



Youthlaw 'Reach Out and Connect' project 2014-15

An action research and evaluation project to promote and test our legal education methods and resources for young people.

1. Executive summary

The following report sets out the findings of 'Reach Out and Connect' undertaken by Youthlaw, a community legal centre for young people in Victoria.

The project sought to find out what young people with legal needs think about our legal education program and resources, how they learn and seek information about the law and how we might deliver and develop more effective legal education and resources in the future.

We also sought to promote and test our legal education method and our resources including our short animated clips on authorities and the law, our mobile friendly website for smartphone use called StreetSmart and our fact sheets. We conducted over 40 legal education sessions with a diverse range of young people across Victoria with a particular focus on vulnerable and disadvantaged young people as they are our target group.

The project was generously funded by the Victoria Law Foundation.

1.1 Project scope

The project explored the following questions:

- Are young people aware of Youthlaw and/or Youthlaw resources?
- How effective are our legal education sessions and resources for young people?
- How might we better promote our services and legal resources to young people?
- What areas of law do young people most need information or education about?
- How should Youthlaw approach the above questions in relation to young people with communication barriers.

1.2 Findings

Our findings and conclusions were:

- Young people have very little awareness of Youthlaw or our resources

- Our community legal education sessions and our existing resources are effective for young people and interactive games, activities and Q&A opportunities with the presenter made sessions more effective
- Although young people seek legal information online or through other forms of new media, they prefer finding out legal information through guest-speakers from legal services or community legal education sessions delivered in-person by lawyers or other persons.
- Although young people are interested in seeking legal advice through methods such as email or live chat, they have a preference for seeking legal advice in-person or by phone
- Young people are interested in finding out more about the law on a broad range of topics and not just a few topics – the most popular being police powers and other authorities, dealing with fines and employment
- Teachers and other workers who support young people prefer seeking information from legal services by phone although they are interested in other methods such as online query forms or live chat
- Young people with intellectual disabilities or from CALD backgrounds, in particular, prefer guest speakers and in-person delivery of community legal education and they prefer in-person legal advice rather than by email or phone
- Young people with intellectual disabilities would benefit from more lead-up or preparation before community legal education sessions to reinforce their learning and allow them more opportunity to think of questions
- Young people from CALD backgrounds would benefit from a series of talks with the same guest speaker to cover more topics, build trust and reinforce their learning
- Young people from CALD backgrounds were more interested in some topics like racial profiling and discrimination than topics of interest to other young people, such as graffiti
- Some aspects of the multi-media resources and video content used were not suited to young people from CALD backgrounds and with intellectual disabilities due to the speed or complexity of the speech or sarcasm/humour that may not translate due to cultural differences

1.3 Recommendations

Based on these findings and conclusions it is recommended that:

- Youthlaw needs to make young people more aware of its services and its resources by delivering more community legal education sessions and would benefit from a marketing and communications strategy
- Youthlaw should continue to provide community legal education sessions that incorporate interactive games, activities, Q&A and multi-media content and wherever possible, make sessions even more interactive
- Youthlaw should continue to offer community legal education sessions as young people consider the opportunity to meet a guest speaker from Youthlaw the most effective way for them to find out more about the law
- Youthlaw should continue to offer and improve the information it provides for young people through websites, online videos and social media however it should not consider these methods as a substitute for in-person community legal education sessions
- Youthlaw should continue to provide legal advice in-person or by phone as while young people indicate some interest in seeking legal advice online or via live chat, they prefer in-person advice (particularly for young people with

communication barriers such as those with intellectual disabilities or from CALD backgrounds.

- Youthlaw could explore offering legal information to teachers or workers online or via live chat however we should continue to provide this service by phone
- Youthlaw should include a broader range of topics on its community legal education menu and build its capacity or forge partnerships to deliver education sessions on topics such as employment
- Youthlaw should consider alternatives to one-off community legal education sessions (such as a series of sessions or organising preparatory sessions) for young people from CALD backgrounds or who have intellectual disabilities
- Youthlaw should explore producing or incorporating more multi-media content that is more tailored to young people from CALD backgrounds or young people who have intellectual disabilities

2. Project Background

2.1 Project overview

There were two main purposes of the Reach Out and Connect project. The first was to raise awareness about Youthlaw and our resources among young people by delivering over 40 community legal sessions over 12 months. The second was to test the effectiveness of our legal education sessions and resources and seek feedback from young people and those who support them about how we can provide legal services and information to young people more effectively.

2.2 Key stakeholders and target audience

We aimed to deliver most sessions to young people who were disengaged or at risk of disengaging from mainstream education, or who experienced other forms of marginalisation or disadvantage. We targeted youth services and education providers who worked with this target demographic of young people by sending emails out through our established contacts. We also published a blog post inviting those outside our networks to contact us and request a community legal education session for groups of young people within this target demographic.

