



NAVIGATING RESETTLEMENT

Matched Mentoring And Creative Media Design
With Refugee And Migrant Youth In Transition
Greater Western Sydney

Research & Evaluation Report



Commissioned by SydWest Multicultural Services

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Navigating Resettlement

Matched Mentoring and Creative Media Design with
Refugee and Migrant Youth in Transition

Greater Western Sydney

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Findings and conclusions presented in this report reflect a summary of consultations in the target areas and with key stakeholders complemented by a review of the literature. This report was prepared by Karin Mackay and Mohamed Moustakim in good faith, exercising all due care and attention, but no representation or warranty, express or implied, is made as to the relevance, accuracy, completeness or fitness for purpose of this document in respect of any particular user's circumstances. Users of this document should satisfy themselves concerning its application to, and where necessary seek expert advice in respect of, their situation.

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Foreword



For the past seven years I have been Chancellor of Western Sydney University (WSU). I am proud of its mission as an 'open university', deeply embedded in its multicultural community. It provides opportunities to a generation of students who would not otherwise have been able to access higher education.

A third of our domestic students speak a language other than English when they go home at night to study, and a fifth of our staff come from culturally and linguistically diverse backgrounds. The chance to undertake university education is being seized. There are now more than 600 students at WSU who arrived in this country as refugees. With the support of generous donors around 90 refugees, and more than 20 asylum seekers, have gained scholarships to help them finance their study. It is an extraordinary story of how the drive to succeed and the capacity to support can be brought together.

For the past three years I have also been Coordinator-General for Refugee Resettlement in NSW. In 2016–17, the state accepted almost 12,000 refugees, about 45 per cent of Australia's intake. Most had escaped from the appalling violence and conflict in Iraq and Syria. A very high proportion initially settled in Western Sydney.

In both of these roles, I am delighted to have the honour of providing some prefatory comments on this account of an important example of action research.

I have watched with interest the trial and evaluation of the Navigating Resettlement project as it has worked with adolescent and young adult refugees and migrants in Blacktown and Mount Druitt. Out of this has emerged a 'Tri-menu' approach to engaging refugees in their educational futures. This report makes a persuasive case that such a methodology provides a vehicle that allows young refugees to look beyond their personal challenges and imagine how their future hopes and aspirations can be realised.

There are four particular features of this initiative which I extol.

First, I have often expressed frustration at how important academic research gets 'lost in translation', failing to engage adequately with real-world problems. Here, in contrast, are academics from Western Sydney University who have brought their scholarship to the creation of collective social impact. This is empirical research undertaken with public purpose.

Second, I am an ardent proponent of the value of cross-sectoral collaboration. As Coordinator-General, I have sought to build a strong relationship between public sector agencies and the not-for-profit organisations of civil society. We need to bring together

evidence and experience, research and practice. I extend my congratulations to these community workers (from SydWest Multicultural Services), academics (including those from WSU's Centre for Educational Research) and pre-service teacher mentors. Together, they have built a respectful partnership as the project has been designed, delivered and assessed. It represents a model of how human-centred initiatives should be developed and trialled.

Third, this is a project that puts young refugees at the centre. In many instances, support programs—with the best of intentions—treat those in need as 'recipients' or 'cases' to be managed. People treated as dependants soon learn helplessness. This project's flexible and adaptive approach was different. It allowed the participants to take the responsibility of making decisions for themselves. They were able to exercise agency. The choices they made gave them a sense of control, purpose and responsibility.

Fourth, the manifold challenges faced by refugees too often frame the articulation of public policy and community intervention. Challenges are frequently seen almost exclusively through the lens of social deprivation and disadvantage. In stark contrast, this report shows that refugees are characterised by their resilience and determination. Many, because of their experience before, during and after their arrival in Australia, are natural risk-takers. They are people with energy, bold ambitions and entrepreneurial drive. They do not respond well to having decisions made 'for' them; rather, they need supportive assistance in making decisions for themselves. This, wonderfully, was a project that worked 'with' young women and men who sought education and employment opportunities.

The Navigating Resettlement project has been an imaginative trial. Although small in its way, it has big implications for the manner in which academia can work hand-in-glove with communities to undertake research relevant to social wellbeing and civic engagement. I sincerely hope it will inspire a multitude of similar exercises.

Professor Peter Shergold AC

Research Partners

SydWest Multicultural Services



SydWest is a community organisation based in Western Sydney with over thirty years' experience in settlement services. SydWest provides pathways to education and employment and facilitates activities to create social networks. Our Youth Program aims to engage young refugees and migrants by providing casework, homework support and study centres, sports, music and arts programs, and social events and activities. SydWest also collaborates with schools, tertiary institutions and relevant agencies to help keep youth engaged with their education and careers.

Young refugees and migrants are faced with an ongoing effort to negotiate complex pathways through educational and employment systems in their transition into Australian communities (Renzaho 2016). SydWest's role is to facilitate a greater sense of belonging to the wider community and provide opportunities for our youth to develop appropriate skills, knowledge and understanding to successfully navigate their way to independent living.

When my own migrant parents arrived in Australia there were ample employment opportunities but also trauma, language barriers and educational disadvantage. Not many had the opportunity to pursue their own aspirations and dreams. Leading an organisation with strong values that believes in the potential of youth in Greater Western Sydney, I came to realise that, while we focus on what transition should look like, we have not always invested the time and resources to find out about the hopes, dreams and aspirations of our young people. Despite our efforts to serve our community well, this could have been disempowering for some. The need to deploy holistic, collaborative, multiagency interventions became apparent. SydWest believes in research- and evidence-based practices and decided to commission the Centre for Educational Research at Western Sydney University for the Navigating Resettlement research project.

The Navigating Resettlement research project developed a culturally appropriate mentoring model that built on young people's interests, creative capacity, hopes, dreams, strengths, personal stories, values, traditions and experiences. It matched identified needs with mentors who could provide support, guidance and practical knowledge in a range of educational, vocational and life skills. Ultimately, the project has demonstrated the need for a range of people to support young refugees by acknowledging their adversity and helping them follow their aspirations. The research highlights the importance of responding to youth need but also of listening to their often-unheard aspirations. We found that when we offer a 'menu of choice' service, it can allow young people to flourish based on their own abilities and dreams and act as a powerful motivator to pursue goals and to achieve success in their new country.

On a personal level, I feel that this pilot project is a significant step towards recognising the need to invest in our future leaders. We can facilitate successful settlement by providing safe spaces where refugee and migrant youth feel comfortable tapping into their dreams, are allowed to believe in themselves, and feel confident enough to express themselves in a variety of ways while being mentored and inspired by the power of education.

Elfa is the CEO of SydWest Multicultural Services, one of SSI's member organisations. She has been involved in the community sector for the past 25 years and has an extensive background in developing services for linguistically diverse communities.

Western Sydney University's Commitment to Refugee Aspirations

Western Sydney University (WSU), as a tertiary institution in the heartland of the New South Wales refugee population, is well positioned to understand and conduct research with refugee communities. It is one of the most culturally diverse universities in Australia, with more than 100 cultural and ethnic backgrounds represented in the student community and over 20 per cent of staff coming from culturally and linguistically diverse backgrounds (Western Sydney University, 2017). In 2016, WSU proudly announced the establishment of a Refugee Scholarship Fund, with the aim of providing a significantly increased number of scholarships for refugees settling in Western Sydney.

The University started the campaign with a gift of \$500,000 to the Refugee Scholarship Fund and continues to call on businesses and members of the Australian community to support the cause. The establishment of the Refugee Scholarship Fund came in response to the growing international refugee crisis. Over 400 students of refugee background on humanitarian visas are currently studying at WSU.

Centre for Educational Research

The research was completed through the Centre for Educational Research at Western Sydney University. The Centre focuses on creating sustainable communities and equitable futures through world-class research and training structured around core themes of Sustainability, Equity and Globalisation. Educational curriculum and pedagogies are the linking themes throughout and include investigating the processes of globalisation in Greater Western Sydney, nationally and internationally in order to inform and direct educational research, policy and practice. This thematic program interrogates and acts upon the effects of population mobility and rapid social and economic change. Specifically, this research program addresses the responses to education and learning arising from globalised neoliberal market forces. The program areas of focus include:

- Transnational leadership in early childhood education
- Children's knowledge and impacts of rights, participation and globalisation
- Teachers' and children's mobility and global knowledge networks
- Education, languages, students and immigrant children/adults and communities.

Researchers

Dr Karin Mackay, Lead Researcher



Dr Karin Mackay is a researcher and Lecturer in Creativity, Learning and Cultural Wellbeing at WSU. She began her career as a teacher in the Australian school system and later worked as an artist curator with marginalised community groups to unearth silenced voices through a series of stories and art festivals. In 2009 she joined WSU as a lecturer, working across arts, humanities and educational programs to help prepare beginning teachers understand diversity and wellbeing in society using creative methodologies. Karin is coordinator of the WSU Refugee

Action Support Program and a member of the Humanitarian and Development Research Initiative. She is passionate about addressing complex social and environmental problems and injustices through the power of creative art and inspiring people to action.

Dr Mohamed Moustakim, Co Investigator



Dr Mohamed Moustakim is Senior Lecturer in Education at WSU. His education career began as a teacher in North Africa in the 1980s and he subsequently worked as a Principal Youth Officer in local government in London. Prior to joining WSU, Mohamed taught in Youth and Community and Education Studies programs at a number of universities in the UK. Equity and diversity issues in education and designations of 'at-risk' youth and alternative schooling have been central to his teaching and research, which focuses on barriers to young people from marginalised groups successfully transitioning through education and employment.

Dr Alfred Mupenzi, Research Assistant



Born in Uganda to refugee parents, Alfred is originally from Rwanda. He completed his PhD in Education at WSU. His research area was narratives of displacement, resilience and education, and experiences of refugee background students in Australian tertiary education. He was a mentor to young refugees and migrants as well as a research assistant in the Navigating Resettlement project. His experiences and personal history inspire young refugees and migrants to challenge narratives that position them in a deficit mode instead of appreciating their resilience.

Dr Phillip Mar, Research Assistant



Dr Phillip Mar is a researcher with a background in the sociology and anthropology of migration. In recent years, he has worked as a research associate with the Institute for Culture and Society, where he has been researching and writing on arts practices in Western Sydney, Australian cultural policy, cultural diversity, and cultural diplomacy.

Education and Humanitarian Development

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela, Mindset Network launch, 16 July 2003



As the world continues to experience the turmoil of war, conflict and uncertainty, an increasing number of young people are forced out of school or away from the education system. For some, this significantly reduces opportunities to develop literacy skills, creating obvious challenges for participation in education and employment. It is little surprise, therefore, that this group typically experiences greater unemployment and lower labour-force participation than other migrants, who are better able to transition into and participate in the education system. Inclusive, equitable and quality education is the heart of development for any nation, and for the world. It is a fundamental right of every individual, helping to alleviate poverty and address income, social and health inequalities.

According to the United Nations, 103 million young people worldwide lack basic literacy skills, and a majority of children and youth living in conflict-affected areas do not have access to proper education. Australia, with its young demography, is home to 4.3 million young people, which includes migrants and refugees. There is an imperative to give priority to those children and youth most at risk of being excluded from learning to ensure we close the equity gap. This can be addressed, not only by facilitating pathways to include them in formal education systems, but also by equipping them with transferable skills that allow them to navigate complex careers across a range of industries and professions. Such skills include problem solving, financial literacy, digital literacy, teamwork and communication, complementing the technical skills specific to a particular task, role or industry.

In this context, Navigating Resettlement is an innovative program that combines academic mentoring, digital literacy and creativity in an informal, educational safe space to build capacity in the younger generation. Its focus on youth in the Greater Western Sydney region will contribute immensely to the growing diversity of the region. The key aspect of project is linking universities, schools and community organisations, which provides a practical framework for demystifying education and making it a realistic aspiration by linking youth to mentors in their field of interest.

Dr Andre M.N. Renzaho, PhD
Professor in Humanitarian and Development Studies
Western Sydney University

Executive Summary

According to the UNHCR, the number of people displaced due to persecution, conflict, generalised violence or human rights violations has increased significantly since 2015. There are currently more than one million refugees in need of resettlement. Experiences of forced displacement call on us to consider the lived reality of those attempting to resettle in Australia and to ask how communities can work together to respond practically and compassionately to the diverse emotional, material and educational needs of refugees.

Navigating Resettlement was a collaborative year-long research project between the Western Sydney University Centre for Educational Research and SydWest. This research looked at how young refugees' educational and life aspirations could be supported through an informal educational model using mentoring, digital literacy workshops and a creative space.

The research found that language difficulties, uncertainty in living circumstances and feelings of loneliness made life challenging for young refugees in the early stages of transitioning into Australian life. Despite this, so many young people were very determined to succeed and do well but lacked the social networks and cultural knowledge to pursue their aims. Pathways to higher educational institutions are complex and can be challenging for both youth workers and young refugees to navigate.

The research also identified that while youth workers and other helpers were keen to assist young refugees enter the job market or pursue further education, there was a persistent attitude that these young people should aim for what they could achieve rather than hold unrealistically high aspirations. While helpers may aim to protect young refugees from failure, lower expectations underestimate young refugees' strengths and tenacity. Supporting the educational aspirations of young refugees also needs to occur through a broader cultural shift in perceptions of young refugees.

The most important finding was that what worked best to engage young refugees was a flexible, safe, consistent and informal space to explore their hopes and dreams supported by a team of educators and youth workers with diverse areas of expertise.

Young refugees also need to feel safe to express the challenges they face in trying to resettle in and belong to Australian society. This needs to be approached by creating both safe spaces for refugees to share their own stories, shared concerns and interests, and opportunities to reach beyond their own communities to the wider Australian society.

Based on the Navigating Resettlement research, this report makes a number of recommendations.

1 Use informal 'tri-menu' models to engage young refugees. The tri-menu model uses a combination of three distinct but related activity spaces. The Navigating Resettlement tri-menu model promoted job-ready skills such as risk-taking, digital literacy, decision-making, public speaking, and critical and creative thinking.

- 2 Provide spaces and activities for creative expression.** Opportunities are needed for young refugees and migrants to express themselves creatively and to develop risk-taking, digital literacy, decision-making and creative thinking skills.
- 3 A youth advisory group for Western Sydney refugees and migrants.** Opportunities are needed for young refugees and migrants to have their voices heard and ensure that their perspectives inform policy that impacts upon them. A platform for young people to share their points of view—such as a youth advisory group for Western Sydney—would be a good first step to self-determination and agency.
- 4 Prioritise mentoring programs that work ‘with’ refugees’ diverse needs to build creative capacity and social networks.** Creating social networks through structured mentoring programs would help to develop a sense of being a part of Australian society. Networks with high-status individuals and groups should be developed so young refugees have access to successful skill sets.
- 5 Develop a visual web resource to identify higher educational pathways specifically for refugees.** Young refugees had high aspirations but experienced knowledge barriers in navigating towards higher education. Information on how to apply, who to ask and clearer visual cues should be made available to young refugees to better inform their choices and access to higher education.
- 6 Aspiration training for staff working with refugee youth and vulnerable communities.** Teachers, youth workers and staff from non-government organisations involved in support programs for young refugees need to be educated in how to raise aspirations and not unwittingly undermine, discourage or limit them.
- 7 Open-ended and high expectations.** Transition programs should encourage young refugees and migrants to aim high and to be curious about the possibilities that may be open to them. Young refugees need to be supported through matched mentoring programs rather than discouraged as having unrealistic aims.
- 8 Funding for further research.** SydWest is to be commended for making a significant investment in research into the future aspirations of young refugees in Greater Western Sydney; however, further funding and ongoing resources are required for the success of the program to be sustained. A long-term plan of action with significant investment from external sources and ongoing training is needed.

The story of young refugees who were part of the SydWest Study Centre in Blacktown in 2016–17 will be highlighted in this report. The young people who were part of the Navigating Resettlement project expressed high educational aspirations as well as hopes, dreams, challenges and desires for livelihood opportunities.

The hope of the research team is that the Navigating Resettlement project serves as a successful model for authentic engagement with young refugees and continues to impact positively on policy development and pathways into education.

Navigating Resettlement: Context

At no other time in history has the world experienced the levels of displaced peoples currently occurring.

UNHCR, Global Trends: Forced Displacement in 2016

Global Trends in Displaced Peoples

The United Nations High Commissioner for Refugees (UNHCR) reported that there were 65.6 million forcibly displaced people as a result of persecution, conflict, generalised violence or human rights violations in 2016. This was an increase of 300,000 from 2015 and is a record level (UNHCR 2017). The UNHCR estimates there are currently around 80,000 resettlement places offered by resettlement countries around the world, but more than one million refugees in need of resettlement.

Of worldwide displaced people, 22.5 million have been identified as refugees and, of these, 51 per cent are children under the age of 18.

Fifty-five percent of refugees worldwide come from just three countries: 5.5 million from Syria, 2.5 million from Afghanistan and 1.4 million from Somalia (UNHCR 2017). The countries hosting the greatest numbers of refugees in 2016 were Turkey (2.9 million), Pakistan (1.9 million) and Lebanon (one million). Only a small proportion of all UNHCR-mandated refugees were offered the chance to be resettled in any country under the UNHCR resettlement program. This equates to 189,300 people or 1.1 per cent of resettled refugees (Refugee Council of Australia 2017). The mismatch between refugee places being offered and people hoping to be resettled forces many asylum seekers and refugees to find alternative means of entry to safe havens. Asylum seekers who are not recognised as refugees are not protected by non-signatory nations and become invisible, with no rights to work, education or other citizen protections.

Asylum seekers who are deemed to be stateless face the compounding challenges of accessing basic rights associated with recognition of a nationality. Stateless people often face insurmountable challenges in procuring formal documentation for travel through authorised channels and, without valid documentation, many are deemed to be unauthorised entries and may face detention and/or statelessness.

Stateless people cannot avail themselves of the rights associated with citizenship. In practice this means they are excluded from political processes, cannot travel freely and lack access to publicly-funded services such as education, healthcare and social security (Refugee Council Australia 2015). Between 2009 and 2014, 3,482 stateless people received permanent residency in Australia, the majority from Iran and Iraq with Kurdish ethnicity (RCA 2015)

The United Nations General Assembly high-level plenary on large movements of refugees and migrants and the Leaders' Summit on Refugees were held in New York in September 2016. The result of the summit was the New York Declaration for Refugees and Migrants, a global compact to increase regional cooperation and peacebuilding to 'bring about practical

measures to promote safe, regular and responsible migration, including in the Asia-Pacific' (Australian Department of Immigration and Border Protection 2017). At the summit, Australia advocated addressing root causes of displacement and maintaining orderly migration and settlement pathways.

Australia's Refugee Convention Obligations and Resettlement of Displaced People

Australia signed the 1951 Refugee Convention on 22 January 1954 and the 1967 Protocol on 13 December 1973. As such, Australia has committed to protect those seeking refuge under the convention. The convention defines a refugee as someone who

owing to (a) well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country. (UNHCR 2010, Article 1)

Signatories to the convention agree to grant access to legal representation, at least primary level education, paid work, and documentation, including a refugee travel document in passport form.

There are significant gaps in the convention as it applies to contemporary global circumstances, such as omission of asylum-seeker status and increasing migration pressures due to compounding pressures caused by environmental change (Koser 2016).

Directly pertinent to the Navigating Resettlement research discussed in this report are Australia's obligations regarding refugee education under the Refugee Convention. Article 22 of the convention states that member countries

shall accord to refugees treatment as favourable as possible... with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships. (UNHCR 2010, Article 22)

Education is a significant driver of successful settlement. Education, as a basic human right, should extend beyond primary level for refugees to enable full participation in the society in which they live.

Refugees are unlikely to have had opportunities to undertake formal education and training appropriate for employability in the Australian job market (Oloff 2010). This is a significant problem for young refugees.

Australia also has obligations to educate young refugees properly as a signatory under Article 22 of the United Nations Convention on the Rights of the Child. This states that children who enter a country as refugees should have the same rights as children born in that country. Further to this, Article 30 of the same convention states that children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Australia has reneged on its international commitments. The practice of undertaking cursory interviews of asylum seekers aboard ships does not meet the international standard that requires asylum seekers to have access to legal advice and representation. Australia has not extended its human rights guarantees to asylum seekers transferred to other countries, as is required by the 1951 Convention. According to the United Nations Human Rights

Council, in 2013 Australia violated the International Convention on Civil and Political Rights by detaining asylum seekers arbitrarily, failing to provide an effective judicial remedy, and subjecting detainees to conditions of detention that are ‘cumulatively inflicting serious psychological harm upon them’ (UNHCR 2013).

Australia’s Resettlement of Refugees

While Australia makes a significant contribution to resettlement of refugees, its intake is small compared to other host nations. In 2016, Australia resettled 34,193 people or 1.43 per cent of resettled refugees worldwide (Australia Refugee Council 2017).



The UNHCR is Australia’s primary humanitarian partner in delivering assistance to refugees and displaced people. There are two streams of entry into Australia for refugees. One is through the assistance of the UNHCR; the other is the Special Humanitarian Program (SHP). Of the 13,750 humanitarian places offered by Australia in the 2015–16 financial year, approximately 6000 visas were issued to refugees who were resettled to Australia with assistance from the UNHCR, while 5000 were given to humanitarian entrants under the SHP (Karlsen 2016).

The Humanitarian Program allocated a minimum of 13,750 visas in 2016–17, increasing to a minimum of 16,250 places in 2017–18, and 18,750 places in 2018–19. In 2015, Australia offered a one-off commitment of 12,000 places for Syrian and Iraqi refugees. However, this was not a permanent increase but a supplementary program implemented over several years (Karlsen 2016).

