

MISSION POSSIBLE:

An Overview of Literature on Issues for Young People from Non-English Speaking Backgrounds in Queensland.

**Prepared for NESB Youth Issues Working Party
by Helen Ferguson and Associates**

April 1994

This project was undertaken by the Non-English Speaking Background Youth Issues Working Party (since renamed the Non-English Speaking Background Youth Issues Network) in April 1994. Helen Ferguson was contracted to carry out the project, and we are indebted to her for her willingness to carry out an enormous amount of work within an incredibly short period of time.

The Working Party was established as a result of a report, "Not Seen, Not Heard", published by the Brisbane Migrant Resource Centre in 1991. A coalition of workers with an interest in NESB youth issues was formed to pursue the recommendations of the report. The Working Party has been instrumental in drawing attention to the needs of NESB young people across the state. The Working Party is supported and auspiced by the Youth Affairs Network of Queensland.

The Project was made possible by funding from the Bureau of Ethnic Affairs. The final report has been printed by the Youth Bureau, Department of Tourism, Sport and Racing.

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GLOSSARY

NYIWP	NESB Youth Issues Working Party
YANQ	Youth Affairs Network of Queensland
BMRC	Brisbane Migrant Resource Centre
SEQYAC	South-East Queensland Youth Accommodation Coalition
YJC	Youth Justice Coalition
LGCHP	Local Government and Community Housing Program
SAAP	Supported Accommodation Assistance Program
YAC	Youth Access Centre
GIA	Grant-in-Aid
EYIN	Ethnic Youth Issues Network (Victoria)
MWESS	Migrant Women's Emergency Support Service
DFSAIA	Department of Family Services and Aboriginal and Islander Affairs
CLC	Community Legal Centre
YIP	Youth Initiatives Program
IHSHYP	Innovative Health Services for Homeless Youth Program

PART ONE: PROJECT DESCRIPTION

1.1 Background

The NESB Youth Issues Working Party (NYIWP) was established in 1992 to follow up recommendations which appeared in "Not Seen, Not Heard: An Impression of the Needs of non-English Speaking Background Young People in Brisbane" (Seeto 1991), the first major study of issues affecting young people from non-English speaking backgrounds in South-East Queensland.

The NYIWP is keen to use available data to inform its future direction through the development of a strategic plan.

Since 1991, a large amount of information on issues affecting young people from non-English speaking backgrounds (NESB) has been documented. The resulting documents describe research processes and findings, and make recommendations and action statements relating to NESB young people. This project was undertaken to review and collate documented information on NESB young people in South-East Queensland, so that the NYIWP can plan appropriate initiatives for strategic action.

The project was made possible by a small grant from the Youth Bureau, Department of Sport, Tourism and Racing. It was undertaken for the NESB Youth Issues Working Party during March and April 1994 by Helen Ferguson of Helen Ferguson and Associates.

1.2 Project Aims

The aims of the project were:

1. to undertake a document review of literature produced in South-East Queensland in relation to young people from non-English speaking backgrounds, and to generate a paper summarising both the documents and the themes emerging from the documents; and
2. to plan the future direction of the NYIWP.

1.3 Project Objectives

The objectives of the project were:

1. to collect established data which relates to NESB young people in Queensland by locating relevant research material, reports and other information which could be useful in determining issues of access and equity;
2. to summarise the findings by way of a working report which could then be used by the NYIWP to establish a framework for ongoing policy and project development;
3. to determine, in conjunction with the NYIWP steering group, likely options for strategic planning; and
4. to develop a draft two-year strategic plan for the NYIWP.

1.4 Methodology/Process

The project was conducted over a period of six weeks by a project officer, who was advised by a steering group comprising some members of the NYIWP. The tasks of the project officer were:

1. to meet once a week with members of the steering group;
2. to collect relevant research reports from members of the project steering group, and other sources;
3. to review all documents, summarise their findings, and prepare a draft paper on themes;
4. to circulate the draft themes paper to members of the NYIWP prior to a planning workshop on 25 March 1994;
5. to facilitate a full-day planning workshop with members of the NYIWP on 25 March 1994 to develop a statement of purpose, goals, objectives, strategies;
6. to document the planning workshop;

7. to develop a strategic plan with members of the steering committee;
8. to circulate the draft strategic plan to members of NYIWP for feedback and comment;
9. to present a draft final report (document review) and strategic plan to members of the steering group; and
10. to prepare and present a final report (document review) and strategic plan to members of the steering group by 19 April 1994 for ratification.

1.5 This Report

The report is divided into four parts. Part One contains all information relating to the project description. Part Two contains an overview of themes, issues and concerns arising from the documents reviewed, and recommendations from the documents which are directed towards the NYIWP or similar non-government organisations.

Part Three contains summaries of the individual reports reviewed (including all their recommendations).

Part Four pertains to the strategic planning undertaken as part of the project, and contains the record of a planning workshop held on 25 March 1994, and the strategic plan which has been ratified by members of the NYIWP.

Part Three contains summaries of the individual reports reviewed (including all their recommendations).

Part Four pertains to the strategic planning undertaken as part of the project, and contains the record of a planning workshop held on 25 March 1994, and the strategic plan which has been ratified by members of the NYIWP.

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2.1 RESEARCH DOCUMENTS REVIEWED

Nine documents were reviewed. This section summarises themes, issues, concerns, and recommendations arising from the nine documents. Part Three provides individual summaries of each of the documents reviewed. In some cases, documents suggest possible solutions or responses to particular issues. These are included under the discussions of these issues.

The documents reviewed were, in chronological order:

- Seeto, F. (1991) *Not Seen, Not Heard: An Impression of the Needs of non-English Speaking Background Young People in Brisbane*. Brisbane Migrant Resource Centre, Brisbane.
- Comerford, L. and Woolcock, G. (1992) ...without safe shelter: a study in homelessness among young people in South East Queensland. Queensland Young Homeless Fund, Brisbane.
- Fa'anana, T.M. (1992) *Synopsis of Factors Associated with Adjustment Problems of Children of South Pacific Island Immigrants to Australia*. Samoan and Tongan Communities of Greater Brisbane.
- Gatbonton, M.T. (1992) *I Sometimes Want to Move Out...: Abuse of Young Women of non-English Speaking Background*. Migrant Women's Emergency Support Service (MMESS), Brisbane.
- Hernandez, R. (1992) *Get It Together: Non-English Speaking Background/Multicultural Youth Conference Report*. Brisbane Migrant Resource Centre, Brisbane.
- Gilmore, J., Peile, C. and Ferguson, S. (1993) *That Happened to Me... Department of Social Work and Social Policy, University of Queensland*, Brisbane.
- Macdonald, C. (1993) *Racism as a Barrier to the Employment of Young People from non-English Speaking Backgrounds*. Youth Affairs Network of Queensland, Brisbane.
- Gatbonton, T. and Hughes, D. (1994) *Working with Diversity: A study of access to services by young people from non-English speaking backgrounds*. Migrant Women's Emergency Support Service, Brisbane.
- O'Connor, I., Cowing, A. and Macdonald, C. (1994) *Accommodating Difference: The Accommodation and Support Needs of Young People from a non-English Speaking Background in South-East Queensland*. South-East Queensland Youth Accommodation Coalition, Brisbane.

The documents record projects which range from studies on the needs of young people generally (Gilmore et al 1993; Comerford & Woolcock 1992), to studies specifically on the needs of young people from non-English speaking backgrounds (Seeto 1991; O'Connor et al 1994; Gatbonton 1992; Macdonald 1993; Gatbonton & Hughes 1994).

2.2 SUMMARY OF THEMES, ISSUES AND CONCERNs

The projects documented in the reports focus on distinct aspects of the life experiences of NESB young people residing in South-East Queensland. Reports examine issues of homelessness and accommodation, abuse of young women, access to services, and employment. Wide ranging needs of young people generally, and NESB young people specifically, are explored.

Nevertheless, common themes emerge across the reports. Factors which influence experiences of NESB young people are identified, strategies for enhancing life experiences of NESB young people are suggested, and recommendations for improvements are made.

2.2.1 DEFINITION OF NESB YOUNG PEOPLE

Many of the documents reviewed include an explanation of the terms "non-English speaking background", and "young people". Seeto (1991) provides a definition of non-English speaking background which is similar to that in many other documents (Gatbonton & Hughes 1994; O'Connor et al 1994; Gilmore et al 1993; Comerford & Woolcock 1992). She says:

... young people whose parents or grandparents were born in a country in which English was not the main language. NESB young people may be first generation Australian (immigrant) or second generation being born in Australia to immigrant parents. NESB young people may or may not speak fluent English. (Seeto 1991:1)

PART TWO: DOCUMENT REVIEW

The term "young people" is usually defined as referring to people aged between 12 and 25 years, the ages defined by government departments for youth-related program funding purposes (O'Connor et al 1994), however, Seeto (1991) and Gatbonton and Hughes (1994) note that some cultures give little recognition to a specific youth sub-culture, or may understand "youth" to extend beyond the age of 25 years.

2.2.2 INTERGENERATIONAL CONFLICT

Four documents describe factors influencing intergenerational conflict, or conflict between parents and young people (Seeto 1991; Gatbonton 1992; O'Connor et al 1994; Gatbonton & Hughes 1994).

Seeto (1991) identifies a number of issues in relation to intergenerational conflict. They include identity formation, family as support system, conflict areas, young people's desire for inter-cultural interaction, notions of youth, migration and settlement factors, the desire for independence, NESB young people and the church, and refugee young people (pp 38-43).

Gatbonton and Hughes (1994) report that language differences and lack of communication are factors influencing intergenerational conflict. Young women are identified as being in a difficult position, especially regarding clashes between their family's culture and the culture of young people around them.

2.2.3 YOUNG WOMEN

Gatbonton (1992) and O'Connor et al (1994) provide details of issues which impact on the lives of NESB young women. Both reports stress the impact that intergenerational conflict, and family and cultural values have on young women from NESB. Sexuality issues, including virginity (Seeto 1991), pregnancy, and teenage parenting are documented (Gatbonton 1992).

NESB young women may also experience family violence, abuse and incest (Gatbonton 1992).

2.2.4 HOMELESSNESS, ACCOMMODATION AND HOUSING

A number of documents refer to the paucity of information available on issues relating to homelessness amongst NESB young people (Seeto 1991; Comerford & Woolcock 1992; O'Connor et al 1994).

Comerford and Woolcock (1992) find that less than 1% of NESB young people accessed SAAP youth services in South-East Queensland in two SAAP census periods (November 1990 and May 1991). Several reports question the ability of SAAP statistics to accurately reflect the numbers of NESB young people who are homeless or at risk of homelessness (Gatbonton 1992; Comerford & Woolcock 1992; Seeto 1991; O'Connor 1994).

A number of the documents report a lack of youth accommodation services specifically for NESB young people in South-East Queensland. Homeless and at risk NESB young people seem to access their personal support networks for assistance, or they remain in difficult and, at times, detrimental situations. A number of documents report that few NESB young people access generic youth accommodation services (O'Connor et al 1994; Seeto 1991).

Seeto (1991) identifies a number of issues in relation to accommodation. They are:

- lack of a NESB youth homelessness policy in Queensland;
- poor knowledge of the extent of NESB youth homelessness;
- intergenerational conflict as a major reason for NESB young people leaving home;
- difficult home environment;
- few existing options for homeless NESB young people included in inappropriate mainstream refuges;
- special counselling needs;
- problematic location of accommodation assistance;
- lack of trusted youth workers;
- difficulties in renting flats and houses;
- inability to access income support; and
- ethno-specific refuges (pp 50-54).

2.2.5 ENGLISH LANGUAGE AND EDUCATION

Seeto (1991) and Comerford and Woolcock (1992) provide data on the numbers of young people in secondary schools in the Brisbane metropolitan region who indicate that they speak a main language other than English (MLOTE) at home.

Seeto's (1991) discussion of English language and education centres on the high needs recently-arrived NESB young people have for proficiency in the English language, and the disadvantages experienced by NESB young people who speak enough English to cope within the school system, but not enough for tertiary education or employment. Policies in relation to post-secondary English education are discussed, and attitudes of teachers towards NESB young people. Seeto (1991) suggests that non-verbal communication is frequently misinterpreted by teachers as "insolence, stupidity, or arrogance" (p. 63).

O'Connor et al (1994) find that the schools with the highest proportions of MLOTE students vis-a-vis total enrolments are:

Milperra Special School, Indooroopilly SHS, Toowong SHS, Coorparoo SHS, MacGregor SHS, Mt Gravatt SHS, Sunnybank SHS, Kedron SHS, Inala SHS, Oxley SHS, Buranda Senior Special School, Richlands SHS, Corinda SHS.

Racist attitudes on the part of teachers and students towards young people from NESB backgrounds are identified by O'Connor et al (1994), Gilmore et al (1993), and Macdonald (1993).

Suggested Solutions or Responses

Seeto (1991) suggests a trial Liaison Officer model in schools to work with NESB young people and communities. The Officer would be a bicultural and bilingual worker who would provide a support bridging role for schools and communities (p. 114).

O'Connor et al (1994) suggest the employment of school community liaison workers by the Department of Education, to meaningfully involve parents of NESB young people in school forums, and in their child's education (pp 7-22).

2.2.6 EMPLOYMENT AND TRAINING

Some documents report that NESB young people have high employment needs, yet are under-represented in labour market programs (Seeto 1991; O'Connor et al 1994). Factors likely to correlate with unemployment include birth in a non-English speaking country, limited English proficiency, recency of arrival, and inappropriate educational qualifications for the Australian labour market (Seeto 1991, p. 69).