To promote the sessions to teachers and workers, Youthlaw developed a community legal education 'menu' page on its website (Appendix 1). The menu outlined popular topics and summarised the legal content covered during the session so teachers or program leaders, in consultation with their students or clients, could select the topic of most interest to the young people they work with.

2.3 Session format and program logic

2.3.1 Education Session Model and Program Plan

In preparation for the sessions, an Education Session Model and Program Plan was developed, setting out a proposed format for the sessions and a range of activities and discussion points on popular topics (Appendix 2).

2.3.2 Geographic and demographic targeting

Youthlaw lawyers then delivered 42 community legal education sessions over 12 months to groups of young people around Victoria. Approximately 75% of the sessions were delivered in regional, rural or outer-suburban locations. Sessions were delivered in a range of different settings, including secondary schools and VCAL programs, holiday/respite programs, vocational training programs, English language schools and schools for students with intellectual disabilities.

Overall, the sessions were attended by over 1,000 young people from a range of different backgrounds including secondary school students, Victorian Certificate of Applied Learning (VCAL) students, young people enrolled in vocational training or apprenticeship programs, young mothers, young people with intellectual disabilities and young people from recently arrived refugee backgrounds.

2.3.3 Session content

The topics covered and the resources used by Youthlaw lawyers in each session varied, depending on the needs and preferences of each group. Most groups selected topics from Youthlaw's community legal education menu and popular topics included young people's rights when dealing with police, PSOs and ticket inspectors, becoming independent and sex and relationships.

2.3.4 Session structure

Each session was presented by one or occasionally two lawyers from Youthlaw and ranged from 45-60 minutes.

Sessions generally followed the Education Session Model and Program Plan, including discussion activities, interactive games and Q&A with the presenting lawyer. However, in some settings the set format was not followed to adjust to the needs of the group if, for example, participants expressed a preference for open-ended group discussion or Q&A with the lawyer instead of games and set activities.

Over time, some activities and resources in the Education Session Model were changed or replaced with others that proved more effective.

2.3.4 Use of multimedia

Most sessions incorporated multimedia and online educational resources produced by Youthlaw, including our Street Law video series, our StreetSmart guide and our fact sheet pages. However, a number of sessions incorporated externally produced video content, particularly for the topics related to sex, consent, age of consent and sexting - such as ['Trusted Moments'](#), ['Tea Consent'](#) and ['Everybody Knows Sarah'](#).

2.3.5 Collaborations and partnerships

An incidental but important part of the project was our collaboration with Eastern Community Legal Centre (ECLC). ECLC contacted Youthlaw to assist with the planning and delivery of three community legal education sessions for students at Heathmont Secondary College. Youthlaw worked together with ECLC's community legal education team to develop session plans and co-delivered the session with ECLC's Community Development Coordinator.

Another opportunity for collaboration during the project was with Victoria Police at the session presented at the Upper Yarra Secondary College. A local officer invited Youthlaw to co-present with her on the topic of sex and sexting. Four sessions were presented, with Youthlaw staff explaining the laws on different issues and inviting comments from police on how they would respond to different scenarios.

3. Evaluation Framework

3.1 Evaluation purpose

A framework was developed to evaluate the effectiveness of our legal education sessions and resources. The framework set out the process by which we sought feedback from young people who attended the community legal education sessions, as well as teachers and other workers who observed the sessions, about the sessions and our resources and how we could deliver our services more effectively.

3.2 Key evaluation questions

Our key evaluation questions, outlined in our Evaluation Matrix (Appendix 3) were as follows:

- (a) Are young people aware of Youthlaw and/or Youthlaw resources?
- (b) How effective are Youthlaw's legal education sessions and resources for young people? How can they be more effective? (Do they find the session engaging? Did they learn about the law? Would they use the information or resources presented in future?)
- (c) How can Youthlaw promote our services and legal resources to young people more effectively?
- (d) How can Youthlaw deliver legal services to young people more effectively?
- (e) What areas of law do young people most need information or education about?
- (f) How should Youthlaw approach the above questions in relation to young people facing communication or other barriers (such as young people with intellectual disabilities or young people from culturally and linguistically diverse (CALD) backgrounds)?

3.3 Evaluation methods

As outlined in the Evaluation Matrix, our evaluation methods included the following:

3.3.1 *Surveys for young people*

Surveys in hard copy were distributed to young people attending approximately one quarter of Youthlaw's education sessions. Young people were asked to fill out the surveys immediately after the session or soon afterwards. Completed surveys were either collected by Youthlaw staff in person or posted to Youthlaw afterwards. A blank survey is set out in Appendix 4.

3.3.2 *One-on-one interviews with teachers and workers for selected groups*

Although the distribution and collection of surveys from young people during the sessions proved to be an efficient and effective way of seeking feedback, we were concerned this form of evaluation would not be effective for young people who had limited English language ability or had an intellectual disability. These concerns were confirmed by staff and teachers who invited us to speak with groups of young people from these backgrounds.

