills and confidence to connect into employment, education and their community.
- Delivering an integrated package of assistance to relocate participants living in regional and urban locations with slow labour markets.

The purpose of this pack

This pack aims to:

- **Crystallise the reflections of all EYI providers**, particularly their thoughts on what they did that worked best, what they did that was less successful, and the challenges they faced.
- **Provide a useful resource** containing insights for existing employment service providers, as well as those designing future policies and services for disadvantaged young people.
- **Complement the** broader, forthcoming, **formal EYI evaluation**.





2. Key learnings

Key learnings

Young people can face multiple, complex life challenges



Note – This word cloud lists challenges mentioned by EYI providers.

Challenges with larger fonts were mentioned more often compared to those with smaller fonts.

For example, 14 providers mentioned mental health issues, five mentioned no stable accommodation and two mentioned numeracy and literacy issues.

Key learnings

Multiple, complex life challenges frustrate progress

Multiple, complex challenges frustrate young people as they navigate through life.

These challenges increase the risk of long-term unemployment, getting in the way of young people as they try to find and keep a job.

Employment program attendance, engagement, learning and outcomes often suffer as a result.



“Mental health was a significant barrier that came up on a daily basis with many participants.”

“Reasons for early exit and poor attendance include pre-existing motivational issues as well as other barriers such as drug addiction, health and legal issues.”

“Participants had trouble attending the classroom based sessions due to a lack of transport.”

“Hunger and poor nutrition impacted on the young people’s ability to listen, learn and participate in activities.”

“The challenges associated with this cohort are not commonplace with other apprentice groups.”



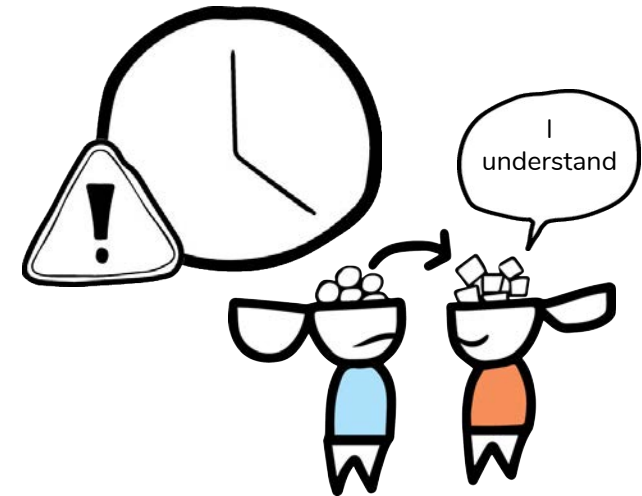
Key learnings

Supporting disadvantaged young people takes considerable time & effort

Many EYI providers underestimated the time and effort required to support young people who:

- Display challenging behaviours
- Require support for a range of complex life challenges
- Have significant variations in learning needs, interests, confidence levels, and attendance patterns.

Many suggest that to provide optimum support, programs need to operate with small, intensive caseloads where participants engage one-on-one or in small groups. Despite this, some providers were able to achieve good outcomes for participants with high caseloads. Note - for more on this subject, please refer to the formal EYI Program Evaluation.



“Small, intensive caseloads/ rapport enables staff to support young people holistically across all areas of life, not just education or employment.”

“Smaller participant groups might have had a positive impact on delivery, as engaging with a large group of 15 disengaged youth with varied needs profiles proved extremely difficult at times”

“Group based training was hard to organise, and it was difficult to meet the training needs of all participants, considering their diverse demographic and varying challenges.”

“Staff ratios for participants rated as ‘extreme or high’ were estimated at 1:6; whereas for ‘medium or mild’ rated participants, ratios could be between 1:10 and 1:12.”

“The needs of the cohort were such that one-on-one support was required, rather than the planned larger group delivery.”



Key learnings

Engaging disadvantaged young people is a sophisticated artform

Activities need to be delivered by exceptional staff who establish trust and rapport as a precursor to helping young people manage their challenges and build employability skills.

Participants often engage best in activities that are tailored to their particular skills and interests.

Attendance is improved when support is delivered in welcoming relaxed environments that are already frequented by, or familiar to, disadvantaged young people. These locations need to be easy for participants to get to. Many will need help to find transport.



“This requires exceptionally skilled and knowledgeable trainers and mentors, experienced in working with challenging personalities and behaviours.”

“A key to retaining participants in the program was to ensure they had activities of interest to them and relevant to their professional development..”

“Challenges such as social anxiety, depression, learning difficulties and physical disabilities were all taken into consideration when tailoring the learning space to best support the participants needs.”

“Assistance with transport was important. This included helping young people with public transport as well as helping participants obtain their drivers licence.”



