

Every face tells a story...
**The difficulties faced by young people from non-
English speaking backgrounds living on the
Sunshine Coast.**

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Executive summary

Background

This project was a participatory research project to investigate the needs and experiences of young people from non-English speaking backgrounds living on the Sunshine Coast of Queensland. Maroochy Neighbourhood Centre auspiced the project. The Multicultural Youth Issues Working Group, a sub group of the Sunshine Coast Youth Worker's Forum, successfully managed the project.

Aims

The aims of the project were as follows:

- to identify the needs and issues specific to young people from non-English speaking backgrounds living in the Sunshine Coast region, incorporating the City of Caloundra, Maroochy and Noosa Shires
- to involve young people from non-English speaking backgrounds in the process of the research
- to connect young people in need to appropriate service providers
- to raise the profile of non-English speaking youth issues with youth service providers in the region
- to advise the Multicultural Youth Issues Working Group and the Sunshine Coast Youth Workers Forum about how to meet these needs in an ongoing basis.

Staff

This project employed two consultants, four young people from the target group and one adult from a non-English speaking background to carry out the research.

Definition of 'non-English speaking background' young people

They are young people between the ages of 12 and 25 years who are:

- born in a country where the main language is other than English, or
- born in Australia, but whose parents, or parent, were born in a country where the main language is other than English.

These young people may or may not speak English at home.

Methodology

Interviews were conducted with 51 young people and 14 parents from non-English speaking backgrounds.

A service provider's forum was held and a service provider's questionnaire distributed to participants at the forum. Twelve service providers attended the forum and seven questionnaires were returned.

Literature review

A literature review was conducted revealing a number of difficulties commonly faced by young people from non-English speaking backgrounds. Some of these are as follows:

- family conflict can be a major problem for young people leading to disproportionately high numbers of young people at risk of homelessness
- non-English speaking background young people face racism as a major barrier to successful settlement in this country

- lack of English language skills severely restricts young people's participation in 'ordinary' Australian life, including seeking further employment, education and training
- refugee young people suffer the above difficulties and face the added burden of coping with the effects of torture and trauma from their countries of origin
- young people from non-English speaking backgrounds regularly face lack of access to mainstream services due to many complex barriers within agencies.

Major findings

The findings of the research indicate that young people from non-English speaking backgrounds living on the Sunshine Coast *do* experience a number of difficulties, currently not being addressed by the community. These are as follows:

- isolation and loneliness brought about by geographical isolation, grief and loss, fragmented families, lack of English language skills and cultural differences
- education presents a number issues such as, distance of travel to school, difficulties with the English language and managing a different school system
- racism leading young people to have continuing problems settling in this country
- a significant number of young people at risk of homelessness mainly due to intergenerational conflict. (The majority of young people chose to stay living at home, not because the situation was resolved, but because the price to leave was too high)
- lack of access to services due to lack of knowledge of services by young people and families; and lack of knowledge on the part of workers, of the issues these young people and their families face.

Conclusion

The participatory model of this research meant members of the research team had the opportunity to learn new skills, meet others and participate more fully in their local community.

This is the first time that young people from non-English speaking backgrounds have gained a voice within the Sunshine Coast community. The research team believes that this voice will be heard if the recommendations, summarised on the next pages, are enacted.

Summary of recommendations

Recommendation 1

That the Sunshine Coast Youth Workers Forum lobby a local youth service to apply for funds from relevant government departments (such as the Department of Immigration and Multicultural Affairs, or the Bureau of Ethnic Affairs) for a youth participatory project which would employ young people to link other young people together in a recreational group, or advertise existing recreational opportunities.

Recommendation 2

That the Sunshine Coast Youth Workers Forum lobby Education Queensland and the Federal Department of Education, Employment, Training and Youth Affairs to increase the level of funding for English as a second language (ESL) within schools to enable young people to have increased access to specific ESL programs .

Recommendation 3

That the Sunshine Coast Youth Workers Forum lobby Education Queensland to increase the time allowed for families to receive travel subsidies so as to enable those young people that require intensive English language support to continue to receive this opportunity.

Recommendation 4

That the Sunshine Coast Youth Workers Forum lobby the schools on the Sunshine Coast to implement Education Queensland's anti-racism policy.

Further, that Education Queensland develop an anti-racism campaign, so as to reduce the level of racism currently facing young people in schools.

Recommendation 5

That teachers attend cross cultural awareness/anti-racism training to increase their understanding about young people from non-English speaking backgrounds.

Recommendation 6

That English as a second language teachers and school guidance officers attend the Sunshine Coast Youth Workers Forum to establish better networks and referral pathways for young people from non-English speaking backgrounds.

Further, that Nambour High School Immigrant Education Unit host a regular open day for relevant community youth services to attend school, meet the young people at the Unit, and give information about their services.

Recommendation 7

That the Immigrant Education Unit seek to translate the existing information about the school system into more community languages.

Further that this information be made available to all High Schools on the Sunshine Coast.

Recommendation 8

That the Sunshine Coast Youth Workers Forum lobby the Department of Education, Employment and Training and other employment agencies on the Coast, to develop culturally appropriate information packages to assist young people from non-English speaking backgrounds with job search techniques.

Recommendation 9

That the Sunshine Coast Youth Workers Forum, through the Multicultural Youth Issues Working Group, apply for funding to run a youth participatory anti-racism campaign.

Recommendation 10

That the Sunshine Coast Youth Workers Forum lobby youth housing services on the Sunshine Coast to examine barriers facing young people needing support by going through an access and equity policy and implementation process.

Recommendation 11

That youth accommodation services on the Sunshine Coast use, as an aid, the *Housing Diversity* model of developing and implementing access and equity policies.

Further, that youth housing services review the effectiveness of their access and equity policy implementation regularly and pass on to other youth services, effective strategies for supporting young people from non-English speaking backgrounds experiencing homelessness.

Recommendation 12

That the Sunshine Coast Youth Workers Forum lobby a local youth service to apply for funds to the Bureau of Ethnic Affairs for a participatory research project to develop culturally appropriate information about support services available on the Sunshine Coast for young people and their families from non English speaking backgrounds.

Recommendation 13

That service providers on the Sunshine Coast allocate time and resources to train in cross cultural and anti-racism awareness. Training should include the use of interpreters; working with refugee young people; networking across cultures etc.

Further that the Sunshine Coast Youth Workers Forum lobby Integrated Training to offer cross cultural training for youth workers and teachers to be held on the Sunshine Coast.

Recommendation 14

That the Sunshine Coast Youth Workers Forum lobby all funding departments to make funding for services contingent on the existence of access and equity policies within agencies.

Recommendation 15

That the Multicultural Youth Issues Working Group, a sub group of the Sunshine Coast Youth Workers Forum, expand its membership and continue to meet to provide a reference point for workers needing to find out about cross cultural information and resources and that the Working Group have the responsibility for taking action around the recommendations of this report.

Recommendation 16

That the Working Group establish formal links with the Non English Speaking Background Youth Issues Network in order to exchange information and enable a coordinated, state wide response to further action around the needs of young people from non-English speaking backgrounds identified in this, and other related research.

Chapter 1: Introduction

This report documents the needs and issues of young people from non-English speaking backgrounds living on the Sunshine Coast. Chapter 1 is an overview of the background to the project; chapter 2 describes the methodology; chapter 3 is a literature review; chapter 4 documents the results of the research and chapter 5 is the analysis and conclusion.

1.1 Background

The Multicultural Youth Issues Working Group (MYIWG), a subgroup of the Sunshine Coast Youth Workers Forum, was formed to explore the needs and issues of young people from non-English speaking backgrounds. The MYIWG, sponsored by the Maroochy Neighbourhood Centre, successfully secured funding from the Gaming Machine Community Benefit Fund to carry out a participatory research project to identify the needs of young people from non-English speaking backgrounds and advise mainstream services about how to meet some of these needs.

1.2 Target group

The target group for this research project was young people, aged 12 - 25 years, from non-English speaking backgrounds, living in the Sunshine Coast region, incorporating the City of Caloundra, Maroochy and Noosa Shires.

1.3 Definition of young people from non English speaking backgrounds

The project used the following definition when referring to young people from non English speaking backgrounds. They are young people between the ages of 12 and 25 years who are:

- born in a country where the main language is other than English
- born in Australia, but whose parents, or parent, were born in a country where the main language is other than English.

These young people may or may not speak English at home.

1.4 Rationale of the project

The needs of non-English speaking background young people living on the Sunshine Coast have never been researched. Workers have acknowledged that they have little contact with these young people. However, anecdotal evidence gathered by the Immigrant Education Unit at Nambour High School and the Multicultural Community Development Worker at Maroochydore, suggest that young people from non-English speaking backgrounds do need to access services and that services need to respond in a manner that is culturally appropriate.

1.5 Project aims and objectives

The aims of the project were as follows:

- to identify the needs and issues specific to young people from non English speaking backgrounds living in the Sunshine Coast region, incorporating the City of Caloundra, Maroochy and Noosa Shires
- to involve young people from non-English speaking backgrounds in the process of the research
- to connect young people in need to appropriate service providers
- to raise the profile of non-English speaking youth issues with youth service providers in the region

- to advise the Multicultural Youth Issues Working Group and the Sunshine Coast Youth Workers Forum about how to meet these needs in an ongoing basis.

1.6 Project management

Under the sponsorship of the Maroochy Neighbourhood Centre's Committee of Management, the Multicultural Youth Issues Working Group (MYIWG) became the 'reference group' for this research project and undertook the management of the project. MYIWG selected two consultants, Leanne Tu'ipulotu and Susan Ferguson, to co-ordinate the project.

Members of the Reference Group included:

Cecilia Barassi-Rubio	Maroochy Neighbourhood Centre
Kat O'Reilly	Maroochy Neighbourhood Centre
Creina Holland / Monica Novick	Caloundra City Council
Marion Frederick	Immigrant Education Unit (Nambour High School)
Paul Morton / Craig Flintoft	Dept of Families, Youth and Community Care

Chapter 2: Methodology

2.1 Research philosophy

The reference group decided at the time of preparing the funding application that this project would be a participatory research project. That is, members of the target group for the research (young people from non-English speaking backgrounds) would be given the opportunity to be involved in developing the research and carrying out the research themselves. The group felt that participatory research was an effective form of community development and an excellent tool to enable the young people to feel empowered and to have some ownership of the project and its outcomes. The reference group had a commitment towards all participants benefiting through the outcomes and the processes of the research. In turn, the Multicultural Youth Issues Working Group hoped that participant's contributions would enhance the quality of the research process and findings.

Participatory research would also go some way to ensuring that the research was appropriate cross culturally as young researchers from diverse cultural backgrounds could advise on cultural relevance in all aspects of the project.

The reference group also felt this was a good way to young people the opportunity to gain skills which might aid in future employment opportunities.

2.2 Selection of the research assistants

Leanne Tu'ipulotu in collaboration with the projects' reference group undertook the role of selecting young research assistants from diverse cultural backgrounds. Eight young people were referred to the project from the Immigrant Education Unit at Nambour High School. Four young people fitted the selection criteria which was developed for the positions; they were born in a country where the first language is other than English, they had first hand knowledge of the issues facing young people from non-English speaking backgrounds living on the Sunshine Coast, they displayed an ability to communicate cross culturally, they were prepared to work as part of a team and were able to fulfil the time commitment required for this project.

The four young people who were employed as research assistants were:

- Aloha Pereira from Tokelau Islands
- Sofia Velasco from El Salvador
- Candy Chan from Hong Kong
- Mihajlo Coric from former Yugoslavia

Blagoja Coric, a member of the Former Yugoslavian community was also employed as a research assistant. Blagoja, a parent himself, ensured that there would be some involvement of parents in the project as he could interview others. This also demonstrated a commitment to culturally sensitive research methodology given that the notion of 'family' and a young person's place differs cross culturally.

All four young people and the adult were employed as casual employees of the Maroochy Neighbourhood Centre with Leanne providing day to day supervision and support.

2.3 Training of the research assistants

Given the project's tight time frame the training of the research team took place over a two and a half week period. All members of the research team attended the

training, the two consultants and the five research assistants. Primary responsibility for the coordinating the training rested with Susan Ferguson.

The training consisted of the following:

1. Day 1

A trip to the Youth Affairs Network of Queensland in Brisbane where the research team heard from a range of speakers including;

- Sheena Turnbull from Qld Program of Assistance to Survivors of Torture and Trauma who spoke about young people from refugee backgrounds
- Shan Au from the Cathay Club (Chinese Welfare Association) who spoke about the difficulties facing young people from non-English speaking backgrounds in school
- Jessica Rodriguez and Hereine Ekeroma from the non English speaking background Youth Homelessness Pilot Project who spoke about being youth researchers and how to run a focus group.

