



Refugee Youth Peer Mentoring Participatory Design Project

Final Report
June 2018

ACKNOWLEDGEMENTS

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MYAN NSW would like to acknowledge the expertise and contributions of the Project Design Team – Dor Achiek (SSI), Jasmina Bajraktarevic (STARTTS), Philippa Collin (WSU), Sky de Jersey (SSI), Jill Gillespie (Navitas) and Lina Ishu (STARTTS) – in the development of the project and report.

MYAN NSW would also like to acknowledge the participation and input of Apajok Biar and Hedayat Oryan, the youth representatives on the Project Design Team and co-facilitators of the participatory design workshops.

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PART A RECOMMENDATIONS

A1 EXECUTIVE SUMMARY

The Multicultural Youth Affairs Network NSW (MYAN NSW), in partnership with the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS), Settlement Services International (SSI), Navitas English, and the Institute for Culture and Society, Western Sydney University (WSU), submits this report representing the findings of the Refugee Youth Peer Mentoring Participatory Design project.

The purpose of this project has been, in partnership with young people, to investigate how peer mentoring can be used to facilitate youth settlement and design a peer mentoring program for young people from refugee and refugee-like backgrounds. Young people from refugee and refugee-like backgrounds are being increasingly recognised as uniquely placed to navigate the design, implementation and evaluation of programs and services with which they engage. They also bring indisputable expertise and knowledge on the issues affecting their lives. The project adopted a participatory design approach which draws on the collective knowledge, expertise and lived experiences of young people from refugee and refugee-like backgrounds and offers ongoing and meaningful opportunities for them to share their ideas, values and concerns. By conducting an environmental scan, five participatory design workshops, and community engagement, the project captured the nuances, ideas, and unique strengths of young people's settlement journey in Australia.

This project is conceptually underpinned by two theoretical structures: the National Youth Settlement Framework (NYSF) and the Australian Youth Mentoring Benchmarks (AYMB), which are both informed by best practice principles in youth work, youth mentoring and youth development. The project involves melding these two frameworks to imagine how demonstrated best practice principles in refugee youth settlement and an evidence-based model for mentoring can be applied to a peer mentoring program for young people from refugee and refugee-like backgrounds.

This final report consists of the following key elements:

- The vision and infographic, which are central to the program's conceptualisation and implementation.
- The outcomes for young people from refugee and refugee-like backgrounds engaged in the program, linked to the overarching active citizenship outcomes of economic participation, social participation, civic participation and personal wellbeing.
- The intended program scope, detailing the recommended eligibility of young people from refugee and refugee-like backgrounds, targeted delivery locations, and core competencies of successful providers.
- A description of the proposed peer mentoring model, with key explanations of recommended core delivery requirements and characteristics of mentors.
- A summary of ongoing support mechanism for mentors with innovative examples for implementation.
- An explanation of the Community of Practice, its aims and coordinating and resourcing considerations.

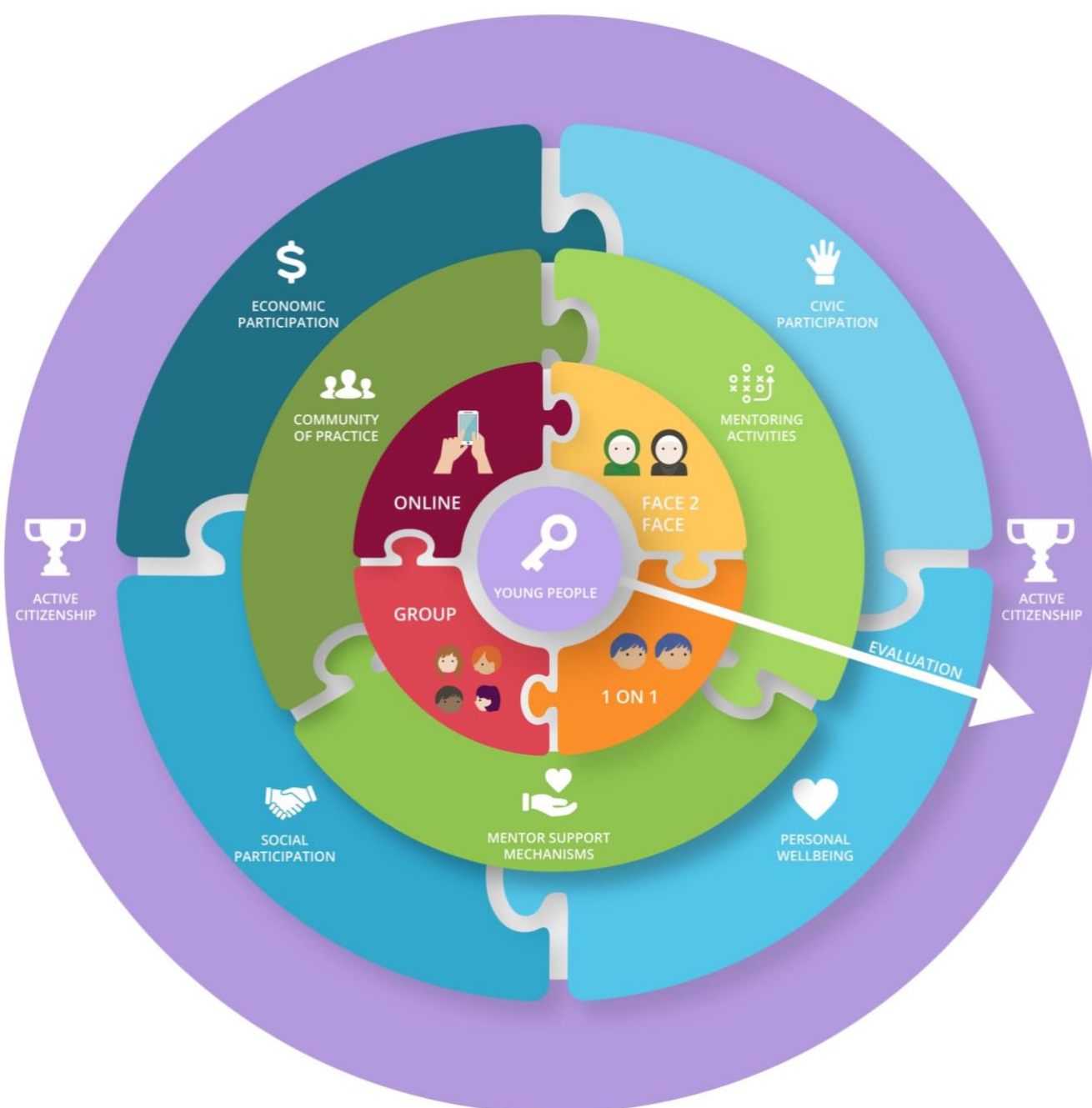
- An evaluation strategy that underpins our recommended model, alongside suggested indicators and creative measurement and evaluation tools.
- Case studies illustrating how young people might engage with the program.
- A summary of high-level project costings, including proportionate spending for program phases, funding priorities and considerations for funding programs in regional and rural areas.
- A risk management plan that outlines an initial risk assessment, accompanying mitigation strategies and the residual risk once these strategies are put in place.
- A summary of legislative and other considerations which takes into account a range of intersecting youth, settlement and sustainability considerations relevant to this program.
- A detailed analysis of the participatory design methodologies and subsequent findings, which forms an evidence-base for our recommended model, and includes findings from the participatory design workshops and evaluation principles.