Key learnings

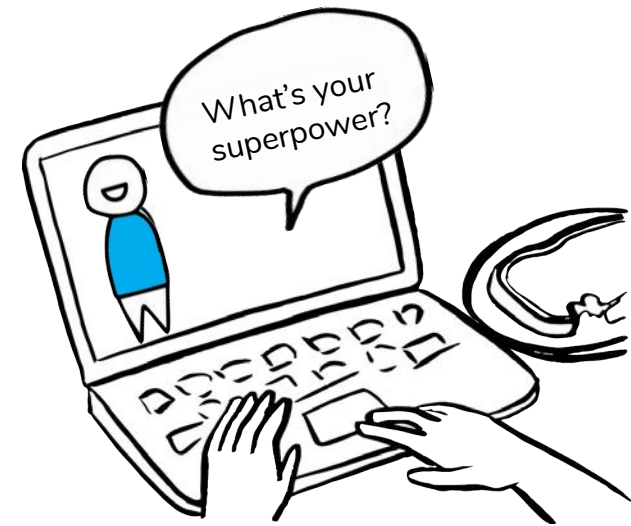
Technology can help (but not always)

A number of EYI projects engaged participants via telephone calls, video conferencing, email, chat, apps, games and websites.

Engagement was generally good when technology supported interpersonal interactions—e.g. online counselling or mentoring, virtual mock interviews, and online discussions—and was part of a wider strategy that involved face-to-face interactions.

Engagement was generally lower than expected when participants were required to undertake self-directed activities. For example, daily check-ins, progress tracking, online career development reading and/or activities).

In cases, where access to computers, phones and wifi were an issue these were supplied by some providers.



“Technology can address significant barriers of access and provide more opportunities for support, especially for young people in regional areas.”

“Online support can undoubtedly remain personalised and tailored to the individual. Further, for vulnerable cohorts, it removes additional burdens of time and travel.”

“Being able to correspond by email instead of requesting a call is useful for young people who are too anxious to speak on the phone.”

“While the content was valuable, the online method of delivery and group format did not suit the learning styles of most participants.”

“While all participants downloaded the emotional check-in app, not all actually used it.”

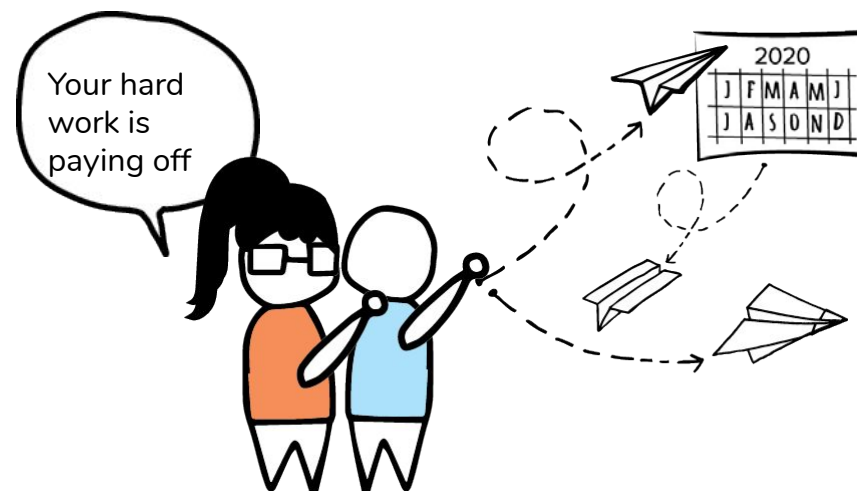
Key learnings

A sustained effort is required

Disadvantaged young people benefit from services that are delivered over extended periods.

Not all participants will find employment quickly, but many will progress towards becoming employed.

Even with intensive tailored support, it may take months, or even years, to progress with further study, work experience, overcoming interpersonal barriers and acquiring soft skills.



“Outcomes for at-risk young people often require long term investment, which doesn’t correlate to the duration of funded service agreements.”

“A longer program would allow the introduction of fun (non-training) activities in the initial weeks of the program, allowing staff time to gain the participant’s trust, understand their motivation and external influences, and ease into the substantive program.”

“Most young people had several barriers that could not be addressed in 14 weeks.”

“Job seekers with significant barriers require 12 months of intensive interventions and initiatives, as well as greater supported employment options.”

“Despite a resource-intensive intervention, some participants would still not be at a stage where they would be ready to sustain work after their time in the program.”



It takes a village (to support young people facing multiple, complex challenges)



Support needs to come from a network of connected players, rather than from a single program that can be everything to everyone.

Disadvantaged young people benefit when players work at a local level to collectively help them to navigate their life challenges and build employability skills.

