DEDICATION

Why am I fighting to live,
if I’m just living to fight?
Why am I trying to see,
if there is nothing in sight?
Why am I trying to give,
when no-one gives me a try?
Why am I dying to live,
If I’m just living to die?

– Edgar Winter, “Dying to Live”

This doctorate is dedicated to the many young people who ask these questions everyday. My hope is to create opportunities beyond this way of thinking.

Also:

“…If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To Him be the glory, and the power for ever and ever…”

– 1 Peter 4:11 (NIV)
ACKNOWLEDGEMENTS

Compilation of these reports and articles was made possible through:

- Mission Australia: Trevor Summers, Nathan O’Brien, Evelyne Tadros, Krishnavani Nair, Beverly Aufai, Anne Hampshire, Kathryn Di Nicola, and the invaluable knowledge and skills of Prue Burns.
- University of Western Sydney, Centre for Cultural Research: my insightful principle supervisor, Professor Bob Hodge, and patient co-supervisor, Associate Professor Greg Noble; with additional relating support from fellow students, Sarah James and Dianna Collett, and outstanding copy-editing assistance by Kathleen Olive.
- Community support from Makeleta Felila, Sina Winterstein, Barbara E’e, Linda Budd, Nicholas Rutgers, Shannon Simonit, Luke Tsykalas, Elissar Mukhtar, and Michelle Morrison.
- My local church family: thank you for all your prayers, words of encouragement and support.
- Lived insight and experiences from Jovesa, Norelle, Kelera, Talei, Alana, Joey and Nei Sue, offset by my extended family in Australia and the Pacific.
- Consistent encouragement from Tony Radevski, Kolman Pachuau, Tim Warton, Phary Sok, and Harry Harris.
- And an extra special vote of thanks to my colleague, Fiaese Pesa for her regular Pacific support and unique “freshy” contribution.

Overall, a standing ovation is enacted for the many young people who participated, especially those who individually shared parts of their life story in detail, greatly illuminating the reality of being different. It is with these young people in mind that my shared passion, commitment, enthusiasm, and ongoing fervour to assist where appropriate continues.
The work presented in this portfolio is, to the best of my knowledge and belief original except as acknowledged in the text. I hereby declare that I have not submitted this material, either in full or in part, for a degree at this or any other institution.

Jioji J. RAVULO
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ABBREVIATIONS

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<th>Abb</th>
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<tr>
<td>DCR</td>
<td>Doctor of Cultural Research</td>
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<tr>
<td>DET</td>
<td>Department of Education and Training</td>
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<td>DJJ</td>
<td>Department of Juvenile Justice</td>
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<td>Department of Community Services</td>
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<td>JJ ESP</td>
<td>Juvenile Justice Employment Skilling Program</td>
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<td>MA</td>
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<td>PAC</td>
<td>Participant Action Checklist</td>
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<td>Police Force</td>
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<td>Campbelltown Post Release Support Program</td>
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<td>YOSP</td>
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THE DEVELOPMENT OF ANTI-SOCIAL BEHAVIOUR IN PACIFIC YOUTH

Jioji RAVULO
UWS Student ID#: 99465096

“You’re not different until someone treats you that way”

INTRODUCTION

You’re not different until someone treats you that way. It is with this reflection in mind that the research completed across the doctoral candidature concentrates on working effectively with diversity from socio-economic, socio-cultural, and the socio-political realm in an Australian context. An examination of how this then impacts across levels in various systems, including statutory and non-government agencies, reveals ongoing deficits in responsiveness and competency. Individual needs are being neglected, whilst the opportunities to personally develop skills that enable class mobility, development of positive self-identity, and overall resiliency in negotiating an appropriate outcome are limited.

Young offenders are treated differently predominantly as marginalised members of the community, with many social and welfare issues that perpetuate their cycle of disadvantage and negative contact with the legal system. It is within these differences, when contrasted against social risk and protective factors, that the ability to move beyond such problems becomes more of a challenge, than a reality.

Pacific youth are treated differently as members of a communally-oriented ethnic population, noted for their lack of engagement with teachers, aggressive behaviours across the community, and damaging consumption of alcohol in public places. How they compare differently with other cultural groups may provide evidence that assists in understanding whether cultural elements deter pro-social behaviour, or a lack of connectivity amongst educators, law enforcers, and family.
The ability to treat the needs of young offenders should be approached in a collaborative manner, catering for the range of diverse needs through a holistic psychosocial case management model. By recognising existing strengths, and reviewing solutions across 13 life domains, young Pacific offenders are provided with pathways away from anti-social behaviour.

As a community composed of individuals and organisations, we ought to interact and treat differences in a manner that encourages strategic responses conducive to positive change. The development of individual, community and organisational capacity across these three specific areas is an important process of promoting movement for the betterment of those involved. Equitable change can occur through systems that encourage a responsiveness to diversity as part of a process that assists individuals in feeling included.

Overall, the interest for embarking on this research was sparked by the quest to demonstrate to and give marginalised and minority youth a voice and platform to be represented in a manner that hopefully provides insight into shared experiences. This research explores the need for innovative thinking to resolve ongoing social, welfare, economic, psychological, physical, mental and emotional needs, while illustrating how these differences, when acknowledged and appreciated, can be used to create positive change.
RATIONALE

I came to realise there was a real issue with the legal system in 1998, after reading a newspaper article on the disparity of sentences between minority youth, and their anglo-Australian counterparts. The article stated that Pacific and Indigenous Australians received harsher penalties, despite their offences and legal history being exactly the same. Subsequently, the burden this placed on me to be involved in addressing such inequality grew during my social work degree, leading to my current employment and my work with young offenders. To this day, I still believe that there is an agenda; an agenda that is skewed by a lack of political willpower, impeding a conducive response to the needs of young offenders and their families. My ongoing motivation comes from the lack of understanding demonstrated by individuals in the legal system, who may feel obligated by public opinion to uphold rhetoric on punitive measures, and “the child needs to take responsibility for their own actions” debate. But what responsibility is placed on governments and their lack of direction in assisting progress towards a successful adolescence, as opposed to entrenching behaviours that result from years of negative factors – including limited parental guidance and support, participation in alcohol and other drug consumption, a lack of educational engagement, and the influence of negative peers? Why does socio-political will for our most vulnerable become an excuse to become tough on crime, and the associated legislation that accompanies such a response?

Initially, my work as a caseworker under the Campbelltown Post Release Support Program, Mission Australia, across the Liverpool and Campbelltown local government areas, offered a real life insight into the lives of young people. As they journeyed through responses to their anti-social behaviour, many of these young people saw their involvement with the police, the Children’s Court, and the Department of Juvenile Justice as either a rite of passage characterised by the involvement of other family members in such processes, or contact with another group of adults who would pre-determine the individual’s worth, and possible ongoing contact through police profiling, a series of court appearances, and lengthy supervision periods. This is where my passion to paint a realistic picture came from: of the negativities associated with involvement in the legal system, alongside the young people’s personal history plagued with many other social risk factors.

As a provider of higher research degrees, the Centre for Cultural Research offered the premise and academic grounding for a partnership with Mission Australia, who upheld the professional
partnership throughout my period of research. In the first year, the Confirmation of Candidature process, and subsequent human research ethics application, gave shape to what specific roles each organisation would play. Doctoral supervision was undertaken predominantly with Prof. Bob Hodge by telephone, with many conversations held about research methods, data collation, and representation. Mission Australia provided support by permitting access to clients who would willingly participate in the collection of the information now presented in the portfolio. My first DCR-sponsored trip to New Zealand to review, meet, and discuss Pacific research with practitioners and academics provided the first major insight into the potential value of my work in Australia. Ideally, comparisons could be undertaken between the state of Pacific communities in either country, however the context in which people from the same heritage live is completely different. Many previous years of empirical research have been undertaken in Auckland, New Zealand, to the betterment and development of Pacific epistemologies, policy, and practice. However, as Sydney, Australia comes to term with the legal over-representation of this one-of-many minority ethnic groups, new perspectives are needed, including a commitment to establishing Pacific theory.

In the second year, my research data was completed, once again aided by the time and support given by Mission Australia and their staff. Skeletal forms of the four DCR reports were created, sustained by further Centre for Cultural Research supervision, seminars, and a second trip to New Zealand. This trip reiterated the importance that needed to be placed on the synergy between research, policy, and practice. Theoretical frameworks give an underlying foundation, however individuals across the spectrum continue to operate in distinct silos, perpetuated by gatekeepers and a lack of true awareness and appreciation for each other's work. As a practitioner, I used the Doctorate of Cultural Research to be able to move among these three realms, nonetheless impressed with people’s passion for what they do. But again, many lacked the opportunity to transcend the walls predominantly created by their limited networking and potential relationships.

In the third year, this notion continued, supported by the attitudes shown by practicing social workers, and their associated community-based colleagues. As a professional body, we continue to focus on specialisations that generally uphold clinical and allied health perspectives. The perceived “simplicity” of community development work achieved through the integration of respective case management theories is undervalued. Holistic approaches continue to be neglected, and once again limited by a lack of initiative and potential innovation. We continue to
stay in certain professional factions, diminishing any possible strategies for re-enacting foundational principles of social justice, characterised by bio-psycho-social thinking.

As I finished the doctorate in these last six months, I realised an emphasis to create and maintain human-led relationships that promote and mediate a response to marginalised communities. Apart from the challenge of writing journal articles (DCR Articles 3 and 4), my knowledge was expanded to incorporate a continuing value on networking and partnerships, through likeminded statutory and non government agencies. Without certain relationships, people don’t interact past their silos and presenting problems. By reaching out beyond pressing government and professionally imposed boundaries, equitable changes can be created for the greater good of the client, and their overarching outcomes leading towards a crime-free life characterised by hope and enhanced resiliency.

When I started compiling the first set of reports, which went on to inform the articles, I didn’t realise that I would have a lot more to say than I originally anticipated. Working full time while completing the degree, I noted the way in which research data was richly influenced by the genuine involvement of participants, who were also motivated to share their stories and the realities in which they live. As this data continued to shape my argument, further underlying issues came to surface, giving additional meaning and potential scope to extend my original opinions and understanding. I truly learnt the value of gaining direct insight from my data set, and empowering such information to illuminate my research.

The synergy found in the four reports is testimony to my professional ideologies. As a social worker, and an educator, I saw an importance in being able to establish a problem through research, whilst then providing possible solutions for consideration. Supported by my concurrent professional practice, I was implementing many of the initiatives I developed to counteract issues at the same time, endowing my research work with a real sense of achievement and practicality. For example, as I explored the psycho-social needs of Pacific youth in Report 2, a shaping of potential case management and counselling tools took place. Practically, this gave our team of caseworkers an opportunity to implement new tools informed by empirical research. In turn, client outcomes were enhanced, enabling workers to be more responsive to needs across community. Additionally, this gave me the opportunity to review previous and current achievements across the reports.
I submitted the four DCR reports to Mission Australia in November 2008, with the aim of discussing the best way to present my research, and the overall messages it contained. After reviewing the reports, an 8-page snapshot (DCR Article 1) was developed and released, as opposed to the 2-page briefing initially agreed upon. Creating this document provided potential readers – anticipated as academics, policy makers, legislators, and politicians and practitioners – with an opportunity to discuss the ongoing realities of young offenders, and alternative responses to their incarceration. As a result, a national media campaign occurred (June 2009), with Mission Australia establishing an advocacy role in juvenile justice. Additionally, DCR Article 2 also developed with Mission Australia, from my research on effective case management practice, originally destined to be a complementary document and distributed electronically. However, due to the success of the snapshot, and the ongoing national interest in this effective diversionary program reviewed in DCR Reports 3 and 4, hard copies will be published in September 2009. Again, this demonstrates the commitment shown by Mission Australia, and the tangible application of the work achieved across my DCR.

This also recently led (August 2009) to the invitation to review the policy and strategic direction of the NSW Department of Juvenile Justice, through an external evaluation carried out by Noetic Solutions. To say the least, this truly is a dream come true for me, as I professionally and organisationally gave feedback on a system that doesn’t cater for the social and welfare needs of young people, conversely perpetuating their marginalisation. At no time did I ever think that the research undertaken in my DCR would have such an impact on Mission Australia, let alone on our collective ability to participate in reviews and debates. However, this shows the effectiveness of negotiating closer relationships alongside my ongoing passion and enthusiasm for relevant research, responsive policy, and best practice.

Overall, my connection and commitment to marginalised communities continues in my immediate association with professional social work practice, and membership in the Pacific community. Collaboratively, my pathway to academia is informed by these elements, aided by my objectivity and participation as a respected individual with altruistic intentions of providing possible solutions. The collection of work across this DCR portfolio illustrates my personal, professional, and Pacific perspectives, complemented by real interactions with young people, support agencies, and intellectuals.
DCR REPORT 1: Eight Ball Marginalisation of Young Offenders and the Social Incongruence of the Children’s Legal System

Summary
On consideration, social risk and protective factors impact on the positive development of young people during the stage of adolescence. Without certain protective factors, youth are at risk of creating behaviour that is deemed anti-social, and liable to potential involvement in the legal system. As a result, time is spent dealing with a system that may in turn create further issues of social exclusion. It is in this process that I believe “eight ball marginalisation” occurs, the ongoing perpetuation of social isolation due to the systems lack of ability to address true social and welfare needs. In essence, the system that strives to revive evokes and disrupts the social process in which these young people participate.

By first examining the presenting risk and protective factors, a context is created for understanding how the NSW children’s legal system perpetuates these characteristics negatively. A deficit between two parties is highlighted by the notion of certain skills being absent in dealings with individual staff. For example, the ability to negotiate a positive verbal response towards police during a search conducted in the community may be marred by a lack of interpersonal communication skills, as the result of negative violence evident in the family home and the community. In response, police have limited scope for understanding such presenting behaviour, perceiving the young person as resistant, uncooperative, and non-compliant, leading to possible further charges or legal restrictions. The Children’s Court system may then impose regulations that impede interaction with peers, and mandate further regular contact with police by reporting at the Local Area Command. Later, support given by the Department of Juvenile Justice (DJJ) may also create further uncertainty, and serve only to monitor the legal order rather than address needs.

By withholding our holistic view of young offenders, we may continue their cycle of disadvantage. Building an awareness and appreciation of the “why” factor may help individuals within the legal system, and the community as a whole, to learn to develop deeper insight into providing responsive holistic solutions rather than blame. This “community approach” requires strategies that bolster relevant legal practice, and the relationship wider society places on retribution versus rehabilitation. Ability to then cater effectively to the associated social and welfare needs of both the individual young person and their family may greatly assist in creating positive and bright pathways to success, rather than dimly lit laneways plagued by low self-esteem, low self-confidence, and overall disengagement from the systemic support supposedly in place to assist where appropriate.
Stakeholders and the Benefits Derived During and After Involvement

South West Youth Services, Mission Australia are a host of individually funded programs that cater for youth across the South West Sydney region. Three of the eleven services cater specifically for young offenders who are either exclusively referred from regional NSW Juvenile Justice Community Services, or various NSW Police Force Local Area Commands. From Campbelltown Post Release Support, Employment Skilling Program, and Pasifika Support Services, a cohort of case studies provides the overarching research data. Particular staff members assisted 100 participants to complete one questionnaire, each entailing 101 questions across 11 different categories. From participation in this research process, staff developed a greater appreciation for research, and the importance placed on utilising this information in a proactive manner that maintains and increases quality service delivery across the community.

Indirectly, the NSW Police Force, the NSW Children’s Court and the NSW Department of Juvenile Justice are practically reviewed in light of data collected on the client’s experience. It is with hope that individual and collective professional practices are reviewed and possibly improved as a result.

Clients, more importantly, are given an opportunity for their experiences to be documented empirically, whilst providing an evidential basis on their psychosocial needs. Struggles with their journey through adolescence are also seen in relations to family, peers, education, health, and legal entities. Reporting on contact with people who might perpetuate cycles of isolation may create a further step towards strategies that provide successful change.

Theories

Adolescent development is seen through the lens of social risk and protective factors or necessary characteristics in positive youth development. Identity formation occurs during this period, in which youth commonly experience a crisis to then negotiate a personal understanding of who they are, and the respective skills they possess, to move onto the next stage of life.

Critical Discourse Analysis is used in the brief mention of the NSW Department of Juvenile Justice Case Management Policy, NSW Police Force Commitment to Youth, and NSW Children’s Court Directions papers. The research endeavours to highlight the lack of connection between practice and policy, whilst revealing further deficits that occur across the community. Further bolstered by the NSW Auditor General’s Report on the Police and DJJ,
overall evidence suggested a lack of capacity in systematically solving the true welfare and social needs of young offenders.

Labelling Theory provided the scope to develop evidence from the issues encountered with youth who experienced marginalisation due to their status as young offenders. Negative contact with police in and around the community may lead to the lack of positive association with respective officers, whilst decreasing the ability to perceive these officers as proactive law enforcement agents. Conversely, officers sounded a dissonant note by treating such youth as “high risk offenders”, a legal problem that detracts from social harmony through community profiling and possible detention to alleviate further risks to self and others.

The inability to obtain social functionality, through the maladaptive cognitions developed by young offenders, creates an ongoing type of systemic strain. With the lack of educational retention, high usage of alcohol and other drugs, and lowered rates of parental care and support, youth may participate in anti-social behaviour as a way of creating association with others. This is compounded by legal systems that impede this positive development, and youth are subjected to structures that disenfranchise any perceived connection with, again, self and others.

**Key Findings**

A high level of alcohol and other drug usage is evident across the family, with staff reporting 66% of mothers and 79% of fathers known to have this issue. This may impact on consistent parental support and care and other behaviours developed by the young person, including transient behaviour and lack of trust towards parents. Problems such as a negative use of anger are also prevalent, with over 30% of mothers expressing aggression, and a further 81% of known cases in fathers showing this trait.

Only 6% of cases reviewed have access to a privately owned vehicle. This decreases their ability to travel independently, instituting a heavy reliance on public transport. Conversely, such transportation may be limited, again due to the lack of appropriate geographic positioning and overall financial security, leading to further legal issues as a result of fare evasion. Unpaid fines then lead to possible restriction on the ability to gain Roads and Traffic Authority (RTA) certification to drive, which cyclically impacts on the ability to maintain a privately owned vehicle.

Up to 98% of young offenders profiled have received some form of educational reprimand as a result of negative behaviour in the school environment. A lack of engagement may ensue,
creating ongoing issues of retention and the ability to sustain positive attitudes towards lifelong learning. Teachers may demonstrate a lack of understanding in exercising appropriate pedagogies to overcome such barriers, leading to students’ early withdrawal from schooling. Diminishing success rates then perpetuate ongoing placements, with 87% not actively enrolled despite 82% being eligible by law to receive this much-needed educational support.

Most youth are receiving some form of benefit from Centrelink. This indicates a high level of unemployment, or part-time work on the part of parents who are also receiving assistance. However, a number of youth may not apply despite eligibility. The ability to gain a concession card then creates further problems in the affordability of locally-based transportation, detracting from mobility within the community to participate in training or vocationally-based educational opportunities.

Near to 65% of young offenders reviewed express a negative form of anger in the community, either towards peers, in public places, or educational placements. Inability to develop resiliency is also evident, as over 60% don’t participate in any form of pro-social activity, including sporting, social, and spiritually-based commitments, which may in turn offset negative peer group association and participation.

Over half of the young people examined committed their first offence before the age of 15, suggesting a possible connection to developing pathways to career offending. The same number had siblings who were currently or previously incarcerated, with similar histories shown by parents. Just over 40% have committed a serious indictable offence, potentially creating further time to deal with such matters before the court whilst either incarcerated or under bail conditions.

Police contact seems to impact negatively on the social and community status shown by the young people examined. Near to 70% have contact with officers across the community, with some experiencing elements of possible profiling. This negative association leads to 61% of youth running or hiding when they see the police, with only 36% doing this because of a current warrant. This lack of trust between both parties may perpetuate unhelpful labels and stigma, deterring any scope for healthy relations.

Imposed court conditions may become difficult to follow due to a lack of consistent parental support, an inability to attend police Local Area Commands to report, and issues in associating with certain peers who are now deemed negative. In consideration, over 45% may re-offend during a court case for previous offence(s), with a similar rate not attending
when required. In some form, 90% of offenders may not completely follow their conditions, which may lead to further charges or warrants.

The lack of rapport developed with involuntary clients supervised through the NSW Department of Juvenile Justice may impact on the way in which social and welfare needs are addressed. When this is paired with the lack of consistent transport, supervision may cease due to a non compliance, with 79% of these cases receiving further court appearances. Therefore, youth are not suitably reformed, monitored rather for their legal obligation than supported for their presenting problems.

**Key Readings**

Weatherburn and Cush (2007) provided strong statistical evidence on the impact of criminal recidivism due to contact with the legal system; showing that the more times people have involvement, the more likely they are to continue in the future. DCR Report 1 utilises this perspective to then illustrate how the system practically causes this phenomenon within the community. The NSW Office of the Ombudsman commissioned a NSW Auditor’s Report (2005), enabling a direct insight into the inefficiencies and lack of responsivity given to youth offender needs, which in effect should be addressed by the extensive NSW DJJ Case Management Policy (2003) and NSW Police Force Youth Policy strategy.

Mission Australia (2006) and their Youth Participation Continuum gave insightful definitions for understanding the distinct differences that may occur in the youth population. Generally based on various social risk and protective factors, the polarisation between functional youth and marginalised youth was aptly illustrated by and grounded in other research undertaken within the National Crime Prevention Report (1999). Complimentarily, Pathways to Prevention was developed as an early intervention method in strategically creating programs that may deter future anti-social behaviour.

Other readings provide discussion on community perspectives and public attitudes that may impact on police practices, court directions, and how we equally perceive and vilify marginalised youth. The need to create holistic, psychosocial systems that promote strategic responsivity is, I believe, vital in alleviating social isolation and incompetence.

**Personal Reflection on the Process**

Altercations between the legal system and the realities of marginalisation, due to family reality, became more and more prevalent during my work as a Post Release Support Worker throughout 2003–2005. It was difficult not to see the negative effect such experiences were
having on the young people, their understanding of how this affected the role they played in the community amongst peers, family, and, overall, themselves. Stemming from such incidents was the evolution of a lack of self-confidence, self-esteem, and a fatalistic perspective that life will always be characterised by anti-social behaviour and failure. Opportunities to move beyond these circumstances, especially under the watchful supervision of legal entities, meant further struggles to compete individually without the necessary skills that could promote positive outcomes.

This report was originally developed at the same time as the riots at Macquarie Fields occurred, in 2005. Immense media attention created opportunities for local workers, including myself, to provide feedback. I practised caution in what was professionally communicated, but my assumptions around tokenistic reporting were borne out, especially as it continued to sensationalise facts and feelings that created further vilification of the region and its young offenders. The Institute of Criminology at University of Sydney, heard some of my opinions, and invited me to present at the forum Mean Streets or Lost Suburbs, alongside an academic, local city counsellor, and media personality. Enthusiastically, I shared my recently developed notion of Eight Ball Marginalisation, and the social incongruence of the legal system. Three months later, I was again invited to present these same thoughts at the Biannual Social Policy Research Centre Conference at UNSW. Through positive feedback on both occasions, I sought an avenue for pursuing an academic grounding, with the hope of providing empirical evidence to support my experience.

Hence, my journey as a newly created Doctorate of Cultural Research candidate started in 2006. Refining my ideas occurred in the first year through the Confirmation of Candidature process, and subsequent human research ethics application. Data collection ensued, with 100 case-managed participants profiled against 101 questions across 11 categories. Collation proved harder than anticipated due to the volume of data, however the findings gave me the motivation to complete task.

**Integration of DCR Report 1 with the Other Reports**

Notions of social risk and protective factors are first explained and demonstrated in this report as a means to establish the context for the other three reports. Understanding the noted “why” factors, or associated characteristics portrayed by young offenders, provides ongoing evidence for what needs are addressed, created, or tested. Report 1 also strives to give evidence on whether the system creates these problems in the first place, and offsets further discourse on conducive practices in meeting needs. Complimentarily, Reports 3 and 4 suggest strategies on the basis of this information.
As previously mentioned, the research cohort examined in the report contained 100 young people, who had participated in any of the 3 Youth Offender Support Programs under Mission Australia. On further examination, this group can be clearly broken down into two groups: a Pacific group of 49 youth, and a non-Pacific group of 51. This distinction is then utilised as a means to compare the specific difference needed to illustrate DCR Report 2.
DCR REPORT 2: Pacific Cultural Associations to Eight Ball Marginalisation and the Development of Pacific Social Risk and Protective Factors

Summary

Pacific communities are over-represented in the NSW Children’s Legal System. The causes of this are the primary focus of this second DCR report, whilst providing possible social and cultural explanations for certain behaviours. Comparisons are made from data collected in the first DCR report, creating two specific cohorts. Quantitatively, 49 Pacific and 51 non-Pacific youth were examined, providing the basis for comparison and for further questions as to why such differences occur. Qualitatively, individual interviews are conducted with a further 8 Pacific youth, producing additional clarification and quotes.

Certain differences were evident, offering clarification on cultural variations, and the ways in which they are either perpetuated as the basis for further offending behaviour, or completely misunderstood by NSW Police, NSW Children’s Court, and the NSW Department of Juvenile Justice. Legal mandates developed by these three entities may also impact negatively on the development of positive pathways in adolescence, and the way Pacific youth perceive their identity amongst Western ideologies. Once again, respective systems may displace this minority group rather than use a psychosocial lens.

Specific Pacific youth trends are also reviewed, with possible reasons for them directly suggested by the data set. This includes frequency of alcohol and other drug consumption, expression of negative anger, participation in recreational activities, family obligations, type of offences committed, support received by family members during legal matters, and the ability to comply with legal orders. Moreover, a list of Pacific social risk and protective factors in the context of youth offending is provided, in the hope of creating further discussion around other culturally specific factors that impact on the presenting needs of Pacific communities in South West Sydney.

Stakeholders and the Benefits Derived During and After Involvement

Pacific young offenders were reviewed for the first time in South West Sydney as a group that potentially shared a set of unique social risk and protective factors, and who might offer a deeper understanding on their experiences. This listing may potentially provide other organisations and professionals with an opportunity to develop further conducive strategies to alleviate social incongruence and incompatible service provision. In turn, negative trends around offending behaviour may be understood in a social and cultural context.
Theories

Information on adolescent development was offered in a general way, with attention placed on a Pacific context and possible variations in certain behaviours and attitudes. In essence, difference occurred in the influence family had on identity formation, as Pacific youth may shape their understanding of self based on responsibility to family as a whole, rather than individually. Thus the listing of possible intercultural social risk and protective factors is offered at the end of the report.

Interaction between Pacific culture, and how this fares against the dominant culture, was made through comparison to the non-Pacific cohort. A possible explanation for apparent differences was drawn mainly from research data paired with verbatim recordings provided by interviews. Underlying cultural characteristics were alluded to, however a more in-depth analysis of this information was foreseen and kept for DCR Report 4. Social determinism also impacted on the way in which Pacific youth established their identity, and any foreseeable conflicts were compounded by socio-economic factors.

Various systems operate within society to provide regulation and functionality. Furthermore, systems are created as a means to cater for community needs, whilst providing an underlying cohesiveness amongst individuals. Paired then with social democratic ideologies, not all systems respond appropriately to the diversity evident in a multi-ethnic society. Dysfunction may result, manifested in the form of anti-social behaviour, which in turn provides evidence of systemic inequalities. Therefore, change may need to occur within the system as a result, with hope that these certain individuals may be catered for.

Key Findings

Table 1: Demographics of Research Participants

<table>
<thead>
<tr>
<th>DEMOGRAPHICS</th>
<th>PACIFIC (n = 49)</th>
<th>NON-PACIFIC (n = 51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12–18 years old</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Male</td>
<td>88%</td>
<td>98%</td>
</tr>
<tr>
<td>From Campbelltown LGA</td>
<td>84%</td>
<td>61%</td>
</tr>
<tr>
<td>From Liverpool LGA</td>
<td>12%</td>
<td>35%</td>
</tr>
<tr>
<td>Campbelltown PRSP</td>
<td>39%</td>
<td>70%</td>
</tr>
<tr>
<td>JJ Employment Skilling</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>Pasifika Support Services</td>
<td>51%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table 2: Breakdown of Ethnicity

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>%  (n = 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACIFIC</td>
<td></td>
</tr>
<tr>
<td>Samoan</td>
<td>31</td>
</tr>
<tr>
<td>Tongan</td>
<td>8</td>
</tr>
<tr>
<td>Cook Islander</td>
<td>5</td>
</tr>
<tr>
<td>Fijian</td>
<td>4</td>
</tr>
<tr>
<td>Maori</td>
<td>1</td>
</tr>
<tr>
<td>NON PACIFIC</td>
<td></td>
</tr>
<tr>
<td>Anglo Australian</td>
<td>25</td>
</tr>
<tr>
<td>ATSI</td>
<td>17</td>
</tr>
<tr>
<td>Arabic</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 3: Family Dynamics

<table>
<thead>
<tr>
<th>FAMILY</th>
<th>PACIFIC (n = 49)</th>
<th>NON-PACIFIC (n = 51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with Mother</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>Contact with Father</td>
<td>61%</td>
<td>25%</td>
</tr>
<tr>
<td>Lives with both parents</td>
<td>51%</td>
<td>18%</td>
</tr>
<tr>
<td>Three or more siblings</td>
<td>84%</td>
<td>59%</td>
</tr>
<tr>
<td>Mother is working</td>
<td>41%</td>
<td>33%</td>
</tr>
<tr>
<td>Father is working</td>
<td>49%</td>
<td>31% *</td>
</tr>
<tr>
<td>Mother shows AOD usage</td>
<td>43%</td>
<td>53%</td>
</tr>
<tr>
<td>Father shows AOD usage</td>
<td>53%</td>
<td>77% *</td>
</tr>
<tr>
<td>Mother has been incarcerated</td>
<td>14%</td>
<td>23%</td>
</tr>
<tr>
<td>Father has been incarcerated</td>
<td>18%</td>
<td>65%</td>
</tr>
<tr>
<td>Mother violent in home</td>
<td>43%</td>
<td>25%</td>
</tr>
<tr>
<td>Father violent in home</td>
<td>65%</td>
<td>71% *</td>
</tr>
<tr>
<td>Young person violent in home</td>
<td>55%</td>
<td>71%</td>
</tr>
<tr>
<td>Mother demonstrates MHI</td>
<td>39%</td>
<td>49%</td>
</tr>
<tr>
<td>Father demonstrates MHI</td>
<td>29% *</td>
<td>40% *</td>
</tr>
<tr>
<td>YP cares for siblings</td>
<td>63%</td>
<td>10%</td>
</tr>
</tbody>
</table>

*: of known cases  MHI: Mental Health Issue
### Table 4: Accommodation Arrangements

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>PACIFIC ( n = 49 )</th>
<th>NON-PACIFIC ( n = 51 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives with non family member</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Resides in public housing</td>
<td>82%</td>
<td>67%</td>
</tr>
<tr>
<td>With four or more bedrooms</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>With six or more people</td>
<td>65%</td>
<td>25%</td>
</tr>
<tr>
<td>Access to privately owned car</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>6–15 minutes to bus station</td>
<td>49%</td>
<td>41%</td>
</tr>
<tr>
<td>30+ minutes to train station</td>
<td>49%</td>
<td>45%</td>
</tr>
<tr>
<td>Evades train fare</td>
<td>73%</td>
<td>71%</td>
</tr>
<tr>
<td>Led to penalty notice</td>
<td>88%</td>
<td>72%</td>
</tr>
</tbody>
</table>

### Table 5: Education Levels and History

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>PACIFIC ( n = 49 )</th>
<th>NON-PACIFIC ( n = 51 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>YP highest level Yr 10+</td>
<td>49%</td>
<td>10%</td>
</tr>
<tr>
<td>Special Education enrolment</td>
<td>4%</td>
<td>35%</td>
</tr>
<tr>
<td>Received school suspensions</td>
<td>66%</td>
<td>43%</td>
</tr>
<tr>
<td>Diagnosed learning difficulty</td>
<td>41%</td>
<td>35%</td>
</tr>
<tr>
<td>Diagnosed behaviour issue</td>
<td>30%</td>
<td>39%</td>
</tr>
<tr>
<td>Mother – low level education</td>
<td>81%</td>
<td>94%</td>
</tr>
<tr>
<td>Father – low level education</td>
<td>89%</td>
<td>100%*</td>
</tr>
<tr>
<td>Reading level below academic</td>
<td>47%</td>
<td>24%</td>
</tr>
<tr>
<td>No longer enrolled/active</td>
<td>72%</td>
<td>100%*</td>
</tr>
</tbody>
</table>

*: of known cases  
YP: Young Person

### Table 6: Financial Circumstances

<table>
<thead>
<tr>
<th>FINANCES</th>
<th>PACIFIC ( n = 49 )</th>
<th>NON-PACIFIC ( n = 51 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not on Centrelink benefits</td>
<td>69%</td>
<td>41%</td>
</tr>
<tr>
<td>Fine with SDRO</td>
<td>54%</td>
<td>64%</td>
</tr>
<tr>
<td>Further issues with SDRO</td>
<td>48%</td>
<td>67%</td>
</tr>
</tbody>
</table>

SDRO: State Debt Recovery Office
### Table 7: Health Characteristics

<table>
<thead>
<tr>
<th>HEALTH (including AOD)</th>
<th>PACIFIC (n = 49)</th>
<th>NON-PACIFIC (n = 51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YP shows negative AOD use</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>YP consumes daily</td>
<td>32%</td>
<td>74%</td>
</tr>
<tr>
<td>Offence under AOD influence</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>Offence to obtain AOD</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td>Poor personal hygiene</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>Known Mental Health Issues</td>
<td>27%</td>
<td>31%</td>
</tr>
</tbody>
</table>

YP: Young People  
AOD: Alcohol and Other Drugs

### Table 8: Social Participation

<table>
<thead>
<tr>
<th>SOCIAL (including ID)</th>
<th>PACIFIC (n = 49)</th>
<th>NON-PACIFIC (n = 51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialising with own age</td>
<td>67%</td>
<td>45%</td>
</tr>
<tr>
<td>Negative peer associates</td>
<td>78%</td>
<td>84%</td>
</tr>
<tr>
<td>AOD use amongst peers</td>
<td>60%</td>
<td>28%</td>
</tr>
<tr>
<td>Negative anger towards peers</td>
<td>63%</td>
<td>59%</td>
</tr>
<tr>
<td>Negative anger in public</td>
<td>57%</td>
<td>69%</td>
</tr>
<tr>
<td>Negative anger in education</td>
<td>61%</td>
<td>82%</td>
</tr>
<tr>
<td>Negative anger in home</td>
<td>59%</td>
<td>90%</td>
</tr>
<tr>
<td>Access to computer at home</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Access to Internet</td>
<td>22%</td>
<td>8%</td>
</tr>
<tr>
<td>Consistent sport commitment</td>
<td>60%</td>
<td>10%</td>
</tr>
<tr>
<td>Attends Place of Worship</td>
<td>80%</td>
<td>2%</td>
</tr>
</tbody>
</table>

AOD: Alcohol and Other Drugs

### Table 9: Criminal History

<table>
<thead>
<tr>
<th>CRIMINAL</th>
<th>PACIFIC (n = 49)</th>
<th>NON-PACIFIC (n = 51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First offence by age 14</td>
<td>40%</td>
<td>75%</td>
</tr>
<tr>
<td>Sibling has been incarcerated</td>
<td>65%</td>
<td>48%</td>
</tr>
<tr>
<td>Serious Indictable Offences</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>Charged with 5+ offences</td>
<td>20%</td>
<td>53%</td>
</tr>
</tbody>
</table>
Table 10: Involvement with Police

<table>
<thead>
<tr>
<th></th>
<th>PACIFIC (n = 49)</th>
<th>NON-PACIFIC (n = 51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stopped at least once a week</td>
<td>55%</td>
<td>75%</td>
</tr>
<tr>
<td>Impact on peer association</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>Impact on self-esteem</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>Run/hide from police</td>
<td>50%</td>
<td>70%</td>
</tr>
<tr>
<td>Due to existing warrant</td>
<td>50%</td>
<td>65%</td>
</tr>
<tr>
<td>Report to police for order</td>
<td>50%</td>
<td>76%</td>
</tr>
<tr>
<td>Problems when reporting</td>
<td>70%</td>
<td>84%</td>
</tr>
<tr>
<td>Problem during interaction</td>
<td>69%</td>
<td>96%</td>
</tr>
<tr>
<td>Resulting in further charges</td>
<td>27%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Table 11: Involvement with Children’s Court

<table>
<thead>
<tr>
<th></th>
<th>PACIFIC (n = 42)</th>
<th>NON-PACIFIC (n = 51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 5+ court cases</td>
<td>22%</td>
<td>47%</td>
</tr>
<tr>
<td>More than 5+ adjournments</td>
<td>32%</td>
<td>16%</td>
</tr>
<tr>
<td>Adjournments 6+ weeks long</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>Parent present at court</td>
<td>45%</td>
<td>53%</td>
</tr>
<tr>
<td>Understood court process</td>
<td>90%</td>
<td>84%</td>
</tr>
<tr>
<td>Attending school during court</td>
<td>31%</td>
<td>12%</td>
</tr>
<tr>
<td>Re-offend during court</td>
<td>38%</td>
<td>50%</td>
</tr>
<tr>
<td>Leading to new charge</td>
<td>88%</td>
<td>99%</td>
</tr>
<tr>
<td>Missed court appearance</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>Due to non parental support</td>
<td>38%</td>
<td>12%</td>
</tr>
<tr>
<td>Result in further warrant</td>
<td>92%</td>
<td>77%</td>
</tr>
<tr>
<td>Abide by imposed conditions</td>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>Abide to report to police</td>
<td>74%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Table 12: Involvement with Juvenile Justice

<table>
<thead>
<tr>
<th></th>
<th>PACIFIC (n = 34)</th>
<th>NON-PACIFIC (n = 51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly supervision</td>
<td>82%</td>
<td>88%</td>
</tr>
<tr>
<td>Trouble with transport</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Caught public transport</td>
<td>47%</td>
<td>65%</td>
</tr>
<tr>
<td>Evaded train fare</td>
<td>64%</td>
<td>62%</td>
</tr>
<tr>
<td>Received fine for evading</td>
<td>86%</td>
<td>95%</td>
</tr>
<tr>
<td>Supervision helpful</td>
<td>45%</td>
<td>33%</td>
</tr>
<tr>
<td>Good rapport with worker</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Conflicting appointments</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>End due to lack of compliance</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>Breach occur as result</td>
<td>82%</td>
<td>77%</td>
</tr>
</tbody>
</table>
Key Readings
Australian Bureau of Statistics Census data (2006) provided demographic information on the prevalence of Pacific communities across Australia, further drilled down by state, and local government areas. This was then placed alongside localised data from case loads, and statistics made available to Mission Australia.

The majority of other readings focussed on the bias experienced by some minority groups when in contact with the legal system, both from statutory research entities and academic discourses. Suggestions ranged from a misunderstanding of presenting behaviour, to blatant discrimination based on cultural factors and court practices creating variations in outcomes.

Readings from New Zealand on offending behaviour, AOD consumption, and housing standards also expanded on the findings already noted within Pacific communities. Despite the fact that these were based on an international context, similarities in issues were found, possibly through similar elements of a dominant culture impacting on a minority group.

Work undertaken by Rob White (1999, 2002) provided a foundation on which to understand youth gangs, their formation, function, and purpose. His contextual work in Pacific communities highlighted cultural elements, and offered further insight into the prevalence of membership. My work then showed similarities, and gave further localised suggestions for the role played by certain groups across the region.

Personal Reflection on Process
As a social worker working actively alongside these three legal entities, I was mindful of creating dissension that could jeopardise an ongoing partnership, both in a networking and funding capacity. Issues of “ethnic profiling” may have been discussed, however they were raised in the context of feedback given by clients and not out of my own personal or professional experience. Even in the final stages of shaping material for dissemination to the media and public, certain organisational staff advocated – sometimes strongly – sensitivity to these topics. However, as encouraged by my supervisors, I present my research findings through a picture painted by reality, and will hopefully provoke ongoing discussion on ways to deal with these issues accordingly.

As a fellow Pacific community member, I have a vested personal interest in understanding cultural characteristics that may impact on a successful transition through adolescence. How these traits conflict with each other or other people across a community characterised by the dominant culture may create further understanding of who we are, what we represent, and
how this may affect our future. At no time should the culture we represent be diminished or discounted as a result of ignorance, or beliefs that our values create anti-social behaviours.

As a researcher, undertaking interviews with consenting participants was easier than anticipated. This was largely due to the rapport already established, as nominated members were then being individually case managed. Caution was still exercised in taking possible advantage of gaining too much personal information, through the use of a set list of questions developed to guide the interview. Some responses were given, however, in more specific detail than anticipated. Interestingly, after I explained and gained approval from each person, some commented during the interview that I already knew this information as their support worker; I asked for recorded articulation to use as potential written evidence. All young people showed true maturity in their interviews, and a sense of achievement about providing information that, as I told them, would show others how they were treated differently. In addition, some interviews created a pseudo-therapeutic experience, allowing clients to reflect in more detail on their experiences with teachers, parents, peers, police, courts, and juvenile justice. Such reflections were deepened by setting ongoing goals for developing alternative perspectives, especially if contact with these people had previously created insecurities.

**Integration of DCR Report 2 with the Other Reports**

Understanding specific patterns and the associated social and welfare needs of Pacific young offenders enabled a more responsive model of service delivery to be reviewed in Report 3. This model, exercised under Pasifika Support Services, touches on the risk and protective factors while promoting strategies that meet both individual and family presenting, secondary, and tertiary needs.

Pacific cultural theory started from the observation made in this report continues on in Report 3, and is then completed by the further observational context in Report 4. Overall, Report 2 established my position on Pacific youth offenders, and how they fare against other offenders in the region. Other reports then provide scope to introduce further observational work, or professional interventions undertaken to counteract problems.
DCR REPORT 3: Review of Psychosocial Case Management Model Assisting Pacific Young Offenders

Summary
Pasifika Support Services (PSS), Mission Australia was originally funded under the Youth Partnership with Pacific Communities developed by the NSW Premier’s Office. Scoping to provide early intervention case management for Pacific youth at risk of recidivist offending behaviour, the model grew to assist those who were also entrenched in the NSW Children’s Legal System. Working collaboratively with various Local Area Commands under the NSW Police Force, this community-based integrated casework approach has developed positive pathways for youth and their families, whilst bolstering the response given by respective Youth Liaison Officers (YLO) and Ethnic Community Liaison Officers (ECLO).

Through an external evaluation, and a state-awarded National Crime and Violence Prevention Award, Pasifika Support Services is endeavouring to systematically, effectively, and successfully meet the social and welfare needs not necessarily catered for by other stand-alone organisations. It is within this unique partnership with police, schools, and other statutory and non-government bodies that this “whole of community” approach continued.

Mission Australia has invested time, energy, and resources, organisationally, in creating a response that caters holistically for this minority, yet legally over-represented, group in South West Sydney. Certain outcome measures, reference groups, regular case reviews, and professional supervision ensure cultural responsiveness, and the ability to effectively engage Pacific youth. In turn, this provides a greater connectivity in allowing workers and clients to progressively develop positive life pathways, characterised by placement within plausible educational, employment, training, health, legal, family, and social options.

Stakeholders and the Benefits Derived During and After Involvement
For the first time in South West Sydney, Pacific communities had a specifically funded model of service delivery. Implementation through service delivery has provided individuals and families with opportunities to move beyond their current circumstances. In essence, this research didn’t serve to naively review the process, but rather to establish trends in practical application. As such, newly created tools were developed throughout, including therapeutic tools to deal with negative alcohol and other drugs consumption, issues with anger management and conflict resolution, and other reflective worksheets requiring individual reflection and consideration. Overall, this greatly enhanced the current service provision, whilst encouraging a pro-active response to real needs.
NSW Police have benefited from the partnership, as the model operated to work collaboratively by taking on direct referrals of young Pacific people presenting for cautions, conferences, and interviews after being arrested. The unique referral and intake form was originally designed in the context of assisting youth who committed crimes that could be dealt with under the Young Offenders Act (2007), and accordingly deemed appropriate for assistance. Offences catered for gradually changed as a response to being able to cater for the range of offenders, including those who were committing their first offence as a serious indictable matter. This showed a flexibility and capacity in the case management model to cater for the needs of young offenders, regardless of their stage of involvement in the legal system.

In the same way, the NSW Department of Juvenile Justice and the NSW Department of Education and Training were given the opportunity to suggest names for possible inclusion, however the officiating referral would still need to originate with the police. Staff would also liaise with the relevant PSS worker, in turn assisting both parties to understand and cater for clients supervised under a legal mandate or educated in a local school.

**Theories**

Adolescent developmental theory provides scope for the reflective work of this report, and the fostering of strengths, abilities, and options for positive engagement. It is within this process of change that youth may create a better understanding of who they are, what they may achieve, and how to resolve possible conflicts. In turn, experiences of this nature may lead to the possible acquisition of identity development and associated resiliency.