Summary of key recommendations

- The peer mentoring program should support young people from refugee or refugee-like backgrounds ranging from 15-25 years of age, towards active citizenship.
- Peer mentors should be 21-30 years of age, and provided with induction, training and ongoing support.
- Youth-centred and youth development approach should support young people from refugee or refugee-like backgrounds to take an active role in program design, delivery and evaluation.
- Participatory design approach should enable mentors and mentees to engage in activities through modes such as one-to-one, group, online or in-person mentoring.
- A Community of Practice should foster collaboration, partnerships, knowledge sharing and creation of resources for both new and existing mentoring programs.
- Ongoing and youth-centred evaluation of the program itself, the mentoring relationship and mentoring activities.
- Program outcomes and indicators are informed by MYAN Australia's Active Citizenship Indicators and STARTTS' Social Capital Indicators and Objectives.

A2 VISION

The program aims to support young people from refugee and refugee-like backgrounds to become central agents of change and shape their own futures as active citizens. Young people should be supported by mentors through flexible modes of interactions (online, face-to-face, one-to-one and group mentoring) to navigate the complexities of their settlement journey, and develop the skills, knowledge and networks to fully participate in society. Complementing the program's mentoring activities, a Community of Practice (inclusive of successful providers and those delivering existing peer mentoring programs) should create a collaborative space to grow networks, share knowledge, and create resources. Ongoing support for mentors and meaningful participation of mentees are key features of the program; and youth-driven evaluation should be embedded and shape the program throughout its delivery.



A3 OUTCOMES

The overarching aim of the RYPM program is to support young people from refugee and refugee-like backgrounds to achieve the optimum settlement outcome of active citizenship. By participating in the program it is expected young people should be supported to achieve the following outcomes, which are linked to the National Youth Settlement Framework's four Domains of Active Citizenship.

Economic Participation	Social Participation	Civic Participation
1. A young person has established, strengthened or expanded their educational and employment related networks and opportunities.	2. A young person has established, strengthened or expanded connections and positive relationships with peers and community; and an increased sense of belonging.	3. A young person has increased understanding and enjoyment of Australia's political, civil and legal rights and responsibilities.
Personal Wellbeing		
4. A young person has increased sense of independence and autonomy; and can set goals for the future and decide pathways to achieve these goals.		
5. A young person has access to and capacity to navigate a range of settlement, youth and other mainstream services.		

A3.1 Domains of active citizenship

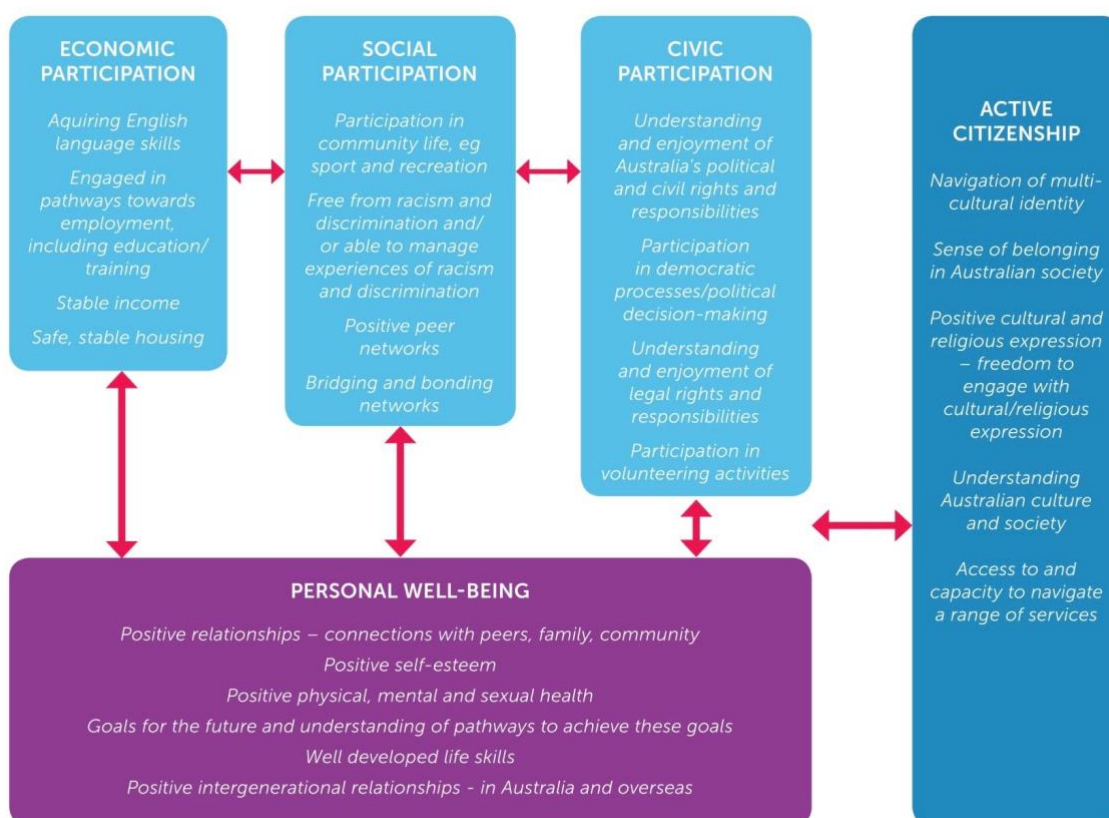


Figure 1- The National Youth Settlement Framework's four Domains of Active Citizenship

MYAN (Australia) describes active citizenship as:

“...the acquisition of social capital and agency, where young people are supported to become active agents of change and shape their own futures.” (MYAN, 2016, p.14)

The Centre for Multicultural Youth describes active citizenship as:

“The formal and informal ways that young people engage and contribute to the community and broader society.” (CMY, 2013, p.9)

A4 SCOPE

A4.1 Eligibility

The program targets young people from refugee or refugee-like backgrounds who are 17 - 25 years and:

- in need of support to navigate education and employment pathways; and/or
- in need of support to access and navigate a range of services; and/or
- in need of support to participate in community life and build positive connections with peers, family and community.

While not the main focus, the program should be flexible to include young people from refugee or refugee-like backgrounds aged 15 - 16 years, if they are at risk of disengaging from education.

The period between 15 - 25 years is a crucial developmental and settlement phase in the life of young people from refugee and refugee-like backgrounds. We have identified two age cohorts for this program, with different needs and support, relating to their developmental stage and educational, employment or social aspirations.

- ⇒ 15 - 16 years: including young people transitioning into the final years of high school, where some young people can happen to 'fall through the gaps' or experience the need to make significant life decisions.
- ⇒ 17 - 25 years: including young people transitioning into post-secondary opportunities and who need support to navigate employment and further education options.

Young people from refugee or refugee-like backgrounds

Young people that self-identify with refugee or refugee-like backgrounds are those that should benefit most from the mentoring program. This a non-prescriptive means of encompassing a cohort of young people regardless of their visa status. For example, the young person may hold a humanitarian visa, any bridging visa (i.e. while one's protection claim is being assessed), temporary protection visa (TPV), a safe haven enterprise visa (SHEV) or who was born in Australia with parents from refugee backgrounds.

Inclusive of a range of settlement journeys

The mentoring program should not be restricted based upon length of settlement in Australia. Eligible young people should be able to access the program beyond the typical 5 years of settlement. By being inclusive of young people from refugee and refugee-like backgrounds that have varied journeys of settlement, rather than limiting it to newly arrived young people, the program should reach young people that, despite having been settled longer in Australia, may still be most in need of mentoring. Young people's settlement journey is rarely a linear process, due to the developmental nature of adolescence and prolonged and compounding need for support.