2. Day 2

The consultants facilitated this session covering the following topics:

- what the project is all about, role clarification, the vision for the project, how to sort out hassles
- generic youth issues and what makes these issues different for young people from non-English speaking backgrounds
- where to get help on the Sunshine Coast
- discussion about what questions to ask young people in a survey

3. Day 3

Cecilia Barassi-Rubio, Multicultural Community Development Worker from the Maroochy Neighbourhood Centre, spoke to the team about:

- using interpreters

4. Day 4

Susan Ferguson facilitated this session including the following:

- interviewing skills
- research ethics
- trialing the survey form.

2.4 Support and supervision within the research team

It was Leanne Tu'ipulotu's role to support and supervise all five research assistants. Weekly meetings were held with the research assistants. Leanne was also available for the research assistants as the need occurred. Given the limited time and resources available to train the research assistants, the ongoing support given to the research assistants was integral to the success of the project.

Susan Ferguson provided support to Leanne as needed. The project was complex and time consuming and benefited by having someone outside the direct work to problem solve issues.

2.5 Interviews

The team developed survey forms to gain information from young people and parents. (See Appendix 1 - survey form for young people, and Appendix 2 - survey form for parents.)

The MYIWG wanted at least 50 young people interviewed for the project. The young people had the task of finding other young people from non-English speaking backgrounds to interview and then to conduct the interviews. The young people chose to interview others on an individual basis rather than running small focus groups. Research assistants felt that their peers would be more comfortable in providing personal information on a one to one basis rather than in a small group.

The older member of the research team had the task of finding parents of the target group to interview and then doing the interviews.

Fifty one young people and 14 parents were interviewed in three weeks.

Once all the interviews were completed, the information was collated, recorded and analysed by the research team. (See chapter 4 for the results of these interviews)

2.6 Service providers forum

It was agreed by the reference group that the research team would organise a forum for service providers on the Sunshine Coast, rather than conduct interviews with individual services, due to limited funds and time available to implement the project. Twelve service providers, three more parents and five TAFE students attended the forum.

Workers at the forum also filled in a questionnaire about any strategies they had put in place in their agency to support young non-English speaking background people's use of the service. (See chapter 4 for the results of the forum and the questionnaire. See Appendix 3 for a copy of the questionnaire for service providers.)

The aims of the service providers forum were as follows:

- to enable service providers to have input into this project
- to establish the extent to which services on the Sunshine Coast were supporting young people from non-English speaking backgrounds
- to present the initial findings from the interviews with young people from non-English speaking backgrounds living on the Sunshine Coast
- to identify strategies service providers could adopt to enable them to effectively provide support for young people from non-English speaking backgrounds.

Members of the reference group and the research team distributed invitations to the forum through the Sunshine Coast Youth Workers six weekly mail out which covered all community organisations, services and government departments providing services to young people on the Sunshine Coast.

The forum was held after all the interviews with young people and parents were completed. The research team collectively facilitated the forum. Attendance at the forum was poorer than anticipated.

2.7 Limitations

Lack of funding was the greatest limitation of the project. The original funding application was for \$15,000. Unfortunately, only \$12,000 was received. This meant that the project had to be implemented at considerably reduced costs.

Added to the drain on resources was the size of the research team, which ended up consisting of seven people as opposed to the original concept of three; one consultant and two young people.

Participatory research has benefits and costs. Training of research assistants took time and more resources than anticipated. On the other hand, employing young people cut down on the time it would otherwise have taken to locate young people willing to be interviewed as the researchers could use their own networks.

Three of the young people in the research team were in grade 12 at school. The time that the young people had to carry out the interviews coincided with their grade 12 exams, which added to their stress.

Research assistant's ability to record extensive information from interviews varied which meant that full consistency of information was a problem and had to be rectified at the analysis stage through further meetings with research assistants.

The project relied on research assistants using their own connections to locate others willing to be interviewed. This meant that the sample reflects this bias. The research team tried to minimise this by having as diverse team as possible.

Members of the research team were geographically spread over Maroochy Shire, City of Caloundra and Brisbane. This made it difficult for the research team to regularly meet as a whole. Leanne, the consultant responsible for team meetings, had to hold several meetings with different individuals throughout the project which proved to be time consuming. This sometimes made it difficult to work as a team and used up scarce resources.

Time and resources also limited identification of all strategies used by workers on the Sunshine Coast to make their services accessible to young people from non-English speaking backgrounds. The only way of documenting access and equity strategies was by collating the results of the forum and the service providers questionnaire. Therefore, there may be other strategies used by workers who did not attend the forum or fill in the questionnaire.

Referral of young people to appropriate support (one of the aims of the project) was limited by the employment of young people as researchers rather than trained professionals. However, the research assistants were given information about services on the Sunshine Coast in case one of the young people being interviewed needed help; and a process for making referral through the coordinators was adopted. Some young people were given support through participation in this project, and many others learnt about available services for the first time.

2.8 Benefits

Whilst the research team was larger than originally thought, the diversity of people brought a richness to the project that would not have been possible otherwise. The seven people who made up the research team all worked very hard to make this a true team project. For example, one research assistant attending university was able to pick up the work the school students were not able to do as her university hours offered more flexibility.

The size of the research team enabled the project to make contact with more people due to the diverse networks of friends and family willing to participate in this project.

The benefits of employing young people from the target group certainly outweighed any limitations these young people may have brought with them. The keenness, enthusiasm, willingness to learn and understanding of the issues ensured the project's success. Employing a team of people from non-English speaking backgrounds helped make the research tools and processes culturally relevant. It also addressed the social justice issue of 'ownership' within the project and meant that young people and parents from non-English speaking backgrounds could have a strong and representative voice at all stages of the project.

Chapter 3: Literature review

The following is a summary of the project literature review and reveals a number of disturbing problems facing young people from non-English speaking backgrounds. Information from the literature review is used in the analysis to provide context for the findings.

3.1 Numbers of young people from non-English speaking backgrounds

3.1.1 Australia

The Department of Immigration and Multicultural Affairs (1996) states that Australia's population in June 1994 was 17.8 million. Thirteen and a half percent were people from non-English speaking backgrounds. The largest birthplace was Europe. The second largest were Southeast Asia, Oceania, Northeast Asia, Middle East and North Africa. At the 1991 Census just over a quarter (3.3 million) of people born in Australia had immigrant parents.

3.1.2 Queensland

The 1991 Census figures say 13.2 percent of the population were migrants. The largest migrant increase were Chinese. In 1994-5 the top source non-English speaking countries were; Hong Kong, the Philippines, and Former Yugoslavia.

3.1.3 Sunshine Coast

Australian Bureau of Statistics (1997) data from the 1996 Census reveal that within the project region of the Sunshine Coast, from Caloundra to Noosa, there are 25 631 young people between the ages of 12 and 25 living in the region. There are 618 young people who were from a language background other than English in this region; 316 young women and 302 young men. Therefore, young people from non-English speaking backgrounds made up approximately 2.5 percent of the total population of young people in the region. (This is excluding 633 young people who did not identify their language backgrounds.)

Italian (80) and German (83) were the most common language backgrounds. Chinese languages were the third most common (58). Young people from possible refugee backgrounds (Vietnamese, Spanish speakers from Latin America, Former Yugoslavian etc) numbered 50. Chinese young people were not included although some may be from refugee backgrounds. The reason they were not counted was because the majority of Chinese migrants at the moment come under the business migration category.

The Immigrant Education Unit at Nambour State High School provided English as a second language (ESL) support to 107 young over the last five years. Twenty five of these young people were from possible refugee backgrounds (Vietnamese, El Salvadorean, Former Yugoslavian). Each of these young people attended the Immigrant Education Unit at Nambour High School from all over the Sunshine Coast region.

The numbers of newly arrived migrants from non-English speaking backgrounds are relatively low at the Sunshine Coast. This is not to say that the *needs* are low. Anecdotal evidence from ethnic minority community workers indicates that small numbers of a diverse migrant population can mean enormous amounts of isolation, combined with increased amounts of ignorance from Anglo-Australians who have less opportunities for mixing with a diverse population.

3.2 The definition: 'young people from non-English speaking backgrounds'

All reports stress that 'non-English speaking background young people' are a diverse group. Individuals come from different countries, are familiar with different customs, traditions, values, ways of life and languages. Young non-English speaking background people cover the full spectrum of class and come from the four points of the globe. They have different pre-migration experiences and arrive under different migration programs. Some arrive in splintered families with horrendous experiences of civil unrest and war. Some have been through torture, and most of those arriving as refugees will have a traumatic history. Some have a say in the decision to leave their countries and others must flee to save their lives. Some have arrived peacefully, after planning to migrate and have educated parents with money. Others arrive literally in the clothes they are wearing, clutching their few possessions in a plastic bag.

All reports highlight the inherent difficulties in placing young people who have migrated from countries where the language is other than English, in one homogenous category.

O'Connor, Gowing and Macdonald, (1994) say that:

the concept of "non English speaking background" is, after all, a category constructed for easy reference to a wide variety of different ethnic and language groups. Furthermore, writers point out that, within ethnic and language groups, individuals have different experiences, responses and needs - all of which must be incorporated into an understanding of "their" culture. (p3-1)

3.3 Culture

Gonzalez, Gilmore and Orlando (1992) offer an explanation of culture as:

the set of practises, traditions, behaviours, and values that distinguish one group of people from another; that is groups that coalesce around common experience, common interest, common ethnic background, common racial origin, common economic class, or common gender...It should be emphasised that culture is not a fixed or rigid state...Thus membership of a cultural grouping is not equivalent to, nor a guarantee of, common experience amongst its members. (p9)

Gilmore (1992) draws attention to the fact that people from non-English speaking backgrounds (here she is particularly referring to *women*) experience multiple layers of disadvantage, including a 'hierarchy of status which gives one culture more power than another'. (p2) That is, some groups (such as women or young people) within different ethnic communities already have less status than others within that ethnic group. Added to this is the fact that these groups then have less power than the dominant Anglo/Celtic culture. Ferguson (1995-1996) says 'a white wealthy male will have more opportunity to be heard in our culture than a young woman who doesn't speak English.' (p29)

O'Connor et al (1994) further state that:

understanding stereotypes about ethnic groups or countries is not sufficient to understand the cultures, experiences or needs of individual non English speaking background young people. Instead, it is vital to understand the multiple factors which may impact on non English speaking background

young people and the diversity of circumstances which may exist among them. (p3-2)

3.4 Intergenerational conflict

A number of publications refer to the difficulties young people from non-English speaking backgrounds face at home. Conflicts are often referred to as 'intergenerational conflicts'. This term is used to describe the particular form of generation gap specific to young people from non-English speaking backgrounds. In a study about the accommodation and support needs of young people from non English speaking background, O'Connor et al (1994) define this term in the following way:

Intergenerational conflicts occurs in most groups but, in non English speaking background families, [this] is distinguished by the fact that it frequently stems from differences between the values held by parents and those dominant in Anglo-Australia...Whilst these values are neither intrinsically good or bad, most reports agree that they are very different from the values dominant in Australian society and, because of this, conflict arises as young people attempt to accommodate two sets of values. (pp3-3 to 3-4)

The authors go on to say that many young people have a positive experience of biculturalism and that many families manage the conflict around cultural differences well and do not fall apart under the stress.

In her landmark report, *Not seen, Not heard*, Seeto (1991) says that while *all* young people have arguments with their parents from time to time, some young people from non-English speaking backgrounds face added communication difficulties due to parents adhering to traditional customs no longer understood or followed by young people growing up in Australia. Seeto (1991) writes:

Messages, both overt and subtle, bombard [young people] from both sides, each contradicting the other. (p38)

She goes on to elaborate that arguments between non-English speaking background young people and their parents can be about identity formation and can sometimes result from pressures family members experience as the sole support system for their young people. Young people's desire for inter-cultural interaction, varying notions of 'youth', migration and settlement factors, the desire for independence, and non-English speaking background young people's issues about the church may all be tension areas. (pp38-43).

Gatbonton and Hughes (1994) add that language differences between young people and parents add to intergenerational conflict. Young women can face added cultural misunderstandings between themselves and parents based on the view of a young woman's position in the culture of origin. Meaning that young women growing up in Australia have more 'freedom' than in some cultures and parents can be extra protective of them which can lead to conflict.