Case management theory determines the process around the importance of implementing a strategy designed by both the client and worker. Through the formulation of the respective case plan, intervention strategies are executed accordingly. Outcome measures provide an underlying focal point, mapped according to important social and welfare goals, including education and personal and social skills.

Through this psychosocial approach, a holistic perspective is fostered and the needs of the young offenders addressed. Conversely, case management practices can be perceived as a process leading to social control and submission to agents of social control, creating social order and functional beings. However, through the development of social capital and individual skills, clients may pursue lifestyles that benefit the self, the family, and the community in which they live. Individual determinism and humanism empowers a person to
establish a right to choose their own future. Even though this can at times conflict with Pacific parents’ wishes for their own child, clients may develop life skills in various areas, which can enhance their desire to support the entire family through successful completion of goals developed in the case management process. In turn, positive attitudes towards life-long learning are encouraged, providing further aspirations and future pathways.

**Key Findings**

Ethnic engagement is an important acknowledgement of the factors impacting on initial rapport, and is maintained throughout the intervention process. Formation of a PSS reference group, that met bi-monthly, provided workers and group members with an opportunity to discuss beneficial strategies and topical cultural awareness matters.

On casework application, the importance to reiterate confidentiality was a high priority, as both Pacific youth and parents may demonstrate hesitancy about being involved, leading to possible unwillingness and non-compliance. Regular reminders occurred throughout subsequent meetings. Parents were more concerned about other Pacific families knowing their personal issues, and the possibility of showing weakness in the family as a functional unit. Conversely, Pacific youth were cautious due to the possible disclosure of information to their parents, especially with respect to certain activities undertaken with peers in the community. Therefore, the right to privacy was exercised through the commitment made with workers, and a consistent approach to recording conversational and written work.

The Youth Offender Support Programs “Participant Action Checklist” (PAC) creates a systematic approach to assessing and monitoring the associated needs of the clients, as they participate in reaching any of the 13 prescribed outcome areas. Each area provides further suggestion in the activities undertaken during the intervention period, generally 3 to 6 months in duration. Most tasks are practically based, with therapeutic undertones that provide participants with an ability to learn new methods or understandings in resolving issues. In addition, this strength-based approach uses a goal setting worksheet, encouraging the client to create their own case plan directions, whilst drawing on a personal motivation to complete.

Staff receive supervision twice a month. During one fortnight, professional development reviews are conducted, providing a reflective platform for staff to view professional practice, skills, and training opportunities. On the alternate fortnight, client case reviews are systematically conducted with respect to the abovementioned 13 outcome areas, and possible work achieved within each section: accommodation, family, education and training.
employment, recreation, financial Matters, health (including physical, mental, emotional, and sexual), alcohol and other drugs (AOD) support and intervention, identification, legal issues, daily living, personal and social skills and ethnic culture.

An external review was carried out by ARTD on the effectiveness of service delivery, and the impact on re-offending rates. Predominantly based on data sourced directly from NSW Police, the findings suggest that the amount of offences and their seriousness had reduced by over 50%. In the follow-up period after working with PSS, on average, near to 60% of clients had not re-offended, even after an 18-month period since last offending.

Feedback from the police in regards to the integrated case management approach was also highly positive, providing additional anecdotal evidence on the effectiveness of such partnerships, the model of service delivery, and the response to Pacific youth across the region. Police staff cited confidence in the professional manner undertaken when attending to the social and welfare needs of young people, with future client contact decreasing due to the outcomes achieved. An approach to community policing was developed, with Local Area Command Crime Prevention Coordinators and Superintendents recognising the overarching benefits of dealing in a more systematic way with the underlying needs of offenders, rather than perpetuating a perspective that creates further isolation between the police service and the Pacific community. Attitudes towards potentially profiling other interested Local Area Commands were discussed, however due to the limitation in funding this was not possible.

However, on review of the budget needed to resource this initiative, both Mission Australia and the NSW Police were impressed with the cost effectiveness of implementing an integrated approach that bolstered police practice, community response, and an overall a decrease in crime statistics. Costs were later profiled more specifically in DCR Article 1 as a means to demonstrate and compare the economical benefits of community-based diversionary program versus incarceration.

**Key Readings**

ARTD Evaluation (2007) provided the platform for and initial evidence of Pasifika Support Services as an effective model of service delivery that facilitated the key partnership and community response for the NSW Police Force, but that also delivered beneficial results for clients and their community. Data discussed on review was derived directly from police records, profiling the contact and arrest Pacific young offenders had before and after their involvement in Mission Australia. This research revealed that near to 65% of those involved had not re-offended 12 months after completion. The report also suggests that effective
strategies of this nature were underpinned by the professional capacity portrayed between service partners. DCR Report 3 accordingly unpacks the specifics behind such a model, including the development of aim, objective, case management practice, staff supervision, and practice policies, including reference to culturally relevant practices with Pacific young people and their families.

Reading the paper presented by O’Connor (1997) on the models of juvenile justice raised questions about the effectiveness of the approaches of various Australian states. An ability to maintain either legal rhetoric or provide the foundation for social change and equity is evident. Understanding the aetiology of youth offending would give rise to possible solutions and the nature of responses needed to assist.

The NSW Commission for Children and Young People’s report, entitled *Head Start for Australia* (2004), reviewed the important components and characteristics required when developing appropriate service provision for children and their families. This would impact, as a consequence, on the developmental stage of adolescence, recognising that childhood experiences greatly influence other life pathways. Socially, a call to collaboratively participate in this framework for early intervention strategies would benefit not just the individuals engaged in service delivery, but also the whole community – including government stakeholders and service organisations. This was demonstrated in DCR Report 3 through a commitment to work with the NSW Police Force and other key stakeholders to provide responsive practice.

In a similar vein, Smart et al. (2004) recommend the need to understand how behaviours demonstrated by young offenders constitute a raised awareness of how prevention programs may deter future anti-social and risk-taking behaviour. This includes mapping various incidents, including youth engagement in alcohol and other drugs, aggressive behaviours shown towards others, and issues with people in authority. The paper suggests that early intervention strategies may create change and opportunities to decrease ongoing participation in offending.

Similarly, the NSW Auditor General’s Report referenced in DCR Report 1, on meeting the needs of young offenders (2007), found that the NSW Police Force and NSW Juvenile Justice were not systematically meeting the true needs of young offenders. Pasifika Support Services takes up this call, and responds by implementing a holistic approach that acknowledges and addresses these anti-social behaviours.
Personal Reflection on Process

The model of Pasifika Support Service was created from a social work platform, complemented by the Participant Action Checklist (PAC), the edited Mission Australia Outcome Measures, and underlying case management processes. This ideological framework provided the premise for which the actual development and implementation of the model and respective tools and strategies would be created. Reviewing these methods, with an interdisciplinary approach, through the DCR provided written evidence of the actual work being achieved in the community, and how this may impact on the development of other strategies. Writing about Pasifika Support Services as a psychosocial case management model responding to the needs of offenders opened up the possibility of demonstrating an action research approach that would later impact on the development of DCR Article 1 and 2; this was truly satisfying. This perspective was paralleled with themes of connecting practice to research, once again providing a platform for both fellow practitioners and academics to review the work of PSS.

This research also explores the importance of cultural variation, and its impact on case outcomes and the development of specific worksheet and client tools. The practical aspects of understanding the role of confidentiality, in the rapport developed with both young person and their parents, was revealed to be an important aspect of our ability to achieve service delivery. Accessing clients in the community, predominantly outside the family home, also promoted equitable practice directions. This fed into the overall success of the model and its impact on Pacific offending.

The loss of funding that occurred in June 2009 provided further evidence for the government’s lack of commitment to the effective work being achieved by community service providers in deterring criminal recidivism. However, as discussed in the section on outcomes, media attention provided Mission Australia with the platform to continue their advocacy for national systemic change for young offenders.

Integration of DCR Report 3 with the Other Reports

Most Mission Australia Outcome areas developed in the Youth Offender Support Programs, of which Pasifika Support Services is one, arise from the information sourced in Report 2. Certain risk and protective factors provided a premise for outcome areas and the practical casework interventions undertaken across community. This included identification, educational placement, attitudes towards alcohol and other drugs, and financial security.
Further tools that assisted in the implementation of a responsive service model that catered for the needs of young offenders, more specifically from a Pacific background, emanated from the research developed across the first two DCR reports. These specific tools are further profiled in DCR Article 2, which will be disseminated in a national publication targeting other service providers in their approach towards effectiveness.
DCR REPORT 4: Development of Individual, Community, and Organisational Capacity in Working Effectively with Pacific Communities

Summary

Strategies for developing the individual, community, and organisational capacity are explored in this report, in the context of responding effectively to Pacific communities in South West Sydney. Firstly, a training package developed from ethnographic observations undertaken across professional practice provides the premise for educators, fellow community service providers, and other stakeholders to develop an appreciation of Pacific culture. This is achieved by highlighting key Pacific values and beliefs, and how this may create intercultural conflicts when practised within social settings characterised by a dominant culture. Practical strategies for challenging such strains are reviewed, with particular attention on increasing competency through the meaningful engagement of both Pacific individuals and their community.

Secondly, the partnership with NSW TAFE and the In Da Know workshops developed community access to support that complements further participation in vocational education beyond the middle years, and engagement in social services that improve health outcomes. Specific strategies were made possible through partnering with educational providers, and their commitment to the development of opportunities. Facilitation of this approach was also bolstered by Pacific youth, and their overall participation in developing specific training courses, either through questionnaires, or participation in workshops that increased community-based knowledge and capacity.

Thirdly, a counselling tool designed to increase the articulation of thought, feelings, and opinions is reviewed. As seen in the research discussed across DCR, Pacific youth displayed difficulties with verbal communication, which may lead to physical aggression and violence. Through this approach, individuals and groups detailed their feelings, explored narrative, and proposed solutions across a range of emotive and activity-based questions.

Stakeholders and the Benefits Derived During and After Involvement

Along with the outcomes achieved through involvement in Pasifika Support Services, Pacific youth were given the opportunity to engage individually in counselling sessions, group workshops, and TAFE courses that enhance life domains and opportunities beyond current circumstances. An ability to increase knowledge about the services and support available to assist in social and welfare needs impacted greatly on the development of each strategy. Overall, Pacific youth were given the opportunity to objectively understand how their ethnic
culture impacts on self and other, and how such attributes can either impede or motivate other interactions across the community. By profiling these strategies to individuals, an ability to negotiate a conducive response towards other individual, community groups, and organisations was provided.

Through this, access to related community resources, facilitates, and services was enhanced. Education support through local primary and high schools, TAFE’s, and other registered training organisations increased. In turn, this offset the development of capacity Pacific individuals had within their wider place in the community. It developed a confidence to seek further support in these areas, with an additional emphasis on sharing new knowledge with other peers and family members. In the future, this may increase opportunities to participate in the higher skilled labour force, and improved physical, mental, and sexual health.

Organisationally, service providers were encouraged to develop insight, professional motivation, and practice towards culturally inclusive strategies. Through the participation in Pacific cultural training, sensitivities and new knowledge provided a platform for the discussion of possible changes, and other means of increasing affirmative participation that may grow into positive outcomes for both individuals and organisations.

Theories
Forms of diaspora may occur due to the expectations of various systems as opposed to parents cultural requirements. Issues with strategic essentialism were shown through certain expectations placed on Pacific youth, compared to those imposed on non-Pacific youth. Parents, who may have migrated from either the Pacific region or New Zealand, may continue to uphold certain cultural norms and values that impact on prevailing expectations, even though the culture may differ. As the Pacific culture interacts within the Australian context, certain strains are made evident, predominantly from the lack of synergy between diasporas and institutions. Disengagement and isolation may follow, creating further issues and overall exclusion from ongoing participation.

Organisational change occurs through a commitment to transformational leadership, further demonstrated by training opportunities that enhance core business. Limitations to change are perpetuated by practices that demote integration of new knowledge, for example a cultural awareness that assists in responsive and inclusive policies and procedures.

Individual and community capacity building, and the development of knowledge are made possible through a commitment to relevant theoretical framework and subsequent
facilitation. Imparting critical knowledge effectively requires pedagogical premises on which to engage participants and motivate them to connect through a process with actual application. Therefore, the workshops, partnerships, and tools profiled in DCR Report 4 make reference to these themes.

**Mapping of Pacific Issues across DCR reports**

The following tables (13–20) represent the Pacific issues discussed across the last three reports. Demonstrating the key overarching topic areas, each one specifically addresses a particular aspect within the respective DCR report. In DCR 2, these cultural variants are discussed within an anti-social frame, DCR 3 is set within a casework context, and DCR 4 explores the cultural dimensions.

**Table 13: Pacific Issues in Education**

<table>
<thead>
<tr>
<th>Education</th>
<th>DCR 2 – Anti-Social</th>
<th>DCR 3 – Casework</th>
<th>DCR 4 – Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concept of high care given for younger siblings</td>
<td>Practice of high care for siblings impacting on education</td>
<td>Additional family commitments impacting on attendance</td>
</tr>
<tr>
<td></td>
<td>Developmental and behavioural issues</td>
<td></td>
<td>Styles of learning</td>
</tr>
<tr>
<td></td>
<td>Teacher perceptions and expectations</td>
<td></td>
<td>Lack of respect for teachers</td>
</tr>
<tr>
<td></td>
<td>High occurrence of Suspensions</td>
<td></td>
<td>Lack of engagement in and around schools</td>
</tr>
<tr>
<td></td>
<td>Overcrowding deterring study habits</td>
<td></td>
<td>Strategies on how to engage both young person &amp; parents</td>
</tr>
</tbody>
</table>

**Table 14: Pacific Issues in Employment**

<table>
<thead>
<tr>
<th>Employment</th>
<th>DCR 2 – Anti-Social</th>
<th>DCR 3 – Casework</th>
<th>DCR 4 – Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Levels of employment between parents</td>
<td>Assisting with Job Search and Job Seeker Registration</td>
<td>High participation and retention in unskilled labour force</td>
</tr>
</tbody>
</table>
### Table 15: Pacific Issues in Financial Circumstances

<table>
<thead>
<tr>
<th>Financial</th>
<th>DCR 2 – Anti-Social</th>
<th>DCR 3 – Casework</th>
<th>DCR 4 – Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• citizenship status impacting on eligibility for Centrelink</td>
<td>• practical ability to apply for necessary documents and status</td>
<td>• monies remitted to Islands for family &amp; community needs</td>
</tr>
<tr>
<td></td>
<td>• significant fines with SDRO</td>
<td></td>
<td>• all monies earned pooled by parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• impact of church and other community commitments</td>
</tr>
</tbody>
</table>

### Table 16: Pacific Issues in Personal and Social Skills

<table>
<thead>
<tr>
<th>Personal and Social Skills</th>
<th>DCR 2 – Anti-Social</th>
<th>DCR 3 – Casework</th>
<th>DCR 4 – Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• anger and aggression evident in home, community, and offending</td>
<td>• Specific tools and workshops to assist in developing interpersonal communication skills</td>
<td>• negative reinforcement experienced during childhood</td>
</tr>
<tr>
<td></td>
<td>• aggression towards siblings</td>
<td></td>
<td>• verbal vs. physical skills challenged</td>
</tr>
<tr>
<td></td>
<td>• question of whether anger generally part of culture</td>
<td></td>
<td>• lack of articulation of thoughts, feelings, and opinions</td>
</tr>
<tr>
<td></td>
<td>• high level of offending in groups</td>
<td></td>
<td>• pride found in group membership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 17: Pacific Issues in Mental Health

<table>
<thead>
<tr>
<th>Mental Health</th>
<th>DCR 2 – Anti-Social</th>
<th>DCR 3 – Casework</th>
<th>DCR 4 – Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• not seeking support from services</td>
<td>• providing information support referral</td>
<td>• perceived as a spiritual concern</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• dealt with through cultural rituals and natural remedies</td>
</tr>
</tbody>
</table>
### Table 18: Pacific Issues with Alcohol and Other Drugs

<table>
<thead>
<tr>
<th>Alcohol and Other Drugs</th>
<th>DCR 2 – Anti-Social</th>
<th>DCR 3 – Casework</th>
<th>DCR 4 – Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Similar usage patterns between parents and young person</td>
<td>• Recreational consumption of alcohol</td>
<td>• Alcohol and Other Drug consumption as a social process</td>
<td></td>
</tr>
<tr>
<td>• High trend to undertake binge drinking</td>
<td>• Reviewing usage during intervention</td>
<td>• Consumption in groups and public places</td>
<td></td>
</tr>
<tr>
<td>• Consumer substances within group setting</td>
<td>• Being under the influence when committing offence</td>
<td>• Parents unaware of consumption</td>
<td></td>
</tr>
<tr>
<td>• Being under the influence when committing offence</td>
<td>• Ability to participate in Youth Drug &amp; Alcohol Court</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ability to participate in Youth Drug &amp; Alcohol Court</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 19: Pacific Issues in Sexual Health

<table>
<thead>
<tr>
<th>Sexual Health</th>
<th>DCR 2 – Anti-Social</th>
<th>DCR 3 – Casework</th>
<th>DCR 4 – Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not discussed</td>
<td>• Practices of marginalised youth</td>
<td>• Moralistic grounds</td>
<td></td>
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<td></td>
<td>• Workshops</td>
<td>• Topic of taboo</td>
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<td></td>
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<td>• Undertaken in secret</td>
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<td></td>
<td></td>
<td>• Issues around sexuality</td>
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</tbody>
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### Table 20: Further Pacific Issues Discussed

<table>
<thead>
<tr>
<th>Further topics discussed in DCR 2</th>
<th>DCR 2 – Anti-Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical appearance – issues with being more noticeable in public due to size and social practices</td>
<td></td>
</tr>
<tr>
<td>• Social and self-identity – possible negative impact of association with police across community</td>
<td></td>
</tr>
<tr>
<td>• Living in overcrowded houses – overall size of household and family members in residence</td>
<td></td>
</tr>
<tr>
<td>• Legal support – shame associated with contact, and overall lack of support shown by parents</td>
<td></td>
</tr>
<tr>
<td>• Responding to court orders – lawfully abiding by conditions that may provoke further issues</td>
<td></td>
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</tbody>
</table>
Key Readings
Within the body of text used to explain the cultural values and beliefs of Pacific communities, key references supported findings. Predominantly sourced from New Zealand (e.g. Macpherson (2001); Mahina (2004); Anae (1998)), authors relayed their understanding along similar themes, specifically around collectivist perspectives, the importance of communal living arrangements, and the celebration of culture through food and the performing and visual arts.

The ways in which parenting practices might manifest in forms of negative reinforcement contributed to the bigger picture of the limited forms of self-expression witnessed in Pacific youth. This led to a discussion of learnt behaviour, the development of violence, and normative cultural practices. Participation in gang membership provided additional interrelated perspectives.

Personal Reflection on Process
As a social worker, I harnessed an enthusiasm to incorporate practices that provoke change across the tiers examined, through the strategies presented here. As an agent of “social control”, my role was grounded by a desire to challenge existing practices. However, the call to create, advocate, and strategically cater for cultural variation, and how it interacts with systems, outweighed this approach. Overall, the development of professional partnerships permeated the change process, providing a foundation from which to respond proactively to needs and not only manage risks.

As a researcher, I encountered challenges within the theoretical imperatives framed by epistemology on Pacific youth in Australia. Emphasis was placed on providing a new set of practice principles that reflect a true representation of Pacific culture across South West Sydney. Previous practice knowledge was limited in this context, hence an importance was placed on the collated quantitative data in DCR Reports 1 and 2, further enhanced by qualitative interview data. This made my approach to provide cultural training and its respective content possible and ethnographically validated.

Integration of DCR Report 4 with the Other Reports
Projects discussed in DCR Report 4 bolster the abilities developed individually in DCR 3. Clients who participate as case managed clients benefited from the additional tools and partnerships developed and this enhanced their casework outcomes.
Furthermore, DCR Report 4 creates a holistic response to the issues discussed in DCR Report 2. As seen in Tables 13–20, Pacific cultural themes permeated specific responses explored in DCR 3 and 4, interrelating and creating a set of foundational principles.

Partnerships examined across the report demonstrate the importance of working collaboratively. Without the commitment shown by stakeholders, certain outcomes and the ability to gain change would have been sacrificed to entrenched inequalities and reactive responses. By rolling out a united front towards proactive practice, we witnessed progressive changes in clients and the ways in which organisations could respond collaboratively.
DCR ARTICLE 1: Mission Australia “Snapshot” – “Young People and the Criminal Justice System: New Insights and Promising Responses”

Summary
The incarceration of young people continues to outpace discussions of effective early intervention and diversionary methods. With an increase of custodial practices, the building of new facilities, and reinforcement on punitive measures, young offenders and their associated social and welfare needs retreat into the background. New research on these issues is shared, profiling Pacific and non-Pacific young offenders in South West Sydney (DCR Report 2). Promising strategies to respond holistically to the underlying causation of offending behaviour underpins further recommendations to reform political discourse on effective community partnerships and the number of youth incarcerated across the country. An 8-page “snapshot” was disseminated through Mission Australia as a hard copy, with an electronic copy available at www.missionaustralia.com/youngoffenders.

Key Readings and Theories
Apart from those readings found in DCR Reports 1 and 2, reference was also made to a host of articles and reports detailing specific statistics on criminal incarceration (for both young people and adults) across Australia.

The Australian Institute of Health and Welfare (2008) and the Productivity Commission (2009) provided strong statistical evidence of the increase in young people involved in the juvenile justice system, and the need to think more strategically about the diversionary methods systems may employ to create changes in offending across the community.

Apart from drawing directly on the statistical information contained in DCR Report 2, reference to Pacific cultural knowledge provided further evidence on the various differences presented between the two examined cohorts. Relevant but limited journal and research references were made, again selected from DCR Report 4 as a means of supporting ethnographic data. Pacific strengths were highlighted as a way to counterbalance cultural strains, offset by a commitment to highlight Pasifika Support Services as a solution-focussed, strength-based approach.
Personal Reflection on Process

An initial conversation with Mission Australia in 2006 led to the commitment of the publication of a snapshot. Originally, this was intended to be a document of 1–2 pages in length, succinctly summarising DCR Reports 1–4. As time progressed alongside a political agenda played out across state and national media outlets, however, application of this shifted. Instead, Mission Australia, through the assistance of Prue Burns (Senior Research and Social Policy Officer in Melbourne), created an argument in the snapshot that a) profiled the current national state of juvenile justice (with reference to DCR Report 1); b) profiled Pacific research from DCR Report 2; c) reviewed the model of Pasifika Support Services from DCR Report 3; and d) lobbied for systemic change through policy recommendations. At all times, control over the work being developed was based on DCR content, and monitored by myself through direct writing and editorial support.

Before the final copy was sent to print, Professor Ross Homel reviewed it and provided additional feedback. This process of direct review, by someone with previous academic knowledge, history, and experience of social risk and protective factors, gave me great satisfaction, and a professional appreciation for all the hard work put into the snapshot as informed by DCR research. My ongoing work and commitment to social change was now being organisationally adopted as a platform for contributions to current debate. The benefits of this approach, including ongoing media attention, national and international interest, are discussed further in the section on outcomes.
DCR ARTICLE 2: Mission Australia Toolkit – “Developing and Implementing a Case Management Model for Young People with Complex Needs: A Toolkit for Community Workers, Educators and Justice Officers”

Summary
The ability to implement strategic responses to youth offending requires the implementation of specific practices contextualised by policies, organisational competencies, and capacity. The toolkit highlights a framework by which Pasifika Support Services, a “best practice” model responding to young offenders, exists to operate and function. Associated content, driven by outcome measures, professional supervision, and professional development, is discussed. The tools implemented to encourage the change process for individuals, communities, and organisations are further profiled and promoted as a means to implement holistic and responsive measures.

Originally developed as a follow-up electronic article to the snapshot, the final print will now be disseminated as a hard copy due to ongoing interest in Pasifika Support Services, and the organisation’s commitment to best practice locally, nationally, and potentially internationally.

Key Readings and Theories
Mission Australia practice directives – fuelled by client outcome measures, organisational outcome hierarchies, and the visual representation of inputs, outputs, outcomes, and constraints through a program logic – are discussed in varying degrees across the toolkit. The overall content was formed by reflections on the work achieved by Pasifika Support Services, both as the instigator and facilitator of collaborative partnerships across the community, and the implementation of multi-systemic case management practices.

The leading case management reading referenced is that of Thompson and Strickland (2003), and the importance they place on external and internal factors. Accordingly, these attributes continue to demonstrate the complex nature in which casework exists, and the need to find a happy medium in which practice can occur.

Pacific cultural readings once again form the bulk of the referenced material, as the “Understanding Pacific Culture” information pack directly relates to DCR Report 4, and how this knowledge can be applied across educational settings.
Personal Reflection on Process

The Mission Australia toolkit, written again with additional support from Prue Burns, further emphasises a professional commitment to knowledge management, information sharing, and inter-sectorial networking amongst community and government organisations.

Within a community sector generally competing against each other for viable funding and an overall organisational existence, the Mission Australia toolkit is focussed on the dissemination of good practice, with the altruistic intentions of providing equitable and enhanced access for young offenders. Strategies created initially for Pacific communities are demonstrated to be applicable across any community, as common fundamental needs – for an increase in personal and social skills, and the development of self across other life domains – permeates a common practice approach. For example, many of the detailed tools were appropriate to use for clients regardless of cultural background, accessing support within the 3 specific Youth Offender Support Programs (YOSP).

Intellectual property issues were raised with respect to specific tools developed from DCR research. My employment with Mission Australia meant that the usual agreement viewed the work created while in that role as automatic organisational intellectual property. However, as specific tools were created directly from my role as DCR researcher, my claim to certain therapeutic worksheets and Pacific cultural training was made. Intellectual property has been granted to me in accordance with copyright regulations. Admittedly, my personal and professional right to maintain ownership comes at the request to be recognised as author when employment with Mission Australia ceases. To date, the organisation continues to be my preferred employer.
Summary
The cohort of Pacific young offenders examined portrays certain social risk and protective factors that differ from those of their non-Pacific peers. Cultural variants that influence such differences inform behaviours seen in the community, which in turn may be misunderstood by the educational and legal institutions who interact with these young people. Strategies for counteracting presenting behaviours, with reference to underlying practice guidelines, serve to perpetuate intercultural strains and a lack of responsiveness to the actual needs of young person. This article explores these variables, highlighting specific Pacific factors, and an appreciation of understanding diversity in an Australian context.

Key Readings and Theories
Agnew’s General Strain Theory (GST) provided the original premise and discussion point. Reflections on my work, and the strains created as a result of limited goal acquisition, led to synergies. The notion of intercultural strains developed from the lack of specific incidences raised by Agnew in his GST, and how this may translate into certain socio-cultural, socio-political, and socio-economic environments. Systemic practices, predominantly in the Children’s Legal System, provided an ongoing conversation on legal responses that impede rehabilitation.

Establishment of a set of social risk and protective factors evident in Pacific offenders in South West Sydney echoes the national crime prevention framework found in Simmons (1999). On consideration, certain protective factors are proposed to conversely create additional strain in Pacific youth. Therefore, a challenge is extended to critically develop and implement models of service delivery that also acknowledge and cater for specific cultural traits and needs rather than presume universal application to young offenders based on dominant rhetoric.

Personal Reflection on Process
Writing journal articles for the first time can be a daunting experience. Through the ongoing guidance and support from DCR supervisors, I produced segues, structure, and the final article. On reflection, the initial perceived difficulty came from creating an argument as opposed to a statement. Drawing on the richness of data previously collected greatly
enhanced my reasons and motivation for presenting the reality of many Pacific youth across the region.

Developing a greater appreciation for adolescent developmental theory, underpinned by criminological perspectives, greatly enhanced my professional development, which fed into community-based practice. Such grounding provided me personally with an academic connection and, I hope, ongoing and relevant participation in current discussions and debates of intercultural strains and young offenders.

This journal article arose from the key concepts of DCR Reports 1 and 2, including the strengths found in Pacific communities, the emphasis placed on family, sporting, and personal recreation commitments, and communal living arrangements. Reviewing generic risk and protective factors in the light of the intercultural difference already established in DCR Report 2 forms the overall argument of the journal article.
DCR ARTICLE 4: Journal Article 2 – “Developing Individual, Community, and Organisational Capacity in Working Effectively with Pacific Young Offenders”

Summary
We require an emphasis on systematically responding to the needs of marginalised youth across the community. Collaboratively, inter-sectorial partnerships may provide the ability to build individual, community, and organisational capacity for working effectively with Pacific young offenders. Facilitated by Mission Australia’s Pasifika Support Services, strategies involved an intensive psychosocial case management model, vocational courses, health workshops, and a cultural awareness package. Through this avenue Pacific youth increase their knowledge and awareness of, and access to further support that creates pathways away from offending. Correspondingly, community development was achieved and organisational cultural competency increased.

Key Readings and Theories
Flower (2002) suggests that transformational knowledge is obtainable, however the application creates the means for providing change. Within this framework, Pacific cultural knowledge and training is undertaken by community groups and organisations, demonstrating a willingness to implement relevant processes that promote equity and access.

Government support, through funding and leadership, requires efforts beyond tokenistic ventures that either bolster a political image for political gain, or create a false sense of community and appreciation for diversity and its associated need (Mowbray 2005).

Billet, Celmans, and Seddon (2005) and Seddon and Billet (2004) provide strong arguments for the benefits of social partnerships, and the possible outcomes for individual, communities, and organisations. Inter-sectorial connections, based on an outcome in vocational training, provided a systematic means for understanding the training needs of certain groups and appropriate responses.

Personal Reflection on Process
A new set of readings complemented the existing references used in DCR Reports 3 and 4. Focussing on capacity building in and around ethnic communities meant that a wealth of literature was gained, especially from within an Australian context.
Numerous journal articles provided arguments for facilitated partnerships and the importance placed on collaborative practice. Human-led relationships between organisations brokered consistent applications of strategies, whilst maintaining a level of appropriate accountability – as opposed to the imperative to uphold bureaucratic structures and policy directives.

On overall reflection, an increased appreciation of the hard work and effort placed on developing a particular model of service delivery (including hours spent in meetings and the completion of organisational documentation) truly showed an across-the-board perseverance and the need to celebrate the unique approach and benefits gained.
OUTCOMES

A proliferation of benefits has occurred through the completion of this DCR, a direct result of and testimony to the partnership between the University of Western Sydney and Mission Australia.

Conferences and Fora
Local, national, and international conferences and forums attended during my candidature, predominantly involving the presentation of a paper on a specific DCR report or article:


- I was a panel member on the symposium Working with Young Australians from Pasifika Backgrounds with Alcohol and Other Drug Issues, held in partnership with the Ted Noff Institute, the Drug and Alcohol Multicultural Education Centre (DAMEC), and the Centre for Youth Drug Studies. Workshops were conducted on two occasions: Friday, August 18, 2006, and Tuesday, July 17, 2007.


Media

The launch of DCR Article 1, “Young People and the Criminal Justice System: New Insights and Promising Responses”, created the following media interest:

Radio
- On June 16, 2009, 32 radio outlets across Australia reported on the snapshot, ranging from a brief 0:52 second news article, to 10-minute stories on the need to reform approaches to Juvenile Justice (Appendix 9).
- ABC Radio, June 17, 2009, “Youth Offender Program Axed”, AM with Tony Eastley
  - Michael Turtle, youth reporter, compiled an additional radio report on the effectiveness of Pasifika Support Services, and issues associated with funding. (Appendix 10)

Print / Internet
- Similarly, 18 print and/or internet articles discussed Mission Australia’s call for systemic change, with messages ranging from short observations to critical reviews. (Appendix 11)
- Various web-based articles encouraged responses, from support for systemic change to harsher punitive measures to correct anti-social behaviour.

Television
- A brief mention was made by two news sources: Channel 9 (national) and Southern Cross (Hobart, Tasmania).
  - The interest for and compilation of the report came before the launch of the snapshot. Sharon O’Neill interviews two young Pacific people previously involved in the Pasifika model, profiling their progress and the benefits of implementing a holistic approach to youth offending. (Appendix 12)
  - Quentin Dempster speaks candidly with the NSW Minister for Juvenile Justice, Graham West, about the recently launched Department of Juvenile Justice review. Constructive criticism is additionally provided by Anne Hampshire (Mission Australia) and Professor Chris Cuneen (UNSW). (Appendix 13)

Further media interest continues, including requests from ABC Lateline on the issue of the disadvantages experienced by Pacific communities striving for equitable participation in the...
labour force market; Channel 7’s *Sunday Night* program is interested in the impact of a diversionary program; and ABC *Four Corners* reports on interstate variances in dealing with juvenile crime.

**National and International Interest**

- As a direct result of media attention, predominantly from the national article on ABC TV’s *7.30 Report*, interest has been nationally generated from federal and state Members of Parliament, and state department Director Generals and Commissioners.
- Community members across the country have also contacted Mission Australia in their enthusiasm to implement the Pasifika Support Services model in their own local community, for example in Albany in Western Australia.
- Accordingly, a national strategy has been developed by Mission Australia NSW State Office, following up on specific requests and with the desire to facilitate ongoing conversations about funding opportunities in respective states, and the applicability of the PSS model. To assist, a Mission Australia marketing tool has been created and disseminated according to the level of interest and enthusiasm shown.
- More recently, Mission Australia’s National Community Services Executive Leadership team is in conversations with the New Zealand government, discussing the possibility of implementing Pasifika Support Services in South Auckland.

**Academic Opportunities**

- I participated as a guest lecturer on the following occasions:
  - University of Western Sydney, Kingswood: “Representing Otherness”, *New Ethnicities, Old Racisms*, April 16, 2009, 2nd-year Bachelor of Arts program run by Prof. Greg Noble.
- I had the opportunity to assist in current research involving Pacific communities through the Social Policy Research Centre at the University of New South Wales. Interest was also expressed in developing a future research involvement.
- I had the possibility of networking with academics through joint participation in conferences (as mentioned above), forums, and groups and this provided the opportunity to detail my current research interests. This includes face-to-face
meetings and interstate email requests (predominantly from Queensland) to provide feedback and further information on own research work with Pacific communities.

**Organisational Benefits, Policy Review, and Development**

- Mission Australia has established a presence in the ongoing debate on effective, equitable, and professional practices in dealing with young offenders and their associated needs. New abilities include documented evidence of a service initiative that evokes systematic change through client-oriented outcome measures.

- In July 2009, the NSW Department of Juvenile Justice launched an external review, through Noetic Solutions, of its policy framework and effectiveness. Mission Australia was asked to participate, with leading involvement on the part of both myself and Anne Hampshire. Developing an organisational response, we discussed reflections on current departmental practices and provided feedback on possible changes.
CONCLUDING REFLECTIONS

From the outset, the following objectives were created and cited in the Confirmation of Candidature process I underwent, in the hope that they could be achieved through successful completion of the DCR:

- An in-depth understanding and appreciation of correlations that exist between Pacific beliefs and values when shown in Western-oriented systems in Australia.
- Recognition for Mission Australia’s role in the development and implementation of Pacific projects across South West Sydney. Involvement in this research will provide a concurrent and contemporary professional work practice, and provides scope for a best practice model and future funding opportunities.
- Other key stakeholders, such as the police and the Department of Juvenile Justice, may receive a developed insight into how to work more effectively with Pacific young offenders.
- Enhanced training packages are developed and implemented across the community, from frontline workers to key social policy makers. This could include the Department of Community Services, the Department of Education and Training, the Department of Health, the Department of Corrections, the Department of Sport and Recreation, the Community Relations Commission, and the Ethnic Communities Council.
- The Pacific community, on a local, regional, state, and national level, may benefit from ongoing positive profiling and discussion, as ventured by the previous community partnerships monitored by the Department of Community Services and the NSW Pacific Council.

The platform provided by the Doctorate of Cultural Research, guided by its original aims and objectives, made all this – and more – possible. I am truly grateful for the academic, professional, and practice experiences gained from undertaking this embedded research degree, and look forward to contributing further to discussions and debates that give way to socially inclusive practices premised on cultural diversity, responsive strategies, capacity building, and systemic change.
Firstly, what factors throughout a person's upbringing contribute to having success in life? Secondly, where would a person be if those avenues or pathways didn't exist? Finally, what levels of motivation in life does this person portray now?

Objectively, the answers to these specific questions profile a set of factors that contribute to the ongoing promotion towards social resilience, and subsequent social protective factors. Without these contributing support factors, one is what I call, victim to "eight ball isolation"; always being held back by various issues that perpetuate social isolation and deters social competency.

From a community perspective, the legal system seems to perpetuate the marginalisation of youth within disadvantaged communities. At all levels, the Police, Children's Court and Juvenile Justice, seem to hinder the ability for young people to develop a sense of responsibility, and rehabilitation towards their anti-social behaviour. On the flip side, contact with these three aspects seems to create further issues of social isolation from being functional members in their own communities.

Furthermore, are there systematic problems that create more issues for ethnic communities across South West Sydney? This paper will explore such variations and themes; especially towards the Pacific Islander emerging population.
Pacific Cultural Correlations to Eight Ball Marginalisation

Jioji Ravulo
Doctorate of Cultural Research Student
CENTRE FOR CULTURAL RESEARCH:
UWS & MISSION AUSTRALIA

Prelude

Isa Lei, na noqu rarawa,
Ni ki (koi) sana vodo e na mataka
Bau nanuma, na nodatoe(u) lasa,
Mai Suva nanuma tiko ga.
Perceptions

- Sometime, we often take for granted what we perceived, ***without questioning what does it really mean?***
- Today, I will overview my current research on Pacific communities.
- More specifically, I will review some preliminary findings that reflect how society may perceive Pacific young offenders; whilst also accepting what is perceived, as unchangeable.

Profile

- Doctorate of Cultural Research Candidate (DCR)
- “The Development of Anti Social Behaviour in Pacific Youth”
- Partnership between the Centre for Cultural Research: University of Western Sydney & South West Youth Services: Mission Australia
- Embedded Research Degree
- Utilise data & findings within Youth Offender Support Programs (PRSP / JJ ESP / PSS)
Purpose

- Make a connection between the possession of positive social protective factors that lead to pro social behaviours
- Understand the role of the NSW Juvenile Legal System in this
- Provide a connection between theory and practice
- Develop Pacific epistemologies in Australia

Premise – Eight Ball Marginalisation

- Process that occurs through a young person’s involvement in the NSW Legal System
- Over time, their involvement becomes detrimental to their overall progression towards positive pathways
- The System itself creates further issues of marginalisation & overall social isolation
- Doesn’t deal SYSTEMATICALLY
- In essence – we fail to think HOLISTICALLY
Pacific Preliminary Findings - Social

- A higher rate of Pacific youth live with both parents
- A higher rate of Alcohol abuse within families (shared between parents & child)
- Negative violence portrayed within family homes (discipline vs coping mechanism)
- Overcrowding in family homes
- Lack of financial security (not eligible or not applied)
- Lack of consistent transport (5%)
- High level of care for siblings (63%)
- Lack of emphasis & understanding of Schooling (work vs training)

Pacific Preliminary Findings - Criminal

- Start offending at an older age
- Higher proportion of offences are serious indictable – as first offences
- High correlation between anger / aggression & criminal behaviour
- Perceived problem when dealing with Police (70%) – leading to further charges 30% of time
- High level of non compliance to Police or Court Conditions (over 70%)
- Court cases twice as long (offence & resolve)
- Higher rate of DJJ supervision ceases due to non compliance; leading to further charges
Appendix 2

Pathway to Specific Pacific Point

- Pacific Lens
- Pacific Competency
- Pacific Understanding
- Pacific Solutions
- Social & Cultural Awareness and Appreciation

Prescription to Point

- Shared knowledge of working with Pacific Communities (& young offenders within)
- Develop better Community based resources
  - AOD / Anger Management
- Develop Community Capacity
- Develop Organisational Capacity – both Statutory & Non Government (predominately Police & DJJ – with offset to Courts)
Review of Community Services working with Pacific Young Offenders

Author:
Jioji RAVULO  (B. Social Work, M. Education, MAASW)

Additional Information
- ‘Pacific Cultural Correlations to Eight Ball Marginalisation caused by the Legal System’ – 09/07/07; Sydney, The Crime and Justice Research Network; ‘Disciplines and Punishments’: Interdisciplinary Approaches to Crime and Justice
- ‘Pacific Island Youth Network’ – 21/06/05; Sydney, NSW Community Relations Commission; Community Relations Symposium
- ‘Eight Ball Marginalisation and Social Incongruence of the Legal System’, 28/04/05 Sydney, Institute of Criminology, The Changing Face of Crime in Sydney?: Mean streets or Lost Suburbs Seminar

Personal Profile
Current Doctorate of Cultural Research (DCR) student under the Centre for Cultural Research; University of Western Sydney (UWS). This embedded research degree is integrated into the full time work also being undertaken through the Youth Offender Support Programs, South West Youth Services; Mission Australia. This work includes engaging young offenders across the various marginalised and disadvantaged communities of South West Sydney, NSW. Working collaboratively with NSW Department of Juvenile Justice and NSW Police, these partnerships strives to also develop the organisational capacity of each stakeholder in working effectively with young offenders through conducive service delivery and professional practice.

Theme
Crime and Violence
Programs and Young People

ABSTRACT

The ability to successfully engage young offenders into a process of change is an important aspect of effective service delivery. Specific characteristics that impact on this is offset by organisational capacity, and underlying systems in place to promote such effectiveness. This then encourages a commitment to the ongoing need to objectively understand how this occurs. How a service then translates such practices to Pacific communities is reviewed.

Mission Australia plays an important role across South West Sydney in the implementation of such models. By the overall monitoring of client work through the notion of Outcome Measures, together workers and youth journey along a pathway enhanced with both social and welfare support.

Another key tool guiding such practice is the Youth Offender Support Programs ‘Participant Action Checklist’ – an interactive method utilised to promote the holistic meeting of client needs. This includes combating issues related to Anger and Violence, evident through offences.
Program Overview

- This service is one of a number of projects developed as part of a “whole of government” approach for meeting the needs of at-risk young people of a Pacific background.
- Strives to address Educational / Employment / Vocational / Accommodation / Health (including AOD) / Social and Family support.
- The project provides intensive (therapeutic & holistic) case management, developmental programs, and re-engagement with education or employment strategies for young people aged 12-17 years who are considered to be at serious risk of ongoing involvement in antisocial / criminal behaviour.
- This is a 3 year funded project (June 2005 – June 2008)
- The project will primarily draw referrals from NSW Police, but may also be open to referrals from other partner agencies.
- This project has been supported by brokerage funds held by NSW TAFE for Outreach courses targeting young people.
Project Aims

The aims of the project are to work with clients and with existing service systems:
- To prevent or decrease involvement in crime by young people of Pacific backgrounds referred to the service because of a significant risk of offending.
- To strengthen the well being and resilience of the clients.
- To re-engage clients with education and employment pathways.
- To increase the capacity of clients’ families and communities to support young people towards productive life pathways.
- To increase the capacity of relevant services and agencies (including government departments eg NSW Police, NSW Health, NSW DoCS) to work effectively with young Pacific people at risk of offending.
- To work with 65-80 clients per year; across South West Sydney – incorporating Campbelltown / Liverpool / Bankstown & Canterbury LGAs.

Key focus

A key focus of the program is the empowerment of young people of Pacific backgrounds; their families and communities, through the development of understanding, knowledge and pride in this cultural identity.

This contributes significantly to a sense of self-esteem, self worth, self value, self awareness and self identity; and is a necessary precursor to making positive choices and having the capacity to re-engage with education and employment.
Program Components

Intensive Case Management support & Family Support
For each referred young person. Providing avenues of change for both young person and family

Education Programs
Empowerment of new knowledge and skills with courses specifically designed for clients at TAFE

Pasifika Support Services (PSS) Case Management Service

Community Capacity Building: Training
For Pacific Communities, young people & families and all professionals

Community Access Work

Empowerment of new knowledge and skills with courses specifically designed for clients at TAFE

Project Organisational Chart

Team Leader
- 8 clients
- Educational programs
- Community capacity building

Case worker F/T
- Focus on Case load with some administrative tasks
- 10 - 12 clients

Community Access P/T
- Information / Support / Referral
- With peer group associated and other family members
**APPENDIX 4**

### 12 Practical Steps in the PSS Case Management Model

1. Phone call from Referring Agency
2. PSS workers to send out PSS Program Overview with attached Referral & Intake Form
3. Referring agent to fill form and fax back to Team Leader on (02) 4628 5971
4. Referral to then be allocated to a specific PSS Caseworker (who covers the Local Government Area) for assessment
5. Case worker to ring referring officer and complete Questions 48 – 56 on referral form
6. Submit Referral form with recommendations to the Intake Assessment Committee who will assess for possible inclusion in program

#### Intake Assessment Outcome
- **Yes**
  - Will be informed by phone.
  - Continue to steps 7-10
- **No**
  - Will be informed by phone - with reason and possible future involvement or support

8. Initial Case contact with Referral officer OR Family (Meet and Greet)
9. Initial Case meeting between PSS Caseworker and Young person: Setting Goals and Underlying Case plan.
10. Facilitation and execution of goals to be undertaken with young person during consistent contact visits in community
11. Case Review – Every four weeks between MA & Police
12. Exit & Evaluation (3 months) / Extension (another 1 – 3 months)
**YOSP Participant Action Checklist**

- Intake Assessment
  - PSS Intake
  - SWYS Intake
  - PSS Exit
  - CSQ
  - SWYS Exit
- Genogram
- Crime Cycle
- Alcohol and Other Drugs (AOD)
- Employment / Resume
- Financial / Budget
  - SDRO
  - Finances
  - Budget
- Financial – Centrelink
  - Intent to Claim
  - Forms Submitted
  - CRN
- Identification
  - Bank Account
  - Birth Certificate
- Health
  - Medicare Card
  - Doctors
- YOSP Training Package
  - RAMP
  - AOD
  - Physical Health (Sexual) & Education
  - Grief & Loss
  - Mental Health
- YOSP Projects
  - Hygiene Packs
  - Gym
  - Young People Connected (YPC)
  - Developing Reading & Writing (DRAW)
- Goals (Client Outcomes)
  - Accommodation
  - Family
  - Education & Training
  - Employment
  - Recreation
  - Financial Matters
  - Health
  - AOD Support & Intervention
  - Identification
  - Legal Issues
  - Daily Living
  - Personal and Social Skills
  - Ethnic Culture

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**PSS so far...**

Currently, Pasifika Support Services have held a therapeutic caseload of **120** youth (and their families) across the respective districts; predominately from marginalised communities.