Macdonald (1993) explores the issue of racism as a barrier to the employment of NESB young people. This report finds that staff of employment, education and training (EET) agencies have poor links with NESB young people, and that limited knowledge and information about EET agencies and labour market programs by young people from NESB compound other contributing factors. In other documents, many NESB young people report finding government employment agencies (for example CES) unhelpful and confusing (Seeto 1991), although O'Connor et al (1994) report that Youth Access Centres (YACs) are well regarded by a number of NESB young people.

In her study, Macdonald (1993) found that many EET agencies (even in areas with high NESB populations) indicated that they had little contact with NESB young people, and service providers identified a lack of funding for NESB-specific workers in EET agencies.

Suggested Solutions or Responses

Seeto (1991) recommends that long-term unemployed NESB young people be prioritised by the CES for labour market programs and TAFE Vocational Skills courses (p. 24), and that Youth Access Centres be better promoted amongst NESB communities as a significant provider of outreach vocational information and counselling for NESB young people (p. 24).

Macdonald (1993) also recognises Youth Access Centres as a potentially significant provider of outreach work to NESB young people. She recommends that Youth Access Centre staff extend their outreach work by visiting high schools to provide accessible information to groups of NESB young people in their final semester of school (p. 39).

2.2.7 INCOME SUPPORT

Young people from NESB background are reported as generally having limited knowledge about, and access to, income support programs (Seeto 1991).

Requirements for waiting periods, and lack of knowledge about payments means that young people born in an NESB country take up benefits at lower rates than people born in Australia (O'Connor et al 1994). Advocacy in relation to Austudy was seldom sought, and correspondence from Austudy required a degree of proficiency in English (Seeto 1991).

Suggested Solutions or Responses

O'Connor et al (1994) suggest an examination of access barriers preventing young people of NESB from claiming Young Homeless Allowance by the Department of Social Security (p.22).

Seeto (1991) recommends that basic English be used in government correspondence concerning income support (p. 24), and that school guidance officers should inform NESB students and parents of Austudy benefits (p. 25).

2.2.8 HEALTH

Few documents report on the health status or health needs of NESB young people. Seeto (1991) notes that a lack of research into NESB youth health means it is difficult to comment on NESB young people's health status (p. 93-94).

O'Connor et al (1994) note that traumatic events due to torture of self and/or family and community members can affect the mental health of NESB young people, and their opportunities for participation in the life of the community (p. 3-16).

Seeto (1991) also reports a lack of information on sexual health and HIV/AIDS, and occupational health and safety needs for NESB young people (p. 96). Seeto noted that sexuality information, especially information relating to contraception, sexually transmitted diseases, and HIV/AIDS is not reaching NESB young people (p. 96). Also noted was that the reporting of sexual assault and domestic violence by NESB young people is rare (p. 96).

O'Connor et al (1994) find that only 30% of NESB young people who have left home use family doctors (p. 6-47).

Suggested Solutions or Responses

Seeto (1991) recommends that the Migrant Health Policy Unit (Queensland Health) liaise with the Youth Health Policy Unit to investigate the health status and needs of NESB young people, and that issues surrounding incest and sexual abuse for NESB young women be discussed through a workshop for workers (p. 27).

Gatbonton (1992) recommends that bilingual and bicultural workers be employed by organisations providing services for survivors of incest and sexual abuse (p. 2).

Seeto (1991) further recommends that, to ensure culturally appropriate practice methods, The Rehabilitation Unit for Survivors of Torture and Trauma (TRUSTT), at the Mater Hospital, should liaise regularly with NESB communities (p. 28).

2.2.9 JUSTICE

The crime rate for young people from NESB is not well known (O'Connor et al 1994), however, Seeto (1991) provides information in relation to a trial survey in the Central and Beenleigh Children's Courts which indicates that NESB young people represented 16% of all 14 to 16 year olds appearing in this court over a five-week period in 1991 (p. 78).

Young people from NESB have limited knowledge of their legal rights and responsibilities, legal issues, and legal processes, and often access information through family members, members of their community, or Grant-in-Aid workers (GIAs) (Seeto 1991; O'Connor et al 1994). However, young people experiencing a legal crisis may fear punishment from their community if knowledge of their activities spreads (Seeto 1991, pp 77-79).

Seeto (1991) also notes that, in general, most GIAs are not trained in youth justice procedures (p. 77).

Community Legal Centres have been established in areas of high NESB populations, for example, Inala, Logan City, and West End. However, it seems that relatively few NESB young people approach them for assistance (Seeto 1991, p. 77).

Suggested Solutions or Responses

Seeto (1991) recommends that magistrates instruct NESB young people on their right to an interpreter in court and that plain English is used in correspondence between the Department of Family Services and Aboriginal and Islander Affairs and NESB young people and their families (p. 25).

2.2.10 IMMIGRATION AND RESETTLEMENT EXPERIENCE

Experiences of immigration and resettlement are affected by a variety of factors, including reasons for migration, the relationship the person/s has with their cultural group, and the personal attributes and skills of the person/s (Gatbonton 1992). Intergenerational conflict can arise as first generation immigrants experience survival techniques, and those who are second generation become "trapped between the old ways of their parents, and the new" (Gatbonton 1992, p. 14).

Gatbonton (1992) finds that many NESB young people and their families come to Australia because of an untenable situation, either political or economical, in their home country. She also notes that many people become separated from other family members during resettlement (pp 37-38).

Gatbonton (1992) also finds that issues impacting on successful resettlement included reasons for relocation, proficiency in English, experiences of racism and discrimination, and adherence to family, cultural, and religious values and customs (pp 38-40).

2.2.11 REFUGEES

Australia represents a place of escape from war and political instability (Gatbonton 1992). Young refugees may well have experienced torture and/or trauma themselves, or witnessed family members being tortured. A variety of factors contribute to the vulnerability of young refugees on arrival. O'Connor et al (1994) cite several:

For example, the households in which they live are likely to be newly formed and, therefore, more prone to conflict and breakdown than well-established households. Furthermore, young people may be reluctant to accept the authority of adults who are often only distantly or not at all related to them. Some households, having sponsored a young person to come to Australia, will simply find that they do not have enough space to accommodate that young person on a long-term basis (pp 3-17).

2.2.12 RACISM AND DISCRIMINATION

Expressions of racism, and experiences of racism are documented in most of the reports (Seeto 1991; Gatbonton 1992; Comerford & Woolcock 1992; Gilmore et al 1993; Macdonald 1993; O'Connor et al 1994; Gatbonton & Hughes 1994).

Gilmore et al (1993) comment that their study "reinforced to all of us that racism is a pervasive form of oppression that is festering in our community" (p. 83). This study found high levels of racial intolerance in the outer southern suburbs of Brisbane, particularly toward Chinese young people. This study conducted consultations with young people and concludes that the "extent and depth of racist attitudes was remarkable" (p. 92).

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" (p. 85). Racism has been identified as a barrier to accessing social institutions, such as employment, accommodation services, training and education (Seeto 1991; Macdonald 1993). Expressions of racism can range from racial stereotyping to racist attacks and violence (Seeto 1991). O'Connor et al (1994) find that perpetrators of racist attacks are frequently, although not always, young Anglo-Saxon men.

Macdonald (1993) cites a framework developed by Chambers and Pettman to clarify the definition of racism. It consists of a four-dimensional approach to racism which separates racial prejudice, racial discrimination, racist ideology, and institutional racism (pp 5-6).

Macdonald (1993) reports that consultations with young people and service providers about racism in

employment elicited responses such as: there was overt racism; there was no racism; there was no racism; and there was uncertainty if there was racism because their agency did not target young people of NESB (p. 24).

Seeto (1991) states that racism demands a political response from the youth work field, and exhorts youth workers to review their practice, and introduce anti-racist youth work practice. She suggests that "questioning why one's agency only sees a particular group of young people is a start" (p. 92).

Suggested Solutions or Responses

Cross-cultural training is recommended by many authors as a way to address issues of racism and discrimination (O'Connor et al 1994; Gatbonton and Hughes 1994; Macdonald 1993; Gilmore et al 1993; Gatbonton 1992; Comerford and Woolcock 1992; Seeto 1991).

2.2.13 ACCESS TO SERVICES

Seeto (1991) conducted a survey and finds in her report that 57% of youth service respondents had contact with NESB young people, and that 19% of all respondents reported seeing five or more NESB young people.

Gatbonton and Hughes (1994) also conducted a survey of service providers and find that over half of the youth and generalist service providers consulted reported contact with young people from non-English speaking backgrounds in the three months preceding the questionnaire. However, 30% reported having no contact in that time. Numbers of young people seen were low, usually fewer than five.

O'Connor et al (1994) report that the literature indicates that NESB young people are underrepresented in youth services. New data collected by their study further substantiates this finding. O'Connor et al's (1994) survey results demonstrate that few young people from NESB access youth services. Among those in their study who had, access was prompted primarily by homelessness, family breakdown, and practical or financial assistance. Other reasons included domestic violence, abuse, health issues, and discord within the family caused by conflict between the primary ethnic and Australian cultures (pp 4-3).

Macdonald (1993) suggests that, in Queensland, many NESB young people experience only fragmented involvement in one-off projects because of the lack of coordination around NESB youth issues here. Macdonald also reports that, while many of the staff in EET agencies are working hard to provide good service to NESB young people, many agencies see few NESB young people.

Gatbonton (1992) finds that young women of non-English speaking background are one of the least represented groups in the usage of welfare services.

In a later study, Gatbonton and Hughes (1994) find that, while youth and generalist service providers say poor English is the barrier to NESB young people using services, few reported contact with a young person with English difficulties, nor had they utilised professional interpreters.

Young people consulted by Gatbonton and Hughes (1994) identified a range of issues affecting them. Language, racism at school and on the streets, differences between culture of origin and Australian culture, and problems securing employment are reported. Other issues identified are related to incest/sexual abuse, accommodation, finances, family problems, and pressure from school, and pressure from family and friends.

Suggested Solutions or Responses

Gatbonton and Hughes (1994) also document strategies for improving access suggested by young people. They list provision of information in languages other than English, and distribution of that information as a priority strategy. A personal approach with young people from non-English speaking backgrounds is recommended as a positive way for workers to improve their knowledge of the culture, effectively disseminate information, and build trust amongst young people and workers. A likely outcome of implementing this strategy would be an increased accessibility of services for young people (p. 45). Gatbonton and Hughes further document strategies suggested by service providers for non-English speaking background communities. They suggest that youth and generalist services need promoting amongst non-English speaking communities, and that service providers need to be sensitive to cultural differences. Strategies for improving access by young people include networking among service providers, and outreach work with young people (p. 37).

Seeto (1991) recommends that an expo, or workshop be held with mainstream youth services, NESB workers and other key informers for network development, information sharing and cooperating on ventures (p. 19).

Gatbonton and Hughes (1994) recommend that YANQ continue to support the development of the NESB Youth Issues Working Party (p. 3).

Comerford and Woolcock (1992) recommend that the Queensland Young Homeless Fund should continue to resource communities, agencies and their workers. An apparent duplication of services, gaps in service provision, competition between agencies and the difficulty in coordinating approaches to youth homelessness, lead them to suggest the need for non-intrusive networking/coordinated approaches in the resourcing activities of the fund.

2.2.14 BARRIERS LIMITING ACCESS TO SERVICES

As noted above, most documents report limited access to services by NESB young people. Writers suggest that NESB young people experience a range of barriers in accessing youth services, including:

- inability to go outside their family with problems;
- more acceptable to approach a friend or relative than a welfare service;
- difficulty with language;
- difficulty with understanding parent's culture;
- lack of cultural safety;
- sense of an invasion of privacy; and
- perception of a lack of confidentiality.

Gatbonton and Woolcock (1992) cite poor information about options and services in the community as a major barrier. They suggest that this means the needs of NESB young people remain relatively unknown, and their disadvantaged situation is often hidden.

Barriers limiting NESB young people's access to services are also explored by O'Connor et al (1994). Major barriers identified by NESB young people in this study include language problems, fear about how they will be treated, fear about lack of confidentiality, and lack of information about services and eligibility (p. 6-43).

O'Connor et al (1994) report the major barriers identified by service providers in their study. These included limited dissemination of information and networks within NESB communities, not targeting young people of NESB in agency publicity, the social isolation of NESB young people, communication and cultural barriers coupled with an absence of bilingual/bicultural workers, and insufficient opportunities for NESB clients to be involved in and thereby influence planning of services (p. 4-5).

Gatbonton and Hughes (1994) report that service providers in their study also identified a number of barriers to young people accessing services. Barriers included: a lack of publicity in languages other than English, lack of workers who speak and understand languages other than English, inadequate cultural background knowledge by service providers, lack of knowledge of services by young people, inadequate access to resources, lack of adequate public transport, racism by other young people using the agency, and difficulties in establishing rapport with young people from NESB backgrounds.

Gatbonton and Hughes also record barriers identified by service providers for non-English speaking background communities. These include a lack of knowledge of youth and generalist services by young people, inappropriate response by youth and generalist services, not wanting to take problems outside the community, and language and cultural differences between the young person and the service (p. 36).

Suggested Solutions or Responses

Gatbonton and Hughes (1994) recommend that youth services actively recruit bilingual bicultural workers, especially in high need localities (p. 2).

Gatbonton (1992) recommends that youth workers of non-English speaking backgrounds be employed by key NESB organisations to outreach and undertake developmental work among young women of non-English speaking background, and further, that a young women's worker be employed by the Migrant Women's Emergency Support Service (MWESS) (p. 2).