Ganguly (1995) stresses that care should be taken when discussing intergenerational conflict in non English speaking background families in order to avoid damaging stereotypes. She writes that:

Anglo-Australian and non English speaking background communities are not simple opposites. Young people from non English speaking backgrounds vary enormously, not only in their ethnicity, but also in their language, class,

age, migration status, geographical location and disability, to name a few...The traditional modern dichotomy [between Anglo and non English speaking background young people] creates a false image of societies being homogenous and static. (p3)

3.5 Family violence

In her study about young women and abuse, Gatbonton (1992) found that non English speaking background young women experience the same type of family abuse and violence as their Anglo-Australian counterparts as well as extra difficulties due to the role prescribed for some young women within families. Sexually active young women, or young women who are pregnant outside of marriage may find themselves ostracised by family and community. She points out that, as with Anglo-Australian families, 'threats or actual violence may be used, as necessary, to ensure that young women comply with family and community expectations.' (pp29)

Seitz and Kaufman (1993), like Ganguly (1995), warn not to stereotype when discussing family violence. They found that for Vietnamese, Cambodian and Laos families included in their study of ethnic communities' perceptions of family violence,;

traditional patriarchal models of decision making and disciplinary roles were accepted by some, [although] a significant number of responses favoured a shared parental pattern. (pi)

Ganguly (1995), Seeto (1991), Ferguson (1996) all draw attention to the fact that family violence occurs cross culturally.

3.6 Homelessness and accommodation

The National Youth Coalition for Housing (1997) defines 'homelessness' as: the absence of safe, secure, affordable and adequate shelter as perceived by the young person. (p4)

The Coalition goes on to state that homelessness can be a combination of:

- having no shelter
- being threatened with loss of shelter
- having to move constantly between residences
- having limited choices of alternative housing options
- having inadequate housing options due to reasons such as:
 - overcrowding
 - insecure occupancy
 - residence in poor or unsafe state of repair
 - lack of emotional support or stability
 - threat of physical, emotional or sexual abuse
 - eviction or threat of eviction
 - payment of a high proportion of rent. (p4)

Many reports detail the lack of available data about the numbers of homeless young people in general and homeless young people from non-English speaking backgrounds in particular.

Our Homeless Children (the national inquiry into Homeless Children by the Human Rights and Equal Opportunity Commission, 1989) documents a number of risk

factors contributing to youth homelessness: family breakdown, including neglect and abuse of young people, family poverty and isolation, youth unemployment, young people in the care of the State, Aboriginal and Islander young people, and young refugees.

The Inquiry (1989) identified that refugee young people arriving by themselves or in fragmented families are at particular risk of homelessness. Upon their arrival, 'unattached' or 'detached' minors (a particular category of the immigration intake): are taken to migrant hostels...where they are launched abruptly into Australian culture...For the luckier ones, it may be a few days before they are settled with uncles, aunts, cousins in an already overcrowded flat. For others, six months may pass...few young refugees arrive to a comfortable safe environment...these newly formed households are likely to break down... (p139)

O'Connor et al (1994) say that:

Groups [of young people from non-English speaking backgrounds] which are particularly vulnerable [to homelessness] include the overseas born, the recently arrived, those with limited English skills, unaccompanied refugees and young women. (p2)

They go on to state that racism and intergenerational conflict are added risk factors. This study, documented in *Accommodating Difference*, interviewed 131 young people from a variety of non-English speaking backgrounds. There were equal numbers of males and females interviewed. One hundred and five of these young people had been homeless or were currently at risk of homelessness. Seventy two young people were, or had been, out of home and 33 young people wanted to leave home.

3.7 Racism

Many reports document racism as an issue for young people from non English speaking background. In an action research project in the southern suburbs of Brisbane where over 600 young people were asked about their needs and issues, racism emerged as a 'pervasive form of oppression...fester in our community'. (Gilmore, Peile with Ferguson, 1993, p80) High levels of racism towards young Chinese people were found leading the writers to conclude that the 'extent and depth of racist attitudes were remarkable.' (p85)

Seeto (1991) states that:

I consider racism by Anglo-Australians against non-English speaking background young people to be the biggest barrier to their successful social integration and personal growth. (p85)

Macdonald (1993) agrees that racism is a terrible problem faced by young people from non-English speaking backgrounds who are trying to enter the work force. She concludes from a project about barriers to employment for young people from non-English speaking backgrounds, that racism was a significant barrier to employment opportunities for these young people.

Spencer (1995) argues in her article *Unpacking culture*, that non-English speaking background young people are marginalised and discriminated against in wider society and the youth sector in particular...[This is a] conclusion shared in the literature and substantiated in

a number of non-English speaking background young people's distinct life experiences. (p18)

Gatbonton (1992) found that racism is particularly rife at school, but also in public spaces where some young women she spoke to had been spat on, insulted and threatened.

Various reports show that racism occurs both on an individual level for young people and also at an institutional level (for instance in schools and other government institutions *and* within youth services. (Macdonald, 1993 and Seeto, 1991)

3.8 English language and education

Many authors discuss the difficulties non English speaking background young people experience at school as a result of lack of English language proficiency and the consequent inability to participate in school life. This in turn limits further education and training opportunities. Racism on the part of some teachers and students is also discussed in the literature. (Seeto, 1991; O'Connor et al, 1994; Gilmore et al, 1993; Macdonald, 1993)

Adele Rice (1996), principal of Milpera, a school providing intensive language and settlement services for newly arrived young people writes about an education department review of English as a second language which found that for:

high school students from other cultures...racism impacted on their lives to a very high degree, whereas teachers recognised its existence but did not perceive it as a high priority issue that needed to be addressed. Racism is a fact of day to day life for young people from language backgrounds other than English, because it is widespread in our community both in its overt forms and institutional forms. (p16)

Rice (1996) names other stresses for young people attending Milpera as:

- 'the intense sadness of homesickness,' 'the crying that goes on and on' even for those young people who were actively involved with the decision to leave their country
- loss of confidence relating to loss of status for students. That is, in their countries of origin, some students may have been high achievers whereas here, with lack of English language skills, unfamiliar school system, coping with grief and loss or war trauma and torture, students may be struggling at school
- the heavy responsibility for some young people who, after migration, may step into the parenting role at home; being a translator for parents with less English language skills or knowledge of the system in Australia. 'They may be called on to act as the head of the household, which places a very heavy burden on them in addition to their own load of studying and understanding and fitting into their new social environment.' (pp14-16)

Refugee young people share the above difficulties of coping in their school environment as well as dealing with the effects of dislocation and trauma caused by war.

O'Connor et al (1994) say that 'non English speaking background young people face specific difficulties in the education system which are not addressed by mainstream education'. (p3-8) They found that these difficulties face young people who are

born in Australia but whose parents come from a country where the first language is other than English, as well as recently arrived young people. Lack of English language skills and lack of sufficient resources in the school system to provide enough English as a second language (ESL) support a major problem for young people.

O'Connor et al (1994) also discuss other issues young people face within schools. For example:

young people who have had minimal or interrupted schooling in their country of origin often find it difficult to understand the education system and are thus uneasy and unsuccessful in the role of "student". (p3-8)

Seeto (1991), Gatbonton (1992) and O'Connor et al (1994) highlight the parental pressure many non- English speaking background young people are under to do exceedingly well at school. Education is often seen as the key to a better life for migrant parents who have given up everything in the hope that their children may tread an easier path. Young people are sometimes forced to follow a career path that they do not want in order to meet the expectations of their families.

O'Connor et al (1994) go on to note that another difficulty for young people can be related to 'parents [restricting] non English speaking background young people's participation in school activities which they perceive as unfamiliar or inappropriate'. (p3-9) Seeto (1991) says that this can become a major source of family tension as young people struggle to fit in with their Anglo Australian counterparts, and fulfil conflicting family expectations at the same time.

Despite these difficulties, some authors note that many non English speaking background young people overcome these hurdles and do achieve their future dreams in employment or further education. (O'Connor et al, 1994; Rice, 1996)

3.9 Employment and training

Overseas born non English speaking background young people have higher rates of unemployment. (O'Connor et al, 1994) The authors claim that some ethnic groups of young people are particularly under represented in the labour market, eg Vietnamese young people. Seeto (1991) claims that 'birth in a non-English speaking country, limited English language proficiency, recency of arrival and inappropriate educational qualifications for the Australian marketplace' are factors influencing the ability of young people to win jobs in this country. (p69)

Macdonald (1993) reveals that 'many employment, education and training agencies have minimal contact with NESB young people, even in areas with high non-English speaking background populations.' (in O'Connor et al, 1994, p3-11)

Racism by employers is named by many authors as a major factor in non-English speaking background youth unemployment. (Macdonald, 1993; O'Connor et al, 1994; Seeto, 1991)

Cultural tradition can influence a young person's choices in the work force. For instance, young women may have more restricted job opportunities. O'Connor et al (1994) note a report by Sweet (1982) which claimed that

young women are also likely to be over represented among the “hidden unemployed”, as they “retreat into unpaid domestic labour in the home”. (p3-12)

O'Connor et al (1994) highlight ‘the importance of adequate education and training for young people: if initial disadvantages are not addressed head on in the early years, they will permanently lag behind, entering a cycle of disadvantage’. (p3-12)

3.10 Justice and the law

The crime rate amongst non English speaking background young people is hard to measure due to lack of available data collection by government departments (Carr, 1997).

Whatever the crime rate, it is clear from the literature that non English speaking background young people have particular issues when dealing with the justice system. These relate to:

- lack of use of interpreters in courts (Bureau of Ethnic Affairs and the Department of Justice, 1997)
- relations with the police which can often be negative due to racist attitudes of police officers, and lack of cross cultural awareness, lack of resource allocated to addressing these difficulties within police departments etc (National Police Ethnic Advisory Bureau, 1995)
- lack of awareness by non-English speaking background young people about their rights under the legal system in Australia (O'Connor et al, 1994)
- fear of police which refugee young people bring with them due to police being closely associated with repressive regimes in war torn countries (O'Connor et al, 1994)

Each of these factors impact negatively on the relationship between young people, the police, and the juvenile justice system leading to incidences such as young people being stereotyped as a member of an ‘ethnic gang’ and open to being singled out by police in public spaces. Lack of use of interpreters within the legal system is a direct contravention on the United Nations Convention on the Rights of the Child (1989), articles 9.2; 12.2; 40.2.

3.11 Refugee young people

Each of the issues mentioned above may relate to all non-English speaking background young people. Some refugee young people suffer the further effects of surviving war trauma and even torture.

Macdonald (1994) describes torture as:

always involving intentional suffering with official legitimation...torture is an official tool designed to crush political dissent through the disempowerment of individuals and thereby whole communities...Those subjected to torture may die during the process, or be imprisoned for long periods. In many cases, however, they are released back into the community, where others see what may become of those who attempt to resist. (p4)

She says that torture can include sexual molestation (eg stripping, touching, rape, rape by animals, insertion of objects such as bottles or truncheons into the vagina or rectum, electrical torture on the genitals); electric shocks to the most sensitive parts of the body; water (eg the head of the victim may be forced under water until near

suffocation); burning (eg with cigarette butts, welding torches, corrosive liquids); suspension of the victim by their arms or legs; drugs (eg being forced to take drugs causing internal injury); mutilation (eg extraction of hair or nails, amputation of body parts; dental (eg teeth extracted); starvation; exhaustion (eg being forced to maintain a fixed body position for long periods of time). (pp5-6)

Psychological torture can include being forced to witness a loved one being raped or killed; threats of death; humiliation or deprivation of light etc. (pp5-6)

Effects vary from person to person but not only the victim is affected - whole populations are affected by the fear, distrust and feelings of powerlessness engendered by the torturers. People can suffer from post traumatic stress (leading to flashbacks, nightmares, depression, withdrawal from others and confusion) and physical damage from the torture itself. (Macdonald, 1994, pp7-8)

Macdonald (1994) states that 'torture of one family member will affect others, and children are likely to be particularly vulnerable.' (p7)

She defines trauma as

a powerful shock that may have long lasting effects...The use of "death squads", arbitrary detention, random kidnappings and "disappearances" are all forms of trauma which may affect not only survivors but the general population. (p5)

Young refugee people have without doubt undergone some combination of the above. They are also affected by family fragmentation as they may have to flee for their lives, leaving loved ones behind and in further danger. Rice (1996) says that young refugees may never be reunited with family members if they have been resettled by different host countries. Young people suffer constantly through the worry and grief related to the death of family members, or the fear that they are in life or death situations. Many are 'numb with anxiety and guilt about having escaped the conditions, the country, the suffering' that others dear to them are enduring. (p15)

These kinds of anxieties continue without resolution and cause refugee young people to be particularly at risk of homelessness, unemployment and ultimately isolation and poverty. (O'Connor et al, 1994; Human Rights and Equal Opportunity Commission, 1989; Macdonald, 1994)

3.12 Access to services

Lack of access to services is discussed at length in the literature. (Seeto, 1991; Gatbonton and Hughes, 1994; O'Connor et al, 1994; Macdonald, 1993; Gatbonton, 1992; Ferguson, 1996; Nguyen, 1997) There is widespread agreement from these authors that young people from non English speaking background, in great need, have limited access to services, for the following reasons:

- lack of knowledge that youth services exist, especially for young people who are newly arrived and lack English language skills
- the concept of 'youth service' may be foreign to many who come from countries that have few social services, or a completely different system, so wouldn't know what to look for here
- young people fear approaching a youth worker as they may not have confidence that the worker will understand their English

- young people without English may be unable to negotiate the youth sector as youth workers may not know how to use interpreters
- cultural mores that preclude asking for help outside the family
- a feeling that the young person will betray the family or the family will 'lose face' if the young person talks about family problems outside the family
- a debt of gratitude young people may feel towards family members who have sponsored them to Australia (saved their lives in some cases), leading to the young person not being able to 'betray' them by seeking outside help
- justifiable fears on behalf of the young person that they may be ostracised by their family and community if they seek outside help. (Seeto, 1991, states that, 'When battle lines are drawn between young people and their parents it is the young person who has the most to lose.' p39)
- non-English speaking background young people may encounter racism from other young people using a mainstream service, or from workers
- young people may not be able to find services that are culturally appropriate (eg food, values and work practises solely reflect Anglo-Australian norms)
- workers may not be culturally sensitive to the young person
- non-English speaking background young women may be reluctant to use mixed sex accommodation.