According to the Parliamentary Laws and Bills Digest fact sheet, the Australian Government has committed \$827.4 million over four years to permanently resettle the 12,000 refugees who are fleeing the conflict in Syria and Iraq (Karlsen 2016). The Department of Social Services (DSS) reported figure is \$638.1 million over four years (2015–16 to 2018–19) (DSS 2017).

DSS has responsibility for the settlement of refugees once they arrive in Australia. DSS figures show that from November 2015 to June 2017, 11,752 Syrians had been resettled in addition to 6553 arrivals in 2016–17 to date under the annual humanitarian program.

To put this small intake of refugees into context, in 2016 there were 197,855 migrants entering Australia and only 6553 refugees. In other words, refugees make up less than five per cent of migration to Australia (DSS 2017).

The top five countries of origin for refugees coming to Australia are Iraq, Syria, Burma, Afghanistan and Iran (see Table 2) (DSS 2017).

All refugees to Australia are first processed through the Department of Social Services Settlement Services Programme (SSP). The aim of these settlement services is to enable as quickly and as fully as possible the participation of new arrivals in Australian society and the economy. These services are administered by the Australian Government and delivered by the non-government sector on behalf of the Government. The NSW Settlement Partnership (NSP) is a consortium of community organisations, led by Settlement Services International, delivering settlement services in agreed areas of NSW under the federal SSP. The consortium comprises 23 organisations, including SSI and its Migrant Resource Centres and multicultural services, as well as 11 community organisations located around the state.

Table 1: Age by Migration Stream for Settlers with a Date of Settlement between 01 July 2015 and 04 July 2016

Age Band	Humanitarian	Family	Skilled	Grand Total	% of Total
00-05	3705	4432	20,704	28,841	11.3
6-14	2599	3078	6567	12,244	4.8
15-16	1407	2501	2517	6425	2.5
16-17	703	1674	866	3243	1.3
18-24	2178	18,516	34,591	55,285	21.7
25-34	3179	36,293	62,587	102,059	40.1
35-44	2506	9197	15,110	26,813	10.5
45-54	1496	5561	2687	9744	3.8
55-64	781	5646	330	6757	2.7
65+	526	2374	72	2972	1.2
Total	19,080	89,272	146,031	254,383	100

Source: DSS (2016)

Table 2: Country of Birth of Permanent Settlers (All Streams) with a Date of Settlement between 01 October 2015 and 04 October 2016

Country of Birth	Humanitarian	Family	Skilled	Country Total
Iraq	5335	598	86	6019
Syria	4821	271	108	5200
Burma	1473	303	189	1965
Afghanistan	1344	1846	23	3213
Iran	747	791	2219	3757
Thailand	555	3611	625	4791
Democratic Republic of Congo	509	127	8	644
Pakistan	409	1643	6541	8593
Eritrea	300	93	0	394
Bhutan	278	14	215	507
Total	19,080	89,272	146,030	254,382

Source: DSS (2016)

Table 3: State of Residence of Permanent Settlers (All Streams) with a Date of Settlement between 01 October 2015 and 04 October 2016

State	Humanitarian	Family	Skilled	State Total	% of Total
New South Wales	6933	31,631	49,252	87,816	34.5
Victoria	5644	24,957	44,875	75,476	29.7
Queensland	2674	13,386	17,818	33,878	13.3
Western Australia	1208	10,477	17,450	29,135	11.5
South Australia	1685	4549	9404	15,638	6.1
Australian Capital Territory	298	1449	2375	4122	1.6
Not Recorded	39	1165	2115	3319	1.3
Northern Territory	116	941	1894	2951	1.2
Tasmania	483	709	837	2029	0.8
External Territories	0	8	11	19	0
Total	19,080	89,272	146,031	254,383	100

Source: DSS (2016)

Table 4: State of Residence of Permanent Settlers (All Streams) with a Date of Settlement between 01 October 2015 and 04 October 2016

State	Humanitarian	Family	Skilled	State Total	% of Total
New South Wales	5715	23,825	40,623	70,163	35.5
Victoria	4432	18,913	37,556	60,901	30.8
Queensland	1654	9533	14,406	25,594	12.9
Western Australia	620	7400	11,148	19,168	9.7
South Australia	891	3256	7020	11,167	5.6
Australian Capital Territory	169	1091	2263	3523	1.8
Not Recorded	74	830	1617	2521	1.3
Northern Territory	46	704	1690	2440	1.2
Tasmania	488	512	1362	2362	1.2
External Territories	0	0	15	17	0
Total	14,089	66,066	117,700	197,855	100

Source: DSS (2016)

The consortium facilitates pathways to learning English, education and employment readiness and helps refugee and humanitarian entrants become fully-functioning members of society. Resettlement services are then contracted out to service providers.

NSW resettles the most refugees of any Australian state or territory, at 43 per cent of Australia's total humanitarian intake, and successfully settled around 11,190 arrivals in the 2016–17 financial year (NSW Government 2017). From November 2015 to July 2017, around 6570 people displaced by conflict in Syria were resettled in NSW.

The NSW Government has appointed Professor Peter Shergold AC, the Chancellor of Western Sydney University, as the Coordinator-General for Refugee Resettlement. Professor Shergold's role is to coordinate refugee resettlement across all levels of government and the non-government community, education and corporate sectors.

Humanitarian Arrivals in Greater Western Sydney

Greater Western Sydney is a major destination for refugee groups. Between 1 January 2006 and 1 January 2016, 44,082 refugees and humanitarian entrants settled in NSW, with about three quarters of those initially settling in Greater Western Sydney (NSW Refugee Health Service 2017). Greater Western Sydney also experienced an increase in the number of young migrants and refugees between 2016 and 2017, due to the Australian Government agreement to take an additional 12,000 people escaping the Syrian conflict. In the five years from 2009 to 2014, the Local Government Areas in Western Sydney with the largest refugee settlement figures were Fairfield (5130), Liverpool (2720), Auburn (1669), Blacktown (1365), Parramatta (1243) and Holroyd (745). In contrast, more affluent parts of Sydney played a much less significant role in refugee resettlement (Centre for Western Sydney, 2017). The consequence is that these areas are required to take on a much larger share of the responsibilities, challenges and costs of resettlement. On the other hand, these areas also benefit from the cultural diversity and initiative of these new communities.

Resettlement Diversity in Blacktown

Blacktown City's diversity and vitality has emerged from recent migration and refugee intakes. The social and cultural environment in Blacktown has largely been formed by migration and humanitarian resettlement in recent decades. In 2014, some 16 per cent of permanent migration arrivals were humanitarian entrants fleeing war or persecution (Blacktown City Council 2016).

Ethnicity

The great diversity of the City of Blacktown is evident from the country of birth figures in the 2016 census. The largest groups not born in Australia were from India (25,760), the Philippines (21,911), New Zealand (8038), Fiji (7080), the United Kingdom (6590), Sri Lanka (4896), China (4661), Pakistan (2187), Bangladesh (2425) and Afghanistan (2344). Of these groups, Blacktown had the largest Indian, Filipino, Sri Lankan and Fijian communities in NSW (Multicultural NSW n.d.). Of countries prominent as sources for humanitarian entrants, Blacktown City has the largest Sudanese and South Sudanese populations in NSW (Multicultural NSW n.d.).

Language

The five most common languages spoken at home in Blacktown, other than English (spoken by 53.5 per cent of people) were Hindi (13,689 speakers, 4.0 per cent), Tagalog (13,591, 4.0 per cent) Punjabi (12,107, 3.6 per cent), Arabic (10,272, 3.0 per cent) and Filipino languages, not counting Tagalog (6,500, 1.9 per cent) (ABS 2017; Blacktown City Council 2016).

Age

According to the 2016 census, Blacktown City had a notably younger population than the Australian average, with 22.8 per cent of the Blacktown population aged 14 or under, compared with the Australian figure of 15.8 per cent. Just over ten per cent of Blacktown's population was aged 65 years or over, compared with 15.8 per cent for the Australian population (ABS 2016, 2017a).

Religion

Patterns of religious belief in Blacktown also reflect recent migrant and humanitarian settlement flows. At the 2016 census, the largest nominated religion was Roman Catholicism (98,278), representing 29.2 per cent of the population, compared to an average of 22.6 per cent across Australia. Other religions showing strong growth were Hinduism (28,781, or 8.5 per cent compared to 1.9 per cent nation-wide); Islam (22,645, 6.7 per cent compared to 2.6 per cent nation-wide), and Sikhism (11,380, 3.4 per cent compared to 0.5 per cent nation-wide). The Hindu and Sikh communities in Blacktown City are the largest in NSW. People in Blacktown generally display greater religiosity than the nation as a whole; 15.2 per cent of Blacktown people identified as having no religion or as holding secular beliefs, compared with around 30 per cent nationally (ABS 2016, 2017b).

Education

Census data shows that Blacktown City's levels of educational achievement have been improving over time. The proportion of people who had completed Year 12 schooling (or equivalent) increased from 41 per cent to 57.1 per cent between 2006 and 2016. The proportion of people who had completed Year 8 or less dropped from 5.6 per cent to 4.5 per cent over the same period (ABS 2016; Blacktown City Council 2016).

There have also been substantial increases in higher education and post-school enrolments. Higher education enrolments rose from 8,299 in 2001 to 13,989 in 2011, an increase of 68.6 per cent. In 2011, 17.2 per cent of people over the age of 15 in Blacktown had completed a bachelor's or higher degree (compared with 24.1 per cent for Greater Sydney). In Blacktown City, 7.7 per cent of people held a diploma (Greater Sydney, 9.0 per cent); 17.1 per cent had a vocational qualification (Greater Sydney, 15.1 per cent); and 47.6 per cent had no qualification (Greater Sydney, 40.5 per cent) (Blacktown City Council 2016).

Blacktown City Youth Employment

The labour force participation rate for people aged 15–24 in Blacktown in December 2014 was 69.9 per cent, higher than the rate for Greater Western Sydney generally (63.7 per cent) and for NSW as a whole (67.7 per cent) (Blacktown City Council 2016).

There are stark disparities in opportunity for young people. Unemployment affects young people more severely than other age groups. In January 2016, young Australians aged 15–24 had more than twice the rate of unemployment (12.2 per cent) as the population as a whole (5.8 per cent) (Brotherhood of St Laurence 2016). In December 2014, Blacktown City had a slightly higher youth unemployment rate than Greater Sydney (11.1 per cent), but slightly lower than the overall NSW rate (12.4 per cent), which is affected by high unemployment in many rural areas. The 2011 census showed that 'youth disengagement'—where young people are neither in employment or education—was high in Blacktown, reaching 25–30 per cent in the suburbs of Tregear, Blackett, Bidwill, Whalan, Wilmot and Lethbridge Park (Blacktown City Council 2016).

Challenges for Young Refugees

Young refugees and migrants are exposed to additional vulnerabilities and risks of social exclusion as they seek to establish themselves in unfamiliar social fields while overcoming language barriers, educational disadvantage and difficulty finding employment. These challenges often compound the marginalising effects of past experiences, such as disrupted education, trauma and forced migration. Young people entering Australia as humanitarian entrants were more likely to have an educational level of Year 8 or below when compared to all migrants (Hugo 2011). A lack of a pre-settlement educational opportunities severely reduces chances of finding secure work and pursuing further educational opportunities in an already-tight youth labour market. The economic delay experienced by refugees and migrants entering a new sociocultural and market field means that economic hardship is a common outcome, particularly in the first generation (Hugo 2011).

Learning English is a significant challenge for many young refugees. Lack of proficiency in English may have other effects, including affecting young people's broader socialisation. Young people may 'opt out' of situations in which they are compared unfavourably with English-speaking peers, including classroom situations (Hatoss et al. 2012). While most young students can acquire conversational English fairly quickly, it can take seven to ten years to learn complex academic forms (Windle 2015, p. 239).

Young students can also fall between two learning approaches, ESL and literacy. While young people of refugee background are eligible for two main English programs, the Adult Migrant English Program (AMEP) and the English as a Second Language – New Arrivals program (ESL-NA), various studies have questioned the adequacy of these programs, particularly to enable language proficiency for higher education study. The 510 hours of teaching provided for in the AMEP program is not considered adequate for tertiary education level (Ben-Moshe et al. 2008). Similarly, the 6–12 months of ESL support was found to be inadequate for mainstream classrooms, let alone the highly specialised language required for science or critical studies at universities (Hatoss 2012).

Language Brokering

Young people from newly arrived migrant and refugee backgrounds often take on heavy responsibilities to help their families and other community members by using their new skills in English to explain and translate new information and procedures. Because children and young people are engaged in full-time education and are at the age when they are best able to absorb new information, they are the most likely to develop bilingual capacities. They become intermediaries in a process sometimes described as 'language brokering'; this was a key role described by participants in our focus groups. Tasks include accessing services, explaining the complex legal, educational and economic structures, and negotiating the many everyday situations encountered in resettling in a new country. While this places them in a challenging and sometimes frustrating role, young people also reported feelings of pride, increased trust and greater responsibility in being able to help their families to understand the new social environment. On the other hand, the responsibilities of being a language broker could trigger family conflicts and impose greater stress on young people already confronting difficulties on many fronts (Narchal 2016).

Language brokering involves much more than language skills. Because language brokering requires moving between languages and world views, it typically involves cultural translation and negotiation between people with quite different experiences and rationales. Thus, the language brokering conducted in resettlement in Australia requires multimodal thinking and interpersonal skills across languages and social systems.

There is evidence that young language brokers develop skills that translate across different contexts, and that helping families and other community members to navigate their way in new social contexts may also have positive educational effects, not just in learning English but also in other forms of calculation, understanding procedures and developing strategies (Dorner et al. 2007; Kibler 2010).

Hostility Towards Refugees

Social and educational challenges are compounded in the place of settlement by a general lack of recognition, and even hostility. One recent study—the Face Up to Racism: 2015–16 National Survey—attempted to measure the prevalence of positive or negative attitudes to towards refugees in Australia.

A significant percentage (19.4 per cent) of respondents registered negative feelings towards refugees. This may not mean that these people were opposed to refugees on the basis of race or simply being ‘other’. It may well be that the survey is reflecting negative responses to polarising terms such as ‘refugee’ and ‘asylum seeker’, and to the association of the term with illegality and challenges to ‘border protection’ (Blair and Alam 2017). Negative and sometimes racist narratives that circulate in public speech can help cement negative stereotypes in everyday situations. A combination of media and other shared articulations about refugees interact with the everyday situations in which issues of national belonging, class and economic security, and race come into play. Yet, at the same time, this negative speech environment can be countered by positive experiences of living and sharing ordinary situations in highly diverse places such as Western Sydney (Butler 2016).

Young refugees and migrants are faced with the arduous task of negotiating complex pathways through educational, employment or training systems in their transition to Australian communities. Nonetheless, research has shown that, apart from socioeconomic background, good educational interventions make the greatest difference to young people’s life chances (Hayes et al. 2006). There is, therefore, an urgent need to deploy holistic, collaborative, multiagency interventions to provide opportunities for young migrant and refugee people to develop the pre-requisite skills, knowledge and understanding to successfully navigate transitions to independent living and a greater sense of belonging to the wider Australian community.

Educational Support for Refugee Youth

Refugee youth often have diverse and uneven educational experiences. Education may be limited due to circumstances of war, poverty or the need to move from place to place. Time spent in refugee camps means that educational opportunities are usually limited and often not in their first language. However, it is also important not to overly generalise the refugee experience. Some refugee youth have high literacy and educational levels in their home country and come to Australia with strong literacy in their first language and some English. There are many programs in New South Wales designed to support refugee youth in their educational needs. Programs and support services are delivered through schools, universities and a range of government and non-government services. A summary of select services is provided below to contextualise the Navigating Resettlement Project. Despite the support available for refugee students within schools, there are still significant gaps in provision of services, particularly relating to educational aspirations and engaging young refugees who are reluctant to attend formal school settings. The New South Wales Department of Education and Communities Educational Equity and Multicultural Education team provides a range of programs and initiatives to support the education of refugee students, including but not limited to:

- English as a Second Language (ESL) programs
 - ▶ Intensive English Centres (IECs)
 - ▶ Rural and regional support for refugees
- Targeted refugee student support in primary and secondary schools
 - ▶ Homework and tutorial support
 - ▶ After-school program for refugee students
 - ▶ Refugee Action Support (RAS) Partnerships
 - ▶ Mentoring support – Macquarie Mentoring (LEAP)
 - ▶ Bilingual support
 - ▶ School Learning Support Officers (Ethnic)
 - ▶ Interpreting and translation services
 - ▶ Counselling support
 - ▶ Orientation programs
 - ▶ Settling In – Families in Cultural Transition (FICT) courses
 - ▶ Welcome program
 - ▶ Financial support
 - ▶ Refugee Student Assistance Scheme
 - ▶ Professional support for schools
 - ▶ Professional learning for school-based staff
- Promoting Positive Behaviour and Learning
 - ▶ Assisting Refugee Students at School
 - ▶ Teaching Refugees in My Classroom
- Support through community partnerships
 - ▶ STARTTS (Service for the Treatment and Rehabilitation of Torture and Trauma Survivors)
 - ▶ Jobquest
 - ▶ Universities
 - ▶ Migrant Resource Centres (MRC)
 - ▶ Sydney Western Migrant Resource Centre
 - ▶ Hills Holroyd Parramatta Migrant Resource Centre
 - ▶ Fairfield Migrant Resource Centre

The Navigating Resettlement Research Project

Research Aims

The project proposed to design a program around young people's emerging strengths, creative capacity, stories, language, values, traditions and experiences of place to develop a sense of empowerment, resilience and cultural wellbeing. Specifically, the research aimed to investigate the educational aspirations of the young people attending the study centre at SydWest Multicultural Services to find out what needs, challenges and barriers they experience in their attempt to live out their educational and career aspirations.

The project specifically aimed to assist refugees and migrants achieve the following.

1. Build confidence in strengths – improve young migrants' and refugees' confidence in making critical judgements and independent decisions for positive life choices.
2. Navigate towards educational and life aspirations – facilitate mentor workshops to develop the mentoring relationship.
3. Develop digital design skills – encourage young migrants and refugees to actively participate in the generation of digital media resources for future migrants and refugees.
4. Develop creative thinking – encourage young refugees' and migrants' imagination and promote creative and visionary thinking to raise aspirations as future innovative leaders and productive members of society.
5. Express hopes and concerns – improve resilience in young migrants and refugees to overcome barriers and challenges in their transitional resettlement experience.
6. Expand social networks – facilitate access to influential social networks to provide pathways for meaningful training and employment opportunities.
7. Create and design a web page collaboratively with young refugees and migrants to capture their stories and experiences of transitions towards independent living in Greater Western Sydney.

Research Problem

In Australia, the labour market has experienced transformations that have had a tremendous impact on youth in general and young refugees and youth migrants in particular. For example, there has been a *'decline in manufacturing industry and the growth of the service sector... thereby impacting on the types of skills required'* (Wyn 2009, p. iii). The growing service sector offers more, but more flexible and precarious, forms of employment. This means that skills need to be updated more frequently and young people must become skilled at navigating a sea of uncertainty.

Initial meetings between Western Sydney University researchers and the SydWest Multicultural Services youth team suggested a need to develop more opportunities and pathways for young refugees. One of the problems identified was that while young people

wanted to work, they and the agencies meant to assist young people in the Blacktown area often found it difficult to find employment. The SydWest Youth Team suggested that the lack of work options available to refugees and migrants in the Blacktown area may force some into unprotected or illegal work to make ends meet.

Another important issue youth workers at SydWest identified was the initial reluctance of some young refugees to attend school, possibly due to either parents not understanding that school attendance was compulsory or young people's feelings of anxiety, fear and isolation when attending school.

Although SydWest youth workers assisted young and newly arrived refugees and migrants to enrol in their local school or Intensive English Centre (IEC), there were often challenges in transitioning to school life in Australia. Another issue young refugees and migrants faced was that parents or siblings were not always able to advise or assist them in their studies or career aspirations, given their lack of local knowledge or language proficiency. Some parents were illiterate in their home language or were not confident in navigating educational and social systems in their new country. This often meant that young people were the cultural and language brokers in the family and had more responsibility than their local peers at the same age. This often created tension between young people and their parents and alerted us to the complex nature of the relationships between young people and their families (Renzaho 2016).

SydWest youth workers at the front line of assisting young people in this cohort reported that young people were often reluctant to attend school due to fear of the unknown or limited educational opportunities from their past experiences. Newly arrived young refugees and migrants were sometimes difficult to engage in both formal schooling and the informal homework centre service offered by SydWest.

The educational imperative was to devise a research project that could build on the strengths of young people and develop links to educational institutions so as to raise the educational aspirations of young refugees and migrants. There was a desire from the SydWest Youth Team to create a dedicated study centre for young refugees and migrants. Engaging young refugees and migrants during their early transition to Australia using more established research approaches, such as surveys and interviews, is fraught with challenges, in part due to the diversity of pre-arrival experiences and the variety of educational and language literacies (Bansel et al. 2016). Bansel et al. (2016) suggest that research involving newly arrived refugees and migrants should utilise more participatory approaches and highlight the importance *'of establishing trust between researchers and migrant/refugee communities and community organisations'*, as this is critical to successful, engaged research. This research project aimed to conduct research *'with'* rather than *'on'* refugee and migrant communities (Bansel et al. 2016, p. 30).

It was important that the Navigating Resettlement Research project use a design that could develop trust and was collaborative, participatory and based on the strengths of the young refugees and migrants who chose to participate. It was also important to include and critically examine the perspectives of the SydWest youth engagement staff and researchers if the research was to be authentically participatory and self-aware.

Research Questions

The overarching question was 'what do young refugees aspire to in terms of their education and work prospects?' This research aimed to find out about young refugees' educational and life aspirations and how these could be navigated. The aim was also to find out what limitations young people faced in navigating their way towards their aspirations.