Cross-cultural training is recommended by many authors as a way to address issues of access to services (O'Connor et al 1994; Gatbonton & Hughes 1994; Macdonald 1993; Gatbonton 1992; Comerford & Woolcock 1992; Seeto 1991).

2.2.15 LACK OF FUNDED NESB YOUTH ORGANISATION IN QUEENSLAND

As noted above, Macdonald (1993) comments that many NESB young people are likely to experience only fragmented involvement in one-off projects, as a result of the lack of coordination around NESB youth issues in Queensland.

Most reports substantiate this concern, as they point to an absence of Queensland youth services specifically for NESB young people (Comerford & Woolcock 1992; Seeto 1991; O'Connor et al 1994; Macdonald 1993; Gatbonton 1992; Gatbonton & Hughes 1994).

Suggested Solutions or Responses

O'Connor et al (1994) recommend the establishment of two ethno-specific youth services for a three-year pilot. They suggest that the services be "one-stop-shops" to address a range of issues (p. 7-19).

O'Connor et al also recommended the enhancement of current services so they can engage more effectively with NESB young people. They suggest that one worker in one SAAP agency in each of the five DSEFAA regions of Queensland be employed to develop culturally appropriate programs, perform a brokerage function, and develop and maintain networks with NESB workers and services (p. 7-21).

Seeto (1991) recommends that a multicultural youth development officer be employed through the Grant-in-Aid (GIA) Program funded by the Commonwealth Department of Immigration, Local Government and Ethnic Affairs to initiate policy development, liaise with mainstream and NESB community key stakeholders, and support the development of networks amongst youth and ethnic sectors (P. 110).

Gatbonton (1992) recommends funding for a young women's refuge with specialist services to cater for the needs of NESB young women (P. 2).

Gatbonton and Hughes (1994) recommend the funding of a Grant-in-Aid worker to provide services specifically to NESB young people in the Inala/Darra/Goodna area (P. 2). They also recommend the employment of a NESB youth policy and development officer, funded under the Grant-in-Aid Program.

2.3 RECOMMENDATIONS DIRECTED TO NESB YOUTH ISSUES WORKING PARTY, YOUTH AFFAIRS NETWORK QUEENSLAND, OR YOUTH SECTOR TRAINING COUNCIL, AND THE SOUTH EAST QUEENSLAND YOUTH ACCOMMODATION COALITION

Several recommendations formulated by Seeto (1991), Macdonald (1993), Gatbonton and Hughes (1994), and O'Connor (1994) are directed to members of the NESB Youth Issues Working Party (NYIWP), the Youth Affairs Network of Queensland (YANQ), the Youth Sector Training Council (YSTC) and the South-east Queensland Youth Accommodation Coalition (SEQYAC). Other recommendations are directed towards Commonwealth and State Government departments. Those directed to NYIWP, YANQ, YSTC, and SEQYAC are reproduced here for your information. Action on all or some of these recommendations may have been undertaken already.

All recommendations relating to the NESB Youth Issues Working Party are reproduced here in full for your information. They are numbered for easy reference in this report. The numbering system does not coincide with numbers used in the original documents.

2.3.1 RECOMMENDATIONS FROM SEETO (1991)

CROSS-CULTURAL TRAINING

That the NESB Youth Working Party and YSTC:

- (i) consult widely with local and interstate youth organisations, including EYIN, to initiate development of cross-cultural models of working with NESB young people;

That YANQ, SEQYAC, YJC and other peak bodies:

- (i) lobby for agencies in their field to provide workers with cross-cultural training.

LOBBYING
That YANQ and BMRC:

- (i) convene a NESB Youth Working Party with the main purpose of lobbying for changes in service provision as

recommended by the NESB Research Project;

That the NESB Youth Working Party:

- (i) comprise participants of the Project Recommendations Workshop and other NESB and mainstream workers with young people; and

ETHNICITY STATISTICS

That YANQ and NESB Youth Working Party:

- (i) lobby all youth services to keep accurate ethnicity statistics;

NETWORKING AND LIAISON

That YANQ:

- (i) sponsor an Expo/workshop/seminar for mainstream youth services, NESB workers, key community and departmental members to develop a network to share information, establish a referral process, identify major areas or groups in need, and work cooperatively on long-term aims;

ACCOMMODATION

That the NESB Youth Working Party and SEQYAC:

- (i) consider LGCHP (cooperatives) and SAAP as possible programs to provide ethno-specific accommodation models for homeless NESB young people in the Brisbane region;
- (ii) investigate as an option, the establishment of a NESB boarding house for young people in crisis, with a support worker to provide family mediation and community education where needed;
- (iii) submit for a NESB Housing Worker, with a focus on youth, especially to work with the Latin American, Indochinese, Samoan, and Tongan communities in the Brisbane region;
- (iv) consult with Indochinese community organisations to lobby for the establishment of a youth home specifically for Indochinese homeless young people who are studying.

ENGLISH LANGUAGE AND EDUCATION

That the NESB Youth Working Party:

- (i) apply for funding to resource and train NESB youth groups where appropriate to provide peer education on RACISM

That the NESB Youth Working Party:

- (i) form an Anti-racism Action Group with specific information-gathering and lobbying objectives;

2.3.2 RECOMMENDATIONS FROM GATBONTON (1992)

- (i) That the Youth Sector Training Council implement a pre-service and inservice training module on cultural and gender sensitivity for youth workers, in both government and non-government agencies, and that the abovementioned training manual be a basis for this module.
- (ii). that the Alternative Dispute Resolution Program or the Community Justice Program, Department of Justice and Attorney General, develop a training module to address issues and disputes arising from intrafamilial cultural conflicts. This training module be designed in consultation with the NESB Youth Issues Working Party, Migrant Women's Emergency Support Service, and community workers of non-English speaking background. Further, publicity campaign be launched to inform people of non-English speaking background of this facility.

2.3.3 RECOMMENDATIONS FROM MACDONALD (1993)

- (i) That YANQ should convene a meeting of NESB young people, representatives of YANQ, the NESB Youth Issues Working Party, the Ethnic Communities Council of Queensland, the Brisbane Migrant Resource Centre, and any other interested organisations or individuals, for the purpose of discussing the establishment of an ongoing NESB youth issues network in Queensland.
- (ii) That any NESB youth issues network which is established should work with NESB groups to improve their links with young people (including disadvantaged young people), and their awareness of, and responses to, racism experienced by NESB young people.

2.3.4 RECOMMENDATIONS FROM GILMORE ET AL (1993)

The recommendations in the Seeto report be acted on in full by the relevant organisations and departments.

2.3.5 RECOMMENDATIONS FROM O'CONNOR ET AL (1994)

- (i) It is recommended that a service for young people of NESB be funded by the DFSAIA and other appropriate government agencies which has information dissemination, outreach and brokerage functions. It is recommended that SEQYAC and the YANQ NESB Youth Issues Working Party be funded to undertake the developmental work necessary to prepare funding submissions and establish the service.
 - (ii) It is recommended that the DFSAIA provide funding to support designated SAAP services with special responsibilities for the development of provision of services to young people of NESB. It is recommended an amount of \$200,000 be allocated to support one worker in each of five SAAP services (one position in North Coast, north of Brisbane River, south of Brisbane River, south west Brisbane, Gold Coast).
- The DFSAIA should seek applications from existing SAAP services to undertake the role of designated services in a particular locality. In selecting services, the DFSAIA should take advice from SEQYAC and the YANQ NESB Youth Issues Working Party.

2.3.6 RECOMMENDATIONS FROM GATBONTON AND HUGHES (1994)

INFORMATION

- (i) That the Department of Immigration and Ethnic Affairs, in consultation with the NESB Youth Issues Working Party, produce and distribute information specifically for newly-arrived young people from non-English speaking backgrounds about youth services. The information would be distributed at initial points of contact and made available in English language classes, schools and community organisations. The Department should be committed to the regular updating of this information.

TRAINING

- (ii) That the Queensland Government Youth Bureau and the Australian Bicentennial Multicultural Foundation continue to fund the Youth Sector Training Council and the Mobile Cross-cultural Awareness Training Unit to provide ongoing cross-cultural training for youth workers.
- (iii) That the Youth Sector Training Council develop a training module for youth workers to develop skills and strategies to address racism within their work setting.

NETWORKING

- (iv) That the Youth Affairs Network of Queensland continue to support the development of the NESB Youth Issues Working Party.

In summary, these recommendations can be grouped into five categories: Training, Lobbying, Networking (both formal and informal networks), Advice, and Information.

Recommendations pertaining to training focus on the provision, or facilitation of, cross-cultural training for service providers, and the provision of training for NESB youth groups to provide peer education on NESB youth issues. Recommendations pertaining to lobbying focus on seeking changes in service provision, and in statistical records by agencies. Recommendations pertaining to networking focus on informal information-sharing and intersectoral cooperation, as well as the establishment of a more formal coordination network comprising government officers and non-government service providers. Recommendations pertaining to advice focus on members of the NESB Youth Issues Working Party advising government officers about funding and program proposals. Recommendations

PART THREE: DOCUMENT SUMMARIES

This section provides individual summaries of each of the nine documents reviewed. Documents reviewed were (in chronological order):

- 3.1 Seeto, F. (1991) *Not Seen, Not Heard: An Impression of the Needs of non-English Speaking Background Young People in Brisbane*. Brisbane Migrant Resource Centre, Brisbane.
- 3.2 Comerford, L. and Woolcock, G. (1992) ...without safe shelter: a study in homelessness among young people in South East Queensland. Queensland Young Homeless Fund, Brisbane.
- 3.3 Fa'anana, T.M. (1992) *Synopsis of Factors Associated with Adjustment Problems of Children of South Pacific Island Immigrants to Australia*. Samoan and Tongan Communities of Greater Brisbane.
- 3.4 Gatbonton, M.T. (1992) *I Sometimes Want to Move Out...: Abuse of Young Women of non-English Speaking Background Migrant Women's Emergency Support Service* (MESS), Brisbane.
- 3.5 Hernandez, R. (1992) *Get It Together: Non-English Speaking Background/Multicultural Youth Conference Report*. Brisbane Migrant Resource Centre, Brisbane.
- 3.6 Gilmore, J., Peile, C. and Ferguson, S. (1993) *That Happened to Me... Department of Social Work and Social Policy*. University of Queensland, Brisbane.
- 3.7 Macdonald, C. (1993) *Racism as a Barrier to the Employment of Young People from non-English Speaking Backgrounds*. Youth Affairs Network of Queensland, Brisbane.
- 3.8 Gatbonton, T. and Hughes, D. (1994) *Working with Diversity: A study of access to services by young people from non-English speaking backgrounds*. Migrant Women's Emergency Support Service, Brisbane. (SOON TO BE PUBLISHED)
- 3.9 O'Connor, I., Gowing, A. and Macdonald, C. (1994) *Accommodating Difference: The Accommodation and Support Needs of Young People from a non-English Speaking Background in South-East Queensland*. South-East Queensland Youth Accommodation Coalition, Brisbane. (SOON TO BE PUBLISHED)

Each document has been summarised using a consistent format to identify:

- the title of the document;
- the author/s;
- the auspice for the document;
- its funding source;
- its year of publication;
- the subject and scope covered by the document;
- the methodology used in obtaining data;
- the issues or problems identified in the document;
- all recommendations made within the document;
- and any action outcomes of the project.

3.1

DOCUMENT:	<i>Not Seen, Not Heard: An Impression of the Needs of non-English Speaking Background Young People in Brisbane</i>
AUTHOR:	Seeto, F.
AUSPICE:	Brisbane Migrant Resource Centre
YEAR:	1991

SUBJECTS AND SCOPE:

This was a six-month research project which identified issues facing young people from non-English speaking backgrounds in Brisbane, Goodna and Logan City, and developed recommendations in relation to those issues.

The project aimed to:

- (a) identify and document the needs of NESB young people in Brisbane;
- (b) identify and document the barriers to access of mainstream youth services from the perspective of NESB young people;
- (c) document the extent of mainstream youth services use by NESB young people;
- (d) initiate a working relationship between the ethnic and mainstream youth sector;
- (e) research intersectoral NESB youth models;
- (f) develop a local access system for relevant NESB youth literature;
- (g) advocate for NESB youth needs across government and community youth services; and
- (h) develop recommendations and strategies for more effective and appropriate service delivery to NESB young people (p. 8).

The project also collected and recorded information on seven NESB communities in Brisbane: the Chinese community, the Tongan community, the Samoan community, the Vietnamese community, the Greek community, the Muslim community, and the Filipino community.

Summaries of community descriptions include information on history, religion, customs, expectations of parents on children, reasons for immigrating to Australia, and areas of residence in Brisbane.

METHODOLOGY:

Unstructured interviews and discussions were held with 103 young people and 43 people representing 10 ethnic communities, mainstream and government workers dealing with NESB or youth issues. The project officer also attended and supported a number of events, and conducted a project recommendations workshop.

NESB young people in the project represented a range of residency times from one to ten years. Most of the project information was derived from contact with young people from the Vietnamese, Cambodian, Latin American, Tongan, Samoan, and Chinese communities.

ISSUES AND PROBLEMS IDENTIFIED:

Numerous issues pertaining to NESB young people living in Brisbane and the greater Brisbane region are identified in the report. Particular mention is made of issues such as intergenerational conflict, issues facing young women from NES backgrounds, accommodation, English language and education, employment training and income support, justice, racism, and health.

Intergenerational Conflict

Intergenerational conflict is identified as an issue predominantly by young people from Latin America, Asian and Pacific Island communities.