In her study about domestic violence and women from non English speaking backgrounds, Ferguson (1996) emphasises the enormity of the isolation surrounding women and children and young people who are survivors of domestic violence. Cultural views about the family as the primary support for community members, and fear of rejection from the community if women or children speak out often acts 'as a powerful disincentive for women to act against domestic violence'. (p40)

A report by Nguyen (1997), *Housing Diversity*, details the steps three youth accommodation services went through to try and reduce barriers for young people from non-English speaking backgrounds in accessing their resources. The project occurred in recognition that lack of access to mainstream services for support continues to be a major difficulty for non-English speaking background young people in crisis, as well as a covert form of racism on behalf of the youth sector.

3.13 Conclusion

The literature review demonstrates a wide range of issues and needs that non English speaking background young people face including family conflict, racism, settlement difficulties, problems at school, lack of English language skills and access to services. Some groups of non-English speaking background young people are particularly vulnerable to settlement difficulties and face enormous problems in rebuilding their lives in Australia, including newly arrived young people, refugee young people and young women.

There is no doubt that some young people from non-English speaking backgrounds experience multiple disadvantages compared to their Anglo-Australian counterparts. They may suffer the same problems as other young people, compounded by being from an ethnic minority in a country which often overlooks their particular experiences, and consistently under resources responses to ease the suffering.

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Chapter 4: The results

4.1. Results from interviews with young the people

NB: Not all responses add up to the number of young people interviewed (51) as some questions elicited multiple responses. Also, some young people chose not to answer certain questions.

4.1.1 SECTION 1: DEMOGRAPHIC DATA

Numbers interviewed

51 young people were interviewed:
24 males
27 females

The age range of young people was 12 - 25 years, with an average age of 16 years.

Current place of residence

Number of young people	Town of residence
3	Kawana
1	Minyama
3	Buddina
1	Glasshouse Mountains
2	Wurtulla
1	Woombye
2	Eumundi
4	Palmwoods
12	Nambour
6	Buderim
1	Bli Bli
3	Mooloolaba
2	Kuluin
4	Maroochydore
2	Pacific Paradise
1	Marcoola
1	Tewantin
2	Cooroy
Total = 51	

Birth place

Country of Birth	Parents Country of Birth	First Language	No of young people
Chile	Chile	Castilian	1
El Salvador	El Salvador	Spanish	6
Papau New Guinea	PNG/China	Pidgin	2
Papau New Guinea	PNG	English	1
Thailand	Thailand/Indonesia	Thai	2
Philippines	Philippines	Tagalog	5

Hong Kong	Hong Kong	Cantonese	5
Hong Kong	Hong Kong/ China	Mandarin	1
China	China	Mandarin/ Cantonese	2
Japan	Japan	Japanese	1
Tokelau	Tokelau	Tokelaun	4
Samoa	Samoa	English	1
Tonga	Tonga	Tongan	2
Rarotonga	Rarotonga	Rarotongan	1
Yugoslavia	Yugoslavia	Yugoslavian	2
Croatia	Croatia	Croatian	2
Croatia	Croatia/ Australian	English	2
Hungary	Hungary	Hungarian	2
Bosnia	Bosnia	Bosnian	2
Poland	Poland	Polish	1
Germany	Germany	German	2
Australia	Lebanon/ Australia	English	1
Australia	Albania	English	1
Australia	PNG/ Austria	English	1
Australia	Hong Kong	Cantonese/ English	1

Young People's English Skill Level

- 8 felt their English was 'excellent'
- 22 felt their English skills were 'good'
- 19 felt their English skills were 'OK'
- 2 felt their English was 'bad'

What young people were doing

- 35 were attending school
- 9 were attending a tertiary institution
- 2 were employed
- 2 were unemployed

Income of young people

- 24 were receiving some government pension or benefit
- 27 were not receiving any government pension or benefit

Where young people were living

- 42 were living at home with family (eg mother, father, brothers, sisters)
- 2 were living with other family members (eg aunts, uncles, grandparents)
- 1 was living with friends of the family
- 6 were living independently

4.1.2 SECTION 2: MIGRATION EXPERIENCE OF YOUNG PEOPLE

Arrival in Australia

- 27 arrived with the complete *nuclear* family (mother, father, brothers, sisters)
- 2 arrived with father and brothers & sisters
- 7 arrived with mother only
- 7 arrived with mother & brothers & sisters
- 1 arrived with brother and sister
- 2 arrived on their own

5 born in Australia

Data above demonstrates that many young people were living in fragmented families.

Year of Arrival

1	in 1982
1	in 1985
2	in 1986
1	in 1987
0	in 1988
5	in 1989
3	in 1990
9	in 1991
6	in 1992
7	in 1993
1	in 1994
3	in 1995
5	in 1996
1	in 1997
1	unsure of arrival date

In the last five years, 23 of the young people interviewed arrived in Australia, which means that half of the research sample were newly arrived.

Reason for coming to Australia

12 young people came to Australia for economic reasons.

Comments from young people interviewed included :

- got offered work in Australia
- better life
- hard to survive in home country
- better future

12 young people came to Australia because of war in their home country.

The reasons young people gave included :

- to escape war, had to join army when turned 18 years old
- unsure about political situation in home country
- fear for my father's life
- were forced to leave because of war

10 young people came because of family reunion

Young people's comments included :

- to visit relatives and stayed
- to be with mother
- to be together as a family
- to see father who was sick

20 young people came to get a better education

The young people said:

- better education system
- not good education opportunities in home country

- high cost of tertiary education in home country

6 young people came for other reasons such as

- liked the climate
- not so crowded
- heard Australia was a good place to live

Feelings of young people about the decision to come to Australia

36 young people were happy to come here.

Comments included :

- felt excited, but sad to leave friends and family
- happy as will be with mother
- excited to meet new people
- happy to live a peaceful life again

16 young people felt they were excluded from the decision to come here and had no choice. The most common response was 'too young to make the decision' or 'I was asked said "no" and still had to come'.

13 young people felt they were included in the decision to come here.

10 young people did not want to come here

Comments included :

- didn't want to stay here because it was hard to make friends
- didn't want to leave family and friends
- concerned about support in Australia because of family conflict
- hard to leave my girlfriend in home country

Other responses included:

- very difficult to come to Australia as found out was adopted when applied for a passport to leave home country
- another said that she thought they were coming for a holiday but stayed

The hardest thing about coming to Australia was:

- 45 the language
- 17 not knowing anyone - loneliness - isolation
- 2 unfamiliar environment
- 9 different culture
- 9 climate and food
- 2 racism
- 2 home sickness
- 3 going to a new school
- 1 reunited with family - hard to live together
- 1 not having my girlfriend here

12 said that nothing was a problem for them now.

Difficulties still facing young people

18 Language

Comments from young people included:

- I'm not able to express myself fully

- I'm getting better but still not good

8 Culture

Comments from young people included:

- It's difficult for me to find the balance between Australia and my home country's culture
- There is a lack of multicultural activities that are youth specific
- I'm living with someone who is not from my culture; I find it difficult to express myself and my culture
- I don't fit in
- The school environment is hard for me to get used to
- Life here is too quiet
- The shopping here is not as good as in my home country
- I'm not use to alcohol, and keep getting into trouble because I drink too much

4 Racism

Comments from young people included:

- I get called names that I feel are motivated by the Pauline Hanson political movement
- I get picked on because of my accent

9 Home sickness

Comments from young people included:

- I miss my extended family
- I want to go back to my country
- I don't have many friends
- I miss my family

Other difficulties included:

- don't get along with dad
- not knowing places and getting lost
- fear of future after finishing school
- hard to find a job
- people judge you by the way you look
- don't like it here
- feeling put down by Australians, especially coming as a refugee
- the food is hard to get used to
- school work
- hard to trust people
- need more money

4.1.3 SECTION 3: DIFFICULTIES FOR YOUNG PEOPLE FROM NESB BORN IN AUSTRALIA

Only 5 young people interviewed were born in Australia. The main difficulties they experienced were at school and the difficulty of meeting other people from their parent's country, other than relatives.

4.1.4 SECTION 4: EDUCATION

Young people's feeling about school

- 34 said school was good
- 7 said school was OK
- 8 said they didn't like school
- 2 said they had not attended school in Australia

Some of the comments from young people who liked school were:

- getting along well, but language is still a problem
- better than in my home country
- make friends at school
- get to meet people from other countries
- learn new things
- the school system differs from my home country, the teachers don't pressure you as much
- support from the ESL Unit at Nambour High School is excellent
- more variety of subjects and equipment here
- only place I can socialise
- hard work but I like being at school
- better choice of subjects
- like the sports offered
- get to hang around with friends
- like to get a good education for future life

Some of the comments from young people who didn't like school were;

- don't understand what's happening
- hard to communicate
- teachers are strict
- racism
- pressure from family to do well
- rather be working than at school
- teachers treat you differently because of your lack of English
- not feeling part of school
- language barriers
- didn't have any friends
- goes for too long
- not enough variety of food to buy at tuckshop

Young people's problems at school

22 young people experienced problems at school.

Some of the comments expressed by the young people interviewed were:

- It's hard for me to understand, language is a big problem.
- It is hard for me to make friends.
- I'm scared to ask questions in case I use the wrong words and others will laugh at me.
- The subjects are hard, and even more difficult if I don't understand the language.
- Some teachers ignore you because you can't speak English well.
- Racism - name calling, teased because of skin colour, accent, cultural ways
- I get into trouble because of fighting at school as a result of racism.
- The teachers screamed at me, because I did not understand English.
- I didn't understand the homework.

- It is hard for me to participate in activities when language is a problem.

27 young people did not experience problems at school

What young people wanted to do when they finished school

35 young people said they wanted to go to tertiary study when finished school
 9 young people said they wanted to find a job
 2 young people wanted to go back to their home country
 6 young people were unsure

Problems in achieving their goals after finishing school

18 young people saw they would have problems in achieving their goals after school. They were:

- money problems - not able to meet the cost of university
- will my school work be good enough to get in to university?
- fear of judgement because of my skin colour
- language problems
- increased racism because of Pauline Hanson
- having to move away from family to go to university

16 young people said they would not have problems

4.1.5 SECTION 5: EMPLOYMENT

Difficulty young people experienced finding work

(Only 16 young people responded to this question)

13 young people said they had not experienced difficulty in finding work. The most common reason was that they had to work in their family business. However, working long hours in family businesses was a source of stress in itself. Some young people had no choice in this.

3 young people found it difficult to find work as there were so few jobs available.

Experience of young people currently looking for work at the time of this project (Only 26 young people responded to this question)

21 young people experienced difficulties in looking for work because:

- too young
- no jobs available
- not enough jobs
- language
- not enough experience
- no transport to get to jobs
- felt I was looked at differently because I'm not Australian
- work experience in home country not recognised in Australia

5 young people did not experience any problems in looking for work

4.1.6 SECTION 6: FAMILY

Young people wanting to leave home

21 young people said they had wanted to leave home at some point in their lives.

The main reason given by young people was conflict and abuse in the family, often caused by culture clash between the generations, eg:

- no freedom - parents too controlling
- culture too strict for the Australian way
- physical abuse - hit by parents
- not enough independence
- family always putting me down
- always getting into trouble at home
- wanted to make my own decisions

One young person attempted suicide because of conflict at home.

Young people who had left home due to serious family conflict

3 young people had actually left home and moved out for good. They:

- were living in share accommodation and attending university
- had moved to Sydney to start a new life, ended up moving back to Sunshine Coast to live in share accommodation
- had moved in with the girlfriend

Young people not wanting to leave home

17 young people said they had not wanted to leave home.

Reasons why young people experiencing severe family conflict, stayed at home

The reasons are outlined below.