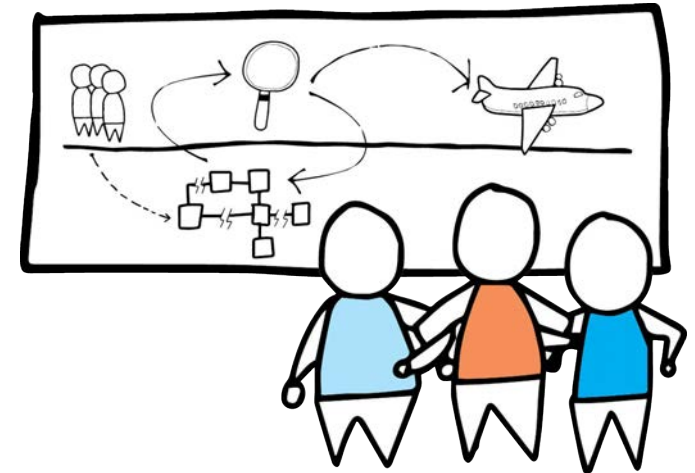
“Due to their additional barriers, this cohort also needs extensive support by appropriately qualified and suitable professionals.”

“Counsellors encouraged young people to seek crisis supports outside [our operating] hours (e.g. crisis mental health teams and suicide call back services). This reduced hospital admissions and self-harm incidences.”

“Links with local community organisations and services played an important role in delivering the program.”

“The NSW Business Chamber uses its network of regional business chambers to source local opportunities for young people.”

Considered program design is critical



Programs that are well designed:

- Start with a collaboration between the people tendering for the contract and staff delivering the program.
- May involve delivery staff, mentors, partners, and disadvantaged young people in the co-design of the program to build engagement and ensure everyone's ideas, challenges, needs and preferences are considered.
- Clearly articulate how the program will help disadvantaged young people find and keep a job.
- Are a good fit with the delivery organisation's existing capabilities.
- Build on what has and hasn't worked well in the past.

“Engaging young people in the design of the service is important instead of just promotional strategies and resources.”

“We engaged employers at the start of the project to understand their needs and support the recruitment and engagement of Aboriginal and Torres Strait Islander youth.”

“Engagement of employers and cultural elders supported referrals into the program, the tailoring of activities and job pathways following the 12 week program.”

Government requirements can challenge small community-based providers



The Department's experience shows that small community based organisations often do not have staff with expertise to manage Australian Government funding agreement requirements.

For example, organisations need to be aware of the importance, and effort required to deliver to expectations around governance arrangements, financial reporting and data requirements.

Organisations could consider onboarding expertise to assist them in managing government funded projects to ensure the smooth operation of their ventures.

"The administrative workload was underestimated. The use of casual administrative support at crucial points in the program alleviated this, but there were ongoing challenges. The high level data and reporting requirements placed significant strain on service delivery for a small program."

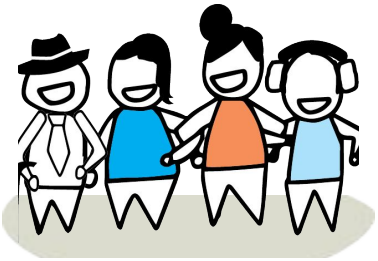
"Data reporting requirements were onerous and confusing, particularly as a relatively small non-government organisation."



3. Six ways to help disadvantaged young people

Six ways to help disadvantaged young people

1.



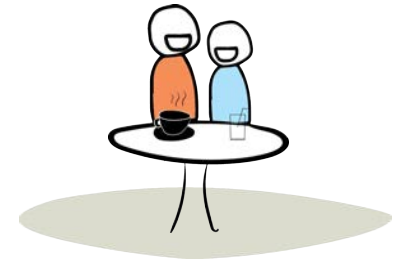
Develop & nurture effective partnerships

2.



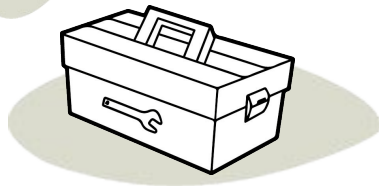
Find, support and enable staff and mentors with the right skills & mindsets

3.



Build trust, rapport & understanding early on

4.



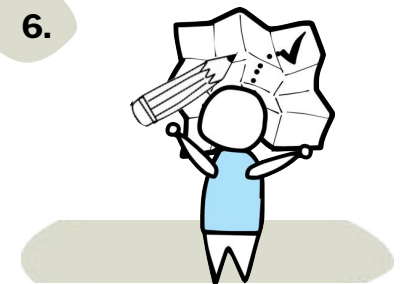
Tailor delivery to support attendance, completion & outcomes

5.