The report notes that NESB young people share with their Anglo peers the same angsts and frustrations with their parents and the adult world: not being listened to, not enough freedom to do and be as they choose, not having their opinions asked and respected, and generally not being understood.

Young Women

Seeto argues that the patriarchal and hierarchic system in Australian culture allows for a hierarchy of disadvantage which features Aboriginal and NESB people at the lowest end, and young women of both groups probably languish at the bottom of those. In political terms, NESB young women from the lowest socio-economic levels are invisible and mute.

She identifies factors of particular significance to NESB young women including intergenerational-culture conflict, domestic violence and abuse, recreational needs, and sexuality.

Accommodation

The report finds that NESB youth homelessness has yet to find its way into the youth housing policy and practice frameworks in Queensland.

Factors of significance to lack of accommodation options for NESB young people include the absence of a NESB youth homelessness policy, and the unknown extent of NESB youth homelessness. Factors such as intergenerational conflict and a difficult home environment are suggested as pertaining to homelessness among NESB young people.

The report lists concerns regarding the lack of accommodation options, including accommodation in inappropriate mainstream refuges, problematic location of mainstream youth accommodation and housing, lack of trusted youth workers, difficulties in renting flats and houses, inability to access income support, and absence of ethno-specific refugees.

English Language and Education

Seeto suggests that English language proficiency is a priority need amongst recently arrived NESB young people. Commonwealth and State education bodies need to be informed that NESB young people face certain long-term disadvantage unless their language needs are resolve earlier.

Seeto emphasises that NESB young people with enough English for high school may not have enough English for university. These students are unable to access youth-specific ESL courses, and are therefore further disadvantaged. While English language options do exist outside of school, the range of immediate options is restricted by lengthy waiting periods and limited numbers of vocational English courses.

The report also notes that the level of difficulty with English language learning is directly dependent on a student's age of arrival, level of schooling already attained, literacy in native language, language background, migration and settlement experiences, and personal ability and motivation.

Some of the difficulties facing Cambodian young people are documented. Cambodian refugee young people who arrived in Australia in their late teens are identified as a group experiencing many difficulties in learning English, completing education and achieving employment.

Employment Training and Income Support

Seeto notes that, while NESB and refugee young people comprise a very high employment-needs group, they are consistently under-represented in labour market programs. She cites references which suggest that the critical factors contributing to unemployment are birth in a non-English speaking country, limited English proficiency, recency of arrival, and appropriateness of educational qualifications obtained overseas for the Australian marketplace (p. 69).

Difficulties experienced by unemployed NESB young people accessing CES and YACs are highlighted. Access difficulties are also noted regarding Austudy and related information.

Justice

Seeto argues that, apart from GIAs, NESB young people generally have only themselves and their families to rely on for legal information and assistance. Sometimes church leaders and educated members of the community may be accessed for help - other times it is impossible for young people to gain assistance from people with whom they are familiar out of fear of punishment.

The report notes that generally, most GIAs are not trained in youth justice procedures and may not have the confidence to work alone with young people in legal situations. Increasingly mainstream services are needing to access GIAs to work cooperatively on NESB cases.

Seeto points out that CLCs have a useful profile amongst NESB communities in Inala and the inner city where the centres are located, but from all accounts relatively few NESB young people approach them for assistance.

She goes on to say that the extent of NESB youth crime is unknown, and is not considered to be serious by authorities. However, some evidence is presented on a high level of offences by Vietnamese young people aged 10 to 24 years in New South Wales. While few NESB young people are incarcerated in Queensland detention centres, detention centres in other states house higher numbers. It is noted that the shame factor and alienation of their family as their only

support system result in negative consequences for NESB young offenders.

Racism

Seeto argues that racism by Anglo-Australians against non-English speaking background young people is the biggest barrier to their successful social integration and personal growth (p. 85).

Racism and its effects on NESB young people and their communities deprives them of the same justice, social and educational opportunities accorded as a matter of right to the rest of society. Racism, especially amongst Anglo young people from lower socio-economic backgrounds, thrives. NESB communities are increasingly changing the social service sector with institutional racism through its monocultural policies and practice methods.

Stereotyping of NESB young people occurs on many levels of society by many professionals. For example, the report notes incidents where teachers unfairly label groups of NESB students.

The report documents NESB young people's responses to racist attitudes, which include withdrawal from activities, reluctance in accessing mainstream services, submission to the dominant cultural behaviour, minimisation of racist acts, denial of ethnic identity, and adoption of "Australian" patterns of behaviour.

Health

Seeto suggests that there is a lack of research into NESB youth health, however, mental health needs of refugee and other NESB young people is a gap in service provision in South-East Queensland. She notes that the Rehabilitation Unit for Survivors of Torture and Trauma (TRUSTT), established at the Mater Hospital in 1988, is the only health response to sufferers of torture and trauma in Queensland.

Seeto also identifies a lack of health-related information for NESB young people in the areas of sexual and reproductive health (including HIV/AIDS), occupational health and safety, and mental health.

Brisbane Community Youth Services Survey

Seeto's study assessed issues relating to Brisbane community youth services and access by NESB young people through questionnaires.

Significant findings for the youth sector are documented. More than half the respondent organisations reported contact with NESB young people in the previous month with almost equal representation of males and females, and almost one-quarter of organisations reported keeping ethnicity data. Almost half of respondents reported experiencing no difficulties in working with NESB young people, while language difficulties are cited as a difficulty for one third of those organisations with NESB youth contact.

Major barriers to NESB young people accessing services are identified: (i) workers spoke English only; (ii) workers feel they have inadequate knowledge of cultural background of the young person; and (iii) services are not publicised in other languages (p. 105).

Cross-cultural training for youth workers is identified as one strategy to effect better access to services by NESB young people. Other strategies are networking with ethnic communities, bilingual workers, anti-racism training, and service information available in languages other than English.

Some Interstate Models and Strategies

Information is provided on four models and/or strategies established elsewhere, and their relevance to Queensland. Models and/or strategies cited are for: a multicultural youth development officer, ways of empowering NESB young people through participative management structures, ethnic youth support in schools, and a coordination and advocacy network.

Resources

Seeto provides resource information for readers. Centres and organisations where literature and information on NESB youth issues may be accessed, contact details for 32 organisations in Brisbane, Goodna and Logan City, and an extensive bibliography are listed in the report.

OUTCOMES:

Recommendations

Recommendations were developed and presented under 13 headings and five issues. They were:

1. CORE CURRICULUM TRAINING

That Youth Sector Training Council, University of Queensland Social Work Department, QUT Education Departments, and TAFE:

- (i) incorporate into their youthwork, social work, teaching, and other welfare-related courses, a cross-cultural perspective with specific regard to family dynamics within the migration and settlement process; and
- (ii) this should be pre-service and in-service for workers with young people.

2. MULTICULTURAL EDUCATION

That the Commonwealth:

- (i) reintroduce a funding program for multicultural education in primary and secondary schools;
- That the Queensland Department of Education:**
- (i) develop and implement, as part of core curriculum, an integrated multicultural education program in state primary and secondary schools to ensure positive recognition of minority ethnic, and Aboriginal cultures;
 - (ii) introduce anti-racist and anti-sexist policies for all schools;
 - (iii) ensure that citizenship education opportunities are available for all immigrant students, and include issues on living in a multicultural society;
 - (iv) provide opportunities for community languages maintenance in primary and secondary schools;
 - (v) implement procedures for the education of NESB students in line with its commitment to the United Nations charter on the Rights of a Child, which includes the right of any child to maintain his or her culture;

That the Overseas Student Exchange Program:

- (i) provide more opportunities for Australian students to study overseas to enhance cross-cultural understanding amongst young people; and
- (ii) provide exchange students on return from overseas with opportunities to speak about their experiences at youth functions, schools, etc.

3. CROSS-CULTURAL TRAINING FOR WORKERS WITH YOUNG PEOPLE

- That the NESB Youth Working Party and YSTC:**
- (i) consult widely with local and interstate youth organisations, including EYIN, to initiate development of cross-cultural models of working with NESB young people;

That Youth Affairs Network of Queensland (YANQ), South East Queensland Youth Accommodation Coalition (SEQYAC), Youth Justice Coalition and other peak bodies:

- (i) lobby for agencies in their field to provide workers with cross-cultural training.

4. INFORMATION FOR NESB YOUNG PEOPLE

That DILGEA:

- (i) provide to NESB migrant families, as part of its Settlement Services, relevant information about Australian cultural values and general youth needs and services;
- (ii) that DILGEA do so in appropriate and easily absorbed formats, such as videos, programs on 4EB and

outreach workshops, and available at relevant contact points such as airports, schools, youth groups, and community centres;

Recommendations

- (iii) that such information be made available to families on arrival as well as at later stages;
- (iv) that such information include specific youth issues and services for NESB young people: crisis accommodation, health, employment and income support, recreation and arts, youth organisations, legal rights;

That DILGEA Telephone Interpreter Service (TIS) in the youth field:

- (v) promote Telephone Interpreter Service (TIS) in the youth field;

That DILGEA Bilingual Information Officers (BIO):

- (i) initiate contact with community leaders and maintain contact with them to enable communities to access information at later stages of settlement;
- (ii) investigate effective and culturally appropriate mechanisms to deliver information;

That the Bureau of Ethnic Affairs (BEA):

- (i) coordinate information pertaining to NESB youth issues from across State departments to input to DILGEAs information program;
- (ii) coordinate a follow-up Community Seminar to provide NESB communities with an update on NESB youth issues in Queensland; and
- (iii) ensure that translation services are available to community organisations so that information is understandable and accessible by NESB young people.

5. LOBBYING

That YANQ and the Brisbane Migrant Resource Centre (BMRC):

- (i) convene a NESB Youth Working Party with the main purpose of lobbying for changes in service provision as recommended by the NESB Research Project;

That the NESB Youth Working Party:

- (i) comprise participants of the Project Recommendations Workshop and other NESB and mainstream workers with young people; and
- That the Association of Non-English Speaking Background Women Q (ANESBWQ):**
- (i) place the issues of NESB young women on its lobbying agenda and integrate the specific needs of NESB young women into any policy framework on which ANESBWQ is consulted.

6. ETHNIC YOUTH DEVELOPMENT WORKER

That DILGEA:

- (i) create a specific Youth grant-in-aid position; and
- (ii) that this position be based at Milperra if possible, on the basis of it being the entry point for most NESB young people, and therefore where initial support and information needs could be most effectively met.

7. ETHNIC FAMILY SUPPORT WORKER

That the Department of Family Services and Aboriginal and Islander Affairs (DFSAIA):

- (i) create a specific Ethnic Family Support Worker position to provide family and youth mediation in crisis situations; and
- (ii) inform NESB communities about DFSAIA role and services.

8. NESB YOUTH PARTICIPATION IN COMMUNITY ORGANISATIONS

That the Ethnic Communities Council of Queensland (ECC):

- (i) ensure that the youth representative on the Executive Committee is adequately resourced and supported by other members;
- (ii) consult with the Executive Officer and the youth representative to incorporate a youth perspective on all policy issues referred to Committee for discussion; and

That the BMRC:

- (i) create a position on the Committee of Management for a youth representative and incorporate a youth perspective on all policy issues referred to Committee for discussion.

ETHNICITY STATISTICS

That DFSAIA and Government Statistics Offices:

- (i) ensure client ethnicity data is collected according to approved guidelines;

That YANQ and NESB Youth Working Party:

- (i) lobby all youth services to keep accurate ethnicity statistics;

That Department of Employment Education and Training (DEET):

- (i) establish a national student data base to cover ethnicity, main language spoken at home, class, gender, parents' birthplaces, parents' occupations, retention and participation rates, career choices, and post-school enrolments; and
- (ii) direct the CES to develop a computerised system which would allow quarterly release of aggregated data on unemployment risk, as assessed, cross-classified by characteristics that include age, gender, birthplace, year of arrival, and English language proficiency.

10. NETWORKING AND LIAISON

That YANQ:

- (i) sponsor an Expo/workshop/seminar for mainstream youth services, NESB workers, key community and departmental members to develop a network to share information, establish a referral process, identify major areas or groups in need, and work cooperatively on long-term aims;

That the Queensland Department of Education:

- (i) ensure that schools with significant NESB enrolments employ bilingual and bilingual Liaison Officers.

11. BICULTURAL WORKERS IN KEY POSITIONS

That DEET:

- (i) ensure that the CES employs more bilingual workers (relevant language skills should be used as a secondary selection criteria in recruitment, especially in high NESB concentration areas); and
- (ii) direct the National Office of Overseas Skills Recognition (NOOSR) to prioritise retraining or recognition of qualifications of bilingual health workers, especially in the mental health area.

12. ETHNIC AFFAIRS POLICY STATEMENTS (EAPS)

That BEA:

- (i) consult with the public sector to develop EAPS for State government services to ensure access and equity measures for NESB communities in service provision and employment practices are implemented;
- (ii) monitor government services' performance by evaluating each service against its EAPS; and

That the Local Government Association:

- (i) advise local government authorities to develop EAPS to ensure access and equity measures for NESB communities in service provision and employment practices are implemented.