At the same time, the service has also provided information / support / referral for **60** other individual Pacific youth; who are in direct alliance to the clients who are intensively case managed; through peer association or family relation.

Training packages tailored to specific needs eg “In da know Legal Workshops” & “Reducing Anger Management Program”, ran in local high schools and in community

Recent recipient of an Australian Crime and Violence Prevention Award 2007 (Australian Institute of Criminology)
An analysis of re-offending data shows that participation in the case management service has reduced re-offending rates in the short and medium-term.

In the 6 months prior to their referral to the project, this group were charged with a total of 24 offences, 14 of which were serious. In the 6 months following their referral, they were charged with a total of 11 offences, 5 of which were serious.

Two out of the three young people with 18 months lapsing after their referral have not re-offended in that time, 11 out of 17 young people (65%) with a 12 month follow-on period have not re-offended, and 1 out of 3 young people with a 6 month follow-on period have not re-offended.

Table 5.8: Preliminary offending data for young people enrolled in the Pasifika Support Service Integrated Case Management Project

<table>
<thead>
<tr>
<th>Referral</th>
<th>Time in months (before referral and following referral)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-72 -66 -60 -54 -48 -42 -36 -30 -24 -18 -12 -6 12</td>
</tr>
<tr>
<td>Feb-06</td>
<td>A 2 1</td>
</tr>
<tr>
<td>Feb-06</td>
<td>B 5 1</td>
</tr>
<tr>
<td>May-06</td>
<td>C 1 1 2 1</td>
</tr>
<tr>
<td>Jul-06</td>
<td>D 5 1 4</td>
</tr>
<tr>
<td>Jul-06</td>
<td>E 1 4 5 1</td>
</tr>
<tr>
<td>Jul-06</td>
<td>F 5 9 12 6 4</td>
</tr>
<tr>
<td>Aug-06</td>
<td>G 1 1</td>
</tr>
<tr>
<td>Aug-06</td>
<td>H 1 1</td>
</tr>
<tr>
<td>Aug-06</td>
<td>I 1 1</td>
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<tr>
<td>Aug-06</td>
<td>J 1 1 1</td>
</tr>
<tr>
<td>Aug-06</td>
<td>K 1 1</td>
</tr>
<tr>
<td>Oct-06</td>
<td>L 1 1</td>
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<tr>
<td>Oct-06</td>
<td>M 1 1</td>
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<td>Oct-06</td>
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<td>P 1 1</td>
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<td>Q 2 1</td>
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<td>R 1 1</td>
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<td>S 1 3 3</td>
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<td>Jan-07</td>
<td>U 1 1 3 1</td>
</tr>
<tr>
<td>Jan-07</td>
<td>V 4 1 3 1</td>
</tr>
<tr>
<td>Feb-07</td>
<td>W 1 2 4</td>
</tr>
</tbody>
</table>

TOTAL offences: 1 4 1 0 6 3 0 10 18 31 20 24 11 6 0

Note: Number shows number of offences within that time period, with serious offences in bold.
Shaded region indicates where follow-on data is not yet available.
Police Testimonies
Case Management

“This project is proving to be highly successful with most clients offending patterns reduced or ceased altogether. Project is beneficial as it is having an effect on crime whilst only slightly increasing the workload of the Youth Liaison Officers. Dealing with only the one service provider (Mission Australia) compared to the Arabic Youth Partnership which deals with multiple service providers is much easier and reduces administrative tasks for police.”
Constable Nick Rutgers - YLO - Bankstown LAC

“Since the ICM project started, it has assisted Pacific youth and their families with issues that directly and indirectly contribute to the young person coming to notice with Police. The ICM program also contributes towards developing a more positive relationship between Police and Pacific youth in the LAC. Overall I have found that the ICM has been extremely beneficial to the LAC and the Pacific youth in the community.”
Sina Winterson – ECLO Macquarie Fields LAC

I think the ICM is a valuable tool that enables the Police to interact, support and manage young people of Pacific Islander background that are at risk of offending or re-offending. It has been extremely successful in assisting young people in the Campsie LAC.
Luke Tskalas – YLO Campsie LAC

How PSS has helped…

David’s marijuana usage had been increasing since he was expelled from school in Yr 10. From this excessive pot usage, he was starting to hear voices, and becoming more paranoid around people. Through his involvement in Pasifika Support Services Services, he has completely quit using pot; the voices have stopped, and he is now in the process of securing viable educational opportunities.
Another story of support…

Steve grew up experiencing neglect and isolation from his father. As a result, he grew to hate people in authority, and anyone that challenged his perception in life. Such feelings lead to many violent incidents across the community – which lead to Police charges and Court matters. By talking through these significant family issues, Pasifika Support Services provided Steve with effective strategies on dealing with his anger, and loneliness.

And on a cultural note…

*Isa Lei, na noqu rarawa,*
*Ni ki (koi) sana vodo e na mataka*
*Bau nanuma, na nodatoe lasa,*
*Mai Melbourne nanuma tiko ga.*

Any additional information can be obtained by contacting

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Development of Strategies and Initiatives utilised in working with South Pacific Youth within Australia

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   CAMPBELLTOWN, NSW, AUSTRALIA, 2560
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ABSTRACT

Presenting paper is based on the current Doctorate of Cultural Research (DCR) study under the Centre for Cultural Research; University of Western Sydney (UWS). This embedded research degree is integrated into the full time work also being undertaken through the Youth Offender Support Programs, South West Youth Services; Mission Australia. Specific social work practice includes engaging young offenders across the marginalised and disadvantaged communities of South West Sydney, NSW; Australia. Partnering with NSW Department of Juvenile Justice and NSW Police, these collaborations strive to also develop the organisational capacity of each stakeholder in working effectively with young offenders through conducive service delivery and community provision.

Strategies and initiatives in engaging such a target group needs to constantly connect both theory and practice. Through such an endeavour, one develops a greater awareness of how to meet the assessed needs, whilst guiding the client towards pro social behaviour and overarching attitudes. Positively, this promotes the betterment of not just the individual being assisted, but the family and associated peers, living amongst these isolated communities. When correlating such fundamental social work practice ideology, to a cross cultural context, these strategies and tools guarantee to make this a consistent approach towards effective professionalism.

South Pacific communities have continuously been overrepresented as both young offenders in the NSW legal system, and those living in lower socio economic communities. Therefore, this research encourages a heightened awareness of working more effectively with this ethnic emerging community, whilst providing operational guidelines to other service providers across the sector.
Development of Strategies and Initiatives in working with South Pacific Youth in Australia

34th Biannual Congress of the International Association of Schools of Social Work – July 2008

Jioji RAVULO
Doctorate of Cultural Research Candidate

APPENDIX 6
Pacific Social Issues

- A higher rate of Pacific youth live with both parents
- A higher rate of Alcohol abuse within families (shared between parents & child)
- Negative violence portrayed within family homes (discipline vs coping mechanism)
- Overcrowding in family homes
- Lack of financial security (not eligible or not applied)
- Lack of consistent transport (5%)
- High level of care for siblings (63%)
- Lack of emphasis & understanding of Schooling (work vs training)

Pacific Criminal Issues

- Start offending at an older age
- Higher proportion of offences are serious indictable – as first offences
- High correlation between anger / aggression & criminal behaviour
- Perceived problem when dealing with Police (70%) – leading to further charges 30% of time
- High level of non compliance to Police or Court Conditions (over 70%)
- Court cases twice as long (offence & resolve)
- Higher rate of DJJ supervision ceases due to non compliance; leading to further charges
### Organisations, Community and Individuals at Play

**ORGANISATIONS**
- Mission Australia
  - Pasifika Support Services
- NSW Police
  - Campsie / Bankstown / Liverpool / Macquarie Fields / Campbelltown LAC
- NSW TAFE
  - South West Sydney Institute
- NSW Department of Education & Training
  - Sydney South West Region / Sydney West Region
- NSW Department of Juvenile Justice
  - Campbelltown / Fairfield / Petersham JJCS
- NSW Department of Community Services
  - Communities Division

**COMMUNITY**
- South West Sydney

**INDIVIDUALS**
- NSW Pacific Communities Members

### Mission Australia - PSS Program Components

- **Community Capacity Building: Intensive Case Management**
  - For each referred young person. Providing avenues of change for both young person and family

- **Community Capacity Building: Education Programs**
  - Empowerment of new knowledge and skills with courses specifically designed for clients in TAFE

- **Pasifika Support Services (PSS) Case Management Service**

- **Community Capacity Building: Information / Support / Referral**
  - Community Access Work

- **Community Capacity Building: Training**
  - For Pacific Communities, young people & families and all professionals
Organisational Capacity Building

Pacific Research Showed:
- Lack of connectivity to School environment

Solution:
- ‘How to work effectively with Pacific Communities’
  - Undertaken with Department of Education & Training
  - Overview Pacific Values & Beliefs, and how this conflicts with Western Systems
  - Creating better relationships between School & Community
  - Other training including Professional Ethics & Ethnic Approaches to Pedagogies

Community Capacity Building

Community Capacity Building
(With a dash of Organisational Capacity Building)

Pacific Research Showed:
- Lack of perceived career aspirations and placement in vocational training

Solution
- Utilising research on specific course interests and desires
- Pacific Courses for Pacific Youth (and family members)
  - Cert II Health & Fitness
  - Cert II Motor Mechanics
  - Cert II Retail
  - Statement of Attainment in Computers
- Worked directly with TAFE Staff – including Regional Program Director, Head Teachers & Section Staff
- Creating positive pathways and positive attitudes towards life long learning
Individual Capacity Building

Pacific Research showed:
- Lack of appreciation and understanding of the legal system (both parents and young people)

Solution:
- ‘In da know legal workshops’
  - Interactive presentation containing 12 ‘True’ or ‘False’ Statements that reflected Pacific criminal behaviour across community eg driving unlicensed, offending in groups
  - Enhancing communication with peers and family

And on a cultural note...

*Isa Lei, na noqu rarawa,*  
*Ni ki (koi) sana vodo e na mataka*  
*Bau nanuma, na nodatoe lasa,*  
*Mai Durban nanuma tiko ga.*

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Young people and the juvenile justice system: a research, policy and practice disconnect?

Jioji Ravulo, Anne Hampshire and Prue Burns
Mission Australia
Contact Email: hampshirea@missionaustralia.com.au

On any given day in Australia 6,000 young people are under juvenile justice supervision. The daily average number of young people who are incarcerated is increasing, despite clear and consistent evidence of the poor outcomes achieved through incarceration. Conversely, there is growing evidence of the positive impact of integrated holistic community based programs which work with young people involved in the juvenile justice system, and their families, peers, communities and the institutions in which they come into contact. Is there a research, policy and practice disconnect?

This presentation will report on new in-depth research conducted with 100 young people involved in the juvenile justice system, half of whom are of Pacific background. It will highlight the differences and similarities between the Pacific and non-Pacific young people, explore the role that culture, family and community plays for these young people, identify the strengths of this group of young people as well as systemic factors which can work against their rehabilitation. It will showcase an externally evaluated program which is achieving significant and positive results across a whole range of domains for young people, including a significant reduction in re-offending. It will conclude with a range of policy and program recommendations.

Paper Download Information (if available):
Young people and the juvenile justice system: Research, policy and practice disconnect?

Jioji Ravulo and Prue Burns
Overview of presentation

• Policy context
• A disconnect between research, policy and practice?
• New research
  ➢ Pacific communities in Australia and Pacific culture
  ➢ Key findings
  ➢ Strengths to build on
  ➢ Systemic challenges
  ➢ Promising responses: Pasifika Support Services
• Recommendations and conclusion

Policy context

• Adolescence (and by implication young people) is increasingly characterised as ‘problematic’ (Kemshall, 2008; Cunneen & White, 2006)
• Adolescence is viewed as uncertain, risky and challenging – focus in policy on managing risk
• Trend towards the ‘responsibilization’ of young people, resulting in emphasis placed on personal accountability, a ‘return to justice’, and more punitive youth justice policies (Goldson & Muncie, 2006)
• This is at the expense of rehabilitative options
• However, at the same time, there is strong support for children’s rights and growing interest in social inclusion
Policy context

• More punitive approaches are incompatible with the social inclusion agenda – a choice needs to be made

A disconnect between research, policy and practice?

Research shows:
• That inclusive, community-based programs that are tailored to meet individuals’ needs achieve good outcomes
• That the younger people are when they are first supervised, the more likely they are to return to the juvenile justice system (AIHW, 2008), and this adversely affects their long-term wellbeing
• That recidivism rates are highest for those who are incarcerated (Day, 2005)
• That supporting young people to find ‘pathways to desistance’ (Mulvey, 2004) and achieve their potential is possible and that change is common
A disconnect between research, policy and practice?

Research shows:
• That, in short, contrary to the messages conveyed by some popular slogans (‘toughening up’; ‘life means life’; ‘truth in sentencing’, etc) detention does not work in terms of the rehabilitation of the young person or reducing recidivism.

Yet despite this evidence:
• Imprisonment rates for young people reached a four year high in 2006-07, with 30.8 young people aged 10-17 years per 100,000 spending time in detention (Productivity Commission, 2009)
During 2006-07, on an average day:
• around 5,000 young people were under community based-supervision (AIHW, 2008)
• nearly 1,000 young people were in detention (AIHW, 2008)
Pacific communities in Australia and Pacific culture

- Represent regions of Polynesia, Melanesia and Micronesia
- Include Samoa, Tonga, Fiji, Cook Islands and Indigenous people of New Zealand
- 32% of Australia’s Pacific community live in Sydney (19,000 people) – 2.3% of total pop
- Egalitarian / collective culture premised upon the importance of community and the role of:
  - Family
  - Spirituality
  - Food
  - Sport
  - Visual and Performing Arts

Key findings
Responsibility to family and broader Pacific Community

- Pacific families larger living in more crowded circumstances
- Higher numbers of Pacific living in Public housing
- Higher number of sibling care
- Higher number of parents in employment
- Limited access to Centrelink benefits due to lack of citizenship, ID and knowledge
- Further implications with SDRO may occur
Key findings
Atypical patterns of offending

- Pacific youth offend for the first time later in adolescence, with a higher possibility of the offence being serious indictable
- History of offending less crowded, however, susceptibility to spend longer time in custody, have a recorded conviction and disrupt education and employment
- Offending parallels with desire to obtain money or goods

Key findings
Substance use and aggression

- Pacific youth tend to consume alcohol as primary substance of choice
- Usage paired with Pacific social norms
- Pacific parents higher rate of harmful alcohol use
- Pacific youth more violent in community than in home towards parents (more towards siblings)
- Pacific parents show a higher rate of violence in home
Key findings

*Education*

- Pacific youth with higher retention through Middle Years
- However, both groups possess issues with numeracy and literacy
- Learning difficulties evident but not assisted
- Discipline through suspension and expulsions occur
- Low levels of education shown by parents
- Pacific family commitments and care may deter consistent attendance or limited employment aspirations

<table>
<thead>
<tr>
<th>Educational outcomes</th>
<th>Pacific % (n=49)</th>
<th>Non-Pacific % (n=51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved year 10 or above</td>
<td>49</td>
<td>10</td>
</tr>
<tr>
<td>Literacy and/or numeracy skills equivalent to primary school students</td>
<td>45</td>
<td>4</td>
</tr>
<tr>
<td>Diagnosed learning difficulty</td>
<td>41</td>
<td>35</td>
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<tr>
<td>Diagnosed behaviour issue</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>Has previously accessed special education</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>Received school suspensions</td>
<td>66</td>
<td>43</td>
</tr>
<tr>
<td>Expulsions</td>
<td>28</td>
<td>55</td>
</tr>
<tr>
<td>No longer enrolled in education or training</td>
<td>72</td>
<td>100</td>
</tr>
<tr>
<td>Father – highest level of educational attainment Year 9 or below</td>
<td>81</td>
<td>94</td>
</tr>
<tr>
<td>Mother – highest level of educational attainment Year 9 or below</td>
<td>89</td>
<td>100</td>
</tr>
</tbody>
</table>

Strengths to build on

- Pacific cohort portray significant strengths around family attachment, and affiliation with ethnic culture
- Retention in school higher as first offences committed at later stage of adolescence
- AOD usage more around peer association and socialisation rather than dependence and social isolation
Systemic challenges

- Financial stressors
  - Lack of access to Centrelink due to citizenship status
  - Flow on inability to automatically access job seeker assistance
  - Participation predominately in low skilled labour force
- Legal frustrations
  - Lack of parental support
  - Issues in bail conditions

Promising responses: Pasifika Support Services

- Multi-systemic approach that engages young person, family members and peers in developing positive pathways against life goal domains
- Individual, Community and Organisational Capacity building through additional training and group work programs
- Independent evaluation –
  - Offending data for 23 Pacific young people who participated in PSS was collected in July 2007 and shows that in the six months prior to their referral they were charged with a total of 24 offences, 14 of which were serious.
  - Sixty five percent of young people with a 12 month follow on period have not reoffended.
Conclusion and recommendations

There are different ways to respond to crime:
• We can ‘build our way out of crime’ through incarceration (Maghan, 2004), or
• We can recognise that contact with the criminal justice system is an indicator of serious social disengagement and take action to address this
• Existing research makes a compelling case for early intervention

Recommendations

• Set targets and commit to reducing the number of young people in detention
• Develop a coordinated, whole of govt and whole of community strategy to support the achievement of these targets
• Build on models such as PSS, which has been shown to be effective
• Invest in community and educational sectors to enhance capacity to identify signs of disengagement and take early action
• Recognise non-linear path to desistance and focus on broad range of outcomes related to underlying causes of social disengagement
Recommendations

• Fund programs sufficiently to enable providers to explore the unique context and circumstances of their clients and provide differentiated responses

• Fund research into minority populations overrepresented in the youth justice system to understand their unique situation and develop appropriate preventative responses
Radio coverage from release of DCR Article One

1) ABC Newcastle (Newcastle)
Mornings - 16/06/2009 - 09:05 AM
Jill Emberson
Program Preview.
- Speaking to a woman who broke the Guinness Book of Records for singing the longest period of time.
- Hearing from the Communities In Crisis Conference in Melbourne.
- Mission Australia on their thoughts on the correct approach to juvenile justice.
Duration: 0:27

2) ABC 702 Sydney (Sydney)
Mornings - 16/06/2009 - 08:51 AM
Deborah Cameron
Cameron talks about children being held in juvenile detention and questions its effectiveness.
Cameron talks to Anne Hampshire, Mission Australia's National Manager of Research and Social Policy about a study which shows it is more costly to hold children in detention than to prevent it.
Hampshire says detention centres do not rehabilitate even though that is their aim. Hampshire say that the benefit of working with the kids in community is the access also given to working with the offender's peers, siblings and parents.
Interviewees: Anne Hampshire, Mission Australia's National Manager of Research and Social Policy
Duration: 5:16

3) ABC 702 Sydney (Sydney)
07:45 News - 16/06/2009 - 07:55 AM
Newsreader
A new report by Charity Mission Aust has found it is up to 50 times more expensive to put a young person in the justice system than to prevent them getting into trouble in the first place.
Interviewees: Anne Hampshire, Charity Mission Aust
Duration: 0:58

4) Triple J (National Australia)
07:00 News - 16/06/2009 - 07:01 AM
Newsreader
Charity organisation Mission Australia is calling on state and territory govts to reduce the number of young people sent to prison, pointing to research which shows it costs much less to stop a juvenile from offending in the first place.
Interviewees: Anne Hampshire, Mission Australia
Duration: 0:34

5) Radio National (National Australia)
Breakfast (Early) - 16/06/2009 - 06:21 AM
Fran Kelly
Interview with Anne Hampshire, from Mission Australia, who speaks about their latest report into young people within the criminal justice system. Hampshire says it costs less to keep children out of prison than locking them up, she notes poor outcomes usually result form detention and states community based programs have a greater degree of outcomes. Hampshire outlines the costs involved with youth detention noting they can cost up to $150,000 per annum to house, she describes the community programs Mission Australia offers however concedes there are a small group for whom a community based program will not work. Hampshire discusses how to identify signs that a youth is likely to offend noting early intervention is key.
Interviewees: Anne Hampshire, Head of Research and Social Policy Mission Australia,
Duration: 5:40
6) Triple J (National Australia)
06:00 News - 16/06/2009 - 06:01 AM
A new report has found it is 50 times more expensive to put a young person in the justice system than prevention in a study of Mission Australia.
Interviewees: Anne Hampshire, Mission Australia
Duration: 0:32

7) ABC 612 Brisbane (Brisbane)
09:00 News - 16/06/2009 - 09:02 AM
Newsreader
A report, by the charity Mission Australia, has found it costs an average of $150,000 a year to keep someone in the juvenile justice system, compared to $2500 for a diversionary program. Ann Hampshire, Missions Australia, says programs the charity runs have reduced offending rates by up to two thirds. About 13,000 young people go through the juvenile justice system every year, and the number is rising. Mission Australia is calling on the States and territories to increase funding for diversionary programs, and set targets to reduce the number of offenders.
Interviewees: Ann Hampshire, Missions Australia
Duration: 0:55

8) ABC Southern Queensland (Toowoomba)
Mornings - 16/06/2009 - 08:38 AM
Belinda Sanders
A report by Mission Australia released today calls for a discussion of alternatives to stop the number of juveniles going into jail. Griffith University School of Criminology and Criminal Justice Professor, Ross Homel, who completed the study the report was based on, joins the program. Homel describes an international movement currently looking into the effect of early developmental prevention programs. Sanders believes in the balanced philosophy of the greater the crime the greater the consequence and she asks why this doesn’t work. Homel has four kids himself and he agrees boundaries must be set but says they can be taken too far. Homel explains that the rehabilitation of juvenile criminals is successful when they are given a sense of citizenship. Homel describes how multi systemic therapy works. Homel discusses the troubling increasing rate of imprisonment in Qld, saying the building of the new prison complex in Gatton is a ‘costly way of making bad people worse’. Homel describes international evidence on this subject. Sanders welcomes listeners’ comments on the issue.
Interviewees: Prof. Ross Homel, School of Criminology and Criminal Justice, Griffith University
Duration: 9:43

9) ABC Newcastle (Newcastle)
Mornings - 16/06/2009 - 10:14 AM
Jill Emberson
Anne Hampshire, spokesperson Mission Australia about a new approach to keep juveniles out of the criminal justice system. Hampshire highlights recent legislation changes around bail and remand and says there are a lot more young people going into remand and detention centres. Hampshire believes this is not the best way to go because this gives poor outcomes for young people and the community as a whole. Hampshire suggest the balance should be swung the other way an programs be put in place to divert young peoples pathways and reduce reoffending rates. Hampshire mentions an intensive program in Sydney that works one on one with young people through a whole range of issues they are dealing with that have contributed to them offending. Hampshire contrasts the costs of their program to the high cost of incarcerated a young person and the high chance of reoffending.
Interviewees: Anne Hampshire, spokesperson Mission Australia
Duration: 6:18
10) ABC Newcastle (Newcastle)
Mornings - 16/06/2009 - 10:07 AM
Jill Emberson
Program Preview
-Guest Cec Shevels, CEO Samaritans to join the program.
-Anne Hampshire from Mission Australia on a new approach to keep juveniles out of the criminal justice system.
Duration: 0:43

11) ABC 612 Brisbane (Brisbane)
Mornings - 16/06/2009 - 09:25 AM
Madonna King
King talks about teenagers committing crimes, and asks if we should be tougher on them or should we try harder to rehabilitate them before they go to jail. King says Qld has the second highest number of young people under juvenile supervision in the country, only beaten by NSW.
King says a report released today by Mission Australia says we need to look at alternatives to stop the flow of juveniles going into jails. King introduces Tony Stephenson, Qld State Director, Mission Australia, says the report shows if we provide support to young people and their families, we can avoid young people committing crimes. Stephenson says talks about the likelihood of young people reoffending after being jailed. Stephenson explains the difference between a detention centre and a jail. Stephenson talks about how they target likely offenders, and how they provide support. Stephenson says about 2500 teenagers go through the detention system in Qld a year.
Interviewees: Tony Stephenson, Qld State Director, Mission Australia
Duration: 6:44

12) 4BC (Brisbane)
11:00 News - 16/06/2009 - 11:02 AM
Newsreader
Research has found programs which divert younger Australians from offensive behaviour are significantly cheaper than putting them in juvenile detention.
Interviewees: Anne Hampshire, Mission Australia
Duration: 0:37

13) ABC Wide Bay (Bundaberg)
Mornings - 16/06/2009 - 09:06 AM
David Dowsett
Compere asks 'should we get tougher on teenagers who commit crimes'. Compere says Qld. has the second highest number of people under juvenile supervision after NSW, and a report out today by Mission Australia, says we need to look at alternatives to send teenagers to jail.
Compere talks to Tony Stevenson, Qld. State Director, Mission Australia. Stevenson says per capita, Qld. has the highest rate of youth detention in Aus. Stevenson says it's far too high.
Stevenson says he's calling on the Fed. and State Govt. to provide more effective ways to give young people skills and self esteem. Stevenson says many young people re-offend and end up in adult prisoners. Stevenson says youth detention costs around $150,000 per annum per person.
Stevenson explains what happens to a young person in youth detention. Stevenson says young people need to be looked after from an early age to stop them becoming offenders. Stevenson says the State Govt. should be working with young people and their families, and identifying risk factors in schools and communities. Stevenson talks about a programme called Pasifika, where his organisation is working with Pacific Islander families to help and support youths in that part of the community. Stevenson says his organisation relies on donors mainly, and only gets a little support from the Govt. financially.
[cont.]
Interviewees: Tony Stevenson, Qld. State Director, Mission Australia.
Duration: 9:30
14) ABC Wide Bay (Bundaberg)
Mornings - 16/06/2009 - 09:17 AM
David Dowsett
[cont.]
Compere asks 'should we get tougher on teenagers who commit crimes'. Compere says Qld. has the second highest number of people under juvenile supervision after NSW, and a report out today by Mission Australia, says we need to look at alternatives to send teenagers to jail. Compere asks people to ring in with their opinions on how to deal with youth offenders.
Duration: 0:53

15) ABC Darwin (Darwin)
07:45 News - 16/06/2009 - 07:55 AM
Newsreader
A new report by the Charity Mission Aust has found it is up to 50 times more expensive to put a young person in the justice system than to prevent them getting into trouble in the first place. The study found it costs an average of $150,000 a year to keep someone in the Juvenile justice system, compared to $2500 for a diversionary program. Anne Hampshire, spokesperson, Mission Aust says programs the charity runs have reduced offending rates by up to two thirds. She says Govts need to invest more significantly in community based programs. About 13,000 young people go through the system every year, and the number is rising. Mission Aust is calling on the States and Territories to increase funding for diversionary programs, and set targets to reduce the number of offenders.
Interviewees: Anne Hampshire, spokesperson, Mission Aust
Duration: 0:58

16) 5AA (Adelaide)
Mornings - 16/06/2009 - 12:52 PM
Mike Smithson
Coming up between 1pm and 4pm:
- Child Wise about a new child sex abuse campaign, trying to make us all a bit more wise about the people we let our kids hang around with.
- Who can we trust in 2009? Anderson says Reader's Digest has just launched a survey.
- Mission Australia says the debate on juvenile detention facilities in SA is 'missing the point', and we should be looking at better alternatives to keep kids out of prisons in the first place. Smithson says we should also be keeping them out of Magill Training Centre, which isn't much fun.
- Funerals.
Interviewees: Lainie Anderson, FIVEaa Presenter
Duration: 1:07

17) 5AA (Adelaide)
Afternoons - 16/06/2009 - 01:08 PM
Lainie Anderson
Coming Up:
- Louise Waterson, from Reader's Digest, about a survey on who we can trust in 2009.
- Some flamenco dancers.
- Juvenile justice in SA. Mission Australia thinks perhaps we are missing the point on the debate about the Magill Training Centre.
- Andy Muirhead, host of ABC's 'Collectors'. He has put out a new DVD called 'Collection Time Warp'. Anderson says she loves hunting out old wooden spoons.
Duration: 1:25

18) 2SM (Sydney)
13:00 News - 16/06/2009 - 01:01 PM
Newsreader
The NSW Govt is under pressure to step up diversionary programs rather than gaoling youngsters.
Interviewees: Anne Hampshire, Mission Australia
Duration: 0:36
19) ABC Southern Queensland (Toowoomba)  
12:30 News - 16/06/2009 - 12:33 PM  
Newsreader  
Mission Australia are calling on Qld govt to reform the juvenile justice system in order to reduce the number of young people in jail. Mission Australia spokeswoman, Anne Hampshire has said that community programs are more effective and less costly.  
Interviewees: Anne Hampshire, spokeswoman, Mission Australia  
Duration: 0:44  

20) ABC Western Queensland (Longreach)  
12:30 News - 16/06/2009 - 12:31 PM  
Newsreader  
Community service organisation Mission Australia is calling on the QLD Govt to reduce the number of young people in jail by reforming the juvenile justice system.  
Interviewees: Anne Hampshire, Mission Australia  
Duration: 0:41  

21) ABC 612 Brisbane (Brisbane)  
12:00 News - 16/06/2009 - 12:06 PM  
Newsreader  
A major welfare group has called on state and territory Govts to reduce the number of young people sent to prison. A new report by Mission Australia has found it costs an average of $150,000 a year to keep a young person in the juvenile justice system, and says that is fifty times as much as diversionary programs.  
Interviewees: Anne Hamshear, Mission Australia  
Duration: 0:53  

22) ABC 891 Adelaide (Adelaide)  
12:00 News - 16/06/2009 - 12:04 PM  
Newsreader  
Mission Australia says far too many young South Austns are ending up in juvenile detention centres. Paul says an average of 72 young people are held in custody everyday in SA compared to 52 a day two years ago. She says the recent debates about living conditions at the Magill Training Centre and a new custody centre a Cavan do not address the broader issue of why young people end up in detention.  
Interviewees: Julian Paul (*), SA Director, Mission Australia  
Duration: 0:42  

23) ABC Darwin (Darwin)  
10:00 News - 16/06/2009 - 10:01 AM  
Newsreader  
Mission Australia is calling on state and Fed Govts to reduce the number of young people sent to prison, after it was found costs to keep a juvenile offending in the first place is a lot cheaper than prison costs.  
Interviewees: Anne Hampshire, Spokeswoman, Mission Australia  
Duration: 0:57  

24) ABC North Queensland (Townsville)  
Mornings - 16/06/2009 - 09:35 AM  
Paula Tapiolas  
Interview with Tony Stevenson, Qld Director of Mission Australia who runs the country's largest survey of young people. Stevenson discusses the survey, saying young people can still become involved.  
Interviewees: Tony Stevenson, Qld Director, Mission Australia  
Duration: 7:12
25) 5AA (Adelaide)

Afternoons - 16/06/2009 - 02:08 PM

Lainie Anderson

Anderson says there has been a lot of news about the SA Govt decision to scrap plans to overhaul some of our prisons. She says there has been a lot of anger about the SA Govt's refusal to put money into fixing up the Magill Training Centre. She says the Mission Australia state branch believes the debate is on the wrong track. Paul says they want an expansion about juvenile justice. She says rather than thinking of building new custody centres or refurbishing Magill, we could broaden the debate to thinking about what to offer young people so they don't offend and then do not end up in detention. Anderson says her release says there are 72 young people in custody every day in SA, up from 52 in 2005/6. Paul says SA and Aust are focusing on a tough on crime approach. She says numbers are at a four year high. She says detaining young people will keep occurring but we should not put all our resources into detaining young people because it is expensive and ineffective. Paul says a more holistic approach engaging young people can be more effective in curbing crime. She says Pacifica is run by Mission Australia for young people. She says it is for young people who are at risk of engaging in anti-social behaviour. She says there is a range of family and community outcomes which are quite remarkable. She says this reconnects them. She says 55% of the young people involved in the program have not re-offended. She says there are great results in terms of increased family support. She says in SA we could use more youth programs. [cont]

Interviewees: Gillian Paul, Mission Australia
Duration: 7:15

26) 5AA (Adelaide)

Afternoons - 16/06/2009 - 02:16 PM

Lainie Anderson

[cont] Paul says she is not familiar with programs inside juvenile detention centres, but there is room for programs outside of detention centres. She says increasing numbers of young people are being detained. She says the SA Govt and those in the sector need to talk about what the young people need to be offered. Caller Tommy says young people have a driving force to prove themselves. He says has a kid he had guns training. Caller Tanya says there should be more financial help for parents to help get kids into sports.

Interviewees: Gillian Paul, Mission Australia; various callers
Mentions: Wallis Cinema tickets
Duration: 14:11

27) Radio Adelaide (National Australia)

The Wire - 16/06/2009 - 05:43 PM

Politicians love to get tough on law and order. Research by Mission Australia has found that imprisoning youths in juvenile detention is 50 times more expensive than funding preventative programs. It costs over $150,000 to imprison a child, aged 10 to 17, for one year, and after being released more than half will re-offend. The research is based on community program Pasifika, which targets youths of Pacific Island heritage in South West Sydney. Mission Australia found that 65% of participants did not re-offend within a year of completing the program. The charity group is calling on States and Territories to invest more money in preventative programs. Hampshire suggests that Pasifika be the model for all communities in Australia. Only 5% of Australians aged 10 to 17 are Indigenous but they make up more that 40% of all people in the juvenile justice system. Collins says the Attorney-General feels the public wants to see him tough on law and order.

Interviewees: Anne Hampshire, spokesperson, Mission Australia; Brett Collins, spokesperson, Justice Action Australia
Duration: 5:07
28) ABC 936 Hobart (Hobart)
17:00 News - 16/06/2009 - 05:07 PM
Newsreader
Mission Australia is calling for more diversion programs to stop young people turning to crime.
Interviewees: Noel Mundy, State Director, Mission Australia
Duration: 0:44

29) ABC North & West SA (Port Pirie)
Late Afternoons - 16/06/2009 - 04:42 PM
Annette Marner
Marner says Mission Australia has called upon the SA Govt to reduce the number of young people in juvenile detention. She says its director Gillian Paul says they need to be offered something which prevents them from getting into trouble. She says there is an increase in numbers of youth in juvenile detention. She says we need to take more responsibility to pay attention to wayward youth and offer more support to them. She says sporting clubs and other organisations could provide more programs. She says young people are more likely to offend with more risk factors in their lives. [cont]
Interviewees: Gillian Paul, Mission Australia
Duration: 7:02

30) ABC Illawarra (Wollongong)
Drive - 16/06/2009 - 04:21 PM
Nick Rheinberger
Compere discusses youth crime prevention, and Mission Australia's comments that diversion for young people before they get to juvenile justice would be a good thing. He interviews Ann Hampshire, who says that they are looking at dealing with young people who have come to the attention of the police, and trying to keep them out of the justice system. She goes on to discuss the nature of the diversion process that they run, she says that each case is tailored to the young person, and that they work closely with the person's family and other organisations.
Interviewees: Ann Hampshire, Mission Australia
Duration: 7:55

31) HEART FM (Hobart)
07:00 News - 17/06/2009 - 07:07 AM
Newsreader
Mission Australia is calling for more diversionary programs for youth in Aust.
Duration: 0:18

32) ABC 666 Canberra (National Australia)
AM - 17/06/2009 - 08:23 AM
Tony Eastley
Charity groups are calling on state and territory governments to set targets to reduce prisoner numbers. Sufoni Futalo, a young Pacific islander, talks about the crime he sees around his neighbourhood. He discusses how the Pasifika program in NSW has helped him sort through his problems. Jioji Ravulo, Program Organiser, talks about how the funding for the program has dried up. Anne Hampshire, charity Mission Australia, says these programs cost less to the taxpayer than sending offenders to jail.
Interviewees: Sufoni Futalo, Jioji Ravulo
Duration: 3:15
New figures show it costs up to 50 times as much to keep someone in juvenile detention as it does to prevent them offending in the first place. But one program, Pasifika in south-western Sydney which has had success in stopping re-offending has had its funding cut by the New South Wales Government.

TONY EASTLEY: As the number of young people being sent to jail increases across Australia, one leading charity is calling on State and Territory Governments to set targets to reduce the numbers.

New figures show it costs up to 50 times as much to keep someone in juvenile detention as it does to prevent them offending in the first place.

But one program in south-western Sydney which has had success in stopping re-offending has had its funding cut by the New South Wales Government.

Youth affairs reporter Michael Turtle.

MICHAEL TURTLE: In the multicultural suburbs of south-western Sydney is a large community of Pacific Islanders.

And 15-year-old Saufoi Futialo says in those suburbs many young people his age from a Pacific background get caught up in crime.

SAUFOI FUTIALO: Like I see robberies, I see like big brawls outside the school. I see drugs, marijuana - all those stuff.

MICHAEL TURTLE: He was heading that that path himself until he got involved with the Pasifika program, which aims to stop criminal and anti-social behaviour.

SAUFOI FUTIALO: I got suspended for violence because like racism and then I met Fia, started talking to me, telling me that I could end up in juvie and stuff.

JIOJI RAVULO: Anything happen during the last week that you want to chat about?

SAUFOI FUTIALO: Yeah, I had problems with family and stuff…

MICHAEL TURTLE: The program involves personal case management as well as group activities.

It's aimed at young people who have already been through the juvenile justice system or who are at risk of going that way.

And it's run by people from Pacific Island backgrounds, who the participants can relate to.

SAUFOI FUTIALO: Some teachers here don't understand what's happening with us and our family. They don't know what's going on and these people they know what's going on because they actually sit down and talk to us and talk to our families.
APPENDIX 10

JIOJI RAVULO: And I know that can be very difficult, especially with Pacific parents, hey?

SAUFOI FUTIALO: They just get to hiding some stuff because they don't really understand English.

MICHAEL TURTLE: But the Pacifika managers have now been left with no ongoing funding. After four years of operation, their pilot money from the New South Wales Government has run out and is not being renewed.

The program's team leader, Jioji Ravulo, says it'll have an obvious impact in the community.

JIOJI RAVULO: I wouldn't be surprised if there was a marked increase in Pacific offending across the region, a marked increase in of course young people not feeling engaged with, again, education and/or employment opportunities.

MICHAEL TURTLE: The charity Mission Australia, which administers the program, says it costs an average of $2,500 for each participant. And that compares to about $150,000 to keep a young person in the juvenile justice system for a year.

Mission Australia's Anne Hampshire says as well as being 50 times cheaper, diversionary programs have better results.

ANNE HAMPSHIRE: It's really time to translate these programs that have shown to be successful into policy. It's sometimes quite simple to think, let's just build a detention centre. That's perhaps seen as an easy way out to fixing the problem. But in fact we're not, we need some more sophisticated thinking.

MICHAEL TURTLE: About 13,000 young people are put under juvenile justice supervision nationally every year and that number is rising.

TONY EASTLEY: Michael Turtle reporting.
1) Mission Australia
Author: 
Category: 
Date: 16/06/09

*Australia’s approach to Juvenile Justice must change*
Programs designed to divert young people from offending behaviour and entering juvenile detention can not only be more effective than putting a young person in custody but up to 50 times cheaper to run according to the community service organisation Mission Australia.
Mission Australia says diversionary programs designed to keep young people from re-offending can cut rates by more than half and reduce serious offences by close to two-thirds.

2) The Australian
Author: None
Category: General News
Date: 16/06/09 03:07

*Teen offender plan faces axe*
IT would seem a no-brainer. Spend $150,000 a year each to keep teenage offenders locked up in juvenile detention, or about $2500 on a program to divert them from the well-worn path to adult crime. A $2500 investment to help wean them off drugs, help...
Includes: Mission Australia(3)

3) ABC Online
Author: None
Category: General News
Date: 16/06/09 07:16

*Youth crime: prevention 'cheaper' than punishment*
A report has found it is up to 50 times more expensive to put a young person in the justice system, than to prevent them getting into trouble in the first place. The study by the charity Mission Australia has found it costs an average of $150,000 per...
Includes: Mission Australia(3)

4) Yahoo! News Australia
Author: None
Category: Other
Date: 16/06/09 13:01

*Call for debate on juvenile detention* (ABC)
The charity organisation Mission Australia has called on the South Australian Government to set a target to reduce the number of young people in juvenile detention. Mission Australia’s director, Jillian Paull, says the number of young people in...
Includes: Mission Australia(2)

5) ABC Online
Author: None
Category: Other
Date: 16/06/09 15:30

*Report shows high cost of jailed juveniles*
A new report has found it is up to 50 times more expensive to put a young person in the justice system than to prevent them getting into trouble in the first place. The study by the charity Mission Australia has found it costs an average of $150,000 a...
Includes: Mission Australia(3)
6) ABC Online
Author: None
Category: Other
Date: 16/06/09 15:40
Call for debate on juvenile detention
The charity organisation Mission Australia has called on the South Australian Government to set
a target to reduce the number of young people in juvenile detention. Mission Australia’s director,
Jillian Paull, says the number of young people in...
Includes: Mission Australia(2)

7) AAP Newswire
Author: None
Category: National
Date: 16/06/09
Fed: Govt response to young crims not good enough: welfare group
A community welfare group says putting young offenders behind bars is NOT an effective way to
cut crime rates. Mission Australia says programs designed to prevent them from reoffending have
better results.. and are cheaper to run. The group wants governments to cut the number of young
people in detention .. and boost rehabilitation programs.
Includes: Mission Australia (2)

8) Ballarat Courier
Author: None
Category: General News
Date: 16/06/09
Jail not effective: welfare group
PUTTING young offenders behind bars is not an effective way to cut crime rates, a community
welfare group says. Programs designed to prevent them from reoffending have better results and
are cheaper to run, Mission Australia says. The group wants governments to cut the number of young
people in detention, and boost rehabilitation programs.
Includes: Mission Australia (1)

9) Launceston Examiner
Author: None
Category: General News
Date: 16/06/09
Detention for young opposed
CANBERRA – Putting young offenders behind bars is not an effective way to cut crime rates, a
community welfare group says. Programs designed to prevent them from reoffending have better
results and are cheaper to run, Mission Australia says. The group wants governments to cut the number of young people in detention and boost rehabilitation programs.

10) Newcastle Herald
Author: None
Category: General News
Date: 16/06/09
Cut the bars
PUTTING young offenders behind bars is not an effective way to cut crime rates, Mission
Australia says. Programs to prevent young people reoffending had better results, the group said.
It wants governments to cut the number of young people in detention and boost programs.
11) Tasmania Mercury
Author: None
Category: General News
Date: 17/06/09 12:04

Call to cut youth jail rate
YOUNG Tasmanians end up in custody at a higher rate than the national average, prompting calls for action. The State Government should do more to keep young people out of jail, welfare agencies say. Mission Australia said four in every 10,000 young...
Includes: Mission Australia(4)

12) Burnie Advocate
Author: None
Category: General News
Date: 17/06/09

Call for more programs to engage youth
ONE of Tasmania's leading community service organisations, Mission Australia, yesterday called for more programs to keep young people from engaging in crime. The release of research into young people and Australia's criminal justice system has shown Tasmania has a higher rate of young people in custody than the national average.
Includes: Mission Australia (3)

13) Herald Sun
Author: Emily Power
Category: General News
Date: 17/06/09 02:52

Jailed kids a crime
MISSION Australia wants more money injected into crime diversion programs to reduce the number of juveniles behind bars. The number of 10-17 year olds in custody is the highest in four years, the charity says. State director Paul Bird said more than...
Includes: MISSION Australia(1); Mission Australia(1)

14) WA Today.com.au
Author: None
Category: Other
Date: 18/06/09 09:02

Calls for WA to cut juvenile lock-up numbers
Western Australia has the second-highest rate of young people under custody in the country but it is not doing enough to cut the number of young people being locked up in detention, according to a leading community organisation. Mission Australia said...
Includes: Mission Australia(3)

15) Youth Field Xpress
Author:
Category: Crime and Justice
Date: 21/06/09

'Young people and the criminal justice system: New insights and promising responses'
This Mission Australia snapshot publication presents the findings of research undertaken as part of studies for a professional doctorate by a Mission Australia staff member, Jioji Ravulo, of Mission Australia's Youth Offender Support Programs, or YOSP. This is a group of programs that Mission Australia runs in south-west Sydney involving young people aged 10 to 17 years who are in contact with the criminal justice system.
Includes: Mission Australia (4)
Something is rotten with our juvenile justice systems. Youth detention centres are bursting at the seams, incarceration rates are at a four-year high and more than 1000 voting people are locked up across Australia every night.