Help disadvantaged young people navigate their challenging life issues

6.



Develop disadvantaged young people's employability skills

What you will find on the following pages

Each topic covered in this section contains an introduction, as well as:



We've described a number of pitfalls or "traps" EYI providers commonly encountered. These insights provide a unique opportunity to learn from the roadblocks EYI projects faced.

This information has been included to forewarn you of issues you may encounter when working with disadvantaged young people.

We hope that by exposing you to these pitfalls you will invent innovative strategies to circumnavigate the traps you are most likely to encounter.



We've included a number of "tips" gleaned from the experiences and practices of EYI providers.

We hope that at least some of these inspire you to work in new ways that better enable you to help disadvantaged young people find and keep a job.



We've included helpful information, where relevant, to add depth to the traps and tips provided.

1. Develop & nurture effective partnerships

Effective partnerships were a fundamental ingredient in the success of EYI projects. Partners supported EYI providers in:

Finding suitable program participants.

Helping participants build additional employability skills not covered by the provider's program.

Helping participants navigate their life challenges where this was outside the scope of the provider's program. For example support for mental health, substance abuse and accommodation challenges.



1. Develop & nurture effective partnerships



Traps

1. **Forming successful partnerships often takes a lot more time than anticipated.**
2. **Don't rely solely upon mainstream employment service providers for participant referrals.** These providers are outcomes focused, and unless what is proposed has an evidence base, it may be difficult for them to see the potential of your initiative.
3. **Programs can get off to a slow start unless relationships with solid referral partners are established well in advance.**
4. **Partners with high staff turnover can suck up a lot of time and energy.** Beware!

1. Develop & nurture effective partnerships



Tips

1. **Set aside time to meet partners face-to-face.** Help them to understand your program, the type of participants you are targeting, challenges, and what is required of them as partners. Leave behind promotional materials after meetings so that partners can share these to build interest in your program.
2. **Regularly update partners on your progress,** inviting them to participate in activities—such as graduation ceremonies—to sustain their passion and commitment.
3. **Set up an activity/area** at a local shopping centre, community centre, or youth-based service centre **where program staff and graduates can chat to, and engage, future participants and partners.**
4. **Ask school support staff whether they are able to assist** with providing relevant information on participants and family issues, logistics, and accessing school facilities for your program's activities.



1. Develop & nurture effective partnerships



Examples of EYI partners

Young people who have successfully navigated long-term unemployment themselves.

Young people's families.

Aboriginal and Torres Strait Islander communities, elders and services in schools, TAFE and other organisations.

Culturally and linguistically diverse communities and services in schools, TAFE and other organisations.

State-based Education Departments, schools, TAFE colleges and organisations who train young people.

Local businesses, industry bodies and employer associations (e.g. Local Chambers of Commerce).

Those who support young people including apprentices, homeless youth, and youth with behavioural, mental health, and legal issues.

GPs and other health professionals.

Community and neighbourhood centres.

Professional recruitment agencies.

Sporting groups and associations.

Celebrities.

2. Find, support and enable staff and mentors with the right skills and mindsets

Exceptionally skilled and knowledgeable staff are critical in helping disadvantaged young people to find work or make progress towards finding work. These people must have experience with challenging personalities and behaviours.

As **finding and retaining great staff and mentors can be tricky**, programs need to actively employ a variety of recruitment and engagement strategies.



2. Find, support and enable staff and mentors with the right skills and mindsets



Traps

1. **Recruitment of appropriately skilled staff and mentors can be difficult**, especially in regional areas. These roles are very demanding. Staff expect salaries that are commensurate with the level of intense work. Paying too little can exacerbate recruitment issues.
2. **The time and effort required by staff and mentors who work with disadvantaged young people is often underestimated**, as is the personal toll that comes with these challenging roles. Unless employers recruit resilient staff and provide a range of supports, turnover can be an ongoing problem.
3. **Programs that run for limited amounts of time may see staff leave early** to find more secure employment elsewhere as the program draws to a close.
4. **When staff and mentors leave valuable client knowledge can be lost**. When this happens, time is required for replacements to understand what's required of them and to earn the trust of disadvantaged young people.



2. Find, support and enable staff and mentors with the right skills and mindsets



Tips

1. **Ensure caseloads allow enough time for staff to tailor their support** to various participant behaviours, life challenges, learning needs, interests, confidence levels and attendance patterns.
2. **Set aside time for staff and mentors to regularly offer each other support** and share success stories and good practices.
3. **Encourage leaders, managers and team leaders to work alongside staff**, to understand and support the issues they struggle with.

2. Find, support and enable staff and mentors with the right skills and mindsets



Staff and mentor skills and mindsets

Enthusiastic and passionate about helping young people.