To overcome this limitation, we carried out one-on-one interviews with those staff and teachers to seek their feedback and observations on behalf of those young people. The interviews were carried out in person with contemporaneous notes taken by Youthlaw staff or via email.

The responses are set out in Appendix 5 (for teachers/workers for young people with intellectual disabilities) and Appendix 6 (for teachers/workers for young people from CALD backgrounds).

3.3.3 Surveys for teachers and other support workers

Teachers and support workers who organised the community legal education sessions or who observed those sessions (other than those who were interviewed one-on-one as outlined above) were invited to fill out an online survey using Survey Monkey. A copy of the text set out in the online survey is set out in Appendix 7.

We chose to seek feedback from teachers and support workers as well as young people because, in our experience, we find young people most often seek legal help from teachers or other support people before approaching a legal service. We considered feedback from teachers and other support people on how we can better promote our services and resources and deliver our services would be a useful source of feedback for the purposes of this project.

3.3.4 Observations by Youthlaw staff during the session

Youthlaw staff delivering the session noted their observations of each session. Particular attention was given to key evaluation question (a), as this question may have been difficult to gauge using surveys after the session had been delivered and young people had already been introduced to Youthlaw and its resources. The observations of staff are reported in the findings below.

3.4 Limitations

An important limitation of our evaluation methods was that not every young person who attended the sessions could be surveyed. Some young people opted not to fill out or return the survey when surveys were distributed. The size and setting for many sessions did not allow for surveys to be distributed and collected, particularly for larger groups.

Another limitation is that the surveys did not ask specific questions on particular resources or differentiate between different resources that may have been used. For example, different sessions involved viewing different multi-media content and some sessions involved viewing multiple forms of multi-media content. It was difficult, therefore, to seek feedback on whether a particular video or resource was effective given the generic nature of the questions in the survey.

We considered the possibility of organising focus groups of young people to assess the effectiveness of our education sessions and resources over time, by interviewing young people who attended the sessions six months later to see if they recalled the information or found it useful. Ultimately we did not pursue this method due to a number of constraints. The main barrier was that when we contacted teachers or staff to see if they had young people who had attended the sessions willing to participate, we were informed that most young people had either graduated, completed or discontinued their class or program and could no longer be contacted.

4. Evaluation Findings

The findings in relation to each of the key evaluation questions are as follows:

4.1 Are young people aware of Youthlaw and/or Youthlaw resources?

Youthlaw staff delivering the presentations observed that the vast majority of young people indicated they were not aware of Youthlaw or its resources when asked at the beginning of the session.

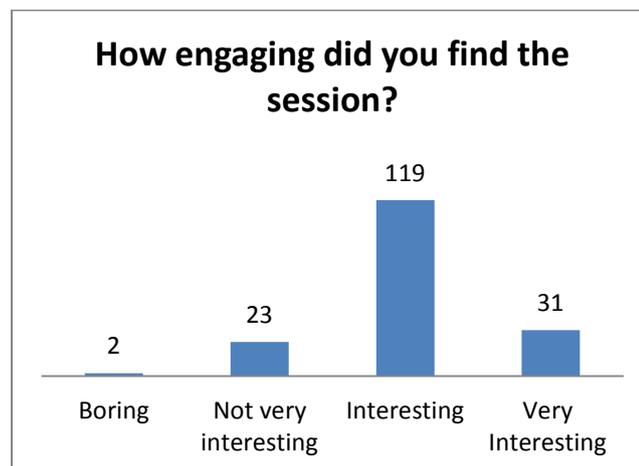
At most sessions, not a single young person indicated they had heard of Youthlaw or our resources before. At sessions where some young people indicated they were aware of Youthlaw, they reported they were aware of Youthlaw because they recall being at a community legal education session presented by Youthlaw previously or they heard about Youthlaw from other young people who had attended community legal education sessions by Youthlaw previously.

4.2 How effective are Youthlaw's legal education sessions and resources for young people?

We explored the questions of how effective our legal education sessions and resources were by asking three questions about the sessions and the resources we used:

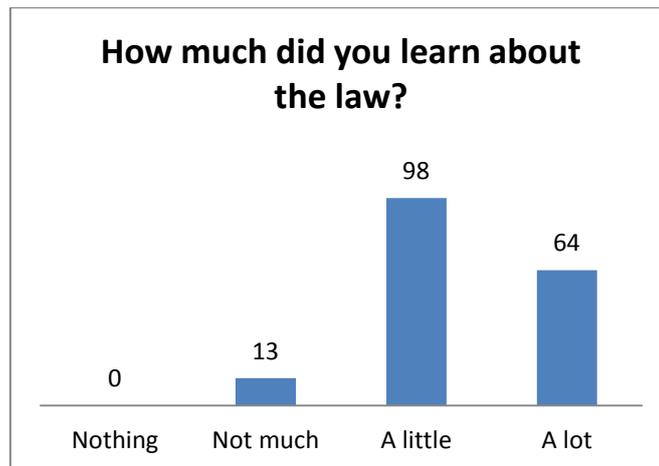
- Did young people find our community legal education sessions engaging?
- Did young people learn more about the law during the session?
- Would young people find the information or the legal resources we presented useful in the future?