Western Sydney program of hope axed by government
The NSW Government has cut funding to a very successful and promising youth program named Pacifika run by Mission Australia. As reported by ABC 7.30 report last week. It costs up to 50 times as much to keep someone in juvenile detention as it does to prevent them offending in the first place.

Mission Australia has also released a report on approaches to youth crime and the costs of detention as opposed to diversion. This report can be found at: http://www.missionaustralia.com.au/news/media-releases/1200-australias-approach-to-juvenile-justice-must-change

Programs designed to divert young people from offending behaviour and entering juvenile detention can not only be more effective than putting a young person in custody but up to 50 times cheaper to run according to Mission Australia.
Every day across Australia around seven hundred young people are incarcerated in the juvenile justice system. With state governments increasingly imposing tougher bail requirements for young offenders, the numbers are on the rise and so too is the cost. Pasifika, an early intervention program run by Mission Australia shows how the problem can be solved for a fraction of the price.

**Transcript**

KERRY O’BRIEN, PRESENTER: Every day across Australia, around 700 young people are incarcerated in the juvenile justice system. With state governments increasingly imposing tougher bail requirements for young offenders, the numbers are on the rise and so too is the cost. At around $100,000 a year per person, juvenile justice is becoming an expensive problem. But as Sharon O’Neill reports, there is one early intervention program that shows how the problem might be solved for a fraction of the price.

SHARON O’NEILL, REPORTER: Rudy Sumeo is visiting his old high school a changed man.

RUDY SUMEO: My attitude has changed a lot, just towards people, and I’ve also been patient. Also, just going for my goals.

SHARON O’NEILL: This former student is here to watch a newly-formed music group at James Meehan High at Macquarie Fields in the south-west of Sydney. He’s also here to offer some words of advice.

RUDY SUMEO: And make sure you don't let that pressure of being a Pacific Islander - like, don't let that stereotype bring you guys down.

SHARON O’NEILL: But a few years ago, Rudy Sumeo was very much that stereotype.

RUDY SUMEO: We got into a lot of fights, and just stealing stuff, yeah just a lot of bad stuff we used to get up to. But at that time, we thought it was fun.

SHARON O’NEILL: Like many of his peers in the south-west of Sydney, Rudy Sumeo was caught up in the Macquarie Fields riot in 2005. Back then, he was often in trouble, and at risk of becoming part of the juvenile justice system.

RUDY SUMEO: Just like every other teenager, I guess, getting into fights and having alcohol in your system doesn't mix at all.

SHARON O’NEILL: In 2006, following a dispute between students from two high schools in the Campbelltown area, local police referred Rudy Sumeo to a pilot program designed to keep young Australians from a Pacific Island background out of trouble.
JIOJI RAVULO, MISSION AUSTRALIA: And we met him as a result of police wanting Rudy to benefit from some form of work with us.

SHARON O'NEILL: The program, called 'Pasifika', was developed by Mission Australia out of concern at the increasing numbers of young Pacific Islanders ending up in juvenile justice.

Jioji Ravulo is the program's coordinator.

JIOJI RAVULO: It's one thing to recognise that someone has issues with the law, but it's another thing to scratch further and look at the actual reasons as to why they have all these behaviours, and why those behaviours were developed in the first place and how those behaviours can be challenged and potentially changed so that it can move them on to positive pathways.

RUDY SUMEO: I've also learnt just being patient, being patient and striving, striving to get where I want to be or where I want to get to. I mean, I'm still not there, but I'm still working at it.

LOSIVALE: Oh, I was pretty violent, like, even my crowd was, like, they were scared of me too. How violent would I get? I'd get really violent, like, I wouldn't stop until I know that the person's like really hurt, like badly hurt.

SHARON O'NEILL: Losivale was also referred to Pasifika by the local police. She was skipping school to spend her days drinking at friend's houses.

What do you think could have happened to you had you not become involved with Pasifika?

LOSIVALE: I reckon I'd be behind bars.

SHARON O'NEILL: The Pasifika program is working with Losivale and her family, dealing with her problems with alcohol and aggression. She's now back studying and has set a somewhat surprising goal for her future.

LOSIVALE: Looking forward to going into Goulburn, the Police Academy.

SHARON O'NEILL: Do you think you'll make a good police officer?

LOSIVALE: Yeah.

SHARON O'NEILL: Why?

LOSIVALE: Oh, I don't know. I just reckon I'll make a good one.

ANNE HAMPSHIRE, MISSION AUSTRALIA: The program works with the whole needs of a young person to start with. So we focus on whatever their range of issues are, whether it's around education, whether it's around their family relationships, whether it's around their drug and alcohol use, their health and well-being, their self-esteem. So it's very integrated and its very holistic.

SHARON O'NEILL: Anne Hampshire is the head of Mission Australia's research and social policy unit. She says the Pasifika program is a proven way of keeping young people out of prison.

ANNE HAMPSHIRE: 65 per cent of the young people who've been involved in our program haven't reoffended 12 months after their involvement in the program. That's an incredibly impressive statistic,
particularly when we compare it with incarceration which we know has got way, way higher rates of reoffending. We also know that this is a cost effective response. $2,500 per young person compared to well over $100,000 per young person incarcerated. It really just makes good sense.

SHARON O'NEILL: It also makes good sense to the NSW Police.

LUKE MOORE, NSW POLICE: I think it's been a good model for us to look at and we can adapt that and I think we can expand that further and bring that type of approach out across the state to wider communities.

SHARON O'NEILL: At James Meehan High School, these students are happy to be part of this group organised by the Pasifika program. It's providing an after school activity that's helping to develop their talents and keeping them out of trouble.

RUDY SUMEO: I never thought that I would be able to come back to James Meehan High School. But I feel like I've kind of redeemed myself by coming here and talking to the kids and encouraging them, encouraging them to stay at school and go for their goals.

KERRY O'BRIEN: And now the postscript: despite the success of Pasifika, the NSW Government has decided not to continue funding the program in the new financial year. Sharon O'Neill with that report.
Juvenile justice system review criticised

Broadcast: 24/07/2009

Reporter:

Watch this video: Windows Media

Welcome to Stateline NSW, I'm Quentin Dempster. Zero tolerance, tough on crime, lock them up and throw away the key, eight years after the law and order auction started in NSW politics we've got one of the highest prisoner to population ratios in the Western world. We've got a measurably high recidivism rate. At great taxpayer expense we're building more jails and expanding existing ones and it's now been reported we've got the highest juvenile detention rate in the country, four times that of Victoria. Crime rates in both States have been static or falling. This week Minister Graham West announced an independent review of juvenile justice. The review, the first in 16 years, is said to be necessary to ensure the system is actually reducing the cycle of juvenile crime. But this review has provoked anger, cynicism and outrage by those who warned years ago that the law and order auction would produce distorted outcomes. This is a problem completely of the Government's own making. It's not a problem in relation to crime, it's not a problem in relation to the behaviour of young people, it's a prab in relation to tin competence of government and its refusal to consider what the impacts of the changes in law. Around 2001 under pressure from radio shock jocks and dog Matic editorialists, the policy rot, according to criminologist Professor Chris Cuneen started under then premier Bob Carr desperate to outflank his political opponents on law and order. I've never had confidence about tough laws, long sentences acting as deterrent. What acts as a deterrent is them getting arrested and being put away. That's the only deterrent that counts.

Through its tough rhetoric and law changes, the Carr Government effectively neutralised law and order as a major political issue. Now in 2009, this graph produced by the Australian prison project, it's on the web, shows the rate of major amendments to the bail act as part of the crackdowns. What you see particularly from 2001 through to 2007 is a large number of significant amendments to the legislation. So this is when the law and order auction started? I think in terms of bail it's when the major changes have occurred from 2000 onwards through to 2007. So if you look at 2006 you're talking about four major amendments to the legislation. These aren't minor amendments this is basically an amendment to the legislation four times in one year which shows this is not thought out law reform, this is a process which is completely ad hoc. One year we amend the legislation four time, next year you amend it four time gin. A cum of years later you amend it four times again. This is completely irrational decision making, if you like, in terms of law reform. At huge taxpayer expense more kids, and adults were
thrown into the slammer for longer in the hope that crime rates would consequently fall. Crime rates did fall but criminal gists argue for other reasons not related to the incarceration rate. Niits I can show you letters to the DG dating back to 2000 indicating the problems of remand for young people and how that progressively worsened through the 2000 #s. This week jouuf nil justice minister nail Graham West conducted a review of jouuf nil Nile justice in NSW. It findings and recommendations will be made public by tend of the year. It's quite clear everyone wants the best outcome we can get for young people and I think the majority of people support the rehabilitation of young people. What concerns me is that those who go into custody, especially, the recidivism rate is about 68% in 12 months. Which means we need to keep the community safe but we need to find better ways to rehabilitate young people and make sure they're not continuing down a cycle of crime, ending back in our centres an potentially ending in the adult centre later on. A recidivism rate of 68% means we're manufacturing crooks. I means the least effective way of rehabiliting people is custody. These people have committed crime and many of them have serious issues so it's not getting away from the problems behind it but certainly when it comes to solution, custody may not be the best answer for a good chunk of these people. NSW has four times more juveniles in detention than Victoria at a time when crime rates in relevant categories are static or falling in both States. Intrigued my Minister West's review is Mission Australia's Anne Hampshire. Young people are ending up in jail following just minor breaches of their bail condition, she says. Two important things are contributing. Changes to the Bail Act and also the number of young people who are actually being pursued by the police once they've broken their bail. So for things like breaking a curfew and for not being associated with parents, so those changes are really driving a significant increase in numbers. Minister West says he now knows about this and has established a bail hotline so his juvenile Justice department can intervene to get young people to comply with their bail conditions before they're carted off to jail by police. For three years Mission Australia was funded by the State Government to conduct Pasifika, a pilot diversionary program with young South Pacific Islanders around south-west Sydney. I was pretty violent. Like even my crowd was like they were scared of me too. How violent would I get? I would get really violent. I wouldn't stop until I know that the person's really Like really hurt, like badly hurt. On her own admission Losivale was at risk of ending up in juvenile detention but due to the Pasifika program she's now studying at TAFE and has made significant changes to her life which involved violence and drinking. 60% of the people involved in the program had not reoffended within 12 months. It's an achievement Mission Australia is proud of. We delivered a very integrated program for those young people. So if they had mental health issues we supported them in that, if they had anger management issues that's what we did. If they were disengaging with school we worked with them on that. Whatever their needs were we wrapped a whole suite of integrated responses around them. We also worked with their friends. We also worked with their family. We also worked with schools. Local employers, the whole kit and caboodle. But despite its success, funding for the Pasifika program ended on June 30 this year. The program in reference is not actually funded by Juvenile Justice. We give them about 500,000 of funding each year. I was only there last week with Mission Australia and they do great work. What it highlights is we need to look at the whole system. We need to know who's working in the space and at a very strategic level find the types of programs that work and then once we've done that we can go back to our partners like Mission Australia and say let's run 078Some of these programs but really want to get a great evidence base around it in a NSW context. Anne Hampshire staits Juvenile Justice review should make a finding about the cost effectiveness of diversion Narey programs. They're also extremely cost effective, 2,500 for every person involved in that program that compares to $150,000 to inkors reat a young person for a year. They're the sorts of programs we're hope willing come to the surface in the review. By the way n California now the governor Arnold Schwarzenegger is letting many less risky prisoners out of jail early to help ease that State's desperate cash flow problem.
APPENDIX 13
The NSW corrective services budget has reached a record $936 million a year. It will cop a billion next year with a new 600-bed jail coming for Nowra and 400 extra beds to be built in existing facilities. Putting in cynicism about the juvenile Justice review aside. Professor Cuneen believes the hard heads of NSW Treasury and a major deficit management pressure thesms should now consider the cost effectiveness of Bail Act reform with diversion Narey programs to staunch the high cost to taxpayers. At the same time as the bail legislation was being amended we had quite good policies being introduced as well around things like youth justice conferencing. We know the youth justice conferencing reduces ri Sid vism rates among young people. There other programs for support, we know what's out there, we know what can work in terms of reducing reoffending. The problem with the Government is that it goes for the knee jerk quick reaction, it doesn't care about what the long-term consequences are and so as a result of that today we've got a real problem. Significantly Minister West now publicly acknowledges this State has a problem. You can't do a review without looking at all the elements and the kos of those and those costs are not only measured in dollars. If the recidivism rate is lower for other programs an costs the community in fear and cost of crime is also lower so we have to look at that. While the O'Farrell Coalition has promised not to turn the next election into another law and order auction this remains to be seen. When it comes to getting votes from their fear of crime, all our politicians

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“Depending upon the extent and type of contact with coercive institutions, young people who progress deeper into the juvenile justice system tend to have a much harder time escaping the life of adult offending and/or chronic and serious youth offending. Recidivism rates for juvenile offenders suggest the failure of the system as a whole to do much more than simply entrench deviant status, rather than facilitating the movement of the young person in more conventional directions” (White, 2003, p. 25). This report examines the social factors that may lead to the further marginalisation of young people, aged between 10 and 17 years, who are exposed to the authority of this children’s legal system. Specifically, a cohort of youth accessed through the work being undertaken by the Youth Offender Support Programs, South West Youth Services, Mission Australia will form the basis of the research that demonstrates these points. Social Risk factors are key areas in understanding the development of anti-social behaviour. There are certain characteristics that impact on the normal progression of life span stages (Peterson, 1996). This area of research is important in understanding the concept of marginalisation, and the purpose of specific protective factors that are necessary to developing positive members of society.

This notion also recognises concepts relating to different subgroups of young people within our communities; these are not commonly articulated when “youth” strategies are implemented at a macro political level. These narrow perspectives continue to hold back the development of programs, and impede the development and implementation of such strategies (which may in turn curb anti-social behaviour and the onset of offending behaviour) when working with society’s most troubled members. Too often people believe that all “young people” are accordingly “young people” – with the same set of rebellious behaviours that can be sorted with a simple round of State-induced discipline. This includes the legal system and the ongoing obsession with seeing people pay the penalty for their own wrongdoings, in turn jeopardising systemic perspectives and delaying discussion of the underlying causes for people’s behaviour.
Socially, we are not encouraged to think in a psychosocial ideological framework. When viewing this model in the realm of sociology, we anticipate that the “psycho” perspectives involve understanding the cognitive processes that hardwire behaviour and response to situations, including mental health and disabilities. The “social” incorporates the socio-economic/class standing, access to services/facilities/resources level. When taken together, these two aspects provide a holistic, objective bigger picture of why people are the way they present. Human beings are of course, by nature, complex.

The legal system holds a certain responsibility for the rehabilitation and retribution processes across society. If someone commits an offence, they are justifiably progressed through a system that strives to bring about personal responsibility, and an objective understanding of the importance of not committing further crimes that cause problems for both the individual and society as a whole. But what happens if the same system that espouses social justice also creates injustice? People who journey through the legal process are possibly vulnerable towards recommendations and sanctions that, in essence, cut away from personal civil liberties, creating harm and depressing effect. Furthermore, if one is already socially marginalised, the process may have more of a negative bearing on one’s ongoing development of pro-social behaviours and common function within the community.

Without these protective factors in the examination of young offenders, paired with their involuntary participation in the legal system, such offenders are victim to what I call “Eight Ball Marginalisation”: always held back by various issues that perpetuate social isolation and deter social competency. Grouping such specific risk factors, while examining the negative effects of involvement with judicial systems, raises further questions and knowledge about the underlying circumstances that lead young people to re-offend. In this first DCR report, I review specific social protective factors that are not fulfilled in South Western Sydney youth deemed to be offenders. Understanding such characteristics doesn’t necessarily justify the individual’s behaviour, however they provide a base on which further anti-social attitudes and behaviours possibly rest. This may explain why certain people act in certain ways, while offsetting an overarching premise about how these community members may be assisted when in contact with subsequent social and welfare services.

Accordingly, we may then question whether there are also shared experiences in “eight ball marginalised” youth when dealing with the NSW Children’s legal system. Another point to raise stems from the legal system’s ability to understand such presenting behaviour, and the young people’s complex histories, stories, and lives. As such, we see the social incompetence (rather than the social incongruence) of the legal system, which includes the following three
facets: the police, Children’s Court and the Department of Juvenile Justice. Each level will be examined within the New South Wales context; providing potential scope to understand common practices across these three fields.

An increase in youth criminal recidivism continues to be profiled by researchers across NSW (Weatherburn, Cush, & Saunders, 2007). Statistically, they have found that the more times a young person has contact with the legal system, the more likely s/he will re-offend. Someone who has had one previous contact will have a 74.2% chance of re-offending, whereas a young person who has three or more previous experiences has a 94.5% chance of re-offending. This report will then profile the notion of whether involvement in these justice processes rehabilitates and connects the offenders to social inclusivity, or if the opposite is case; that is, where association deters any possible positive goals that the system was intended to achieve. The report will examine whether the legal system, when paired with the lack of protective factors for adolescents, perpetuates the ongoing development of anti-social behaviour. Therefore, the endeavour is to map a further understanding of the specific impact of “eight ball marginalisation”, and the negative impact the legal system has on such young people. In addition, I examine the characteristics of youth marginalisation, and how it translates across the practicalities of dealing effectively with such a demographic in South West Sydney.
SOCIAL RISK FACTORS

Protective factors are generally precursors to the development of functioning social beings. Accordingly, these factors provide an outline and identify areas within the lifespan that characterise the ability to cultivate and portray positive behaviours. Without these, an individual may develop characteristics considered as anti-social behaviour (Howard, Johnson, & Australian Institute of Criminology, 2000); this of course includes offending. By then mapping risk factors, we embark on a further journey in discovering the “why’s.”

Importantly, we need to reference the stages of adolescent development, and what specifically is experienced in forming such pro-social attitudes. Commonly, this time is typified by a change in relationships, between both the young person and their parents. On top of this, young people start referencing their sense of self through their peer association, which then impacts on the sub-culture with which they start to interact (Haralambos, 1996). This includes types of music listened to, recreational activities participated in, and even clothing styles chosen. Bringing all this together, adolescence is a time to explore what it means to be who “I” really am.

Certain risk factors may damage this developmental process, which then causes problems for the individual, the family, and the community in general. Armed with these destructive traits, this person moves in and out of various social circumstances, where such influences may impact on whether particular behaviours are reinforced or challenged. From this psychosocial approach, it is possible to start developing a perspective that presents certain characteristics with both a positive and negative impact. Physical determinism or situationism (Bartol & Bartol, 2005) conceptually explains human behaviour through the interaction of social and environmental characteristics, for example the family environment. If the young person lives with parents who don’t provide boundaries and regulated authority, then s/he may perceive this as a lack of care and support, and will rebel against the parents’ attempt to engage their child in any future contact. Conversely, the adolescent may participate in attention-seeking behaviour, from the need to feel loved. Again, this is reinforced by characteristics derived through the environment in which the young person lives, and from conflicts that may arise across dynamics with the family home (Mission Australia, 2003).

This ambiguity in responses also opens up the notion of social protective factors to speculation, however it is vital that society understands that the mapping of such is not fixed, and is generally influenced by the external factors and the perception of the young person themself. A key focus, then, is developing a sense of resiliency and objectivity. Resiliency, in essence,
provides the scope for young people to positively cope and overcome strains caused by social risk factors. This can’t be developed, however, if other protective factors are not previously catered for (National Crime Prevention, 1999). These prerequisites for positive behaviours are then made void and are then not utilised when dealing with negative external influences, which in this case includes the justice system.

Positive skills of negotiation are another key area in developing resiliency. The ability to manage anger and resolve conflict effectively is balanced by an ability to negotiate life circumstances that encourage a win/win result for all parties. Conflicts that come up as a natural part of the life journey may not be dealt with appropriately, which may result in further reinforcement of negative behaviours, and an inability to reflect on the negative behaviours that perpetuate this attitude (Clancey, 2007; Stott, 2007). From this, a set of normative behaviours are developed and continually reinforced by other conflicts experienced in life. These include the ability to resolve simple issues around misunderstandings in social settings, between family member, peers and other community members.

The ability to make friends is a necessary skill that most people take for granted. The process involves exercising interpersonal skills that promote positive communication and general social activities. The ability to then feel accepted by other peers is also an aspect of developing a group association that reinforces one’s personal attributes. Conversely, if a young person feels insecure about the attachment to the other members of the group, then it’s possible for him/her to participate in behaviours as proof of worthiness. This notion is evident during professional observations on the nature of peer association with marginalised youth. There is a tendency for such youth to succumb to peer pressure more readily than would a young person competent in their own social standing with peers. From this insecurity, a young person may be swayed to participate in risk-taking behaviours to show their loyalty to their friends. Such manifestations may then lead to other forms of anti-social and offending behaviour.

Mission Australia continues to play a pro-active role in the exchange and publication of information on social protective factors and resiliency. In the past, this information has been conveyed through fact sheets and posters, disseminated to internal and external youth agencies and centres across Australia. Through contemporary practice, the Research and Social Policy Unit continues to profile research undertaken on families, homelessness and unemployment. Annually, Mission Australia compiles data to publish a National Survey of Young Australians. Such findings provide key stakeholders, including government departments and policy makers, with the opportunity to gain insight into the youth population. In 2006, key findings included young people’s issue with their own body image, and personal experiences with discrimination.
Another important finding was the value they place on support received from family and friends.

Another Mission Australia report, entitled *Youth Employment Participation Continuum*, (Hampshire, 2006) provides an overview on the factors that lead to pro-social development and positive participation in society. An ability to contribute economically, through the capacity to engage in sustainable employment, is a necessary precursor to self-worth. At the same time, employment opportunities are enhanced by positive attitudes towards life-long learning, generally bolstered by education sourced both locally and vocationally. Youth, as a developmental stage, is also broken down into groups that define young people’s activity status in society: fully engaged; actively engaged; precarious engagement; disengaging; and marginalised. Each area maps specific indicators or achievements that describe how and why a person is classed in this grouping. These categories provide a continuum that outlines a truer understanding of differences that can exist in young people as a population, rather than as the homogenised age group that they are generally considered to be; these are generally either “functional” or “at risk.” In essence, such knowledge can lead to the creation of programs that will meet the specific needs associated with each youth category, rather than pretending that a government-funded community program can cater to all young people.

Again, the use of resiliency is a key feature in dissipating anti-social behaviour. Certain research suggests that “developmental pathways can change – that children who exhibit ‘difficult’ characteristics during childhood do not necessarily become problem adolescents” (Hampshire, 2005, p. 4); providing the ability to develop pro-social responses potentially addresses certain risks, leading in turn to resiliency. Moreover, such reports suggest that troubled youth may demonstrate resilience when dealing with stressful life situations. Whether this is used in a positive manner – one that moves them forward into life pathways leading to pro-social outcomes – is however uncertain. With this in mind, other organisational ventures have been developed, including the implementation of specific service deliveries that harness these characteristics and create opportunities to employ resilience productively. Hence, it is important to acknowledge that youth who experience troubles in childhood still possess levels of resilience. Overall, this characteristic is an important aspect of acquiring the ability to deal effectively with crisis and conflicts, and of the consequences in handling such matters pro-actively.

According to the Australian National Crime Prevention project (Simmons, 1999), specific research has been developed to outline the risk and protective factors associated with anti-social and criminal behaviour. The report categorises risk factors into five streams: Child
Factors, Family Factors, School Context, Life Events, and Community and Cultural Factors. Under each stream, a list of factors is given. When comparing these characteristics, our cohort explicitly portray most to all of these traits. In particular, our research then endeavours to exemplify the impact of a father’s absence, of poor supervision and monitoring of children, of neglect, of a deviant peer group, of peer rejection, of inadequate behaviour management, of socio-economic disadvantage, of neighbourhood violence and crime on continuing anti-social behaviour. In addition, previous research on risk factors that offset participation in juvenile crime found that these preceding factors, including poor schooling and negative alcohol and other drug usage, will also contribute (Baker, 1998). Previous research and our findings may well bear out the lack of social protective factors in the young offenders examined in the research cohort. Correspondingly, we will explore whether there are specific factors in the application of the NSW Children’s Legal system that may offset the social exclusion of marginalised young people in South West Sydney.
RESEARCH PLAN

The research group were clients who had reached the tertiary level of offending: that is, who had experienced all three stages of contact with the Children’s Legal System. Clients were sourced predominantly from Campbelltown Post Release Support Program, however clients from the Juvenile Justice Employment Skilling Program & Pasifika Support Services, who have experienced these three stages, were selected and examined. Both case notes and workers who were allocated caseworkers were accessed, to assist in data collection.

Of the young people profiled, all have been assisted across three financial years of client intake and activity: 2004–2005; 2005–2006; and 2006–2007.

The participants were young people, aged between 12–20 years, at risk of developing recidivist anti-social behaviour; more specifically, of offending. Geographically, each client came from suburbs across South West Sydney, predominantly from the Campbelltown and Liverpool Local Government Areas.

From a quantitative perspective, a questionnaire was developed, with 101 specific questions segregated into 11 different categories: General Demographics; Family; Accommodation; Education; Finances; Health (including Alcohol and Other Drugs [AOD]); Social (including ID); Criminal; Police; Children’s Court; and Juvenile Justice. Overall, these were based on the 2 areas of data: an understanding of social risk and protective factors portrayed by the participants, and their experience when in contact with NSW Police, the NSW Children’s Court and NSW Juvenile Justice.

Individual staff in the 3 particular Youth Offender Support Programs, Mission Australia, provided the information used to complete the 100 questionnaires. Data was collected in this manner over a 3-month period from January–March 2007. The caseworkers’ individual perspectives on the client being case-managed have offset the implemented case plan. At the same time, the client’s interaction is based on the perceived outcomes developed throughout service delivery. Actively using this information taken from the worker’s objective understanding assisted in the overall data collection process. Other types of anecdotal evidence were also captured, as caseworkers maintain a comprehensive listing of client notes. Importantly, this included the monitoring of the progress made with each client, while also listing an analytical approach as to where the client’s motivation lay. Additionally, staff endeavoured to reflect actively on why the participant was not achieving and/or what psychosocial barriers deterred progress.
A comparison will be created from the collated data by pooling case studies, and ultimately be used to give statistical evidence to the hypothesis within this research. From an ethnographic perspective, data collected will enhance and support this analytical approach. Again, a cross-referencing approach undertaken in these reports supports the need to investigate whether reality interacts with presented theories and literature.

Demographically, the highest age group to participate were 17-year-olds (38%), followed by 16-year-olds (26%) and 15-year-olds (15%). Males made up 93% of the examined cohort. Ethnically, 25% were Anglo-Australian, 17% were Aboriginal and Torres Strait Islanders, 49% were Pacific, 6% were Arabic and 3% were Asian youth. More than half of the cohort were active or previous participants in the Campbelltown Post Release Support Program, followed by young people from either the Juvenile Justice Employment Skilling Program (20%) and Pasifika Support Services (25%), Mission Australia.
DCR RESEARCH - FINDINGS ON SOCIAL RISK FACTORS

1) Family

From the participants profiled, 57% had no consistent contact with their fathers. This can have serious implications on the development of positive male role-modelling, and on overarching aspects of gender socialisation (Beaty, 1995). Furthermore, only 5% of participants lived exclusively with their fathers.

One fifth of young people lived outside direct parental supervision, which counts for care from older siblings, extended family members, and non-relatives. Interestingly, previous research has found that “juveniles not living at home with their parents were more likely to have reported neglect, violent abuse and emotional abuse” (Prichard & Payne, 2005, p. 4).

Over 50% of mothers who lived with participants were unemployed. Only 11% of this number were actively seeking to gain employment. At the same time, 43% of the fathers who lived with the young person were unemployed, with only 12% seeking active employment. By comparison, only 10% of dependant children in an Australian household have parents without employment (Australian Bureau of Statistics, 2007).

Specifically, 66% of mothers in the known cases had a current or previous negative history with AOD. Of this group, 45% of mothers had an issue with either alcohol, marijuana, or both. In some cases, the young person (who might also portray a negative pot dependency) would use with their own parents, who would in turn request their child to obtain the substance from a local dealer. Furthermore, 79% of fathers in the known cases also possessed this negative trait. History of family substance abuse is considered a prevailing risk factor in offending. Furthermore, “Juveniles who reported family substance use were likely to be frequent substance users in the six months prior to their detention, to have committed their first offence and first used any substance at an earlier age and more likely to have become a regular offender” (Prichard & Payne, 2005, p. 5).
Alarmingly, over 50% of mothers had had some contact with the criminal system, which included 15% who had previously been incarcerated. In the data on fathers, 88% of the known cases had had involvement with the system. A higher proportion of fathers had been previously incarcerated when compared to mothers. Issues of overarching criminogenic factors needs to be considered, which may impact on the susceptibility for children to also portray anti-social behaviours. On further consideration, having primary caregivers incarcerated can interrupt a child’s development, and impact on his or her ability to receive consistent support in the community (Flat Out Inc. & Victorian Association for the Care and Resettlement of Offenders, 2006), which may lead to further isolation and marginalisation.

Violence is another problematic area for both parents and the young person. 34% of mothers were known to be violent within the family home; of the fathers, 81% of known cases were actively aggressive. Interestingly, “juveniles reporting regular violent or property offending were more likely to report a history of neglect and abuse” (Australian Institute of Criminology, 2006). Likewise, “juvenile participation in crime is highly correlated with both neglect and abuse, indicating that rates of juvenile participation in crime are generally higher in areas with higher rates of neglect and abuse” (Weatherburn, Lind, & Ku, 1997, p. 22). Further exploration in my research around types of offending behaviour also supports this notion.
Diagnosed mental health issues are another negative factor in pro-social development. Of the known cases, over 50% of mothers were dealing personally with some form of mental health issue; conversely, it may be that the other percentage is experiencing some form of mental health issue that hasn’t been clinically profiled. This same notion applies to fathers who assigned a high percentage of “unknown” responses regarding their own mental wellbeing.

Accommodation status is always a difficult statistic to measure. 26% of participants profiled did not live with either one or both parents. Of this, 4% were explicitly homeless. 34% of participants lived with both parents, and 39% lived with their mother. Nationally, only 17% lived in a maternal one-parent family, with 22% having the other natural parent live in another household. In addition, 28% of children 0–17 years rarely have contact with this other parent (Australian Bureau of Statistics, 2007).

There is however a high tendency in the other 74%, which suggests that they experience a lack of parental support and are not engaged in a positive relationship, although they may be living with their parents. This includes the reinforcement of transient behaviour, with such young people moving around geographically, staying with friends or other extended family members, on a daily or weekly basis. This makes it considerably difficult for the young person to then be engaged consistently in education or an employment placement. On further reflection, this lack of consistent engagement with parental support may create issues of trust, where the young person finds it difficult to engage in support without suspicion, or to find genuine concern for their own positive attachment. Again, this may then impact on self-motivation to move forward socially.
2) Accommodation

Near to three quarters of the young offenders profiled lived in some form of public housing. The highest regional representatives – also indicative of the referral numbers into the Youth Offender Support Programs and South West Youth Services, Mission Australia – are from Macquarie Fields, and the Miller/Ashcroft/Busby housing estates. In such arrangements, the standard of housing conditions are not necessarily suitable for certain families, who strive to balance a budget burdened with the ever rising cost of living (Saunders, Sutherland, Hampshire, & King, 2006). This can also include proximity to transportation and other necessary services and facilities, which again may be hindered based on housing affordability.

The main proportion of participants lived in a 3-bedroom dwelling, with 45% of people being housed in circumstances with 6 or more people. This raises questions around adequate and equitability of space for those living together. A high number of young people will experience issues of overcrowding, where an actual space in the house is not zoned for their own personal usage, such as bedrooms or a place to study that complements educational needs.

Only 6% of young people had exclusive access to a private vehicle within their living arrangements. Within the total group, 34% accessed public transport as their main transportational mode, whereas 56% got around by walking. In most circumstances, this was then offset by the actual location in which they lived.

Added to this is the area itself in which people may walk to reach public transport. Near to 50% of people had to walk up to 15 minutes to their nearest bus station. Alarmingly, it took more than 30 minutes for most people to reach their local train station by walking. Again, this meant that most people needed to use another form of public transport to then use the trains. The cost of accessing these services on a regular basis is another factor to consider, particularly if there is more than one person travelling on limited finances accessed through fortnightly Centrelink benefits. This, in turn, may result in a lower motivation to attend necessary appointments, creating further apathy to support services, recreational pursuits and social ventures. Individuals may then stay relatively isolated in their own community, perpetuating their lack of understanding about further employment, training and education options.
In response to this, 74% of young offenders avoided purchasing a valid ticket, and “jumped” the train on a regular basis; following on from this, 84% of youth fare-evaders received fines for such impositions. This only contributes to other significant offences brought against the young person, which can potentially lead to problems with the State Debt Recovery Office (SDRO); it may then impose sanctions on the young person gaining any form of driver’s licensing from the RTA when s/he reaches a specific age. In turn, this further perpetuates the limited capacity the young person has to undertake opportunities to drive a vehicle legally; many offences brought against young people relate to unlicensed driving. Other issues include not being able to develop other vocational skills, including obtaining a forklift license, as a high proportion of young offenders will continue to participate in the low skilled labour force – if in any at all.
3) Education

Educationally, 71% of young people only obtained a Year 9 educational level, with 30% of this group receiving only a level of Year 7 or below. Conversely, across Australia, “69% of young people aged 15–19 years were in full time education” (Australian Institute of Health and Welfare, 2007b). Our research cohort does not, therefore, resemble a major proportion of students that may go beyond middle years. 98% of the young people profiled received some form of reprimand from their school regarding their behaviour, with 54% receiving some form of suspension, and 40% experiencing an expulsion. Significantly, only 40% of known cases had a diagnosed learning difficulty; in addition to this, a similar percentage had a diagnosed behaviour disorder. There are then some other important reasons for which the remaining 60% of young people not adequately engaged in education acted up. We must also consider that only one fifth were ever enrolled in behavioural/special education schools.

Lack of retention may include the level of education parents have themselves. Over 70% of mothers had a low level of schooling, which was similar to the percentage for the known cases of fathers examined. Previous research has shown a connection between poor parenting as a result of low levels of education, as “the fewer grades of schooling a mother has completed, the greater the risk of neglect” (Salmelainen, 1996, p. 10). In addition, it may not be difficult to make a comparison between low levels of education, and the general emphasis placed on the child pursuing higher levels of education. Future employment opportunities are marred, discouraging further educational pursuits, which impacts on a decent standard of living (Saunders et al., 2006).

At the same time, the education system’s ability to develop and implement effective strategies that promote lifelong learning for marginalised communities is brought under question. An important consideration is appropriate access to resources that support the successful completion of work required. Furthermore, lack of engagement can generally be offset by truly understanding the welfare and social needs of young people, who are perceived as having certain behavioural or learning difficulties.

Another valid reason is revealed in the research undertaken on reading and writing levels. From the cohort, 65% of young offenders demonstrated a level below the relevant academic age of numeracy and literacy; this must be compared with the fact that only 40% of participants demonstrated a behavioural/learning difficulty. There may therefore be many reasons for this occurrence, including the lack of consistent attendance at primary school, which encourages an inability to retain the fundamentals. More so, there is a noted observational trend that primary
and secondary schools may progress the student onto the next academic year, without catering for such deficiencies.

In conclusion, with respect to educational standards, 87% of young offenders profiled were not actively engaged in education, although 82% were still eligible to pursue some form of schooling at a secondary level. Specifically, 47% of this group stopped attending school by their own choice, whilst 10% have been literally blacklisted by the system, disabling them from attending any public school opportunities.

4) Finances

Financially, 93% of the young people aged over 16 were eligible to access Centrelink benefits, however 36% of young people, despite their ability to claim the full amount of Youth Allowance, are not active recipients. This may be due to the overall lack of understanding on how to apply for a benefit in the first place, and subsequently understanding how to consistently maintain this payment. A lack of financial viability impacts on the young person’s ability to participate in common educational, social and peer related activities. This includes opportunities to pay for transportation, social activities encouraging pro-social behaviour (like sporting activities), additional school resources and extra-curricular activities (textbooks, excursions).

Conversely, if these young people are not currently attending school, they will not possess a concession card entitling them to student as opposed to adult fares. This means that transportation becomes even more expensive for such young people.

This makes a connection with the high amount of transportation fines received by these young people. Commonly, train fines were the majority of penalty notices received by our respondents. Other fines also received were for anti-social behaviour at the train station (spitting), and court-imposed infringements.

Given the lack of financial security, fines are generally not paid. As such, they are then accumulated and referred to the SDRO for further processing. Failure to pay at this level then results in further legal concerns, which include more court matters in addition to current or previous matters, and/or sanctions from the Roads and Traffic Authority (RTA).

52% of the young offenders surveyed were trying to deal with such issues, however with the lack of consistent finances there was little to no opportunity to pay these fines at all. These
young people now face a life without the opportunity to obtain a driver’s license. Because of this, many are now driving illegally which may in turn lead to other criminal charges.

It is important to note that the high number of young people eligible for full benefits reflects the low level of parental income available to the household. Accordingly, young people are not eligible for the full amount of benefits if one or both parents are engaged in full-time work.

5) Health

From our research, 97% of young offenders participated in the negative usage of illicit AOD. More specifically, this predominantly means that they used the substance to become completely intoxicated, or “high”, beyond functional social behaviour. The leading substances by over 80% were a combination of marijuana and alcohol. Over 90% used at least once a week, with 52% using on a daily basis. Furthermore, the same percentage is seen when examining participant’s social AOD interactions. Over 50% of young people used with other peers on a daily basis. This continues to illustrate the connection between negative peer group association, and the overarching negative activities undertaken when together. In comparison, only “31% of 12–24 year olds drank once or more a month, at levels that put them at risk or high risk of alcohol related harm in the short term, and 11% drank at levels that put them at risk or high risk of alcohol related harm in the long term . . . [in addition] 23% of young people aged 12–24 years had used an illicit drug” (Australian Institute of Health and Welfare, 2007b). These statistics include those who are 20–24 years old. Our statistic on usage may therefore be comparatively much higher, as our cohort were 12–20 years.

As a high percentage of young offenders are under the influence of substances on a regular basis, one may then draw parallels to offending behaviour. Not surprisingly, 80% of participants were intoxicated by their substance of choice when committing a crime. In another report on the drug use of juvenile offenders, they found “seventy percent of youths reported that they were under the influence at the time of committing the offence leading to their detention . . . similar numbers of juveniles reported that at the time of the offence, they were intoxicated by drugs (24%), alcohol (22%) or both (24%)” (Prichard & Payne, 2005, p. 3).

Interestingly, only 29% of our research cases perpetrated the offence in order to obtain further AOD. This raises questions about the strength of the correlation between offending and the maintenance of a substance dependency. Moreover, this highlights the difference between substance abuse with young offenders, versus an active dependency.
These statistics on AOD usage and the temporal order of drug use and offending are relatively higher in my research than those found by the Australian Institute of Criminology’s report on the Drug Use Careers of Juvenile Offenders (Prichard & Payne, 2005). Further questions are raised as to whether this is based on more entrenched socio-economic factors evident in South West Sydney, as opposed to the Australia-wide cohort profiled by Prichard and Payne.

Another point derived from these statistics on high levels is the reasoning behind negative AOD usage. Research commonly shows that people use substances from the general need to have a good time and socialise. Conversely, a stronger correlation occurs between the use of a substance as a coping mechanism for stressors in life. In our research context, a strong connection between unhappiness, and the need to escape reality by using, is evident.

Other health implications may occur, both in the short and long term, due to excessive substance abuse. Apart from the increase of internal damage to organs, risk-taking behaviour increases and causes injury to self and others; ongoing negative AOD usage may also encourage the decrease of resiliency, and the inability to resolve issues (Spooner, 2007). Coping mechanisms developed throughout adolescence will carry across to patterns of behaviour as young people move into adulthood, where other positive social perspectives, attitudes and motivations are suppressed.

In the realm of personal living, 37% of young offenders possessed a poor level of hygiene; which includes a lack of personal cleanliness. This may manifest as not showering on a daily basis, a low level of maintaining general body needs, a lack of oral care through irregular toothbrushing, and the wearing of unlaundered clothing.

From a social perspective, areas of self-esteem and self-worth are then marred due to social standards not being met; the overall ability to develop positive relationships with peers is also diminished. From a health perspective, this lack of cleanliness may lead to other health issues, and heightened susceptibility in contracting infections and other related implications.

Mental health issues implicate the development of pro-social behaviour in other ways. Significantly, 18% of our cohort portrayed signs of depression, with another 10% showing characteristics of the onset of psychosis. There are strong suggestions that this later condition is offset by the young person’s excessive negative usage of marijuana. Currently, adolescent health services are not accessed, unless police scheduling or hospitalisation occurs first.
6) Peer Group Association and Social Commitments

With respect to peer group association, 44% of the young offenders were socialising with peers outside their own age group. 30% associated predominantly with older peers. The reasoning behind this may include the inability to develop peers in their own group due to a lack of social skills. This may then be complemented by developmental delays, and the young person’s inability to esteem him or herself at a certain chronological age. Another reason may be whether the young person needs either to be accepted as a leader by associating with younger peers, or, I believe, to potentially fulfil a role not met by his or her parents by associating with older peers.

Acting as a leader develops a low level self-esteem, enabling this young person to exercise a power relationship, even though they don’t realistically have any. Conversely, striving to be accepted by older peers potentially disenfranchises their own personal power, at the risk of undertaking risk-taking behaviour to please older associates.

The “type” of young people socialising is another precursor to understanding anti-social behaviour. From the study, 80% of young people associated exclusively with other offenders. Often, they perpetrated specific offences together while generally contributing to maladaptive attitudes on social norms and activities.

Conceptually, anger is a valid feeling, but when it is expressed in a negative manner it creates aggression, which can lead to other issues that impede the person from managing conflict to a positive outcome. In our data, we profiled the manifestation of negative anger as expressed within four situations. Firstly, 61% of young offenders expressed negative anger towards their own peers. Secondly, 63% engaged in aggression in public; towards people in the community; and general interactions including those in shopping centres, and social venues. Thirdly, 69% of our participants expressed negative anger in an educational setting, towards teachers and other students in the classroom. Finally, three quarters of young offenders expressed negative anger towards their own family. Therefore, on average, near to 65% of young offenders expressed negative anger across the community, which generally reflected their ability to resolve conflict effectively.

To complement this finding, we also profiled anger towards police. As discussed in detail later in this dissertation, the abovementioned data on anger continues to support the notion that young offenders are not equipped to deal with issues arising from negative interactions with statutory authorities, let alone people in general.
Research around the determinants that highlight aggression and the development of delinquent behaviour in children (Bor et al., 2001) provides possible explanations as to why teenagers express negative forms of anger. Longitudinally, the study mapped factors that suggested that aggression shown at five may carry over to mid adolescence. Predominantly, three risks were associated: childhood characteristics, the lack of maternal social capital, and marital stability. From our research, we can see that our findings may support this notion. As previously cited, 70% of mothers had a low level of schooling, and almost 60% of young people had limited to no contact with their fathers. Therefore, aggression may have been present in many of our participants from the age of five, decreasing their ability to develop other forms of resilience, which is manifested in delinquent and anti-social behaviour today.

Australia is subject to relative poverty, where certain social characteristics that are not met deem that that person, or family, is living below the poverty line (Saunders, 2002). Access to information technology, including computers, the Internet and an email account, now addresses a specific need in being functional members of a community. From our research, 86% had no access to a computer or their own email address. This continues to perpetuate both social and educational isolation, again reinforcing the lack of school retention and learning.

Recreationally-based activities are deemed to provide a heightened level of resilience (Howard et al., 2000). Participation provides a sense of purpose, engagement, and community amongst likeminded individuals, who can contribute positively. This translates into other pro-social behaviours, such as interpersonal communication skills. Thus over 60% of clients didn’t participate in activities that could further promote resilience.

Given the importance of pro-social activities, 35% of young offenders profiled had undertaken a regular sporting commitment. Interestingly, over 90% of these young people played Rugby League or Rugby Union, a team sport that may constructively displace anger into a positive activity whilst promoting community inclusiveness.

Participating in activities around spiritual development offers another opportunity to develop positive peer group association and conduct. Of those profiled, 39% were actively involved in a local place of worship.
7) Criminal

Criminally, 57% of young people start offending during early adolescence (10–14), while 42%
start later during adolescence (15–18). Those that begin at an earlier stage are said to
participant in less minor offences, before engaging in more serious offences later on. Similarly,
“the younger people were when they entered their first supervision period, the more likely they
were to re enter juvenile justice supervision during subsequent years” (Australian Institute of

From this perspective, we have a clearer understanding on an overarching trend around the
development of career offending. More specifically, it is common to map the progress of
entrenched criminal behaviour, from adolescence to adulthood (Makkai & Payne, 2003). In
saying this, research now encourages a greater emphasis on early intervention around the
development of pro-social behaviours at an early stage in life, and in counteracting the
development of anti social behaviour.