Empathetic, patient, good listeners who are able to quickly form trust-based relationships with disadvantaged young people.

Adept at working with youth mental health issues, or at minimum have Mental Health First Aid training.

Understand the issues young people are likely to face, the challenging behaviours they may display, and ways to navigate these. Note - many mentors will need help to get across this.

Knowledge and experience working with cohorts targeted by specific programs (e.g. Aboriginal and Torres Strait Islander peoples, culturally and linguistically diverse populations).

Knowledge and experience working with specific program elements (e.g. developing apps, managing social enterprises).

Adept at using or growing their networks to create opportunities for participants.

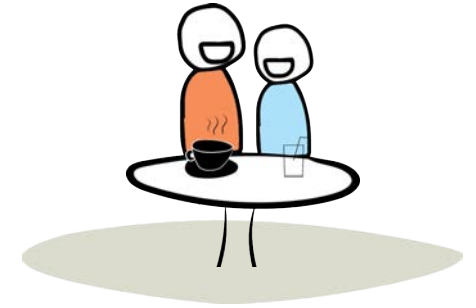
3. Build trust, rapport & understanding early on

Successful programs deliberately **invest in activities that build trust and rapport** with disadvantaged young people **from the start**.

This trust and rapport helps young people to feel safe enough to reveal their challenges. Further, many EYI providers noticed a link between early program attendance and ongoing engagement, completion and outcome rates.



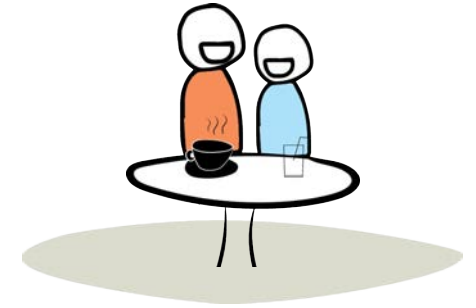
3. Build trust, rapport & understanding early on



Traps

1. **Disadvantaged young people can take up to six weeks to acclimate** to new programs.
2. **Don't expect disadvantaged young people to disclose their significant barriers** (e.g., drug and alcohol use, family issues and learning difficulties) **in their first few weeks.**

3. Build trust, rapport & understanding early on

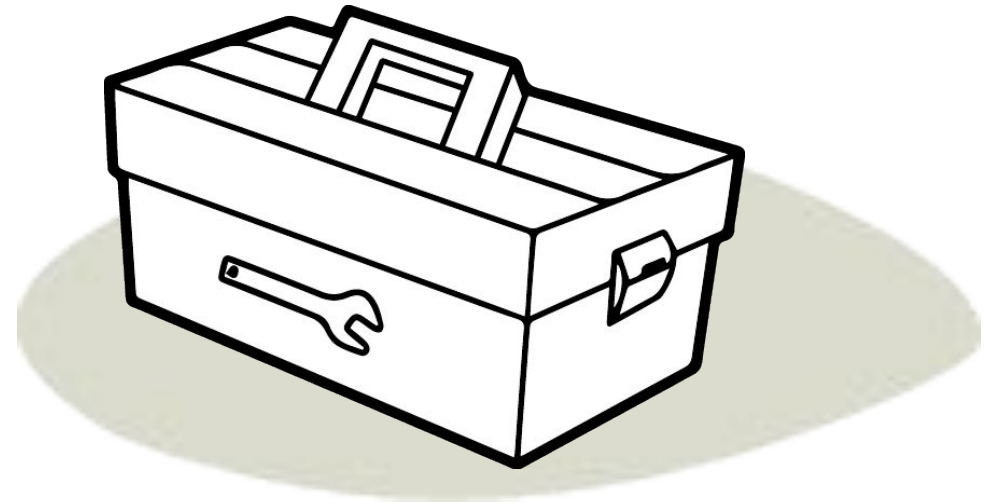


1. **Consider ways to have positive interactions with disadvantaged young people even before they sign-up to a program.**
2. **Invest time early in activities that build trust and rapport**, set behavioural and program expectations, and help disadvantaged young people to imagine a future that appeals to them.
3. **Consider developing trust and rapport before asking disadvantaged young people to disclose their significant barriers.**
4. **Mix traditional written assessment tools designed to unearth significant barriers with methods that support disclosure through exploration and conversation.**
5. **Work with parents, schools, elders and others to understand each young person's challenges**—bearing in mind privacy considerations.

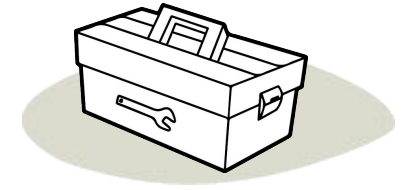
4. Tailor delivery to support attendance, completion & outcomes

Low attendance, completion and success rates can be an issue for disadvantaged young people facing multiple challenges.