4.2.1 Did young people find our community legal education sessions engaging?



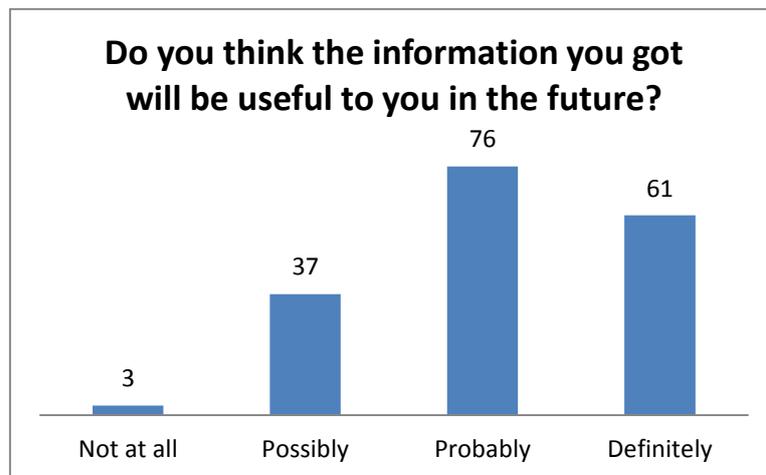
When asked how engaging the legal education session was, most young people surveyed indicated they found the session interesting (68%) or very interesting (18%). Only 2 people surveyed (1 %) found the session boring.

4.2.2 Did young people learn more about the law during the session?



When asked how much they learned about the law during the sessions, most young people surveyed indicated they learned either a little (56%) or a lot (40%). No young person surveyed indicated they learned nothing during the session.

4.2.3 Would young people find the information or the legal resources we presented useful in the future?



When asked if they were likely to find the information and resources presented during the session useful in future, most young people surveyed thought they would probably (43%) or definitely (35%) find the information useful. Only 3 young people (2%) indicated they thought the information would not be useful to them in the future.

4.2.4 Other suggestions for improvement

Young people were invited to add any comments on the question of whether Youthlaw could do anything to improve the sessions.

A common theme among the comments made was for sessions to be more interactive and for sessions to include more games or audience participation. Another common theme was for sessions to involve more time for participants to ask questions of the lawyer.

Other suggestions to improve the session included having more brochures or handouts to give out and inviting police to co-present sessions.

Some comments were conflicting. For example, some comments showed a preference for less talking while others indicated a preference for more talking. Some comments indicated they did not like the use of rewards or prizes whereas other comments indicated they would have preferred more prizes or rewards.

Additional feedback from teachers or support workers

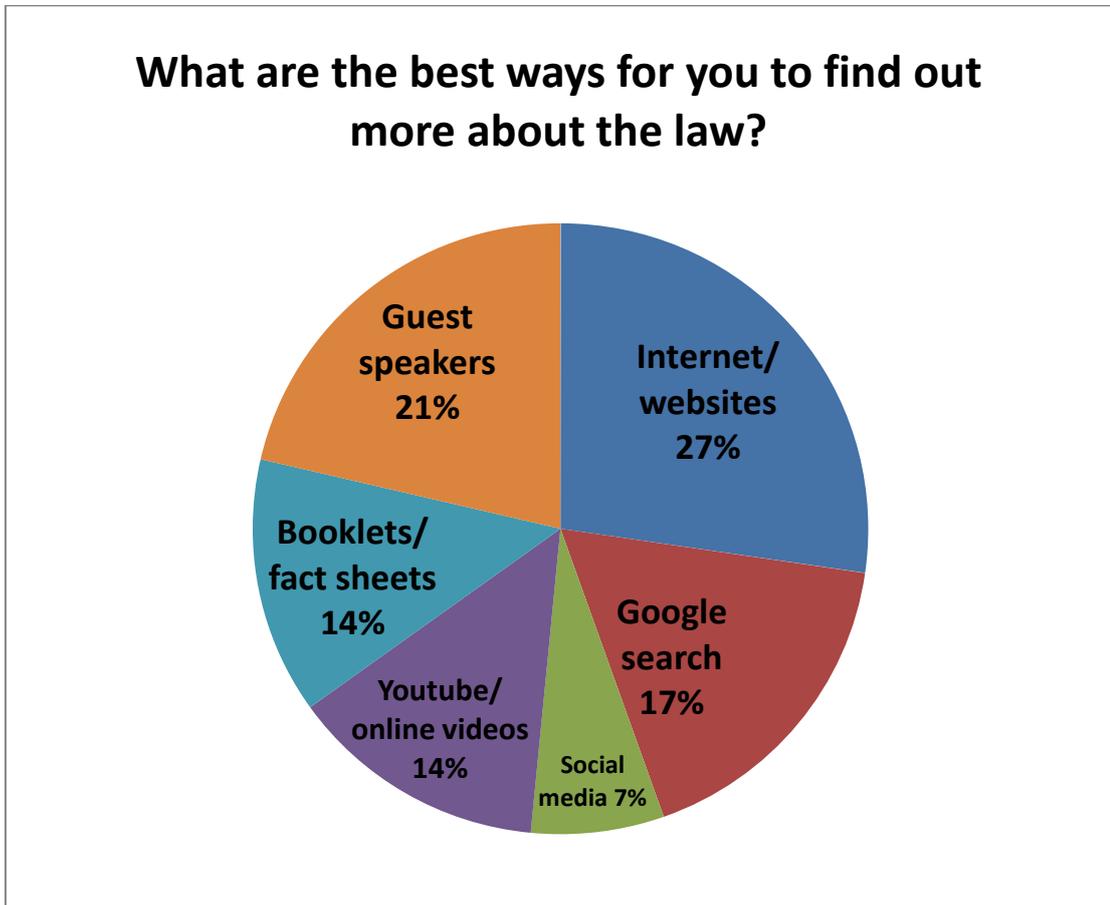
All teachers and workers surveyed indicated Youthlaw engaged the students either very well (86%) or well (14%).