A4.2 Delivery locations

These geographical areas recommended below have been carefully considered to reflect a variety of factors, such as secondary movement of refugee communities, historical settlement areas, and future needs and priorities. As the mentoring program intends to support young people from refugee and refugee-like backgrounds beyond their first five years of settlement, the geographical areas chosen are reflective of this notion. Therefore, the chosen areas not only consider where young people are currently settling, but also patterns of historical refugee settlement in NSW over the past five years. While these are recommended areas of program delivery, young people who are eligible for the program may live outside these LGAs.

We recommend the following program delivery areas:

Local Government Areas (LGA)	
Metropolitan	<ol style="list-style-type: none"> 1. Fairfield 2. Liverpool 3. Blacktown 4. Parramatta
Regional	<ol style="list-style-type: none"> 5. Wollongong 6. Newcastle 7. Coffs Harbour
Rural	<ol style="list-style-type: none"> 8. Wagga Wagga 9. Albury

A4.3 Duration of mentoring program

It is recommended that the duration of mentor-mentee engagement and activities be no less than 12 months. In addition, funding for a mentoring program should include additional time for project design, planning, recruitment, reporting and evaluation. We recommend that an individual program be delivered in no less than 18 months, but preferably up to two years.

A4.4 Core competencies of successful providers

A successful provider should demonstrate key competencies and experience in the following areas:

- **Youth settlement:** working with and delivering programs to young people from refugee and refugee-like backgrounds.
- **Cultural competency:** recognising the importance of cultural identity in a young person's life and negotiating cultural differences in the settlement process.
- **Youth-centred and strengths-based:** knowledge of the specific needs and strengths of young people and ability to provide targeted support.
- **Youth development and participation:** understand the need for targeted support to develop young people's sense of agency.
- **Trauma informed:** aware of the impact of the refugee experience on settlement and adolescence.

- **Family-aware:** understanding of the critical role that family plays in the life of a young person and ability to facilitate connections with family in program and service delivery
- **Flexibility and responsiveness:** ability to adapt delivery models to be responsive to the needs of young people from refugee and refugee-like backgrounds and address barriers to accessing services and support.
- **Collaboration:** commitment to a collaborative approach to service delivery, coordination with other services, and sharing resources, knowledge and expertise.

For a deeper exploration of what these look like in practice, please refer to MYAN Australia's supplement resources, *"Applying Good Practice Capabilities"* and *"Applying Active Citizenship Indicators"*.

A5 PEER MENTORING MODEL

A5.1 Recommended core delivery requirements

- Engage young people from refugee and refugee-like backgrounds in an advisory capacity to support the planning, implementation and evaluation of the program.
- Recruitment and screening of mentees and mentors.
- Coordinate mentee-mentor matching process.
- Deliver induction and training activities for mentees and mentors, including support for individual goal-setting and negotiating preferred modes of interaction.
- Facilitate face-to-face mentoring sessions (individual and group).
- Facilitate online mentoring activities.
- Deliver ongoing support activities for mentors.
- Coordinate and deliver group activities between mentors and mentees e.g. skill development workshops, events celebrating milestones, family inclusive social activities and excursions etc.
- Design and deliver evaluation activities in partnership with mentees.
- Engage in and contribute to the Community of Practice.

A5.2 Young people and the mentoring relationship

The nature of the relationship between the young person and their mentor(s) constitutes the very essence of a peer-mentoring program and stands at the centre of the model. The success of the mentoring relationship is strongly dependant on how the match is brokered, as well as how interaction is facilitated and supported. Young people should be at the centre of the matching process and have input into how the process is conducted and which mentors they engage with.

Mentors should be culturally competent and skilled to be able to carefully listen and understand the aspirations, needs and challenges of young people from refugee and refugee-like backgrounds. At different stages of the program, a mentee might benefit from engaging with more than one mentor. It is within this space of interaction that the peer mentoring experience should shape, progress and expand the settlement journey of the young person, supporting them to achieve the overarching goal of active citizenship.

Considerations for program delivery:

- Mentees should drive the mentee/mentor match, rather than having one imposed on them.
- Mentees need a chance to familiarise themselves with the profiles of potential mentors to make more comfortable and informed decisions about their preferences (e.g. online profiles describing mentors' general background, interests, and skills).
- At different stages and for different reasons, mentees might wish to have multiple mentors.
- Depending on circumstances and preferences, mentees should engage with the mentor(s) through a flexible and combined mix of the following modes of interactions:

- Face-to-face
- Online (social media, phone, texts, etc.)
- One-to-one
- In a group
- Mentees might feel more comfortable to be accompanied by a friend or fellow mentee when meeting their mentor(s).

A5.3 Characteristics of mentors

- **Age range**

Mentors involved in the mentoring program should be 21-30 years of age. This age range fits within the range for someone to be classified as a 'peer' to the associated mentee age range. Throughout our extensive consultation with young people, we were told that a 'peer' could fall between a range of ages, varying from someone as close in age as two years older, or upwards, but most importantly, it was the peer-to-peer aspect that was consistently emphasised.

- **Appropriate age matching**

For the purpose of the mentoring program, the mentor should be aged at least 2 years older and no more than 10 years older than the mentees with which they are matched. The age matching is an indication only and mentor suitability should consider a range of criteria in addition to age. For example, this could mean:

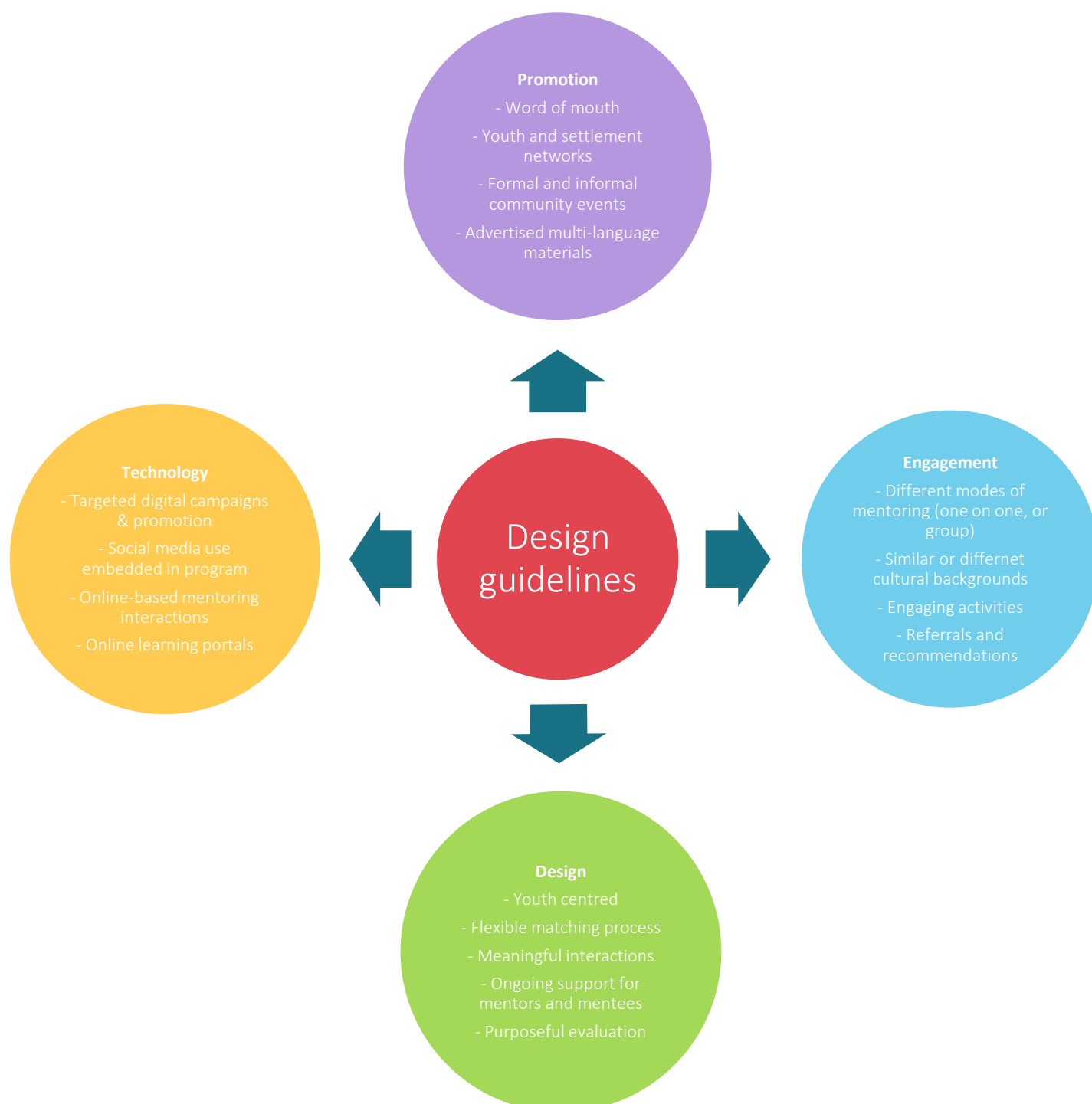
- a mentee aged 15 years old should have a mentor ranging from 21-25 years of age;
- a mentee aged 20 years old should have a mentor ranging from 22-30 years of age;
- a mentee aged 25 years old should have a mentor ranging from 27-30 years of age.