To maximise engagement, programs need to **offer a mix of fun and interesting activities** that build participant's skills and confidence, **ensuring that these are tailored to accommodate variations** in learning needs, interests, confidence levels, and attendance.



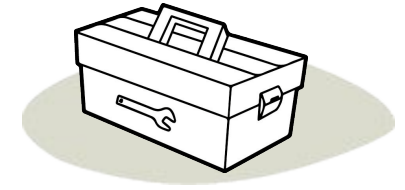
4. Tailor delivery to support attendance, completion & outcomes



Traps

1. **Programs that lack strategies to accommodate participants with irregular or low attendance may spend a great deal of time catching participants up,** and are likely to lose participants in the process.
2. **When enrolling participants and scheduling program activities, take into account potential conflicts.** Consider school or TAFE commitments, carer responsibilities, and a desire to spend the holidays with friends and families.
3. While **social enterprises** may have the capacity to engage and accommodate disadvantaged young people who have poor habits and routines, their business models **need to** be strong enough to **ensure that attendance and participation issues do not impact their financial sustainability.**
4. **Activities undertaken in large groups may not suit all disadvantaged young people.** Many disadvantaged young people respond best to one-on-one or small group interactions where they can receive personalised support and feel safe to disclose their challenges.
5. **Classroom style learning can be a turn off** for some disadvantaged young people, particularly those with low literacy levels, and those who may not have had positive experiences at school.

4. Tailor delivery to support attendance, completion & outcomes

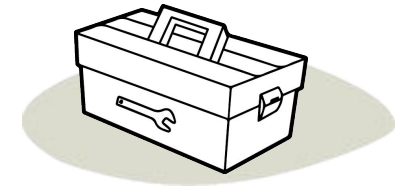


Tips

1. Engage disadvantaged young people via **a mix of interesting theory and practical activities** that are **delivered in fun and interesting ways**. See examples on the following page.
2. **Adapt activities to suit the needs of participants**, including those with mental health issues and learning difficulties. Also consider different types of activities for under and over 18's.
3. **Disadvantaged young people respond well to face-to-face support**. Conduct face-to-face activities in welcoming, relaxed environments that are already frequented or familiar to young people and/or are easy for participants to get to. This might include community facilities, parks and on public transport en-route to a job interview.
4. **Find ways to recognise and reward disadvantaged young people** to encourage and acknowledge their effort and progress. This could include celebrating success, non-monetary rewards, financial rewards.



4. Tailor delivery to support attendance, completion & outcomes



Different types of activities used by EYI projects to engage disadvantaged young people

- Progress and mood check ins
- One-on-one sessions
- Group sessions and workshops
- Roadshows
- Events
- Workplace simulations and role plays
- Videos featuring local businesses and industry partners
- Conversations with employers
- Work experience with employers
- Work experience in a social enterprise
- Work experience in participant's own venture

- Mentoring, including peer-to-peer support
- Physical challenges
- Excursions and camps
- Outdoor activities
- Team building exercises
- Online tools, apps and games
- Quizzes to test and reinforce learning
- Driving lessons
- Post placement check-ins and support services
- Graduation celebrations

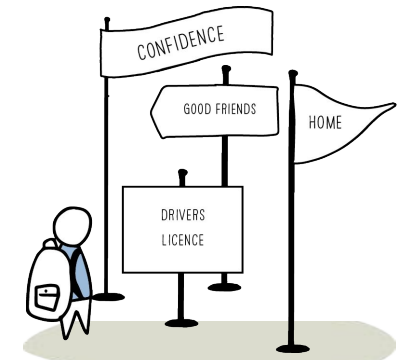
Note some activities worked better than others to engage disadvantaged young people. Prior to accessing formal evaluation data, it is not possible to say whether success was attributable to the nature of the activity, it's appropriateness for the cohort it was used with or the way it was delivered by the provider.

5. Help disadvantaged young people navigate their challenging life issues

Some programs for disadvantaged young people may be set up to support participants through their complex life challenges, while others will refer participants to complementary community services (e.g., for housing, substance abuse and domestic violence support).