Most teachers and workers (86%) indicated the resources used during the sessions were effective. A common theme among the comments made by respondents on the use of multi-media resources was that the Youtube clips worked very well to keep students engaged and break-up the session, as well as give them a resource young people could look up later to find out more information or recall the information by themselves.

Most teachers and workers found the activities made the sessions more engaging (57%). The remaining respondents were unsure (14%) or indicated no activities were used during the session (29%). The comments indicated teachers and workers felt the activities kept students active and engaged and that incentives for the games were effective.

Most teachers and workers found allowing Q&A with the presenting lawyer was effective (86%). All additional comments made indicated the time for discussion was helpful for young people to clarify information and understand more complex issues.

4.3 How should Youthlaw promote our services and legal resources to young people more effectively?



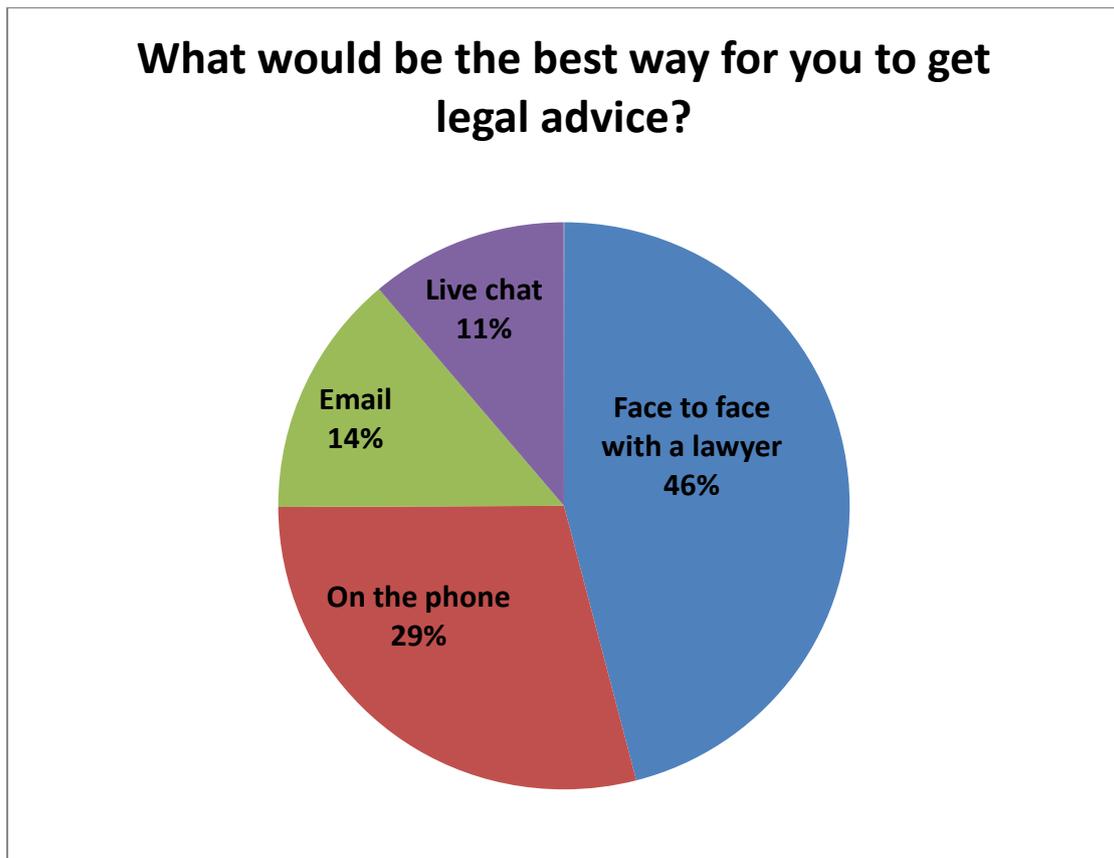
Young people were asked to indicate the best ways for them to access information about the law. Options were presented as multiple-choice. Respondents could indicate more than one way as being the best way for them to find out more information about the law. There was a section for respondents to list other ways not mentioned in the multiple choice options.