13. GOVERNMENT GRANTS

That Youth Development Officers:

- (i) promote Community Youth Work Development Grant and other government grants in the youth sector and prioritise NESB community submissions;

That Government funding bodies:

- (i) include as part of the funding package, an item for necessary translation costs;
- (ii) adapt funding guidelines and selection criteria to more appropriately assist disadvantaged NESB communities;
- (iii) do more outreach and community education regarding grants, and particularly to ensure information is accessible to all groups within NESB communities;
- (iv) ensure provision of grants information and assistance with submission writing to emerging communities, specifically the Samoan, Tongan, and IndoChinese communities (Samoan and Tongan communities have no GIAs or other welfare workers but have high levels of youth need);

That DULGEA Grant-in-Aid Scheme:

- (i) consider region-specific, as well as ethnic community need, in the selection process;
- (ii) include in the GIA Work Program a requirement for networking between GIAs and mainstream workers; and
- (iii) provide extensive training to GIAs in relevant youth work strategies, and community development in particular.

ISSUE-BASED RECOMMENDATIONS

1. CREATION AND ARTS

That the Brisbane City Council (BCC):

- (i) ensure that current consultations by the Recreation Branch with NESB communities include a focus on the recreation needs of NESB young women, which remains a huge unknown;
- (ii) consult with NESB workers on an information-media campaign for the NESB communities to highlight the physical, psychological and social benefits of sports and recreational activities for young people; and further, that such a campaign should be conducted in a non-threatening manner;

That Youth Arts Groups:

- (i) develop anti-racist arts projects with students in primary and secondary schools (Brolgas, the youth arm of the RQTTC, which runs a Theatre in Schools project, is particularly encouraged to consider this);
- (ii) liaise with the BEA Multicultural Arts Officer, ECC Multicultural Arts Officer, and BEMAC to organise a Multicultural Youth Arts event; and

That the ECC Multicultural Arts Officer:

- (i) prioritise the development of youth arts projects with NESB young people.

2. ACCOMMODATION

That the NESB Youth Working Party and SEQYAC:

- (i) consider LGCHP (cooperatives) and SAAP as possible programs to provide ethno-specific accommodation models for homeless NESB young people in the Brisbane region;
- (ii) investigate as an option, the establishment of a NESB boarding house for young people in crisis, with a support worker to provide family mediation and community education where needed;
- (iii) submit for a NESB Housing Worker, with a focus on youth, especially to work with the Latin American, Indochinese, Samoan, and Tongan communities in the Brisbane region;

That DSS:
(iv) consult with Indochinese community organisations to lobby for the establishment of a youth home specifically for Indochinese homeless young people who are studying.

That DSS:

- (i) ensure that workers are sensitised to the extraordinary circumstances of 'at risk' NESB young people, particularly refugee and without family, in service delivery and assessment of applications for benefits;
- (ii) interpret more broadly YHA guidelines, taking into account the intergenerational and cultural conflict situation for 'at risk' NESB young people; and
- (iii) increase benefits to more accurately reflect the living costs of young people, as recommended by the Burdekin Report.

3. ENGLISH LANGUAGE AND EDUCATION

That DEET:

- (i) advise tertiary institutions to provide appropriate counselling and study advice for NESB students, as separate from overseas students who have different needs; DEET should also ensure tertiary students in need can access ESL support;
- (ii) advise tertiary institutions to provide teaching staff with relevant cross-cultural awareness training in interpersonal as well as communication differences;

That the Department of Education:
(iii) explore alternative English language development strategies as part of normal schooling for NESB young people not interested in formal schooling but needing better English;

- (iv) liaise with the ethnic media and SBS to develop, promote and broadcast a series of documentaries on careers;
- (v) direct Youth Access Centres (YAC) and the Careers Reference Centre to ensure that careers and education information is accessible by NESB students and parents via appropriate languages and methods;

That the Department of Education:

- (i) resource schools, where needed, to conduct meaningful consultation with NESB parents;
- (ii) release to the youth services sector reports and research studies by the department into NESB young people's learning and social needs and aspirations;
- (iii) match Commonwealth funding for the ESL program (as do other states) and liaise with District Schools Support Services to ensure that schools with an identified need receive an adequate supply of ESL teachers;

That DILGEA:

- (i) expand and restructure the Adult Migrant Education Program (AMEP) to allow different levels of entry and learning, and prioritise young people on basis of need rather than length of residency in Australia;

That the NESB Youth Working Party:

- (i) apply for funding to resource and train NESB youth groups where appropriate to provide peer education on NESB youth issues, particularly on school and careers information and support for NESB young people;

That the Overseas Student Exchange Program:

- (i) provide more opportunities for student exchange to enhance cross-cultural understanding amongst young people; and
- (ii) provide exchange students on return from overseas with opportunities to speak about their experiences at youth functions, schools, etc.

4. EMPLOYMENT, TRAINING AND INCOME SUPPORT

That DEET:

- (i) liaise with employers and government bodies to expand opportunities in the English in the Workplace program for NESB young people with language difficulties;
- (ii) direct the CES to prioritise NESB young unemployed who are assessed as at high risk of prolonged and recurrent unemployment for LMP and TAFE Vocational Skills Courses;
- (iii) convene a national conference on the educational needs of unemployed NESB migrant, including refugee, young people;
- (iv) promote YACs better in NESB communities as the main player in providing outreach vocational information and counselling for NESB young people;
- (v) ensure that CES re-introduce Travel Allowance for hardship cases of NESB young unemployed who need to do a particular course which is located at some distance from their residence;

That the Department of Employment, Vocational Education and Training (DEVET):

- (i) create more Migrant Access Courses at TAFE locations throughout the Brisbane region;
- That Austudy and DSS:**
- (i) use basic English in correspondence with NESB young people and emphasise the rights of appeal and where appropriate offer repayment terms;
- That the Department of Education and CES/YACs:**
- (i) develop and implement a region-specific program which aims to provide NESB young people with relevant job search skills and information as part of high school curricula and using workshop, field trip, and work experience methods (Circuit Breaker program in NSW is a model to investigate); and
- That School Guidance Officers:**
- (i) ensure NESB students and parents are informed about Austudy benefits and that those eligible are receiving them.

5. JUSTICE

That the Youth Justice Coalition (YJC) and GIAs:

- (i) lobby for mandatory instruction by magistrates of NESB young people on their right to an interpreter in court;
- (ii) lobby for NESB young people to have appropriate adult representation at police questioning;
- (iii) lobby for sentencing options for NESB young people to be community service wherever possible, especially for those who have language and support needs that would best be catered for in their own communities;

That DFSAIA:

- (i) ensure that court summons and other legal paperwork is sent to parents in plain English or in the relevant language if possible;

- (ii) consult with ECC, BMRC, Migrant Women's Emergency Support Service (MWESS) and other relevant NESB groups on appropriate standards of statutory intervention on domestic violence and other abuse issues;
- (iii) consult with NESB communities and other relevant authorities to develop appropriate Crime Prevention models for NESB young people;

That the Police Ethnic Liaison:

- (i) encourage the Queensland Police Service to further develop Community Policing strategies with more low-key police youth interactions on the turf of NESB young people, such as schools, sports events, and community centres;
- (ii) maintain regular contact with NESB community groups such as ECC, BMRC, GIAs, and NESB youth groups; and

That the Legal Aid Commission:

- (i) provide an appropriately trained and specifically NESB youth solicitor.

6. RACISM

That the Department of Education:

- (i) examine relevant anti-racist projects for use in schools (a proposed model to investigate is the Whole School Project being trialled in NSW which encompasses students, staff and the community in anti-racist education);
- (ii) develop a Challenging Racism Workshop for students in secondary schools during school hours, and to emphasise active participation by students;

That the NESB Youth Working Party:

- (i) form an Anti-racism Action Group with specific information gathering and lobbying objectives;
- (ii) lobby youth arts groups or Queensland Arts Council to develop school and community projects on youth racism issues;

That the BMRC:

- (i) consult with NESB communities to arrange guest lectures by representatives from certain ethnic groups to target Journalism and Communication students to sensitise them to media bias in reporting issues relevant to NESB communities;

That Youth Agencies:

- (i) make available to all young people who use services information about racism and the Human Rights and Equal Opportunity Commission;

That Youth Workers:

- (i) place NESB youth issues on the work agenda and encourage discussion about anti-racist strategies amongst colleagues;
- (ii) ensure that all young people are informed about the racism complaints process and their legal rights; and

That the Local Government Association:

- (i) arrange with local government authorities as part of the Commonwealth's Local Government Community Relations strategy, and in collaboration with NESB communities, to sponsor a multicultural sporting event involving NESB and Anglo young people.

7. HEALTH

That the Migrant Health Policy Unit:

- (i) liaise with the Youth Health Policy Unit to investigate the immediate health status and needs of NESB young

people in Queensland;

- (ii) consult with GIAs and other NESB health workers to develop access and equity measures to ensure NESB young people receive appropriate health care;

That ZigZag Young Women's Resource Centre:

- (i) liaise with MWESS and other NESB agencies to coordinate a workshop for workers to discuss incest and sexual abuse issues for NESB young women, and develop an information campaign targeting NESB young women and communities;
- That the Department of Education:**
- (i) coordinate and comprehensively consult with BEA and NESB communities in a systematic and sensitive manner to develop and implement an appropriate and effective HRE program;

That Trade Unions:

- (i) target particular industries for recruitment and education (worker's rights, occupational health and safety) for NESB youth employees;

That the State Health Department and DIIGEA:

- (i) sponsor an event targeting NESB young people and families with the specific purpose of informing them of the dangers of drugs and alcohol abuse, and other relevant health issues (NESB young people have suggested an education camp for this purpose); and

That the Rehabilitation Unit for Survivors of Trauma and Torture (TRUST):

- (i) holds regular consultations with NESB communities to develop trusting relationships between it and the communities and to ensure practice methods are culturally appropriate.

Poor information about options and services in the community is documented. Needs of NESB young people remain relatively unknown, and consequently their homelessness is often hidden. Few NESB young people access youth accommodation services.

DOCUMENT: ...without safe shelter: a study in homelessness among young people in SE Queensland
AUTHORS: Comerford, L and Woolcock, G
AUSPICE: The Queensland Young Homeless Fund, Brisbane
YEAR: 1992

SUBJECTS AND SCOPE:

This report provides information on a range of issues related to youth homelessness in South-East Queensland.

Homelessness is defined as "the absence of safe, secure, affordable and adequate shelter as perceived by the young person" (p. 1), and youth homelessness as "living in a state of detachment from family, and vulnerability to dangers, including exploitation and abuse" (p. 2). Major contributing factors to youth homelessness are documented, and involve changes to the family unit, family violence, and economic dependence.

The authors summarise and interpret available statistical data on youth homelessness, and describe national policies and programs relating to youth homelessness.

They describe models of youth accommodation and housing service provision in South-East Queensland, along with funding programs relevant to accommodation support and housing in South-East Queensland.

METHODOLOGY

Data was obtained from five major sources. They were:

1. The Human Rights and Equal Opportunity Commission National Inquiry into Homeless Children;
2. Australian Bureau of Statistics;
3. Department of Social Security;
4. Supported Accommodation Assistance Program; and
5. DFSAIA Annual Reports.

ISSUES/PROBLEMS IDENTIFIED (in relation to NESB young people)

Homelessness

Little information is provided on issues relating to homelessness amongst NESB young people. During the two SAAP census periods considered by the study, less than 1% of young people accessing South-east Queensland SAAP youth services were NESB young people (November 1990 and May 1991). The report notes that this figure is even less than the 1.8% figure representing NESB young people in SAAP youth services in the overall 1990 Queensland SAAP census.

Absence of specific NESB youth service/s

The report points to an absence of youth services specifically for NESB young people funded under SAAP, or the Youth Social Justice Strategy (Youth Initiatives Program, Innovative Health Services for Homeless Youth, Mediation/Family Work, Community-Based Strategies: Skillshare, Youth Activity Centres). Comerford and Woolcock note that the Migrant Women's Emergency Support Service provides accommodation to homeless young women, amongst others.

Need for Development of a Range of Services

The report suggests that the youth and community sectors have to meet the varied needs of particularly disadvantaged homeless young people, including young parents, young NESB women and men, and young ATSI women and men.

Education

The authors calculate the number of NESB young people in schools from ethnicity statistics maintained by most State High Schools in South-East Queensland on students who speak a main language other than English at home. Schools with highest proportions of MLOTE students vis-a-vis total enrolments in 1991 are documented as being: MacGregor SHS, Yeronga SHS, Oxley SHS, Corinda SHS, Inala SHS, Coorparoo SHS, Kedron SHS, Sunnybank SHS, Brisbane SHS, and Richlands SHS.

Barriers Limiting Access to Services

OUTCOMES	Recommendations
	<p>1. The fund believes pilot programs in schools should be established with community support groups in an attempt to respond to the needs of "at risk" young people and their families. We believe this type of intervention may prove practical and positive and may allow young people to continue in the family home with appropriate support.</p> <p>For those young people unable to continue in the family home, such a localised response from the community would enable them to stay in familiar surroundings without severing their neighbourhood ties and relationships.</p> <p>With the cooperation and support for DFSAIA and existing community-based networks, a training and support project is being developed by the Fund for SE Queensland in 1992. It is hoped his will lead to an ongoing provision of appropriate services and resources to deal preventatively with domestic violence and its effects on young people.</p> <p>2. In view of the role of domestic violence as a reason for young people leaving home and therefore being exposed to the risk of homelessness the Fund believes that service providers and others require more support in order to increase their capacity to deal with the various complex issues surrounding domestic violence.</p> <p>With the cooperation and support for DFSAIA and existing community-based networks, a training and support project is being developed by the Fund for SE Queensland in 1992. It is hoped his will lead to an ongoing provision of appropriate services and resources to deal preventatively with domestic violence and its effects on young people.</p> <p>3. Not only does the Fund believe that the fields of education and domestic violence require specific attention, but also that the Fund should continue to provide a resourcing role to communities, agencies and their workers. As it is apparent that there are duplication of services, gaps in service provision, competition between agencies and the difficulty in coordinating approaches to youth homelessness, the Fund sees the need to offer non-intrusive networking/coordinated approaches in our resourcing activities.</p>

Reference is made to crime prevention strategies proposed elsewhere. For example, Professor Paul Wilson is cited as endorsing wilderness, sporting and recreational activities as successful methods of crime prevention. Lawrie Moynihan is cited as endorsing crime prevention methods which involve the provision of appropriate entertainment facilities, transport and services to young people.