The assumption behind the research was that young refugees brought with them a wealth of experience that, if reframed, could be viewed as assets, replacing the more common deficit discourse on refugees. Strengths in multiple languages, resilience, tenacity, and motivation to succeed have not often been acknowledged in the educational literature, where the focus has tended to be on increasing English literacy levels. Young refugees bring with them many desires and aspirations that could inspire others in their settlement experience.

Young refugees and migrants were asked about their hopes and dreams for their future in Australia. They were asked in various ways what they liked and what they didn't. Essentially, the research aimed to find out and acknowledge what was important in their lives and then explore how to navigate towards their aspirations.

Research Design

Navigating Resettlement was a collaborative research project between Western Sydney University and SydWest Multicultural Services to find out about the educational aspirations of primarily 15- to 25-year-old refugees and migrants in the Blacktown area. The overarching goal of the research project was to enhance educational and workplace opportunities for young refugee people transitioning to life in Greater Western Sydney, Australia, and in turn contribute to the social cohesion of young refugees in the broader Australian society.

Grounded in a strengths-based and participatory model, the research drew upon young people's own strengths, creative capacity, stories, language, values, traditions and experiences of place to foster empowerment, resilience and cultural wellbeing (Mackay 2014). It was important to the SydWest Youth Engagement staff and the Western Sydney University researchers that a participatory action research approach was used primarily to acknowledge the strengths and agency of the young people who were part of the research as well as on the strengths of the youth workers and researchers involved in the project.

A participatory action research approach seeks to place young people's perspectives at the centre of the research. A cultural wellbeing approach acknowledges the complex nexus of cultural beliefs and relationship to place that influence young people's sense of wellbeing (Mackay 2014).

Young refugees and migrants must navigate complex cultural and bureaucratic interplays between leaving their home country and transitioning into life in Australia. The project recognised and drew upon the distinctive perspectives of refugee and migrant life experiences, needs and aspirations as they negotiated the myriad opportunities and challenges of living in Greater Western Sydney. The assumption was that young people have expertise in their own embodied experiences and that, to further the participatory aims of the research, it is essential that young people themselves have a sense of agency in the research design and direction from the outset.

The research was informed by transversal and A/r/tographic perspectives. A transversal approach considers the global, national and local effects on individuals and communities of movement from one place to another, which necessitates transversing aspects of time, place and culture (Bartlett and Vavrus 2014). A transversal approach explores how specific



life events and interactions can have profound effects on individual choices and decisions for future actions. The researchers in this project transversed multiple roles, such as artist, researcher and teacher—described by Irwin et al. (2016) as an A/r/tographic research approach.

The A/r/tographic approach was used to explore participants' educational aspirations and to interrogate ethnic, cultural and socioeconomic histories and privileges alongside young people's histories in an attempt to acknowledge multiple valid points of view. Weekly sessions aimed to facilitate confidence, motivation, responsibility, perseverance, choice and decision-making capacity.

During the sessions, researchers performed multiple roles, depending on what was needed. For example, sometimes young people wanted us to work alongside them to make art; at other times, they wanted to learn specific creative media skills in creating a website; at yet other times, we would perform the role of mentor/teacher, sharing expert knowledge of reading and writing or English poetry.

The key to the approach was that we were guided by the young people, responding to both their needs in real time and those arising from their past histories, present circumstances and future hopes. We were not overly focused on delivering strictly fixed content in the session, even though this was planned for. Instead, we preferred to listen and respond to what was needed. We often worked alongside young people in guiding them and being available when required, working at their own pace rather than in our timeframes.

While we offered structure in terms of regular times, spaces and broad activities, it was also critical to listen to the young people about what it was they needed in any one week, as this could change depending on school demands, examinations or mood.

Apart from using creative ways to understand young refugee and migrant issues, the A/r/tographic approach was critical to this research because it ensured that researchers' and young people's roles, and the activities with which they engaged, remained fluid and adaptable rather than fixed, as assumed knowledges may have missed what young people actually needed at the time.

A transversal research approach offered a way to acknowledge past, present and future experiences as being influential in young refugees' and migrants' life aspirations in becoming who they want to be (Irwin et al. 2016). It was very important for the project to reflect young people's own personal and cultural contexts and for them to feel a sense of ownership over the activities and their life choices.

The Project

The Navigating Resettlement project was an innovative year-long collaboration between the Centre for Educational Research, Western Sydney University and SydWest Multicultural Services Blacktown to respond to the educational needs and aspirations of young refugees and migrants between 15 and 25 years of age during their initial resettlement period in Greater Western Sydney. We wanted to develop and design a best practice model for engaging young refugees and migrants in exploring their educational aspirations

The Western Sydney University and SydWest Multicultural Services Collaboration

Western Sydney University researchers from the Centre for Educational Research held regular meetings with key staff from SydWest's Youth Engagement Program to inform the design and delivery of the Navigating Resettlement project.

The overarching aim of the Navigating Resettlement project was to promote a sense of wellbeing, resilience and connectedness to the wider Australian community by raising the educational aspirations of young migrants and refugees living in Western Sydney.

The project recognised the distinctive perspectives arising from refugee and migrant life experiences, needs and aspirations as they negotiated the opportunities and challenges of living in Greater Western Sydney. A basic assumption of the research was that young refugees and migrants have a desire to go beyond merely coping in their new community to flourishing and living meaningful, productive lives as part of the Australian community.

What We Did

The Navigating Resettlement project offered weekly sessions for young refugees between 15 and 25 years of age between 4pm and 6pm on Monday afternoons during school terms from September 2016 to July 2017. Within this structure we used a mix of research methods, including ethnographic immersion, interviews, focus groups and surveys, to find out about young people's aspirations and their challenges in achieving these.

Our aim was to find out what young people wanted and needed to navigate their way towards their educational aspirations. We also wanted to provide information and mentoring when required and to develop practical skills for future educational and workplace readiness.

Ethnographic immersion was undertaken primarily in three ways.

1. Study Centre

To address disengagement from formal and informal education, as well as a lack of social networks and cultural knowledge relating to educational opportunities, we decided to incorporate a mentoring aspect into the project. Academic and peer mentoring included ongoing study centre activities and developing networks with Western Sydney University via two visits to the Kingswood campus, where young refugees spoke to mentors in their area of interest about pathways to their educational aspirations.

2. Web Design

In an attempt to develop broad-ranging literacy skills, we also decided to incorporate digital literacy, as this has been deemed important to future employability. Weekly IT workshops included video skills, Photoshop, Audacity and more, with the aim of participants making their own web page and leaving a legacy for other refugees and migrants who come to Australia.

3. Creative Space

Regular art activities and a creative space were established to develop risk-taking and creative and critical thinking. Activities included 'Name Creatures', painting about past, present and future aspirations on three doors, 'getting to know each other' games, collages about interests, painting on canvases, drawing faces and writing life story activities.

How the Project Unfolded: The Project Plan

Effectively, the plan we set out to enact was followed. However, it is important not to make invisible the challenges encountered in conducting this research. For example, the intense involvement of researchers for three to four hours each week over the course of the project, and the long timeframe of one year, meant that rich data were gathered but that the challenges of sustaining the engagement of young refugees were exposed. Young refugees attended the weekly sessions voluntarily and it was noticed that they often had multiple

and conflicting demands on their time and resources. SydWest, as a self-sustaining non-government organisation, also had competing demands on its staffing resources. This meant that the plan we initially wanted to enact was necessarily different from the way the project eventually evolved. The plan comprised three stages.

Stage 1: Familiarisation and collaborative investigation of challenges and opportunities facing young migrants and refugees in Greater Western Sydney.

Stage 2: Collaborative planning of digital media resources and matching mentors to young people's identified career path plans.

Stage 3: Creation of a mentor database and dissemination of findings through an exhibition and report.

Recruitment initially proved challenging but was eventually completed during the first half of the project. However, when the project took a break over summer, recruitment once again became an issue. Staff changes within the organisation impacted somewhat on communication with young refugees as to when sessions were to be held. However, mostly the project team worked successfully to overcome these challenges.

While there was an initial six-week plan to begin engaging in a meaningful way with young refugees, the creative media facilitator and the researchers quickly realised that following a prescribed program would not work, as young people would attend one week, miss a week and return the following week. This meant that often a workshop concept, such as how to utilise fonts in Photoshop, needed to be repeated if new people joined or one missed the session that week. Instead of ignoring this challenge, the researchers decided to work with the attendance pattern.

Factors such as uneven attendance, staff changes and recruitment challenges required that, for the program to genuinely follow the needs of refugee youth, it needed to be adaptable and flexible in delivery and content design.

What Really Happened

The project initially offered a six-week web design workshop to engage young refugees and explore their educational aspirations, as well as to develop a range of creative media skills and create ongoing interest in developing a youth refugee website made by young refugees for young refugees (see Appendix 16). The creative media design workshops were facilitated by a teacher expert on web and media design. A creative media design facilitator was employed to deliver web design workshops, including the use of Photoshop, Audacity and assisting young refugees and migrants to create their own website about their stories and aspirations.

The research was designed to provide regular structure but also the flexibility to offer choice and be responsive to specific individualised needs through movement between activities. These skills are recognised as important attributes for social cohesion and successful engagement in further education and future workplaces (FYA 2016).

Alongside the website workshops, a second creative space was facilitated by an artist researcher to help develop content for the website and, more importantly, to develop informal activities that explored young refugees' educational aspirations. This space was important in helping the young refugees get to know each other and develop trust with the researchers. This space was also used to conduct interviews, share stories and participate in creative activities such as painting, drawing and creative writing. A six-week program of activities was designed alongside the web design workshops (see Appendix 16).

After the six weeks, young refugees who had attended either the web design or creative space were invited to continue to attend the sessions, which continued to be held weekly at the same place and time. The SydWest Homework Centre, which was operating separately in another room from the Navigating Resettlement project sessions, was then incorporated into the same room as the web design and creative space. There were now three distinct but interrelated activities going on in the same space.

In November 2016, the Homework Centre changed name and focus to a Study Centre as a mentoring aspect was added to the program. Pre-service teachers from Western Sydney University participated in the mentoring program as part of the requirements of their course. The pre-service teachers assisted young refugees with their homework, talked to them about their aspirations and goals and shared stories in reciprocal interviews and speed-chat activities (see Appendix 9).

It was very important for the project to reflect young people's own personal and cultural contexts and for them to feel a sense of ownership over the activities and their life choices. We held weekly sessions aimed at developing confidence, motivation, responsibility, persistence, choice and decision-making capacity. These sessions provided a regular overarching structure but enabled young people to determine the direction of the sessions depending on their needs or what they felt like pursuing in the session.

Independent decision-making skills are recognised as important to successfully engagement in further education and future workplaces as well as for social cohesion. Although we had the initial idea to have a study centre and use technology to engage young people, this emerged from young people's needs rather than a set program.

Mentoring and Visiting Western Sydney University

Apart from weekly advice and homework help, the mentoring aspect of the project extended to visits by young refugees and SydWest youth workers to Western Sydney University. We arranged two university visits to the Western Sydney University Kingswood campus to demystify the higher education context. The first visit was an acculturation session at the Kingswood campus, including a library tour, course information, sporting facility tour and a lecture theatre experience. Pre-service teacher mentors played a key role in this visit by showing young refugees around their own study spaces.

There was a total of 33 mentors involved in the project. Mentors were recruited from pre-service teacher mentors enrolled in the community strand of Professional Practice in the Master of Teaching (Secondary) stream in the School of Education and from The Academy high-achieving student program at Western Sydney University. Also, 16 academic volunteer mentors participated in a mentoring session visit by young refugees at Western Sydney University in February 2017. These mentors were either Western Sydney University academic staff or enrolled students from across faculties. Two mentors were from other Sydney-based universities.

Mentors were given a one-hour presentation on the mentoring styles and approach the project was using. The approach taken towards mentoring in this project aimed at getting to know the whole person and reciprocal sharing of stories and challenges.

Interviews, Surveys and Focus Groups

Young refugees and migrants attending the weekly sessions were asked if they wanted to talk about their educational aspirations and life experiences in a range of ways.

Interviews

Interviews were carried out in the weekly sessions by pre-service teachers, researchers and by the young refugees filming each other. SydWest youth staff were also interviewed by the researchers in an attempt to obtain a variety of perspectives on how young people thought about their educational aspirations and what their role was at SydWest.

The interviews were semi-structured, with guiding questions similar to those in Appendix 3. Pre-service teachers conducted shorter interviews with young refugees in the speed-chat exercise as well as assisting young refugees construct 'about me' biographies for their web page. More formal semi-structured interviews were conducted by researchers with ten young refugees or migrants, with these forming the basis for the website biographies. Approximately 130 short video segments were taken on 10 iPads purchased as part of the project; these included video interviews between refugee students about their aspirations and their lives. Some of the interviews were recorded on smartphone and sent for transcription.

Surveys

Twelve young refugees completed a short survey using an iPad and administered by pre-service teachers. The survey asked about their previous educational experiences and their future aspirations through questions such as What is your career goal? What makes you want to pursue that goal? How do you plan to achieve this goal? A range of other questions were also included on topics such as challenges, favourite subjects at school, support networks and jobs they would like in the future. The surveys were conducted in September 2016 and were used to help develop the direction of the program. Another evaluation survey was conducted after the mentoring session at the university to determine the relevance of the mentoring session to their needs.

Focus groups

Three focus groups were conducted with a total of 18 young refugee participants between the ages of 16 and 25 years. One was held at the beginning of the project in October 2016, one mid-project in December 2017 and one towards the end of the project in June 2017. The first focus group was videoed, and participants were asked what kind of career and educational aspirations they wanted to pursue and whether these had changed since the beginning of the project. The second focus group was held with a group of young male refugees who were part of the soccer activities. Similar questions were asked about their life aspirations. A third focus group was held towards the culmination of the project and career and life aspirations were discussed. The third focus group also discussed more closely the challenges young people faced in working towards their aspirations.

Some of the participants attended all three focus groups but each group also included participants who were not in the previous focus group, except for the final focus group. Young refugees were asked questions in each focus group about what they wanted to do in their futures when they left school. While questions focused on career- and study-related aspirations, discussions included personal interests and passions, hopes and dreams that went beyond employment-related issues.

Exhibition

An exhibition showcase was held for the young people to share the creative work and the website that they had been working on in previous sessions. The exhibition, 'Navigating Resettlement: The Journey So Far' was held on 10 July 2017. Young people and their families, friends and interested community members were invited to the exhibition to see what they

had done in the project (see Appendix 12). Six young people had prepared speeches and spoke about the three main aspects of the project, being the website, the creative space and the mentoring opportunities. The exhibition was an important aspect of the project as it gave the young refugees an opportunity to speak on their own behalf about why they attended the project.

Mentoring Database and Volunteer Opportunities

Towards the conclusion of the project, a database of mentors and volunteers who would be willing and interested in offering ongoing support to young refugees' educational and life aspirations was compiled. These mentors included some from the existing mentor group but also extended to members of the general population with expertise in areas in which young people had requested advice. The mentor survey questions can be seen in Appendix 15. Only candidates who have conducted a 'working with children check' are considered as a potential mentor. Screening of mentors will be conducted by SydWest Multicultural Services at Blacktown.

Participants

The project involved a total of 119 participants, comprising young refugees between the ages of nine and 25 years, academic mentors who predominantly lived and went to school in the Blacktown and Mount Druitt areas, and SydWest youth workers. While the funding for the project was targeted at 15- to 25-year-old refugees who had arrived in the Blacktown area within the last five years, the project included a small but significant number of young people under the age of 15. We noted that this was a group that was not well resourced or catered for in any programs addressing refugee need.

Young refugees were accessed through the SydWest Multicultural Services client database. Youth work staff from SydWest made regular weekly contact with the young refugees or their parents via text message or email to invite them to the weekly web design and homework help sessions that were held. Young refugees were initially invited to attend a six-week web design workshop. Concurrently, young people attending the homework centre at SydWest were also invited to attend sessions that combined web design skills and homework help if required. The young people were supported by three SydWest youth work staff, a media design facilitator and the two researchers from Western Sydney University, who were also teacher educators. In addition, there were pre-service teacher mentors from the Western Sydney University Secondary Education program who fulfilled part of the requirements of their degree by assisting young refugees with homework help and advice on further study options.

Demographic Characteristics of Participants in Navigating Resettlement Project

The project involved a total of 119 participants, comprising young refugees and migrants attending SydWest (including 58 refugees and migrants aged between nine and 25 from SydWest Multicultural Services Blacktown and 20 from local schools), youth staff from SydWest, pre-service teacher mentors from Western Sydney University and academic mentors from Western Sydney University.

Young Refugees and Migrants

The top five countries of birth of young refugees participating in the project were Afghanistan, Sri Lanka, Sudan, Iran and Syria (see Figure 1). This demographic profile differed from the overall engagement of refugees utilising SydWest. For example, this program engaged more Afghanistan and Iranian participants than the overall SydWest programs.

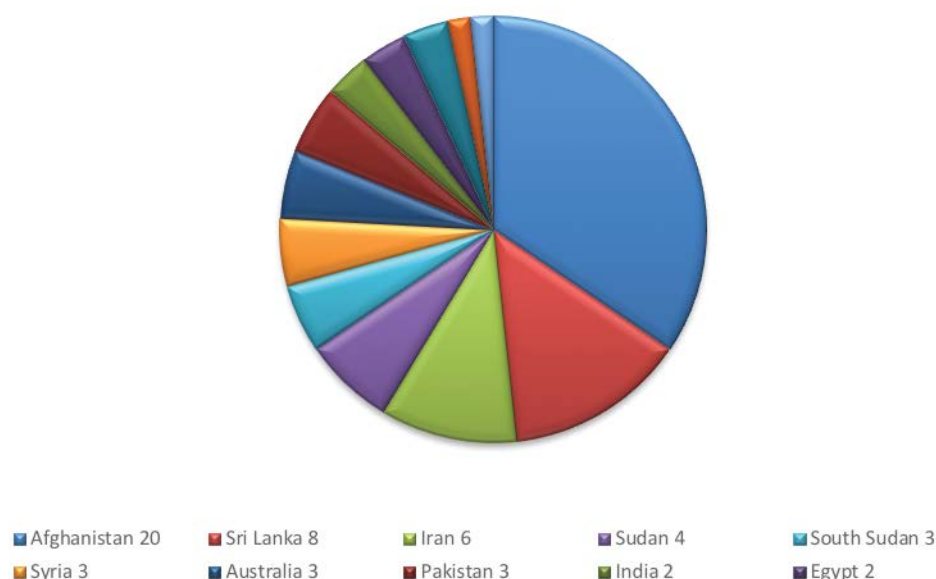


Figure 1: Country of Birth from SydWest MS

While the research was funded for the 15- to 25-year age range, SydWest hoped to engage 18- to 20-year-old students in particular as this cohort was thought to be most in need of educational guidance. However, there was unexpected interest from a younger refugee cohort aged nine to 15 years. It was decided to include this younger age group in the activities as it was noted in the course of the research that services for this group were limited. The majority of participants who regularly attended the project were aged between 17 and 20 years (see Figure 2, p. 47). Another cohort of girls from Blacktown Girls High was included in initial project development but not in the later research, as this group was not part of the target group SydWest was aiming to engage.

SydWest Youth Engagement Team

The SydWest Youth Engagement team formed an integral part of the Navigating Resettlement project and collaborated with researchers on the development of appropriate programming. Youth workers advised on appropriate times for sessions and facilitated recruitment of young refugees by informing young people what sessions would cover and when sessions were held. The SydWest Youth Team also assisted in organising the two visits to the Western Sydney University Kingswood campus and also attended these sessions.



Regular advisory meetings were held throughout the course of the project between key members of SydWest management and the Youth Team to provide feedback on the weekly sessions and inform the direction of the project. The Youth Team was able to assist with translation as well as refer new clients who might benefit from the Navigating Resettlement program.

Over the course of the project the researchers engaged with eight youth workers. A restructure of SydWest meant that some youth workers involved at the beginning of the project had left the organisation by the end. Five of the eight SydWest Youth Team members were interviewed by the researchers about their role at SydWest and their perspective on young refugee needs and strengths. A guide to the type of questions asked is at Appendix 9.

Mentors

The project involved two types of mentoring. One was weekly mentoring at the Study Centre at SydWest's Blacktown site provided by pre-service teachers from the Western Sydney University Secondary Education Program; the second was two mentoring days held at Western Sydney University Kingswood campus involving volunteer academic mentors.

Pre-service mentors

Pre-service teacher mentors attended weekly sessions at the SydWest Study Centre and made themselves available to assist young refugees with homework help, answer young people's questions about study options and involve themselves in the creative media design activities. The pre-service teachers needed to complete a total of 60 hours involvement in the program for this to be counted towards the completion of their teaching degree. Part of this also involved interviewing young refugees in a speed chat and assisting young people complete their biographies for the website.



There was a total of twelve pre-service teachers initially involved in the mentoring aspect of the project, with nine following through to the full 60-hour completion. The student's teachers were completing a master's degree in teaching secondary students at Western Sydney University with a major in English or History. One had a specialisation in science. Most of the pre-service teachers had very little exposure to refugee life experiences and the majority were from Anglo-Celtic middle-class backgrounds and spoke only English. Three were from diverse ethnic backgrounds, namely Chinese, Lebanese and Czech. Only one spoke Arabic.

As part of their involvement, pre-service teacher mentors were given orientation and training in whole-person centred mentoring. Some also attended the mentoring sessions at Western Sydney University Kingswood campus.

Academic mentors

Academic mentors were involved in university visits at Kingswood campus. There was a total of 16 academic mentors, ranging from professors to PhD and undergraduate students. The academic mentors were drawn from a wide range of disciplines including law, nursing, teaching, journalism, science, education, public health, humanitarian development and criminology. Mentors attended an induction on the whole-person mentoring approach that had also been used with pre-service teachers. The mentoring sessions were designed so that academic mentors were matched as closely as possible to young refugees' educational interests. There were 16 mentors and 16 mentees. A series of questions (see Appendix 9) was provided to prompt conversations, but young people were able to talk to any of the mentors from whom wanted to learn more.