- not brave enough to leave
- no-where to go
- no money
- my father left so I decided to stay
- didn't find anyone to trust or depend on to move out with
- no support
- cultural issues, such as, if I left I could never come back (family would disown the young person)
- didn't want to hurt my family
- love my family too much to leave
- my friends talked me out of it
- felt guilty
- application for Young Homeless Allowance (YHA) was rejected because young person had not left yet - fear that the YHA would not come through and no way of surviving without it.

4.1.7 SECTION 7: LEGAL ISSUES

Contact with the police

39 young people said they had never been in contact with the police.

12 young people said they had had contact with the Police.

The contact varied as outlined below:

- cousin was murdered as a result of racial issues and the young person was asked to assist the police with their investigation
- shop lifting
- accused of stealing and break and enter
- car accident
- police were suspicious of them, because of the way they looked
- domestic violence at home
- not wearing bicycle helmet
- drunk at home and disturbing the neighbours

Young people's experience of the police

Comments were as follows:

- negative judgements from the police
- asked for ID because of the colour of my skin
- not nice, rough with me
- didn't let me finish what I'm saying
- made me feel scared

4.1.8 SECTION 8: RACISM

Existence of racism

33 young people interviewed said they had experienced racism.

The majority of young people said they experienced racism at school. The most common experiences of racism were name calling and being told to go back to their own countries. The types of racism experienced by the young people interviewed included being:

- teased
- ignored
- called names
- spat at
- told to go back to own country
- stared at
- laughing at
- threatened with physical violence
- stalked at home
- excluded from activities, and
- having food thrown at them
- peer pressure

Experience of racism

These experiences left the young people feeling angry, hurt, embarrassed, uncomfortable, upset, scared, disempowered with no one to turn to for help or support. Some young people were scared because the situation could get worse and others were embarrassed and uncomfortable to ask for help or support when needed.

What young people did to try and cope with racism

Young people found themselves:

- trying to make new friends

- getting into fights
- scared to tell anyone through fear that no one would believe them
- ignoring the racist remarks

Many young people had experienced an increase in racism since the 'Pauline Hanson movement' and one family had decided to go back to their home country once the children finished their education as a direct result of racism.

15 young people said they had not experienced racism since they had been in Australia.

4.1.9 SECTION 9: SERVICES

Who young people turned to for help

- 41 said they turned to family for help
- 34 said they turned to friends for help
- 3 said they turned to the guidance officer at the school for help
- 4 said they turned to a teacher at school for help
- 1 said they turned to the Kids Help Line
- 1 said they turned to the Department of Social Security

All the young people got the help they required, except for one young person. The most common response from the young people was 'I can trust my family and friends, it is hard to trust a stranger'.

NB: These responses do not indicate the types of problems young people sought help for.

Types of support received

- 7 received financial support
- 37 received advice and moral support
- 5 received assistance to solve the problem
- 16 received support through someone listening to them
- 2 received assistance with accommodation

What they liked about the support they received

The young peoples' comments included :

- comfort
- felt comfortable with the support given
- gave me a choice
- was there when I needed help
- able to speak my language
- useful advice
- good support

2 young people did not like the advice given

Knowledge of services available

21 young people said they had heard of some services on the Sunshine Coast. These included:

23 Kids Help Line

12	School Guidance Officer
14	Department of Social Security
11	CES
1	Police
8	Lifeline
2	Housing commission
4	Salvation Army
1	Maroochy Neighbourhood Centre
1	Nambour YACCA
1	St Vincent de Paul
1	Community Health Centre

Whilst the young people identified the above list of services, there was a definite lack of knowledge of what these services did.

Decision to use a service

- 8 young people did not know of any services at all
- 36 young people said they have never decided to use a service
- 13 young people said they had decided to use a service and then changed their mind.

Why young people did not use services

The most common responses about why they did not use services were:

- trust
- how do I know I can trust them
- found it hard to talk about the problem
- the issue was too personal
- fear of confiding in a total stranger
- family would not let them
- don't know how to use a service
- don't know what the service does

young people's suggestions about what workers can do to make it easier to get help

- 18 wanted more information about the services provided
- 19 wanted more advertising of the services provided
- 10 wanted workers to be more friendly eg:
 - smile more
 - be supportive
 - make you feel welcome
 - be non judgemental
- 11 did not know
- 4 wanted services to provide interpreters

Other comments included :

- use simple language
- come to the young person to overcome transport problems
- services to come to the school to avoid transport problems
- stress confidentiality and explain what it means
- make services more accessible

Extra help that young people wanted

- 11 wanted help in finding work
- 10 needed transport to get to work or other places
- 10 a place for non-English speaking background young people to meet and do different things
- 8 did not know
- 5 wanted extra support for when leaving school
- 5 just someone to listen to them

Other comments included:

- more active information about services
- information about housing options
- workers needed to have more knowledge about non English speaking background young people and using interpreters
- more ESL support at more schools in the Sunshine Coast

4.2 Results from interviews with parents

4.2.1 SECTION 1: DEMOGRAPHIC DATA

Numbers interviewed

9 families were interviewed

14 parents were interviewed : 5 couples, 4 single parents (mothers)

Where parents lived

Town of residence	No of families interviewed
Buddina	1
Maroochydore	1
Minyama	1
Nambour	3
Palmwoods	1
Warana	1
Wurtulla	1

Country of birth and language backgrounds

Country of birth	First language	No of families
Bosnia	Bosnian	1
Croatia	Croatian	1
El Salvador	Spanish	1
Germany	German	1
Hungary	Hungarian	2
Philippines	Tagalog	1
Yugoslavian	Serbian	2

Parents English Skill Level

1 'Excellent'

6 'Good'

4 'OK'

2 'Bad'

1 'Very Bad'

Employment

5 parents are employed full-time

4 parents are employed casually

3 are Sole Parent Pensioners

2 parents are students studying English full time

1 is a housewife

Where their children live

17 children currently live at home with their families

1 of the young people is currently living in share accommodation

4.2.2 SECTION 2: MIGRATION EXPERIENCE

Year of Arrival

1 1990

2 1991

3 1992
1 1993
1 1995
1 1997

Reasons why families came to Australia:

Political

Comments were:

- forced by civil war in home country
- uncertain of their future in their home country
- Australia is a peaceful country

Economic

Comments were:

- Australia is a good place to live
- Australia is the best country for refugees to come to
- a better lifestyle
- a better future in Australia
- good business opportunities

Family

Comments were:

- able to bring up children in a better environment
- worried for their children's future
- invited and helped by family members

Other

Comments were:

- We like it
- good climate

Information about the decision to come to Australia

Comments were:

- very quick decision under pressure of war events; no chance to go back
- changed economic situation in home country urged me to decide after long delay
- planned and prepared – sold all property in home country
- initiated, sponsored and helped by relatives
- made the decision to come together within the family including children; older child wanted to stay
- good opportunities for living – mother came first and brought children afterwards

The hardest thing for parents when they first came to Australia

Comments were:

- everything is new and different – language, food, school, lifestyle, environment
- language – communication – not understanding what people are talking about
- no friends for children – difficult to make new friends
- children always at home, don't like going out
- isolation

- to persuade my unhappy son to accept change; he missed his grandparents
- school system – how to help children into school
- worries for children – acceptance and settling here
- remarried – children left behind
- big responsibility and worries for children, their acceptance and settling here;
- dependence on relatives who were sponsors
- not having a car

What is still difficult for parents

- uncertainty about their children's social life and friendships
- not knowing children's friends
- fear of bad influences from children's peers
- inability to communicate with parents of my children's friends
- cultural differences – children seem to accept Australian customs easier, it is much harder for parents

4.2.3 SECTION 3: FAMILY

The most difficult issues being a parent in this country

One parent responded as outlined below :

In my home country we have had our own house, yard, garden, money. Here we are dependent on paying rent and going shopping. Nothing belongs to us. Always someone complains. There are warnings everywhere around the flat. You can't move, listen to the music, make any noise. We can't provide for children what they need. They like to go back. They are not free here. Where they can go? What they can do? We can't control children's socialising.

Differences at school were identified as a major concern for parents.

Comments were:

- we can't help our children in doing homework
- school was more demanding in home country
- teachers are not respected here
- children are getting some information too early as a result of way of teaching
- cultural differences – more conservative style and more respect to the family in home country - more freedom and not respected here
- My son doesn't care for what I want. He rarely helps me. What he wants is sometimes different. He tries to convince me that what he is doing is an Australian way, but this is our home.
- less problems here, easier to bring up children, easier school, less homework, longer school hours, less drug abuse, better climate, more outdoor activities for children, they can get rid of their energy outside of home

Responsibilities parents expect of their children

Comments were:

- to finish school and to find a job
- to work to help themselves and family.
- first priority - to study and to be successful
- I expect more from children here than in my country - to help me in English and to work casually to contribute to family budget
- I expect help in English, at the shop and the DSS
- housekeeping when I work. In my country I had someone else to help me.

- children are less responsible and more independent here. In our country they would work hard on a farm.
- here children are responsible for animals, we couldn't afford to have animals in our home country.

4.2.4 SECTION 4: RACISM

Knowledge of racism experienced by their children

- 5 families were aware of their children having experienced racism
 1 family was not aware of any racism that their children may have experienced.

Parents impression of where their children experienced racism

The majority of parents felt that racism occurred at school.

The types of racism they thought their children experienced

Comments were:

- name-calling
- swearing
- spitting
- name calling about skin colour
- physical assault
- verbal provocation, "Why you came here? Go back!"
- assault

4.2.5 SECTION 5: SERVICES

Parents perception of the main difficulties their children experienced

Comments were:

- no jobs after high school. Little chance for employment. Where to find a job?
- not a good range of courses for further study.
- not having enough friends.
- children tend to believe more what their friends say than the parents.
- skin cancer risk

Support or help that parents wanted to cope with their children

The parents interviewed suggested the following:

- every migrant should get information to help them learn to adapt and adjust to life here
- more specific support is needed for young people who are refugees to adapt to life here
- more information is needed about career options, further study and employment prospects in Australia
- We don't like to ask for help. We don't like to use special services for migrants. We handle everything within our family.
- Interpreters are hard to get when you need them. You are required to ring 72 hours beforehand to organise an interpreter. This is hard when you are sick and need an interpreter for the doctor's visit.
- Libraries are a great service.

Where parents had sought help

Parents identified that they received help from the following services on the Sunshine Coast :

- Community Refugees Settlement Scheme Group
- Maroochy Neighbourhood Centre
- English class Tutors

4.3 Service Providers Forum Results

4.3.1 Service providers attendance at forum

Twelve service providers, three parents from non-English speaking backgrounds and five TAFE students attended this forum. Attendance of service providers at the forum was disappointing.

4.3.2 Service providers views of young people's needs

Those that did attend expressed their surprise and lack of knowledge of the needs and experiences of young people from non-English speaking backgrounds living on the Sunshine Coast. Most service providers felt young people from non-English speaking backgrounds experienced difficulties in the cities but not on the Sunshine Coast and were not aware that some young people from non-English speaking backgrounds did need support in the region.

4.3.3 Young people's use of mainstream youth services represented at the forum

It was evident that very few organisations currently work with young people from non-English speaking backgrounds, (apart for staff in the ESL Unit of Nambour High School).

4.3.4 Suggestions by service providers about how to meet some of the needs expressed by young people from non-English speaking backgrounds

A range of suggestions were made of strategies that could be undertaken by services to young people from non-English speaking backgrounds. Some of these included:

- the development of a cross cultural service delivery model
- organisations needed to acknowledge the issues for young people from non-English speaking backgrounds and reflect this in an access and equity policy for their organisations
- organisations needed to allow their staff 'time release' to gain the necessary skills to work cross culturally
- workers needed to research the cultural needs of clients from non-English speaking backgrounds
- a data base of resources available to workers to better work with young people from non-English speaking backgrounds should be set up
- workers should link with service providers in Brisbane to learn cross cultural strategies of youth work
- cross cultural training for youth workers and teachers
- increased support by the community sector to the Immigrant Education Unit at Nambour High School
- the distribution of resources within schools needs to be assessed in respect to the needs of young people from non-English speaking backgrounds
- workers should ensure that information is provided in culturally appropriate ways.

4.4 Results from service providers questionnaire

4.4.1 Services that completed the questionnaire

The services that responded to the questionnaire were:

- Education Department
- Department of Social Security
- Caloundra City Council

- Cooloola Sunshine Coast Institute of TAFE
- Youth Action
- Nambour YACCA
- Maroochy Neighbourhood Centre

4.4.2 Access and equity initiatives implemented by services

Some initiatives that services have implemented to improve access for non English speaking background young people included :

- actively seeking non-English speaking background young people's involvement in youth services
- endorsed the establishment of a Migrant Services Unit nationally
- appointed a Migrant Liaison Officer in the Department of Social Security
- involvement in the Sunshine Coast Multicultural Youth Issues Working Group
- established links with the Immigrant Education Unit at Nambour High School
- a Multicultural Worker is employed to work with people from a non-English speaking background.