DOCUMENT:	Synopsis of Factors Associated with Adjustment Problems of Children of South Pacific Island Immigrants to Australia
AUTHORS:	Tautala M Fa'anana and AF Fa'anana
AUSPICE:	Samoan and Tongan Communities of Greater Brisbane
YEAR:	1992

SUBJECTS AND SCOPE:

The study, conducted during 1992 under the guidance of Professor Marvin Khan, focused on the serious concern of the Samoan and Tongan communities of greater Brisbane about the high rates of 'social-delinquent' problems of young people of their communities.

The synopsis of the full report is available but the full report has not yet been published.

The synopsis discusses a range of factors which have the potential to impact on the difficulties experienced by young people. They are:

- personality and attitudes;
- delinquency, self-esteem, and alcohol/drug use
- attitudes to school;
- family factors;
- plans in regard to school and for the future;
- degree of acculturation; and
- information about parents, their views of the problem and methods of discipline.

METHODOLOGY

Interviews were conducted with 77 children of parents who had recently emigrated from Samoa or Tonga. The aim of the research was to compare the backgrounds and lifestyles of young people who were experiencing serious social-family difficulties with those who were not.

Of the young people interviewed, 46 were identified to have experienced some degree of social-family difficulty, while 31 were identified as having experienced no difficulty.

Interviews were conducted by members of the Samoan and Tongan communities.

ISSUES/PROBLEMS IDENTIFIED

Statistical data presented in the synopsis indicates that some of the indicators are not statistically significant while others are.

Family differences in most areas were not great. However, a pattern may be indicated. The parents of young people who were experiencing conflict tended to have slightly less education, be at slightly lower occupational levels, and receive less income. These families tended not to use traditional language, and tended to discipline their children with physical punishment.

Parents of young people who were not experiencing conflict were found to, more often, discipline their children by talking and reasoning, and use traditional language more frequently.

It is also noted that young people in conflict with family and/or society seemed somewhat less interested in church, traditional language and cultural activities, had significantly lower self-esteem, had a higher rate of high school drop-out, and had a serious drug or alcohol problem.

The study found evidence that the difficulties of the Samoan and Tongan young people related to many of the same factors found amongst other young people in other countries and other cultures.

RECOMMENDATIONS

1. Establishment of a counselling program for personal and social problems, which would also respond to issues of self-esteem, self-confidence, learning skills, occupational direction and training, and substance abuse;
2. Development of support program for parents to improve discipline methods. Drug and alcohol counselling for parents has also been recommended.

as by the models of such services in other states.

3. That services for survivors of abuse be required by funding bodies to employ professionally trained bilingual and bicultural workers, and that funding be allocated for the use of professional interpreter services.
4. That the Migrant Women's Emergency Support Service seek funding to employ a young women's worker to provide services to young women of non-English speaking background in crisis and to ensure action on the recommendations contained in this report.
5. That the Brisbane Migrant Resource Centre and the Logan City Migrant Neighbourhood Centre seek funding to employ youth workers of non-English speaking background to do outreach and developmental work among young women of non-English speaking background. An important part of the developmental component should include community education programs designed to raise the awareness of the community about violence and abuse against women.
6. That the Youth Bureau, Department of Tourism, Sport and Racing, use the findings of this and previous relevant reports to develop a training manual for the use of workers in the youth, women, and other relevant areas, in the government and non-government sectors.
7. That the Youth Sector Training Council implement a pre-service and inservice training module on cultural and gender sensitivity for youth workers, in both government and non-government agencies, and that the abovementioned training manual be a basis for this module.
8. That the Women's Infolink, Women's Policy Unit in the Office of Cabinet, ensure the availability of information relevant to the specific needs of young women of non-English speaking background and that such information be linguistically and culturally accessible. Further, that young women of non-English speaking background be a primary target group of the community education program to be launched by the Women's Infolink.
9. That the Association of Non-English Speaking Background Women of Queensland (ANESBWQ) seek funding from the Bureau of Ethnic Affairs or the Youth Affairs Bureau to develop and implement a training program for young women of non-English speaking background on assertiveness, leadership and lobbying skills.
10. That the Queensland Department of Education, Queensland Anti-Discrimination Commission and other relevant authorities address issues of racism with the aim of fostering racist-free attitudes among teachers and students.
11. that the Alternative Disputes Resolution Program or the Community Justice Program, Department of Justice and Attorney General, develop a training module to address issues and disputes arising from intrafamilial cultural conflicts. This training module be designed in consultation with the NESB Youth Issues Working Party, Migrant Women's Emergency Support Service, and community workers of non-English speaking background. Further, publicity campaign be launched to inform people of non-English speaking background of this facility.

DOCUMENT:	I sometimes want to move out: Abuse of Young Women of Non-English Speaking Background
AUTHORS:	M. Theresa Catibonton
AUSPICE:	Migrant Women's Emergency Support Service (MWESS) (funded by the Queensland Department of Family Services and Aboriginal and Islander Affairs)
YEAR:	1992

SUBJECTS AND SCOPE

This report documents a research project conducted during 1992. The main aim of the study was to explore issues related to the needs of young women from non-English speaking backgrounds experiencing abuse in the home. The target group for the project was young women who were between the ages of 14 and 30 years (with the majority aged between 15 and 21 years), and who were born in a non-English speaking country or born in Australia with one or both parents born in a non-English speaking country.

The report records the findings of consultations with young women and service providers, and reviews relevant literature.

METHODOLOGY

The project involved 115 young women of non-English speaking background through focus group discussions, face-to-face interviews, and mailed questionnaires. Service providers representing 52 agencies in immigrant welfare and the wider community were also consulted.

Young women were born in a variety of countries, including Vietnam, Taiwan, Samoa, and The Philippines. They came from a total of 27 ethnic backgrounds.

Other methods used to elicit information were a literature review, and examination of MWESS client records.

ISSUES/PROBLEMS IDENTIFIED

Several issues are explored through consultations with young women from NESBs. They include: abuse within an immigration and cultural context; sexual activity; pregnancy and parenting issues affecting young women of NESB; and immigration and cultural issues.

Many participants described difficulties in using youth services. It was found that young women of non-English speaking background are one of the least-represented groups in the usage of welfare services. Barriers to accessing youth services are documented as including:

- inability to go outside family with problems;
- more acceptable to approach a friend or relative than a welfare service;
- difficulty with language;
- difficulty with understanding parent's culture;
- lack of cultural safety;
- sense of an invasion of privacy; and
- perception of a lack of confidentiality.

OUTCOMES

Recommendations

Eleven recommendations resulted from the study. They consist of actions aimed at preventing and dealing with the consequences of abuse in the home or family violence as experienced by young women of non-English speaking background.

The recommendations are:

1. That the existing community education campaign, coordinated by the Department of Premier and Economic and Trade Development, on which violence against women incorporate a component targeting young women of non-English speaking background.
2. That the Department of Family Services and Aboriginal and Islander Affairs fund a young women's refuge with specialist services to cater for the specific needs of young women of non-English speaking background. The planning and delivery of such services should be guided by the findings of this and other relevant reports as well

- future research into generic youth needs must include NESB youth needs and issues before funding is approved.

DOCUMENT:	Get it Together: Non-English Speaking Background Multicultural Youth Conference Report
AUTHORS:	Robert Hernandez
AUSPICE:	Brisbane Migrant Resource Centre
YEAR:	1992

SUBJECTS AND SCOPE:

The report documents the proceedings of the first Queensland NESB/Multicultural Youth Conference which was held at Yungaba (Kangaroo Point) between August 14 and 16, 1992. The conference was attended by 150 delegates travelling from Cairns, Rockhampton, Townsville, Toowoomba, Mount Isa, and Brisbane. Delegates represented various ethnic communities, including Samoan (39), Vietnamese (23), Australian (15), Taiwanese (12), Chinese (9), Filipino (8), Polish (7), and Salvadorean (7).

The objectives for the conference were to:

- identify the problems facing NESB young people;
- provide young people with the necessary information and stimulus so as to enable them to make informed choices in their lives;
- deal with their concerns in constructive ways; and
- encourage the formation of youth groups and the establishment of new statewide networks.

METHODOLOGY

Two conference coordinators were appointed in June 1992. A Youth Conference Working Party was established which met weekly for the duration of the project.

Proceedings of workshops were recorded during the conference. A questionnaire was designed to elicit feedback from participants on the Conference. While full evaluation details are not available, excerpts from evaluation forms are provided in the report of proceedings.

ISSUES/PROBLEMS IDENTIFIED

A synopsis of each session of the conference is provided in the report. Sessions included:

- Opening Addresses - by Uri Themal, Director, Bureau of Ethnic Affairs; Hon Ms Ann Warner, Minister for Family Services and Aboriginal and Islander Affairs; Mr John Handley, Chairperson, Brisbane Migrant Resource Centre; and Ms Maureen Watson, Aboriginal Storyteller.
- Panels - panel members included speakers on the areas of careers, education, health, identity, law, and racism.
- Seven workshops were run simultaneously, and comprised social justice, education, unemployment, health, identity, law, and women's issues. Each workshop generated a number of recommendations intended to impact on state government departments such as: Queensland Police, Department of Tourism, Sport and Racing, Office of Cabinet, Department of Education, Queensland Health, and Department of Employment, Vocational Education, Training and Industrial Relations, and other organisations, including Skillshare and trade unions.
- Addresses on Day 2 were provided by Ms Gratzia Catalano, Manager, Youth Bureau; and Evelyn Rosales, Western Young People's Independent Network (WYPIN), Victoria.
- Several cultural and social events were held during the conference. Activities included: performance by Contact Youth Theatre, flag making, displays on various services provided by government and non-government sectors, a games/leisure workshop, bar-b-que, and a dance party at which young people performed with dancing and singing numbers.

OUTCOMES

Recommendations

The report documents a lack of information and data addressing the needs of NESB young people, and recommends:

- more adequate funding for ethno-specific research in the area of NESB youth should be considered by State Government as a matter of urgency; and

this area; young women who are described as having issues of concern distinct from issues facing young men; drugs and alcohol; a lack of recreational activities in the geographical area; gangs of young people ("The Bombers"); and a lack of a sense of community in the region, with the exception of those residing in the Acacia Ridge area.

Reference is made to the recommendations presented by Seeto (1991), and all of Seeto's recommendations are included as an appendix of the report.

OUTCOMES

SUBJECTS AND SCOPE:

This report documents a study conducted during 1993. The primary aim of the project was to support local agencies in improving the effectiveness, accessibility and quality of services for families and young people, and to encourage the development of appropriate responses by local people and agencies to the problems and issues confronting young people.

The geographical area covered by the project was the outer southern suburbs of Brisbane. Fourteen suburbs were included in the study. They were: Acacia Ridge, Algeston, Coopers Plains, Eight Mile Plains, Kuraby, MacGregor, Mt Gravatt, Mt Gravatt East, Robertson, Runcorn, Salisbury, Sunnybank, Sunnybank Hills, and Upper Mt Gravatt.

The objectives for the project were:

1. to establish the issues and problems facing young people and their families, and the extent to which local agencies are able to respond to these problems;
2. to develop a strategic plan for long-term intervention in youth related matters; and
3. to establish groups and processes in the community that can take responsibility for the long-term follow-up of the strategic plan, including applications for funding.

The report contains a community profile of the region which includes demographic information.

METHODOLOGY

An action research approach was adopted for the project. Processes for action research included:

- workshops with young people, service providers, parents, and interested persons to gather information and explore possible responses to identified issues;
- public meetings to provide feedback on information gathered, and facilitate the community's ongoing involvement in the research and action processes;
- individual interviews with young people and adults;
- community arts mediums to gather and share information;
- collection of demographic data from ABS, JAB, DFSAIA, and University departments.

Representation was sought from a diverse population of young people including unemployed, NESB young people, Aboriginal and Islander, homeless, young women, single parents, and economically disadvantaged young people.

As a result of the general exploration, a lot of issues were raised, particularly in relation to Chinese and Asian young people. Contact with these young people was attempted in a number of ways. Several Brisbane agencies were approached (the Cathay Club, Contact Youth Theatre, MWEES Youth Project, the Taiwanese Friendship Association, and the NESB Youth Issues Working Party).

The project involved 25 young people who were a part of a Chinese Youth Group and 16 others who attended an ESL class at a SHS.

ISSUES/PROBLEMS IDENTIFIED (in relation to NESB young people)

Racism

The report highlights high levels of racial intolerance expressed particularly toward Chinese young people, and suggests that racial intolerance is characteristic of the southern suburbs region of Brisbane.

Other issues documented describe difficulties facing all young people rather than specifically young people from NES background. They are: unemployment amongst young people; homelessness, which is described as a hidden issue in

this area; young women who are described as having issues of concern distinct from issues facing young men; drugs and alcohol; a lack of recreational activities in the geographical area; gangs of young people ("The Bombers"); and a lack of a sense of community in the region, with the exception of those residing in the Acacia Ridge area.

Reference is made to the recommendations presented by Seeto (1991), and all of Seeto's recommendations are included as an appendix of the report.