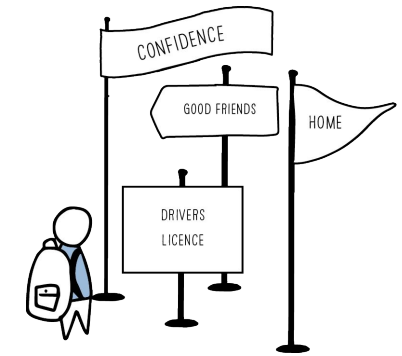
5. Help disadvantaged young people navigate their challenging life issues



Traps

1. Disadvantaged young people can be extremely isolated before joining programs. **Don't assume participants will be able to immediately interact with others without first helping them to grow their interpersonal skills and confidence.**
2. **It took EYI projects longer than expected to identify good quality wrap-around services** they could refer participants to. Some services were not available in rural or remote areas and others were only available during work hours—which meant some disadvantaged young people could not use them. Lengthy waitlists meant some disadvantaged young people waited months for critical support such as counselling.
3. **Disadvantaged young people** with complex issues typically **need additional understanding and support when starting new jobs.** Some may need support well after they start working. If regular, sustained support is not provided, they may not retain their jobs, exacerbating mental health challenges such as depression and anxiety.

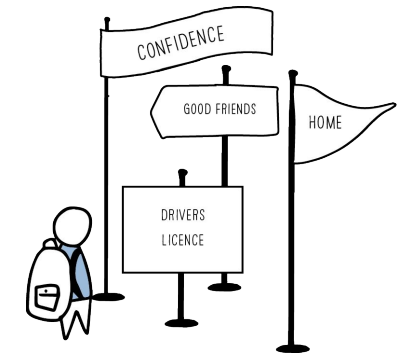
5. Help disadvantaged young people navigate their challenging life issues



Tips

1. **Find ways to help disadvantaged young people form meaningful connections with others their age** who have similar issues. This could be via group activities, face-to-face or online support groups, and/or peer-to-peer mentoring.
2. **Find ways to grow participant's interpersonal capabilities.** For example, helping them to face new challenges, take on additional responsibilities, make good decisions, get organised, and reflect on their behaviour (both positive and negative).
3. **Set aside time to connect participants with mentors** who can help them to navigate their life challenges. Skill these mentors up first to understand the mentee's culture, life issues and likely employment barriers.
4. **Help program participants eat well.** Consider shopping at local food banks and working with disadvantaged young people to create tasty, inexpensive and healthy meals they can share with their families.
5. **Help disadvantaged young people travel to where they need to go** by teaching them how to feel confident using public transport, carpooling, helping them to get their licences, and giving them lifts to job interviews.
6. **Establish and maintain relationships with partners who can support participants** with challenging life issues. Consider online or telephone support to extend on what's offered locally.

5. Help disadvantaged young people navigate their challenging life issues



Ways EYI projects helped disadvantaged young people to navigate life challenges

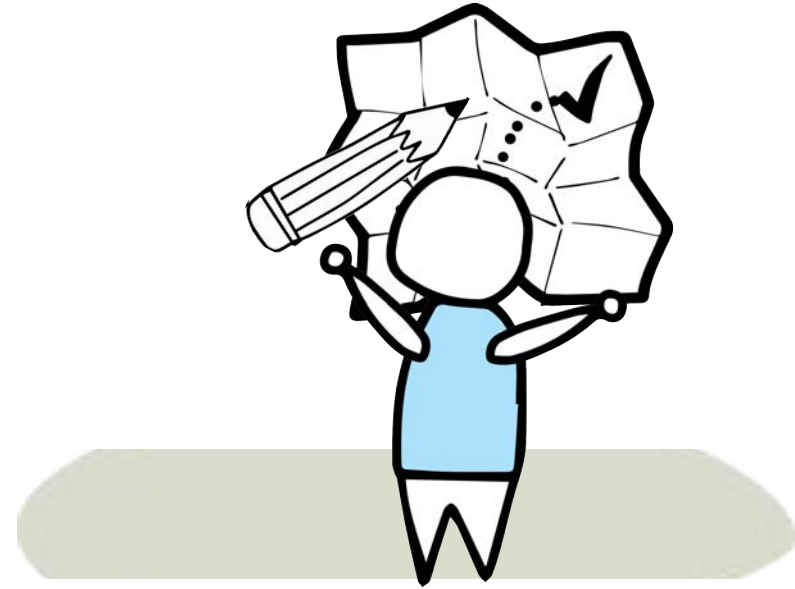
Some EYI projects provided intensive support, such as out-of-hours contact, home visits, providing transport and attending interviews with participants.

Some EYI projects and their partners helped participants overcome adversity by supporting them to find accommodation, address mental health and substance abuse issues, get their licences, and access learning support services.

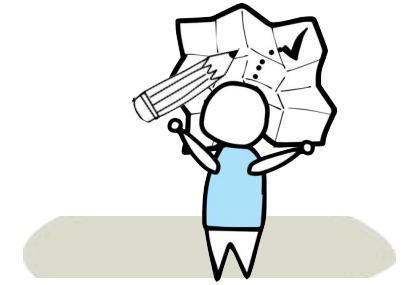
Some EYI projects supported participants to become more motivated, resilient and confident by helping them to improve their interpersonal interactions, make friends, understand their strengths, make better decisions, manage a budget, cook and make healthy food choices.