4.4.3 Young people's usage of services

3 services had limited contact with young people from non-English speaking backgrounds

3 had no contact with non-English speaking background young people.

Chapter 5: Analysis

This chapter draws together the results of the research and the literature review to make sense of the findings. Fifty one young people were interviewed and 14 parents. The project team ran a forum for service providers attended by 12 service providers, three more parents and five students to share preliminary findings and glean information from workers about how they saw the issues for young people from non-English speaking backgrounds. Recommendations for youth services on the Sunshine Coast, and other stakeholders, are included throughout as they relate to the particular difficulties that young people experienced.

5.1 Isolation and loneliness

Forty one young people in this project said that loneliness and a feeling of dislocation were a major difficulty for them. These feelings were related to homesickness and linked to being an 'outsider' living in an unfamiliar environment, experiencing racism and not knowing anyone. Factors discussed below elaborate the severity of these feelings and explain the problem in more detail.

5.1.1 Geographical isolation

Statistics quoted in the literature review reveal that the number of non-English speaking background families living on the Sunshine Coast are small. This study found that small populations meant that young people and families experienced extreme isolation living in the region. Numbers of people within ethnic community groups are small, and these communities are scattered across the whole Sunshine Coast region eg young people came from 18 different towns and spoke 18 different languages.

5.1.2 Grief and loss

The sense of isolation and loneliness experienced by young people and parents in this project was also due to grief from leaving their home countries and the, at times, negative, or apathetic, reception by their new country. Grief and loss were exaggerated by the geographical isolation of young people and families on the Sunshine Coast and compounded further by lack of English language skills and opportunities to participate in the community. Comments from young people illustrate this:

*I miss my extended family;
I don't have many friends here, and
I don't fit in.*

Parents also echoed these comments:

*It is difficult to make friends here;
There are big responsibilities here and we are worried for our children and their acceptance and settling here; and
We had to leave so much in my home country.*

Rice (1996) writes that this loneliness is one of the major problems that young migrants face as they struggle to adjust to the loss of familiar surroundings, family members and other loved ones. She believes that young people experience intense feelings of grief whether they are included in the decision to come to this country or whether they had no choice over the matter and were forced to flee for their lives.

The findings of this project bear this out. Thirteen young people were included in the decision to come here and 16 were not. Thirty six young people were happy at the thought of migrating here; ten were not. Of these young people, *all* experienced difficulties in settling initially, and all but 12 young people had ongoing problems in adjusting to life in Australia.

5.1.3 Fragmented families

Twelve young people arrived as refugees, meaning that they had to leave their country due to horrendous wars. Some arrived with only fragments of their families, having been forced to leave behind some family members unable to escape. Two young people arrived alone as refugees. Lack of complete families of course added to the isolation of these young people.

In total, only 27 arrived with all family members, refugees or not. The separation, and loneliness that young people from fragmented families felt was immense.

When asked what kind of support young people needed to deal with this isolation, many of the young people interviewed said a meeting place where they could meet other young people from different cultural backgrounds.

Recommendation 1

That the Sunshine Coast Youth Workers Forum lobby a local youth service to apply for funds from relevant government departments (such as the Department of Immigration and Multicultural Affairs, or the Bureau of Ethnic Affairs) for a youth participatory project which would employ young people to link other young people together in a recreational group, or advertise existing recreational opportunities.

5.1.4 English language skills

Forty five young people said that the hardest thing about trying to settle in Australia was lack of English language skills. Without English it was impossible to participate in 'ordinary' life and left young people isolated and without support or social networks. Nearly half of the young people felt their English language skills were less than 'good' and this included some young people who had lived here more than five years. Comments by young people illustrate this point:

*It's hard for me to understand. Language is a big problem; and
I'm not able to express myself in English.*

Young people felt that lack of English language skills caused problems in almost every area of their lives; from school, looking for work, making friends and dealing with the police.

5.1.5 Cultural differences

Cultural differences were also named by young people as influencing the level of isolation and loneliness they experienced. Young people found themselves living in a different culture where the food, the weather, the school system, the lifestyle, everything was different. These factors had an immense impact on the settlement process for young people and their families.

Parents also found it hard adjusting to a new culture and environment. Lack of participation in that culture (due to such as things as unemployment) exacerbated their isolation. For example, one parent said:

It's difficult for me to find a balance between the Australian way and my home countries' culture.

Interviews with parents of the target group showed the concerns parents had about the cultural differences family members experienced living in Australia. They were worried that their children were more able to accept and learn Australian customs faster and easier upsetting customary ways of relating within the families.

Some parents felt it was hard or impossible to adjust to the differences and relied on their children to help them negotiate the new country. Rice (1996) and Seeto (1991) write about the burden this places on young people from non-English speaking backgrounds, who are themselves struggling to adjust.

5.2 Education

5.2.1 Expectations of education

In their reasons for coming to this country, 12 young people said they came for a better life, or a better future. Twenty young people said they came here specifically to get a better education eg

There is a better education system in this country;

There are not good opportunities in my home country; and

The high cost of tertiary education in my home country [means that I could not attend tertiary study there.]

Seeto (1991) and O'Connor et al (1994) draw attention to the pressure that many non English speaking background young people face at home to do exceedingly well at school and therefore meet parental dreams of a secure future for their children in Australia. These authors note that success at school is seen by parents as the key to opening the door to a better future for their children. Parents have often given up so much so that their children can have the lives they, themselves, could not.

The first priority for all parents that were interviewed was the possibility of a good future for their young people. Parents had high expectations of their children to do well at school, to get a good job and to be able to support themselves and assist their family.

Education was seen as crucial to young people's successful settlement in Australia. The difficulties for young people at school in the region need to be addressed in order to ensure that young people can realistically meet their own, and their parents expectations.

5.2.2 Lack of English as a second language support

As mentioned above, lack of English language learning opportunities was the hardest thing 45 young people faced in settling in this country. It is important to note that there is only one Immigrant Education Unit on the Sunshine Coast. This Unit is at Nambour High School and services all of the Sunshine Coast. Although young people recognised the invaluable support given by the Unit, there is simply not enough funding to provide the amount of time and teacher input that the young people need.

Recommendation 2

That the Sunshine Coast Youth Workers Forum lobby Education Queensland and the Federal Department of Education, Employment, Training and Youth Affairs to increase the level of funding for English as a second language (ESL) within schools to enable young people to have increased access to specific ESL programs .

5.2.3 Distance from school

Many young people had to travel long distances to attend a school that could provide appropriate support and assistance to them. Added to the problem of travel time was the high cost of public transport which these families had to meet. (Twenty four of the young people were receiving some form of income support, leading the research team to believe that many were living below the poverty line.) Some young people travelled 50 to 90 kilometres each day, just to attend school.

Once again, the scattering of young people around the Sunshine Coast who attended Nambour High had implications for lack of social networks and the associated problems of loneliness. Young people's ability to socialise outside of school was difficult due to friends living kilometres apart.

Given the importance of school and English language learning to the successful settlement of a young person from non-English speaking background, it is imperative that young people have access to the ESL support offered by Nambour High School.

Recommendation 3

That the Sunshine Coast Youth Workers Forum lobby Education Queensland to increase the time allowed for families to receive travel subsidies so as to enable those young people that require intensive English language support to continue to receive this support.

This recommendation is considered vital given the large distances young people must travel to receive such help and the high transport costs families must bear.

5.2.4 Young people's experience of school

The results of the interviews with young people indicated that 70 percent liked school because it provided an avenue to meet other young people from non-English speaking backgrounds with similar experiences who understood what it was like to migrate to Australia and be from a different culture. Also, the ESL staff provided valuable, sensitive support to some young people experiencing major problems with few opportunities to access other help. Some of the comments from young people about school included:

*The support from the ESL Unit at Nambour High School is excellent;
I get to meet people from other countries; and
I get to hang out with my friends.*

School was also viewed positively as it was seen as a crucial stepping stone for young people to learn English and the key to realise the dream of going to tertiary study, earning a living etc.

Despite these positive associations with school, the results also indicated that 45 percent of young people experienced problems at school. These problems ranged from language barriers through to cultural differences, coping with an unfamiliar school environment and the constant problem of racism. Young people's comments expressed this well:

*The subjects are hard and even more difficult if you don't understand the language;
I get into fights at school because of racism;
I'm scared to ask questions in case I use the wrong words and others will laugh at me;
Some teachers ignore you because you can't speak English well; and
It's hard for me to participate when language is a problem.*

Given the fact that education is the key to a better future for young people, it is imperative that young people can attend school without having to endure racism from some students and teachers.

Recommendation 4

That the Sunshine Coast Youth Workers Forum lobby the schools on the Sunshine Coast to implement Education Queensland's anti-racism policy.

Further, that Education Queensland develop an anti-racism campaign, so as to reduce the level of racism currently facing young people in schools.

Recommendation 5

That teachers attend cross cultural awareness/anti-racism training to increase their understanding about young people from non-English speaking backgrounds.

5.2.5 Youth worker's links with English as a Second Language (ESL) teachers
English as a second language teachers recognised the validity of the young people's experience as revealed by this research. At the Service Provider's Forum, teachers emphasised the enormous amount of specialised support that some young people required to stay within the school system and said that they were largely unaware of youth workers who could help young people through major problems such as impending homelessness. Youth workers at the forum were also unaware of the support provided by ESL teachers.

English as a second language teachers are the linking point between young people from non-English speaking backgrounds and service providers. It is imperative that these links are strengthened in order to ensure good referral pathways for young people in need of help.

Recommendation 6

That English as a second language teachers and school guidance officers attend the Sunshine Coast Youth Workers Forum to establish better networks and referral pathways for young people from non-English speaking backgrounds.

Further, that Nambour High School Immigrant Education Unit host a regular open day for relevant community youth services to attend school, meet the young people at the Unit, and give information about their services.

5.2.6 Parent's concerns

The interviews with the parents of the target group indicated that language barriers and differences between the school systems of Australia and their home countries were some of the hardest things for them as parents living on the Sunshine Coast. Parents raised concerns about their inability to help their children with their homework and this was often was the cause of great frustration.

The Immigrant Education Unit at Nambour High School currently provides information about the school system on the Sunshine Coast in community languages to parents. The research team saw this as a vital link between parents and schools, enabling information about the different school systems to be passed on to parents from non-English speaking backgrounds. The team believed it was important to expand this initiative as follows:

Recommendation 7

That the Immigrant Education Unit seek to translate their existing information about the school system into more community languages.

Further that this information be made available to all High Schools on the Sunshine Coast.

5.3 Employment, education and training

5.3.1 Barriers to young people achieving their goals in employment, education and training

Despite difficulties mentioned above under 'education', more than two thirds of the young people interviewed wanted to continue their education at a tertiary level.

Various authors name racism and English language problems as one of the biggest barriers to young people accessing employment, education and training opportunities. (Macdonald, 1992; O'Connor et al, 1994; Seeto, 1991)

Although most of the young people interviewed were attending secondary school, many (18) indicated that they were very concerned about being able to enter tertiary studies or find a job when they finished their education. The reasons young people gave for these concerns were:

*not having enough money to go to University;
fear of judgement because of my skin colour;
increased racism because of Pauline Hanson; and
language problems.*

Twenty one young people mentioned racism; lack of work experience; no jobs; and language as barriers to getting work. More than half of the young people interviewed felt they would have difficulty going to University due to the financial burden of studying.

5.3.2 Employment

Thirteen young people said they had not experienced problems getting work, mostly because these young people worked for family businesses. Working long hours in family businesses was in itself a constant source of stress for some of the young people interviewed. Stress resulted from having to work without a choice, as well as

managing school work and not being able to participate with friends in recreational opportunities. Gatbonton (1992) draws attention to this problem and names it as a major source of problems for some young people, especially young women, who are often expected to work in traditional 'female' employment such as restaurants; or sewing as 'outworkers' for exploitative wages.

Parents interviewed expressed concern about the lack of employment opportunities on the Sunshine Coast for their young people.

Given that the unemployment rate for non-English speaking background young people is higher than for young people from Anglo-Australian background, these young people have good reason to be concerned. Young people from non-English speaking backgrounds need information about employment, education and training opportunities presented in culturally appropriate ways in languages they can understand.

Recommendation 8

That the Sunshine Coast Youth Workers Forum lobby the Department of Education, Employment and Training and other employment agencies on the Coast, to develop culturally appropriate information packages to assist young people from non-English speaking backgrounds with job search techniques.

5.4 Racism

5.4.1 Racism as a barrier to settlement

This research found racism to be a major problem for young people from non-English speaking backgrounds. The majority of young people (33) said they had experienced racism at school, and also identified racism as a barrier to achieving their educational and employment goals. Racism ran like a consistent thread through every topic discussed with young people in this project.