OUTCOMES

Recommendations (specifically in relation to racism)

The primary intention of the recommendations is to reduce the incidence of racism from anglo-Australian young people directed toward young people of other cultures.

1. Research

We recommend that:

- continued research occurs in this area (racism in the outer southern suburbs of Brisbane) as a matter of urgency;
- applications for funding be supported from NESB and Aboriginal and Islander communities to research the issues and needs of young people in their own communities and to make appropriate recommendations (or to provide other services and responses as considered appropriate by these communities); and
- adequate training and resourcing be provided to allow these communities (NESB and Aboriginal and Islander) to carry out their own research.

2. Programs

We recommend that:

- young people develop their own anti-racist strategies and campaigns with the assistance of a relevant community-based organisation;
- anti-racist education programs should be mandatory in all schools;
- all teachers and workers should be educated about forms of racism and strategies to counter racially intolerant attitudes and behaviours in young people and ourselves; and
- community projects be initiated with an aim to increase community understanding and tolerance to people from different cultures, and that these projects involve the use of creative mediums that will attract a diversity of young people (for example, the Acacia Ridge Youth Festival).

3. Services

We recommend that:

- funding be provided to the Cathay Club to explore the needs of young people of Chinese backgrounds in relation to their education and family issues;
- Aboriginal and Islander liaison workers be employed in the Mt Gravatt office of the DSS; and
- Youth Connexions at the Acacia Ridge Neighbourhood Centre be funded with a youth worker to allow for greater coordination of service, particularly in relation to work with Murri young people in that area.

4. General

We recommend that:

- the recommendations in the Seeto report be acted on in full by the relevant organisations and departments.

Other recommendations documented address generic youth issues.

Difficulties were also encountered with the project receiving referrals from EET agencies. This suggests that EET agencies have poor links with NESB young people, EET workers face time and resource constraints, the nature of racism is controversial, and a small number of EET workers demonstrate a general lack of concern about racism.

DOCUMENT:	Racism as a Barrier to the Employment of Young People from non-English Speaking Backgrounds
AUTHORS:	Corrie Macdonald with the assistance of Lorella Piazzetta
AUSPICE:	Youth Affairs Network of Queensland (funded by the Commonwealth Department of Employment, Education and Training)
YEAR:	1993

SUBJECTS AND SCOPE:

This report documents a three month project conducted in Brisbane in 1992, which aimed to address the issue of racism as a barrier to the employment of young people from non-English speaking backgrounds.

Project Objectives were:

1. To present a forum and workshop organised by NESB young people (assisted by a youthworker) on "Racism as a Barrier to the Employment of NESB Young People".
2. To facilitate the acquisition of skills necessary to organise the events, by this group, enhancing their self-esteem and likelihood of employment.
3. To involve a broader group of NESB young people as workshop participants.
4. To involve union, employer, government and non-government representatives as forum participants.
5. To provide participants with an understanding of the issues involved in racism in employment and training and strategies for counteracting it, including avenues for complaint and advocacy.
6. To assist the development of a NESB youth issues network in Queensland and thus begin to address racism at a structural level (p. 1).

METHODOLOGY

Methodologies are described in the report. They included: a literature search; establishment of a Project reference group; formation of organising groups with membership from 19 NESB young people; design and administration of a questionnaire to NESB young people on their thoughts and experiences of racism; the formation of a working group; a drama workshop for NESB young people; and a forum for NESB young people and service providers was held.

The project targeted a range of people to meet its objectives. The Young People's Organising Group targeted NESB young people aged between 15 and 25 from a variety of Brisbane suburbs. Liaison with NESB communities targeted key individuals from NESB groups who were likely to have contact with NESB young people. Liaison with Employment, Education and Training Agencies targeted employment, education and training (EET) agencies which were either: in areas with high NESB populations; or offering services specifically for young people from NESBs. The Drama Group targeted NESB young people aged 15-25 from a variety of Brisbane suburbs. The Forum targeted representatives of significant advocacy and complaints bodies, employer groups, NESB community groups, relevant government departments, and EET agencies.

ISSUES\PROBLEMS IDENTIFIED

Young People's Organising Group/s

This project focussed on establishing contact with young people from NESB, and encouraging them to participate in the organisation of the project, including its drama workshop and forum.

The author notes that establishing contact with NESB young people raised particular concerns. Workers in NESB and EET agencies indicated that they were overworked and under-resourced and therefore ill-equipped to participate in another project (p. 13), the lack of an organisation funded to coordinate NESB youth issues in Queensland or Brisbane was identified, and the project found that many NESB young people experience only fragmented involvement in one-off projects as a result of the lack of coordination around NESB youth issues in Queensland. The report points to a need to allow substantial timeframes for the establishment of links with NESB young people.

Liaison with NESB communities

The report notes that referrals of NESB young people to the project from NESB agencies were low. This suggests the need to also use other methods to access young people, and the need for any similar projects in the future to consult closely with these agencies to increase referrals.

Liaison with Employment, Education and Training Agencies

Gathering Information about Racism in Employment

The report states that the project's consultations elicited four main responses concerning racism in employment:

- that there was overt racism;
- that there was covert racism;
- that there was no racism; and
- that the respondent did not know if there was racism because their agency did not target young people of NESB.

DEET Agencies' Attitudes and Practices Concerning Racism

The author concludes that many of the staff in EET agencies are working hard to provide good service to the NESB young people with whom they had contact. However, many agencies see few NESB young people, and very few agencies had practices in place to actively discourage racism in employment. In many instances, staff feel that lack of time, resources and information prevents them from doing so. A lack of funding for NESB-specific workers in EET agencies was mentioned. In other instances, because agencies did not think racism existed, they had not developed any strategies to address it.

OUTCOMES

Recommendations

1. That DEET should consider resourcing further research on racism as a barrier to the employment of young people from non-English speaking backgrounds.
2. That YANQ should convene a meeting of NESB young people, representatives of YANQ, the NESB Youth Issues Working Party, the Ethnic Communities Council of Queensland, the Brisbane Migrant Resource Centre, and any other interested organisations or individuals, for the purpose of discussing the establishment of an ongoing NESB youth issues network in Queensland.
3. That any NESB youth issues network which is established should work with NESB groups to improve their links with young people (including disadvantaged young people), and their awareness of, and responses to, racism experienced by NESB young people.
4. That DEET should complete and implement its cross-cultural training program for staff, and that this program should include a component specifically addressing the nature of racism in employment, education and training, and strategies for counteracting it, at both an individual and institutional level. DEET should also consider ways in which this program can be made available to workers in other EET agencies.
5. That CONTACT Youth Theatre should seek resourcing to continue to offer drama-based activities to NESB and other young people around the theme of racism.
6. That DEET should resource Youth Access Centre workers to engage in more outreach work to NESB young people, and that in particular, YAC workers should visit high schools to provide accessible information to groups of NESB young people in their final semester of schooling.
7. That the Queensland DEVITIR should develop and implement a cross-cultural training program for its employment, education and training staff, and that this program should include a component specifically addressing the nature of racism in employment, education and training, and strategies for counteracting it, at both an individual and institutional level. DEVITIR should also consider ways in which this program can be made available to workers in other EET agencies.
8. That the Anti-Discrimination Commission should work with employer bodies to run cross-cultural training programs for employers.

generalist services are documented. They include lack of publicity in languages other than English, lack of workers who speak and understand languages other than English, inadequate cultural background knowledge by service providers, lack of knowledge of services by young people, inadequate access to resources, lack of adequate public transport, racism by other young people using the agency, and difficulties in establishing rapport with young people from NES backgrounds.

AUTHORS: Theresa Galbonton and Donna Hughes
AUSPICE: Migrant Women's Emergency Support Service (funded by the Commonwealth Department of Employment, Education and Training)
YEAR: 1994

While language was identified most frequently as a major barrier by youth and generalist service providers, few service providers reported contact by a young person with English difficulties, nor had they utilised professional interpreters.

SUBJECTS AND SCOPE:

The report documents the findings of a Youth Access Project which was undertaken by the Migrant Women's Emergency Support Service from September 1992 until March 1994.

The objectives of the project were:

- to identify significant youth services and barriers to their use by young people from non-English speaking backgrounds;
- to raise the awareness of youth service providers of the issues for young people from non-English speaking backgrounds;
- to enhance the skills of workers with young people through training on cross-cultural communication and other mechanisms;
- to assist target services in developing access and equity policies;
- to provide information to young people from non-English speaking backgrounds about relevant and appropriate services;
- to facilitate networking and interaction between mainstream youth service providers (including schools) and non-English speaking background communities;
- to produce a report of the project; and
- to lobby peak youth organisations and government departments to develop policies and strategies to address the needs of young people from non-English speaking backgrounds.

The project was conducted in three phases: phase one was to focus on consultation and information gathering; phase two was to focus on training and information provision; and phase three was to focus on writing up the project.

METHODOLOGY:

The project targeted young people from non-English speaking backgrounds in the Inala/Darra/Goodna region of Brisbane, and youth specific and generalist agencies located in the Inala/Darra/Goodna region and the Brisbane metropolitan region.

Questionnaires were used to obtain information about services. One questionnaire was designed for, and sent to, 17 youth specific and generalist services in the Inala/Darra/Goodna and Brisbane metropolitan regions.

A second questionnaire was designed for, and sent to, eleven service providers for non-English speaking background communities in the Inala/Darra/Goodna and Brisbane metropolitan regions.

Interviews were conducted with 28 service providers as a follow-up to the questionnaires.

Group consultations with young people from non-English speaking backgrounds were held with 113 young people: 77 through schools; 31 through youth groups; and five through services.

Two forums, entitled "Working with Diversity" were held for service providers: one in the Inala/Darra/Goodna region, and the other in the Brisbane metropolitan region. Each forum ran over two half-days. Project workers actively participated in a variety of activities and networks.

ISSUES \ PROBLEMS IDENTIFIED

The report states that over half of the youth and generalist service provider respondents reported that they had had contact with young people from non-English speaking backgrounds in the three months preceding the questionnaire. 30% reported having no contact in that time. Numbers of young people seen were low, usually fewer than five.

Barriers Limiting Access to Services

Barriers limiting access by young people from non-English speaking backgrounds to, and as perceived by, youth and

generalist services are documented. They include lack of publicity in languages other than English, lack of workers who speak and understand languages other than English, inadequate cultural background knowledge by service providers, lack of knowledge of services by young people, inadequate access to resources, lack of adequate public transport, racism by other young people using the agency, and difficulties in establishing rapport with young people from NES backgrounds.

While language was identified most frequently as a major barrier by youth and generalist service providers, few service providers reported contact by a young person with English difficulties, nor had they utilised professional interpreters.

A number of barriers limiting young people's access to services are identified by service providers for non-English speaking background communities. They include: lack of knowledge of youth and generalist services by young people; inappropriateness of response by youth and generalist services; not wanting to take problems outside the community; and language and cultural differences between the young person and the service. Young people identify that language is a major barrier to their accessing of services. Other barriers cited include lack of bilingual and bicultural workers, lack of trust with workers, absence of multilingual information pamphlets, conflicting cultural values, lack of self-confidence, and perception that services break-up families.

Strategies to Improve Access

Strategies for improving access to services by non-English speaking background young people is documented. Use of interpreters, availability of multilingual information, employment of bilingual workers, training in cross-cultural issues, development and implementation of an access and equity policy, service promotion through NESB media and community networks, and development of outreach services to NESB young people are among the strategies reported by youth and generalist service providers.

Strategies suggested by youth and generalist service providers which will assist them to more effectively help young people from non-English speaking backgrounds are documented. Information and promotional material in languages other than English, networking with workers from NESB communities, cross-cultural training for workers, access to resources/information on cross-cultural issues, dissemination of information to NESB communities, outreaching to NESB young people, and employment of bilingual and bicultural workers are suggested.

Service providers from Inala/Darra/Goodna rated highly the production of information in languages other than English, and outreach to young people from non-English speaking backgrounds, while service providers from the Brisbane metropolitan region gave a lower rate to the same strategies.

Training needs for youth and generalist service providers are documented. Needs for training fall into three categories: information, issues, and skills.

Service providers for non-English speaking background communities reported that they saw few young people, however, those they did see were mainly in relation to seeking advice or practical assistance with Austudy, Social Security, and school-based problems.

Strategies for improving access are recorded by young people. Provision of information in languages other than English, and distribution of that information is listed as a priority strategy. A personal approach with young people from non-English speaking backgrounds is recommended as a positive way for workers to improve their knowledge of the culture, effectively disseminate information, and build trust amongst young people and workers. A likely outcome of implementing this strategy would be an increased accessibility of services for young people.

Common Issues for NESB Young People

Issues facing young people from non-English speaking backgrounds are reported by service providers for non-English speaking background communities as including: identity problems for young people who have been in Australia for some years, settlement difficulties, running away from home, pregnancies, truancies, unemployment, language, intergenerational conflict and conflict with parents, culture clash, homelessness, and a need for appropriate accommodation.

Counselling and/or family mediation, English language skills, and accommodation are recorded as some of the most pressing issues of concern.

Language differences and lack of communication are identified as factors influencing intergenerational conflict. Young women are identified as being in a difficult position, especially regarding clash of culture between their family's culture and the culture of young people around them.

Young people identified a range of issues affecting them. Language, racism at school and on the streets, differences

between culture of origin and Australian culture, and problems securing employment are reported. Other issues identified are related to incest/sexual abuse, accommodation, finances, family problems, and pressure from school, and pressure from family and friends.