The most popular option for seeking legal information was through the internet or websites (27%). The second most popular was through guest speakers (21%). The third most popular was through a Google search (17%). Online videos rated equally as popular with booklets or fact sheets (14%) and social media was the least popular method (7%). No respondent indicated any other way they would prefer to find out about the law in the section marked 'other'.

Additional feedback from teachers and support workers

71% of teachers and workers surveyed indicated that besides guest speakers, the internet/websites and social media were the most effective ways for young people to find legal information. 57% of teachers and workers surveyed also indicated Youtube videos and Google searches were effective ways for young people to find information. 43% indicated fact sheets or booklets were useful ways for young people to find information. One respondent suggested workers are an important source of legal information for young people in the section marked 'other'.

4.4 How should Youthlaw deliver legal services to young people?



Young people were asked about the best ways for them to access legal advice, with the survey giving them a range of options as multiple-choice. Respondents could tick more than one box and respondents were invited to describe any other ways not mentioned in the multiple choice options.

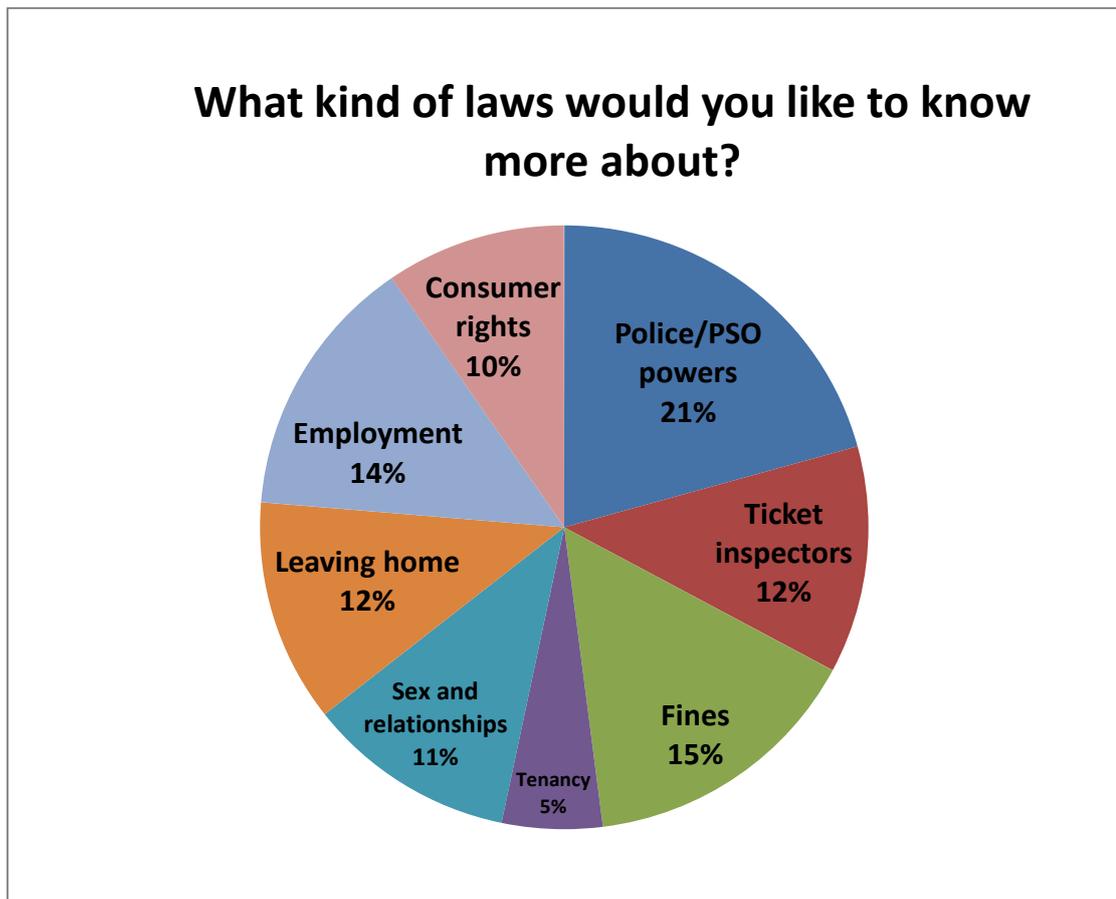
The most popular option was legal advice face-to-face with a lawyer (46%). The second most popular was by phone (29%). Email advice (14%) and advice via live chat (11%) were the less popular choices. No respondent indicated any other form of receiving legal advice that was not listed in the multiple choice options.