Racism was one of the reasons that young people continued to have problems settling in this country.

Many reports document the damaging experience of racism for non-English speaking background young people. (Gilmore et al, 1993; Macdonald, 1993; Seeto, 1991; Spencer, 1995; Gatbonton, 1992, etc) Macdonald (1993) reported that racism is routinely seen by young people to be a problem of vast proportions which they deal with on a daily basis, yet service providers regularly underestimate the damaging effects of racism.

In the first report documenting the needs of non-English speaking background young people in the Southeast of Queensland, Seeto (1991) states that:

I consider racism by Anglo-Australians against non-English speaking background young people to be the biggest barrier to their successful social integration and personal growth. (p85)

It seems that since that first report, not much has changed for non-English speaking background young people. Things may indeed have got worse since the 'race debate' inspired by the federal member for Oxley, Pauline Hanson.

5.4.2 Types of racism experienced

The common types of racism experienced by the young people interviewed included being teased, called names, being spat on and having food thrown at them, being stared at, excluded from activities, and laughed at. The most common form of racism was to be told to 'go back to your own country'. Some young people said they had been threatened with physical violence. One young person talked about the murder of a relative and felt that it was an act inspired by racial hatred. One group had been stalked by other young people. Many talked about an increase in racism since the 'race debate'.

The parents interviewed indicated that they were aware that their children were experiencing racism at school and in the neighbourhood.

5.4.3 Effect of racism

Racism left the young people feeling angry, hurt, embarrassed, uncomfortable, upset, scared, disempowered with no one to turn to for help and support. Some young people were scared because the situation might get worse and others were embarrassed and uncomfortable to ask for help as they feared they would not be believed.

One young person interviewed in the project said:

My heart goes out to those young people who experience racism, because I've been through the same situation as they have and I know that this will always remain as a bad memory throughout my life. Australia is a beautiful country; without racism people could live a better life.

One family was considering returning to their home country as their experience of racism was so damaging. Racism resulted in parents feeling uncomfortable and insecure about living here.

5.4.4 Racism and services

Young people felt that service providers would treat them differently due to race, and of the 12 young people who had had contact with the police, racism by the police was one of the reasons that this contact had occurred, eg:

I was asked for ID because of the colour of my skin.

5.4.5 How young people dealt with racism

In an effort to overcome racism the young people said they had tried a range of strategies such as:

trying to make new friends;

trying to ignore the racist remarks; and

trying to confront the people saying racist comments and ending up in a fight.

Racism needs to be addressed urgently so that non-English speaking background young people can move through the painful settlement period and participate equally in this country.

Recommendation 9

That the Sunshine Coast Youth Workers Forum, through the Multicultural Youth Issues Working Group, apply for funding to run a youth participatory anti-racism campaign.

5.5 Homelessness

5.5.1 The context of homelessness

The National Youth Coalition for Housing (1997) defines homelessness as:
the absence of safe, secure, affordable and adequate shelter as perceived by the young person. (p4)

Therefore, 'homelessness' is described broadly and includes those young people still living with parents or family members who do not feel safe or secure in that environment and are at risk of physical, emotional, sexual abuse or lack of emotional support or stability. The definition also includes young people who, from time to time, move out and stay with friends and other relatives because they are not safe or secure at home.

There have been several research projects about homelessness and young people from non-English speaking backgrounds. *Accommodating Difference* (O'Connor et al, 1994) is a landmark report documenting the accommodation and support needs of non-English speaking background young people. One hundred and thirty one young people were interviewed for this project. One hundred and five were found to have experienced homelessness. Therefore, a disproportionately high number of the young people were lacking 'safe, secure, affordable and adequate accommodation'. (NYCH, 1997, p4)

Gatbonton (1992) notes that young women from non-English speaking backgrounds are at the same risk of sexual abuse and assault within the family as Anglo-Australian young women. All authors writing in this area raise the serious problem of lack of access to youth support services for non-English speaking background young people.

5.5.2 Incidence of homelessness in this project

Twenty one young people interviewed for this project had wanted to leave home, or had left home, due to major family conflict which meant that they did not feel safe or secure at home. (Only three young people had actually left home.) Comments from the young people were as follows:

My parents always hit me;
I'm always getting into trouble at home; and
My family are always putting me down.

One of the young people had attempted suicide due to family conflict and lack of accommodation options.

5.5.3 'Intergenerational conflict'

The literature highlights intergenerational conflict as a serious problem for young people from non-English speaking backgrounds. (O'Connor et al, 1994; Seeto, 1991; Gatbonton and Hughes, 1994 etc) O'Connor et al (1994) describe intergenerational conflict as being:

distinguished by the fact that it frequently stems from differences between the values held by parents and those dominant in Anglo-Australian culture...whilst these values are neither intrinsically good or bad, most reports agree that they are very different from the values dominant in Australian society, and, because of this, conflict arises as young people attempt to accommodate two sets of values. (pp3-3 to 3-4)

Young people interviewed for this project named cultural differences between themselves and their parents as being a major source of conflict eg

*My parents culture is too strict for the Australian way;
There is no freedom - my parents are too controlling.*

Parent's comments reflected these cultural differences. They raised concerns about the uncertainty of who their children were socialising with and expressed fears of the negative influences that their children were potentially exposed to. Some parents felt like they were losing control of their children by not knowing their friends and inability to communicate well with the parents of their friends as a result of English language difficulties. Some parents spoke about the fact that in their home countries, children payed more respect to the family, whereas in Australia, young people had more freedom and didn't appear to respect the family to the same degree.

5.5.4 Stereotyping about non-English speaking background families

Ganguly (1995) stresses that workers should avoid stereotyping about families cross culturally. She warns that individuals within cultures have different ways of dealing with conflict and accessing help. Seitz and Kaufman (1993) also highlight this point; that the Vietnamese, Cambodian and Laos families in their research about family violence had different parenting styles and stressed that stereotyping was a further barrier to providing effective services to young people.

These warnings are very relevant and it is not the aim of this report to perpetrate stereotyping. However, young people interviewed for this project who were homeless in the broad sense of the word did talk consistently about cultural norms precluding seeking help outside the family. This is not to say that Anglo-Australian families do not have these norms too - rather the extent of them varies from culture to culture. Gatbonton (1992) believes that young women interviewed in her project about sexual violence within families were at greater risk of not seeking help outside family networks as their place within the family was one of subordination to the dominant members of the household.

5.5.5 Homelessness and refugee young people

Twelve young people interviewed for this project arrived in Australia as refugees. These young people had arrived in the country after varying lengths of time of being homeless on a global scale. Most did not speak at length about their refugee experience but some let interviewers know that they had been displaced in their own countries due to wars and had many ghastly experiences from the ensuing civil unrest.

Refugee young people arrive in Australia as homeless; without safe, secure, affordable accommodation options anywhere within their own country. The extent of homelessness for refugee young people is greater than young people living in this country who become homeless. That is, refugee young people have had to move half way around the world to find a refuge, as opposed to the youth refuge down the road. Many arrive without all family members, or arrive by themselves and are expected to live with distant relatives they barely know.

The National Inquiry into Homeless Children (Human Rights and Equal Opportunity Commission, 1989) reported that refugee young people are at particular risk of further homelessness due to trauma and fragmented families. The research team agreed with this. Certainly, for refugee young people interviewed for this

project, young people and family members faced enormous burdens adjusting to a new life in Australia *and* dealing with war trauma or torture. This stress placed extra strain on already damaged and decimated families.

5.5.6 Reasons why young people stay

Young people stayed at home because of many complex reasons. Many of these young people did not stay at home because the problems had been resolved, rather because they had no other options. Most young people said that if they left home they would never be able to see their families again and would be completely ostracised from their families and communities. Also they felt they could not find anyone they could trust help them. For example:

*I'm not brave enough to leave;
There is nowhere to go;
I have no money;
I didn't find anyone to trust or depend on to move out with;
I don't have any support;
If I left, I could never come back - my family would disown me;
I felt guilty;
I didn't want to hurt my family; and
I love my family too much to leave.*

It appeared that the cost for young people to leave home was too great. To leave meant to lose and grieve for more. In many cases, if the young person left home, they would lose their last remaining vestiges of familiarity and connections with families, communities, languages, values etc.

No young people interviewed had approached a youth worker for help in dealing with the problems they faced at home.

Youth services (particularly accommodation and support services) need to address the lack of appropriate support for young people from non-English speaking backgrounds as a matter of urgency.

Recommendation 10

That the Sunshine Coast Youth Workers Forum lobby youth housing services on the Sunshine Coast to examine barriers facing young people needing support by going through an access and equity policy and implementation process.

South East Queensland Youth Accommodation Coalition (SEQYAC) has recently published a report called *Housing Diversity*, by Trang Nguyen (1997). The report (documented in the literature review) is a write up of the process three Supported Accommodation Assistance Program funded youth accommodation services underwent to address access barriers; develop an access and equity policy; and implement it. Developing an access and equity policy is a serious undertaking that requires time and commitment by organisations as barriers are complex and require changes to service delivery and worker's own understandings about culture.

Recommendation 11

That youth accommodation services on the Sunshine Coast use, as an aid, the *Housing Diversity* model of developing and implementing access and equity policies.

Further, that youth housing services review the effectiveness of their access and equity policy implementation regularly and pass on to other youth services, effective strategies for supporting young people from non-English speaking backgrounds experiencing homelessness.

5.6 Access to services

5.6.1 Where young people went for help

During the interviews the young people were asked where would they go to get help if they had a problem. Forty one young people said their family; 34 said their friends; three said the guidance officer at school; four said a teacher at school; one said Kids Help Line; one said the Department of Social Security. Many sought support from ESL teachers but did not identify them in this project as 'helpers'.

Young people turned to family and friends primarily for help because they:
felt comfortable speaking my own language;
were there when I needed help; and
I felt comfortable [with familiar people].

Young people *only* turned to family and friends for support. Obviously, for young people in family crisis, family support is not always available or able to meet the young person's needs.

5.6.2 Knowledge of services

Young people were also asked what support services they knew of (as opposed to services they would turn to for help). Again, Kids Help Line (23) was mentioned, then; Department of Social Security (14); School Guidance Officer (12); CES (11); Lifeline (8); Salvation Army (4); Housing Commission (2); Police, Maroochy Neighbourhood Centre, Nambour YACCA, St Vincent de Paul, Community Health Centre (each with 1). Eight young people knew of no services at all.

There are very few youth support services mentioned in this list. Nambour YACCA and Maroochy Neighbourhood Centre were mentioned by members of the project team who found out about these organisations through being a team member. This lack of knowledge of local youth support service is a serious problem for young people interviewed for this project, given the level of need.

5.6.3 Barriers to young people in using youth support services

Thirteen young people said they had considered using a service but decided not to because:

How do I know I can trust them?;
I found it too hard to talk about the problem;
The issue was too personal;
I feared confiding in a total stranger;
The family would not let me;
I didn't know how to use a service; and
I don't know what the service does.

The reasons why young people confided only in family and friends were clearly to do with lack of knowledge of existing services and the workers who work there, and therefore lack of trust. This was combined with cultural concerns about talking outside the family and fear of ostracism by family and community if the young person sought help outside the family.

Several projects document the barriers facing young people in accessing services. Some of these are:

- lack of knowledge that youth services exist, especially for young people without English language skills
 - the concept of 'youth service' is foreign to many who come from countries which have few social services and a different social service system
 - young people fear approaching a youth worker as they may not feel that their English is good enough to be taken seriously
 - youth workers may not know how to use interpreters
 - cultural mores that preclude asking for help
 - young people's fear that they will betray their family by going outside for help
 - concern that their family will disown them if they seek outside help
 - non-English speaking background young people encountering racism from the other young people (and sometimes workers) at the service
 - workers not knowing how to work cross culturally, or that there is a need to, etc.
- (Seeto, 1992; Gatbonton and Hughes, 1994; O'Connor et al, 1994; Macdonald, 1993; Gatbonton, 1992; Ferguson, 1996; Nguyen, 1997)

Refugee young people face an added barrier as a result of government inspired terror. Many refugee young people and families will be reluctant to access government funded services through suspicion of government activities based on their traumatic experiences of state perpetrated violence in their countries of origin. (Macdonald, 1994)

In fact, young people's lack of access to mainstream services is the most documented issue relating to the needs of non-English speaking background young people. The results of this project are consistent with the findings from the authors mentioned above.

5.6.4 Awareness of workers to these issues

Workers attending the service provider's forum agreed that they did not know that non-English speaking background young people needed support on the Sunshine Coast. Mainstream youth workers at the forum also agreed that non-English speaking background young people did not access their services.

The service providers questionnaire indicates that services have limited knowledge of ways to increase young people's access to these services. Very few strategies have been implemented to date.

Given the high rate of young people in crisis at home, it is crucial that this lack of access to services be addressed by local service providers.