The report also describes the processes and outcomes of the two "Working with Diversity" forums, and the Community Education Pilot Project, and a number of strategies for use at agency level are suggested and documented.

OUTCOMES

Recommendations

INFORMATION

1. That the Department of Immigration and Ethnic Affairs, in consultation with the NESB Youth Issues Working Party, produce and distribute information specifically for newly arrived young people from non-English speaking backgrounds about youth services. The information would be distributed at initial points of contact and made available in English language classes, schools and community organisations. The Department should be committed to the regular updating of this information.
2. That the Bureau of Ethnic Affairs, the Department of Education, and the Queensland Government Youth Bureau coordinate an interdepartmental program to produce and distribute information about youth services to young people from non-English speaking backgrounds who were either born in Australia or are long-term residents.

3. That funding bodies incorporate in their grant guidelines the cost of translating written and other material in recognition that this is a legitimate service cost necessary for the provision and equitable distribution of information to all young people.
4. That, when seeking funding, youth services include in their submissions the costs of translating written and other promotional materials into the major community languages of their locality. Further, youth services should explore alternative mechanisms for disseminating information such as the use of audio-taped material.
5. That the Migrant Women's Emergency Support Service maintain and expand its Community Education Pilot Project by seeking funding through the Office of the Status of Women.
6. That youth services implement a community information program targeting young people from non-English speaking backgrounds in schools, English as a Second Language classes, and youth groups.

POLICY

1. That departmental funding agreements and reporting mechanisms include Access and Equity principles and performance indicators to ensure the inclusion of such principles within their funded services.
2. That the Department of Immigration and Ethnic Affairs, in consultation with the NESB Youth Issues Working Party, produce and distribute information specifically for newly arrived young people from non-English speaking backgrounds about youth services. The information would be distributed at initial points of contact and made available in English language classes, schools and community organisations. The Mobile Cross-cultural Awareness Training Unit to provide ongoing cross-cultural training for youth workers.
3. That the Supported Accommodation Assistance Program Training Development Officers prioritise the need for cross-cultural training within their training programs.
4. That the Youth Sector Training Council develop a training module for youth workers to develop skills and strategies to address racism within their work setting.

NETWORKING

5. That the Queensland Government Youth Bureau and the Australian Bicentennial Multicultural Foundation continue to fund the Youth Sector Training Council and the Mobile Cross-cultural Awareness Training Unit to provide ongoing cross-cultural training for youth workers.
6. That the Youth Sector Training Council develop a training module for youth workers to develop skills and strategies to address racism within their work setting.
7. That departmental funding agreements and reporting mechanisms include Access and Equity principles and performance indicators to ensure the inclusion of such principles within their funded services.
8. That the Youth Affairs Network of Queensland continue to support the development of the NESB Youth Issues Working Party.
9. That the Youth Affairs Network of Queensland seek funding under the Grant-in-Aid program for a worker to undertake policy development and research in relation to NESB young people.

SERVICE DEVELOPMENT

10. That the Department of Immigration and Ethnic Affairs, through its Grant-in-Aid Program, fund a worker focussed specifically on providing services to young people from non-English speaking backgrounds in the Inala/Darra/Goodna area.
11. That the Department of Family Services and Aboriginal and Islander Affairs prioritise the needs of young people from non-English speaking backgrounds, particularly within the Supported Accommodation Assistance Program, and fund appropriate services accordingly.
12. That youth services, especially in high need localities, undertake to actively recruit bilingual bicultural workers in recognition of the specific skills of these workers.
13. That the Department of Immigration and Ethnic Affairs promote the Translation and Interpreting Service within the youth sector.
14. That the Brisbane Migrant Resource Centre seek funding from the Youth Bureau of DTSR to conduct a series of "speak outs" within specific regions as a follow-up to the 1992 State Multicultural Youth Conference.

PARTICIPATION BY YOUNG PEOPLE

15. That the Department of Immigration and Ethnic Affairs promote the Translation and Interpreting Service within the youth sector.
16. That the Brisbane Migrant Resource Centre seek funding from the Youth Bureau of DTSR to conduct a series of "speak outs" within specific regions as a follow-up to the 1992 State Multicultural Youth Conference.

DOCUMENT:	Accommodating Difference: The Accommodation and Support Needs of Young People from a non-English Speaking Background in South-East Queensland
AUTHORS:	Ian O'Connor, Annie Cowing and Corrie Macdonald
AUSPICE:	South East Queensland Youth Accommodation Coalition (funded by the Queensland Department of Family Services and Aboriginal and Islander Affairs)
YEAR:	1994 (SOON TO BE PUBLISHED)

SUBJECTS AND SCOPE:

This report documents a research project conducted in the second half of 1993. The project focussed on the accommodation and support needs of NESB young people who were homeless or at risk of homelessness.

The aims of the project were:

- to document the accommodation and support needs of young people of NESB in South-East Queensland;
- to identify access barriers for young people of NESB to other services in South-East Queensland;
- to document the extent to which SAAP services facilitate access for young people of NESB to other services;
- to develop a profile of young people of NESB using SAAP services; and
- to make recommendations to facilitate the development of services for young people of NESB.

METHODOLOGY

A variety of methods were used to obtain data for the project. They were:

- existing data sets;
- survey of SAAP and non-SAAP services;
- formal consultations with service providers and key informants; and
- formal interviews with NESB young people.

A total of 131 young people, aged between 13 and 24 years, were interviewed for the purpose of obtaining information on their life experiences, their interactions with key social institutions, their use of services, and their perceptions of barriers to service use.

Survey forms were completed by 51 services, of which 32 indicated SAAP as a source of funding. Interviews were conducted with 52 service providers who all acknowledged that youth homelessness existed in NESB communities. In-depth studies were conducted in three selected areas of South-East Queensland. They were:

- south-west suburbs of Brisbane, including Inala, Goodna, Darra, Durack, and Oxley;
- south of Brisbane: Logan and Beenleigh; and
- inner-city Brisbane suburbs, including Spring Hill, New Farm, West End, and Highgate Hill.

ISSUES/PROBLEMS IDENTIFIED

The report presents social indicators which suggest that many NESB young people are disadvantaged and at risk of social marginalisation and ultimately homelessness. Contributing factors of marginalisation involve low income, lack of existing support networks, traumatic pre-migration experiences (especially for refugees), difficulties with English, pressures of settlement, high levels of unemployment, employment in low paid casual jobs, and the potential for conflict between the values of the young person of NESB and the values of their family of origin (p. 7-1).

Demographic data was obtained and analysed. Data included: general characteristics of age, gender, countries of origin, year of arrival, reason for immigration, geographic distribution, languages spoken other than English; and social indicators of living arrangements, marital status, education, labour market status, English language proficiency, Young Homeless Allowance, Austudy, corrective and protective orders, and utilisation of SAAP services.

Literature Review

A literature review was conducted which highlighted a number of themes relating to NESB young people. These included:

- English language proficiency;
- intergenerational conflict;
- young women;

- racism;
- education;
- employment and training;
- income support;
- justice and the law;
- torture and trauma;
- refugees; and
- utilisation of youth services.

Such issues were identified as pertaining to situations of vulnerability and homelessness amongst NESB young people. The literature indicates that NESB young people are underrepresented in youth services; data informing this report substantiates this finding.

A total of 52 responses to surveys was received from service providers. Survey results demonstrated that few young people from NESB accessed youth services; for those who did, access was prompted primarily by homelessness, family breakdown, and practical or financial assistance. Other reasons included domestic violence, abuse, health issues, and discord within the family caused by conflict between the primary ethnic and Australian cultures (p. 4-3).

Barriers Limiting Access to Services

Barriers limiting access of young people from NESB to services were explored. Major barriers were recorded as including limited dissemination of information and networks within NESB communities, not targeting young people of NESB in agency publicity, social isolation of NESB young people, communication and cultural barriers coupled with an absence of bilingual /bicultural workers, and insufficient opportunities for NESB clients to be involved in and thereby influence planning of services. Some respondents (15%) reported that there were no barriers to accessing their service (p. 4-5). It was reported that few organisations provide resource information in languages other than English.

Strategies to Improve Access

Suggestions for future planning of service provision were invited through the surveys. Strategies listed as being of potential assistance involved cross-cultural staff training, compilation of a NESB resource booklet for information and referral purposes, and enhanced access to interpreters, NESB support workers and NESB networks. Significantly, suggestions were offered in relation to an ethno-specific service, with about one-quarter of respondents favouring the establishment of such a service, and one-third favouring to endorse the promotion of mainstream agencies for access by NESB young people.

Common Issues for NESB Young People

Service providers identified a variety of issues impacting on the lives of young people from NESB. These were: education, income support, labour market programs, police/legal issues, health, and accommodation. Service providers identified gaps in service provision including lack of information, lack of targeting, lack of cultural sensitivity, and inadequate language training skills for young people. Strategies to improve services were identified by service providers, and these included: wider dissemination of information and in community languages; placement of bilingual and bicultural staff in services; increased sensitivity in providing culturally appropriate service delivery; outreach activities to link NESB young people with existing services; increased contact with parents of NESB young people; and establishment of new services, or expansion of existing services to meet the needs of NESB young people.

A total of 131 interviews were conducted with young people. Issues identified by young people paralleled those identified by service providers, and included education, labour market status, accommodation, income support, police/legal issues, and health. Issues which were distinctly identified by young people only were leisure, service usage and barriers, youth services, and racism. Young people reported on their plans for the future, positive aspects of their NES backgrounds, and difficulties experienced due to the dominant culture's response to their NES backgrounds.

Case studies were provided to demonstrate the range of situations and circumstances experienced by eleven young people.

Access and Equity Policies

The report also discusses Access and Equity policies, both in government and at an agency level. Ten Access and Equity requirements which all Commonwealth Government departments must meet are listed; a discussion of the evaluation of the implementation of the Access and Equity Strategy is presented; and the effect of Access and Equity policy on young people of NES background is reported as having had limited impact.

An overview of service models designed to specifically meet the accommodation and support needs of young people from NESB in other states is provided. Services from New South Wales, ACT, Victoria, and Brisbane are described.

OUTCOMES

Recommendations

1. It is recommended that all service agreements between State government funding authorities and service providers include a requirement that the agency develop and implement an access and equity policy. The agreement should require that agencies, within the first year of the service agreement, to identify the structural barriers for young people of NESB accessing their service, review the appropriateness of the program offered, and develop an access and equity policy and implementation plan. The policy and implementation plan should include measurable targets against which the success of the implementation is measured.
 2. The Department of Family Services and Aboriginal and Islander Affairs, in conjunction with the Queensland Government Statistician, should develop guidelines for the collection of ethnicity data by government and non-government services.
 3. The data collection and information systems of SAAP services require upgrading to ensure consistent information is collected to enable the planning, implementation and monitoring of access and equity policies.
 4. A comprehensive and coordinated training program for workers and members of organisations (e.g. volunteers and committee members) who are, or who may be, providing services to young people of NESB. It should be identified as a core training issue in the SAAP training plan, by the Youth Sector Training Council, and by the DFSAIA in its induction and continuing education programs for its staff.
 5. The Department of Immigration and Ethnic Affairs provide training for GIA workers in approaches to working with young people.
 6. It is recommended that the DFSAIA designate an amount of funding to allow secondment of workers in youth services for periods of 8-12 weeks in NESB community agencies. Funding provided by the Department is for the purpose of employing a locum whilst the worker is placed in the other organisation. In the first year it is recommended that \$80,000 be allocated allowing ten workers to be placed for 12-week periods.
 7. It is recommended that the DFSAIA in cooperation with other state and federal funding authorities fund two ethno-specific services on a 3-year pilot basis. The services should be "one-stop shops", rather than focussed only on the provision of transitional accommodation. The purpose of the service should be to address the range of issues (e.g. health, housing, employment, education, family conflict, language difficulties) which hinder the young people's of NESB capacity to fully participate in Australian society. They therefore require cross program and cross agency funding.
 8. It is recommended that a service for young people of NESB be funded by the DFSAIA and other appropriate government agencies which has information dissemination, outreach and brokerage functions. It is recommended that SEQYAC and the YANQ NESB Youth Issues Working Party be funded to undertake the developmental work necessary to prepare funding submissions and establish the service.
 9. It is recommended that the Department of Immigration and Ethnic Affairs fund specific GIA workers to assist NESB communities and SAAP and related services to develop appropriate services for young people of NESB, and to act as an individual and policy advocate for young people of NESB. The GIA workers should be located at the service discussed in Recommendation 8 or, alternatively, at an organisation such as the Migrant Resource Centre.
 10. It is recommended that the DFSAIA provide funding to support designated SAAP services with special responsibilities for the development of provision of services to young people of NESB. It is recommended an amount of \$200,000 be allocated to support one worker in each five SAAP services (one position in North Coast, north of Brisbane River, south of Brisbane River, south west Brisbane, Gold Coast).
- The DFSAIA should seek applications from existing SAAP services to undertake the role of designated services in a particular locality. In selecting services, the DFSAIA should take advice from SEQYAC and the YANQ NESB Youth Issues Working Party.
11. The Department of Education, the Bureau of Ethnic Affairs, and the Department of Immigration and Ethnic Affairs review -
 - (i) the availability and adequacy of language programs for young people of NESB within the education system;
 - (ii) the availability and adequacy of language programs for young people of NESB not attending school or

institutions of further education.

12. It is recommended that the Department of Education resource schools, according to need, to meaningfully involve parents of NESB young people in their child's education and the forums of the schools.
13. The Department of Social Security examines access barriers preventing young people of NESB from claiming Young Homeless Allowance.