Our records showed that 33% of participants were incarcerated during their time of contact.
Generally, this may show the proportion of young people that, at any one given time, is in
custody during their offending careers. Thus a third of offenders may spend time in custody at
any given time, according to our localised prevailing trend.

Criminogenic factors lend themselves to the overall understanding of the propensity to
developing offending behaviour. Overall, the predisposition to commit crime is reinforced by
our finding that 56% of young offenders profiled have had an older sibling incarcerated at any
given time. Ideally, this is reinforced by research around siblings as role models, whether of a
negative or positive nature. Again, this is then compounded by further findings that show that
nearly 20% of mothers, and 43% of known cases profiling fathers, had been previously
incarcerated.

In particular, 42% of young offenders had committed serious indictable offences, ranging from
grievous assault, to armed robbery and malicious damage. Crimes of this nature, when
committed as a child, potentially subject the offender to be tried before the court as an adult.
Furthermore, an actual conviction can be recorded against the young person. The time taken to
deal with such crimes is also, by nature, a longer process; and by considering the previous
criminal history, the court determines whether most youth that commit such offences are to be
refused bail, and subsequently to spend time on remand, awaiting the legal disposition of their
matters. Meanwhile, education, training, employment and social commitments are impeded, marring future opportunities to generally re-engage.

The other 48% of young people examined had committed non-serious indictable offences. Potentially, such offenders may learn from this experience, and make choices to change their future pathways to those of law-abiding citizens. However, further research undertaken by our study shows that over 80% of young people had committed previous offences, with half committing more than 5 offences. It is also important to note that offending behaviour, by definition, is characterised by the number of recorded offences and charges. As we later examine, however, many young people may commit a number of offences without actually being caught by the police or brought to justice for such crimes.
POLICING SYSTEM

We must develop a deeper insight into how practical policing impacts on the processes of dealing with marginalised youth. Commonly, interaction with police can determine whether these young people enter into a process that assists the community in fighting crime, or into a spiralling relationship characterised by verbal abuse, taunts and roughhousing – by both the offender and officers themselves.

Significant issues arise out of the policy underpinning the “Problem Orientated Policing” approach (Australian Institute of Criminology, 2004). The picking and constant profiling of specific young people cause ongoing issues, not just for the young person but for the community as a whole. This notion continues to perpetuate the divide between the police as an authoritative institution, and the social and community harmony they strive to bring.

It’s a cliché to call police “power trippers” when they commonly take advantage of their state-given rights and obligations. This perception incorporates other beliefs that police officers may have personal agendas against specific people. When paired with the views of young offenders, no real positive opinions are expressed. Again, this vast polarisation of attitudes is not helped by the conflicting ideologies of keeping the streets safe from the crimes of youth gone astray, versus the underlying social and welfare needs of youth marginalised by a lack of family care and support.

If one didn’t have the interpersonal skills to articulate frustrations and someone was to come up to them and call them names: how would they respond? The lack of communication skills, and how one may not develop them, are truly based on home environmental factors, and again the lack of protective factors to develop such inter- and intra-personal skills. This may be a typical illustration of the ongoing movement towards anti-social behaviour, and perceived offending (from police), due to an inability to communicate effectively and to access positive options. Therefore, the police consistently fail to understand by not looking holistically at the individual, creating further opportunities for marginalisation.

Again, this reiterates the importance of social protective factors, which may include only limited opportunities based on socio-economic factors, and the emphasis placed on education to encourage positive attitudes towards life-long learning. This study strives to gain further insight into the problems with problematic policing by analysing general observations, trends within client contact with police, and overall perspectives with client case studies.
From our research, 66% of young offenders had contact with police at least once a week, with near to 20% of this number seeing them on a daily basis. This may be due to reporting conditions stipulated on either court or police bail. Another reason for contact, however, is profiling, as previously discussed. Commonly, specific police officers may have contact with young people due to the High Risk Offender (HRO) system. Specifically, this encourages an individual officer to make it his or her business to know the whereabouts of, and general risks associated within this person’s potential criminal activity. Again, this strategy has serious implications for civil liberties, and their right to undertake self directed activities across community.

Further to this practice, the Strategic Targeting Management Plan (STMP) gives police additional powers to target serious or repeat offenders (New South Wales Office of the Ombudsman & Barbour, 2002). Certain practices on the implementation of this policy need further clarification. Our research indicates a trend for young offenders to be constantly monitored in the community, pulled up for general questioning, and to receive consistent home visits by police. The impact this then has on the young person’s understanding of self during his or her development of identity continues to remain, whilst perpetuating the ongoing negative viewpoints such youth have towards police and their role in the community.

Therefore, on further examination, this has a consistently negative impact on positive peer social experiences and self-esteem. For the former, 61% of participants noted that their constant police contact had an impact on their ability to socialise in the community. This led to 63% of people stating that such contact impeded the development of self-esteem.

This then raises significant issues of young offenders feeling consistently insecure, unable to be themselves in the community without feeling constantly watched. Overall, this spawns a negative impact on the positive development of self-identity, with young people beginning to view themselves as “criminals” and “bad people.” Future perceptions and the ability to move beyond this mindset are continually maintained by ongoing criminal offending behaviour, and a deficit of support by police and the community as a whole.

In addition, when asked “Do you run from the police when you see them?”, 61% of our respondents said “Yes.” On further questioning, however, “Do you run because of an outstanding warrant?”, only 36% responded in the affirmative. Other plausible reasons may be the young person’s disjointed perception of what the police may be doing in the region, versus the role such an agency plays in keeping society safe.
The personal insights of the young person can be a subjective indicator of police contact. However, other questions were profiled in the need to understand further. In total, 67% of known cases had problems when reporting to police, in accordance with court/police-ordered bail conditions. Two main reasons given were officers making negative remarks towards the young person, and the local area command consistently holding them up.

Outside of this need to report, it was found that 77% of young offenders had problems generally with police. This then led to a third of people being charged with further matters.

A genuine fear of police brutality is perceived amongst young offenders. Candid stories of officers using force to make an arrest were offered. Often, an official complaint to the Police Ombudsman was not submitted, in the fear that further retribution from police would be forthcoming. Accordingly, this illustrates the fatalistic perspective young offenders in this study portrayed with respect to the police. Additionally, one may forget the lack of understanding a marginalised community member has, let alone an isolated young person, in pursuing a civil action against a legal entity that disadvantages them in the first place (Cronin, 1997).

However, some cases reviewed included a young person receiving financial compensation for an arrest that involved excessive force.

_During an arrest, Blake was suddenly pinned back against a brick wall, where his head also hit the wall. As a result, he received a mild concussion. On further medical inspection, the sudden force permanently damaged a level of hearing to his left ear. Thankfully, he was awarded a small amount of compensation for this incident._

YOSP Caseworker
THE COURT SYSTEM

“Underlying this theme is my view that our courts and our law have become far too compartmentalised. In particular, I want to suggest that family law, child protection law and the law relating to juvenile offenders represent different facets of the same societal problem, and that by treating them all as different compartments as we do, we are not only complicating matters unduly but are missing important opportunities to overcome what are major societal problems” (Nicholson, 2003, p. 5). Court, by nature, has the jurisdiction to enforce conditions by which the individual is obligated to abide. In our experience, many young people who appear before the Children’s Courts receive some form of bail while their matter is being processed. This of course is dependent on the nature of the offence committed, and on any previous crime committed by the individual.

Despite the court allowing the young person favour by not incarcerating them during this time, it seems to stipulate certain conditions on bail orders and on sentencing that are incompatible. Here, we see young people needing to follow court orders that are incongruent with reality, which in essence may lead to other forms of criminal behaviour. In other words, the conditions set forth are not reinforced by the context in which the young person lives, which leads to further offending.

This includes the following commonly ordered conditions. Curfew at certain hours is a common inclusion, as it prevents the young person from socialising predominantly in the evening. For example, a curfew condition generally states that a young person must be home from 7.00 p.m. to 7.00 a.m. This means the young person is expected to stay at home, under the care of parental support or a guardian. However as is seen in my research, if a young person doesn’t have consistent support or boundaries in place from this family context, then s/he may be less likely to stay at home. Rather, s/he wanders around the neighbourhood, still socialising with friends, potentially engaging in underage drinking, or, even worse, committing further offences.

Young people are allowed to leave the family home if they are in company of a responsible adult, normally listed as the parent. But again, with low levels of boundaries, and a high level of parental neglect, it is difficult for marginalised youth to leave with such accompaniment.

Reporting to police is another common bail stipulation. In many circumstances, young offenders are expected to report to the police on either a daily, bi-weekly, tri-weekly or weekly basis. Reinforcing previously discussed notions of the lack of positive engagement young
people have with police, this can cause further problems in itself. Apart from not being willing to attend the local area command to report, young people might encounter other problems within the station itself. This includes being held up by staff for no valid reason, as the young person commonly perceives. As a consequence, this leads to further tension between the young person and the police, and increases their negative attitude to the function played by police.

Another common issue arising from reporting is the lack of consistently available transport. Again, as our research demonstrates, many marginalised youth have limited access to both private and public transport, apart from not being consistently able to pay for public options. This in turn leads to the young person not reporting as required, which leads to an instant breach and warrant for arrest.

Not associating with certain peers occurs when offences are committed with another or more people. This requirement stops young people from actively associating and socialising with negative peers. However, as far as the young people involved are concerned, these are the only peers they’ve come to know and appreciate, even though they participate in negative activities. This is further reinforced by the process behind the ways in which these youths make friends.

Commonly, such young people may possess poor social skills that hamper their ability to make friends easily. Preventing contact with peers may perpetuate a young person’s social isolation, further reinforcing an inability to create and retain any positive peer associations. Moreover, this condition seems difficult for this type of young person to abide by and, as such, s/he continues to socialise with the only peers s/he knows – again breaking the law, which leads to further legal matters. Conversely, clients with such barring conditions may have difficulty in attending certain educational options. For example, in the Developing Reading And Writing Program run by Mission Australia, and TAFE Outreach Macquarie Fields, young people have had to abstain from attending class in person as they had been instructed not to co-associate. This made it difficult for both the teacher and support worker to provide consistent support in developing skills that may have augmented sentencings stipulating positive participation in pro-social activities.

Another common requisite for bail is participation in community-based education or employment programs. This binds the young person to engage actively in a pro-social venture. The ability to engage with this support comes from the initiative that the young person must demonstrate to gain a successful placement. If there is no support worker to assist – which is not a given at this stage in the legal process – then there is no real intervention made to assist the young person in finding and securing such options.
The Children’s Court continues to show true signs of social incompetence with unrealistic expectations which only further this isolation and lack of social development. It continues to uphold the cycle of marginalisation and disregards the individual holistically. On consideration, “it is evident that juveniles who received a custodial sentence from a Children’s Court, or who had multiple Children’s Court appearances, were both more likely to appear in an adult court and more likely to end up receiving a prison sentence following their appearance in an adult court” (Chen, Matruglio, Weatherburn, & Hua, 2005, p. 6). Thus one needs to take more seriously the social exclusion factors that doom young offenders to this future.

Of the young people examined, 72% had dealt with the courts for more than one offence. On average, 59% of all cases took longer than two months, committing the young person to attendance. This of course can perpetuate the ongoing lack of consistency in maintaining educational and employment opportunities, as young people move in and out of court days. Even the Children’s Court itself has recognised this trend as a detrimental factor by implementing a Practice Direction discouraging long adjournments (Dive, 2002), however it continues to occur. Consider that 74% of our participants weren’t actively engaged in any stable form of education, training or employment.

Attending court with a parent or guardian is an important aspect in achieving positive outcomes. It shows the Children’s Court the level of support that can be offered by the family network. 44% of young people do not, however, attend with a parent. This lack of parental support can be perceived as an issue particularly for parents or guardians who have themselves been in trouble with the law, and is a trend that occurs in the cycle of the underprivileged (Dessau, 1999).

A high percentage of young people are confused about what specifically is happening during the court process, where 77% of our respondents mostly understood, but still experienced some confusion as to what the actual outcomes were.

45% of young people examined re-offended during their court appearance, which included a cohort who was in breach for not abiding by court conditions. In addition, 51% received new charges for such offences. Many factors contribute to this high rate of recidivism, which may include a lack of ongoing and stable accommodation, a lack of parental or guardian concern, a lack of employment or educational placement, and a negative peer group association.
48% of youth missed court appearances, with 39% not attending due to a lack of parental support and supervision, and 61% not willing to attend at all. 81% of the time, the young person received a warrant for not appearing as they ought.

90% of offenders strayed in some form from following their set orders completely, as compared to the 78% who disobeyed police bail conditions. This high percentage reiterates the difficulty of abiding by conditions that are not personally and socially conducive.
JUVENILE JUSTICE SYSTEM

As an official government department established in 1992, the NSW Department of Juvenile Justice (DJJ) endeavours to reduce the risks associated with offending, whilst providing “earlier intervention and skilled rehabilitation” (Bargen, 1997). Commonly, there are overarching expectations that the Department will effectively engage marginalised young offenders, implementing community-based supervision conditions reinforced by court-ordered sentencing.

Supervising Officers will create a regular supervision agenda, with reporting/interview times during work hours and school hours. Our research demonstrates that a high proportion of young offenders are not actively engaged in any form of education or employment. As such, it is relatively easier to expect the young person to attend the office to undertake their nominated supervision. From our perspective, this creates further limitations on the person, as they feel bound to the order of meeting with their respective officer, rather than working or being active participants in their local school.

Again, there is a conflicting ideology at work here, between catering for the social welfare needs of the client, and the criminological factors around their offending behaviour. Supervision generally deals with the overarching legal issues, whilst profiling the susceptibility to re-offending based on current criminal behaviour. Through such examinations, it is possible to review the broader welfare needs of the young person. This may not be effectively facilitated, however, as the nominated Juvenile Justice Officer combats the legal perspective. Accordingly, this conflict in addressing the social barriers of the client is in direct contrast to the Department’s Case Management Policy, which strives to deal systematically (NSW Department of Juvenile Justice, 2003).

There can be resistance to engaging clients directly in the community as again, there is an expectation for the young person to take the responsibility of accessing the services of Juvenile Justice. As this research continues to show, however, there is a marked issue in young people being able to engage without effective rapport but the Department struggles to establish this professional relationship, as “the ability to intervene effectively in a young person’s life and prevent re offending depends very much on the initial engagement” (NSW Department of Juvenile Justice, 2003, p. 20). Whether this occurs in practice is the real issue at hand.

Standards are also set within this document regarding the minimum requirements of supervision. This includes the pattern of accessing the client in their family home at least once per month, regardless of the type of court order they are under. Outside of this, the young
person is expected to travel to the regional Juvenile Justice Community Services office, which may involve catching paid forms of public transport, bus and/or train. Travel arrangements can be difficult, as the financial means of the young person, and the location in which s/he resides, impact on consistent attendance to DJJ supervision appointments. At no time does this overarching case management policy deal with the difficulties of transportation for the young person.

Another question raised is that of the effective professional knowledge maintained by Juvenile Justice officers. This skill-base forms the perception that the worker develops as they interact with the client. Acknowledgement is given of the need to have impartiality and professional boundaries, however again we need to consider the lack of rapport achieved between the worker and client.

In the last few years, the NSW Department of Juvenile Justice has reviewed the effectiveness of community positions. To obtain a position within the Community Juvenile Justice Services one must now possess a tertiary qualification. This did not apply previously and, as such, raises questions of the worker’s professional ability to exercise skills necessary for developing a rapport, but also for writing objective court reports. Thus this includes both the prescribed court reports and supposedly objective judgement on the client’s ability to comply and conform. Specific on-the-job training is offered to the respective worker, however this information is based on the context in which the worker must think – within an institutional framework, as opposed to a holistic community perspective.

Regardless of this, the department works exclusively with involuntary clients. This is still relevant for how effective the client is in engaging with the worker, and even more so, the connection developed.

From the larger group, 86% of the youth offenders profiled had mandated contact with the NSW Department of Juvenile Justice at least once a week. When we investigated the need to attend appointments, we discovered that 90% of supervisees had some form of trouble in getting there. This lack of consistency then impacts on the ability to undertake supervision in a manner where the social and welfare issues are dealt with appropriately. Due to previously stated findings about households not possessing a privately owned vehicle (only 8% did), the majority of the youth offenders surveyed had to rely on public transport (61%), or on a support worker (18%).
In the need to then catch public transport, 74% had jumped the train to get there, resulting in a 4 in 5 chance of receiving a train fine.

The ability to engage effectively in legal supervision under the DJJ impacted on the overall ability to then deal with future offending behaviour. Over half of the participants found that Juvenile Justice supervision was not helpful. At the same time, just over 50% stated that they had a good level of rapport.

Commonly, supervision may end due to the lack of compliance shown by the individual young person. Over 1 in 5 known cases had their supervision order made defunct due to this issue. In total, 79% of those that ceased supervision prematurely ended up appearing before the courts, again creating the cycle of community-based supervision mandated by the courts that the DJJ has to monitor.

Apart from creating more timely disadvantages in expecting young offenders to undertake certain conditions and supervision requirements, previous research on youth recidivism, carried out by the Department itself, found that “Supervision increases the likelihood of subsequent offending behaviour being detected and formally dealt with (i.e. charged). This placed individuals penalised by way of more severe sanctions at increased risk of acquiring extensive criminal records and therefore at heightened risk of becoming entrenched in the criminal justice system” (Cain, 1996, p. 58). Surely this flags the need to create more strategies to counteract the economical, social and welfare needs of the client, rather than superimposing an ongoing legal mandate to monitor criminal factors, which the Department competently achieves.

Outsourced non-government agencies auspice “community funded projects” (CFP), implemented as complimentary programs that support the overall outcomes achieved by Juvenile Justice. This includes the Post Release Support Program (PRSP), a model that assists in the successful reintegration of young people after they’ve spent time in custody. Not all Juvenile Justice clients are referred to such programs, which can greatly assist the Department’s response in managing high risk offenders. A reliance on such programs can be beneficial for the partnering non-government agency, however the capacity for departmental staff to report such success is limited. In a PRSP evaluation report funded by the Department, findings revealed that officers weren’t completing the necessary outcome sections in the Department’s information management system, CIMS (Cunneen, 2005). This of course limits the overall understanding the Juvenile Justice Officer / Counsellor has on the benefits achieved by the PRSP, and the desire to implement similar strategies in their own work with young offenders.
Overall, in a review of the management and measurement of success in Juvenile Justice, the report found that “the quality of case plans varied considerably. It was sometimes difficult to determine whether interventions addressed a young offender’s needs or risks of reoffending. And staff do not formally check how well interventions have worked once young offenders have left their care. This means there is less certainty that interventions will reduce reoffending” (NSW Audit Office, 2005, p. 2). It may therefore be important for systemic change to occur, enabling a better response and effectiveness in dealing with the presenting needs of clients. Again, such ongoing deficits were even acknowledged in another report filed two years later on diversional tactics, showing that “both the Department of Juvenile Justice and the NSW Police Force have put some practices in place to identify and address the needs of young offenders diverted from the Children’s Court. However, as we found with how they identify needs, they are also not addressing needs systematically” (NSW Audit Office, 2007, p. 3). With this in mind, the Department’s ability to reduce risks, through possible consistency and commitment to evaluation that promotes a standardised application of practice whilst also promoting solutions, is greatly reduced.
DISCUSSION

Our various systems spoken about here – the legal, and the welfare and educational – are restricted service provisions based on incongruent and incompetent understandings of the social needs of marginalised communities. This in turn provides an in-depth scope of their ineffective ability to engage and provide adequate assistance and support. Socially, we place too much value on individual responsibility to engage appropriately with the system, and the need for them to shape their behaviour around such expectations, rather than on how the systems respond holistically to client needs. Hence, “individualistic mentality permeates constructions of social justice, leading to distributions of rewards based on personal merit alone, dismissing the value of other criteria such as need, inequality of opportunity and disadvantage” (Prilleltensky, 2001, p. 260).

We need to be more proactive in thinking at a psychosocial level. If not, we perpetuate the social incompetence and active labelling experienced by young offenders, and further promote their “eight ball isolation”, rather than inaugurating opportunities for the development of social resilience, social inclusion and positive pathways. Anti-social behaviour is a characteristic that may develop from early adolescence, and continue to worsen or remain a consistently negative presence for specific cohorts of males across the community (Smart, Vassallo, Sanson, & Dussuyer, 2004), however we are striving to see whether a young offender may become further entrenched as a result of his or her involvement in the legal system. Additional labelling will then only have a detrimental effect on identity within this development stage, where young people begin to forge their identity based on the labels, stereotypes and stigmas placed on them by police, the courts and the Department of Juvenile Justice.

Often, legislation and social policy that impact on the treatment of young offenders are offset by public opinions, thoughts and feelings, rather than the negative and costly effects associated with punitive measures (Allen, 2002). Public attitudes can then counteract the way in which the community understands specific crimes committed, and whether youth criminals deserve to be rehabilitated or thrown in custody to carry out a term that may be detrimental to their own development, thus causing further social issues later on. Strategies for community cohesiveness and enhanced attitudes towards social inclusiveness need to be developed within policy and practice. Most responsibility is generally placed on parents and the family to promote positive development. However, such individuals still form the community in which they live. Therefore, the responsibility can be refocused so it is more communal, where the collective strives to better not just itself but also others who share the perceived region of residence.
Further research into the cause of negative influences in the community, and the socio-economic correlation, may provide other solutions. Notions of building “social capital” promote the ability to harness strengths in the community. Conversely, young offenders may develop networks that promote the ongoing perpetuation of their offending behaviour (Webster, MacDonald, & Simpson, 2006). Negative association that creates opportunities to promote negative activities doesn’t provide the scope for one to improve. Attitudes towards the increase of pro-social behaviour need to be injected, again through community capacity and strength building. Without this, communities may continue to operate as marginalised masses. In furthering this sociological perspective, it is important to recognise strain theory, as it “view[s] crime as a manifestation of social pathology, rather than individual pathology. For example, tension or strains are seen to be generated by society itself; they do not reside within the individual” (White & Haines, 2004, p. 57). This perspective recognises the importance that various systems play in constructing society, whilst creating rhetoric that deems certain behaviour to be deviant, which in turn is dealt with negatively.

Policing practice will also reiterate a community’s understanding of how we should treat offenders (Beck, Boni, & Packer, 1999). Undue pressure is placed on police policy to implement practices that support “zero tolerance” of activities undertaken by adolescents which by default may involve riskier, louder and boisterous behaviour (Mukherjee, 1997). In most part, the fear this induces amongst adolescents creates further tension between the police force, with it perceived as more a threat to teenage wellbeing than a law enforcement agency protecting the greater good of all. A further strain is seen with young offenders and their families, who may not report criminal offences where they are the victims themselves. Commonly, because of previous negative experiences and an overall perception that they are perpetrators, they feel that the police won’t help, marring their own ability to receive justice.

This lack of a relationship with police continues to uphold rigid systems that don’t benefit from an understanding of reality as experienced by marginalised communities. Sociologically, the Force may profit from regularly participating in action research projects, which may provide a deeper appreciation of both the criminal and societal problems they strive to counteract. Furthermore, a concerted effort to bolster knowledge-based practice, rather than an instinctual, off-the-cuff approach, may be of some benefit. One suggestion is encouraging personnel to become university-trained, where an objective framework is manifested through academic participation (Bradley, 2005), and critical thinking is enhanced (Vickers, 2000). Standards of “collegiality” amongst police practitioners can only form a positive notion that may offset community relationships. Rather than officers acting on mere oppositional impulse, I believe that university-trained recruits can actively engage the community; this is balanced by a
heightened appreciation of why certain individuals behave the way they do, and how this creates disunity. This may then inform better working relationships across all levels of society. Implementation of notions on “Problem-Orientated Policing” again are complimented by a more educated officer, who may readily personify characteristics that pertain to “improving police effectiveness through examining and acting on the underlying conditions that give rise to community problems” (Australian Institute of Criminology, 2004, p. 1). Likewise, “some police need a deeper appreciation of social, psychological and legal issues, they may need better preparation to cope with the trauma of police work, they may also need to be better educated to encourage more tolerance and less authoritarianism” (Vickers, 2000, p. 519).

The NSW Children’s Court strives to provide better social and legal outcomes, for both the community and the young people involved, however “perhaps the greatest problem in sentencing juvenile offenders is determining the sentence most likely to deter reoffending and to promote rehabilitation” (McRoberts, 1997, p. 4). From this foundation comes the role that the NSW Department of Juvenile Justice plays through informing courts of the psychosocial and psycholegal characteristics present in each individual case. Detailed background reports are ordered where magistrates request a deeper insight. Does this, however, necessarily get translated to the best outcome, regardless of the information presented? Previous research on psychological forensic reports for juvenile offenders (A. Thompson & Webster, 2003) suggests that certain factors given within a more detailed psychological forensic report are not necessarily counteracted by multi-systemic interventions, which could be mapped to the final outcome given to the court. Only a quarter of the examined reports dealt with the risk of re-offending, a necessity when understanding possible ongoing involvement in anti-social behaviour. An appreciation of strengths within the individual didn’t necessarily translate into the reports either. More so, such reports still listed a high proportion of the psychosocial issues that are evident in my research. This included problems associated with alcohol and other drugs, school problems, and violence. Yet, the forensic reports also failed to develop a connection between these psychosocial problems, and the ability to move beyond current circumstances. Of the 72% of forensic reports that state alcohol and other drugs as an issue, only 38% recommend the need for AOD counselling. When dealing with a 90% rate of young offenders possessing school problems, only 51% were recommended to receive support with engaging in future schooling or job opportunities. Of the 70% of forensic reports that list violence as an issue, only 15% of the offenders were recommended to undertake counselling for this problem. Alarmingly, the lack of AOD support can only perpetuate the ongoing cycle of use and abuse as the young person matures into adulthood. Ongoing offending behaviour can be traced to the history of first use for adult offenders, which normally occur in early to mid
adolescence (Makkai & Payne, 2003). Therefore, there is a real need to understand how to integrate support systems that cater for this issue.

For the juvenile justice system, the focus continues to be on the “process” rather than the “outcomes” in providing positive pathways to young offenders (Hedges, 1997). Ongoing emphasis is placed on the legal mandate which predetermines the incarceration perspective, rather than on the rehabilitation angle. As such, workers focus on upholding a system that determines outcomes for meeting the legal process. Again, a shift towards developing the skill set juvenile justice workers may have in dealing with the complex needs of the presenting young person, and their families, will surely ensure a better result for all. Over time, this may offset the prevailing rhetoric and attitude that dominates workers’ minds: “let’s count down the days before they get in trouble again” versus “let’s count down the days until they are positively engaged in an outcome that benefits self and others.” Regardless of incarceration, the young person will still come out of custody eventually, therefore it is important that we then have a community response that compliments successful reintegration, rather than opposing it. Implementation of the Australian Adaptation of the Youth Level of Service/Case Management Inventory – a tool to track the risk factors associated with criminogenic recidivist offending – has been adopted within case management practices. At the same time, the tool is designed to strategically map casework processes and outcomes (Anthony P Thompson & Pope, 2005). Noted for its success in outlining these respective factors, it raises an ongoing issue with actual practice. Accordingly, this creates further questions around the overall application, as “not enough attention has been devoted to the manner in which we teach, disseminate, communicate, and use such an assessment . . . too much emphasis can be given to the risk component and not enough to the profile of needs, strengths and responsivity factors that are central to fulfilling human potential” (Anthony P. Thompson & Putnins, 2003, p. 330).

From my research, I have endeavoured to show a connection between young offenders who have significant social and welfare issues, and their entry into a legal system that perpetuates such a situation. All three systems – the Police, Children’s Court and Juvenile Justice – deal accordingly with regulations governing what they believe to be best practice. But it is important not to sacrifice the fundamental theme of social fairness – not just for the community, but for those being processed through the system. An amount of responsibility still needs to be placed on the perpetrator for the crime they have committed, however social circumstances still create a picture that, to many, is foreign. Without understanding these social circumstances, which motivate offenders to commit a crime, society will have difficulties dealing with solutions to make positive changes for all. Hence, “this process requires young offenders to accept what they have done and be able to take responsibility. This is usually not possible until the young
person feels understood. This in turn requires an understanding of and a sensitivity to cultural issues, the effect of social adversity, family disruption, loss, abuse and disillusionment with adults” (Keogh, 1997, p. 9).

In conclusion, “a juvenile justice and children’s court system that is respectful of children as people and that seeks to identify the causes of juvenile crime and develop local responses to those causes may indeed play a role in preventing further offending” (O'Connor, 1999, p. 138) 

As post-modernism influences an individual’s take on the world, it is difficult for people to see the lack of true unity that may come from a community bound by a region, let alone society in general. With so many differing perspectives and ideologies, questions are continuously posed as to the value of diversionary versus punitive measures and how this impacts overall on a young person’s ability to develop both positive pathways and resilience. Therefore, both policy and practice need to negotiate a solution that provides satisfaction for the community as it simultaneously looks for common justice, counterbalanced by strategies that effectively deal with young people caught on the wrong side of the law.
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After considering the impact of system inequalities in the first DCR report, we may consider this knowledge a premise for understanding factors affecting youth marginalisation. When paired with diversity, an identification of how culture impacts on anti-social behaviour will be sought. At the same time, we may ask if there is a significant difference between the reasons for which youth from a Pacific background develop a particular range of anti-social behaviour, as opposed to non-Pacific youth.

Again, systems will be examined to identify whether they create inequalities in the first place, and to consider how they may shape a sense of marginalisation specifically for Pacific communities. On consideration, “there is evidence of some bias against minority groups in their contacts with the criminal justice system,” (Mukherjee, 1999, p. 1) and how they are perceived, understood and dealt with (Howard, 1995; Kakar, 2006). Hence our interest is formed by examining whether this occurs across our cohort. In addition, there is scope to develop a particular listing of social risk and protective factors that influence Pacific young offenders and the ethnic communities from which they come. Investigating such issues uncovers a connection between cultural characteristics and anti-social behaviour.

Commonly, social issues will be examined in the context of social risk factors. Through this, one may develop an understanding of cultural variations by putting forward a social risk factor, and using this as a lens to consider the reasons why a specific anti-social behaviour may have developed by not meeting requirements for counteracting this factor. Ideologically, social resilience, social relevance and other important theoretical premises may follow.

Issues to consider (which may be more prevalent in Pacific youth) include negative Alcohol and Other Drug (AOD) usage, violent and aggressive behaviour within established institutions and generally through peer association (including family-oriented domestic violence/abuse), and early exiting of the school system (generally within the middle years).
We often take for granted what we perceive without questioning why those behaviours and circumstances occur. Here, I will give an overview of my current research on Pacific communities. More specifically, I will review some preliminary findings that reflect how society may perceive Pacific young offenders, while also accepting what is perceived as unchangeable. In the first report, I studied the negative impact on the social and welfare needs of young people when they are in active contact with the police; the time spent in Children’s Court; the realistic nature of the conditions received on bail; associated supervision with the Department of Juvenile Justice; and the overall usefulness of supervision.

The 2007 NSW Auditor’s General report reviewed the effectiveness of the police and DJJ in assisting young offenders. Overall, the report acknowledges the importance of understanding their social and welfare needs. At the same time, it mentions that both statutory agencies are not systematically solving such issues, which leads to further legal problems for both the young person and the state (NSW Audit Office, 2007). In essence, this approach is missing a holistic approach. The notion of Eight Ball Marginalisation is pushed an extra step by the suggestion that the legal system also creates further issues of marginalisation.

Currently, there are three Youth Offender Support Programs in operation under South West Youth Services, Mission Australia. Two of these programs, Campbelltown Post Release Support Program, and the Juvenile Justice Employment Skilling Program, are exclusively funded by the NSW Department of Juvenile Justice, where direct referrals are received from Campbelltown Juvenile Justice Community Services. The third program, Pasifika Support Services, is funded under the NSW Partnership with Pacific Communities, and works collaboratively with NSW Police in assisting at-risk Pacific youth with the issue of their further participation in criminal behaviour across South West Sydney. Each program offers intensive and holistic case management support to develop positive pathways around education, employment, training, health (including AOD), accommodation, family and social support.

More specifically, Pasifika Support Services was implicitly established to deal with the issues experienced by the NSW Police. In 2005, a submission was approved under the NSW Premier’s Office to assist in the development of service delivery proposed by the NSW Youth Partnership with Pacific Communities. Funded originally until mid 2008, the project endeavours to assist individuals and their family members in developing opportunities to enhance pro-social behaviours through culturally relevant service delivery. This is further explored in DCR Report Three.
On overall consideration, Pacific communities generally make up between 2.27% of the population across South West Sydney (Australian Bureau of Statistics, 2007a, 2007c, 2007d, 2007e, 2007f, 2007h), with the majority living in Campbelltown – the second highest local government area in NSW after Blacktown (Australian Bureau of Statistics, 2007b). Yet young people from these communities continue to represent over 50% of the cases we deal with within the two Youth Offender Support Programs (that is, Campbelltown Post Release Support Program and the Juvenile Justice Employment Skilling Program) and of course 100% within Pasifika Support Services.

Furthermore, from the government statistics made available to Mission Australia through the course of its service provision in the community, during any given month across the Campbelltown and Liverpool region, between 24–29% of young people incarcerated for this area are from a Pacific background. This is consistent with the information gained in this research. Despite this statistic, Pacific people only make up 2% of this specified region. In comparison to NSW state statistics, Pacific communities only make up of 1.01% of the total population (Australian Bureau of Statistics, 2007g). Combining this information, only 0.23% of this cohort lives in the South West region covered in this research.

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<th>Table 1: Pacific people living across south west Sydney</th>
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<td><strong>Total south west Sydney Pacific responses</strong></td>
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<td>Pacific percentage of total south west Sydney regional responses</td>
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For the purposes of these calculations, South West Sydney is Campbelltown LGA, Camden LGA, Wollondilly LGA, Liverpool LGA, Bankstown LGA and Canterbury LGA; these are indicative of the region referrals are sourced from. The abovementioned data was collected through the personal collation of ABS Data derived from respective regions in NSW, whilst grouping 22 individual ancestry groups representative of the Pacific region.

DCR Report Two discusses whether Pacific cultural misinterpretations translate into perceived anti-social behaviour when in contact with the NSW Children’s legal system. From this we may gain an indication of whether this then perpetuates ongoing anti-social behaviour across the community.
RESEARCH PLAN

Regionally, the Pacific Islands include the countries of Samoa, Tonga, Fiji, and the Cook Islands. Included in this research group are the Indigenous Maori people of New Zealand. This approach provided a unified Pacific definition as set forth by the NSW Youth Partnership with Pacific Youth, established by the NSW Premier’s Office in 2005.

Figure 1: Pacific regional map (Ogden, 1998)

From the first DCR Research Report, almost 50% of the cohort examined comprised Pacific youth. This provided the platform to then divide the original research group data into two entities: Pacific youth (49%) and non-Pacific youth (51%). By definition, non-Pacific youth are made up of Anglo-Australians (50%), ATSI (35%), Arabic (10%) and Asian (5%).

The data was subjected to dual comparisons across the 11 categories of 101 questions, previously utilised in the quantitative questionnaire prescribed in DCR Research Report One. These specific sections involved: general demographics; family; accommodation; education; finances; health (including AOD); social (including ID); criminal; police; Children’s Court; and Juvenile Justice. Overall, these were based on the two areas of data: an understanding of social risk and protective factors portrayed by the participants, and their experience when in contact with NSW Police, the NSW Children’s Court and the NSW Department of Juvenile Justice.
Findings were then derived from examining the similarities or, equally, differences between the Pacific and non-Pacific groups.

Qualitatively, a set of individual case studies were developed to provide further examples of contact with the legal system. Specifically, interviews were conducted with 9 nominated young people, chosen from the range of Pacific offenders case-managed across Pasifika Support Services. This group contained a higher number of young people that weren’t previously examined through the questionnaire, however the group still contained an equal mix of Pacific young people who were either just starting to come under notice with Police, and those more entrenched with a more in-depth history of contact with all three legal entities. This approach provided scope to develop a wider range of sociocultural perspectives possibly evident in this cohort.

Further case studies were also developed to illustrate findings. Extracted from the entire Pacific cohort of young people who participated in the questionnaire, the information strives to gain a deeper understanding of the specific issues experienced by such youth, while highlighting respective social, welfare and economic needs.
DCR RESEARCH: PACIFIC SOCIAL RISK FACTORS

1) Pacific Family

A higher rate of the Pacific youth lived with both parents. They generally came from a larger immediate family, with 83% having 3 or more siblings, compared to 54% in non-Pacific families.

More Pacific parents were engaged in some form of employment. Pacific mothers were engaged 41% of the time (vs. 33% of non-Pacific mothers), and 66% of Pacific fathers were actively employed (vs. 30% of non-Pacific fathers).

Pacific mothers portrayed a higher percentage of negative AOD usage within their families, (54%) where 44% of non-Pacific mothers were known to possess such histories. More so, 71% of the known Pacific mothers with AOD usage use alcohol. (Non-Pacific mothers’ Alcohol usages rated at 25%.)

A relatively comparable percentage of negative AOD usage is seen in Pacific and non-Pacific fathers. On closer examination, 86% of Pacific fathers exclusively used Alcohol in a negative manner, whereas only 41% of non-Pacific fathers used alcohol exclusively.

Only 43% of Pacific mothers had had dealings with the legal system (either Police/Court/incarceration or all three), where non-Pacific mothers showed a higher rate of 77%. Again, Pacific and non-Pacific fathers demonstrated a similar rate of previous or current contact with the legal system, with more non-Pacific fathers incarcerated.

Both Pacific mothers and fathers had a higher rate of behaving violently in the family home. In total, 47% of Pacific mothers were violent, compared to 29% of non-Pacific mothers. Pacific fathers are known to be violent 89% of the time, whereas 71% of non-Pacific fathers were violent.

Physical discipline may be forthcoming from parents as a means to challenge attitudes and actions detrimental to the development of Pacific youth. Further clarification is needed in understanding whether this behaviour is grounded on disciplinary matters undertaken to correct a child’s behaviour.
That involved poles, some spanking . . . with the hand . . . with the belt . . . they’d give me a hiding for 10 minutes, if I’m lucky 3 minutes . . . cause of my wrongdoings . . . cause they told me not to be bad and I did . . .

Tongan male (16)

You know what happens – hidings; hidings, or get screamed at. My mum, she just hits me with the towel, or anything in the room, or she might just get the jandals to hurt me, and I run.

Tongan male (13)

However, Pacific parents may still carry out excessive punishment that is based on aggression, rather than as a means to correct negative behaviour.

I was 9 years old . . . I was in Yr 3 . . . I had an assignment to do, and it was on Hawaii, and it was on one of those catalogues, yeah like a flyer, and we had to make one that [was on] air travel to Hawaii . . . I wrote it all up, coloured it all in, and had everything ready. All I had to do was stick three pictures on the back of the magazine, the flyer thing that I made, and it was all labelled ready for me to stick on, and I said to my Dad, “I’m tired Papa, I wanna go to bed,” and he goes, “Alright, do this tomorrow,” and I said, “Yeah alright.” [The next day] my mate came over . . . and I was having fun with him all day, we were doing all sorts of stuff like, we grabbed my neighbour’s dog and took it for a run up to the library . . . and then took it back, we had heaps of fun, and then in the night, my Dad came home, and everything was sweet . . . we were talking along, and he gives me heaps of cuddles and that, and then I was sitting down eating dinner, and then after dinner he drunk like two bottles of Wild Turkey, and then he goes, “Son, come here and give me a hug,” and he gave me a hug, and then he goes, “Oh – where’s your assignment – I want to see your pictures stuck in” . . . he walked in and grabbed it, and they still weren’t stuck in, and then he took me to my room, and he was fully swearing at me, and spitting on me, and smashing me in the corner, and then I was like, fuck. I had bruises all over my face, cuts everywhere. I woke up with a pounding headache; couldn’t feel myself when I fell to sleep, and when I woke up I had a pounding headache . . . just when he drinks alcohol he goes into his past, and his emotions just take over his body, when he’s drunk, and that’s just what happens, can’t do much about it.

Maori male (14)

In contrast, a lower rate of Pacific youth portrayed negative anger in the family home (59%), as compared to non-Pacific youth, who expressed negative anger more frequently within their home environments (70%).

Overall, non-Pacific parents were diagnosed with a higher rate of possessing a mental health issue. Non-Pacific mothers had a 60% rate of MHI, whereas only 39% of Pacific mothers were diagnosed. Non-Pacific fathers had a 40% rate, whereas 29% of Pacific fathers had been diagnosed.

Pacific youth were recorded to have a high level of care for siblings (63%), compared to 10% of non-Pacific youth having to care for others in the family home.
I look after my cousin, like everyday, I see if he’s alright, tell him to go home, when he’s drinking with us I tell him to go home, cause I don’t want him to go the path I went through, I really want him to graduate and that . . . he’s two years younger

Samoan male (15A)

Yeah – three times a week, four times a week . . . [parents are at the] pub; in the pub. Play bingo . . . My dad drinks, and smokes; maybe 2 times a week, 3 times a week. But if it’s 3 times a week then it’s gonna be on a special occasions. But usually drink 2 times a week to be happy, a couple of beers . . . Family are very important, cause they are my life.

Cook Island male (13)

My everything man, I’ll put anything before them.

Samoan male (14)

According to our research, a higher proportion of young offenders from a Pacific background lived in public housing across the South West Sydney area. Of this 82%, nearly half lived in either Macquarie Fields or Claymore. In the non-Pacific cohort, 67% of young offenders lived in public housing.

2) Pacific Accommodation

Within issues of overcrowding in the family home, 69% of Pacific families lived in 3-bedroom homes, although over 65% of households contained 6 or more people in this one location. From a non-Pacific perspective, a similar rate of families lived in a 3-bedroom house (71%), however only 25% have 6 or more people living there.

Comparing means of transportation, the same rate of Pacific and non-Pacific youth had access to a privately owned vehicle on a regular basis, but this was still being relatively low (6%). Public transportation, by buses or trains, was accessed by 41% of Pacific youth, as opposed to only 27% of non-Pacific youth. The most popular form of self-transportation was walking, with 51% of Pacific youth, and 61% of non-Pacific youth utilising this option.

With this in mind, a similar percentage of Pacific youth jumped the train when catching that mode of transportation – 73% to 71% of non-Pacific youth. However, this then led to 88% of the Pacific youth receiving some form of train fine, or being in contact with either transit or general duties police officers. This is higher compared to non-Pacific youth, who ended up only receiving fines from such authorities 72% of the time.
From the research cohort, a higher rate of Pacific and non-Pacific youth lived in public housing. From ongoing community observations, there seems to be a higher proportion of Pacific people living in such communities. This could be due to Pacific community members being attracted to areas where housing is more affordable for larger families. More so, living amongst other members of the Pacific community provides an ongoing sense of community culture and Pacific association.

These youth also experienced problems with looking older than they are and not having appropriate ID, and so there are other issues with consistent access to transportation. Pacific youth may commonly be mistaken as not entitled to receive child fares, despite the fact that they are still under 16, and are not eligible for a concession card. This creates further feelings of stigma attached to being bigger for their age. A higher fare may then be tendered, affecting the Pacific young person financially if they have not budgeted for this price accordingly.

3) Pacific Education

Surprisingly, Pacific young offenders seemed to be engaged in education longer than previously proposed. According to our research, 24% of Pacific youth completed up to Year 10, as opposed to the 10% of non-Pacific youth. More non-Pacific youth attended behavioural schools (with 100% of both non-Pacific and Pacific youth attending some form of public school education – there were no private school enrolments). Possession of relatively higher levels of education in comparison to non-Pacific offenders could be skewed by findings that Pacific youth in this research cohort had been caught for their first offence at a later stage in adolescence, rather than during an increasing cycle of offending which is often characterised by a lack of consistent school engagement and attendance.

However, the same rate of disciplinary action was carried out on non-Pacific and Pacific youth in the school community. Both cohorts received some form of discipline for their negative behaviour (96%). However, 66% of Pacific youth received a suspension, whilst 43% of non-Pacific youth received this punishment. Moreover, only 28% of Pacific youth received a expulsion, while 55% of non-Pacific youth experienced this restriction.

Despite this difference, Pacific youth seemed to demonstrate a slightly higher rate of learning difficulties within the classroom. Overall, 41% of Pacific youth were either dyslexic or were developmentally delayed, the latter being the highest proportion. Only 35% of non-Pacific youth were known to have a learning difficulty. Conversely, when examined, 39% of non-
Pacific youth had some form of behavioural issues (either ADD or ADHD), where only 30% of Pacific youth had been diagnosed for such issues.

More non-Pacific youth had an infants school level of reading and writing than Pacific youth – 35% and 8% respectively – despite being in adolescent age range. However, a similar percentage of Pacific youth (45%) and non-Pacific youth (41%) showed a primary school level of numeracy and literacy, perpetuating the notion that young offenders actively possess lower academic traits than their chronological age warrants. In both cohorts, over 70% were no longer actively enrolled in any form of education, despite 54% of non-Pacific and 33% Pacific youth being eligible to continue.