The following recommendations, implemented would help alleviate the desperate situation facing some young people at the moment.

Recommendation 12

That the Sunshine Coast Youth Workers Forum lobby a local youth service to apply for funds to the Bureau of Ethnic Affairs for a participatory research project to develop culturally appropriate information about support services available on the Sunshine Coast for young people and their families from non English speaking backgrounds.

Recommendation 13

That service providers on the Sunshine Coast allocate time and resources to train in cross cultural and anti-racism awareness. Training should include the use of interpreters; working with refugee young people; networking across cultures etc.

Further that the Sunshine Coast Youth Workers Forum lobby Integrated Training to offer cross cultural training for youth workers and teachers to be held on the Sunshine Coast.

There needs to be a shift in service provider's thinking in order to work more effectively cross culturally. Workers need to be aware of the difficulties young non-English speaking background people face, and be able to apply their considerable skills cross culturally in order to meet these needs.

Recommendation 14

That the Sunshine Coast Youth Workers Forum lobby all funding departments to make funding for services contingent on the existence of access and equity policies within agencies.

This has been a consistent recommendation in reports documenting lack of non-English speaking background young people's access to services. Funding departments should act quickly on this as it will ensure that the small amount of funding currently given to community youth services can help meet the needs of *all* young people, regardless of race or language background.

With the reduction of services on the Sunshine Coast, due to government funding cut backs, the services that do exist are often unable to meet all the needs expressed by the community. This should be acknowledged but can not be given as the main reason why services are currently not providing necessary support to young people from different cultural backgrounds. Young non-English speaking background people are a minority group on the Sunshine Coast but they are a group with special and diverse needs that must be taken on board by local service providers.

5.7 Where to from here?

5.7.1 The Sunshine Coast Youth Workers Forum and the Multicultural Youth Issues Working Group

As mentioned elsewhere in this report, the findings of this project are consistent with other research about the needs of young people from non-English speaking backgrounds.

This project has uncovered a number of problems young non-English speaking background people face living on the Sunshine Coast. It is imperative that the

recommendations of this report are not lost. The following recommendations will ensure that the recommendations are kept alive.

Recommendation 15

That the Multicultural Youth Issues Working Group, a sub group of the Sunshine Coast Youth Workers Forum, expand its membership and continue to meet to provide a reference point for workers needing to find out about cross cultural information and resources and that the Working Group have the responsibility for taking action around the recommendations of this report.

5.7.2 The Non English Speaking Background Youth Issues Network

The Non English Speaking Background Youth Issues Network (NYIN) is sponsored by the Youth Affairs Network of Queensland (YANQ). The Youth Affairs Network of Queensland is the umbrella organisation for the community youth sector. YANQ has supported the development of the NYIN for a number of years.

The NYIN is a coalition of workers from ethnic minority community organisations and the mainstream youth sector. This Network is a Queensland wide network and has a broad focus on raising awareness about the needs of young people from non-English speaking backgrounds and seeking action to address the needs expressed. Linking formally with the NYIN would support action around the recommendations.

Recommendation 16

That the Working Group establish formal links with the Non English Speaking Background Youth Issues Network in order to exchange information and enable a coordinated, state wide response to further action around the needs of young people from non-English speaking backgrounds identified in this, and other related research.

Networking is the most effective way to increase the crucial connections between the non-English speaking background and youth sectors. Networking needs to be done in a planned and strategic way in order to ensure that young people from non-English speaking backgrounds don't disappear through the current gaps in service provision on the Sunshine Coast.

5.8 Conclusion

The participatory model of research that was adopted for this project had many benefits for the members of the research team. Research assistants had the opportunity to more fully participate in their community, to further their skill development; to share the thoughts and feelings of others from non-English speaking backgrounds; and most of all to feel confident in what they were doing.

Whilst this research had its limitations, a number of key areas of real concern were identified for young people from non-English speaking backgrounds living on the Sunshine Coast. These included the isolation and loneliness brought about by geographical isolation; grief and loss; fragmented families; English language skills and cultural differences.

Then there were the difficulties that these young people experienced at school such as overcoming immense language barriers; the distance they must travel to gain English as a second language support; and their parents concerns about not understanding the school system.

Coupled with these issues racism ran like a consistent thread through every topic discussed with young people in this project.

Homelessness was also identified as a significant issue that a lot of young people from non-English speaking backgrounds were facing living on the Sunshine Coast. There appeared to be no support systems that these young people were able to access. Most young people remained at home, not because the situation was resolved but because they could not see any other options.

Lack of knowledge and awareness about the help and support that a variety of community services and government departments offer on the Sunshine Coast emerged as a central difficulty facing young people and families from non-English speaking backgrounds. This raised real concerns because some young people and families were struggling to cope with enormous difficulties without support. Members of ethnic minority communities were fundamentally disempowered through lack of access to information and support vital in making informed choices in their lives.

This gap must be overcome to ensure ongoing quality of life and social justice for newly arrived Australians.

This research is the only research conducted on the Sunshine Coast to date, that has explored the needs and experiences of young people from non-English speaking backgrounds. For the first time the needs of these young people have been put on the agenda of the Sunshine Coast Youth Workers Forum. This research has enabled non-English speaking background young people to have a voice within the mainstream of the Sunshine Coast. We hope, and believe, it will be heard.

Appendix 1

SURVEY FORM FOR INTERVIEWING YOUNG PEOPLE FROM NON ENGLISH SPEAKING BACKGROUNDS LIVING ON THE SUNSHINE COAST

Date: / /

SECTION 1: DEMOGRAPHIC INFORMATION

- A. Are you: Male ☐
 Female ☐
- B. How old are you? _____
- C. What town do you live in? _____
- D. What country were you born in? _____
- E. What country are your parents from? _____
- F. What is your first language? _____
- G. How would you rate your English language skills?
- Very Bad ☐ Bad ☐ OK ☐ good ☐ excellent ☐
- H. Are you:
- at school ☐
 - at a tertiary institution (eg TAFE/University) ☐
 - employed ☐
 - unemployed ☐
- I. Do you receive any pension or benefit from the Department of Social Security? (eg job search allowance, austudy, youth homeless allowance)
- Yes ☐ No ☐
- J. Where do you live?
- at home with my: mother ☐
 father ☐
 brothers/sisters ☐
 other family members ☐
 - with my friends family ☐
 - by myself (live independently) ☐
 - I move around all the time ☐
 - I don't have anywhere to live ☐

If the young person was born in Australia, please go to section 3

SECTION 2: MIGRATION

For young people who were born overseas

- A. Who did you come to Australia with?
- mother ☐
 - father ☐
 - sisters/brothers ☐
 - other family member ☐
 - by myself to join my family ☐
 - by myself ☐
- B. When did you come to Australia? _____
- C. Why did you come to Australia? (eg for political, economic situation, wanting to join family here etc)
- D. How did you feel about the decision to come to Australia? (eg did you want to come? Were you included in the decision to come here?)
- E. What was the hardest thing for you when you first came to Australia?
- F. What is still difficult about living in Australia?

SECTION 3: MAIN PROBLEMS

For young people born in Australia

- A. What is the hardest thing for you about your life here? (**Ask more questions about this eg why is this hard?**)

SECTION 4: EDUCATION

For all young people whether they are in school now, or whether they have finished school

- A. What do you think about school? (eg do you/did you like it or not? **Why/why not**)

- B. Have you had any problems at school?

Yes ☐ No ☐

If yes, what are those problems?

- C. What do you want to do when you are finished school? _____

- D. Do you think you will have any problems doing what you want to do when you are finished school?

Yes ☐ No ☐

If yes, what are those problems?

SECTION 5: EMPLOYMENT

For young people working

A. Was it hard for you to find work?

Yes

☐

No

☐

If yes, what was hard?

For young people who are looking for work

B. Are you finding it hard to get work?

Yes

☐

No

☐

If yes, what is making it hard for you to find work?

SECTION 6: FAMILY

For young people whether they live at home with their family or whether they have left home

A. Have you ever wanted to leave home?

• Yes

☐

• No

☐

• I have left home in the past

☐

If the person answered 'yes' go to QUESTION B

If the person answered 'no', go to SECTION 7

If the person answered 'I have left home in the past', stay in this section but go to QUESTION C

SECTION 6: FAMILY CONTINUED

B. I know this may be hard for you as it is very personal but could you tell me a bit about why? Or, what is it like for you living at home?

And, in the end, what stopped you from leaving?

Now go to section 7

For young people who have left home in the past

C. Why did you leave home?

D. Where did you go?

SECTION 7: LEGAL ISSUES

A. Have you ever had any contact with the police?

Yes

☐

No

☐

If no, go to section 8

SECTION 7: LEGAL ISSUES CONTINUED

If yes, why?

B. Did you have any problems with the way the police treated you?

Yes

☐

No

☐

If yes, what were the problems?

SECTION 8: RACISM

Racist behaviour can include things such as name calling, being ignored and even physical assault.

A. Have you ever experienced racism ?

Yes

☐

No

☐

If yes, could you tell me what happened (eg, where did it happen, how did you feel, what did you do etc)

SECTION 9: SERVICES

I'd like to talk to you about some of the services that you may have used when you were having some problems. By services I mean government places like Social Security, CES, Skillshare, Housing commission, community centres, health centres, and even individuals like school guidance officer, teachers, and so on. It might also include telephone services like Kids Help Line, Lifeline etc.

A. Who do you turn to for help if you have problems you can't sort out yourself? **(eg family, friend, community member, youth worker)**

B. Have these people been able to give you the help you have needed?

Yes

☐

No

☐

C. Can you tell me what kind of help they gave you and what you liked or didn't like about it?

D. What services do you know that can help young people on the Sunshine Coast? **(list these down)**

E. Have you ever wanted to use a service and decided not to ?

Yes

☐

No

If yes, what stopped you?

SECTION 9: SERVICES CONTINUED

- F. What could workers in services do to make it easier for you to go there to get help ?
- G. What kind of extra help do you think would be most helpful for you and your friends?

THIS IS THE END OF THE INTERVIEW

DO YOU HAVE ANY QUESTIONS?

THANK YOU FOR YOUR TIME AND CO-OPERATION

Appendix 2

SURVEY FORM FOR INTERVIEWING PARENTS OF YOUNG PEOPLE FROM NON-ENGLISH SPEAKING BACKGROUNDS LIVING ON THE SUNSHINE COAST

Date: / /

SECTION 1: DEMOGRAPHIC INFORMATION

- A. Are you: Father
 Mother
 Other (Stepfather, Stepmother, Adoption parent, Guardian)
- B. What town do you live in?
 M _____
 F _____
- C. What country were you born in?
 M _____
 F _____
- D. What is your first language?
 M _____
 f. _____
- E. How would you rate your English language skills?
- | | | | | | |
|---|----------|-----|----|------|-----------|
| F | Very Bad | Bad | OK | Good | Excellent |
| M | Very Bad | Bad | OK | Good | Excellent |
- F. Are you:
employed
unemployed
other _____
- G. Where do your child(ren) live?
At home with me/us
Out of home:
Where? _____

SECTION 2: MIGRATION

- A. When did you come to Australia? _____
- B. Why did you come to Australia? (eg for political, economic situation, wanting to join family here etc)
- C. How did you make the decision to come to Australia?
- D. What was the hardest thing for you, as a parent, when you first came to Australia?

- E. What is still difficult for you, as a parent, living in Australia?

SECTION 3: FAMILY

It is not easy to be a parent. Living in a foreign country it may be more difficult.

- A. What do you find to be the most difficult issue with your child(ren) in the home?
- B. How does this differ from your (home) country?
- C. What responsibilities do you expect your child(ren) to have here?
- D. How is this different from when you were in your (home) country?

SECTION 4: RACISM

Racist behaviour can include things such as name-calling, being ignored and even physical assault.

- A. In your knowledge, have your child(ren) ever experienced racism?
Yes No
If yes, could you tell me what happened?

SECTION 5: SERVICES

- A. What do you, as a parent, see to be the main issues (doubts, concerns, difficulties) for your child(ren) living on the Sunshine Coast? (eg language, school, lack of courses, friends, relationships, socialising, employment, entertainment, recreation, sport, drugs, transport, future etc.)
- B. What sort of support or help would you want as a parent living on the Sunshine Coast? (to fulfil your parent role, duties, expectations)

THIS IS THE END OF THE INTERVIEW

DO YOU HAVE ANY QUESTIONS?

THANK YOU FOR YOUR TIME AND CO-OPERATION

NESB YOUTH RESEARCH PROJECT

SERVICE PROVIDERS INFORMATION SHEET

Name of Organisation / Service / Department

Brief description of service/s provided

Briefly outline any initiatives your service has implemented so as to improve access for young people from NESB to your service.

Have or do you work with young people from NESB.

Yes, please explain

No

Any other comment

Thankyou for your participation in this survey