Table 5: Categories, Roles and Rate of Participation for Research Participants

Category	Number	Roles in the project	Rate of participation
Young refugees and migrants 9–15 years 15–25 years	78	Participate in focus group discussion Participate in homework assistance sessions Participate in web design and other creative space activities	Some participated in the focus group discussions but did not continue with the program Others were part of the entire project and attended six-week sessions
SydWest youth workers	8	Recruit young refugees and migrants to the program Advise on appropriate time for sessions to project facilitators Attend regular sessions and advisory meetings to give feedback Organise mentoring visits to WSU Translate for young refugee participants Make referrals for new clients	Throughout the entire period of the project, youth workers attended regular advisory meetings and activity sessions
Mentors a. Pre-service teachers	12 (nine completed the program)	Attend weekly homework help for young people Advise on study options during and after creative media design activities Carry out speed-chat interviews Assist young people complete their biographies for the website Attend whole-person centred mentorship training	Finish 60 hours through the entire program
b. University academics	16	Attend whole-person centred mentorship training Matched to young people's educational interests during the mentorship sessions at WSU	

Findings

Summary of Findings

Young refugees and migrants have to negotiate work–life balances, develop an ability to live with uncertainty and manage their careers in contexts where reliable signposts are rare. In this project, it was apparent that there is a growing gap between the skills young people acquire through formal education and the skills needed in the job market. The Navigating Resettlement project established young refugees’ aspirations, hopes and desires. These have become stepping-stones to boost their confidence and self-esteem to build resilience in their day-to-day aspirations.

Current mentoring and educational programs for young refugees tend to focus on literacy, with insufficient attention given to the hopes, dreams and high aspirations of young people. The Navigating Resettlement project ensured that young people were able to question and explore their genuine interests and work towards pursuing them. We learned that young refugees and migrants have high expectations and aspirations for their future and hope for careers as doctors, lawyers, IT specialists and teachers. We found that language skills, uncertainty in living circumstances, feelings of loneliness and missing family in their home country made life challenging in the early stages of transitioning into Australia. Despite this, so many young people were very determined to succeed and do well but lacked the social networks and cultural knowledge to pursue their aims.

Young refugees often expressed gratitude at feeling safe and for the opportunities available to them in Australia and wanted to make the most of these. They were very keen to do well to support their families. When asked about what advice they would give to other young refugees and migrants coming to Australia, most said to take opportunities when presented.

The mentoring program highlighted the deep inequalities and assumptions that are not made visible in the school system. It also showed the inadequacy of the current programs assisting refugees, which do not uncover the lived reality of their lives but instead apply a top-down ‘knowledge bank’ approach to teaching and learning. Tutoring/mentoring programs with such a top-down approach are limited and limiting, as they do not allow space for either refugee students or mentors/teachers to reach beyond didactic skill to a deeper understanding of the challenges faced by refugee students. Such challenges include areas many middle-class teachers take for granted—for example, the support of family and a stable home environment in which to complete homework. If Australian teachers do not come face to face with the realities of refugee experience, there may be misunderstandings as to why some refugee students are not engaged in school, do not complete set tasks, or the effort and individual resilience the simple act of completing homework entails. When pre-service teachers were confronted with the reality of refugees’ lived experience—such as not having contact with their mother for eight out of their 12 years—they developed a deeper level of appreciation for their own privilege as well as the struggles of refugee students.

Sometimes educational and career interests would change over the course of the project; at other times these were strengthened by finding out more about what was required to follow through with aspirations. **The most important finding relating to educational aspirations was that what worked best to engage young refugees was a flexible, safe, consistent and informal space to explore their hopes and dreams supported by a team of educators and youth workers with diverse areas of expertise.** Young

refugees came to the sessions by choice. Some weeks they would attend, while other weeks they would not, depending on their other school and family commitments. It was important to offer consistency of weekly sessions over a long period to develop trust.

At the same time, it was important that the weekly sessions remain flexible enough to accommodate the stage young people were up to in their web design, creating or homework. The flexibility to move between activities when they wanted provided opportunities to talk to a range of people and engage in a variety of interesting activities. In turn, this meant that young people were exercising their choice, making their own decisions. For example, the movement between the three different types of activities—web design, homework and creative space— meant that they could take a break from challenging homework tasks and talk informally to another student, mentor or youth worker about what was happening in their life, or ask for practical advice on how to complete a homework task or how to go about following their aspirational goals.

An informal three-way menu model approach to engagement and learning was more effective in engaging young refugees in navigating educational and life aspirations than a purely skills-based workshop approach. By combining structured, semi-structured and informal learning spaces in the one room, we found that choice to move between these spaces was important in helping young refugees to develop study habits, confidence in social contexts and digital literacy skills, as well as allowing genuine conversations about educational aspirations. Incorporating university-trained pre-service teachers into weekly sessions as academic mentors bridged an important cultural divide between refugees and more established young Australians.

Every experience that young refugees and migrants encounter is an opportunity to grow. There is no one-size-fits-all method of understanding personal experiences. For example, cultural wellbeing, as far as we have theorised it, is flexible, adaptable and acknowledges that various aspects of a person's life will be foregrounded or backgrounded depending on their life circumstances. Several aspects may be going well, others not so well. Refugees and migrants may have achieved a certain level of education but still be unable to secure a job due to discrimination or structural unemployment. Or they may secure a job that takes away time from family, impacting on their relationships. It is important to consider how aspects of the lived experience are in constant flux, as it is the interactions, alignment or non-alignment of these aspects that combine to influence individuals' and communities' wellbeing.

Key Findings

1 Key Finding 1: The informal 'tri-menu' model worked to engage young refugees.

Some young refugees living in NSW are supported by after-school hours homework support groups or tutoring. However, these spaces have often relied upon teachers to provide extra tuition in school-like formats. The diverse needs of young refugees are best met through an informal three-way menu model of delivery.

The informal tri-menu model devised by the Navigating Resettlement research team was guided by informal conversations between the young refugees, youth workers and teacher researchers about what was working and what was not. Researchers wrote reflectively about the sessions in an attempt to guide the research in the direction that would be most beneficial to the young refugees. One of the researcher's reflective notes shed light on the emergence of the tri-menu approach.

We discussed how we might organise the number of participants for next week in the two spaces. We potentially suggested that we have three groups rotating; one on the educational aspirational activity, one on the art/media content activity, and one on the computers/iPads. We need to experiment to see what will work next week. Finally, I think it important to keep the activities moving and watch for any inactive time where young people may lose interest. Perhaps it is best to focus on explaining through the doing wherever possible.

The tri-menu model contained both structure and consistency but also offered a more flexible and innovative space than more formal learning environments. The model was designed to engage interest by listening, by finding out about and responding to young people's needs so that young people could themselves use their own agency to work at navigating towards their aspirations. It must be noted that other 'menu' models may also be appropriate. It is not yet clear if the addition of the creative informal space or the movement between the three spaces was the critical factor in engagement, and further research to investigate similar models is recommended. However, the combination of creative freedom, consistent structure and movement seemed to be key aspects of the success of the model.

The Navigating Resettlement weekly program in school terms comprised three activity types located in two adjoining large rooms: a study centre, website design workshops and a creative space. While the artists/researchers/teachers programmed weekly sessions, in effect the actual work was driven by the young people's needs and readiness. This ensured that, rather than a top-down approach, the program content was driven by the needs of the students for that week, which avoided assumptions about levels of interest and ability.

The Study Centre space provided university-trained mentoring tutors to assist with homework questions and broader questions of pursuing university study. The web design workshops taught a range of IT and design skills, which also gave a platform for young refugees to write about their stories while learning valuable employability skills. The third part of the model was a creative space in which young people had freedom to paint or write about their hopes, dreams, aspirations or anything else they wanted.

It was the addition of this third creative space that acted as a release from pressures from home and school and where more relaxed conversations took place. In the creative space, young refugees would open up about their hopes, dreams, fears and challenges. The addition of the third creative element of the program was vital in supporting the other two aspects of the program because it was in this space that young people were able to brainstorm, think creatively, make mistakes, practice and play. The study centre and digital space were more focused on discrete skills and achieving set tasks.

The combination of structure, flexibility and creativity in the tri-menu model had the effect of creating a safe space for young people to ask questions and explore their educational and life aspirations, as well as develop important job-ready skills. The model provided a mix of mastery type skills alongside opportunities to experiment, which aimed to foster innovation.

The model was able to accommodate student pace and what they felt motivated to do on the day. Offering three activity options in the same room meant that if young refugees became overwhelmed with one aspect of the activity or homework, they could move to a different task. Changing focus bought temporary relief from difficult tasks and opened 'head space' to work things out. This was a vital aspect of the success of the program, as it allowed young people to build trust in themselves and others by working through challenges and making their own choices when they felt ready to do so.

The tri-menu model also meant that language could be expressed in multiple ways with different people, some speaking the same language, others speaking different languages. The creative space was especially important in this regard as it allowed students to transcend language barriers through using visual expression.

2 Key Finding 2: Sharing story and art opened doorways to the future.

The creative space was vital for reimagining the young people's futures. Working with young refugees and youth migrants to tell their stories is paramount because it challenges the perceptions and attitudes, not only of others, but of the young people themselves. Working as active participants in the project meant that they were central in research impacting their lives.

When young refugees were given an opportunity to express themselves creatively, it opened up a space for dialogues to occur that allowed them to dream about and hope for their future. The act of asking young people to paint, draw or write about their futures in itself activated possibilities that could be imagined and then acted upon. Young people were more likely to voice their dreams and desires when asked about what they were painting by mentors, researchers or other young refugees. There was a twofold benefit, in that the creative space meant they could voice their imagined lives and, in so doing, create pathways towards making these a reality.

Understandings of young refugees and migrants must include their holistic life experiences, past, present and future. Past and present experiences continue to impact on their educational and livelihood aspirations. From the students' perspective, they were listened to. They were asked their opinion, their thoughts, rather than just being told what they needed to do. They were, in effect, free to think and ask what they liked. This may not have occurred before. They were able to voice their experiences. On a practical level this was helpful to learning English but, on a deeper level, it was about acknowledging their experiences, dreams and desires as important. The result was that they did not limit their answers to 'getting a job' but were able to reflect on their own needs, strengths and desires and then take active steps towards them—which was the main objective of the Navigating Resettlement project.

3 Key Finding 3: High educational aspirations: Make the most of any opportunities.

Young refugees placed high value on a university education, as did their parents. Career aspirations were driven by a desire to give back to their family and the Australian community and were often influenced by witnessing injustice or by physical and emotional trauma. One of the pre-service teachers said, *'Through the conversation with these young people, I found that lots of them were interested in studying medicine because they wanted to help other people'*.

Income was not often mentioned, but a desire for security and empowerment seemed to be indicated in their career choices. This meant that young refugees often aspired to careers in medicine, law, engineering, IT and education. Young refugees invariably agreed that, even if their future in Australia was uncertain, it was important to make the most of the opportunities available to them, particularly in relation to their education.

4 Key Finding 4: Navigating passions and expectations of self and family.

The findings showed a willingness to engage with education by young refugees and migrants. However, young refugees and migrants face conflicting demands in trying to meet parental and caregivers' expectations and their own educational aspirations. For example, parents and caregivers expect young refugees and youth migrants to remain in education, acquire a diploma or a degree and transition into employment with the goal of improving their family's standards of living. In sharp contrast, young refugees and migrants do not follow the traditional linear path to education their parents/caregivers expect; rather, they juggle diverse interests, including sports, music, arts programs and social events.

When asked about what they wanted to do in their future career, many young people provided more than one option. This was often influenced by a desire to achieve a high level of success and an appreciation of what their family had sacrificed for them to have so many opportunities. However, they also would express a desire to follow their own dreams and passions, which might not correlate with family expectations. For example, one student said he wanted to be an architect if he didn't make it as a soccer player.

There are few opportunities for young refugees and migrants who leave school early and this explains their parents' expectations of high achievement in their academic endeavours. However, even those who manage to finish a given study pathway face growing challenges associated with educational qualifications and labour market requirements.

5 Key Finding 5: Mentoring program changed pre-service teachers perceptions and made education aspirations seem possible.

The mentoring program challenged stereotypes and impacted upon pre-service teachers' future practice. The program had two different components, one that utilised pre-service teachers from Western Sydney University in weekly sessions to assist young refugees with their homework as part of the completion of their degree, and a matched mentoring session at WSU with volunteer academics and university students.

Mentoring created a gateway for pre-service teachers to get to know the young people and bond with them. This helped to build trust among young refugees and migrants so that they could slowly open up to pre-service teachers about their aspirations. Mentoring also allowed pre-service teachers to see both the diversity and the similarities of the young people within the community, despite the language and cultural barriers. Some came into direct contact with the reality of what it means to be a refugee; others were surprised to find that some students spoke English and had a good life prior to their displacement. One pre-service teacher stated that involvement in this kind of mentoring

allowed me to experience what it is like to teach and interact with someone whose primary language isn't English and as a future English teacher this experience will be useful to me in a classroom. Overall this day represented some of the challenges that I may face as a teacher.

Another pre-service teacher said:

I met one student in particular during the 'speed chat' and 'bio' activity who really struck me. This particular student really put into perspective the reason they have migrated and sought out refuge in Australia. At first, I thought of each of the students in the session as just normal students that moved to Australia, but after speaking to this student I was shown that each of them have prevalent backgrounds that have shaped their lives. None of them will have the same story that the others have, and this particular student had come from Juba in which there was, as it was described 'too much fighting'. When I had provided my answer for 'who is your hero?' and told him it was my mother, he stated back 'yes my mother is too but I haven't seen her in maybe eight years'. He also said the he had tried to go back to see her but again there was too much fighting happening so instead, with the family moved away and then eventually to Australia. Now this student is just happy to have his freedom, a bed to sleep in and lots of friends and family surrounding him. This whole experience is starting to shape my understanding of refugee and migrant students and will be a valuable asset to my future teaching.

During the process of engaging pre-service teachers with young refugees and migrants, the teachers were impacted by their connection with the young people and their life stories of missing home and family. This was able to cut through the objective, 'thinking' perspective to generate an empathetic response. In other words, they were able to put themselves in the others' shoes. One pre-service teacher said:

This to me highlighted some of the struggles that some of these individuals may have faced prior to coming to Australia, as well as the changes to their lives. Although I had previously heard of refugee families being split apart during resettlement, meeting a student who had been personally affected by it was quite confronting and heartbreaking.

6 Key Finding 6: Monolingualism and English language proficiency.

Young refugees and youth migrants have demonstrated exceptional abilities in adapting to multiple contexts. They have been able to learn several languages and have developed multiple survival skills in their host communities. While learning English is vital for young refugee survival and for flourishing in Australian educational contexts, so too is the ability to speak many languages. Multilingualism needs to be viewed as a strength. One of the young refugees was asked about what languages he spoke. He said only two but then went on to talk about four languages. He underplayed his strengths and highlighted that these were not seen as relevant or useful. One of the researchers reflected after one of the sessions:

I am conscious of the monolingual way we are presenting the session and I think as we develop the project it would be good to continue to expand on content in multiple languages. I think this would show that bilingualism can be considered a valuable skill that young people may not be aware that they have.

While many young refugees spoke more than one language, they felt that they were not able to communicate effectively with others in Australian society due to their limited English

language proficiency. While the project focused on multilingualism as a strength, these language skills were not often valued in mainstream Australian society. Young people said they felt a sense of disempowerment and frustration at being misunderstood and at not being able to express themselves well. The impact of monolingualism in Australian schools meant that, while they had high aspirations, they were keenly aware of the need to have highly proficient English language skills.

Participants in the project highlighted issues that challenged their progress in education and transitioning to employment. Language difficulties affected their progress in education and their ability to access other services.

When I first came to Australia I faced a lot of challenges, for instance language, interpreting letters from Centrelink, school and being away from my older sister...

7 Key Finding 7: Unclear higher educational pathways.

While young refugees were keen to succeed in either high status careers or their chosen passion, they lacked the cultural capital required to navigate toward their goals. In other words, young people did not know who to ask, what to ask or where to begin when aiming to follow their educational and career aspirations. Coupled with this, when SydWest youth workers tried to assist young people navigate towards their educational aspirations in schools, TAFE and universities, they too were faced with complex structural barriers for refugees accessing education. The challenge was often that clear pathways for young refugees wishing to go beyond basic literacy were not well established.

8 Key Finding 8: Isolation, loneliness and feelings of not belonging.

A common experience of young refugees was a sense that they did not belong, which resulted in feelings of loneliness and isolation. Many refugees expressed that they enjoyed friendships formed at school but that, even when they did have friendships, they still often felt lonely because they struggled to communicate or connect with other students. Some refugees said that their past experience of trauma meant that it was difficult to connect with other students who had lived different kinds of lives. Racist attitudes, experienced either directly or through the media, also contributed to feelings of not belonging and fear in asking for assistance. Many were reluctant to voice concerns of racism and only did so when trust was developed.

Young refugees and youth migrants lack social networks and are faced with unfamiliar environment, bringing about a sense of loneliness. One young female said:

[L]ike I feel so alone, so lonely here, because I didn't have anyone to talk to, no friends unless we move to our friends' or relatives' home and then we get used to that environment and we found friends and everything and after that I can act normal.

Loneliness among young refugees and migrants meant that sometimes they lacked the confidence to interact with people from different cultures. One of the researchers reflected after a session:

I noticed that when young people were asked to form groups of two or three that they reverted to their cultural grouping and stayed with others who could speak their own language. I am not sure what this tells about human nature and safety. I think it is important that we find a good balance of activities that allows for young people to explore beyond their usual safe space but also to respect and nurture their need to feel comfortable with others in a new situation as this may be stressful.

Group work and doing multiple activities within a given session allowed for interactive learning but also challenged young refugees and migrants to interact with people from different backgrounds. In the process, they built their confidence and self-esteem and were able to freely interact with other youth from different cultural backgrounds.

9 Key Finding 9: Good supportive relationships make a difference.

When given the necessary support, young refugees and migrants are able to overcome many challenges. Organisations like SydWest can support young refugees and migrants in gaining access to education and other support services. When youth workers were able to encourage school enrolment and for young refugees to attend other programs, this developed confidence and led to further opportunities.

In 2015 we moved to Sydney from Coffs Harbour. I was introduced to SydWest. They told me about some of their programs and said I could go to them if I wanted to. They helped to enrol me and my sister into Evans High School at Blacktown. They registered me to one of the best soccer clubs called Australian soccer academy to find my future because I told them I want to be a soccer player one day. I did work experience at Woolworths and I am now working there.

Young refugees and youth migrants have big ambitions and aspirations. If given relevant support, these aspirations can productively contribute to their wellbeing and that of their families.

10 Key Finding 10. Limited expectations from youth workers and other helpers.

There was a mismatch between young refugees' high educational and career aspirations and the lower expectations held by youth workers, teachers and other helpers. While youth workers and other helpers were keen to assist young refugees enter the job market or pursue educational goals, there was also a persistent attitude that young people should aim for what they could achieve rather than hold unrealistically high aspirations. While helpers may aim to protect young refugees from failure, lower expectations underestimate young refugees' strengths and tenacity.

11 Key Finding 11. Challenges in reaching young refugees not engaged in formal education.

Most of the participants involved in the Navigating Resettlement project were already enrolled in formal education, whether at community college, an Intensive English Centre or secondary school. This may have been due to the name of the 'Study Centre', which might have deterred young people not involved in education. Youth workers reported that there is still a significant number of young people in the Western Sydney area reluctant to attend

school and who are disengaged from education. Researchers did engage with a group of young 15- to 25-year-olds attending a SydWest after-school hours soccer group, with several attending weekly study centre sessions as well as the university visit. However, further outreach activities would likely be beneficial in engaging those unengaged in education in exploring their own educational and career aspirations in a safe, informal way.

Participation and Attendance Patterns of Refugee and Migrant Youth

Over the course of the project, which ran from September 2016 until July 2017, young migrants and refugees were able to attend the three strands of the project, the Study Centre, web design training and creative space. The graph below shows the age range and frequency of those attending the weekly workshop spaces. It was important to gather this data so that we could ascertain who the program was reaching and how engaged they were as measured by regular attendance. The target group SydWest primarily wanted to engage for the project was the 17- to 20-year age group. As shown by the attendance records below, the highest number of attendees and the most regular attendees did in fact come from this group. The over-21 age group and the 13-16 age group had similar attendance; however, the 13-16 age group demonstrated more regular attendance at the workshops. One possible explanation for this was that older participants had other competing commitments, such as work, study or family care.

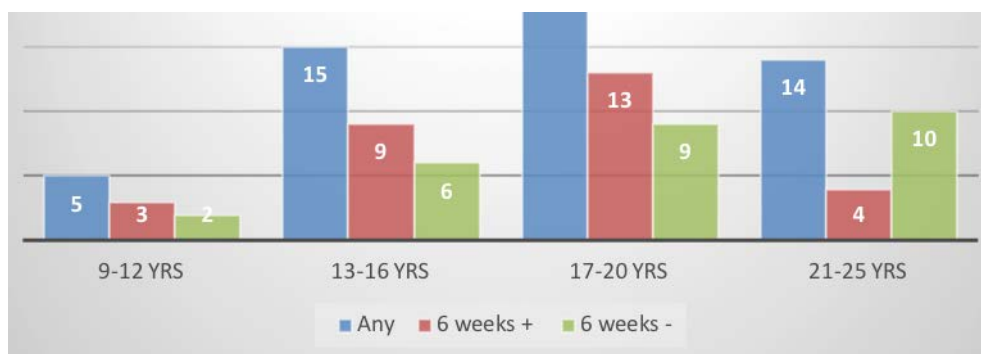


Figure 2: Young Migrant and Refugee Attendance at Weekly Workshops

The graph in Figure 3 (over) shows the wide variety of study interests reported by young refugees and migrants who took part in the surveys. Young refugees and migrants showed that they had high aspirations to succeed given the opportunities that were made available to them. The medical field was often identified as a future aspiration. The surveys results were also confirmed through creative depictions and informal conversations. A clear reason for wanting to pursue medicine and law was that they wanted to help people who had been in a similar situation to them. Most also said that they wanted to give back to those who had helped them in the past, such as their parents.