- **Shared experiences**

Mentors that share the same cultural background or have lived refugee experience may allow the mentee to feel reassured and understood – particularly in earlier stages of settlement. However, there is also value in mentees being matched with mentors with different life journeys, for example if the focus of a mentees is on developing professional networks or understanding Australian cultural, social and workplace norms. In all cases, the match between mentees and mentors – whether or not it is based around similar cultural background and life experiences – should be at the discretion of the mentee. All mentors should be supported to work in ways that are culturally competent, trauma-informed, youth-centred, strengths-based and family-aware.

A5.4 Design guidelines

Design guidelines assist in providing guiding features for the design of peer mentoring programs. This spans “aspects such as look and feel, the tone of content and behaviour of the intervention that make it meaningful or relevant in the context of young people’s lives.” (Hagen et al., 2012, p. 17). Below are four dimensions (Promotion, Engagement, Design and Technology) with supporting details which emerged from the Participatory Design workshops. These guidelines can be utilised by successful providers as key design features which aim to meet the needs and expectations of young people from refugee and refugee-like backgrounds.



A6 ONGOING SUPPORT FOR MENTORS

Mentors should be supported throughout the duration of the mentoring program, through a range of strategies and activities, such as clear communication channels, induction and trainings, embedded psychosocial support, and incremental rewards and incentives.

Supportive measures	Example strategies and activities
Develop communication channels for support, debriefing and sharing resources and information	Facebook groups, online portals, newsletters, collaborative tools, such as Basecamp, Slack or a Google Drive of shared resources.
Deliver induction and training tailored to the needs of both mentors and mentees for development or strengthening of skills in goal-setting, cultural competency, trauma-informed practice, youth-focused and strengths-based approaches	<p>Inductions are essential for expectation settings and can be delivered in creative ways that involve both mentors and mentees e.g. online modules.</p> <p>Trainings can be facilitated online or face-to-face through forums, workshops, or events with young people. The Australian Youth Mentoring Network offers quality and easily accessible toolkit resources on a range of topics such as icebreakers, career planning, engaging a mentee's family, mentoring girls, and mentoring LGBT young people (available at http://aymn.org.au/tools-and-resources/)</p> <p>Understanding the core principles that underpin MYAN's Good Practice Capabilities can be facilitated through interactive trainings and accessing supplementary resources (available at http://myan.org.au/our-work-with-the-sector/156/)</p>
Ensure embedded psychosocial support	<p>Mentors should be supported by program coordinator for feedback, and through group meetings with other mentors to debrief.</p> <p>Clear referral pathways to counselling staff should be established for issues that require further psychosocial support, beyond the capacity of program coordinators and the mentor, such as vicarious trauma.</p>
Offer incremental rewards and incentives	Mentors should feel supported through a range of creative ways such as celebrations of milestones, acknowledging commitment at events, profiling mentors and mentees in newsletters, offering incentives such as movie vouchers, or certificates of appreciation at the end of the match.

A7 COMMUNITY OF PRACTICE

The Community of Practice model aims to improve the overall quality of mentoring programs for young people from refugee and refugee-like backgrounds – both those funded through this program and those already occurring in NSW. It is a space where practitioners can share information and experiences, learn from one another, collaborate and collectively solve problems and discuss issues.

A7.1 Characteristics of a Community of Practice

- Collaborative and relational.
- Regular interaction, both online and face-to-face (e.g. quarterly face-to-face meetings and online interaction when required).
- Focused on shared and collective learning.
- Members develop a shared repertoire of resources: experiences, stories, tools and ways of addressing recurring problems.
- Online interaction facilitated by collaborative platforms such as Basecamp, Slack and Trello.
- Resource creation and activities e.g. mentoring mobile app, practitioners' forum, training resources etc.

A7.2 Coordination and resourcing

The Community of Practice requires proper coordination and resourcing. While initially it could be the responsibility of the NSW Government, we recommend that ultimately this task lie with the community sector and the organisations that participate in the initiative.

Creating a Community of Practice that is responsive, sustainable and that can produce relevant resources that last beyond the life of the initial funding is paramount. This cannot be achieved without appropriate financial and human resourcing.

A8 EVALUATION

The evaluation of the program should be developed and grounded in an ongoing, participatory and youth-centred approach. Just as young people from refugee and refugee-like backgrounds were supported in the co-design of the program, the evaluation strategy should be established from a youth-centred approach through ways that are relevant to them. It is also paramount that evaluation is not pre-imposed or considered as an afterthought, but becomes a core, ongoing element of how the mentoring relationship and the program is developed and monitored.

The Active Citizenship Indicators from the National Youth Settlement Framework, in combination with STARTTS' Social Capital Objectives and Indicators, are recommended as tools to develop the specific outcomes and goals young people are being supported to achieve. In addition, STARTTS' Community Development Evaluation Manual is a resource which should assist organisations and young people evaluate the program. It provides useful tools, examples and ideas for evaluation. More detail about Evaluation principles is included in Appendix 1 – Participatory Design Approach Findings.

The following four domains intersect, reflecting the dynamic nature of settlement and the developmental stage of adolescence. Furthermore, personal well-being is understood to be fundamental to the other domains. The following indicators are not exhaustive and indicative, and successful providers may also develop their own indicators.