Additional feedback from teachers and support workers

Youth workers and teachers were asked to consider the best method for them to seek legal information or advice from Youthlaw as teachers or workers assisting a young person. Unlike the preceding evaluation questions, the survey to workers and teachers did not ask what workers thought young people would prefer when accessing Youthlaw services but rather what they preferred as workers or support people accessing Youthlaw to assist a young person.

100% of workers and teachers surveyed indicated phone as a preferred way for them to seek information or advice on behalf of a young person from Youthlaw. 71% indicated email or online query forms were a preferred way of seeking information or advice from Youthlaw on a young person's behalf. A smaller percentage of teachers and workers indicated face-to-face contact with a lawyer (43%) and live chat (14%) were effective ways for them to seek information or advice from Youthlaw on a young person's behalf.

4.5 What areas of law do young people most need information or education about?



Young people were asked which areas of law they would like to know more about. The survey suggested a number of options as multiple-choice. Respondents were invited to indicate any other areas of law they would like to know more about and which were not listed in the multiple choice options.

The responses show a relatively even split across a broad range of topics as being of interest to young people. The most popular choice was police and PSO powers (21%), followed by fines (15%), leaving home/becoming independent (12%) and ticket inspectors (12%). No respondent mentioned an area of law in the 'other' section that was not listed in the multiple choice options.

4.6 How should Youthlaw approach the above questions in relation to young people facing communication or other barriers?

As with all the other sessions, Youthlaw staff presenting the sessions to young people from CALD backgrounds or with intellectual disabilities asked young people at the start of the session if they were aware of Youthlaw or Youthlaw's resources. As with the other groups of young people, staff observed that no young person in any of these sessions indicated they were aware of Youthlaw or its resources.

As outlined above, feedback on the remaining key evaluation questions was sought from teachers or workers on behalf of young people from CALD backgrounds or young who have intellectual disabilities. Their responses in

relation to each of the key evaluation questions, as noted during meetings or via email correspondence, are summarised as follows:

4.6.1 *Young people from CALD backgrounds:*

4.6.1.1 – How effective are Youthlaw’s legal education sessions and resources for young people from CALD backgrounds? How could they be more effective?

- Overall, the legal education sessions were effective for CALD young people
- Sessions should aim to deliver less key messages overall otherwise it is easy for young people with limited English to get confused
- Presenters should be mindful of cultural assumptions about basic concepts like ‘the law’ and authorities like police and take time to unpack those concepts together with CALD young people
- Sessions should include more games and role plays – even if students have limited English ability, performance can help them and others understand concepts and practice their responses to different situations
- Young people from CALD backgrounds would benefit more from sessions being delivered on an ongoing basis or as a series of sessions over a few weeks or months to reinforce their learning and build trust with Youthlaw staff
- On topics relating to sex and relationships, some CALD young people are particularly uncomfortable asking questions in front of others and more scope should be given to ask questions anonymously (for example, asking the group to write down questions beforehand and pick questions at random)
- Some topics covered in the Street Law video series, such as graffiti, are less of an issue for CALD young people than topics like giving your details because of their concerns/experience of racial profiling
- The speech in Youthlaw’s video resources on Street Law was a bit too fast for CALD young people and the sarcasm in the video on giving police your details (Pass the Salt) makes the video difficult to understand for them
- The idea of using interpreters in CLE sessions can raise difficulties - interpreters are often part of a student’s community and students may be concerned the interpreters could report back information about them or questions they ask to their parents or elders.

4.6.1.2 How could Youthlaw promote our services and legal resources to CALD young people more effectively?

- Seeing and speaking in-person to guest speakers from Youthlaw is the best way for CALD young people to know more about Youthlaw and our resources
- The internet can also be a good way for young people to find legal information however there can be issues with CALD young people trying to find legal information on their own and there’s also more chance of cultural misunderstandings as to what the ‘law’ means
- Video content distributed via social media is an increasingly popular and effective way to get information across because it can overcome language barriers by delivering the information as spoken word rather than written

text, from sources those young people trust such as a service's Facebook page

4.6.1.3 How could Youthlaw deliver legal services to CALD young people more effectively?

- In-person advice is best but it is challenging for CALD young people to take basic steps to seek in-person advice, like finding an address and finding transport to get to advice clinics or appointments
- Seeking advice by phone can be difficult for CALD young people due to the language barrier

4.6.1.4 What areas of law do CALD young people most need information or education about?

- Topics of most interest would be racial profiling and police stops, ticket inspectors (rights and complaints), infringements and sex/relationships
- Sessions that 'break down the basics' about the law and the legal system would be best
- Sessions for workers to encourage prevention of legal problems or how to best intervene or link young people into legal supports would benefit CALD young people

4.6.2 Young people with intellectual disabilities:

4.6.2.1 How effective are Youthlaw's legal education sessions and resources for young people with intellectual disabilities? How could they be more effective?