Tri-Menu Model

The Navigating Resettlement tri-menu model emerged over the course of the project from the desire of young people to complete their homework, learn about web design and play in the creative space. Initially, a homework centre was conducted in a separate room with only one SydWest tutor, who was not a trained teacher. The young people were torn between doing their homework and attending the web design sessions. After the first four weeks of the web design workshops, the SydWest youth worker decided to move the homework centre into the same room as the web design workshops. After eight weeks, some of the young people expressed an interest in doing more painting and creative activities, so the creative

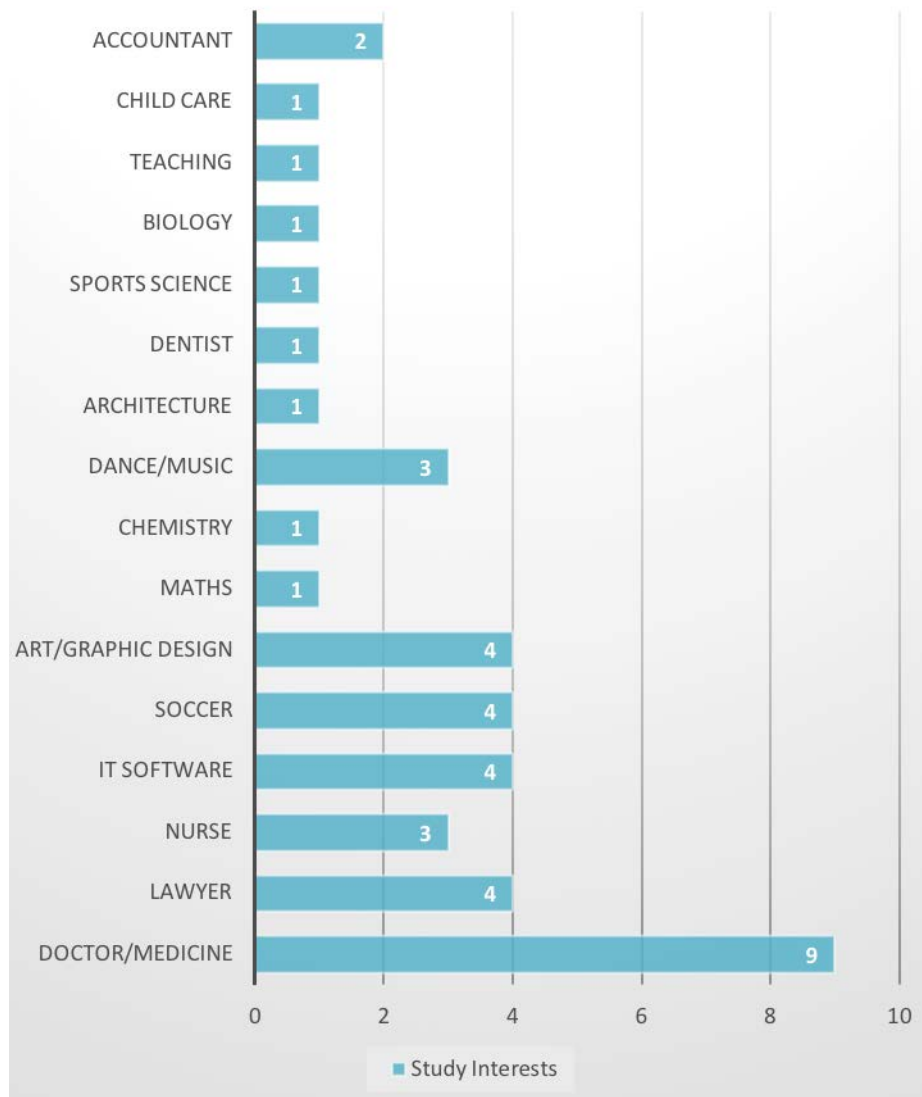


Figure 3: Survey Results on Study Interests

space was added. It was important that the spaces offered were meaningful and relevant to the young people and had come from their own expressed needs. The multiple creative avenues made available to tell their story gave confidence—especially the creative space, as it mediated language barriers.

The tri-menu model offered flexible programs that retained the overall structure to engender choice in a safe environment. This approach worked to engage young refugees and migrants in activities that were meaningful to them by offering ‘click in, click out’ spaces with three different but related activity centres, each focusing on an area of need and interest to young people. The three activity areas in the Navigate Resettlement model were (1) a study centre for young refugees supported by pre-service teacher mentors, (2) a web design space with six laptops and ten iPads, facilitated by a creative media teacher and (3) a creative space with a range of visual art and writing materials, facilitated by an artist researcher. Each of the spaces was distinct, but all three were conducted in the same large room.

The design of the tri-menu model is such that it can work with complementary spaces based on young refugees’ needs, which may with change over time or be dependent on other factors like age or cultural background. The study centre was a more traditional space, with

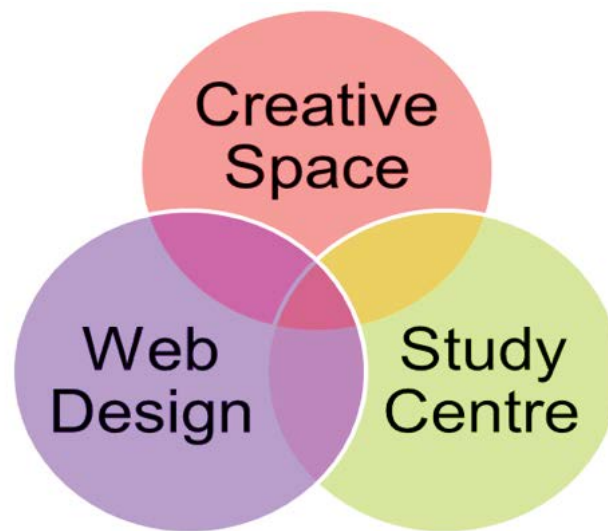


Figure 4: Tri-Menu Model Approach

desks and books, where people worked on solving problems and answering specific tasks set by their formal school assignments. While still flexible, this was a more structured space and was the mainstay of the SydWest homework help program. The web design space comprised a bank of computers at desks and iPads that could be used to film while moving around the room. This space could be described as semi-structured, as it was facilitated by a digital design facilitator with the goal of making a website with the young people. In practice, this often meant going over past workshop skills depending on who turned up and where they were up to in their learning. The creative space was the most flexible and changeable space. Although there were always similar materials on offer, there was much more choice and freedom in participating in this space. Drawing, writing and painting activities were facilitated but there were other opportunities here to create something completely unique to the individual.

A crucial aspect of the tri-menu model was that young people had choice within a safe and structured environment. The weekly sessions offered a menu of three different activities each week and were not compulsory. Young people's attendance suggested they were self-motivated, enjoyed attending and felt there was some value for them from the sessions. The young people also had the choice of participating in whichever of the activities were running on that day and could move between the activities when they felt like it. Crucially, choice to move from activity to activity was an important component of the model, as it meant that young people took control of their own learning through making critical judgements and decisions about their own actions. For example, they might attend the sessions for study help but then move on through to the web design or creative space when they had finished. Alternatively, some came for the creative work and then began completing homework.

Another key component of the tri-menu model was the relationships facilitated by the informal approach to learning. Through the combination of structured activities and free movement between activities, young people had opportunities to express themselves in a multitude of ways—through formal homework tasks, making digital resources, chatting to other young people, asking questions of their mentors, and writing or painting in an expressive and free style. This assisted in the development, not only of their more formal English language or digital literacy skills, but also of their social literacy. Focusing on young people's educational and life aspirations, such as by asking them questions about what was important to them, sparked conversations between teachers, facilitators, youth workers and young people that provided important opportunities for learning about each other's lives and cultures.

Study Centre and Mentoring

In August 2016, the homework centre ran in one room and Navigating Resettlement activities in another. Eventually we moved these together, with great results. While the aim of the research was to establish a study centre, this did not happen right away. We began to slowly introduce mentoring from pre-service teachers from the Western Sydney University School of Education. The principal researcher set up a pre-service teacher program as part of the Master of Teaching degree (secondary). This was under the Community Practice Professional Experience Unit. In this unit, students are expected to work in a community setting to extend their understandings of educational practice. Under the Navigating Settlement project, we had eight pre-service teachers as part of the program. It is now an option that can be chosen in the Master of Teaching degree (secondary). These mentors assisted the young people with their homework needs and provided advice for further study every week.

Mentoring Approach

The mentoring approach used as part of the Navigating Resettlement project aimed to use a person-centred approach that challenged instrumentalist notions of mentoring and engagement. The holistic approach meant a regular commitment of time in response to young refugees' needs, rather than delivery of expert advice. The approach instead aimed at reciprocal learning between mentor and mentee. The approach acknowledged that the educational expert held valuable knowledge but that so, too, did the young refugees offer insights that were highly valuable and relevant for mentors. To have a significant and lasting impact, a holistic person-centred approach requires listening as much as talking, responding as much as leading and observing as much as showing. The person-centred approach does not entail just 'ticking a box' to meet often arbitrary outcomes but prefers to focus on developing productive relationships that can build long-term social capital and networks.

Pre-Service Teacher Mentoring

Some refugee students do not have parents, family or friends who can help them with their homework or advise them about their work and study options. The sessions included a culturally appropriate mentoring model that matched needs with mentors who could provide support, guidance and practical knowledge in a range of educational, vocational and life skills.

Pre-service teachers attended weekly sessions of the Navigating Resettlement project as mentors to young refugees. Mentors became instrumental in the project as they participated in interviews and the speed-chat activities and assisted young refugees with homework, study and the writing associated with their web design profiles. The learning was not top-down from mentor to mentee but was relational. As the pre-service teachers acted as mentors, they also learned about the reality of young refugee's lives, which they noted would influence their perspectives on refugees and consequently their approach to classroom teaching.

Academic Mentoring at Western Sydney University

There were two visits to Western Sydney University. The first was exploratory and the second a dedicated mentoring session with a range of academics ranging from professor to undergraduate level.

Young people were able to explore course choice options as well as ask the mentors questions about their career journeys. Academic mentors were matched to young refugees' needs as best as possible, based on previous surveys on the young refugees' interests in higher



education. Professors, senior lecturers, PhD students, master's students and high-achieving undergraduate students volunteered their time these sessions, which ran for two hours each.

In the first hour, academic mentors were briefed on the approach to mentoring from the researchers. Introductory activities were used to help mentors and mentees become familiar with each other.

We received positive feedback from the young people about the two university visits. Some changed their minds about what course they wanted to study as a result of the visits, while others maintained their original course preferences. Young people's feedback on the visits suggests that they made studying at university seem realistic and accessible.



Website Design

The aims of the website design project were to document young people's past and present experiences of resettlement, to map their career aspirations, hopes and desires for the future, and to share their journeys with future migrants and refugees so they know what resettling in Australia involves. We wanted to share young migrants' and refugees' stories of resettlement transitions through the creation of a website designed by young people for young people.

The weekly website design workshops enabled young people to gain skills in web design, digital photography and video production using industry-standard computer software and hardware. While constructing their stories, they also developed literacy skills and learned about using appropriate presentation styles for different audiences. They were able to weave their own stories of resettlement by creating compelling images that captured the challenges and opportunities they faced in their own journeys of resettlement in Western Sydney. The website brings together all the component of the Navigating Resettlement project, highlighting key features of the creative painting workshops and the matched mentoring visits to Western Sydney University. A video overview of the Navigating Resettlement project is also available on the website, at <http://www.youthinactionws.org/#video>.

About Me: My Hopes and Dreams

As part of the website development aspect of the project, young refugees worked on their profiles to tell their own Navigating Resettlement story. Below is a selection from some of the regular participants.

Arozo - Age 9

Hi my name is Arozo. I am nine years old. I came to Australia when I was five years old. I am from Pakistan. I speak Farsi. In Pakistan I liked to draw, colour, dance and play music and sing. I lived with my Mum, Dad, bothers, uncle, auntie and cousin. My nicest memory was when I first rode on a plane. I felt so scared. The first time I rode a plane I was four years old. I was sitting next to my brother and Mum. When the plane got started I was holding the chair and I felt scared. My brother said 'Are you scared?'. I said 'no', but I was scared.

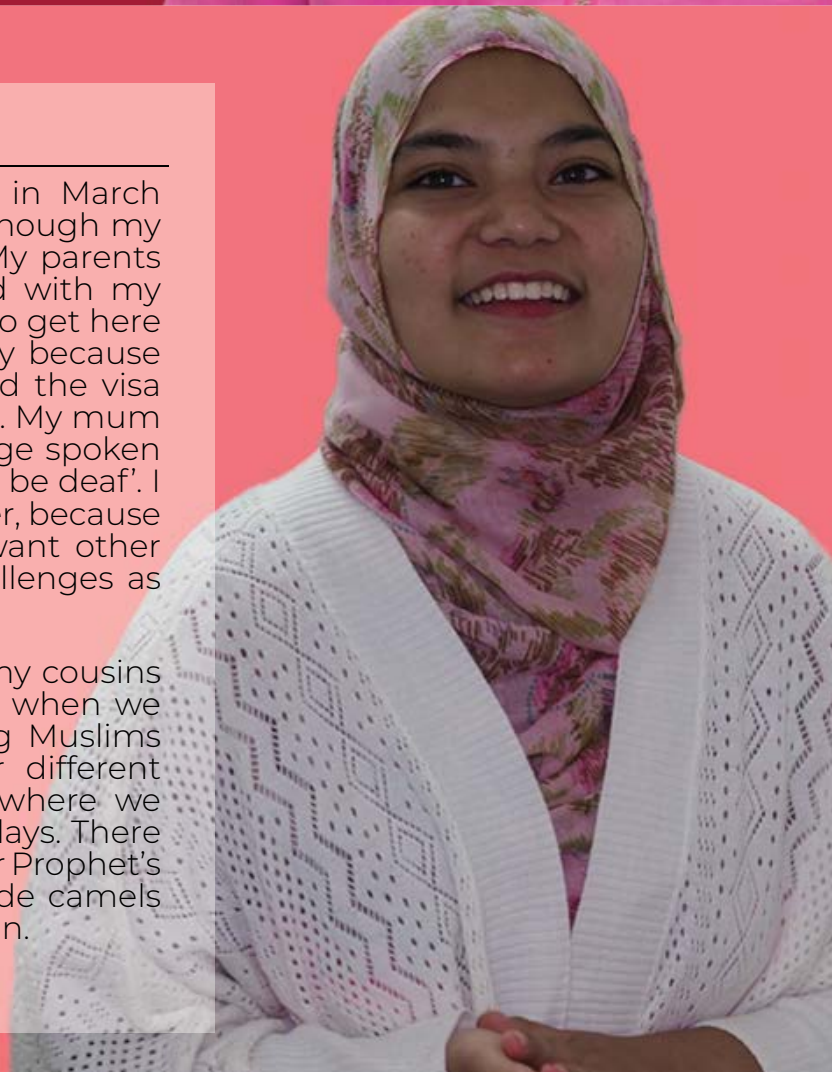
When I was little, I wanted to be a teacher or a doctor. I still want to be a teacher or a doctor. In five years time I think I will be in high school and I will be in Year Nine. In ten years I think the world will be different because it will be 2027 and everyone will be grown up.

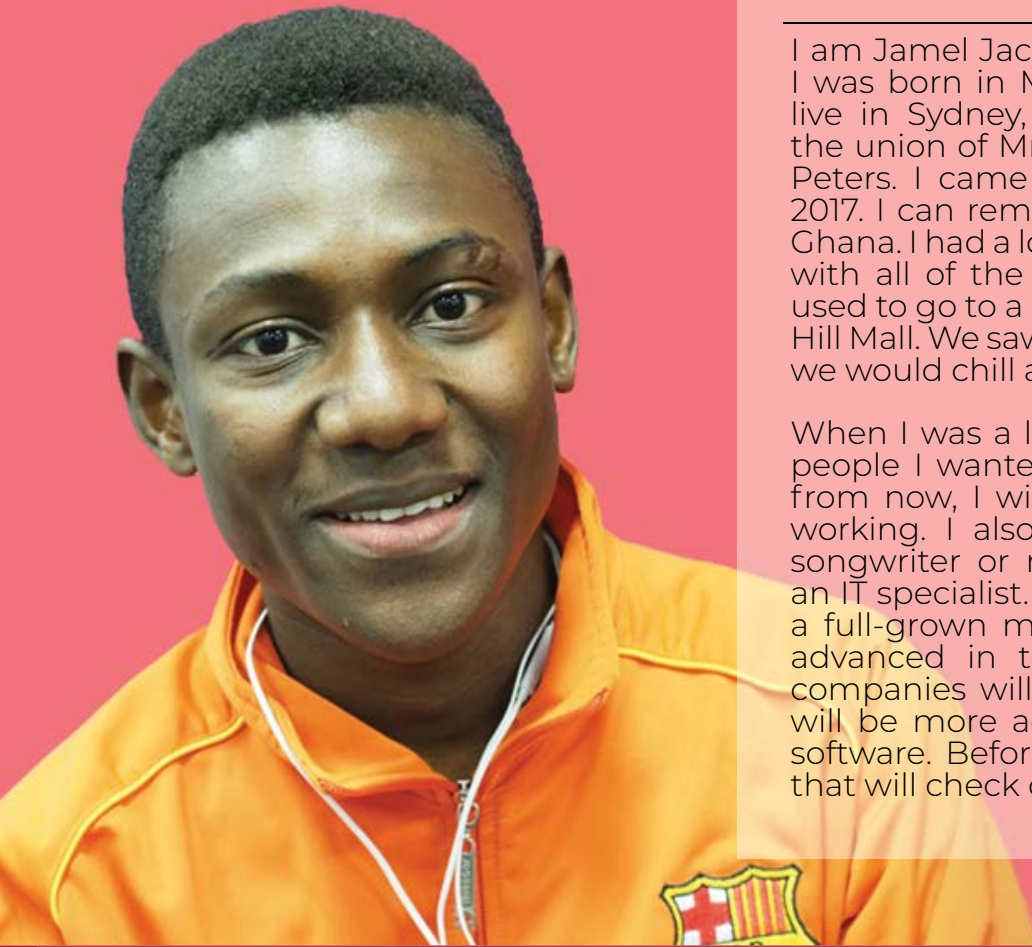


Urooj Hussain - Age 15

I moved to Australia from Pakistan in March 2015. I speak Dari, Urdu and English, though my Urdu is not as good as my English. My parents moved to Sydney first while I stayed with my siblings in Pakistan. It took four years to get here to join my parents in Australia, mainly because they did not speak English and found the visa application process incomprehensible. My mum said, 'When you don't know a language spoken in a foreign country, you might as well be deaf'. I want to become an immigration lawyer, because my parents struggled a lot. I don't want other people to have to face the same challenges as my parents did.

In Pakistan I liked hanging out with my cousins and relatives. My nicest memory was when we went to Eid festival. Eid is something Muslims celebrate at different times and for different reasons. One Eid is after Ramadan where we celebrate after we have fasted for 30 days. There is also some Eid we celebrate when it is our Prophet's birthday. When we went there we rode camels and went on slides, which was really fun.





Jamel Jackson Doe - Age 17

I am Jamel Jackson Doe. I am Liberian and I was born in Monrovia, Liberia. I presently live in Sydney, Australia. I was born from the union of Mr Jackson Doe and Mrs Rose Peters. I came to Australia on 30 January 2017. I can remember when I was in Accra, Ghana. I had a lot of friends who I was always with all of the time and every Sunday we used to go to a shopping centre called West Hill Mall. We saw a lot of beautiful things and we would chill all day. It was so exciting.

When I was a little kid I used to always tell people I wanted to be an actor. Five years from now, I will be living on my own and working. I also want to be an actor and songwriter or musician. I also want to be an IT specialist. Ten years from now I will be a full-grown man. The world will be more advanced in terms of technology. Some companies will come out with things that will be more advanced like smart phones, software. Before long we will have phones that will check our blood pressure.



Reedwan Zaman - Age 17

I am a student at Blacktown Boys Selective high school and my goal next year is to become a captain in Year 12, a role that involves responsibility and leadership. When I was a kid I wanted to be a movie star because I thought I was good looking enough to get into acting and being famous since it looked fun. At my age now, I do not know what I want to do yet. When I visited Bangladesh, it felt strange since the environment was unfamiliar. The bathrooms were horrible. After a few weeks I learnt to adapt to my new surroundings because Bangladesh and Australia are two different countries. I have become more courageous walking in the dark alone. There were many wild animals and unsafe buildings in Bangladesh and thanks to this experience I've become more confident in myself.

Thon Bul Thon - Age 18

My country of birth is Kenya. I have been in Australia for three months now. I like the education and opportunities in Australia. There is no war and fighting here. It was very scary where I was living. I was living in a refugee camp. My family was originally from Sudan but there was a conflict at the time so they had to run all the way to Kenya. I was born in the camp and have lived my whole life there. The UNHCR sometimes provided food but the food would not be enough. After we were processed we went to Nairobi for three nights and then we came to Australia.