On further examination, both Pacific and non-Pacific parents of young offenders had a similarly low level of secondary education when compared to their child, generally not progressing beyond Year 8 or 9. Additionally, the education levels of most Pacific parents were either obtained in the Pacific, or in New Zealand.

*Yeah – because of what I’ve done before, and they don’t believe that I’m trying to do better, because of my previous record, because of what I’ve already done, like, see in the past I’ve lied to a teacher, and that teacher never believed me again, but oh well.*

Maori male (14)

*Some subjects I couldn’t understand . . . teachers weren’t really helpful . . . there were a few fobs there . . . but the school kicked them out all from the same year . . . we were just seemed to be kicked out . . . most of the fob boys don’t know why we got kicked out . . . some of us believe it’s because of our involvement with police, and the school found out . . .*

Samoan male (15B)

4) Pacific Financial

Pacific youth experienced a higher lack of financial security, where they were either not eligible or hadn’t actively applied for the appropriate Centrelink benefit. In total, 69% of Pacific youth didn’t have access to this assistance, whereas 41% of non-Pacific-youth didn’t receive such support. More specifically, more than 50% of these Pacific respondents were eligible, but had not applied due to a lack of knowledge, or an inability to complete the process. This involved the collection of 170 points of ID, and being able to complete the application. One of the problems was the possession of enough Proof of Identification, that is, a birth certificate or bank account or EFTPOS card. In comparison, only 33% of non-Pacific youth not
receiving benefits were eligible, but hadn’t applied. Therefore, a higher rate of non-Pacific youth were consistently receiving income support.

Overall, 54% of Pacific youth offenders had a noted debt with the State Debt Recovery Office (SDRO). Usually, such a debt comprised train fines and, at times, outstanding court-imposed penalties. Of this number, near to all of the cohort had received a further penalty as a result of not paying, or organising to pay, these matters. In this case, all Pacific youth had had a sanction placed on their ability to obtain, or maintain, licensing with the RTA. In comparison, 64% of non-Pacific youth had fines with the SDRO, with nearly 70% leading to sanctions from the RTA.

Offending behaviour may occur due to perceived social and welfare needs of the Pacific young person. In some cases, youth steal money from people or places to buy food, clothing, or other living items, which may in turn offset prevailing family financial burdens.

*Especially to support the family and stuff – to get money, got a few financial problems, especially for myself, and my sister, and that’s why I’ve asked before, if I can get a job, think about a job . . . Yeah – to support my family, and to get me stuff, like what I’m wearing now, my shoes.*

Samoan male (14)

*We have beaten a lot of people up . . . sometimes we needed money.*

Tongan male (16)

5) Pacific Health

The two cohorts shared a similar rate of negative AOD consumption. In total, 96% of Pacific youth had undertaken some form of usage; 55% exclusively used alcohol, 9% exclusively used marijuana, and 30% used both alcohol and marijuana. In comparison, 98% of non-Pacific youth showed AOD usage; 10% exclusively used alcohol, 32% exclusively used marijuana, and 44% mixed both alcohol and marijuana in their usage.

Frequency of usage is markedly different between Pacific and non-Pacific youth offenders. Overall, 32% of Pacific youth consumed on a daily basis, 30% used three times a week, while the rest drank either on the weekend or a social occasion (39%). Around 74% of non-Pacific youth consumed on a daily basis, 16% used three times a week, and only 10% participated in AOD on a weekend and or social occasion.
When examined, Pacific and non-Pacific youth had similar rates of being under the influence of an AOD substance while committing their offence; 80% and 84% respectively. A similar response was given about whether the offence was committed to obtain AOD substances for the future; 27% of Pacific youth and 31% of non-Pacific youth acted this way.

To get money – so we can drink and smoke.  
Samoan male (16)

I'm always drunk when I do my offences, otherwise I’m stoned.  
Tongan male (14)

In total only 25% of Pacific youth had poor or very poor levels of personal hygiene, whereas nearly 50% of the non-Pacific youth had significant issues with their personal hygiene and grooming routine.

Similar levels of mental health are demonstrated by Pacific and non-Pacific youth; the highest was depression, alongside onset psychosis and onset schizophrenia. 27% of Pacific youth portrayed a mental health issue, as opposed to 31% of non-Pacific youth.

A higher rate of alcohol abuse within families was shared between Pacific parents and child, where non-Pacific parents had a lower association of AOD usage between self and child.

Figure 2: Pacific AOD usage across family
6) Pacific Peer Group Association and Social Commitments

Peer group associates for Pacific youth were predominantly the same age (67%), with a further 27% with a majority of mainly older peers. Non-Pacific peer group association was mostly in the same age group (45%), however another 22% associated primarily with younger peers, whereas the other 33% largely socialised with older peers.

On further examination, relatively the same rate of Pacific and non-Pacific youth socialised with peers who are also known offenders; 78% and 84% respectively. Therefore, overall socialisation could be perceived as negative as their immediate group, whether older or younger, impacts on offending.

Alcohol . . . Yeah – we never start fights, but fights start with other people, in clubs . . . we all boys, we have to back our friends . . . my dad drinks every time after work he drinks, that’s his daily routine . . . Five long necks, five or six long necks, by that time he eats, and goes to sleep.

Samoan male (16)

Drinking, twice a month, once a fortnight, always on the weekend . . . Drink till I drop . . . and my guardians . . . probably the same as me . . . once a fortnight . . . yeah, they basically drink to get, yeah, drink to have fun, drink till they drop.

Samoan male (14)
Consumption of AOD substances is reflected amongst peers in parallel with the usage of the individual young person. Non-Pacific youth participated in negative usage more frequently; on a daily basis (72%; 40% for Pacific youth), whereas Pacific youth were consistently consuming on the weekend or at a social occasion (60%, combined), with other peers (28% for non-Pacific youth). Hence a higher rate of Pacific youth consume with peers as a social venture, rather than as individuals alone at home.

*Yeah, most of the Cookies they do, a good percentage, basically all the boys drink. They go to the beach, and have a big circle and drink.*

Tongan male (13)

*Pretty much everyday, cause the boys are drinking, so I might as well drink with them, cause if I don’t they think I’m a dog. See I think my friends are like my family and that, so when they tell me drink, I wanna drink with them.*

Samoan male (15A)

On further examination, a slightly higher percentage of Pacific youth portrayed negative anger towards their own peers: 63% compared to 59% of non-Pacific youth. Conversely, Pacific youth rated lower, but still significantly high, against non-Pacific youth when it came to negative anger in the other three situations examined. When demonstrating negative anger in public towards people in general, Pacific youth were 57% likely to be violent, where non-Pacific Youth were 69% like to be violent in public. In an educational environment, Pacific youth were rated 61% in being violent towards peers and teachers, where non-Pacific youth were 82% violent. Finally, 59% of Pacific youth demonstrated negative anger towards their family, whereas 90% of non-Pacific young offenders perpetrated violence on their immediate familial support.

*We have beaten a lot of people up. . . sometimes we needed money . . . to support their habits. . . . [friends or associates] offer ‘us out’ [suggesting to fight], then we beat the lights out of them.*

Tongan male (16)

This is in stark contrast with the factors discussed in DCR Report 1, on the research developed on aggression and adolescent delinquency (Bor et al., 2001). The three factors utilised in mapping aggression between ages 5 to 14 were child characteristics, maternal social capital and marital stability. In our research, we have found that in both the non-Pacific and Pacific cohort, mothers possessed a low level of formal education, however higher rates of Pacific parents were still in their original relationship, whereas the non-Pacific cohort had a significantly lower rate of mothers still in an active relationship with the youth’s father. Therefore, there is a lack
of relationship with risk factors associated with childhood aggression and Pacific youth. This then raises further questions on other factors that may predict this negative form of anger, additionally considering that a high percentage of offences committed by Pacific youth have some violent aspect.

Both Pacific and non-Pacific youth share the same rate of personal IT access within their family home. Only 14% of participants across the 2 cohorts have access to a family computer; let alone access to a consistent Internet service. However, Pacific youth seem to still have higher access to their own email address, with 22% utilising such an account. Only 8% of non-Pacific Youth have their own email address. Regardless of the comparison, these figures are still relatively low when considering the need for email addresses when exercising enhanced communication and developing future employment opportunities.

Near to 60% of Pacific youth participated in some form of sporting commitment across the community on a regular basis, the most popular being football (93%). This finding is relatively similar to those found by the Australian Sports Commissions 2001 survey on participation in exercise, recreations and sport (Al-Yaman, Sargeant, & Bryant, 2003). Conversely, only a little over 10% of non-Pacific youth participated in a sporting activity.

Another social activity explored in the research was consistent attendance at a place of worship. Nearly 80% of Pacific youth consistently participated in activities that contributed to spiritual development; the most common were being from a Protestant (50% of total churchgoers) or Mormon faith (29%). On the flipside, only 2% of non-Pacific youth attended a place of worship on a regular basis.

The stark contrast between cohorts participating in recreational pursuits may illustrate the level of social connectivity experienced by both groups. Although Pacific young people are more actively engaged in recreational commitment, this may not curb the susceptibility to offending. Previous research (Morris, Sallybanks, Willis, & Australian Institute of Criminology, 2003) promote an ongoing involvement in sporting or physical activity, which may decrease the rate of offending behaviour. This contradiction may be partly due to the type of offences being committed by Pacific youth, which generally revolve around violence (see the next section of this report, on Pacific offending), rather than offences that are characterised by boredom and the lack of social cohesion.
We go to dance clubs, play Rugby together, and yeah friends, they’re got lots to do with me, they’ve got my back, and I’ve got theirs . . . and when they come up to my house, my sister treats them the way she treats me; feeds them, give them clothes . . . we probably get into fights twice a week, it’s pretty rare that we don’t get into a fight in a week . . . you’re not better than us – we’re better than you – that kinda thing.

Samoan male (14)
7) Pacific Offending

Pacific youth seem to start offending at an older age rather than entering an early offending career pattern, which usually starts at an earlier age and develops over time (both in the frequency and nature of offences being committed). This notion is highly evident in non-Pacific Youth, with the majority (75%) committing their first offence before the age of 15. Only 40% of Pacific youth committed their first offence before the age of 15, whereas the majority were caught for the first time at over the age of 15 (60%). This conflicting trend is also supported by national figures, suggesting that more young people between the age of 10–14 are incarcerated in their first juvenile supervision period than those that are incarcerated for the first time over the age of 16 (Australian Institute of Health and Welfare, 2007).

Incarceration levels were noted to be the same during the youths’ interaction with Mission Australia’s programs. Both Pacific and non-Pacific youth were in custody at a 33% rate. Again, it is important to highlight the disproportionate amount of Pacific youth in the overall population, and the over-representation they then pose by being incarcerated at the same rate of the general community.

There is a stronger link regarding criminogenic factors for non-Pacific families, specifically through the incarceration process. As seen, custodial history for non-Pacific fathers and siblings is consistent across the two generations, leading to a higher number of non-Pacific youth being incarcerated, including their siblings. Non-Pacific mothers still have a greater history of current or previous incarcerations. On the contrary, the same connection between Pacific youth and their parents is not so evident, whereas there is a stronger association between Pacific siblings and the Pacific young person.

Figure 4: Pacific young people and family history of incarceration

![Figure 4: Pacific young people and family history of incarceration](chart.png)
A higher proportion of offences committed by Pacific youth were serious indictable, as a first or second offence. Overall, nearly 50% of the offences of Pacific youth were serious indictable, with 62% of them either a first or second recorded offence. In comparison, only 35% of offences committed by non-Pacific offences were serious indictable, with the majority coming from those who have committed 5 or more offences; 53% of the total non-Pacific cohort. This notion may also relate to the abovementioned concept of Pacific siblings experiencing more custodial outcomes by default, due to the nature of crimes committed, regardless of their limited offending history and career.

Yeah I might get into more trouble some day, maybe when I’m around 15, 16, around then, might do something stupid . . . something comes up, someone says something about my mum, I might go up to them, and assault them, something like that.

Tongan male (13)

On closer examination, there is a high connection between anger/aggression and criminal behaviour. The highest type of offence committed by Pacific youth was Assault – Grievous (41% of all offences committed). The highest offence committed by non-Pacific youth was Steal Motor Vehicle (31%), followed by Break, Enter and Steal (27%), both non-serious indictable offences.

Moreover, this trend then has serious implications for the future of many Pacific youth who will now have a recorded conviction against their name as a result of such offences. Limitations may be experienced further on, evinced in employment opportunities and financial stability. There is a higher chance that Pacific youth will spend more time in custody on remand for these offences, before receiving a formal sentence, while also being placed in units employed to house serious offenders (A Class behaviours). All this is compounded because of one offence that leads to serious consequences.
Additional Pacific data was collected in gaining a better insight into the parallel with violence, and whether such offences were committed as group offences. Overall, 61% of Pacific youth committed violent offences which, depending on the circumstances, could have led to a serious indictable charge. Scrutinising this data further, 54% of violent offences were also group offences.

In total 90% of this Pacific cohort offended in groups. This may have been an array of group-oriented offences, including shoplifting, stealing from a person, and affray.

*Pretty much, I wouldn’t say bad bad, but enough to get you in trouble. Making petrol bombs, starting fights with other people from out of the area, robbery, assaults people on the street. But now everyone is starting to mature, in those things.*

Samoan male (16)
55% of Pacific youth experienced some form of contact with the police on a weekly basis. In comparison, 75% of non-Pacific young offenders were seen by police on the same level of contact. Despite the higher rate for non-Pacific youth, it is important to remember the small percentage of the entire population that the Pacific youth make up.

Looking at the impact on peer association in the community, near to 60% of Pacific youth are affected by police contact when socialising. This includes an inability to socialise with certain peers in their region, either due to police or bail conditions. Another impact is the inability to associate in certain areas, including shopping centres, sport facilities and amenities. Non-Pacific youth experience a slightly higher rate of negative impact from police contact on peer association (65%), with similar restrictions.

[And again another time] I was sitting at the station before and the cop said we will charge you with anything, with something that you’d never done, and I said, ‘For what?’ and they ‘Anything, we’ll just charge ya, and you can go in lock up’. yeah they were just threatening me, I did nothing to them, I was doing nothing, just chillin with the boys, and they come up and said they were gonna charge me for no reason.

Samoan male (15A)

Again, a similar percentage is found when looking at the effect of police on self-identity and awareness. This includes the notion of the young person’s ability to perceive themselves as positive citizens, rather than the criminals they are said to be due to the negative contact with the police. A further impact is also noted on the young person’s ability to possibly develop an identity around such characteristics, and their resilience in balancing an image of themselves a criminal rather than as a functioning member of society. In total, between 60–67% of Pacific and non-Pacific youth experienced a deficit effect on self from their contact with police.

Um, wish I could stop doing what I’m doing before, and um, wanna find a way to stop it, and getting involved with police in the wrong way . . . Got a couple of friends that don’t want to hang around me no more they scared of they’ll be doing what I’m doing. Bad influence to my little brothers and stuff, bringing home stolen stuff.

Samoan male (14)

I get hassled a lot . . . I get hassled mostly everyday . . . pull me up every time they see me, and take down my details . . . they always think that I’m doing trouble, and they want me to get locked up . . . cause I’ve been bad.

Tongan male (14)
After that, they kept on harassing me... pulling me up, searching me... all the time when I’d walk down to Bankstown station... they would ask have I robbed anyone else yet... my family gets embarrassed cause they are always at my house...

Samoan male (15B)

Running from police, for a variety of reasons, is also an important factor when gauging the type of relationship young offenders have with the police. In total, just over 50% of Pacific youth said they would run or hide when they saw the police drive past in the community. This again reflects the sense of insecurity they have formed as a result of previous negative contact. Near to 70% of non-Pacific young offenders said they would also run as a result of seeing the police. On closer study, 50% of the Pacific youth that ran did so due to an existing warrant for their arrest, whereas the other 50% ran for more general reasons. From the non-Pacific cohort, 65% ran due to an existing warrant, where the other 35% ran due to fear. Therefore, there is a higher rate of fear demonstrated by Pacific youth when interacting with the police.

Looking at the rate of formal contact with the police due to bail conditions, near to 50% of Pacific youth will be required to report. Over 73% of non-Pacific youth will tend to report. On reflection, it is important to consider the reason why there is a difference between the two cohorts. Part of this may be due to the fact that more Pacific youth are incarcerated on remand, and are not eligible for bail in the community.

Despite this, Pacific youth will experience the same rate of problems as non-Pacific youth when reporting to police as part of their bail conditions. The highest reason offered by Pacific youth was that they were generally held up (65% of the total Pacific youth reporting) – and this may be due to checking of identification, or the need to wait for police to come to Police LAC Reception to sign them in. In comparison, it is reported that more non-Pacific youth receive negative remarks from the Police (55% of the total non-Pacific youth reporting to police), causing them to feel frustrated and victimised. However, the remaining 35% of Pacific youth experiencing problems when reporting to police also feel subjected to such treatment.

Overall, 70% of Pacific youth have a perceived problem when dealing with police in general, which leads to further police charges, and possible further court appearances, 30% of time.

Cause my friend wasn’t following instructions so they put him on the wall and they lifted his leg and they tried to find stuff and they got some textas from his pocket.

Tongan male (14)
They don’t listen to us, so why should we listen to them . . . Most of the times, I wouldn’t say harassing, but always out there, out for Fobs. I reckon Fobs are probably number one nation committing crime – little crime, giving cops a hard time.

Samoan male (17)

Further altercations that lead to official charges are generally questioned by the Pacific youth, as they believe they were genuinely antagonised by the police whilst being told to move on, searched, or arrested. It is in this notion that Pacific youth generally feel unfairly profiled by officers across the community. On reflection, “it is sometimes the moment of police notice/suspicion – itself shaped by police officers’ views of the likely criminality of different ethnic groups – that creates the ‘criminal’ situation in the first instance as the minority youth react to the interdiction by police” (Collins, 2002, p. 24)

One of the police, they were saying rude stuff to me, and when they were hand cuffing me they squeezed my hand and stuff . . . F you and stuff . . . I don’t wanna be bad and stuff, I just wanna be a normal person . . . but [police] think we did the bad stuff instead of someone else, they really do . . . My aunty doesn’t like police coming over, because the next door neighbour thinks we’ve done something wrong.

Cook Island male (13)

They gave me a black eye . . . they took me to a Paddy with all the dogs, and I refused, so one of the police officers hit me in the eye . . . they said which Paddy to you want, and I asked for the normal Paddy, but they kept on telling me to go in with the dogs, but I refused.

In another time, one of the cops threatened me and they said they were gonna hit my head through the window, cause they said I was gonna break in to the house, but I didn’t, I was just chillin . . . I was sitting near the payphones, and there was a shop there, and the guy reckons I was gonna break in, but I didn’t, so he said he’ll hit my head through the window to break it open.

When I got arrested last week, the copper was saying to the other coppers saying that ‘Nah this the guy and that’ cause there was a robbery somewhere down in Lakemba and they said that it must have been me, there was someone wearing white, that pulled someone out of their car, and I was wearing white – so they said it had to be me, they took me down to the station, and they said if it was me he was gonna crack me and that, he said he’ll come boot my door down, if he finds out it was me . . . but it wasn’t me.

Tongan male (16)

Why are coppers so racist?

Samoan female (15)

From such comments, it is difficult not to develop a perspective that police vilify Pacific youth in the overall interaction across the community. Critically, “such prejudice may take root in the institution, and persist by virtue of the fact that the membership of such an institution (such as
police) is predominantly white and those it deals with are disproportionately poor and black. Thus the Macpherson Report (1999) heard evidence to the effect that institutional racism as a product of the fact that white officers rarely met black people outside of an arrest situation, and thus enabled stereotypes of the black communities which labelled them, and defacto pre emptively criminalised them” (Fitzgibbon, 2007, p. 134). Within an Australian context, Pacific communities need to develop a more positive association with police, while the latter need to do the same. Otherwise, the perpetuation of these power balances will produce ongoing disharmony where “the minority community reacts with anger, suspicion, intolerance of police presence and in some instances withdraws from the larger society. The police, on the other hand, respond with greater levels of enforcement, show impatience to citizen needs, and withdraw from efforts to understand the underlying cause of community dysfunction” (Lumb, 1995, p. 25).
PACIFIC CONTACT WITH COURT

In total, 35% of the Pacific youth participants were before the courts for their first time, the highest out of the other answers collected. Conversely, almost 50% of non-Pacific youth had been before the courts for 5 or more cases.

However, over 32% of Pacific youth experienced more than 5 adjournments during their process of dealing with their legal matters. This contextualising information reflects the more serious crimes for which these young people were before the courts, while also including those still incarcerated under a remand order. On average, each adjournment went for 4 weeks (44% of all cases profiled).

On the other side, the majority of non-Pacific youth had their cases adjourned 4 times before the Children’s Court (36%), whilst experiencing the same length of wait between each court appearance (4 weeks in 40% of all cases profiled).

A higher level of parental support was offered to the young person at Children’s Court by non-Pacific parents than Pacific parents (53% compared to 45% respectively), however a slightly higher number of extended family and unrelated people were present for Pacific young people. Despite this, more support was given in the court system to non-Pacific youth overall, regardless of whether it came from immediate family, or peers or associates.

A slightly higher rate of Pacific youth generally understood what was happening during the legal process, especially during the progression of matters before the court (90% compared to 84% of non-Pacific youth).

Sometimes I do, sometimes I don’t know... when I’m inside and I come out for bail, I don’t understand what the judge is saying, cause they just say all these words... when I go down [to the cells] I ask the security person whether I got bail, and they go ‘yeah’... [going to court] stops me from going to school and makes me miss out on doing activities I like doing... and then I miss out on the fun stuff... and I don’t wanna go.

Tongan male (14)

Interestingly, 31% of Pacific youth going through the court system were still enrolled in a public school at the time. Only 12% of non-Pacific youth were enrolled at the time. This raises further issues with respect to maintaining a consistent focus on school activities while simultaneously appeasing any court requirements or legal obligations, as young people await sentencing for more lengthy matters.
Yeah, a little bit, I couldn’t go to school cause I had to go to court.

Tongan male (16)

The ability to take advantage of employment opportunities was also impacted as a result of undertaking bail conditions contradicting possible placement.

I couldn’t do the hours cause I had curfew . . . which stopped me from getting the job

Samoan male (15A)

During their court matters, 38% of Pacific youth re-offended in the community. By comparison, a higher proportion of non-Pacific youth re offended, with half the cohort examined. From this group of Pacific youth, 88% of them received new charges, whilst nearly 99% of the non-Pacific group received additional charges.

Court attendance was missed by 31% of Pacific youth during the legal process, whereas only 25% of non-Pacific youth missed court. At a closer look, the highest reason why Pacific youth missed their time in court was due to lack of family/social support. The main reason for non-Pacific youth not attending was due to their unwillingness.

As a result, 92% of these Pacific youth who missed court had another warrant executed for their arrest, whereas only 77% of non-Pacific cases reported having another warrant out as a result. This could be partly due to the seriousness of the offence, the legal representation given on the day, or the ability for youth to contact the courts to explain their absence prior to the matter going before the magistrate.

Over 75% of Pacific youth broke the conditions set by the courts, with 23% of this group explicitly disregarding them. In total, only 65% of non-Pacific youth broke their court-directed conditions, with a higher group explicitly disregarding them (44%). Despite this, the rate is still higher for Pacific youth.

Moreover, this may be due to Pacific youth associating with family members who might be their co-offenders.

Conditions state that there are people that I’m not allowed to hang out with, and to report to Police everyday . . . including my own brother . . . as we committed offences together – so the magistrate told us that we were not allowed to associate with each other in public, but we thought they had changed it a while back so we would go report everyday together, and they told us that we weren’t allowed to be in public together, so they locked me up – not my brother,
just me cause it was on my bail conditions, not his . . . even though we’d be reporting together for quite a while.

Samoan male (15B)

Relatively the same percentage of Pacific and non-Pacific youth also broke their conditions as set by the police on first being charged with their matter. This included 74% of Pacific youth, and 80% of non-Pacific youth.
PACIFIC CONTACT WITH JUVENILE JUSTICE

Of the Pacific youth mandated to attend Juvenile Justice supervision, 53% had either a probation or parole order, a good behaviour bond (38%), or a community service order (8%). In comparison, 71% of non-Pacific youth who attended the regional Juvenile Justice office were under a probation or parole order, 24% were on a good behaviour bond, 4% are on supervised bail, and 2% were on a community service order. The majority of both research groups attended the office on a weekly basis (around 80%). Exactly the same rate of Pacific youth and non-Pacific youth had difficulties getting to supervision on a weekly basis, due to transportation and work commitments.

A slightly higher rate of Pacific youth actively jumped the train to get to supervision (64% compared to 62% of non-Pacific youth). Of this, 86% of Pacific train fare evaders received a penalty notice, whereas nearly 95% of these non-Pacific youth received a train fine in getting to supervision.

"time turning up . . . I forget . . . first thing is I don’t known where it is in Fairfield, and the second thing is that I don’t have train money to get there . . . not helpful, they set me up to see them, but I don’t need their help."

Tongan male (16)

Only 45% of Pacific youth found Juvenile Justice supervision helpful, with the remainder finding such supervision problematic. This is higher compared to the 33% of non-Pacific youth that found supervision helpful. On further examination, however, Pacific youth reported a similar rate of rapport built between the professional Juvenile Justice Officer/ Counsellor, with over 40% of the two cohorts finding this a problem.

"Yeah yeah yeah – they were heaps helpful man."

Samoan male (14)

In the Pacific group, 24% found that conflicting appointments were made when mandated to attend such arrangements with Juvenile Justice. This was very much the same for non-Pacific youth. Reasonably the same percentage of Pacific and non-Pacific youth had their supervision ceased due to non-compliance, however a slightly higher percentage of Pacific youth were directed back to court with further charges as a result of this breach (82% versus the 77% of non-Pacific youth sent back to court).
Overall a higher rate of DJJ supervision ceases due to non-compliance and lack of consistent contact with the respective office due to missed appointments, leading to further charges. This again can be relayed back to the young person’s ability to find supervision a helpful experience, and the perceived value placed on the work achieved. Moreover, compounded with transportation issues, Pacific youth may find meetings troublesome.

Yeah – heaps of trouble [getting there]. Going to see them every week – I didn’t want to go . . . I just went along with it – I had no choice but to.

Samoan male (16)

An educational training booklet on Pacific communities, titled *Tagata Moana* (Seymour, Manley, McDonald, & New South Wales. Dept. of Juvenile, 2002) has been used in developing practical skills and strategies used across the Department, both in custodial and community settings. However, overall appreciation and application may not necessarily be monitored which deters consistent application, as well as ongoing knowledge creation of effective service delivery for Pacific youth.
QUESTIONS TO CONSIDER FROM RESEARCH AROUND PACIFIC CULTURE

Discipline and Violence

There is a strong relationship between the display of aggressive and negative anger with young Pacific people and their parents. On further consideration, it is noted that such young people will experience physical anger throughout their upbringing – in the form of “hidings.” Generally, such behaviour is accepted as a positive approach to discipline within the family home. For example, if a child is found to be in trouble for a particular matter, the parent will raise their hands and give the young person a slap to the head, or to their lower bodies. Other variations include making the child find a belt or stick, and this object is then used to discipline the lower legs, fingers, or across the buttocks. Most parents believe that this approach will enable the young person to develop a sense of accountability, and overall respect about doing what is right by them and the family. Therefore, young people will do what is right in the hope of not receiving physical retribution as a consequence.

Get a hiding, they give us a hiding . . . they just hit us, and they growl us off . . . they hit us anywhere.

Samoan male (15B)

Interestingly, young Pacific people will portray negative anger within the family homes, predominantly towards their siblings. This again may relate to their sense of accountability, to be in line with the parents, and their right to exercise physical discipline. As a consequence, we may believe that the predisposition to violence may be a result of exposure to unregulated parenting practices, promoting a lack of verbal expression, articulation and conceptualisation of feelings; whereas non-Pacific violence may be due to isolation, marginalisation, and/or developing more violent behaviours due to exposure to criminal behaviour. This form of resolving conflict may be internalised by the young person, informing their ability to deal effectively with situations where verbal communication is needed, rather than a negative physical response.

Most of the times; two times a week. Us boys, we’ll be mucking around, and then after that some boys just wanna pick a fight, and we just do it . . . If it’s two against one, then we jump in. Not fair two against one. Then it can become five on one or 6 on one.

Cook Islander male (13)
At lunch we go bash some people up, the Fobs do it, it’s a game, then we eat.

Tongan male (15)

Further questions are raised about whether this form of discipline is perceived as abuse, and how this may parallel notions of maltreatment. In an in-depth research report conducted on the pathways of child maltreatment to juvenile offending (Stewart, Dennison, & Waterson, 2002), a strong connection was revealed between the neglect and physical abuse of juvenile offenders and their orientation towards anti-social behaviour. This may also include the emotional response perceived by the young person. With culture in mind, however, “when physical discipline is normative, it is more likely to be administered in a controlled fashion in the context of a nurturing relationship. In contrast, when physical discipline is non normative, its display may be accompanied by other out of control and deviant parenting behaviour” (Deater-Deckard & Dodge, 1997, p. 167). I believe that further context-based research on the impact of Pacific youth offending, and whether this might stem from discipline-based parental practice, could provide further clarification.

Care for Siblings

Throughout this research, it has been noted that Pacific youth have a higher obligation to care for siblings. This partly comes from a need to assist parents with the overall duties of family operations. This may at times be detrimental to the young person, who might be held back from taking up consistent employment and educational opportunities. On closer examination, such responsibility normally falls on older females. Nevertheless, a strong commitment to the overall wellbeing of the family as a functioning unit is demonstrated, rather than to the individual pursuits developed by self.

In spite of this need to care for siblings, Pacific youth continue to participate at a higher level in sporting and spiritual practices than non-Pacific youth, as such activities can involve all family members.

It is also clear that older Pacific youth have an awareness of and feel responsible for modelling positive behaviour for their younger siblings. Regardless of whether this occurs, the young Pacific person is considerate of how their individual behaviour impacts on others in the family.

They’re looking up to me now, and I’m doing the wrong thing . . . they look up to me cause I’m older . . . I enjoy looking after them.

Tongan male (14)
AOD Usage

Alcohol usage is highest across the Pacific cohort – for both parents and the young person. From a cultural perspective, alcohol can be part of the socialisation that occurs when adults gather as a united community (Kuschel, Takiika, & 'Angiki, 2005). This notion is further discussed in DCR Report 4. As we flesh out this social perspective, we see a high parallel between such behaviour and young people emulating this type of usage in the community with their own peers.

On further consideration, binge drinking seems to be prevalent amongst alcohol users. In the conversations I had with Pacific young people, many stated that they will “drink to get drunk,” or to “have a good time,” which will involve drinking excessive amounts with the whole group. Another commonly shared perspective is that all alcohol purchased needs to be consumed together as a group, across the duration of the gathering, before anyone can leave. This leads to potentially negative consequences on a group of 3 or 4 young males, who may drink a whole case of beer (which generally contains 24 bottles or cans). Hence, “when Pacific people drink, the intention is to drink until the alcohol is finished or until a person can drink no more. There are no limits on the quantity of alcohol consumed. Thus, although drinking may not happen every day or even every week, when it does happen, the session can be very long” (Alcohol Advisory Council of New Zealand & New Zealand Ministry of Health Sector Analysis, 1997, p. 8).

Consumption can still be related to some form of habitual pattern or recreational pursuit; this facilitates a schedule based on a lack of positive engagement with educational or employment options:

 Mostly everyday . . . sometimes it gets a bit boring so we drink . . . and weed . . . I think it starts off cause they wanna look cool and then all of a sudden they get addicted to it . . .
Tongan male (14)

Being under the influence of alcohol during the time of an offence is common amongst Pacific youth. At the same time, the high rate of violent offences raises further questions about alcohol being a precursor for Pacific youth to be more violent in the community, as opposed to the lower levels of negative anger within the home environment.

 Bad stuff . . . robberies and that sort of stuff . . . about 7 or 8 of us . . . used to get into fights in the city . . . when we started drinking alcohol, we were all drinking . . . not drinking responsibly . . . we’d mostly get arrested for starting fights whilst we were drunk, drinking alcohol . . . we’d
A developing trend to have Pacific offenders actively referred to the Youth Drug and Alcohol Court as a mandate to deal with ongoing risk factors associated with AOD usage is clear. The prerequisite to participate, as set forth by Practice Direction 27, includes pleading guilty to the matters before court, and undertaking an assessment for “suitability” (Mitchell, 2007). However, further questions remain about the willingness of the child to participate as opposed to a hard directive to force rehabilitative change, and their overall understanding of the conditions imposed in undertaking this diversional program.

Physical Appearance

Pacific youth receive a high rate of train fines, predominately for fare evasion. On reflection, this may be due to the higher visibility of such youth, as they congregate around train stations in groups. Other insecurities may develop as a result of such Pacific people generally being physically larger than non-Pacific youth. As a result, people may have a tendency to perceive these young people as older, even as adults, although intellectually and emotionally they are still teenagers.

From personal experience, catching the local bus service as a young person was quite onerous. When I hopped on the bus at 14, the driver would charge me the adult price. Not being old enough to receive a valid NSW Concession Card, which one can only obtain at the age of 16, I could not make the driver understand my frustration as I repeated that I was only 14. Therefore, my high school at the time had to make me a rare “date of birth” card so I could publicly establish my age on public transportation.

Why are we bigger than other people?

Community perceptions of crime play a part in the response society develops to combat anti-social behaviour. Further issues can be magnified when young people perceive that they are vilified because of their appearance and overall presence in the community. An ongoing dichotomy is seen when Pacific youth socialise in groups: suspicion is raised as to whether young Pacific people standing on the side of the street are law-abiding citizens, versus the
perception that they are creating a public disturbance and being an overall nuisance. Attitudes of this nature pose further issues for Pacific young people who, again, internalise negative contact with police during move on as a way to discrimination, isolation and rebellion.

*Why is it that when people look at us fobs, why do they think we are thieves, drug addicts etc?*

Samoan/Maori female (16)

*I hang around with a lot of Fobs, and when we are down at the stations they always seem to walk down to us, and just tell us to move, they tell just the Fobs to move.*

Samoan male (15B)

Conversely, size may be a useful commodity if individually utilised for the group. Pacific youth may take advantage of generally looking older by obtaining alcohol and cigarettes from local retailers. An ability to intimidate people may also come into play, in school environments, custodial settings, and the community. Furthermore, when in potential physical fight situations, stature and size can be of great assistance to Pacific youth in overcoming an opponent.

*It’s better than anything else – cause of all the boys, cause other people – they can’t do nothing . . . I’d either be a Fob, or black, black American, one of them two . . . Most of them are tough that’s why I like being Fob, cut and big.*

Tongan male (13)

*It’s cool – different from everyone else – we’re bigger than everyone else . . .*

Samoan male (15B)

**Educational Disruptions**

From the overcrowding that occurs in Pacific homes, there may be a lack of access to space for completing necessary homework and study. Access to educational resources, like computers, Internet access and other related materials, to complete set tasks or assignments may not be available, once more obstructing an overall ability to engage in learning outcomes. This may potentially draw a parallel with the low levels of perceived parental support in education, both in the school as a learning community, and also in participation to assist their child. Moreover, other family, church and sporting commitments may also occupy time and be prioritised outside of schooling.

Perceptions of non-compliance may be commonly interpreted by teaching staff as developmental delays and or learning difficulties. Generally when Pacific students are
confronted individually for negative behaviour, a lack of eye contact is given. Staff may assume quietness as ignorance, non-acquiescence and signs of non-engagement in the process of taking responsibility, compounded when they do not show verbal remorse for the behaviour needing correction. An escalation of the problem may occur, with further barriers reinforced between teachers and students, who may feel picked on when reprimanded. An ongoing negative perception can form between both parties, again perpetuating a sense of division between Pacific students and teaching staff.

_They don’t really listen to me, like when I put my hand up, they don’t ask me for the question, they ask someone else, that pisses me off, like I know the question but she asks someone else . . . I don’t think they’re fair on me . . . if something happens they are always gonna blame it on the fobs, they come to us straight away . . . we get in trouble and that . . . and so they blame it on us._

Samoan male (15A)

Coinciding with this, a higher rate of suspensions is evident in the school environment. Reasons include disruptive behaviour in the classroom, uncompleted work leading to lack of consistent attendance, and negative altercations with other students in the playground. From unconstructive involvement in the schooling environment, certain trust issues and hesitation about being involved, due to previous failure in education and training, harness attitudes of devaluing the self as a learner, yet again impacting on the young person’s ability to seek out future opportunities.

_One thing I hate about school is the teachers, they think they own us, hate it when they confiscate things that are not even theirs!!!_  

Cook Islander female (16)

**Financial Insecurities**

Inability to apply for Centrelink benefits stems predominantly from lack of Australian citizenship. Many Pacific youth examined had either migrated directly from New Zealand or via other respective Pacific states. As a result of federal legislative changes, New Zealand citizens were exempted from receiving welfare benefits automatically from July 1, 2000; subjecting them to the waiting period experienced by many other entering migrants. As this legislation continued to be implemented, a new requirement complimented the law by introducing an additional requirement. On February 26, 2001, all New Zealand citizens moving to Australia were then also required to become Australian citizens to become eligible for Centrelink assistance (Australian Department of Immigration and Citizenship, 2007).
Therefore, many families were made ineligible to receive any financial support regardless of the time of their residency in Australia. Many families were then required to undertake some form of employment, which may at times jeopardise the ability to extend parental support, as parents might work longer hours or multiple jobs to support a larger family. With no Centrelink support, even families with both parents unemployed would experience increasing problems in maintaining financial security. The inability to then meet various living costs, including affordable housing, food, and educational expenses, continues to perpetuate the cycle of fiscal marginalisation.

On occasion, Pacific youth may need assistance in accessing refuge housing. However, with many youth accommodation placements requiring some form of income to supplement lodging, predominantly through consistent Centrelink benefits, difficulties are subsequently experienced from non-eligible young people. Additionally, applying for rental properties, and/or Housing NSW accommodation is again determined on level of income, and possible receipt of associated social security payments. Hence both options for alleviating homelessness may be limited.

Such young people may have an accumulation of State Debt Recovery Office (SDRO) fines that are unpaid, due to a lack of understanding of how the fines are processed, and an inability to pay due to the abovementioned issues. When such fines are not paid, further restrictions are placed on the individual. This includes the revocation of a current NSW driver’s licence, or the prohibition of applying for one at a later stage. Pacific youth from this research had offences that related to a lack of licensing, which were often due to their understanding that if parents gave permission for their children to drive, this constituted a right to drive, especially if it involved supporting the family.

“Stealing for styles” is a possible motivation for the many Pacific youth who steal clothing and other accessories to maintain a certain level of fashion. Once more, the parents’ general inability to maintain financial security means that the materialistic endeavours of a fashionable Pacific youth culture cannot be met. This social standard, generally reinforced by the R&B/hip hop culture, continues to put pressure on youth to be conscious of their image through certain styles and trends. Offending behaviour reflects such thinking, with many stealing incidences, including those associated with violence, stemming from a need to obtain a new mobile phone, MP3 player or shoes.
Us Fobs, we like Nautica, Polo, Dickies, they all cost like 100 . . . we steal those, cause all those people steal clothes – to look good.

Samoan male (16)

We just wanted to rob people for the phones and iPods and stuff and money . . . just back then to provide us with smokes and drink . . . we also wanted the latest things.

Samoan male (15B)

Social and Self Identity

Pacific youth feel affected by police contact and overall perception of them. As mentioned, half of the 70% surveyed who ran from Police did so due to various reasons but, interestingly, not because of warrants. On closer examination of various case studies, involvement perpetuates the young Pacific person’s inability to develop a positive self image. In essence, their view of self is constructed around the labels placed on them, by people like the police, to those generally in the community. It is however difficult for such youth not to apply such perceptions to their own opinions, as they progress through adolescence. This is compounded by negative experiences with their own parents, who often send the bad behaving young person away to another relative for punishment; thus marginalised Pacific youth may continue to feel isolated within their own immediate and extended families, let alone the social community in which they live.

This has further implications on the perceived relationship Pacific offending youth may have towards police, the courts and the Department of Juvenile Justice. Rather than seeing them as agencies that provide civil support and assistance, with positive elements of social control, they see them as a nuisance, only out to prevent social activity and enjoyment. In research carried out by the Australian Institute of Family Studies, young people who are highly anti-social, with or without contact with the legal system, perceive the functionality of the criminal justice system as negative, performing duties that reduce their confidence in being supported as citizens (Smart et al., 2005). Again, this may perpetuate issues of self worth, and impede the development of positive self identity.

I was sitting at the station before and the cop said we will charge you with anything, with something that you’d never done, and I said ‘For what?’ and they ‘Anything, we’ll just charge ya, and you can go in lock up’ . . . yeah they were just threatening me, I did nothing to them, I was doing nothing, just chillin with the boys, and they come up and said they were gonna charge me for no reason.

Samoan male (15A)
I feel like crap, yeah I cry in my room sometimes . . . my whole family think I’m a criminal.
Tongan male (16)

Makes me feel bad, gives a bad name to my family.
Tongan male (14)

Therefore, it can be difficult for a Pacific young offender, who is striving to understand self in Pacific culture, Western culture and police culture. Collectively, “contrary to the expectations of the adolescent models of identity analysed, many of the youth seem to identify with multiple identities and seem to explore their personal identities through a social-cultural lens rather than from a maturational perspective . . . these youth seem to conceptualise the achieved identity status as a sociocultural and political construction that is temporary and transient in nature” (Tupuola, 2004, p. 96).

They think that I’m gonna steal off their business and that . . . I walked into KFC one day for an interview, and the first thing when I walked in is that the guy asked ‘You aren’t gonna steal off us’ and I said ‘Nah I’m not gonna steal, I’m just here for a job.’

My whole family think I’m bad, I can’t get a job, disgrace to the family, all that stuff . . . pretty bad, I want my family to know that I’m good, that I can do better and that.
Samoan male (15A)

There was a general consensus amongst the profiled Pacific youth that police “pick on” them more often, more frequently and more severely than their non-Pacific counterparts. Whether or not this can be empirically tested, it is still imperative to counteract this perception to develop the relationship between both parties. Such thinking is evident in the Youth Policy Statement 2001–2005, where officers are encouraged to practise equity despite “life circumstances, gender, ethnicity, aboriginality or even style of dress” (New South Wales Police Service, 2001, p. 12). Despite another section of the same policy document pledging the recognition and understanding of diversity, no specific strategies are suggested or referred to for further consideration. Therefore, we need to evaluate whether this occurs in practice and then reinforce that across the community. Similarly, “Police attitudes influence how far individuals who are apprehended in alleged criminal acts go in the criminal justice system” (Collins, 2002, p. 7). Dynamics of this nature may continue to perpetuate the level of negative contact, whilst further vilifying Pacific communities and preventing them from developing a meaningful relationship with the police.
Lack of Mental Health Diagnoses

Questioning on the issue of mental health in this research project potentially illustrates the prevalence of such issues amongst marginalised communities. When comparing the two cohorts, we found a higher rate of diagnosis was sought by non-Pacific parents. Further questions were raised about whether this group had an increased level of mental health issues, or whether Pacific parents were reluctant to access such support. In terms of this latter point, further research and assistance may be needed to gain a better insight into why this may occur; this could include a lack of emphasis in the Pacific community in accessing mental health oriented services, and an overarching perception that mental health is a spiritual and cultural concern (Anae, Barnes, McCreanor, & Watson, 2002; Tamasese, Peteru, Waldegrave, & Bush, 2005), rather than a medical condition. This is explored further in DCR Report 4 in the context of Pacific values and beliefs.

Living in Overcrowded Houses

Culturally, there is a tendency for Pacific families to live in dwellings that may not cater for their overall numbers (Fairbairn-Dunlop, 2003). This is evident in the standards generally seen within the Pacific states. More so, the concept of having one’s own space, which may include access to a bedroom for each person, is not common. Such ideas are further discussed in DCR Report 4.

We may potentially view this lack of space as a cultural norm, rather than a disadvantage. In essence, the fundamental resources commonly designated for personal use may be available, but generally in the limited space. For example, it is not uncommon for the sitting/lounge room to become a pseudo-bedroom during the night time. This entails mattresses being stored in other locations during the day, and then placed in the room when needed. In some instances, an actual bed is permanently placed in this room, with no excuse needed for its presence when visitors attend the home. Likewise, car garages are often unofficially transformed into makeshift bedrooms or general living areas.

Lack of space within the family abode may impact on the need for “personal” space that a person is permitted by Western standards. In New Zealand, considerable health issues and other social problems have arisen due to overcrowding, where “74.6% of people living in ‘crowded’ homes (requiring 2 or more bedrooms) were of Maori of Pacific peoples ethnicity” (New Zealand Ministry of Pacific Island Affairs, 1999, p. 35). As a consequence, the educational and
study habits of Pacific youth may be impacted by this inaccessibility of appropriate space, meaning that meeting school expectations about certain at-home learning tasks is difficult.