Domain	Outcomes	Indicators	Evaluation and Measurement Tools
Economic participation	A young person has established, strengthened or expanded their educational and employment related networks and opportunities.	<ul style="list-style-type: none"> Increased positive contacts in relevant educational and employment fields Increased access to relevant educational and employment opportunities Increased participation in relevant educational and employment opportunities Increased access to professional development, training and work experience Increased understanding of workplace rights, norms and values Increased English language ability and skills (General, Work or Education specific) 	<p>Traditional evaluation tools</p> <ul style="list-style-type: none"> Pre and post questionnaires Focus groups In-depth interviews Surveys <p>Self-reporting tools</p> <ul style="list-style-type: none"> Creation of a visual timeline with defined goals or milestones Reflective journal/video Blogs/writing activities (Tumblr, WordPress)

Domain	Outcomes	Indicators	Evaluation and Measurement Tools
Social participation	A young person has established, strengthened or expanded connections and positive relationships with peers and community; and an increased sense of belonging.	<ul style="list-style-type: none"> Increased positive interactions and relationships within one's own immediate community members (e.g. ethnic or religious or geographic) and/or outside of one's immediate community or locality Increased trust with own community members and/or people outside immediate community or locality Increased opportunities to participate in own or mainstream community events or activities Increased tangible support from people within or outside immediate community or locality 	<ul style="list-style-type: none"> Activities for creative/artistic expression such as collages Using an online rating app for comments and feedback Social media activities (hashtags, posts, shares) <p>Group activities</p> <ul style="list-style-type: none"> Participatory consultations Excursions designed by YP 'Amazing Race', treasure hunt activity or exploring landmarks to evaluate skills or knowledge learnt Project-based learning (working as a team, evidence of displaying skills, problem solving, group-work) Social skills development <p>Milestone-based activities</p> <ul style="list-style-type: none"> Celebration of events or achieving goals Videos highlighting achievements of mentees Number of times they have accessed a particular service
Civic participation	A young person has increased understanding and enjoyment of Australia's political, civil and legal rights and responsibilities.	<ul style="list-style-type: none"> Increased understanding of Australian cultural and social norms and values Increased understanding of Australian systems and institutions Increased understanding of Australian laws & politics, including one's rights and responsibilities Increased confidence to engage in cultural, political or religious activities 	
Personal wellbeing	A young person has increased sense of independence and autonomy; and can set goals for the future and decide pathways to achieve these goals.	<ul style="list-style-type: none"> Increased confidence in one's own strengths, abilities, and value Increased understanding of decision-making processes and how to influence them Increased sense of independence and autonomy 	

Domain	Outcomes	Indicators	Evaluation and Measurement Tools
	A young person has access to and capacity to navigate a range of settlement, youth and other mainstream services.	<ul style="list-style-type: none"> Increased confidence in approaching services and expressing their needs Increased access to appropriate services Established or strengthened relationships with individual staff of services accessed 	<p>Topic-based activities</p> <ul style="list-style-type: none"> Education and employment plan Resume/selection criteria writing <p>Youth-led resource development</p> <ul style="list-style-type: none"> Booklets and online information sharing <p>Other activities</p> <ul style="list-style-type: none"> Case studies Collaborative feedback such as writing in giant speech bubbles, post-it notes, dot democracy, Welcome Dinner-style activities (see more at https://www.joiningthedots.org) Choose an image that represents how you feel

A8.1 Other recommended data collection measurements

Data collection measurements	
Organisation	<ul style="list-style-type: none"> • Number of mentees engaged • Number of mentors engaged • Number of referrals to services • Number of mentoring sessions (including online, one-to-one, or group) • Number of training sessions for mentors • Number of inductions for mentees • Number of other program activities
Community of practice	<ul style="list-style-type: none"> • Number of meetings • Number of organisations engaged • Number of resources created

A9 CASE STUDIES

A9.1 Magali

“I was born in Congo and arrived in Australia two years ago. I like it here but am having a few difficulties at school and am thinking of dropping out. I want to meet other young people like me living in rural areas. I would like to be a lawyer when I grow up.”

Background

Magali is a 17-year-old high school student living in Wagga Wagga. She lives with her parents and two older brothers. Magali enjoys studying, reading, and playing the piano. She owns a laptop computer, smartphone and found out about this peer mentoring program via Facebook.

Scenario

Magali loves reading, writing and playing the piano. She would love to be a lawyer in the future. Magali is having trouble with some bullies at school and is not sure how to deal with the situation and is starting to disengage with school. She also feels isolated, as there are not many other young people from refugee and refugee-like backgrounds who live in this town who she can share her experiences with. Magali needs a program which would connect her to other young people from refugee and refugee-like backgrounds, give her advice about how deal with bullying – and to start exploring different options for university studies. She loves writing, so would document her involvement and goals with a writing journal. She would like an individual mentor to talk to about her personal concerns – but then to also be part of a wider group where she can meet other young people from refugee and refugee-like backgrounds. Magali would like to sign up for three months to see how the program works and the opportunities it provides for young people from refugee and refugee-like backgrounds from rural areas.

Goals

Magali’s goals reflect her particular background and scenario; this information can be used to co-design her participation so as to meet her unique needs and aspirations.

Enhancing personal wellbeing

- I want to have fun.

Increased social networks

- I want to be included in society, community and school.
- I want someone to talk to.
- I want to be safe from bullies at school and for them to understand my experience.
- I want to connect with other young people from refugee and refugee-like backgrounds.

Greater awareness of services, support and opportunities

- I want confidential women’s health services (age and culturally appropriate).
- I want grief counselling about what’s happening in Congo.

Expanded knowledge about cultures, systems and rights

- I want to experience city life.
- I want to stay connected to my culture.
- I want to share my experiences.

Development of a learning portfolio sharing goals, skills and reflections

- I want to test out the program.
- I want to start a book reading group and writing opportunities.

- I hope to go to university and be a lawyer and want guidance on how to prepare.
- I want my L's and a safe car.
- I want a part-time job (money, independence).
- I want to practice playing piano.

User Journey

The core and optional components of Magali's User Journey outlined below show how the involvement of each young person from refugee or refugee-like backgrounds, mentor matching, communication and activities/evaluation in this program would be unique. The consistency of the proposed program is based on participating in the steps of the User Journey (detailed in Appendix 1). This is combined with the flexibility and modularity of the proposed program, where mentees and mentors are able to co-design and personalise a program based on particular backgrounds, situations and goals (which should evolve over time).

Core	Optional
<p>Supporting involvement</p> <ul style="list-style-type: none"> • Parental/family contact and communication • Financial support for social activities, travel and phone costs • Incentives for meeting goals <p>Mentor matching</p> <ul style="list-style-type: none"> • Female mentor • Mix of group and individual mentors <p>Communication</p> <ul style="list-style-type: none"> • Regular group events where mentees share their reflections face-to-face • Monthly catch-up with mentor • Individual offline meetings with mentors <p>Activities and Evaluation</p> <ul style="list-style-type: none"> • Skill-building activities • Creative arts activities 	<p>Mentor matching</p> <ul style="list-style-type: none"> • Bilingual mentor • Consider cultural background of mentor <p>Communication</p> <ul style="list-style-type: none"> • Social media connection with mentor • Individual online meetings with mentors • Peer/group meetings with mentors on specific topic <p>Activities and Evaluation</p> <ul style="list-style-type: none"> • Learning about becoming a mentor • Written reflection of involvement/activity

A9.2 Mukhtar

“I arrived in Australia from Iraq in 2014. I am finding it difficult to juggle my university studies and a part-time job. It would be great to get some advice from a mentor about how to manage my time and to learn more about the employment opportunities I want to pursue. I would also like to explore more places around Sydney and learn about Australian history”

Background

Mukhtar is a 21-year-old university student who is working part-time at a petrol station. He lives in Blacktown with his extended family and has a large group of school friends. He likes history, Call of Duty, Chelsea FC, Adidas and Nike. He owns an iPhone 5S, PS4, and is always using WhatsApp, Viber and Facebook. Mukhtar found out about this peer mentoring program at university.