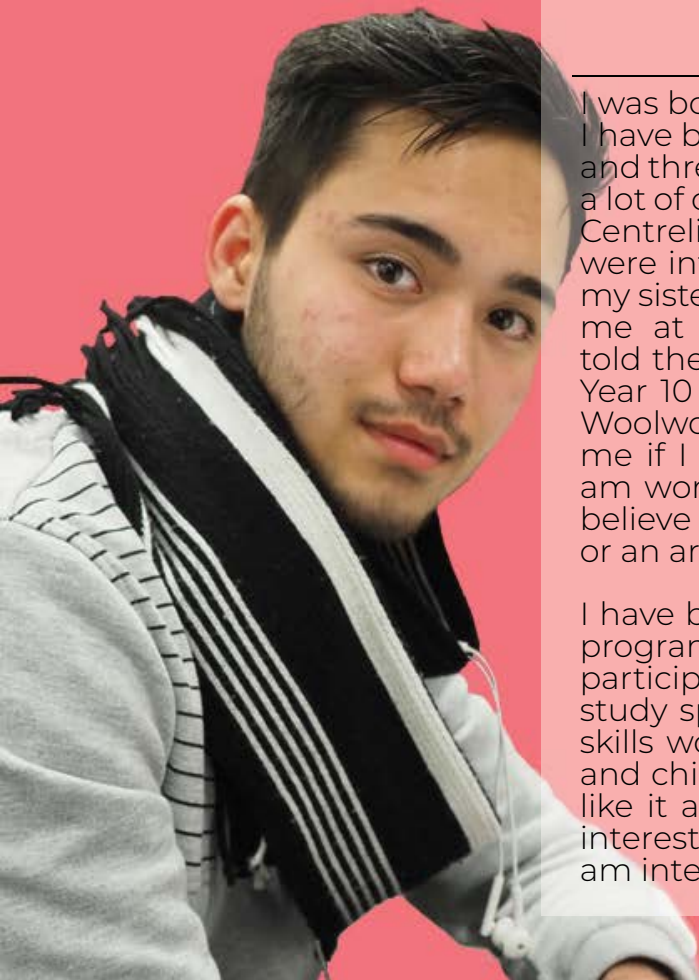
When I was back in Africa I used to listen to music and other people's songs and just sing it sing it sing it. One day I grabbed a book and just started writing my own songs. I would write about my country and my life and what I want to be, motivating other children and entertaining them... In the next five years I will just look for a job and continue with my music and get any job to get money and help my family back in Africa... I would like to tell other refugees if they come here to focus on what brought them here. They should work harder and do well and when they go back to their country they can make their country better than Australia.



Hadi - Age 17

I was born in Iran but my background is Afghanistan. I have been in Australia since 2012. I have one brother and three sisters. When I first came to Australia I faced a lot of challenges, for instance language, letters from Centrelink, school... In 2015 we moved to Sydney and were introduced to SydWest... They enrolled me and my sister in Evans High at Blacktown. They registered me at the Australian Soccer Academy because I told them I wanted to be a soccer player one day. In Year 10 I had to do work experience and I talked to Woolworths at Mount Druitt ... afterwards they asked me if I wanted a job because I worked hard. Now I am working there. My life changed a lot and I can't believe this. In the future I want to be a soccer player or an architect.

I have been coming to the Navigating Resettlement program since it started in August 2016. I have participated in visiting the university, mentoring, the study space, the artworks and a little bit of the web skills workshops. I like coming because I get to talk and chill, it is safe and friendly, I can make art if I feel like it and get to practice my homework. I am very interested in soccer but I also like to paint and draw. I am interested in going to TAFE.





Siovarajan Rajindhan - Age 18

My name is Siovarajan Rajindhan, which has the meaning of God King in my language. I came to Australia in October 2012. I came here by boat. We spent nearly 28 days on the boat to get here. We first landed on the Cocos Islands, where we stayed three nights. It was like a jail. There was no freedom. From there we moved to Adelaide. I came here with my Dad and it is just us here in Australia now. My mum is back in Sri Lanka. I would love her to be here with me but she cannot. We are not permanent residents yet. We are in a very bad situation because we cannot go there and cannot stay. It is hard to think about the future. When I was younger I told my Dad I wanted to be a doctor because I was good at science... I have a lot of stress about doing the Higher School Certificate. I was introduced to Photoshop at school and I am interested in that but I am also interested in gaming. I like trying new things all the time.

I would like to advise young people coming to Australia not to stress about things, the visa and stuff happening in other countries... Just try and get on with your life. I would tell them to focus on themselves and their studies because this will help.



Kotyin and Dhieu Thon - Age 15 and 12

Kotyin and her brother Dhieu are originally from South Sudan, but grew up in Kenya. They speak Dinka, Swahili and English. When they first moved to Australia, they felt very pleased about how warm and friendly Australian people were towards them. When asked what she liked most about her new life in Australia, Kotyin said 'freedom and being able to be and do what you want'. She wants to be a doctor or a nurse so she can help and care for others. Dhieu wants to become a maths teacher. He loves reading about maths and history.





Creative Space and Doors to My Future

The Third Space: Informal Creative Space

The creative space that emerged as part of the tri-menu Navigating Resettlement project was an accidental space. Initially there was a study space and a web design computer space. We began to bring in art materials to engage young people in conversation about their aspirations and as a way to capture content for the web page, but this grew to be a space in its own right. The space became a relaxed and sometimes non-verbal place for young people to express themselves.

The creative space provided a place for young people to dip in and out of when they needed a break from their study. They could choose to play, laugh and chat, or sit quietly and paint. It was in this more informal space that we found out most about the lives of the refugee and migrant youth and what they wanted to do in their futures, the challenges they faced and their strengths, sense of humour and individual personalities.

The creative space was where the reality of young people's lives was shared and vulnerabilities expressed. The informal space is where encouragement and feedback developed confidence in their abilities, through making choices and honestly expressing their hopes and fears about their future. The creative space was the place where we developed mutual relationships based on trust and respect.

Three Doors: The Past, The Present and The Future

Three old wooden doors were used as a metaphor of past, present and future experiences and became a powerful reminder of opening up to possibilities. The doors helped young

refugees express what may have been difficult to put into words and were a visual reminder that they had overcome many challenges and that things could always change for the better. The act of painting on the doors also assisted researchers to talk through what the images and words meant for young refugees and gave a rich insight into their values, hopes, dreams and challenges.



We wanted a safe way for young people to express their feelings about their past, where they are at now and their hopes and dreams for the future. Painting on the three doors allowed young people choose what they did or did not want to share. We asked them to paint or write something to represent their past, their current circumstances and what they wanted to do in their future. We were then able to ask about what was painted and why. The doors became a living canvas that was added to at every session by anyone who wished to. The painting of the doors captured young people's thoughts and feelings without the need to articulate them through the spoken word. This became a powerful way to get to know about young refugee and migrant experiences as well as to share our own experiences. The doors opened up dialogues for all of us to discuss options for their futures.

The Past

The door representing the past shows some of the flags of the countries where the young people lived or were born. Some of the places represented are Pakistan, Afghanistan, Lebanon and Sri Lanka, but there were some young people who may not have been comfortable painting their flags. Instead there were other images and colours to represent past experiences. There were lots of palm and date trees and family, food, friends and festivals from the home country that were missed. The black colour was chosen by young people to represent the unknowing and insecurity of their past experience. There is a beginning of a path on this door that leads to the next door and to the present.

The Present

The images on the door representing the present show a combination of hope and uncertainty about the future. There is a strong emphasis on studying hard to get to where they want to go. Education is seen as being an important part of creating a better future. Soccer was also a big part of some of the boys' social networks and included hopes of playing professionally. The present door shows blue skies and eucalyptus trees, but there are also rain clouds and steep stairs at the end of the path leading up to the future. When we spoke to the young people about their life in Australia, it was clear that they wanted to make the most of the opportunities that were offered to them here, but also that there were challenges that frustrated their efforts, such as language difficulties, feeling lonely and the uncertainty they face in following their dreams.

The Future

The path to the future continues to the third door. We asked young people to represent what they wanted to do in their futures. There was a strong emphasis on the helping professions: working in hospitals or the health sector, or becoming doctors, lawyers and teachers. Most of the young people were keen to study further at university to achieve their goals. There was also a strong emphasis on travelling to see different parts of the world, as well as creating safe, strong and healthy families. Some of the young people hoped one day to return to their home countries to make them a better place and reunite with loved ones. We used the doors as a prompt to ask young people about what they wanted to do in the future and encourage them to take steps in that direction. While some young people were very clear about the direction they wanted to take and were focused on applying to university, they also knew they need to work hard at study and to master English. Others were less sure of what they wanted to do, while others again expressed to us that they were considering several options—some to support their families by becoming accountants, doctors, architects, humanitarian lawyers, teachers, IT specialists, while others focused on personal passions such as soccer, singing, drama, poetry, music and telling their stories. We realised that it was important to create a space that acknowledged and honoured all of their aspirations, so that they would have the full range of opportunities to explore their future possibilities.



How the Navigating Resettlement Project Helped Young Refugees

Young refugees and SydWest young workers provided the researchers with feedback on their perception of the Navigating Resettlement project through interviews, informal conversations and evaluations that helped to determine what was helpful about the Navigating Resettlement program. Some helpful aspects of the program are listed below.

1. A culturally appropriate program sensitive to refugee needs.
2. Provided an open-ended space to allow exploration of what young refugees want to do in the future; helped to focus young people on their studies.
3. Validating their past and present experiences as being important in their life choices and future directions.
4. Being listened to and having a safe space to express their hopes and dreams was important in thinking through what they wanted to pursue in their futures.
5. Providing a regular, supported place to study and ask for help with homework if needed.
6. Having a consistent presence with the same people and having a structure that was also flexible and adaptable to the needs that arose in the moment was a key to success, as the program was not forced onto participants but responsive to participants' needs.
7. Having qualified mentors and university-trained tutors who could offer assistance with homework but also offer advice on studying at university gave quality support for educational needs.
8. Access to computers and Internet. Development of web design, video and audio skills helped to develop IT and literacy skills with industry quality programs and hardware.
9. A safe place to come after school to study, chill and talk, drop in and out rather than like school. Talking in a relaxed atmosphere with other young people built social networks and developed English conversational skills.
10. Ownership of space. A choice of activities to participate in kept interest and developed choice. They could choose what to do not do. Facilitators would ask 'So what did you want to focus on today? What are you going to do today?'
11. Visiting the university demystified what university was like. Mentoring sessions at the university opened up possibilities that there were other pathways to university if they did not get in at first. Lots of stories about challenges overcome by young people their own age or just a little bit older as well as professors and academics.
12. A database of volunteer mentors was put together for the future sustainability of the project.
13. Links to the professional practice program were established so that the project will have mentors in for the first and second semesters of the year.
14. Pre-service teachers not exposed to refugee youth learned about their lives through speed chats and interviews. This was vitally important as it broke down barriers and influenced the attitudes of future teachers in a positive way, developing a better understanding of the challenges young refugee and migrants face.

At the beginning of the project there were two people attending the homework centre and one youth worker. The Navigating Resettlement project increased this to one permanent university Master of Education qualified tutor and between two and six pre-service teacher volunteers, as well as academic volunteers from the high achievers program at Western Sydney University.

At the end of the project, there are between six and 16 young people regularly attending on any given Monday. The project operates like a youth drop-in centre but is more focused on educational outcomes. The tri-menu model that has been developed is very effective in catering to the flexible needs of the young people. The success is in having regularity and structure for safety and consistency but also the flexibility and creativity to create exciting possibilities and risk-taking in a safe environment. This seemed to be the crucial element missing in many structured and informal educational spaces.



Challenges Encountered in the Navigating Resettlement Project

The location of the project, in rooms at the SydWest head office on the second floor of a large building, meant that visibility of the project was not high and that accessibility for young refugees was also impeded.

Sessions after school at the Blacktown location meant some young refugees relied on SydWest youth staff or parents to drive them from their home area. This was especially the case for young female refugees from Mount Druitt, who relied on the youth worker to drive them to the program. When the youth worker was unavailable they were not able to attend the program.

Potential participants were sensitive to other participants' age ranges. For example, if older participants attended on a day when a younger cohort was present, the older participants felt the project was not age-appropriate for them.

Language barriers existed between young refugees and facilitators. When youth workers were able to attend sessions it was helpful, as they could assist when language barriers were encountered. However, limited resources meant that this was not always the case. Facilitators fluent in diverse languages would have improved participation.

Engagement was largely limited to students already enrolled in school and highly motivated. It would be helpful to extend this project to target those in employment wanting to further their educational aspirations or not enrolled in school to better their educational outcomes.

Discussion and Recommendations

The findings of the Navigating Resettlement project can be used to re-frame and develop pedagogy and curriculum design, teacher education and resettlement programs that are more relevant and suited to the needs of adolescent refugees. The results of the research clearly point to incorporating new models of educational engagement with refugee youth rather than exclusively focusing on literacy acquisition. Further research is required to explore cultural, family and support dimensions of resettlement and enculturation.

Australia is a nation built on the migrant experience and, consequently, is one of the most diverse countries in the world, with 28.2 per cent of Australia's estimated resident population (or 6.7 million people) born overseas (ABS 2018). The Australian Government is a signatory to the Refugee Convention and has made firm commitments to sponsor refugees primarily on humanitarian grounds. Each year, Australia accepts close to 13,000 humanitarian refugees on a quota basis, but these numbers are distributed among refugees, who are offshore, and asylum seekers, who are onshore. The Australian Government offers a continuum of settlement support programs to people who arrive on a special humanitarian visa. The support is intended to bring people together to build a sense of community and support successful integration into host communities.

Young refugees arrive in Australia both as special humanitarian refugees and asylum seekers. This cohort presents a wide range of needs, experiences and expectations. While they bring with them a wealth of positive experiences, skills and resilience, they encounter ongoing negative experiences in addition to the traumatic events that have brought them to Australia. Refugees have extra challenges in resettlement; many must overcome traumatic events—war, persecution, or poor living conditions—while building a new life in Australia (Jenkinson et al. 2016). These experiences can impinge on their emotional, physical and educational growth.

The settlement process, however, becomes smoother for young refugees when they are connected with school. *'Schools can make a real difference to the ability to settle, regain a sense of belonging and promote social and emotional development, structure and routine'* (Hek 2005, p. 159). Indeed, the education system has been one of the statutory agencies offering formal support to young refugees.

The Navigating Resettlement project set out to break the silence about the lived experience of young refugees. Listening to the educational aspirations, hopes, desires and dreams of young refugees from their own perspectives, and hearing their feelings and wishes in their

NAVIGATING OPPORTUNITIES AND CHALLENGES

“YOUNG REFUGEES AND MIGRANTS HAVE A DESIRE TO GO BEYOND COPING IN THEIR NEW COMMUNITY TO FLOURISHING AND LIVING MEANINGFUL PRODUCTIVE LIVES AS PART OF THE AUSTRALIAN COMMUNITY.”

own voices, challenges practitioners and those involved in policy-making in this area to direct appropriate support to this group of migrants.

The Navigating Resettlement project presents stories of resettlement from young refugees in Greater Western Sydney. These stories reveal the thin line between access/participation in education and livelihood opportunities that refugee youth must straddle and reveals policy gaps and contradictions in refugee resettlement in Australia.

Education for refugee youth is subsumed under the Non-English Speaking Background (NESB) Category 5. However, to place this group under the rubric of NESB is

to overlook the specific history and situation that the various refugee background communities face, both with regard to their specific needs in terms of settlement and social inclusion, as well as the ways in which their diverse histories differently position them vis-à-vis their participation in education. (Terry et al. 2016, p. 5)

Therefore, there is a need for continued advocacy for

an overall program that is underpinned by an institutional policy framework, principles that recognise and celebrate the diversity of refugees, development of links and communication between refugee support services, refugee community members and the institutions and finally availability of resources. (Ben-Moshe et al. 2008, p. 8)

Understanding how humanitarian migrants settle in Australia is pivotal to designing and delivering effective policy and program responses.

Current Issues

More than half of all school-age refugee children are not in education and, in too many countries, barriers to access to the labour market place refugees in a situation of extended dependency (UNHCR 2016). Access to education and employment opportunities for young refugees can help them become socioeconomic assets and contribute to the communities that host them. Not only do they contribute by attending university and getting jobs, they become active participants in helping other refugees find jobs (Roumeliotis 2016). For this reason, it is essential to seek and leverage possible solutions to make their settlement and integration a success story. The international agenda now recognises partnerships, collaborative responses and responsibility-sharing among nation-states as one of the pathways to addressing the educational and livelihood needs of young refugees and migrants.

In September 2016, Australia adopted the UN New York Declaration for Refugees and Migrants. The NY Declaration adopted a Global Compact on refugees and migrants for 'safe, orderly and regular migration with a focus on greater regional cooperation and control of refugees' (NY Declaration 2016). As of 3 December 2017, the United States has pulled out of the Global Compact, stating that it was not compatible with US sovereignty. It is unclear how this development will impact upon regional cooperation on migration and Australia's resettlement policies. Presently, Australia's Department of Home Affairs, which has responsibility for immigration and border protection issues, has sought involvement from the private, education and community sectors to assist humanitarian entrants secure stable employment and achieve self-sufficiency (Department of Home Affairs 2018).

The Australian Government's policy settings position employment and educational participation as important strategies for refugee integration. It is important, therefore, that any programs aimed at increasing refugee employment and educational opportunities

consider the specific challenges refugees face during resettlement. Questions of how employment and educational programs are made appropriate and meaningful for young refugees need to be raised.

One question this research considers is how educational and employment strategies align with refugee youth aspirations. While formal in-school education plays an important role in successful participation for young refugees, this is not without significant challenges for both teachers and refugee students. One of the challenges schools face is ad hoc and time-sensitive funding for refugee students.

According to the Multicultural Youth Affairs Network (2015), the needs of refugee students exceed the level of support provided. Often the delivery of programs is ad hoc and only funded/ for a limited time. For example, newly arrived refugees are not given sufficient time in Intensive English Centres. Currently in NSW, they are entitled to three to five school terms in IECs, and often further intensive support is required for them to be able to be prepared to enter mainstream schools. There are also significant education gaps between Intensive English Centres and mainstream high schools, such that many students are overwhelmed by the transition between IECs and high school.

The response from Simon Birmingham, the Federal Education Minister, is a return to 'back to basics' in an attempt to boost the literacy and numeracy of Australian students (Drummond 2017). Some commentators have criticised Australia's curriculum as being overburdened with requests to teach a growing list of social and life-skill subjects, including animal welfare, same-sex and gender issues, substance abuse, multiculturalism, child protection, domestic violence and sexism (McDougall 2017). However, the unintentional impacts of 'back to basics' reform and standardising the Australian Curriculum may be detrimental to students with diverse needs or who do not fit the standardised model of education (Apple 2017).

United Kingdom research demonstrates that homogenised approaches continue to exclude ethnic minorities from the higher education system (Stevenson and Willcotttt 2007). A one-size-fits-all approach to address refugee youth educational aspirations and their transition from school to further education or employment will not work. Young refugees' educational and wellbeing needs are diverse. For example, some will have had strong literacy in their home language and may be multilingual; others have little literacy even in their home language. Apart from literacy needs, young refugees have vastly different experiences of life and family support before coming to Australia and while resettling here. Research on migrant communities in Western Sydney highlights the generational and family tensions that exist for some refugee families but not others (Renzaho 2016). It is, therefore, critical that programs aimed at refugee youth have the capacity to modify program design to address individuals' diverse needs, which may only become apparent during the course of a program.

A feature of informal educational approaches is to begin with the students' experience and to listen, rather than to impose a standardised approach to program delivery. Informal and flexible modes of education are explored in this research to investigate if these could address the complexity that refugee youth face in navigating their educational aspirations.

Policy Refocus from Social Cohesion to Social Integration and Employment

Australian Government funding for refugee youth has recently been aimed at providing programs for social cohesion, many involving the arts (DSS 2011, 2014). In 2018, the Government will continue this trend through the Strong and Resilient Communities Grant Program (DSS 2017). The program will provide total funding of around \$45 million over three years specifically focused on social cohesion, racial, religious and cultural intolerance, wellbeing and community belonging.

Since 2015, the funding of diversity and social cohesion programs has shifted from a focus on intercultural exchange between refugees and more established Australian communities towards targeting cultural intolerance towards refugees, coupled with resilience, integration and economic participation for refugee communities.

The shift towards the inclusion of employment strategies is reflected through the introduction in New South Wales of the Refugee Employment Support Program (RESP), with \$22 million committed over four years. The RESP is managed by the NSW Department of Industry and delivered by Settlement Services International in partnership with the corporate sector. The aim of the program is to assist refugees in the Western Sydney and Illawarra regions to become 'job ready'. The RESP offers services and support to refugees aged from 18 to 55, including language training, work experience, mentoring and job-ready development.

While the RESP program addresses basic job-ready skills, it does not address the career possibilities or higher education aspirations many refugees desire and have the capacity to achieve.

Higher Education and Employment Pathways for Young Refugees

Accessing and navigating the pathways to employment and educational opportunities is challenging for many young people, but particularly for young refugees.

Many job-ready programs, educational institutions and mentoring approaches are limited in dealing with the specific challenges young refugees and migrants face, namely the lack of the social networks, language skills and cultural capital needed to navigate complex Australian educational systems.

One of the problems experienced by refugees seeking work is that employment agencies are *'not resourced to provide the kind of targeted individual and community support that would equip newly-arrived refugee and humanitarian entrants with the necessary job seeking skills and understanding of Australian workplace culture'* (Oloff 2010). While the RESP is an attempt to address this issue, overcoming employment barriers remains an intractable problem for many refugees resettling in Australia.

Despite many job link-up programs, such as the Youth@Work service provided by Settlement Services International, multicultural youth can find it difficult to secure long-term employment in Australia because of educational, language and cultural barriers.

Job-ready programs evaluated as part of this research project had a pragmatic rather than aspirational focus, with aims such as familiarity with expectations of punctuality and workplace attire. While an important first step, such programs may miss opportunities to leverage young refugees' strengths, passions and drive to achieve by not taking account of a refugee youth perspective and focusing instead on the needs of the workplace.