This lack of space may also correlate with the prevalence for Pacific youth to then socialise in public with peers, rather than in relatively cramped spaces at home. Further issues arise when particular activities undertaken in public places, like parks, shopping malls or train stations, involve risk-taking or anti-social behaviour; this in turn is not directly supervised by a parent or guardian and again increases the lack of knowledge Pacific parents may have about what their child is doing in the community.

**Career Offending**

Similar trends from New Zealand are being recorded with respect to the age and type of offence Pacific youth undertake when first charged. According to the Youth Offending Strategy, “unlike offending by other ethnic groups, where repeated offending tends to increase in seriousness, Pacific peoples seem more likely to commit a serious offence as their first offence and may not repeatedly offend” (New Zealand Ministry of Justice, 2002, p. 4). A higher rate than their Pakeha (European) counterparts were also appearing before the Youth Court, again due to the serious nature of offences committed, with more severe outcomes (Maxwell, Robertson, Kingi, Morris, & Cunningham, 2004).

In South West Sydney, Pacific young people are offending for the first time at a later stage of adolescence, where their first offence may be serious indictable. Relating to some form of violence, such offences will dictate the type of future involvement this young person experiences in the legal system. Generally, Pacific young people may spend a longer period of time dealing with their legal matters, as a large proportion of Pacific youth are incarcerated during their court cases. Generally, this may be due to the nature of the crime committed, as previously stated. As a result, the rate of re-offending may be less than for the non-Pacific cohort, who may re-offend in the community at a higher rate. Ability to apply for bail when remanded is also affected, as the courts are directed to treat the young person as an adult offender. The consequence of this is that previous progress along pathways towards education and employment is impeded.

Experiencing the Western legal system for the first time as an older adolescent can create further confusion for both the young person and their family. Suddenly they are explicitly implicated in a legal world not commonly known previously. Pacific families may then struggle
with not being able to rely on a family member who previously provided sibling and home support.

On reflection, where offences undertaken by Pacific youth relate to anger and aggression, there is a higher chance of re-offending. As an ability to decrease the seriousness of future violent recidivist behaviour is at jeopardy, research shows that “violent offences do not conform to the de escalation trend . . . probability of recording a court appearance for a violent offence given a previous appearance for an offence in any other groups [of offending types] exceeds the probability of an event in the opposite direction” (Carcach & Leverett, 1999, p. 5). Accordingly, such issues of Pacific over-representation in the Juvenile Justice system have been noted since 1993 (Cain, 1995), and should suggestively encourage a better systemic response.

**Committing offences in groups**

Notions of Pacific Youth participating in gangs continue to perpetuate people’s understanding of how they exist socially. Rather than being perceived as like-minded youth from a similar ethnic background, Pacific youth are characterised as purposefully developing gangs designed to challenge social norms (White, Perrone, Guerra, & Lampugnani, 1999).

Again, in previous research White and Perrone found that the “Gang Mentality” developed by ethnic youth was to counteract problems faced as a united ethnic group, and also potentially to offend across the community. My research appears to bear this out, with young Pacific youth becoming members of certain established groups to carry out anti-social behaviour. Moreover, some of the groups developed by Pacific youth may take various and collective elements and form one group, as cited in White’s further work on “Gang Related Behaviour” (White & Australian Institute of Criminology, 2002). For example, a group may take traits from “criminal” groups, where criminal activities are planned, often spontaneously, to profit the group. Each member is then legally noted by the police (if caught) as co-offenders, a group which may include their own family members. “Conflict” groups are an important part of representing affiliation to a suburban region, which may mean fighting against extended family living in other areas. “Retreat” includes time spent with peers in public places consuming alcohol, and “Street Culture” generally reflects hip hop/R&B subcultural themes.

The culmination of these traits in higher functioning groups generally requires members to be strictly loyal towards a set of values, norms and beliefs about their place in such a faction. This is evident in Pacific youths’ adoption of the “Bloods” and “Cribs” gangs. Believed to have
originated in either the United States (between groups of African Americans) or amongst Pacific Youth living in America, each group represents a specific region, generally defined by suburb. Automatically granted membership according to where they live, Bloods are symbolised by red, Cribs by blue. Therefore, one’s clothing – whether it be a cheap item or a designer label – is generally coloured according to the gang in which one fiercely belongs. Local gang names are also devised to reiterate this system, including the “Beleyde Boys” representing the Cribs in Belmore, and Mac Field Boys (MFB) in Macquarie Fields, who are also known to wear blue. The opposing group for this region resides in Airds, and its members dress in red. Again, these groups are not only designed for criminal behaviour, however other types of anti-social behaviour may occur, including under age drinking, smoking (either marijuana or tobacco), and generally a time for like-minded youth to congregate. Lastly, membership can be carried over by younger siblings who are entering adolescence, however by this time the older sibling may have matured, or moved onto other social or family commitments that prevent their own involvement. Nevertheless, this natural progression of ideologies between siblings perpetuates the ongoing existence of such gangs.

Normally group offences . . . under alcohol, pretty much, alcohol, sometime not, I do it for the fun of it when I need money, I just look for someone and just roll them . . . need money for alcohol and that.

Samoan male (15A)

Just cause of gangs and that . . . the Cribs . . . Fobs are in it cause they’re big, and some gangs need big sizes . . . some of my mates got hurt, and I’m just there cause I’ve got their back . . . a hundred against hundred, a Blood and Cribs fight . . . there was still some in the cars, just in case anyone pulls out . . . cause of colours.

All of them were Fobs . . . it’s stupid, you never know you might be cousins . . . it’s a challenge fighting fobs – they’re so big.

Tongan male (14)

Legal Support

“Indeed, the absence of a parent at a child’s court appearance is a disturbing factor. The child’s advocate can tell you at least some of these answers, but I prefer the less sanitised version. Clearly, the more I know, the better the sentence will fit the offender” (McRoberts, 1997, p. 5).

For Pacific youth, support at Court is generally offered by the older siblings as opposed to parents. This may be due to parents’ work commitments. If no support is available, young Pacific people won’t attend, leading to further legal issues. This lack of parental support may, as mentioned in the quotation above, skew the perspective of the residing magistrate in terms of
understanding the support mechanisms available in the community, and potentially many of the underlying social and family factors that characterise the Pacific young person’s ability to function in the community with or without consistent parental support.

Hence, Pacific youth may not attend court on a regular basis due to parents not being available on a consistent basis. As a result, older siblings will attend on their behalf. However, this can create further adjournments as a result of the youth needing parental support within the Children’s Court context, as the Children’s Court Rule (2000) states that “the Court is to adjourn criminal proceedings against a child or young person who is unaccompanied by a person with parental responsibility, or case responsibility” (NSW Government, 2000). Incidences have also occurred where the parents haven’t been available to attend court when a bail application has been presented, and granted. The delay in allowing the young person to leave custody comes from the parents not being there at the time of possible release, remanding the young person in custody until the parent arrives. This delay is further perpetuated by the lack of privately owned transport and, as such, a further delay occurs in gaining access to a relative’s vehicle.

Other similar incidents occur before the court process. These involve having the young person wait for a parent or guardian to attend the local area command where their child awaits interview for the matter of their arrest. As a result, the young person can wait for hours before they are interviewed, meaning more time in the underground police cells.

From a cultural perspective, explanations may include parents feeling ashamed about their child’s involvement in the legal system, and thus they won’t attend publicly. In addition, some Pacific parents may be working full-time to support other family members, who will then send representative relatives and or older siblings.

Another commonly perceived reason is the notion of negative reinforcement, and the Pacific parent’s wishes to have the child realise the consequences of his or her actions by not showing visible support during the process. This has further implications later, when Pacific parents and family members refrain from visiting the young person during their custodial period, which reinforces the consequences of their offending behaviour and may mean limiting access to family support as another overall point of discipline.

_My mum says about my brother being in lock up – ‘Leave him there, leave him there, I don’t want the police to come around all the time.’_  

Cook Island male (13)
Logistical difficulties are however commonly seen when parents/guardians try to visit their child regularly while s/he is detained in a custodial facility. Generally this is related to parents’ overall inability to afford travel to centres that may be geographically out of the metropolitan region, for example Baxter (Gosford), Kariong (Gosford), Keelong (Wollongong). Further problems arise from the limited numbers of people allowed to see the detained young person during visitations, as a Pacific family may be large in number. Parents may need to select children to attend the centres, and then organise someone else to watch the remaining family members; this is both difficult and time-consuming. Furthermore, parents’ employment commitments may involve long hours or two jobs and is another factor that impacts on availability to attend.

School attendance is also affected as a result of having to attend court consistently over this period of time. As noted, more Pacific students were still enrolled at school during their legal placement and so the student is only further disadvantaged in understanding what is happening in class. This is in addition to the conflicting appointments that can occur with Juvenile Justice. On occasion, mandated appointments have conflicted with others, and have created confusion about maintaining a legal order as opposed to placement in a venture that possibly dissolves social marginalisation.

Responding to Court Ordered Bail and Supervision Conditions

There is a trend towards Pacific youth having a lower compliance for conditions set forth by either police- or court-imposed bail conditions. This could be indicative of the perceived negativity between young people, the police and Juvenile Justice officers.

In most instances, parents are supportive of their child’s need to respond to conditions, however Pacific parents may honestly be unaware of the true consequences of missing a scheduled appointment. Therefore, it may be important that both the police and Juvenile Justice effectively engage and explain legal processes associated with the conditions.

_They try and lie, and say there are some days that I don’t report . . . I report everyday and I always go and report and they say I didn’t report the day before – they’ve done that a few times now . . . I tell them that I reported and they make me go all the way back home to get the report receipt._

Samoan male (15B)
That’s why every time I go to sign in they know who I am straight away, the guys know that I am there to sign in, they walk straight to the sign-in counter where they keep the sign-in papers, they walk straight there, they know who I am.

Tongan male (16)

As also noted, there is the same rate of low police rapport with Pacific youth but higher rates of breach. One possible reason is that Pacific youth have longer periods of time to serve on supervision due to the nature of their offence, which, as previously discussed, could be a serious indictable/violent offence. Without the clear pathways and direction developed between the JJO and the JJC, the young person may again discount the importance of attending these mandated meetings. In essence, there is a lack of perceived helpfulness.

In some cases examined, bail conditions contained restrictions about the youth not associating with his or her own cousins, and other extended family relatives and close family friends. Further questions are raised as to whether this is a plausible condition, as family and one’s overall social life are highly valued by Pacific youth.

For example, one participant received a condition not to associate in public with his own older brother as, admittedly, they committed their previous offence together. However, over a period of time, this situation became very difficult, especially when the brothers were expected to look after younger siblings in public without parents being present. At the same time, both brothers were expected to sign in at the local police station three times a week. After six months of strict compliance and no further offending, the attending officer who witnessed the signing in on this one particular occasion, arrested the younger brother as

‘I was in breach of my bail by attending the police station with my own brother.’

Samoan male (16)
RISK & PROTECTIVE FACTORS FOR PACIFIC YOUNG OFFENDERS IN SOUTH WEST SYDNEY

The following list of risk and protective factors are drawn directly from the observations made from the research undertaken with Pacific communities across South West Sydney. Some specific characteristics mentioned are not unique to Pacific people, however there could be an association between the cultural elements of these factors, and how they contrast with a variety of social systems, including education, legal and community systems.

In summary, these traits don’t exist as stand-alone characteristics, rather as a collection of factors indicating the level of marginalisation experienced by individual cases. Therefore, the more risk factors evident in each situation, the higher the tendency to partake in anti-social behaviour. An increase in protective factors may assist not as a means to counteract risk, but rather as an avenue to possess skills conducive to meeting society’s expected standards and living aspirations.
## Table 2: Pacific youth social risk factors

<table>
<thead>
<tr>
<th>INDIVIDUAL &amp; FAMILY</th>
<th>PEER &amp; COMMUNITY</th>
<th>EDUCATION, EMPLOYMENT &amp; TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communal negative alcohol usage from Parents</td>
<td>Negative involvement with police</td>
<td>Lack of educational resources</td>
</tr>
<tr>
<td>Excessive violent (physical and verbal) behaviour within family home and community</td>
<td>Excessive/binge usage of alcohol and marijuana</td>
<td>Parents undertaking more than one full-time job to maintain financial stability</td>
</tr>
<tr>
<td>Lack of verbal reasoning</td>
<td>Misinterpretation of presenting behaviours by professional legal settings</td>
<td>Early school leaving (pre-Year 10)</td>
</tr>
<tr>
<td>Lack of access to privately owned, registered vehicles</td>
<td>Lack of rapport with non-Pacific adults in community setting</td>
<td>Misinterpretation of presenting behaviours by professionals in education</td>
</tr>
<tr>
<td>Lack of knowledge about accessing Centrelink benefits</td>
<td>High level of infringement notices and fines</td>
<td>Lack of training and advancement for parents predominantly employed in low-skilled labour force</td>
</tr>
<tr>
<td>Overcrowding in family homes</td>
<td>First offence being of a serious indictable nature</td>
<td></td>
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<tr>
<td>Parental low level of secondary education</td>
<td>Negative peer group association through organised gangs</td>
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<tr>
<td>Lack of access to Proof of Identification</td>
<td>Lack of consistent attendance at court due to no parental support</td>
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<tr>
<td>Older sibling involved in crime</td>
<td>Conflicting ideologies developed between Western &amp; Pacific culture</td>
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<tr>
<td>High-level care given by older siblings to younger siblings</td>
<td>Legal conditions that contradict family relations</td>
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<td></td>
<td>Active enrolment in school during court proceedings</td>
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<tr>
<td></td>
<td>Inconsistent approach and access to physical and mental health care services</td>
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</tbody>
</table>
### Table 3: Pacific youth social protective factors

<table>
<thead>
<tr>
<th>INDIVIDUAL &amp; FAMILY</th>
<th>PEER &amp; COMMUNITY</th>
<th>EDUCATION, EMPLOYMENT &amp; TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural inclusiveness within family home</td>
<td>Active involvement in sporting commitments</td>
<td>Positive association and awareness of educational institutions for both young person &amp; parents</td>
</tr>
<tr>
<td>Enhanced understanding of Western systems (education, health, legal, community) for both young person and parents</td>
<td>Genuine involvement in spiritual and faith-based activities</td>
<td>Access to vocational training courses for both young person and parents</td>
</tr>
<tr>
<td>Development of verbal communication skills</td>
<td>Enhanced relationship with police who appreciate Pacific culture</td>
<td>Consistent attendance at School</td>
</tr>
<tr>
<td>Positive attitudes towards lifelong learning</td>
<td>Enhanced relationship with teachers who appreciate Pacific culture</td>
<td>Access to support and training materials in assisting educational placement</td>
</tr>
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<td></td>
<td>Participation in cultural activities across community</td>
<td>Continuation of schooling beyond middle years</td>
</tr>
<tr>
<td></td>
<td>Strong sense of community participation reinforced by Pacific relatives also living in Australia</td>
<td>Focus and desire during adolescence to undertake vocational interest</td>
</tr>
</tbody>
</table>
FINAL CONCLUDING REMARKS

“In the Spirit of cultural appropriateness the task of transforming the young person from ‘bad’ to ‘good’ requires understanding the core of him or her as his or her ethnic ‘culture’” (Suaii-Sauni, 2006, p. 269). It is within this premise that systems, including the police, Children’s Court and the Department of Juvenile Justice, may develop their responsiveness to true needs, rather than implementing strategies that perpetuate cultural ignorance. Throughout this report, I have laid out variations in presenting behaviour that are based on cultural characteristics, further contextualised in offending behaviour. However, certain actions of Pacific youth may vary and create a range of both positive and negative perceptions.

On comparison, both non-Pacific and Pacific youth experience challenges that impact on self esteem, self-awareness and self-worth. To offset other areas of social isolation, and marginalisation from resources, facilities and services, both cohorts need valuable support in engaging either for the first time, or in reconnecting in communities that should respond to social, welfare, economic, spiritual, and ethnic needs. As optimistic as this sounds, Pacific youth may continue to participate in anti-social behaviour, however our response to enabling positive change should incorporate a holistic perspective, bolstered by access to culturally diverse intervention practices, and a commitment to systemic change that values equality.
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REVIEW OF PSYCHOSOCIAL CASE MANAGEMENT MODEL ASSISTING PACIFIC YOUNG OFFENDERS

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“The juvenile justice system by itself cannot provide all the answers to the problem of juvenile offending, nor can it provide the solution. Once juveniles begin to offend, the juvenile justice system and the general community must provide them with incentives to stay out of trouble for a sufficiently long time to minimise their risk of re offending. Juvenile crime is a problem that needs to be tackled even before the manifestation of delinquent behaviours. Multifaceted interventions aimed at enhancing parental and community ability to exercise social control are crucial in this respect” (Carcach & Leverett, 1999, p. 23). Accordingly, this is the underlying motivation promoting the case management service that caters for youth with negative social behaviour, which is reviewed in this report. More importantly, this section will review the work being undertaken by the Youth Offender Support Programs (YOSP), under management by South West Youth Services, Mission Australia. More specifically, YOSP consists of three individually funded programs, which offer intensive, therapeutic, psychosocial case management to the individual and family support networks.

Mission Australia is founded on a non-denominational Christian ethos, committed to spreading the love of God through meeting human need. Mission Australia proactively continues to work out its passion by implementing evidence-based practice, research and social policy that emanates from community-based services committed to social justice and equality. This report provides evidence on the development, implementation and maintenance of an effective service model endeavouring to counteract ongoing issues in marginalised, disadvantaged communities.

Campbelltown Post Release Support Program (PRSP) is a model developed, implemented and funded locally by the NSW Department of Juvenile Justice. This projects works collaboratively in assisting the transition of high risk and recidivist young offenders back into their communities after their time in custody. The Juvenile Justice Employment Skilling Program (JJ ESP) is also exclusively funded by the NSW Department of Juvenile Justice; its goal is the dissipation of barriers that impact on obtaining gainful employment and overall job readiness.
Pasifika Support Services (PSS) is funded under the NSW Premier’s Partnership with Pacific Communities, and is monitored by the Communities Division, NSW Department of Community Services. Workers take on police referrals of Pacific youth at risk of offending or recidivist criminal behaviour. This third program is the specific focus of the report, providing an ability to connect, cater, develop and implement strategies that utilise the Pacific social risk and protective factors discussed in DCR Report 2.

Optimistically, we make every effort to create an ongoing, contemporary discussion about effective and affective non-government organisation service delivery models for young offenders in a community setting. These, in turn, place a high value on statutory collaboration from a variety of government stakeholders, including legal entities such as the NSW Police Force, NSW Juvenile Justice, and likeminded developmental services from the NSW Department of Education, NSW Department of Health and NSW Department of Community Services.
PASIFIKA SUPPORT SERVICES (PSS)

Program Overview

This service is one of a number of projects developed and funded as part of the Youth Partnership with Pacific Communities; a “whole of government” approach initiated by the NSW Premier’s Office to meet the needs of at-risk young people of a Pacific background. PSS as a didactic service model strives to address Educational, Employment, Vocational, Accommodation, Health (including AOD), Social and Family support outcomes.

The project provides intensive, therapeutic and holistic case management, developmental programs, and re-engagement with education or employment strategies for young people aged 12–17 years who are considered to be at serious risk of ongoing involvement in antisocial, risk-taking and criminal behaviour.

Initially funded as a 3-year project, Pasifika Support Services started in June 2005, with completion timetabled to June 2008. In the last financial-year quarter of 2007–2008, however, a one-off additional grant from the NSW Department of Community Services ensured continued implementation until June 2009.

The project draws direct referrals from NSW Police Force, but is opened to suggestion of referrals from other partner agencies who liaise directly with PSS; these include local NSW Department of Education and Training High Schools, regional Juvenile Justice Community Services and Youth services.

In the first year of operation, the service was additionally supported by brokerage funds held by NSW South West Sydney Institute TAFE for Outreach courses. Specific pathways were created based on the unique partnership between Mission Australia, a non-government agency, and a statutory register training provider, whose representatives met monthly to design, implement and monitor accredited courses that paralleled the career and vocational aspirations of Pacific youth across South West Sydney.
Project Aims

The aims of Pasifika Support Services are to work with clients and with existing service systems:

1. To prevent or decrease involvement in crime by young people of Pacific backgrounds referred to the service because of a significant risk of recidivist or entrenched offending behaviour.
2. To strengthen the wellbeing and resilience of clients.
3. To re-engage clients with education and employment pathways.
4. To increase the capacity of clients’ families and communities to support young people towards productive life pathways.
5. To increase the capacity of relevant services and agencies (including government departments, e.g. the NSW Police, NSW Health, NSW DoCS) to work effectively with young Pacific people at risk of recidivist or entrenched offending behaviour.
6. To work with 65–80 clients per year, across South West Sydney (incorporating Campbelltown, Liverpool, Bankstown, Canterbury LGA’s).

A key focus of the program is the empowerment of young people of Pacific backgrounds, their families and communities, through the development of understanding, knowledge and pride in their cultural identity. This contributes significantly to a sense of self-esteem, self-worth, self-value, self-awareness and self-identity; necessary precursors to making positive choices and having the capacity to re-engage with education and employment. In addition, “a strong sense of identity and cultural pride can be significant protective factors later in life” (NSW Commission for Children and Young People, 2004, p. 9).

Developing cultural knowledge is a positive aspect towards individual capacity development; however, within our scope of service delivery, it is acknowledged as a means to negotiate a positive response to western systems. That is, young people may develop a greater understanding of how their ethnic culture impact on personal behaviours, and how this is perceived in the context of family relations, educational engagement, legal interactions, recreational and peer pursuits. On reflection, “In the Pacific, people speak of walking forward into the past, and walking backward into the future, where the past and future are constantly fused and diffused in the ever-changing, conflicting present” (Mahina & Nabobo - Baba, 2004, p. 204).
Program Components

This report will talk about the first vertical half of the service: the Intensive Case Management Model, and the Information/Support/Referral components (Figure 1). The fourth and final DCR report will discuss the importance of culturally inclusive education programs, and training undertaken for the development of capacity building.

Collectively, Pasifika Support Services strive to deliver a combination of treatment methods that reduce causal factors for offending behaviour. By strategically targeting not only the individual, but also families, community members, and organisational representatives, PSS engages high-risk offenders in appropriate programs that create other pro-social characteristics, including behaviour, peer association and participation in pathways that highlight strengths and capacity. Espousing this multimodal approach creates effective intervention strategies (Callen, 1997), as “a major limitation of existing treatments and service programs for young offenders is that they fail to address the multiple causes of anti social behaviour in adolescents” (Zampese, 2004, p. 43). Moreover, another key feature is the enhancement of resilience through the development of social protective factors that are generally marred by associated social risk factors (Kaplan, Turner, Norman, & Stillson, 1996). Implementation of strategies that optimistically improve the positive development of youth, including areas of social, emotional, cognitive, behavioural and moral competency (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004) are also vital in creating conducive service provisions; hence the
comprehensive desire to deliver a case management model that is greatly complemented by therapeutic practices, tools, vocational and life skills courses and opportunities.

Elements of “Multisystemic Therapy” (MST) (Borduin et al., 1995; Gant, Grabosky, & Australian Institute of, 2000) are evident across this program, however application of its aspects are geared rather towards a social implementation than a mental health regime. This includes the importance placed on accessing the client and their respective family members in the home environment, which balances a sense of engagement, rapport and collective approach with dealing effectively with presenting issues. Both MST and PSS interventions also focus on challenging underlying aspects of care and support, whilst developing opportunities for change. Furthermore, working collaboratively with key stakeholders, including parents, young people, and other support agencies, greatly enhances positive outcomes.

The need to seek proactively to alleviate risks associated with anti-social behaviour is balanced with the argument to focus more on individual strengths that may motivate offenders to move forward. Noticeably, “human beings are active, goal seeking beings who are consistently engaged in the process of constructing a sense of purpose and meaning in their lives. In addition, the identification of risk factors simply alerts clinicians that there are problems (obstacles) in the way offenders are seeking to achieve valued or personally satisfying outcomes; it does not provide a more constructive or positive vision for the design and implementation of rehabilitation plans” (Ward, 2002, p. 178). Therefore, the following psychosocial case management model upholds the importance of addressing such needs through a manner that empowers clients to take control of their lives, while developing attitudes that create opportunities to make informed decisions.

**Psychosocial Case Management Support Model**

**Case Management**

This is a holistic and strengths-based case management service targeting identified at-risk young people of Pacific background and their families. An early intervention perspective is integrated in the hope of curbing the development of anti-social behaviour from early adolescence (Carruthers, 2002; Smart et al., 2005), with the added hope of also bringing effective change during the middle phase of this developmental period. This includes working with young people who have just started to offend, acknowledging that involvement in an intervention program may reduce the risk of further future offending (South Australian Crime Prevention Unit, 2002). Similarly, previous research findings “highlight the importance of early intervention programs for breaking the cycle of drugs and crime – interventions that target not
only the criminogenic behaviours of juveniles, but the environmental circumstances that give rise to such activities” (Prichard & Payne, 2005, p. 6).

Pasifika Support Services also operates with a view to work effectively with those already on pathways to entrenched offending behaviour. This involves targeting young Pacific people who are at all levels of involvement in the juvenile legal system, from the primary stage, with the police, the secondary stage of attending court, and the tertiary stage, which involves contact with Juvenile Justice through incarceration or supervision. In essence, the case management model promotes a flexible response to individual cases whilst catering for their associated social and welfare needs.

The model utilises and focuses on cultural characteristics as a key component in engaging and working effectively with the client group. The identification of client and family strengths and abilities is central to service delivery. Ideologically, this provides a basis to then utilise portrayed factors in practice, vital for achieving positive outcomes with referred young people. Hence, “family systems interventions and some narrative therapy approaches explicitly aim to subvert individualism in treatment and often lead the charge to take sociocultural factors into account in psychological practice” (Sloan, 2001, p. 6). The goals of case management in this context are to prevent further involvement in crime and the development of further offending and anti-social behaviour, whilst strengthening their wellbeing and resilience, and re-engaging them in education and employment pathways.

**Referrals**

Referrals for PSS are primarily made by the NSW Police Local Area Commands (LAC) of Campbelltown, Macquarie Fields, Liverpool, Bankstown and Campsie. In addition, suggestions for referrals predominantly came from Fairfield and Petersham Juvenile Justice Community Services. This occurred more frequently as some clients referred originally by the police were already actively involved in the juvenile justice process. From working collaboratively with Juvenile Justice staff, a positive relationship was developed and other requests for Pacific youth not originally referred by the police were profiled. In addition, a small selection of local public high schools that received training support in working with Pacific students also suggested potential participants.

The caseworker that receives the phone call directs the referring body to complete the intake paperwork (a form developed by PSS, the Referral/Intake Form), and to fax it directly back to PSS upon completion. The intake section on the form is then completed during a telephone assessment by the PSS worker with the referring agency. Finally, PSS assesses and makes final
recommendations. This may take up to 5 working days. The referring agency/worker is then informed of the outcome in due course.

**Intake Finalisation**

Intake conversations are held at the fortnightly staff meetings conducted between the caseworker and the Team Leader. The staff member who has assessed the client presents the referral and all background information. Together, the two assess whether the client is suitable for the program at the current time of referral. If the client is not to be currently accepted, PSS will give feedback to the referring agency. Conversely, if suitable, the assigned PSS caseworker will inform the referring agency and arrange to contact the young person.

**Initial Home Visit and Initial Case Meeting**

An initial home visit is scheduled by the caseworker accessing the young person (and potentially their relatives in the family home). All parties have the ability to meet one another, while briefly outlining the areas of support they perceive the young person to need. PSS as a program is explained in detail, including the role of the caseworker and the overall importance of confidentiality. A time for the initial case meeting is then arranged, generally to occur in the next couple of days or the week after.

The initial case meeting is held with only the young person and the caseworker. This is the preliminary goal setting and rapport building stage. The caseworker discusses the overall process, including the need for active involvement in the program, and identifies the young person’s goals and associated strengths using the Youth Offender Support Programs Participant Action Checklist (PAC). This fundamental tool creates the underlying case plan, and is discussed in more detail later in this report.

Once the PAC has been developed, the caseworker and the young person agree on the goals that have been set and this in turn shapes future client work/interactions. Additionally, the two begin to explore options for engaging the family and community. Each subsequent case meeting is held with the caseworker and young person, reviewing the progress of set goals while potentially profiling any new aspirations.

**Support Meetings**

Support meetings take place at any time during the client’s participation in PSS. These may include face-to-face meetings, phone calls, family support and mediation, education provision, and referrals to additional service providers. Generally meetings with the client occur at least
once a week for the first two months, then fortnightly in the last months of the specific intervention period.

Appointments made in the community are generally held either in the family home or in a location that ensures privacy the young person needs to feel comfortable, talking without the fear of other family members overhearing. If this is not possible in the home, young people are transported to a neutral environment located near their residence, such as a local youth centre, a fast food restaurant, or a local park after food has been purchased.

Accessing clients directly in the community is an important part of access and equity. By visiting the family home, the worker gains a deeper insight into the physical environment, conditions and standards of the client’s residence. Moreover, reviewing the dynamic between the young person and the other important family members, such as parents and siblings, also aids in the intervention process. Conversely, requesting the client to attend an office location may create further problems of transportation, and sitting in a sterile office location may feel similar to clinical practice, impeding the flow of communication.

Supplying consumables such as food and drinks makes the young person feel welcome and appreciated, especially in the Pacific context. As discussed in DCR Report 4, food is an important way of bringing people together, sharing sustenance, time and conversation. Increase in rapport is generally achieved in this way too, as the client may reciprocate the respect shown by sharing their life stories and a willingness for PSS to assist in the development and creation of future pathways.

**Monthly Case Reviews with NSW Police**

Every month, NSW Police Force staff and the PSS Caseworker for the nominated region meet to discuss the progress of young people referred into the program. Over a 2-hour meeting, the outcomes of working with the individual client and their families are candidly discussed. In essence, the information shared by Mission Australia is limited to specific topic areas, maintaining the client’s rights to confidentiality. For example, if the client discussed intimate details about their Alcohol and Other Drug usage, then this topic area is mentioned in the conversation without giving any further details. The main purpose of this monthly dialogue is to share the social and welfare achievements of the young person and the importance of addressing such needs effectively.

In the Bankstown and Campsie LAC reviews, police direct feedback around any further interactions the client had with police officers in the previous month. This includes orders to
move on, train infringements, or new charges. Monitoring of bail conditions is also reviewed, where applicable. Information comes directly from the internal COPS information management system; this is again shared under strict confidentiality. Items discussed in the meeting are also recorded and placed on the young person’s police record.

The opportunity to monitor referral numbers is another key feature of regular meetings. The Casework Client Database kept by Mission Australia is printed and used as a way of creating the agenda for the meeting, where the group systematically runs through information, referral and intake dates, and the outcome areas achieved. Names of new referrals are raised, and the anticipated time of intake is also discussed. Overall, the monthly case reviews provide key stakeholders an ability to discuss ongoing strategies for working effectively with Pacific Communities.

**Completion Reviews**

At the twelfth week of participation in the program of support meetings, PSS staff and the police examine the progress of the underlying case plan. Where clients have completed their anticipated achievements and no longer require support through PSS, they successfully exit the program and it is noted that all respective outcomes have been met. Where the client has not completed their goals or still requires support, the client will return to the support cycle.

A separate re-referral form is used to profile a young person already previously referred. This alleviates the need to complete another referral and intake form. Extensions will occur on a needs basis. To date, some clients have worked with the program for 6 months, with a handful monitored and supported for a year. This truly recognises the unique social and welfare circumstances that some clients have, and their need for additional and constant assistance over a longer period.

A young person who had previously exited due to non-compliance or because they were currently incarcerated could be re-accepted. Commitment towards the ongoing development of opportunities for such clients is evident in the case model itself, which strive to effectively engage clients who are willing to participate and benefit, endeavoured during the intervention period.
Community Capacity Building: Community Access Work

A trend for Pacific youth to socialise in groups was evident during the onset of service delivery; the amount of young people who could logistically be case managed by the two full-time workers is, however, limited, and so a gap opened up. Accordingly, a need evolved to be able to communicate options and positive pathways effectively to such groups. The response was to develop a generalist case management approach, providing an opportunity to enhance service delivery across the respective catchments areas. Therefore, Community Access work was created to provide information, support and referral for other Pacific youth in direct association with the clients being intensively case managed, either through peer or family relationships.

As the profile of Pasifika Support Service increased, other community networks and workers, including youth services, were encouraged to call on behalf of Pacific youth needing assistance. Subsequently, a coordinated response between services was facilitated to enhance client access and this increased the capacity of this networking agency to deal with Pacific communities.

By definition, Community Access work strove to disseminate information to clients by providing access to new knowledge that supports the development of positive pathways, in areas such as: Education, Employment/Vocation, Accommodation (including AOD), Financial, Legal, Health, Family Support Services, and further Social/Welfare Services. Support was given by dealing with key areas that impact on factors associated with social isolation and marginalisation; these were balanced by the abovementioned categories. Thirdly, the referral processed occurred by stimulating other opportunities which may enhance the facilitation of potential outcomes and solutions through making contact with other appropriate services, and an application for subsequent involvement was put forward.

A part-time position facilitated this role across the community, funded from the initial grant. Operating predominantly from the main office of South West Youth Services in Campbelltown, community access clients were diligently followed up by individual contact in person, or over the phone. During the time of my research, Pasifika Support Services had accessed an additional 80 young people and their families through this component. One major outcome was placing many of these youth into educational and training opportunities, sourced from the partnership developed with South West Sydney Institute TAFE (discussed further in DCR Report 4), and other local training providers. Other outcomes included access to necessary identification for future enrolments, participation in Anger Management workshops, and access to Internet support for job seeking purposes.
ETHNIC ENGAGEMENT

Reference Group

For ongoing effectiveness, Pasifika Support Services formed a reference group, derived from key stakeholders across the community, with an underlying goal of inviting members who had a vested interest in continuing service delivery and provision. Specifically, this group of professional and community workers, Pacific leaders and elders provides constructive feedback, suggestions and recommendations, to achieve community responsiveness and relevance.

The overarching aims were to gain direct feedback on the relevance of professional practice; to relay this feedback in a context of maintaining cultural appropriateness, and its associated impact on service delivery; to develop recommendations for possible implementation within the scope of provision; to encourage dialogue with Pacific community members on youth issues; to summarise any service issues leading to the profiling of possible solutions; and to address other concerns dealing with the ongoing sustainability, development and implementation of PSS.

In the first year, monthly meetings occurred on the last Thursday of each month at South West Youth Services, Mission Australia, from 2:00p.m.–3:00p.m. An agenda clearly determined the progress of PSS, a discussion of partnerships and networks (current and potential), a profiling of future goals, and the steps necessary to meet them. Issues impacting on the four program components (Case Management; Education Programs; Community Capacity: Training; Community Capacity: Information/Support/Referral) gave further insight into the intricate detailing planned by PSS to achieve holistic service delivery.

Membership comprised mainly community-based workers and leaders who were either from a Pacific background, or who worked directly within this community. This included a representative from the NSW Department of Education and Training, the regional Migrant Resource Centre, a member of the South West Sydney Regional Advisory Council (a local group under the auspice of the NSW Pacific State Council), and a member of the NSW Police.

Reference group issues discussed during the research period

The notion of referrals sourced only from the NSW Police was raised a few times, as certain members envisioned wider catchments through other referral bodies, including DET and DoCS. Responses noted the need to streamline this key partnership, while focussing on the benefits of
working under the Integrated Case Management approach. Additionally, importance was placed on targeting a client group not generally catered for by the other government-funded youth initiatives already operating in local schools.

The ability to develop volunteering opportunities was always profiled, acknowledging the strengths of using Pacific elders and community leaders in the programs’ implementation. Most opportunities for such people came from their participation as active participants in the PSS Reference Group. Other prospects were sourced in schools and other community groups who showed an interest in gaining further assistance in engaging Pacific people through certain events, especially parents.

A specific cultural education program was a goal, but was not completed due to a change of membership and an overall lack of time during each meeting. Specific resources were ordered, including Pacific picture books, videos, interactive CD ROMs and DVDs, but unfortunately these were not included in this venture. Instead, such resources were used on an individual basis in case management.

Monitoring of the roll-out to the various LAC’s was discussed; with particular interest shown in how the relationship developed between Mission Australia and key assisting police staff. This included the role played by Ethnic Liaison Officers in providing direct cultural insight into possible referrals and ongoing work within PSS, especially if they too had origins in a Pacific background.

At all times, the Reference group upheld the importance of working with both the individual and the family. This truly ties into the cultural competency of the young person’s identity as explicitly connected to the overall reputation held by that family.

As one of the reference group members came from the NSW Department of Education, they actively profiled training and workshop opportunities for PSS to undertake in local high schools. These opportunities supported the community capacity building component of PSS, which is further discussed in DCR Report 4.

Interestingly, taboo topics were also discussed, for example the problem of sexual abuse in Pacific families, and whether such an issue is acknowledged by the Pacific community. Ideally, the discussion was on the need to become more responsive and aware as a service when working closely with families; and the possible signs and symptoms evident in clients (if any). Another topic included the significance of sexual health training, and the importance placed on
disseminating and creating ongoing discussion amongst young Pacific people who had demonstrated a lack of knowledge and verbal accounts of risky sexual activity.

**Working with Pacific Parents and Young People**

Parents’ hesitation came from a combination of both cultural and social reasoning. From a Pacific perspective, the family might be stigmatised, perceived as dysfunctional and helpless. Accordingly, this sign of weakness contradicts the importance placed on a family to be strong and have any problems dealt with by the family themselves. Inviting a third party to assist may admit domestic disunity, while speaking openly about family issues to those outside the household may be considered taboo. General exposure of problems perpetuates a negative image and may bring the family’s reputation into question.

An underlying premise to this need for immediate privacy may also come from a fear that other people in the Pacific community could perhaps find out about these issues. This is especially the case with young Pacific people who are consistently on the wrong side of the law. Parents therefore perceive that such information may be disseminated by the Pacific worker across the region. This then raises questions as to whether a Pacific caseworker is more appropriate in such circumstances, as their affiliation – regardless of whether they are working in a professional capacity – is inextricably linked to the Pacific community. However, recruitment for PSS stipulated that workers needed to possess a Pacific background. This decision was based on Mission Australia’s commitment to cultural competency, which would be evident in workers with such origins. Strategically, Pacific workers may have existing culturally relevant knowledge and practices that enhance potential working relationship with the community. This includes the behaviour shown by the worker on engagement during home visits, where “facial expressions, tone of voice, removing of shoes, lowering head when walking in front of others” (Autagavaia, 2001, p. 79) can form the basis of culturally competent practice and overall helpful service delivery.

The concept of confidentiality is a key component for combating potential mistrust. From the moment of initial contact, the clients’ right to privacy is stressed explicitly to both the young person and parents and/or guardian. Siblings are also briefed regarding their association, and the discretion of welfare service provision is discussed. Throughout subsequent meetings during the implementation of the case plan, the right to confidentiality is repeatedly mentioned. This may occur weekly, and perhaps even numerous times during one conversation. Interestingly, there is a genuine fear of parents or guardians finding out certain activities previously and currently undertaken, and again, the worker will stress the importance of
confidentiality. This is reinforced by explaining that any information discussed will be between the client and worker, but that any legal activity or situation that may endanger others may be disclosed. Otherwise, the only information discussed with the parents is summarised in outcome/topic areas; for example, if detailed information is shared regarding the young person’s negative Alcohol and Other Drugs usage, then the parents are told that discussions of physical health were conducted.

Commonly, many individual clients may associate with other clients currently on the worker’s caseload. Again, confidentiality is reinforced, and it is explained to the clients that even though they may know the other person on the caseload, their information is kept separate and meeting times with peers are kept private. Such a situation also presents potential opportunities to undertake more groupwork activities with Pacific clients. Apart from creating a peer-oriented dynamic during a group session, it reinforces the potential to undertake positive activities together. Moreover, information discussed and shared within the group can continue beyond group time. This may include techniques to reduce anger, which will be used by each other as a way of implementing lessons learnt. Types of groups making this possible are generally educational, social and therapeutic in nature. Knowing other peers from the community also provides the worker with a mechanism of enhanced monitoring. As the worker speaks accordingly to each young person in the one peer group, they are able to paint a bigger and better picture of recreational pursuits undertaken by the individuals and the group. In saying this, a certain balance is maintained in not breaching the other client’s confidentiality. However, the information obtained from general conversations truly assists in understanding the overall whereabouts and activities of the young people across the community.

Young Pacific people generally seem very keen to be involved. This comes from a genuine desire to benefit personally from the outcomes mapped from the beginning of the intervention. Willingness also stems from the knowledge that a professional support worker is assigned to them, which in turns develop their self-worth. Conversely, some Pacific youth may feel the need to address pressure from their parents to be more pro-active in engaging with possible forms of employment or education. As a service recipient, the client appears more engaged in the community and offsets a guardian’s concerns. When truly engaged, the young Pacific person enjoys having someone with whom to chat, someone who may also act as an advocate on their behalf for a variety of activities – such as to school authorities, the police, the DJJ and even to parents. However, there are a number of unique issues experienced by Pacific young people during the case management process. These situations are compounded by both a lack of understanding within Pacific communities, and the system with which they strive to interact. This is further explained in a subsequent section on the PAC.
The holistic nature of the service model also alleviated hesitancy about accessing other community support agencies. With possible gaps and issues with equity and access, clients needs continued, however, to be unmet. Therefore PSS, through flexible and reflective practice, developed strategies to counteract such issues, including various individual, community and organisational capacity activities. This is further explained in DCR Report 4, with particular attention to the creation of social and cultural competencies.
CASEWORK TOOLS: ADMINISTRATION

All tools used form the practical component of the case management model. Staff members receive training and subsequent supervision in the implementation of each strategy, enabling consistency in practice, approach, and in meeting the needs and goals of clients supported.

Intake Assessments

Importance is placed on this first stage of the case management process. Information about the client – the overall bigger picture of who they are, where they are from, and what will assist in getting them beyond their current situation – is assessed and profiled. This is achieved through the following forms.

PSS Intake
Entailing three sections, the intake and referral form aims to provide the police, the young person, and PSS an opportunity to work through this reflective process. The form particularly guides the police as they compose a progressively bigger picture about the social and welfare needs of the client. This is achieved by filling in the appropriate information with the young person, generally during a caution or community visit.

Section 1: Background Information is designed to capture basic demographic detail pertaining to criminal history. In Part A, the Caution/Conference details are listed, signifying that the young person has had previous or current contact with the police. Part B goes into further details of gender, date of birth, the LGA in which the young person resides, Pacific background, educational status, alcohol and other drug usage and previous offences. Section 2: Referral Assessment is the foundation for outlining risk and protective factors. Part C reviews Risk of Re-offending by asking the referring officer whether, in their opinion, the young person is likely to re-offend in the next 12 months. This insight is based on their contact with the young person, and the associated criminal factors that balance positive behaviour. Part D profiles the educational levels of the possible candidate. The underlying premise for the questions is to gauge possible motivation for participation in a form of education, and to profile career and vocational aspirations. Moreover, it seeks to understand the overall attitude towards life-long learning. After the completion of these two sections, the referring officer is to stop and reflect on the suitability of the referral based on the information already stated. If the young person is suitable, the officer is requested to move onto pages 2 and 3. If not, they are encouraged to call Pasifika Support Services to discuss other plausible options.
Section 3 starts by asking whether the young person is willing to be involved in support services. Again, this profiles the overall willingness of client involvement. Nevertheless, it is noted that clients, when first asked to be involved in the program by a police officer, have often shown a lack of interest. We believe from detailed discussion and police perception that young people who are generally apathetic to this level of statutory authority will show unwillingness. Therefore, through the acknowledgement of the integrated partnership agreement between NSW Police and Mission Australia, the respective case worker will still complete the referral and intake form, and then attend the family home in the hope of representing a social and welfare perspective, rather than as an explicit agent of social control. From experience, this has worked effectively every time, with most to all young people demonstrating a willingness to be involved based on the initial contact between themselves and their new community support worker. Another reason noted for this changed opinion comes from the visual representation of having a fellow Pacific person become their worker, rather than the possibility of a police person undertaking this role.

Section 3 continues by profiling the personal details of the young person. This includes necessary basics like name, address, phone contacts, caregiver’s name, family background, how PSS may assist, and whether previous community support has been sourced, and shapes a set of open questions in the final part of this section.

The fourth and final section contains the signature requests of three people: firstly, the signature of the young person reinforces a self-permission to become actively involved; secondly, the Local Area Command Superintendent, or their representative, demonstrates overall permission for NSW Police and the involvement they play as active partners in this program – moreover, it continues to spotlight the collaborative work achieved by PSS; finally, the referring officer will sign off. In all three situations, a statement is made about the sharing of information between agencies, and about submission of the referral form not guaranteeing service provision. However, if successful, the agreement includes a pledge to maintain communication regarding the progress of work achieved.