- The presentations were engaging, meaningful and informative for the students
- The sessions were interactive and the activities kept students focussed and engaged
- The content was pitched well to students' level of understanding and their needs
- Multi-media resources work well for students with special needs and the simplicity of the animations for Street Law worked well
- It would be good to cover a broader range of topics, perhaps over multiple sessions
- Teachers could ask students to prepare questions beforehand to facilitate conversation and prompt students to think of more questions
- More activities like using an interactive whiteboard or getting students to match questions with answers could improve the session

4.6.2.2 How could Youthlaw promote our services and legal resources more effectively to young people with intellectual disabilities?

- In-person teaching and guest speakers work best
- Simple educational videos on Youtube like Street Law work well
- Simple fact sheets to support teachers to, in turn, support young people are effective

4.6.2.3 How could Youthlaw deliver legal services more effectively to young people with intellectual disabilities?

- In-person advice with a lawyer is preferred, given student's difficulties with reading, writing and verbal communication on complex topics

4.6.2.4 What areas of law do young people with intellectual disabilities most need information or education about?

- Sex and relationships
- Dealing with harassment and discrimination
- Living out of home
- Avoiding threatening behaviours/understanding legal consequences

5. Conclusion and Recommendations

Based on the above findings, we draw the following conclusions:

- 2 Young people have very little awareness of Youthlaw or our resources
 - Our community legal education sessions and our existing resources are effective for young people and interactive games, activities and Q&A opportunities with the presenter made sessions more effective
 - Although young people seek legal information online or through other forms of new media, they prefer finding out legal information through guest-speakers from legal services or community legal education sessions delivered in-person by lawyers or legal service staff
 - Although young people are interested in seeking legal advice through methods such as email or live chat, they have a preference for seeking legal advice in-person or by phone
 - Young people are interested in finding out more about the law on a broad range of topics and not just a few topics – the most popular being police powers and other authorities, dealing with fines and employment
 - Teachers and other workers who support young people prefer seeking information from legal services by phone although they are interested in other methods such as online query forms or live chat
 - Young people with intellectual disabilities or from CALD backgrounds, in particular, prefer guest speakers and in-person delivery of community legal education and they prefer in-person legal advice rather than by email or phone
 - Young people with intellectual disabilities would benefit from more lead-up or preparation before community legal education sessions to reinforce their learning and allow them more opportunity to think of questions
 - Young people from CALD backgrounds would benefit from a series of talks with the same guest speaker to cover more topics, build trust and reinforce their learning
 - Young people from CALD backgrounds were more interested in some topics like racial profiling and discrimination than topics of interest to other young people, such as graffiti
 - Some aspects of the multi-media resources and video content used were not suited to young people from CALD backgrounds and with intellectual disabilities due to the speed or complexity of the speech or sarcasm/humour that may not translate due to cultural differences

Based on these conclusions, it is recommended that:

- Youthlaw needs to make young people more aware of its services and its resources by delivering more community legal education sessions and/or by engaging in a marketing and communications strategy
- Youthlaw should continue to provide community legal education sessions that incorporate interactive games, activities, Q&A and multi-media content and wherever possible, make sessions even more interactive
- Youthlaw should continue to offer community legal education sessions as young people consider the opportunity to meet a guest speaker from Youthlaw the most effective way for them to find out more about the law
- Youthlaw should continue to offer and improve the information it provides for young people through websites, online videos and social media

however it should not consider these methods as a substitute for in-person community legal education sessions

- Youthlaw should continue to provide legal advice in-person or by phone as while young people indicate some interest in seeking legal advice online or via live chat, they prefer in-person advice (particularly for young people with intellectual disabilities or from CALD backgrounds)
- Youthlaw could explore offering legal information to teachers or workers online or via live chat however we should continue to provide this service by phone
- Youthlaw should include a broader range of topics on its community legal education menu and build its capacity or forge partnerships to deliver education sessions on topics such as employment
- Youthlaw should consider alternatives to one-off community legal education sessions (such as a series of sessions or organising preparatory sessions) for young people from CALD backgrounds or who have intellectual disabilities
- Youthlaw should explore producing or incorporating more multi-media content that is more tailored to young people from CALD backgrounds or young people who have intellectual disabilities

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Victoria Police
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Create Youth
Upper Yarra Community House
Mornington Peninsula Shire Youth Services
Scoresby Secondary College
Cheltenham Secondary College
Heathmont Secondary College
Upper Yarra Secondary College
Gisborne Secondary College
Peter Lalor College
Collingwood Alternative School
Northern College of the Arts
Oxygen Moreland Youth Services
Berry Street
North Melbourne Institute of TAFE (NMIT)
St Kilda Youth Services (SKYS)
SkillsPlus
Yarra Youth Services
Spectrum Migrant Resource Centre
Prahran Community Learning Centre

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Appendices

Copies of appendices available by request to Youthlaw at education@youthlaw.asn.au or ph: (03) 9611 2412.