Unfortunately, there is a persistent attitude—even within refugee and multicultural support organisations—that young refugees and their parents may have unrealistic expectations and that there is *'often a significant disparity between the education and career aspirations of young people and their language and literacy abilities'* (MYAN, 2015). Beliefs such as these perpetuate a victim or deficit view of refugees and underestimate their strengths, drive, motivation and determination to succeed. It is important to consider the consequences of such views, which have the potential to unwittingly send the disempowering message to young refugees that their goals are unattainable. The educational literature clearly argues that one of the most important ways to improve refugee student achievement is to maintain high expectations and to acknowledge cultural, religious and linguistic diversity (Keddie 2012; Melville 2017).

Western Sydney Refugee Youth and Educational Pathways

Homogenising the support needs of young refugees, and those of other minority ethnic students, is both inappropriate and insufficient. Detailed research on educational pathways for young refugees has been lacking; however, Stevenson and Willcott (2007) in the United Kingdom argue that continued failure to focus on including refugees' specific needs will perpetuate the absence of young refugees from the higher education system.

When reviewing what programs were available to assist educational and career aspirations for young refugees in Western Sydney, it was found these were mostly limited to English-language acquisition programs. Support for English as a Second Language programs (ESL) within NSW schools and Intensive English Centres (IECs) provides a critical but limited resource for young refugees to acquire English. The aim of these programs is not intended to support young refugees in exploring educational and career pathways but, instead, to focus on acquiring basic English language proficiency.

Similarly, the NSW Department of Education and Communities facilitates a successful Refugee Action Support (RAS) program. This program is supported by the Australian Literacy and Numeracy Foundation (ALNF) and the Western Sydney University's School of Education Secondary Teacher program. The program involves training and placing pre-service teachers in RAS after-school literacy programs to tutor refugees. In terms of the program goals it is a successful program (Ferfolja 2009).

Pathways to higher education for young refugees have been supported through Macquarie University's LEAP program. This program offers mentoring for refugees from current university students to give their mentees practical suggestions about study, organising time, useful resources and skills for research. Personal goals and education and career pathways are discussed. However, the LEAP program is similar to many refugee support programs in that there is limited capacity to account for the specific needs pertaining to the refugee experience. For example, most programs focus on acquisition of knowledge and an assumption that this can be transferred into practice at a later date.

While both programs have created valuable opportunities for young refugees to learn English and give advice on practical steps for higher educational study, both are limited in addressing some of the complexities young refugees face in their quest to successfully navigate their life aspirations. United Kingdom research with young refugees has shown that many have specific issues affecting their educational achievements, including interrupted education, experience of trauma, concerns about status and English language difficulties.

In other words, the effects of the whole person's life experiences need to be considered in program design. Often, multiple and conflicting effects of past experiences, present circumstances and future desires will influence the decisions and needs of young refugees and it is vital to listen to these needs.

Despite these complexities, young refugees view higher education as a route out of poverty and discrimination and are highly aspirational and motivated to make the most of opportunities presented. Programs addressing refugee pathways into higher education require adequate time, space, expertise and funding support to be successful in increasing refugee participation in education and social cohesion.

Considering the diverse and complicated journeys that many refugee young people have experienced before arriving in Australia, program design needs to address the interplay of

factors influencing young refugees' emotional wellbeing and decision-making agency for their own futures. Providing a limited palette of educational and occupational opportunities cannot adequately address young refugees' needs or inspire innovative and potentially more rewarding occupational possibilities.

While the RAS and LEAP programs provide a vital function in the acquiring of basic language skills and knowledge of universities, there is a need for more sophisticated responses that go beyond programs focused on a small selection of well-trodden pathways to educational achievement. While well intentioned, such programs may serve to funnel those who manage to successfully navigate educational pathways into prescriptive occupations. This may miss a window of opportunity to open more innovative possibilities for young refugees' life and educational aspirations and successful integration into Australian society.

The Navigating Resettlement Project

Navigating Resettlement: Matched Mentoring and Creative Media Design, was a collaborative research project between Western Sydney University and SydWest Multicultural Services that aimed to learn about young refugee and migrant hopes and dreams for their future through building upon their strengths and to navigate towards their educational and employment aspirations. This research gave time and space for young refugees to explore their personal strengths, past traumas, present circumstances and future aspirations.

The research looked at how young refugees' educational and life aspirations could be supported through an informal educational model using mentoring, digital literacy workshops and a creative space. The research was interested in tapping into young people's interests, passions and strengths so that these might flourish and young people become inspired to reach beyond basic literacy and numeracy interventions.

The project was grounded in the young people's lives, rather than a one-size-fits-all approach. Many job-ready, education and mentoring approaches have been shown to be inadequate in helping young people develop the confidence and skills that they need, as they do not take into account the specific challenges young refugees and migrants face (Bansel et al. 2016; Renzaho 2016).

Key Recommendations

Accessing educational and employment opportunities can be difficult when navigating language, social networks and cultural differences. However, young refugees have a wealth of skills that they can build upon, including multiple spoken languages, language brokering for parents, flexibility and adaptability, risk-taking and aiming high. Most of the young refugees told us that, although they had experienced some great challenges in coming to Australia, they were very keen to make the most of any opportunities presented to them. Other researchers have found that refugees develop resilience through overcoming significant life challenges on their journey to Australia (Papadopoulos 2007) and have talents and strengths that are not always acknowledged or given space to develop (Shakespeare-Finch, Schweitzer, King and Brough 2014).

The Navigating Resettlement project ensured that young people were able to question and explore their genuine interests and work towards these. Sometimes these educational and career interests would change; at other times they were strengthened by learning. The important thing is that the participants had a flexible and informed space to explore their hopes and dreams in a safe supportive environment.

What young refugees need is more opportunities to pursue their high aspirations. This can partly be achieved by making pathways to higher education clearer and simpler. It can also be achieved by ensuring those who help young refugees in their early stages of resettlement work ‘with’ them in navigating towards their aspirations, rather than seeing those aspirations as unrealistic. Supporting the educational aspirations of young refugees also needs to occur through a broader cultural shift in perceptions of young refugees as dangerous and a deficit to be managed, rather than as people who, given the opportunity, are highly motivated to share and contribute to Australian society.

Young refugees need to be able to feel safe enough to express the challenges they face in trying to resettle and belong to Australian society. This needs to be approached by both creating safe spaces for refugees to share their own stories, shared concerns and interests together, and through opportunities to reach beyond their own communities to the wider Australian society.

When young refugees share stories of challenge and hope with those not usually exposed to the lived refugee experience, great awareness can emerge. This was demonstrated in the mentoring between pre-service teachers and young refugees in this research, where both shared life experiences. Social cohesion programs that aim to bridge cultural differences between groups that do not usually have the chance to know each other are desperately needed in Australia to alleviate fear and distrust between groups in our communities.

Platforms such as youth advisory committees, websites or refugee-facilitated exhibitions showing creative work such as paintings, poetry and songs of experience, are important, as they provide a space for young refugees to be heard. This research has demonstrated that young refugees are highly motivated to give back to Australian society. However, we are in danger of marginalising a hopeful generation if they are not given the space to develop their talents and strengths in a supportive environment.

The following key recommendations have been developed through the course of the research in collaboration with the SydWest Advisory Committee and Youth Engagement Team.

1 Recommendation 1: Informal ‘three-way’ menu model to better engage young refugees.

A tri-menu model of informal education should be introduced for refugee youth by key stakeholders working to support young refugees to help them succeed in navigating the complex resettlement pathways. An informal tri-menu model is recommended to improve engagement with young refugees. The tri-menu model is both structured and informal to cater to young refugee’s diverse needs and find the gaps in their often-uneven past educational experiences. The model works to engage young refugees by offering study skills, media design and a creative space in the one place. Once young people are working in the three-way space, there is the potential to open doorways into study skills by also offering relevant and interesting activities alongside the study centre.

The tri-menu model used at SydWest promoted job-ready skills, such as risk-taking, digital literacy, decision-making, public speaking, and critical and creative thinking. Young people had the choice to study homework, work on computer skills or create. This meant they had control over their learning, had fun, developed friendships, and improved conversational English. The movement between activities was an important aspect of the model as it allowed for sharing of ideas and communication between young people from diverse groups.

2 Recommendation 2: Provide spaces and activities for creative expression.

One of the key elements of success in the Navigating Resettlement was the open doorways of possibility and imaginations. Opportunities are needed for young refugees and migrants to express themselves creatively in order to develop risk-taking, digital literacy, decision-making skills, creative thinking and other job-ready skills.

3 Recommendation 3: Youth advisory group for Western Sydney refugees and migrants.

A youth advisory committee for Western Sydney would be beneficial as it would assist in identifying areas of need and developing appropriate policy directions for young refugees. Listening to the issues and concerns of young refugees would help policy-makers understand the strengths and challenges many young refugees face and identify when some young refugees disengage and fall through the cracks, such as by not enrolling in school.

Many young people coming to Australia as refugees have not had the opportunity to be heard in their own countries and may lack confidence and skill in public speaking. A youth advisory committee would be a good first step to building the confidence to speak up about issues that affect them, develop leadership within their own communities, and become visible and valued members of Australian society. Creating a platform for young refugees to share their points of view, tell their stories and advocate for the rights of the next generation is critical to creating a socially cohesive and just society.

4 Recommendation 4: Prioritise mentoring programs that work ‘with’ refugees’ diverse needs to build creative capacity and social networks.

Educational mentoring and employment programs need to ensure that they are designed to facilitate ongoing, sustainable relationships between mentor and mentees. A common challenge experienced by young refugees was a sense loneliness and isolation and a feeling of not belonging. Creating social networks through structured mentoring programs, alongside activities that work with refugees’ interests, would help develop a sense of being a part of Australian society. Networks with high-status individuals and groups should be developed so that young refugees have access to successful skill sets.

Working ‘with’ or alongside young refugees in mentoring and educational programs would be more effective than programs that ‘deliver and leave’. One benefit noted in this study was that study skills and personal goals worked best when young refugees initially worked alongside a mentor to help scaffold the process through real-time responses, as this captured the moments of need rather than delivering information that needed to be applied later.

5 Recommendation 5: Aspiration training for staff working with refugee youth and vulnerable communities.

Teachers, youth workers and staff from non-government organisations involved in support programs for young refugees need to be educated in how to raise aspirations and not unwittingly undermine, discourage or limit aspirations.

6 Recommendation 6: Develop a visual web resource to identify current higher educational pathways to universities specific for refugees.

Young refugees in this research had high aspirations and were strongly motivated to pursue their goals. However, they experienced barriers in knowing how to go about navigating towards their higher education aspirations. Young refugees are often language brokers for others in their family but lack the cultural know-how about what university study involves and cannot call upon family members for assistance. While many are proficient in spoken English, navigating complicated higher education course requirements can be difficult. It would be helpful if information on how to apply, who to ask and clearer visual cues were made available to young refugees to better inform their choices and access to higher education institutions.

7 Recommendation 7: Open-ended and high expectations.

Transition programs should encourage young refugees and migrants to aim high and to be curious about the possibilities that may be open to them. Young refugees need to be supported through matched mentoring programs rather than discouraged as having unrealistic aims.

8 Recommendation 8: Provision and funding for younger refugee cohorts.

There is an urgent need for further funding and programs for younger refugees and migrants (in the eight to 12 years age group) as there is a significant gap in services for this cohort.



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Appendix 1: Volunteers as Part of Western Sydney University – Academy Students (High Achievers)

Navigating Resettlement: Matched mentoring and creative media design with Refugee and Migrant Youth in transition, Greater Western Sydney

Would you like to share your current knowledge of studying and university life to help refugee and migrant student navigate their way to higher study? Are you interested in creative digital design?

SydWest Multicultural Services has three well attended homework centres at Blacktown, Mt Drutt and St Mary's and offers a fun and comprehensive youth program for young refugees, humanitarian entrants and migrants who are settling into Australia. It also runs a Youth in Transition project, which supports disengaged young people from migrant and refugee backgrounds to prepare for them for participation in study, life and work networks.

The Navigating Resettlement Project is looking for Mentors for young refugee students ranging from 15–25yrs. Some refugee students do not have parents, family or friends who can help them in their homework or advise them about their work and study options. This project aims to help young people draw upon their strengths, creative capacity, stories, language, values, traditions and experiences of place for empowerment, resilience and cultural wellbeing to navigate their transition into Greater Western Sydney., to build upon young refugee and migrant's life giving interests, hopes and dreams to then match The sessions will include a culturally appropriate mentoring model identified needs with mentors who can provide support, guidance and practical knowledge in a range of educational, vocational and life skills using a range of study, creative design and development of a website.

You can volunteer at the following centres and times

1. Main Street Blacktown Study Centre: Monday 3.30-6.30pm
2. Blacktown Girls High Study Centre, work, Life skills: Tuesday 2.30-5.30pm

Contact people:

Dr Karin Mackay or Dr Mohamed Moustakim

Navigating Resettlement Project

k.mackay@westernsydney.edu.au

M.Moustakim@westernsydney.edu.au

Requirements:

Teaching experience is not necessarily required, although an interest in teaching, a positive attitude and openness to other cultures are essential.

You will gain:

- Experience in teaching and training
- Experience in community development
- Experience working with youth
- Cross-cultural skills
- Knowledge and understanding of issues affecting refugee youth
- Confidence in using your skills and talents to help others

ROLE OF VOLUNTEERS

Mentors at the Navigating Resettlement Program will provide after school support to small groups of students. The focus is on developing young people's literacy and numeracy skills and assisting students to complete homework and assignments. Students are placed in small groups (approx. 3 students per tutor) based on subject area with the appropriate tutor. You will also be asked to participate and develop creative and media design activities as well as talk to the young refugees and migrants about their educational aspirations

VOLUNTEER RESPONSIBILITIES

- Tutoring small groups of students to develop literacy, oral and study skills
- Assisting students to complete homework and assignments
- Keeping records of student attendance
- Participating in evaluation and suggestions to improve the program
- Tutors should arrive 30min before the start time to assist in setting up and reviewing program with the coordinator
- Provide a working with children check.

Appendix 2: Pre-Service Teacher Program

Navigating Resettlement: Matched mentoring and creative media design with Refugee and Migrant Youth in transition, Greater Western Sydney

Would you like to share your current knowledge of studying and university life to help refugee and migrant student navigate their way to Higher study? Are you interested in creative digital design?

SydWest has three well attended homework centres at Blacktown, Mt Druitt and St Mary's and offers a fun and comprehensive youth program for young refugees, humanitarian entrants and migrants who are settling into Australia. It also runs a Youth in Transition project, which supports disengaged young people from migrant and refugee backgrounds to prepare for them for participation in study, life and work networks.

The Navigating Resettlement Project is looking for Pre-Service Teachers to become tutors and mentors to young refugee students ranging from 15 -25yrs. Some refugee students do not have parents, family or friends who can help them in their homework or advise them about their work and study options. This project aims to help young people draw upon their strengths, creative capacity, stories, language, values, traditions and experiences of place for empowerment, resilience and cultural wellbeing to navigate their transition into Greater Western Sydney, to build upon young refugee and migrant's life giving interests, hopes and dreams to then match The sessions will include a culturally appropriate mentoring model identified needs with mentors who can provide support, guidance and practical knowledge in a range of educational, vocational and life skills using a range of study, creative design and development of a website.

You can volunteer at the following centres and times

1. Main Street Blacktown: Monday 3.30-6.30pm
2. Blacktown Girls High Study, work, Life skills: Tuesday 2.30-5.30pm
3. Mount Druitt Homework Centre: Thursday 3.30-6.30pm
4. St Marys Homework Centre: TBA

Contact people:

Dr Karin Mackay or Dr Mohamed Moustakim

k.mackay@westernsydney.edu.au

M.Moustakim@westernsydney.edu.au

Mustapha Bangura

Coordinator, Youth Projects

tel: (02) 9621 6633 | fax: (02) 9831 5625

mustapha.bangura@SydWestms.org.au

Appendix 3: Navigating Resettlement: Interview Questions for Mentees and Mentors

A day in the Life of Interviews: Twenty Questions

1. Where did you grow up and what was that like?
2. What was your favourite thing to do when you were young?
3. When you were younger what did you dream of doing when you were older?
4. What is your favourite kind of music/movies/food
5. Funniest thing you have ever done?
6. Riskiest thing you have ever done?
7. Kindest thing you have ever done?
8. What study or work are you doing now?
9. How did decide on what to study or what work you do?
10. Were there any people that helped you to get where you are now?
11. What did they say or do to help you on your path?
12. What are some of the things you think you are good at?
13. What are some of the things you think you would like to be better at?
14. What is a typical day like for you?
15. What is the best part of your day/week/year?
16. What are some daily/weekly frustrations that you feel hold you back?
17. Who do you enjoy talking to or hanging out with the most?
18. Where do you like to go for fun?
19. What is the thing you like to do most now?
20. What are some of the things you would like to try doing in the future?

Appendix 4: Youth Intake Form

Navigating Resettlement Project: Youth Intake Form

Date of assessment:.....

Assessed by:.....

Background Information of Client

1. Full name of client:.....

2. Date of Birth:...../...../..... Country of Birth:.....

3. Date of arrival in Australia

4. Current Address:

Suburb:.....Postcode:.....

Phone:.....Mobile:.....

5. Email Address:.....

6. Preferred language (if other than English):.....

7. Other language(s) spoken:.....

8. Gender: Male Female

9. Activities of interest (You can tick more than one)

- ☐ Website Design
- ☐ Photography/Photoshop
- ☐ Digital Knowledge
- ☐ Mentoring
- ☐ Education Pathways
- ☐ Employment Pathways
- ☐ Goal Setting
- ☐ University Tour
- ☐ Life Skills
- ☐ Others.....

10. How did you find out about this project?

- ☐ Youth worker
- ☐ Community group
- ☐ At school
- ☐ Friend or relative
- ☐ Another agency
- ☐ Others.....

Appendix 5: Navigating Resettlement – Exhibition Running Order

12–3pm	Jess and Karin to begin set up of space
3–4pm	Mohamed set up computers
4–5pm	Dom set up web site show and electronic equipment
4.45pm	Young people who are speaking or performing have been asked to arrive to prepare for their short talks
5.00pm	Exhibition showcase space opened. Guests to sign in (Vikki, Ahmed, Aaron?) Ongoing Art activity: wish for the future and dream board (Jess)
5.20pm	Welcome and Introduction Karin to welcome and give brief introduction and overview of the project and three main aspects of the program Mentoring, Web design and Creative Space and General Who, How many involved and how long, what we found, what you can see tonight
5.30pm	Selected profiles, web site, mentoring visit, art works, art activity What we did. Briefly talk about maximum 5 mins each section Mohamed: Study Centre and Mentoring visits, pre-service teachers Hadi, Urooj? Dominic: Web Design workshops Jamal, Siv Karin, Mehrnaz, Reedwan Study Centre and Creative Space
6.00pm	Dominic: Website presentation
6.15pm	Thon and BJ rap performance
6.30pm	Elfa, Vikki, Ahmed, Aaron: What is in stall for the Future: Mentoring Survey Link, Youth Activity Survey, other programs
6.40pm	Thank you to SydWest for partnering in the project, Dom for web design workshops but mostly to the young people for coming along and sharing lives.Explore, Mingle and share food
7.00pm	Close

Appendix 6: Scaffold for Talking About Your Involvement in the Program

Hi my name is.....

I amyears old and I have been in Australia since.....

I live in (Blacktown).....with (Mum, Dad, how many brothers and sisters) etc

I go to school at.....

I have been coming to the Navigating Resettlement Program since.....

I have participated in

- Visiting the university
- mentoring
- study space
- artworks
- Website skills

I come to the project because:

- Talk
- Study support/mentoring
- Chill
- Safe friendly
- Food
- Make art
- Advice for my study options
- Web design

My hobbies, things I like doing are:

I am interested in attending workshops in the future on.....Singing, rap, dance, music, drama, radio production, writing, soccer, basketball, web design, painting, drawing, science, media, journalism, hospitality, university degrees, HSC topics, TAFE courses

Appendix 7: SydWest Youth Activity Survey

We have been running an after school study centre that offers a safe space to talk about what you want to do in the future, get support on your homework, advice on study options, relax, talk to others, learn web skills and participate in art activities. We now want to know what else you would be interested in learning doing and when would be the best time to attend.

Name:.....Age:.....

Address:.....

Languages:.....School:.....

Contact email or Tel.....

I would be interested in (Circle any that interest you):

- Basketball
- Dance
- Drama/Acting
- Drawing
- Graphic Design
- Hospitality/café skills
- HSC topics
- Journalism
- Media
- Music
- Painting
- Radio production
- Rap
- Science
- Singing
- Soccer
- TAFE courses
- University degrees
- Video production
- Web design
- Writing
- Other

a. Are you interested in learning about Youth Radio?

☐ Yes ☐ No

b. How important is Homework Study Centre to you?

Please circle - 1 for very important to 5 for not important

1 2 3 4 5

c. Which Homework Study Centre do you attend?

☐ Blacktown

☐ Mt Druitt

d. I could attend

Blacktown Main Street: ☐ Monday 3-5

☐ Monday 4-6

☐ Tuesday 3-5

☐ Tuesday 4-6

Comments

.....
.....

Appendix 8: Questions for Speed Interviews and for Bio

Questions for Speed interview

If you finish asking questions then swap with your partner

What is your favourite food?

Which day of the week is the most exciting and why?

What languages can you speak?

Who is your hero and why?

What subjects did you like the best at school or now?

What would your friends or family say that you were good at?

What is a strength you have that few people know about?

What is the silliest or bravest thing you have ever done?

What is something that you are really interested in?

Questions for Bio

What is your nicest memory?

What did you want to do/be when you were a small child?

What do you think you want to do/be now at this age?

What do you think you will be doing in 5 years?

What do you think the world will be like in 10 years?