Scenario

Mukhtar loves sport, his friends and video games. He lives with his extended family – but is finding it difficult to ask for advice and support about how to manage his work and studies better. Mukhtar has very limited time so needs a program that is flexible and that he can tap into via social media. If he had to document his thoughts and achievements of being involved, he would prefer to do quick audio reflections (rather than writing). He hasn't had much opportunity to explore the history of different places around Sydney – but might try and fit it in if these were planned. He would be keen to have a few different mentors who could let him know about learning skills support and employment pathways. Mukhtar would be happy to commit to one month, before signing up for a longer-term involvement.

Goals

Mukhtar's goals reflect his particular background and scenario; this information can be used to co-design participation in the program so as to meet his unique needs and aspirations.

Enhancing personal wellbeing

- I want to build on my strengths.

Increased social networks

- I want to be treated equally.
- I want respectful relationships.

Greater awareness of services, support and opportunities

- I want to tap into support at uni.
- I want employment support.

Expanded knowledge about cultures, systems and rights

- I want to explore the sights and history of Sydney.

Development of a learning portfolio sharing goals, skills and reflections

- I want an education program.

User Journey

Core	Optional
<p>Supporting involvement</p> <ul style="list-style-type: none"> • Parental/family contact • Incentives for meetings goals <p>Mentor matching</p> <ul style="list-style-type: none"> • Mix of group and individual mentors • Cultural background of mentor <p>Communication</p> <ul style="list-style-type: none"> • Monthly catch up with mentor • Individual offline meeting with mentor/s • Group of mentors • Social media connection with mentor • Individual online meeting with mentor/s <p>Activities and Evaluation</p> <ul style="list-style-type: none"> • Skill building activities • Video reflection of involvement/activity • Peer/group meetings with mentors on specific topics • Audio reflection of involvement/activity • Sporting activities • Learning about becoming a mentor 	<p>Supporting involvement</p> <ul style="list-style-type: none"> • Financial support for phone costs <p>Mentor matching</p> <ul style="list-style-type: none"> • Gender of mentor • Individual mentor • Bilingual mentor • Age of mentor <p>Communication</p> <ul style="list-style-type: none"> • Fortnightly catch-up with mentor • Financial support for social activities and travel • Written reflection of involvement/activity • Weekly catch-up with mentor <p>Activities and Evaluation</p> <ul style="list-style-type: none"> • Creative arts activities • Regular events where mentees share their reflections face-to-face

PART B RISK MANAGEMENT AND OTHER CONSIDERATIONS

B1 RISK MANAGEMENT

Likelihood	Severity of Consequence				
	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Extreme
A - Rare	Low risk	Low risk	Low risk	Low risk	Moderate risk
B – Unlikely	Low risk	Low risk	Low risk	Moderate risk	High risk
C - Possible	Low risk	Low risk	Moderate risk	High risk	Very high risk
D – Likely	Low risk	Moderate risk	High risk	Very high risk	Very high risk
E – Almost certain	Moderate risk	High risk	Very high risk	Very high risk	Very high risk

Risk	Initial risk	Mitigation Strategies	Residual risk
Participants are re-traumatised or experience vicarious trauma	High risk – D3	<ul style="list-style-type: none"> • Use of trauma-informed practice, culturally competent principles, mental health awareness framework • Knowledge and application of the NYSF and AYMB • Ensure referrals to counselling staff and youth workers are available • Create a culture of valuing self-care and adopting self-care strategies • Supporting mentees in mentally preparing for the program and having agency in sharing their personal stories 	Moderate risk – C3

Mismatch of professional expertise and/or personality between mentor and mentee	High risk– D3	<ul style="list-style-type: none"> • Implement a flexible and responsive recruitment/screening process with input from mentees • Provide clear communication channels between mentees, mentors and program manager; and an exit and re-matching strategy • Ongoing evaluation of mentor and mentee suitability 	Moderate risk – C3
Mentors and mentees dropping out of program due to life events beyond the control of the participants (mental health, family situations, or political events etc.)	Very high risk- E3	<ul style="list-style-type: none"> • Implement a flexible and responsive recruitment/screening process with input from mentees • Adopting a youth-centred and youth-participation approach for young people to shape the co-design, development and evaluation of mentoring journey • Provide clear communication channels and communication strategies between mentees, mentors and program manager; honest feedback mechanisms and continual monitoring evaluation • Access to program manager for support in regard to general issues • Providing induction and ongoing training and support for mentors • Set clear time expectations and commitment plan negotiated with young people • Encourage and enable access to referral pathways to provide appropriate support • Mentors and mentees are educated on referral pathways and options for accessing professional expertise 	High risk- E2
Financial pressure for participants throughout program	Moderate risk- C3	<ul style="list-style-type: none"> • Budget all costs associated within the tender for the program's expenditure • Reimbursement of travel costs, costs for drink/food and activities 	Low risk- B3

Breakdown of participation due to family dynamics and/or constraints	High risk- D3	<ul style="list-style-type: none"> • Work within family-aware practice that supports positive inclusion of all family members • Knowledge and application of the NYSF and AYMB • Provide counselling and referrals for intergenerational conflict • Young person to determine level of engagement between mentor and mentees family • Deliver trauma-informed practice and cultural competency training • Provide community education on the benefits of mentoring and the program • Invite parents, family members and communities to participate to ensure they are supported and involved • Draw on the strong relationships already established between community organisations and communities from refugee backgrounds 	Moderate risk- C3
Participants having unrealistic expectations of the program's activities and what they can achieve through their involvement	Moderate risk- D3	<ul style="list-style-type: none"> • Work with youth-centred approach • Knowledge and application of the NYSF and AYMB • Clear, open and ongoing discussion about mentee's goals, needs and interests throughout duration of the program • Provide education, training and tools around goal planning • Develop strategies around expectation management • Facilitate consistent and ongoing evaluation of expectations from all participants • Transitional exit strategy for program is clearly established for all participants 	Low risk- D2
Physical injuries/medical emergencies	High risk- C4	<ul style="list-style-type: none"> • Ensuring Work Health Safety policies and assessment of sites • First aid training and protocols of calling 000 in case of emergencies • Aware of medical care plans and procedures for safety • Mentors are made aware if mentee has pre-existing conditions 	Low risk- B4

Protecting participants against threats of personal safety and harassment, in particular child protection	High risk- C4	<ul style="list-style-type: none"> • Organisations and mentee to develop Code of Conduct to outline boundaries in the relationship for mentor and mentee regarding privacy, behaviour, social media, grievances and relationship • Monitoring and evaluation, reporting and procedures of mentee and mentor relationship • Establish clear exit strategy for mentor and mentee • Participants are made aware of their rights, expectations of behaviour throughout induction and training • Ensure working with children checks for all mentors and mentees • Participants to be aware of and adhere to mandatory reporting guidelines and a duty of care for all participants • Educate mentees on child protection, grooming and signs of abuse 	Moderate risk- B4
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B2 LEGISLATIVE AND OTHER CONSIDERATIONS

The mentoring scheme should work within well-established legal considerations that are considered best-practice working with young people.

B2.1 Privacy

In administering the mentoring scheme, the successful provider is bound by the provisions of the Privacy Act 1988 (Cth) (the Privacy Act) including the Australian Privacy Principles contained in Schedule 1 of the Privacy Act. The Privacy Act regulates the handling of personal information (including sensitive information) of individuals by government agencies and certain private sector organisations, including the collection, storage, use and disclosure of that information.