6. Develop disadvantaged young people's employability skills

Disadvantaged young people need to develop a range of employability skills to be able to find work and stay employed (see the information on page 44 “Different activities used by EYI providers to grow participant’s employability skills”).



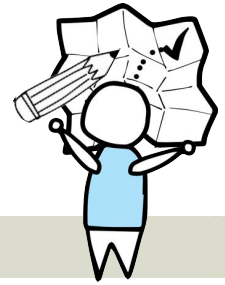
6. Develop disadvantaged young people's employability skills



Traps

1. **Don't assume that disadvantaged young people enter programs with employability skills or a suitable resume.** Few schools build employability skills and mainstream providers often don't have the time required to help young people develop a resume. This is particularly true for young people with low literacy levels who may struggle to articulate themselves.
2. **A major barrier for disadvantaged young people in regional areas is a lack of jobs** for those with their level of experience and education. **Work experience can also be tricky in these areas.**
3. **Tick box activities** that meet compliance obligations, but don't help disadvantaged young people to build relevant skills or find work, **can be demotivating.**

6. Develop disadvantaged young people's employability skills

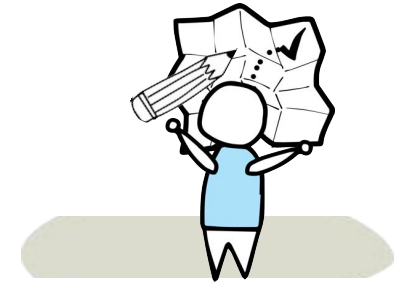


Tips

1. **Set aside time to connect participants with mentors** who understand their culture, life issues and likely employment barriers and can help them grow their employability skills and potentially find work.
2. **Set aside time for staff to actively engage with industry**, employer groups (e.g. your local Chamber of Commerce) and employers to create opportunities for participant-employer interactions, work experience and jobs. Help employers understand the strengths and challenges of program participants, as well as how to handle issues that might arise on the job or during work experience placements.
3. **Show young people how to tap into hidden job markets** via social media and meetings with those in their extended network.
4. **Find ways for disadvantaged young people to participate in paid and unpaid work experience.** The offer of work experience can be a major motivator in attracting participants to programs. Work experience helps participants to understand employers expectations, allows them to explore the realities of different jobs and industries, builds their confidence, and for some, leads to ongoing paid work.
5. **Where work experience and jobs are tricky to find locally, consider other options** such as workplace visits; face-to-face or virtual sessions with employers; setting up a simulated work environment; work experience in social enterprises; and/or supporting participants to set up and run their own small business.
6. **Seek out guidance from employment services providers on suitable Australian Government employment programs** that offer pre employment training and work experience opportunities.



6. Develop disadvantaged young people's employability skills



Different activities used by EYI providers to grow participant's employability skills:

Finding and evaluating study options.

Finding financial support for further study.

Personal strengths identification.

Understanding different industries, jobs and job pathways

Virtual reality job 'taster' experiences.

'Job fit' quizzes.

Creating a career plan.

Teaching job search techniques.

Practice applying for jobs.

How to talk to employers.

Life 'on the job'.

Interview skills theory, role plays or simulations.

Group Q&A sessions with employers.

Workplace visits.

Work experience.

Post employment check-ins.



4. Where to from here?

Where to from here

This pack has been shared with employment services providers, employment services policy makers, those who evaluate employment services programs, and those with allied interests.

We hope it becomes a “go to” resource for those shaping future employment policies and services for disadvantaged young people.

Please note, while this pack concentrates on provider insights, a formal evaluation will also be shared, details of which can be found on the following page.

About the formal EYI evaluation

The Final Evaluation Report consolidates key learnings from individual EYI projects.

It draws on the individual evaluations of the initiatives, which presented findings from:

- Extensive qualitative fieldwork with EYI participants, providers and stakeholders
- Analysis of initiative and departmental data
- Providers' progress reports.

The Final Evaluation Report describes:

- Variations in the initiatives' operating contexts and locates them in an innovation process model.
- Initiative elements that were successful in helping participants to learn new skills, become job ready, find employment or stay in their job.
- Common challenges that initiatives encountered, as well as strategies that could address these in future programs.

While the methodologies used to develop this toolkit and the Final Evaluation Report differ, both aim to share observations about EYI initiatives and how disadvantaged young job seekers can be supported to become job-ready, and find and stay in employment.

Similarly both documents speak to those inside the Department of Education, Skills and Employment; other agencies; the employment sector; and those with allied interests.