Appendix 9 : Questions for Mentors, Youth Workers and Young People

What was /is your resettlement experience like?

What is your role at SydWest?

How long have you worked here?

How do you find it?

Describe a typical day working with young people.

Challenging aspects of the work

Most enjoyable aspects of the work

How do you think Australia treats refugees?

Do you think that this has changed in the past few years?

Why do you think this may have changed?

What impact do you think the talk about refugees has on their sense of belonging?

Are you aware of the recent developments about banning immigration to America?

Has this affected you or any of your family or friends?

Does the negative terrorist talk around refugees affect the way that you work with young refugees?

Have you noticed an impact on young people?

Has this impacted upon you?

What role do you think Educational Institutions in Western Sydney have in addressing this?

How do you think informal education might be a way to address resettlement?

What are your aspirations now?

What were they before coming to Australia?

Where do you want to go from here?

How do you think you could get there?

Who would you feel comfortable talking to about your goals?

Appendix 10: Navigating Resettlement Transitions

Questions for Mentors and young people

These questions are designed to guide the conversation between the Mentors and young people. Most of the questions can be asked by both Mentors and young people. Please feel free to ask any other questions you might have.

1. Where did you grow up and what was that like?
2. What is your favourite kind of music/movies/food?
3. When you were younger what did you dream of doing when you get older?
4. What made you choose this area of study or work?
5. Were there any people that helped you to get to where you are now?
6. What did they say or do to help you achieve your goals?
7. What study or work are you doing now or would like to do in the future?
8. What is a typical day like for you?
9. What is the best part of your day/week/year?
10. What are some difficulties that you come across at work / study?
11. Thinking about what you would like to do in the future, what steps will you take to achieve your goals?
12. Would you like further information about any area of study at Western?
13. Do you have any other questions?

Appendix 11: Information about the Mentors and their Experience for Mentees

Name of mentor:

Campus/workplace available:

Subject area/s:

What inspired you (the mentor) to pursue this line of work and knowledge?

How did you come to be involved in your chosen area of study/work?

Who helped you to navigate your way into university/ your chosen area of study?

Required ATAR:

Prerequisites:

Career options:

Interpersonal skills needed:

What is the best aspect of working in your chosen area?

What are some of the things you do not enjoy about working in your chosen area?

What advice would you give the mentee in pursuing her/his aspirations in this area at this time?

Other life experience and knowledge that I would be able to share.

Appendix 12: Invitation to Exhibition



SydWest Multicultural Services
Youth

Invitation

Navigating Resettlement: *The Journey So Far*

Join our Young People and celebrate at our special one-night exhibition showcasing:

- Mentoring and study skills
- Creative media design
- Stories and art

Navigating Resettlement: *exploring young people's educational dreams for the future.*

RSVP by 5th July, 2017 to
Register Online at <https://www.eventbrite.com.au/e/navigating-resettlement-exhibition-tickets-35745493734>
OR email Vikki.hine@sydwestms.org.au or text 0409 812 576

FOR MORE INFORMATION PLEASE CONTACT:
Youth Team on Tel: 9621 6633 (Mon-Fri)

*Navigating Resettlement Project: A collaboration between
SydWest Multicultural Services and Western Sydney University*

Find us on
Facebook

www.sydwestms.org.au

WESTERN SYDNEY UNIVERSITY

SydWest Multicultural Services

Navigating Resettlement:
The Journey so Far
Exhibition

Monday 10th July 2017
5-7pm
SydWest Multicultural
Services
Level 2, 125 Main Street,
Blacktown

Event will feature:

- Free art activity
- Food
- Find out more about our
program / study mentoring



Connecting Cultures.
Building Community.

Helping new arrivals
settle into society.

Quality aged care and
disability services.

Tailored programs, services,
casework and events.

Appendix 13 : Flyer



FREE WEB DESIGN COURSE

BIG DREAMS? START HERE!
Learn essential skills for the 21st Century

- ✓ Build an awesome website
- ✓ Create using Dreamweaver & Photoshop programs
- ✓ Use Apple macs/iPads
- ✓ Learn study, work, life skills
- ✓ Get support from a mentor
- ✓ Visit Western Sydney University
- ✓ Improve your digital literacy

The Doorway to YOUR FUTURE

FREE FOOD
MAKE FRIENDS
MAKE MUSIC
CREATIVE STUFF

When:	5 th September
Who:	16-25yrs
How Long:	6 weeks
Time:	Every Monday 4-6pm During School Term
Where:	SydWest MS 125 Main St, Blacktown
Contact:	9621 6633 Ask for Mustapha/Aaron

Navigating Resettlement
Project: A collaboration
between SydWest MS and
Western Sydney University

SydWest
Multicultural Services

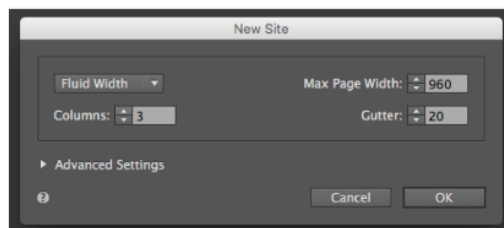
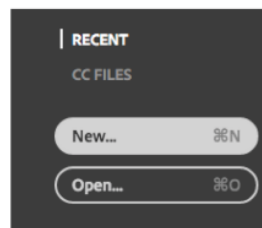
WESTERN SYDNEY
UNIVERSITY



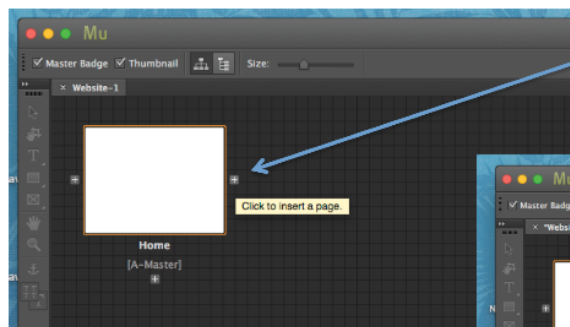
Appendix 14: Introduction to Adobe Muse 1

Introduction to Adobe Muse 1: The Header and Footer

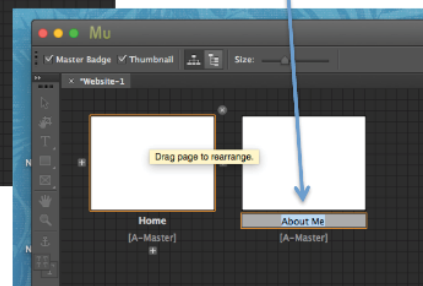
1. Open Muse by clicking on the icon in the taskbar:
2. Choose to create a "New" website with the following settings:



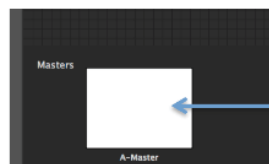
3. A Home page is automatically created. Click to + symbol to the right of the page to add a new page to your website, and give it a name (eg. "About Me"):



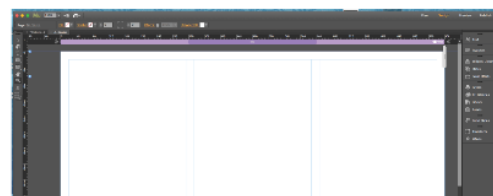
*Click + to add new page...
Type in the name of the new page.*



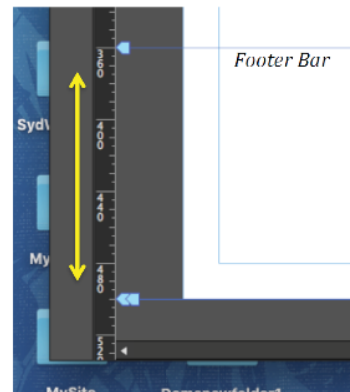
4. Now, double click on the "A-Master" Page at the bottom of the screen. This will open a new tab with a blank Master page on which you can work.



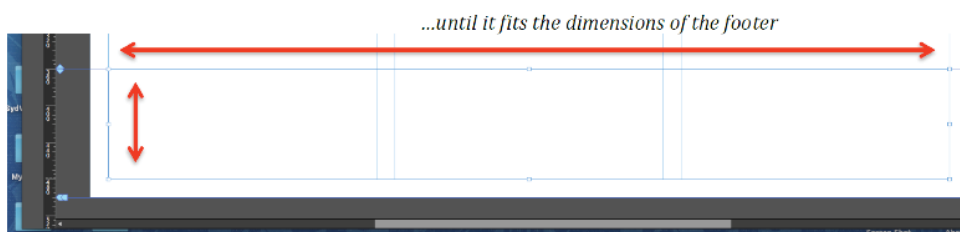
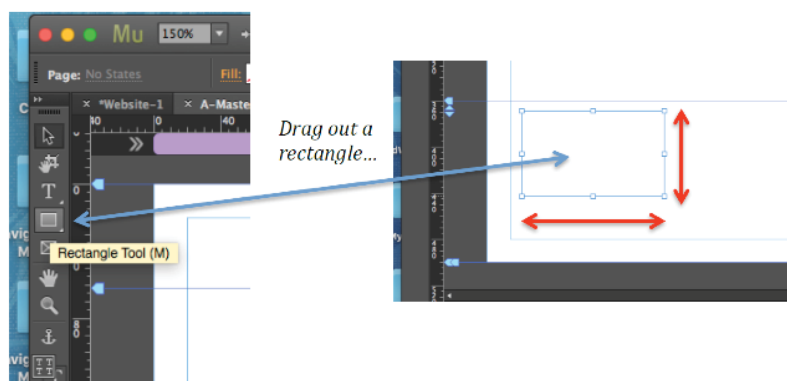
Double-click to open and design a Master Page



- Anything you do on your "A-Master" page will appear on both your "Home" and "About" pages. For example, to create a larger 'footer' area for you website try dragging the footer bar up to 360 pixels:



- Now you can fill the newly enlarged footer area with a different background colour by creating a rectangle to the right dimensions. Select the rectangle tool from the left-hand menu, then click and drag out a shape to match the dimensions and placement of the footer section:

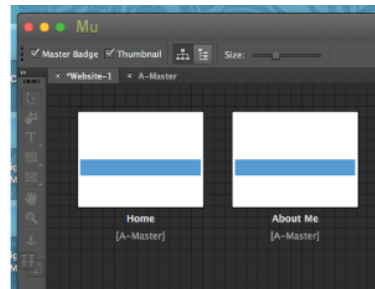


- Select a new colour for the rectangle you have just drawn using the "Fill" option at the top of the screen:

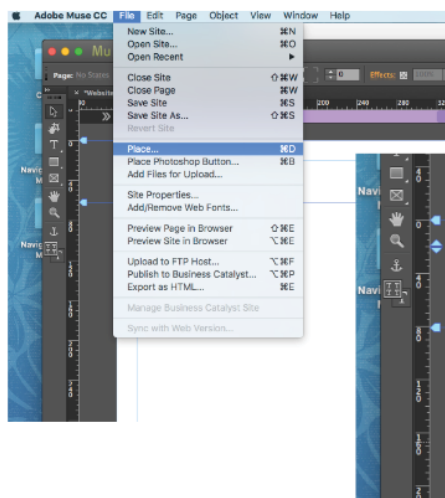


- Back at the "Website" tab (Design View), you can now see that both of your webpages contain the blue footer you have just created. This footer can be filled with clickable items later.

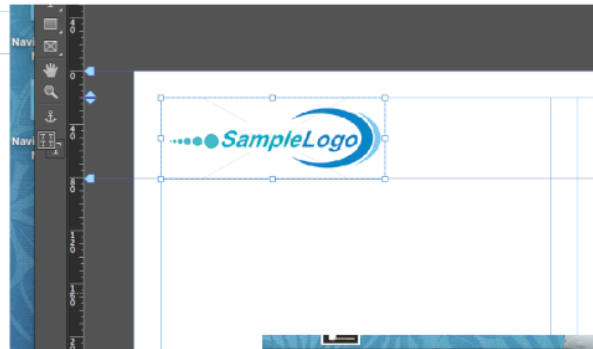
Using the A-Master page again, it's time to add a logo and menu that will appear on all pages within the site.



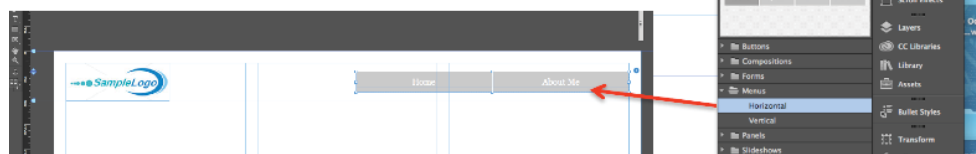
- Select "Place" from the File Menu to choose an image (Sample_Logo.png) and click to place it on the page. Resize the image by clicking and dragging, and position the image in the desired location at the top of the page:



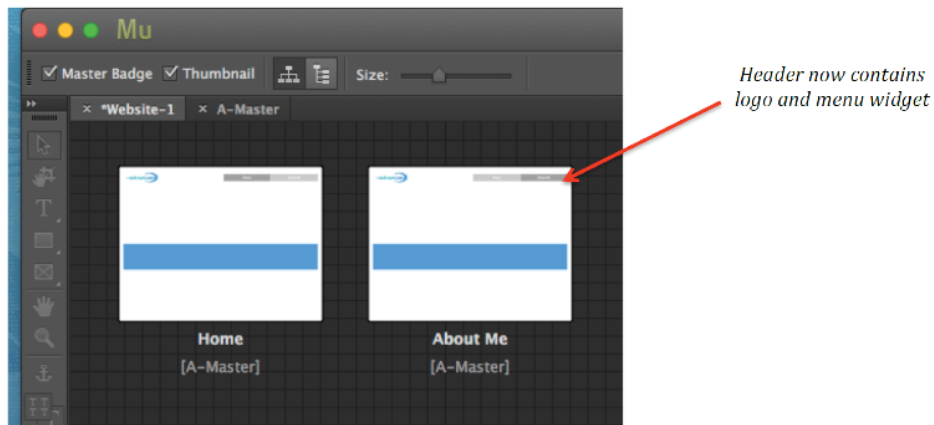
Simply click on the page to place selected image, then resize and re-position it.



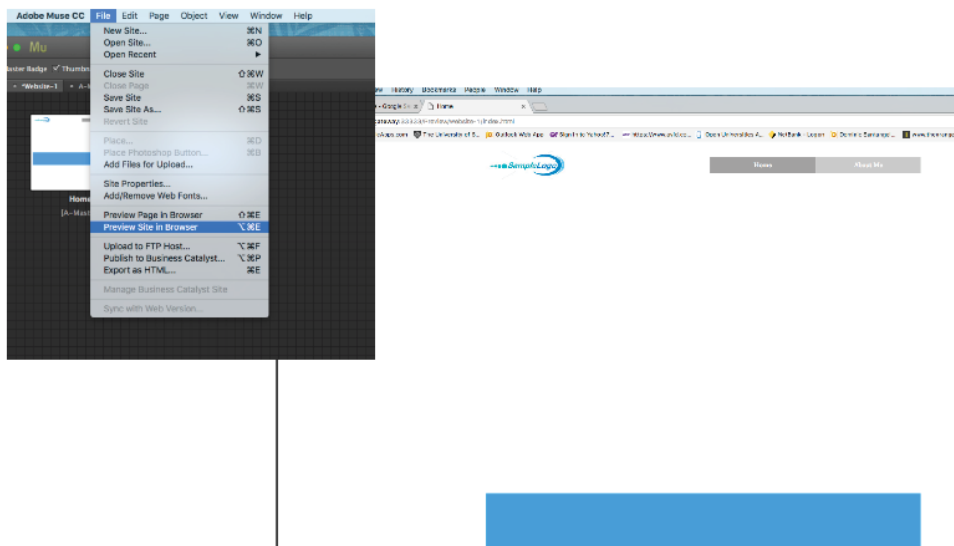
- Next, drag and drop a "horizontal menu" from the Widgets Library on the right-hand side of the page. Use this as part of your header, along with the logo:



11. You will notice that these new items (the logo and the menu) both appear on your two webpages back in the Design View:



12. In the File menu, select "Preview Site in Browser". You will now be able to see what your website looks like so far and test the menu buttons. Don't forget to save your work in a dedicated folder.



Appendix 15: Survey Monkey

Navigating Resettlement Refugee Mentor Program

Thank you for participating in our survey. Your feedback is important.

About the project:

The Navigating Resettlement Program is an innovative program that will support young people through personal mentoring.

SydWest Multicultural Services and Western Sydney University's Centre for Educational Research have teamed up to support, encourage and provide practical steps to achieve young refugees dream's.

We hope to turn young refugee's passions, life goals and educational interests into successful and fulfilling careers.

They will receive mentoring and support around goal setting and vital educational skills such as literacy, critical and creative thinking, presenting and decision making which is essential for jobs in the future.

By tracking the participants journeys and supporting them through connections with appropriate mentors, the program will be a valuable resource for other new young arrivals settling into western Sydney and navigating the educational and employment system.

To become a mentor complete this survey!
Your responses will help us to best match you with a young mentee.

To continue just click NEXT

1. Title

* 2. Name

First Name

Last Name

3. At what email address would you like to be contacted?

* 4. What are your best contact numbers?

Work

Mobile

5. Where are you located?

Street/unit no

Street

Suburb

State

Postcode

6. Name of your Organisation/School/

7. Area of Expertise/Interest

☐ Law

☐ Accounting

☐ Business Economics

☐ Teaching

☐ Science

☐ Communications Advertising

☐ Journalism

- ☐ Creative arts
- ☐ Literature and Writing
- ☐ IT computer science
- ☐ Design
- ☐ Multimedia
- ☐ International Studies
- ☐ Engineering
- ☐ Nursing
- ☐ Medicine
- ☐ Earth and Environment
- ☐ Health Nutrition
- ☐ Psychology
- ☐ Social Sciences
- ☐ History
- ☐ Mathematics
- ☐ Music
- ☐ Dance
- ☐ Public Relations
- ☐ Tourism and Events
- ☐ Administration
- ☐ Finance Banking
- ☐ Humanitarian
- ☐ Oral Hygiene
- ☐ Veterinary
- ☐ Sports
- ☐ Architecture Built Environment
- ☐ Retail Hospitality
- ☐ Trades
- ☐ Police criminal Justice
- ☐ Emergency response
- ☐ Security
- ☐ Government and politics
- ☐ Other (please specify)

* 8. What can you provide or assist young refugees with?

- ☐ advise on steps to gain entry into your profession or educational institution
- ☐ work experience
- ☐ internship
- ☐ share and listen to stories of success and overcoming adversity in achieving goals
- ☐ speak at young refugees school about what you do
- ☐ volunteer tutoring in specific subjects
- ☐ Career options and pathways
- ☐ advice about high school, subject choices, hobbies, passions
- ☐ Other (please specify)

9. How often could you offer mentoring?

- ☐ 2 hours every 3 months face to face
- ☐ 2 hours every 6 months face to face
- ☐ 2 hour weekly sessions for 6 weeks face to face at Sydwest Blacktown
- ☐ 1 full week work experience
- ☐ 3 month internship
- ☐ Other (please specify)

10. Do you have a working with children check number? If not please get one or renew here; <https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>

My WWCC number is:

Appendix 16: Six-week Web Design and Navigation of Aspirations

TIME	WEEK1 05/09/16	WEEK2 12/09/16	WEEK3 19/09/16	WEEK4 26/09/16	WEEK5 10/10/16	WEEK6 17/10/16
Theme	Selfies: What's in a Name?	Dream On: Aspiration wall	Mapping Where I Am: Strengths, place, community, values	Doorways to Future:	Navigate Your Next Steps	Online mentoring:
3.30–4.00pm	Food and team briefing					
4.00–4.50pm Creative Content and Aspiration Focus Session	<p>About the course and what you want to get out of it</p> <p>Aspiration questionnaire</p> <p>Games to find out about each other and our names.</p> <p>Describe what your name means to someone else.</p>	<p>About what your hopes for life. Things that are important to you.</p> <p>Montage of words and images drawn or from magazines, internet. Use home language and English</p> <p>Why are these your aspirations. What might help you achieve these and what do you think may prevent you from reaching these.</p>	<p>Where you are, where you have been and where you want to go.</p> <p>Creating a physical map/representation of your journey to Australia, where you live, who you live with, what or where you study/work and what direction you are considering for your future.</p> <p>Discuss map with a partner/group. Explicitly identify strengths and challenges.</p> <p>Write these down or document through video.</p>	<p>Exploring possibilities identifying next steps and who can help</p> <p>Game/role play about choice and making decisions such as moral dilemmas</p> <p>Three real doors placed around room. These represent choices. Label the doors with different scenarios Ask to move towards a door of their choice. Discuss the critical thinking skills used.</p> <p>How can this help them identify their next steps</p>	<p>Identifying social networks to help you navigate your next steps</p> <p>Research and identify what kind of mentor or help they would benefit from the most who to ask for help</p> <p>Scaffold to capture info already uncovered</p> <p>Aspirations, strengths, challenges, possibilities and who to ask</p> <p>Ask to devise three questions to ask their mentors or find out</p>	<p>A Day in the Life of: telling your story, learning about others stories through interview</p> <p>Beacon Foundation Course</p>
5.00–5.50pm Web Design Session	<p>Interviewing each other on ipads. 10 questions of favourite stuff and or explain what your name means on video</p> <p>Taking selfies and social media profiles</p>	<p>Photoshop</p> <p>Scanning</p> <p>Composition</p>	<p>Animate maps</p> <p>Document strengths and challenges through media</p>	<p>Document next steps in a graph or chart?</p>	<p>Creating forms, tables, flow charts?</p> <p>Create a where to next plan document?</p>	<p>Doorway to my future... Where do you see yourself now? Who/what are your networks to open the door for you?</p> <p>Answer questionnaire about the course and where they now think they are in relation to navigating their future</p>
5.50–6.05pm	Team debrief					