B2.2 Discrimination

The mentoring scheme should be administered in a way that supports the principle of non-discrimination. Successful tenderers should be subject to the provisions of the following Acts, which are designed to prevent discriminatory practices:

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992

B2.3 Working with children

Organisations should be required to comply with working with children checks and other conditions in relation to the person's participation in the mentoring scheme. This includes all project staff and mentors who should interact with young people, as specified in the following Acts:

- Child Protection (Working with Children) Act 2012 (NSW); and
- any other legislation that provides for the checking and clearance of people who work with children.

B2.4 Duty of care

Mentors should need support to understand their duty of care roles and responsibilities and as a mandatory reporter. The successful tenderer should need to be explicit in the ways they should help mentors to understand concepts of mandatory reporting. It is important to note that while a mentor is a mandatory reporter, we acknowledge that in some cases mentors might themselves be a young person so it is paramount that they receive appropriate briefing and support should a child protection incident occur. This would be the role of paid staff to be responsible for making this report should there be an incident that crosses the threshold of significant harm.

Mandatory reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. Mandatory reporters are defined under section 27 of the Care Act.

Mandatory reporters are guided by the NSW Mandatory Reporter Guide. In NSW, mandatory reporting is regulated by the Children and Young Persons (Care and Protection) Act 1998 (the Care Act).

Mandatory reporters should note that the legislation requires that they continue to respond to the needs of the child or young person (within the terms of their work role) even after a report to the Child Protection Helpline has been made (s.29A of the Care Act).

B2.5 Social media policy

Throughout the co-design of the mentoring project, young people identified their incredibly important value for social media to inform their interactions with both mentors and the project outcomes. In order to guide safe online engagements, the successful tenderer should implement a social media policy that protects mentors, project staff and young people's engagements through social media. If the tenderer does not have an existing social media policy in place, then it is paramount that they adopt a set of guidelines and boundaries to inform how project staff, mentors and mentees should engage with each other online. Importantly, as the mentoring scheme strongly adopts a youth development and participation approach, the social media policy should be informed by young people from refugee and refugee-like backgrounds.

B2.6 Sustainability

Our approach and suggested model foster collaborative and participatory ways to bring the strengths, agency and decision-making capacities of young people to the forefront of the project. This has ensured young people from refugee and refugee-like backgrounds are involved as active partners, rather than simply passive participant. Furthermore, by engaging in participatory design methodologies, the project has created a framework which draws on the assets of young people, their communities, complementary existing programs and services and meets the real, rather than perceived, needs of refugee young people as they settle in Australia.

While funding for this scheme is not recurrent, we recommend that organisations take the opportunity to integrate as many aspects of the mentoring scheme into their existing models of service delivery. This is to ensure that all we have learnt in this project is not lost; from the importance of mentoring as a tool for facilitating good youth settlement, to the process of using co-design model as good practice for working with young people from refugee backgrounds. In addition, we recommend that the NSW Government ensure ways for the learnings from this project to be used by the wider sector.

APPENDIX 1 REFERENCES

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APPENDIX 2 PARTICIPATORY DESIGN APPROACH – FINDINGS

Participatory Design (PD) was selected as the approach for this project. PD offers an evolving set of critical, conceptual and practical tools to support the active participation of users in the design of different systems, services and products (Hagen et al., 2012). Further detail about the approach, methods and insights from PD activities can be located in the Interim Report.

A summary of the key findings, or ‘artefacts’, from the Participatory Design process, are outlined below. Artefacts are “the material inputs and outputs of the research and design process. They are tangible and sharable products and tools (e.g. sketches and mock-ups) used to represent the intended design, communicate research findings and progress the design process” (Hagen et al., 2012, p. 2).

1 PROPOSITION

Within Participatory Design, a Proposition is a “succinct vision for the intervention and the issue being addressed” (Hagen et al., 2012, p. 17). Drawn from insights from young people and community, government and sector representatives, a vision for what the peer mentoring program could look like emerged:

An agile scheme which provides a trusted, cooperative infrastructure for organisations to connect and build upon their resources, activities and expertise. The scheme should have flexible online and offline options, for young people from refugee backgrounds to access information, activities and mentor networks. This scheme should support them to navigate the complexities of their settlement journey.

This vision is based on key terms that emerged from the Participatory Design workshops. For example, the need for the scheme to be extremely agile in structure was highlighted; this agility would enable connecting existing initiatives and responding to the diverse circumstances of refugee young people. Also viewed as essential for the scheme was that it should be carefully developed so as to be trusted; this would motivate both organisations and young people to engage with the program. In terms of building this trust, there is no single organisation that can deliver the multiple facets of this scheme, therefore it needs to be built on a cooperative and collaborative structure. This would provide the range of flexible options required, alongside providing the breadth of online and offline opportunities required. The cooperative basis of the scheme would also contribute to making visible and connecting already existing networks, thereby providing an access to information hub for refugee young people. This would be augmented by opportunities to participate in the community, which refugee young people highlighted as vital to the success of the scheme. The availability of mentor networks was also key, in terms of recognising the expertise which refugee young people wanted to be able to access. In addition, the vision is aware of the complexities of the settlement journey of young people. Being aware of these complexities allows service providers to meet their unique and changing needs.

2 DETAILED USER JOURNEY

The User Journey is a high-level synthesis of insights from all five workshops showing the steps required for a refugee young person to participate in the scheme. The purpose of this is to “describe how the intervention should be experienced from the perspective of young people” (Hagen et al., 2012, p. 17).

Further detail about each step of the User Journey is available in the Appendix. The value of the User Journey is that it can be utilised by stakeholders as a shared understanding of: firstly, the common stages and experiences which the proposed scheme aims to offer; and, secondly, the flexible options available for refugee young people to choose from (to meet their particular needs and aspirations).

2.1 How does a young person from a refugee background hear about the mentoring scheme?

- Whilst in their country of origin through personal networks such as friends or family, upon arrival in Australia through their caseworker or support team, or after a period of settlement through their school or word of mouth.
- Through their personal connections and existing relationships such as friends, family, community or other networks.
- Organisations such as community or faith-based organisations, youth centres, educational institutions such as schools or universities, support programs such as Intensive English Centres, settlement services, or ethno-specific community groups.
- Technology and media platforms such as social media (Instagram, Facebook, Twitter, Snapchat), targeted digital campaigns, websites, community group emails, direct messaging, mainstream or multilingual community media.
- Formal and informal activities such as cultural events, exhibitions, conferences, community programs (camping, swimming, library holiday programs) or word of mouth from community influencers.
- Advertised flyers or posters in multiple languages in public places such as shopping malls, grocery stores.

2.2 How do young people from refugee backgrounds get involved?

- Through volunteer or referral pathways from settlement organisations, drop-in at youth centres or word of mouth recommendations.
- By clear and accessible information in youth friendly language, and inclusive multimodal language such as audio, images or text.
- Availability of specific support with options for bilingual interpreters, culturally inclusive and gender inclusive options.
- Involvement in diverse activities such as workshops, talks, informal events, or introductory camps.
- Multidimensional engagement with family, community and peers that involves and encourages building wider networks.

- Reimbursement or incentives to alleviate any hidden costs associated such as travel, food, events or sightseeing passes.

2.3 How is the match made between the mentor and the mentee?

- Co-designed processes that involve young people from the outset and throughout of the design, scoping, matching, scheduling and goal- setting for their mentoring relationship.
- Positive and inclusive mentor and mentee conditions that are driven by young people from the initial screening of mentors in ways chosen by mentees, training and support of mentors, and clear expectations of the mentoring relationship.
- Flexible matching process based upon a range of factors such as mutual interests/passions (music, sport, career), individual dynamics like similar life adversities, gender-specific, social networks, age, either similar or differing cultural backgrounds where appropriate, location proximity, skill-base or language pairing options.
- Interactive and modular process with options to interact with multiple mentors (mentors specialised in different fields), engage with meaningful tasks and tap into existing mentoring schemes.

2.4 How does the mentee and mentor communicate?

- A range of flexible options of online or offline, face-to-face interactions or group mentoring, and regularly scheduled meetups or as needed.
- Goal-setting as identified by mentees, shared activities or through skills-building.
- Ongoing evaluation driven by young people to reflect on their progress through a range of engaging and creative ways.
- The essential communications infrastructure consists of completing matching process, selecting relevant communication options, drafting meaningful goals and participating in ongoing evaluation methods.

2.5 What happens next?

- A youth-centred structure offered for mentees to adapt the mentoring scheme to their evolving needs and aspirations, and communicate these in continuous engagement with mentors.
- Ongoing support for both mentors and mentees through a range of supportive activities like expectations setting, induction and trainings, embedded psychosocial support, and incremental rewards.
- A range of accessible toolkits or resources for creating a community and motivating participants (both online and offline), kits for developing knowledge and skills (e.g. advice on how to apply for jobs, education pathways, resume skills), and for enhancing their settlement journey, learning from other refugee young people's experiences (e.g. YouTube videos).
- Engaging activities such as interactive events, talks or workshops, casual or formal trips (to places of interest, countryside or beach), and recreational activities.
- Encouraging the process of documenting participation in a fun, easy and meaningful way that allows outputs to be published into creative resources for future learnings, and supporting

transition/exit options from program (e.g. mentees become mentors, stay in contact, follow-up feedback)

- Formative and summative evaluation in creative and ongoing ways throughout the scheme rather than as an afterthought, of both the mentoring relationship and the program.

2.6 What are the outcomes?

- Enhanced personal development for increased confidence, a strong sense of belonging, good mental health, social and proactive independence, improved wellbeing and self-esteem, personal growth (e.g. mentee feels as though they could be a mentor, more settled in Australia, connected to people and place), sharing valued futures (e.g. understanding what they can accomplish and they value; identifying potential education and employment pathways).
- Increased social networks through formal and informal mentoring activities (e.g. new friendships and networks), fostering social capital and reducing isolation (e.g. developing social skills by participating in community activities (via events and local community involvement), and stronger sense of belonging and identity e.g. aligning cultures (own and Australian)).
- Increased awareness of a range of opportunities and support for education and employment pathways (e.g. accessing opportunities and someone to ask for help/advice; identify school and study options), accessing support and engaging with services (e.g. education, financial and social support, employment, housing), and developing decision-making skills e.g. being more open-minded; ability to reflect on what they want to do – and confidence to make own decisions and access support
- Expanded knowledge about cultures, systems and rights by learning about life in Australia such as navigating educational or employment systems with increased confidence and a better understanding of human rights, work rights (such as Fair Work: not being taken advantage of, knowing how much to be paid depending on age) and family rights.
- Development of a learning portfolio for documenting and sharing goals, activities, milestones and reflections, sharing new skills (e.g. language; collaboration; creative projects and outputs), highlighting personal and professional development (e.g. tutor support, sports scholarship, resumes etc.) which can be used in the future.

3 EVALUATION PRINCIPLES

The evaluation of this peer mentoring program should align with seven key principles. Each principle has been selected to support a particular aspect that underpins the evaluation process, so as to contribute to a meaningful scheme which motivates mentees and mentors to engage with the program. What is essential is that young people drive the evaluation; that is, they have significant input into what is being measured, with the selection of goals and activities being co-designed between mentors and mentees.

The value of these Evaluation Principles is that they provide a common vision for diverse stakeholders to align with the program's goals and activities. While goals and activities should vary according to the unique needs and aspirations of refugee young people, the Evaluation Principles provide a set of consistent expectations to adhere to. These highlight the ways in which evaluation needs to be embedded, engaging and evolving for this scheme to be successfully sustained and reviewed. Overall there needs to be an agile approach to goal-setting and evaluation points, this can be refined as the young person achieves (or modifies) their interim goals.

1. Ongoing evaluation: formative and summative (structural design).
2. Purposeful and relevant to goal-setting (content focus).
3. Engaging and creative (process ethos).
4. Interpersonal activities (relationship building).
5. Modular, flexible and co-designed to suit individual needs (inclusive).
6. Recordable as part of a "learning portfolio" (journey tracking).
7. Reusable options for future resources; with permission, anonymised etc. (knowledge sharing).

APPENDIX 3 PARTICIPATORY DESIGN WORKSHOP OVERVIEW

Workshop	Aims	Details
<p>Preliminary Workshop</p> <p>24-Mar-17</p>	<p>Discuss what young people from refugee and refugee-like backgrounds think adult service providers know about their needs (framing)</p> <p>Highlight what service providers need to do to better support their needs (positioning)</p> <p>Explore what the process of co-designing a peer mentoring program for young people from refugee and refugee-like backgrounds should include/involve (creation/participation)</p> <p>Identify how participants would like to be involved in the project as it evolves (expertise/involvement)</p>	<ul style="list-style-type: none"> • Young people from refugee and refugee-like backgrounds • 14 participants, aged 18-25 (12 in face-to-face workshop, 2 participants via Skype) • Participants are from top 10 countries where most of Australia's young people from refugee and refugee-like backgrounds come from: Syria, Iraq, Sudan, South Sudan, Ethiopia, Iran, Afghanistan • Duration of settlement period ranges between a few months and 17 years • 4 adult facilitators.
<p>Workshop 1</p> <p>14-Mar-17</p>	<p>Co-create a vision of what is needed to build a successful peer mentoring program (creation/participation)</p> <p>Explore how such a program could link to existing sector and government/community/youth resources, activities etc. to reflect the perspectives and needs of young people from refugee and refugee-like backgrounds (context)</p> <p>Identify the barriers which could block the implementation of this program (creation/participation)</p> <p>Highlight the bridges required to support the achievement of this program (expertise/involvement)</p>	<ul style="list-style-type: none"> • Sector and government representatives • 22 participants • 2 youth co-facilitators • 4 adult facilitators
<p>Workshop 2</p> <p>20-Mar-17</p>	<p>As above</p>	<ul style="list-style-type: none"> • Community representatives • 5 participants • 1 youth co-facilitator • 4 adult facilitators

Workshop	Aims	Details
Workshop 3 31-Mar-17	As above	<ul style="list-style-type: none"> • Young people from refugee and refugee-like backgrounds • 6 participants • 2 youth co-facilitators • 4 adult facilitators
Workshop 4 5 April 2017	<p>Identify what the peer mentoring program needs to be relevant and meaningful for diverse young people from refugee and refugee-like backgrounds at different phases of their settlement journey (i.e. the beginning, middle and end of the program)</p> <p>Explore what needs to be the core infrastructure and flexible features of a peer mentoring program</p> <p>Co-create the user journey of a peer mentoring program based on the persona of a particular young person from refugee or refugee-like backgrounds</p> <p>Highlight the ways to embed evaluation into the program which correspond to meaningful outcomes for young people from refugee and refugee-like backgrounds</p>	<ul style="list-style-type: none"> • Combined (young people, community, government and sector) • 25 participants • 2 youth co-facilitators • 4 adult facilitators