The referring officer will now submit the completed application to Mission Australia. Once it is received, the allocated caseworker will complete the final section, or intake procedure. This is conducted either over the phone or during the monthly case reviews between police and the funded agency. In this closing section, questions about further educational courses; previous, current and future work options; financial support; alcohol and other drugs history; and peer group association are raised. Any further notes or clarification are also recorded.
After this, the final decision to take on the young person within the caseload for that region is made. If successful, initial contact will be scheduled within the first two weeks of successful inclusion. This meeting may involve the referring officer, the prescribed caseworker, the young person, and other family members or carers (preferably the parents). By its very nature, this meet-and-greet session is designed as a brief getting together of all people involved, and as an opportunity to make an appointment for the next meeting between the young person and the caseworker.

In addition, the first formal casework of the Participant Action Checklist will be implemented, forming the underlying case plan and goals desired by the client. Subsequent meetings in the community will be shaped, monitored, and reviewed as a result of this initial compilation. As discussed previously, contact for meetings with the young person will always occur in the community. In most situations, the worker and client will meet first at the family home, and the meeting will then continue at another location. This may include the local park, a fast food restaurant (such as McDonalds or KFC) or, if needed, the resource room at the local Mission Australia office. This provides a neutral environment in which clients can feel comfortable and perhaps less restricted in talking openly about their needs without the “prying” ears of family members.

**South West Youth Services Intake Form**

This comprises basic demographic information collected from each client across the twelve programs under the South West Youth Services banner. This includes age, suburb, previous or current school, and a brief list of possible outcome areas. All data is then collated by Administration, and passed onto the organisation’s state office for review.

**Pasifika Support Services Client Exit and Evaluation**

Derived from another self-evaluation form used within Mission Australia, this form is generally completed in the last month of involvement in the program. The first part contains statements about satisfaction according to a scale of four responses. The last section comprises two open questions that are reflections on the like qualities of the program, and those that could be changed.

In the first two years of PSS, copies of the completed evaluation were sent to ARTD, an external evaluator reviewing the program as one under the Youth Partnership with Pacific Communities banner. Findings were then published in the final report presented to the partnership committee in June 2007. The report is discussed in further detail below.
South West Youth Services Exit Form
This form is used within SWYS to record the date of completion for the client. A brief overview of outcomes achieved complements the original data listed in the SWYS Intake form. As with the SWYS Intake form, data collected will then make up a report sent to Mission Australia’s NSW State Office, which will be reviewed as part of the overall outcomes achieved by all services under the umbrella of South West Youth Services.

Mission Australia Service Agreement Form
Accordingly, Mission Australia requires that all clients sign a form giving the organisation permission to collect and store personal information for the intent purpose of providing services. The agreement also gives permission for client information to be shared between Mission Australia staff and other government departments, according to legal requirements. Otherwise, all rights and privacy are upheld, especially with regards to sensitive information on health conditions and abilities.

Mission Australia Residential Visit Risk Assessment
As most of the work undertaken by Pasifika Support Services is by accessing the young person and family within the family home or community, a comprehensive residential risk assessment is completed for each case.

This checklist was developed by the organisation’s National Occupational Health and Safety Team and it assists in understanding whether one-off or regular visits to a particular home are safe. Items on the form include whether walking surfaces are levelled, whether the distances the worker must walk are appropriate, whether a work vehicle is used, whether a fully-charged work mobile is used, and the likelihood of having more than only the client at home. In total, the 19 questions provide an enhanced response for monitoring the safety for both the client and worker.
CASEWORK TOOLS: PARTICIPANT ACTION CHECKLIST (PAC) AND OUTCOME MEASURES

“The development of successful crime prevention interventions requires a clear understanding of the aetiology of juvenile offending and the characteristics of juvenile crime” (O’Connor, 1997, p. 5). Therefore, in an effort to understand the reasons why offending behaviour is developed, the Participant Action Checklist was created as a way to respond systematically to the needs of young offenders. Through this cover page, the original assessment, undertaken during the initial stages of intensive casework, provides a holistic framework. From here, specific tasks are aligned within key outcome areas. These activities range from written one-to-one worksheets, to specific interactions with people in the community.

The PAC incorporates the Mission Australia Outcomes Measures, developed within NSW. Originally, a set of 16 goal domains were put together, with specific options listed under each one. Each domain is assigned a number, with respective tasks given a sub-number. This assists in overall reporting when data is collected at the end of each financial year. For example, in the goal domain “Education”, an outcome listed may be that of securing an educational placement. To achieve this, however, another step is undertaken to “make enquiries about possible education placement,” enabling the client to understand the process of goal setting and of giving attention to subsequent steps in that process.

Within this monitoring framework, goal domains were redeveloped to cater for the target group across South West Sydney. Incorporating the specific names of services or individual tools used under the Youth Offender Support programs, these revised Outcomes Measures are tailored to client needs. The usefulness of these measures comes from the ability to acknowledge the intensive, frequently difficult and complex tasks associated with creating effective change with the client. Hence, these 13 holistic outcomes measures guide the process of effective professional support, “as by virtue of their dynamic nature, psychosocial risks (needs) become targets of intervention, and successful intervention should reduce the propensity to offend” (Thompson & Putnins, 2003).

Monthly case reviews are then structured around these goal domain areas, and each one is systematically reviewed for each client. (This will be further discussed in the section on staff supervision.) On reflection, various tasks in the intensive case management process can seem repetitive, menial and basic in the expectations they place on a skilled professional. But this informs the fundamental changes that may occur as a result of consistent, foundational practice. An over-emphasis is placed on the perceived complexities of guiding a young person through
the self-prescribed goals. Generally compared with the importance of psychological intervention, everyday tasks are discounted and left to the client to achieve by his or herself. All too often, clients aren’t yet at a point where they can complete such activities, such as applying for their own bank account. Therefore, workers need to increase their appreciation around the process of implementing ‘menial’ tasks which can, in turn, create a relatively major change for both the individual and the family. Furthermore, mentoring is an important dimension of the support role undertaken by the caseworker. Certain pro-social behaviours are modelled by workers and can balance the client’s understanding of certain socially-accepted behaviours.

YOSP Goal Setting Template

Strategically, the goal setting sheet is a vital tool, generally used during the first set of meetings that occur after the preliminary case contact. Initially broken down into 6 areas, the template seeks to incorporate the 13 following outcome areas. Through this task, the client is encouraged to start thinking more holistically about their needs, while counteracting such issues with strategies. This solution-focused, strength-based approach integrates a practical way of both worker and clients gauging the progress of activities they aim to complete.

Conceptually, goal setting is explained through a sporting analogy. For males, football is used; for females, netball. Basically, the worker will ask the client. “Is it possible to turn up on the weekend to play football without doing anything else?” Most of the time, clients will say “No.” The worker then poses a follow-up question: “What specifically do you need to do to allow yourself to play, then?” The client is then invited to list 4 or 5 activities, which include “get to training,” “participate in training,” “purchase the right equipment,” and “paying your registration fee to play.” These examples are then used to explain the concept of the steps required to achieve a goal. Without this process, it can be difficult for the client to understand the requirements involved in reaching an outcome. Such steps are then explored further by looking at who is responsible for meeting each one, and the estimated timeframe required. This platform establishes the beginning of the self-oriented goals which inform the underlying case plan.

Goal setting also underpins the client’s ability to develop their motivation and overall desire to achieve outcomes towards positive pathways, while offsetting pro-social behaviour. Additionally, clients are given the opportunity to acknowledge personal strengths; harnessing, acquiring and appreciating their individual ability to learn (Locke & Latham, 2002).
1) Accommodation

Accommodation by default is a foundational need. Without the ability to provide a stable placement, accommodation can impede the achievement of other goals within the client-oriented case plan.

Clients can choose from a set of sixteen specific tasks under this goal domain, which vary from “listing possible accommodation options,” to “gaining knowledge of community housing options,” “moving into supported accommodation” and “returning home to parents/guardians.”

Constant moving around = couch surfing

From research and case study observations, there is a common trend of Pacific youth “couch surfing”. This is a situation where youths move from one place to another, staying with either older siblings, extended family or close friends. Interestingly, parents may be aware of or even encourage such arrangements as, culturally, Pacific youth may often be placed temporarily in relative’s care as they carry out employment or educational options, or complete a disciplinary request (this is further discussed in DCR Report 4). As a result, Pacific youth may not seek additional support and assistance from community-based refuges. This may throw out the acknowledged data on the number of homeless youth living without a permanent accommodation arrangement.

PSS strives to counteract this issue by linking youth with other appropriate services to assist in either obtaining a placement in a refuge, or skilling to find a rental property. As a majority of Pacific youth in our study currently reside in some form of public housing, the ability to apply for financial assistance in gaining private rental accommodation is granted by Housing NSW. Applications are completed with the clients and submitted accordingly for approval. Other case management assistance comes from arranging finances to purchase living resources, such as bedding and small items of furniture.

An understanding of transportation needs, based on the locality of resources, is also obtained. Support may include a small one-off fare amount to start training or an educational course in which the young person has been placed by PSS.
2) Family

This domain acknowledges the dynamic, encapsulating individual client behaviour and overall response to the case plan. Without this understanding, it can be difficult for the worker to paint the bigger picture, and decide on the approach to be used when assisting clients.

From the list of sixteen possible activities, clients can choose to “improve relationships with family members,” “find out where other relatives are” (especially if the client, or their family member, are incarcerated), “participate in family activities” and “deal with anger and aggression in the family.”

Pasifika Support Services experiences a high demand for assisting parents and siblings of individual clients referred. This includes support for placement into employment, job network providers, training courses, dealings with legal enforcement entities (for example, the NSW Roads and Traffic Authority, the State Debt Recovery Office, police and local courts) and financial matters (for example, with Centrelink). By providing this additional support, case work outcomes for the young person are enhanced, as home environmental factors are positively changed. Such impacts contribute accordingly to the overall functioning of the family and its ability to develop pathways that demonstrate social capital. If the work being undertaken with other siblings requires additional assistance beyond the brief intervention given, an additional referral is sourced by police and this enables further comprehensive work.

Genogram

Generally explained as a glorified family tree, a genogram explores in further detail the family dynamic that exists in the client’s immediate (and at times extended) family. It is a visual representation that assists both the worker and client in developing an objective understanding of how the client relates to the people around them.

Initially, a compilation of a family tree is developed. Lines are then drawn from the client’s symbol to the other people. Three options are given for describing the type of relationship that exists. A dashed line (-----) means the relationship is good, a line of stars (****) means it is good but needs work, and a series of x’s (xxxxx) represents that there is no relationship. A further step is taken when the client is challenged to further reflection, by discussing why certain relationships need work. This is initially achieved by listing what the client believes needs to be specifically addressed. The next step is then to lead the client through a “third chair” activity, where s/he discusses how the person under consideration would view the relationship. Finally, a list of possible solutions is mapped against any other goals developed.
with the client, to work on achieving a better relationship with family members. Moreover, this is a great activity for deriving a deeper understanding of how certain family members behave. Information can be used by the support worker to develop further strategies for making effective change – not only for the individual young person, but also for the family as a whole.

For example, a young Pacific person found it difficult to understand the pressures placed on him by both parents and older siblings. Through the genogram, the client was guided to a better understanding of his and others’ responsibility in establishing these barriers, and to developing possible solutions for disarming future conflicts. Strategies were creatively developed further through the 5W’s of Expectations Worksheet (discussed in more detail in the section, below, on personal and social skills), providing the opportunity for parents to contribute actively to the young person’s developing sense of accountability and understanding of responsibility to self and others.

3) Education and Training

Education is an important protective factor that promotes positive attitudes towards life-long learning and, for a young person, a successful transition between study and work. During our intervention, mixed reactions have been shown towards the importance placed on participating in the formal means of education through the local high school; these vary from seeing them as places to gain skills to better oneself, to an environment of ongoing struggles with teachers. More options are developed for Pacific youth to continue their learning through alternative options, including community-based organisations offering a Certificate in General and Vocational Education (CGVE) course, or Links to Learning groups funded by NSW DET, or courses offered directly by the regional TAFE. Either way, each option in the case management context is designed to re-engage clients with learning that will develop a motivation to move into further education, vocational training or employment.

Similarly, some clients are relearning their understanding of how they learn, and appreciating their ability to do so. As previously mentioned, many have negative experiences with education, questioning self-competence, decreasing in confidence about accessing such options. With the additional support from PSS, clients are exposed to these options at the same time as they receive the means to access the necessary educational resources and motivation required to undertake this new experience.

Twelve general options are listed in the first section, including “find out and gain information about available education/training programs,” “attend specific TAFE course,” “complete
required course work/homework,” and “get OHS white card.” Another fourteen areas complement the goal domain (specifically in relation to conventional school attendance), grouping activities like “communicate with parents about school,” “talk to teachers about school work” and “monitor suspension.”

**Developing Reading and Writing (DRAW)**

Created in partnership with Mission Australia, Macquarie Fields TAFE Outreach and Campbelltown Juvenile Justice Community Services, this 12-week Certificate 1 course assists young offenders in developing their numeracy and literacy skills. Targeting 15- to 17-year-olds, many of those initially placed possess reading levels common to Stage 1 or 2 of learning (upper Infants to lower Primary). I believe many students portray these issues as a result of inconsistent attendance and overall lack of engagement in the middle years of schooling, decreasing their ability to retain fundamental knowledge and conceptual frameworks. A variety of clients, both Pacific and non-Pacific, are enrolled directly into the course, completing set work on a Tuesday and Wednesday.

The material used in DRAW is organised and purchased by Mission Australia, meaning it can be used by other clients not specifically enrolled, complimenting the outcomes developed during individual case support meetings in the community. The option to undertake this node is open to those generally outside the Campbelltown and Liverpool LGA’s who may have genuine transportation issues, thus allowing access to such resources for developing reading and writing proficiencies.

**Female clients being bound to look after younger siblings**

Needing to care for younger siblings may impede the overall availability of female clients to be placed consistently in education. One example noted was when such young people were offered inclusion in a local TAFE course; regular participation was impeded by the young women’s need to care for younger children as parents participated in paid work. Other examples include clients not attending a newly awarded job opportunity, again for the same reason.

An approach to counteracting these issues includes educating parents about the practical options for childcare placements. However, this may again be limited by the lack of financial assistance available from Centrelink due to non-citizenship. Another possible option is that of accessing a limited amount of childcare assistance available at the local TAFE while attending class.
4) Employment

Employment generally compliments the goals actualised in education and training, however for some young people this area of assistance centres on their desire to move forward and earn money for themself and their family, or on their belief that further education and training are not possible. Clients can choose from 31 individual options in gaining this casework outcome. Examples in this group encourage clients to “identify appropriate employment,” “apply for positions” and “know rights and responsibilities as an employee.”

Another popular option includes cold canvassing, where the support worker walks around with the client in a designated industrial area, entering each site to ask directly whether vacancies exist and giving the prospective employer a résumé. Apart from potentially leading to a job placement, this form of experiential learning provides the young person with an opportunity to develop their personal and social skills in approaching people, increasing their self-confidence in seeking future employment ventures.

Registering to look for jobs

Significant issues occur because Pacific youth are not eligible for Centrelink benefits due to a lack of Australian citizenship. As a result, there is no job seeker number or accompanying registration as an active recipient of Youth Allowance unemployment benefits, and this has a negative impact on employment opportunities. As unregistered job seekers, such youth continue to miss out on the other vocational and training opportunities that break down barriers to job readiness. Hence they experience a further limitation and rely heavily on word-of-mouth and relatives or friends who may work in the low skilled sector that sporadically requires casual workers. With no consistent and stable employment, such youth have a large amount of recreational time to spend as they please. Boredom, exacerbated by an increasing lack of motivation, and poor focus on achieving functionality may then arise.

To counteract this problem, Pasifika Support Services with Mission Australia takes the initiative and internally registers the young person in its employment sector. As the caseworker liaises with the community branch of the organisation, this strategy also develops networking pathways for both the organisation itself and the client.

Résumé

Résumé development is the premise for the following work. Compiled as a skills-based overview, this one page document establishes the means the young person has for opportunities. Workers will then disseminate the young person’s résumé through Internet-based
job sites (predominantly the national site www.jobsearch.gov.au), by either emailing the client’s résumé as an attachment from the worker’s email address, or as a uploaded document listed on the young person’s personal Job Seeker page. Cold canvassing then provides an additional and personalised approach to job seeking.

Developed from a résumé template put together by the Youth Offender Support Programs, the résumé is compiled by the young person, with guidance, first as a list of general information (including contact details, date of birth and job seeker ID number). A listing of relevant high school education is recorded by calendar year, with further vocational training noted in the complementing section. “Other Skills” profiles previous and current sporting and community-oriented activities (such as music abilities, church participation and computing skills). “Work Experience” forms the next section and, at times, this may be difficult to complete, depending on the level of motivation prior to intervention. To counteract this issue, clients are encouraged to list school-placed work experience; skills-based domestic chores completed on a regular basis; and possible voluntary work undertaken with the church. Presented in a clear, concise manner, the position, months of experience, and tasks undertaken are dot-pointed. Highlighting the importance of the strengths possessed by the young person, a short brief of interests is given, which highlights positive social pursuits, such as music listened to and hobbies. Finally, two sets of referees are presented, one work-related, the other personal. Generally, the young person may list a school teacher or work supervisor, followed by their caseworker, to vouch for their individual characteristics. On completion, many young people objectively reflect on their own abilities and strengths, with an increased awareness of the importance of profiling both themselves and potential employment pathways.

**YOSP Employment Handbook**

Recently established, this tool comprises worksheets broken into six topic areas. “Looking for Work” discusses a variety of methods used to gain employment. The young person then considers these approaches in “Canvassing,” using “Newspapers” and “Websites.” Typical skills demonstrated in the “Interviews” section enable participants to understand the do’s and don’ts of presenting the self during this important stage of gaining work. As a conclusion, the skills-based résumé as discussed above is reviewed. Overall, this handbook balances text and pictures; with many graphics taken directly from screenshots of specific job websites.

_ Tavita roamed around the streets – with nothing to do other than get drunk early in the afternoon, and cause trouble with other friends. From this lack of direction, Pasifika Support Services – South West Youth Services provided him with positive options for using his time wisely. He is now in full-time employment, has positive social support and is free of offending._
5) Recreation

Recreation is important in facilitating a structured response by creating pathways to activities promoting positive use of time (Morris, Sallybanks, Willis, & Australian Institute of Criminology, 2003). This outcome area lists specific activities that relate to social and community life. Examples include participation in sporting activities, the performing arts, attendance at the local youth centre, and the continuation of church attendance.

Another important aspect of this goal domain is the development of positive peer group association. As previously discussed, young offenders may participate in negative social activities that perpetuate anti-social patterns of behaviour. Therefore, by setting recreational goals, both worker and client source appropriate alternatives. Monitoring also occurs during the contact period.

As discussed in DCR Report 2, Pacific youth have a higher involvement in social and sporting recreational activities; which may not decrease their susceptibility to criminal behaviour. However, a key casework outcome in this goal domain is that of monitoring, maintaining and encouraging pro-social behaviours as individuals in the group context.

Information, support, and referrals to recreationally-based services are another important part of this outcome. In many cases, this includes the regional Police Community Youth Clubs (PCYC) for participation in activities like boxing, gym, martial arts and general volunteering. If participants indicate that they are involved in church-based activities, such as weekly youth groups, these may form part of the self-derived goals.

**YOSP Gym**

On the Monday and Thursday of each week, a gym program helps youth become aware of both their physical and overall health needs. Acknowledging the added importance of nutrition, workers encourage clients to develop and implement a work-out plan. This structured approach creates a sense of accountability and discipline, in the hope that such characteristics translate to other areas of life. Clients are transported to and from the local facility, where fees are also paid by the service.

**YOSP Ski Trip**

An example of an event that occurred in September 2007, the YOSP ski trip provided clients with a new life experience in Jindabyne. With their expenses fully paid by the service, certain youth were selected to attend this 3-day camp. The premise was to introduce the young people
to the ski fields, but was also designed to bolster self-confidence by attempting an activity not previously considered. Taking clients away to this venue exposed them to environments probably not accessed outside of their own communities, enhancing the knowledge and experiences that contribute to a positive life narrative. Additional workshops on personal health and hygiene, anger management, and other interpersonal communication skills occurred during the evenings.

6) Financial Matters

Many youth do not receive consistent amounts of money and so this area seeks to counteract existing train and court-imposed fines. Parental fiscal support is another important area canvassed, and mediated conversations between the young person and the guardians who decide how welfare or employment monies are distributed model the importance of gaining financial resilience to both parties.

Another goal considered is that of accessing brokerage services. Together with other community-based welfare providers, the service may provide assistance with food parcels and one-off vouchers towards utilities payments. Such an option is generally accessed during times of crisis and family transition, where members are either coming or going.

**State Debt Recovery Office (SDRO)**

Over a period of time, generally before contact with PSS, many statutorily imposed fines are gained, predominantly from transit police because the young person has not obtained a valid train ticket or has demonstrated anti-social behaviour on and around rail services. As a result of having a file with the State Debt Recovery Office, the youth may be subject to further restrictions as outstanding fines gradually increase and are not acted on. Often, young people are not aware of the consequences of unpaid penalties, such as restrictions on obtaining RTA licensing. The possibility of unlicensed driving in future has been discussed in DCR Reports 1 and 2.

A simple phone call from the young person and worker to the SDRO starts this process of intervention. On the phone, the SDRO calculates the total amount owing, and discusses future payment options. Confirmation of any restrictions placed on file for obtaining other government services is also requested. A “Time to Pay” application, downloaded from the SDRO website, is then completed and faxed back, enabling any possible legal action to be halted as a commitment is made to start gradually reducing the debt (either from paid work or Centrelink payments). Generally, the restrictions imposed may be lifted after a number of
consecutive payments, creating the possibility of further case work options such as applying for a license and taking personal responsibility for behaviour that could lead to further penalties.

**Centrelink**

If the youth is eligible, an “Intent to Claim” form is completed on the Centrelink website. Clients are given fourteen days from this date to complete the application process, and both the worker and client will attend an interview to submit application forms and the necessary proof of identification. Assistance for any other family member may also occur, often for guardians or carers with limited access to transport, telephone support, or knowledge of how the system works.

An “Authority to Act” form gives permission for the Mission Australia worker to enquire and make appropriate changes to the Centrelink file; these are only undertaken after consultation with the young person. Such access enables consistent monitoring of payments and appropriate modifications, and eliminates the need to transport clients to and from a Centrelink office, and then to wait in line. Clients are informed of actions taken by the worker, and are given knowledge about how to resolve future conflicts.

During 2003–2007, a Centrelink Community Outreach worker operated across the prescribed client intake region, enabling clients and workers to access information about their file without attending a Centrelink Customer Service Centre. Over this time, PSS and other YOSP programs met with this worker on a fortnightly basis to review and monitor payments received. At the time of its operation, this service streamlined communication about the financial security of the client as they participated in community-based activities. However, due to a regional re-structure in Centrelink, this highly valued service has ceased.

**Budget**

Applicable predominantly for clients engaging in paid employment, this overview provides a comprehensive approach to taking control of monies earned. Unpacking other important concepts in creating financial wisdom, the template encourages discipline and self-control in budgeting appropriately for bills, loan repayments, and savings on a weekly, fortnightly or monthly basis. This outcome may also introduce youths to sensible financial management, which may not be applied within their household contexts.
7) Health

“... the reduction of risk factors and the enhancement of protective factors have the potential to significantly reduce the occurrence of disease and injury” (Al-Yaman, Sargeant, & Bryant, 2003). With this in mind, our case management practice gauges the most suitable cause of action in dealing with associating physical, sexual, emotional and mental health issues. From their initial assessment, workers develop a list of realistic and learning goals that improve the client’s understanding and responsibility of maintaining good health practices. Access to local general practitioners may be limited by transportation and a lack of knowledge about obtaining appropriate medical support. Workers will then encourage young people to nominate a local medical centre, and to obtain their own Medicare card if aged 15 or above. Such strategies are suggested as youth may express hesitancy about attending their family doctor, to a perception of possible breaches of confidentiality or right to privacy.

Specialised health care, such as optometry and dentistry, is often overlooked. Many clients have never had an eye examination, which can be achieved by a bulk-billed visit. For example, a 15-year-old male who consistently complained of headaches and lack of understanding about school work was tested, and it was discovered that the reason for these health and learning problems was myopia; if this had been diagnosed earlier, it may have changed life pathways such as non-attendance at school and further welfare concerns.

Oral hygiene is more difficult to access due to its associated costs, however placing the youth’s name on a waiting list for public dental care (which may take up to a year) is one solution. Relief is now found in Medicare “teen vouchers” which can be used to partly or fully subsidise dental consultancy. Not addressing this area can also create further social and welfare issues. Previously, a 13-year-old client rarely accessing oral care, along with his six other siblings, had many teeth (including adult teeth) rotting. This young person self-medicated heavily with marijuana. These teeth were filled; some were removed and replaced with a single tooth denture. On the whole, a significant decrease in marijuana usage occurred, and an increase in general self-esteem and new knowledge about appropriate dental care.

YOSP Mental Health Handbook
Mental health issues are often not reported by Pacific families, as susceptibility is generally perceived as a spiritual issue. In DCR Report 2, we saw that there are generally lower rates of clinical diagnosis for Pacific parents. As such, many families are left in situations were members behave in ways that seem out of the ordinary. This perpetuates circumstances in which families do not deal sufficiently with what society perceives as mental health issues.
Pacific young people who present with life threatening anti-social behaviour, not yet clinically diagnosed, may end up scheduled under the NSW Mental Health Act, with the involvement of the NSW Police, the NSW Ambulance Service and the local Mental Health Ward. Such experiences have lead overwhelmingly to a misunderstanding about dealing with resultant diagnoses and involvement with allied health care professionals. Other examples come from workers recognising basic symptoms of parents presenting as withdrawn, non-communicative and generally depressed. Another comes from young people observing out of the ordinary behaviour, including their mother suggesting the family’s firstborn be sacrificed like Isaac was in the Bible.

The YOSP Mental Health Handbook is a platform for creating further dialogue between the individual young Pacific person, their friends and families. A collection of fact sheets obtained from www.reachout.com.au support the caseworker’s ability to discuss openly topics such as depression, bi-polar conditions, self harm, anxiety and schizophrenia. Further psychoeducational resources are obtained on a needs basis, including relevant documentaries posted on www.youtube.com and flyers translated into Samoan and Tongan. The ability to then access any supplementary support is accomplished through visits to general practitioners, who have the scope to create a mental health care plan with other subsidised allied health personnel.

**YOSP Physical (Sexual) Health Educational Handbook**

Knowledge about this important area of physical health is not readily discussed within Pacific families. Anything to do with sexuality is generally taboo, which may be reinforced by the underlying Christian ethos that permeates parental responses; this also potentially impedes knowledge about the magnitude of sexuality from the rich Pacific perspective, which could impact on respective practices (Pulotu - Endemann & Peteru, 2001). Therefore, it is not uncommon to witness varying levels of knowledge demonstrated by Pacific youth. For example, many marginalised youth accessed through the Youth Offender Support Programs sincerely believe that early withdrawal before ejaculation is a safe way to avoid pregnancy, let alone not contract a Sexually Transmitted Infection (STI), another risk factor generally not considered by Pacific youth. This lack of information may stem from inconsistent school attendance, or non-participation in discussions around the sex education curriculum often presented in Personal Development, Health and Physical Education (PDHPE) classes.

Therefore, at the service level, an educational handbook has been developed from a variety of fact sheets sourced from the ReachOut Youth Website and the Sydney Sexual Health Centre. Pictures not usually contained in such texts are placed in the back of the resource to offer visual recognition of signs and symptoms. Again, the worker uses such information as a way of
encouraging options for positive behaviour, promoting resources that counteract potential problems (such as the telephone numbers for regional sexual health clinics, supplementary sexual health reading material, and contraception – traditionally condoms and lubricant).

**YOSP Grief and Loss Education Handbook**

Grief and loss issues have occurred during the intervention stages of PSS across the community. This included the death of a young person in the community of Minto. After this event, many of the youth’s direct peers were referred to the program for individual counselling. From this, a handbook was developed with a variety of worksheets sourced from appropriate websites and health services. Strategies discussed reinforced the importance of developing appropriate interpersonal skills through reflection and self-expression activities. Suggestions include personal journaling, creating a photo album, having a personal memorial celebration with other close friends, and writing a letter.

The importance of undertaking such sensitive work highlights critical notions about grief and loss as processes based on individual timing. Failure to carry them out may lead to further issues with alcohol and other drugs, mental health problems and social isolation.

**8) AOD Support and Intervention**

Important to the overall understanding of effective case management is the fact that a high level of young offenders possess some form of Alcohol and Other Drug usage (Prichard & Payne, 2005). Therefore, initial conversations with clients review previous or current intake, and canvass the connections to the sociological specifics associated with the young person’s usage. As recreational AOD usage seems to be a common activity undertaken in adolescence, it could be perceived as normal rather than anti-social behaviour (Smart et al., 2005). To then counteract this with models of abstinence could be more problematic, considering that responsibility for consumption comes from both the young person and the parent alike.

As a support service, it is impossible then to “police” negative usage and so a monitoring process is encouraged between the worker and young person. During weekly meetings, both reflect on the usage that occurred since the last meeting. This provides a time for clients to reflect objectively on their own consumption, while encouraging a deeper understanding of both the physical and social consequences. An additional response is the YOSP Educational Handbook, which was developed to promote harm minimisation. This resource assists both caseworkers and young people in understanding the pharmacology of each substance and its overall effect on the self.
Education about the illicit use of substances is an important part of curbing negative alcohol and other drug usage (Grove, 2002). Moreover, by increasing one’s ability to comprehend the personal effects AOD has one may offset future patterns. The emphasis placed on harm minimisation techniques is critical in developing an integrated approach from theory to practice. It gives an opportunity to discuss the correlating social issues that may occur when undertaking an uncontrollable routine.

Fact sheets and other written resources form the contents of the booklet. Specific substances are listed, with particular attention given to physical and mental health implications. Admittedly, the reduction of harm is a key goal but any use during adolescence cannot be helpful as young people move through this tumultuous time of change. For some, parental usage, negative peer association and ready availability are no barrier.

At all times, Pacific young people are encouraged to paint an honest picture of their own use, which then enables a contextualised conversation. Future interactions will then involve a monitoring dialogue, where the worker encourages the client to recall their pattern over the period of time between meetings. This sense of accountability provides both parties with support in understanding how substance abuse can be handled in an empowering, informative and confidential manner. On occasion, clients actively look forward to disclosing the successes they have had in taking control of a potentially detrimental area of life. This of course gives them confidence, motivation and resilience in dealing with other problematic life areas, rather than self-medicating with substances.

AOD usage is largely combated by developing other positive pathways as prescribed in the YOSP Participant Action Checklist. By giving the young person options that steer him or her away from boredom, workers provide much needed access to community services, facilities and resources. Additionally, intensive, holistic casework intervention deals with the stressors associated with the causes of negative use. By dealing effectively with this area, young people may move away from equating coping mechanisms with alcohol and other drugs, to self action, advocacy and ability.

5W’s of AOD Usage
Capitalising on the other 5W’s worksheets, this AOD discussion template systematically provides Pacific youth with a visual representation of the reasons and consequences of negative usage. As mentioned in DCR Report 2, a high proportion of clients undertake usage on a recreational level, with elements of binge drinking evident. Many offences are then committed.
as a result. This activity encourages the young person to use this context as a way of understanding the next steps for completing the worksheet.

Firstly, a specific time is listed in “When do I use,” either by naming a particular day during the working week or weekend. Secondly, “Where do I use” highlights the location in which negative consumption occurs. Next, “Who do I use with” looks at the importance of peer group association, and the sense of social connectivity experienced. Fourthly, “Why do I use” examines personal motivation, which for young people could range from “something to do” to “because I like it.” Lastly “What can I change” encourages a practical response, which can be translated to the YOSP Goal Setting Template for further application and monitoring across the intervention period. Theoretically, worksheets of this nature create objectivity and points of personal reflection while supporting other noted process-oriented models of AOD recovery, such as pre-contemplation, contemplation, decision, action, maintenance and relapse.

David’s marijuana usage had been increasing since he was expelled from school in Year 10. As a result of this excessive pot usage, he was starting to hear voices and was becoming more paranoid around people. Through his involvement in Pasifika Support Services - South West Youth Services, he has completely quit using; the voices have stopped, and he is now in the process of securing viable educational opportunities.

9) Identification

Possession of particular key documents determines an ability to secure other stated outcome areas. For example, Centrelink benefits are not obtainable without the provision of 170 points of identification; these are generally an Australian Birth Certificate (70 points), an EFTPOS Card (40 points), a Medicare card (20 points), and a Educational Certificate (40 points). But this task can be next to impossible for many clients who may not currently possess their own birth certificate, let alone have been registered by parents when born. Without this primary document, one can’t open a bank account, and without opening a bank account, one can’t possess an EFTPOS Card or have subsequent payments come through. In addition, many Registered Training Organisations (RTO) offering free or subsidised vocational courses, suitable for young people in developing necessary skills for employability, need to sight original proof of identification for official enrolment. So securing any to all of the documents discussed below leverages opportunities not previously accessed before case work intervention and this enables many young people to move forward.

At times, there may be some resistance from Pacific parents to completing a Medicare card or bank account application, as this may contradict the perceived need for children to rely on and
contribute to all things family. More specifically, a young person having their own Medicare card may insinuate a mistrust between parents and child where health care is sought. A bank account means that individuals control their own finances, which would normally be pooled for the greater good of the family. Hence the PSS arrangement is designed to create a sense of accountability to the family as a whole unit, with individual welfare managed collectively.

With the client’s permission, certified copies of certain ID’s are placed on the client folder file. This is a strategy formed from previous case work experience, where many exited clients renewed contact for assistance with obtaining identification again. Certified copies on file can be used for current ID needs or to ensure that future application processes progress smoothly.

**Australian/New Zealand Birth Certificate**

Without doubt, an ability to obtain an extract of the real certificate developed from the registration of birth is essential in gaining other forms of identifications listed below. Weighted heavily as a primary, and at times as the only, required identification, the birth certificate has the power to establish, create and develop the client’s self-esteem as s/he is legitimately recognised by an array of facilities, services and resources.

An Australian Birth Certificate is acquired through the NSW Registry of Births, Deaths and Marriages. Clients complete the application form with their worker, and then do one of the following: a) gain certified photocopies of a Medicare card, Concession Card, School Report or EFTPOS Card, or b) gain certified photocopies of their birth parent’s identification (again from the same list). The second option generally is the most popular, considering that many young people don’t have the other forms of identification in the first instance. A New Zealand Birth Certificate, required by the many Pacific youth who have migrated to Australia with their family, is obtained by faxing the nominated form directly to the New Zealand Passport Office, located in Sydney. No accompanying identification is required from either child or parent, however a signature of the latter, in addition to a notary person who has known the applicant for at least 12 months officiates the request. On both occasions, PSS will pay for the product, postage and delivery. This streamlines the necessary process, while monitoring other applications for forms of identification.

**Medicare**

At the age of 15, young people may gain their own Medicare card. This includes all Australian and New Zealand citizens. Transferring the young person from an existing card, generally their parents, allows them to achieve two outcomes. Firstly, a Medicare card is one item of viable
identification that can be used in bank account, birth certificate and tax file number applications.

Secondly, the worker will encourage the client to nominate a trusted, local GP they can continue or begin to visit. This locates a further importance in taking responsibility for one’s own health, allowing youth to seek confidential medical advice (sometimes not possible if visiting the family doctor). This outcome is also related to the health domain within the case plan.

The “Application to copy or transfer from one Medicare card to another” form is completed, attached to a certified copy of the birth certificate, and submitted by the worker, with or without the young person present.

**Bank Account**
Opening a bank account from a nominated financial institution encourages the development of independence and fiscal responsibility. Commonly, Centrelink benefits can be deposited into the account, as can income from any mode of work. As a case work goal, clients are taken to the bank/credit union of their choice. Here, various account options are presented based on suitability and circumstances. Further clarification may be needed between worker and client. When a decision has been made, the account is opened, an EFTPOS Card is ordered, and a small deposit submitted to officially open account.

Another important outcome derived from undertaking this activity directly in the community is the ability to reflect on communication. During the process, workers will lead conversation with the banking staff, then encourage the young person to participate. Afterwards, while walking back to the vehicle, the client is asked to reflect on the dialogue and on anything that could be improved in future conversations. Client outcomes in “Personal and Social Skills” are complemented in this manner (see below).

**EFTPOS Card**
In some circumstances, the young person may already have a bank account, but the EFTPOS card may have been lost, stolen or missing. Workers will then assist in the replacement of the card by taking the client to the financial institution to re-order. At the outset, the ability to supply proof of identification is required by producing a birth certificate. Once again, this highlights the need to obtain this vital document before gaining the card.
School Reports
Often clients have retained school reports given over the years of enrolment. Similarly, other clients have no records of previous educational attainment. Caseworkers will then contact respective schools to request the reprint of reports, and collect when ready. To obtain without the client being present, a signed letter giving permission to collect from the young person’s guardian enables process to be completed.

Tax File Number (TFN)
Necessary for any current or future paid employment, a Tax File Number application is generally applied for by completing a standard form, and submitting it in person with the requested identification to the closest Australian Tax Office shopfront. A short interview may be necessary to finalise the procedure.

Interestingly, to obtain a Tax File Number as a New Zealand citizen is remarkably easier. An online form “only used by permanent migrants and temporary visitors with a work rights visa” (Australian Tax Office, 2008) may be submitted; the client simply provides personal details and a passport number. On completion, a statutory statement is agreed to by clicking “I agree,” and the Tax File Number is processed and sent out by post within 28 days.

10) Legal Issues

Commonly, it is easier to work with the presenting legal issues than it is to deal effectively with the underlying cause of the offending behaviour. An emphasis on holistic work is vitally important, however a client’s previous, current and ongoing legal circumstances may impact on the success of other projected social and welfare outcomes.

Supervision with the Department of Juvenile Justice may occur, based on a previous mandate from the court order; this ensures that clients generally meet their respective Juvenile Justice Officer or Counsellor (JJO or JJC) on a weekly or fortnightly basis. As a support service, PSS encourage, remind and at times transport both JJ staff and clients to meetings. In the need to provide consistent communication between the regional Juvenile Justice Community Services Centre, and South West Youth Services, Mission Australia, staff agree to discuss work collaboratively accomplished. Details are generally limited to topic areas or tangible outcomes achieved, rather than personal, intimate details that contradict the confidential rights of the client. Formal case reviews occur based on supervision conditions, which also involve the presence of the young person and other support people. Outside of such meetings, emails and telephone calls continue to support and monitor the young person’s progress. Overall, this
exchange of information attempts to streamline the approach taken to assisting the client from avoiding further offending behaviour, while clarifying the role, responsibilities and expectations held by the client, the DJJ, and PSS. In addition, positive information on the work achieved through PSS can be used to complement court-ordered background reports, developed by DJJ to assist in the sentencing process.

Other forms of support on offer within this outcome include direct attendance and support during court appearances, individual worker visits, transportation of family members to Juvenile Justice Centres, court support letters that provide tangible evidence of the young person’s involvement in PSS and their progress-to-date, participation as a support agency in a Youth Justice Conference (YJC) outcome plan, assistance liaising with and gaining support from NSW Legal Aid or other respective legal representation, and the discussion of ongoing strategies in keeping certain bail and meeting supervision conditions.

Immigration matters can also be addressed, particularly with the large number of PSS clients moving from New Zealand and wishing to become Australian citizens. Paperwork, contact numbers and further support services are given to clients by workers, with up-to-date information from the Department of Immigration and Multicultural and Indigenous Affairs. Regional Multicultural Migrant Resource Centres provide other relevant community-based support services.

**YOSP Crime Cycle**

Another reflective tool, the YOSP crime cycle guides the client through a process of both an individual understanding about offending behaviour, and a general understanding of the “why” factors of the specific behaviours that lead to offending. Starting with an oval diagram centred in the middle of a page, and a single line drawn down the middle, the client lists first the reasons or factors that lead to offending on the left hand side. On the right hand side, the practical ways that may counteract or hinder these factors are listed. Finally, this listing may be used again to complement previously set life goals.

Pacific clients generally cite concerns of boredom, lack of money, alcohol and other drugs usage, and negative peer group association. Some suggestions given to counteract such issues take account of anger management issues, the need to create new friends, to look for work and to spend more quality time with family.
11) Daily Living

This outcome area incorporates goals about daily tasks to promote healthy and pro-social behaviour in and around the home. These include learning how to wash clothes, becoming aware of the nutritional value of certain foods and suggestions on how to sleep better. All these aspects of development offset other positive learning attitudes, which translate into other life areas.

For example, one Pacific client who found it difficult to sleep at night went through some suggestions and tips with the worker. After putting such ideas into practice, the client started attending school more regularly and significantly reduced his tobacco smoking and alcohol drinking as he realised these were detrimental to healthy sleeping patterns.

YOSP Daily Living

Presented in nine individual sections, this educational handbook engages clients in enhanced personal practices. “Washing” incorporates hands, body and hair; “Dental Health” deals diagrammatically with brushing and flossing; “Shaving” facial hair guides male clients; “Laundry” is completed in fourteen steps, from sorting, stain removing, choosing the cycle and hanging the washing out; “Treating Minor Injuries” is a basic first aid overview of cuts, burns and scalds, and calling 000; “Healthy Eating” examines the food pyramid, benefits, how to avoid junk food, and creating health choices; “Recipes” offers a set of basic dishes, such as boiled eggs, mashed potato, spaghetti bolognaise, tacos, tuna bake and a roast dinner; “Budgeting” is an overview and practical budgeting template; and finally “Email” offers a comprehensive overview on creating a personal email account. The booklet will be reviewed over a sustained period of time, with workers helping clients achieve some form of demonstrated competency.

YOSP Hygiene Packs

Increasingly, the presentation of many clients shows a limited understanding of personal hygiene. The YOSP Hygiene pack develops personal health practices associated with daily living. A host of supplies is given out to the client to assist with beginning and maintaining oral care, attention to body odour and hair care. Overall, this initiative promotes positive self-awareness, and coincides with heightened levels of self-responsibility about correct health practices.
12) Personal and Social Skills

Fundamental to the increase in resilience and communication (both verbal and non-verbal), this outcome creates a sense of individual expression, belongingness and capability. PSS works extensively in this area, as many Pacific youth are referred to the program because offending behaviour indicates a lack of conflict resolution and anger management skills.

Providing clients with both theoretical and experiential learning opportunities, the outcome also promotes the development of “coping strategies,” the “increase of self motivation/self-esteem/social skills,” in “refraining from using offensive language,” and participating in the Reducing Anger Management Program (RAMP). Additional worksheets developed within YOSP review topics on communication, friendships and stress; assisting with the development of the client’s social abilities.

Various tasks in the Participant Action Checklist (PAC) include the need for the young person and worker to access resources, facilities and services. This includes contact with customer service officers in financial institutions and staff at Centrelink. Experiential practice comes from the actual interaction between the client and personnel. The caseworker and client develop a stronger connection between individual behaviour and its impact on other people, including family members, siblings, and the extended family.

Reducing Anger Management Presentation (RAMP)

Anger Management is a key outcome in many of the client’s self-oriented goals. On occasion, the need to undertake some form of anger management is not necessarily recognised by the young person, until the worker highlights the social and welfare issues implicated by their lack of appropriate resolution. This is achieved through a number of methods, involving personal objective reflection and incorporating some form of experiential learning.

RAMP “Can we do it” is referenced from an existing anger management presentation developed by Florida Gulf Coast University’s Counselling and Psychological Services (FGC Counselling and Psychological Services, 2006). Progressively, it explores feelings as a tangible response, with anger acknowledged as a valid feeling. Aggression, however, is explained as the negative expression of anger, which affects others – including the self – in how we think and control the way we think and act. Clients are encouraged to articulate the consequences of anger, noting practicalities experienced by both the perpetrator and victim of negative anger. A flow chart explains the process visually in supplementary detail. These new concepts are made concrete in the acronym OUTCOMES: Owning feelings, Using your feelings, Taking control,
Controlling your anger, Opening up, My blame, Effecting others and Stay true. Each point elaborates on the do’s and don’ts of anger and its overall cause and effects. Finally, a practical reduction with strategies on “ways to keep cool” is discussed; these include exercise, learning to relax, writing about feelings, taking time out, and choosing friends that make one feel good.

RAMP conflict resolution looks at a flow chart developed by Bodine, Crawford, et al. (Bodine, Crawford, & Schrumpf, 1994). Their “Origins of Conflict” schema gives a context to conflict-lade circumstances in an interactive manner; this is followed by the notion of individual responses as soft, hard or principled, with an impact on the final outcome which is similar to WIN WIN (principled), WIN LOSE (hard) or LOSE LOSE (soft) scenarios. Using “I” statements provides the young person with an opportunity for ownership of the conflict. Participants are encouraged to turn a set of blame statements into “I” statements.

Overall, the RAMP workshops encourages the client to reflect on their behaviours and its impact on the self and others.

**Young People Connected (YPC)**

A joint initiative between Vodafone Australia Foundation (VAF) and three community services organisations (Mission Australia, Barnardos and Youth Off the Streets), the YPC program strives to keep young people connected with services, families and friends. Developed in 2005, this award winning partnership enables local case management projects under each organisation to disseminate, at no cost to the client, brand new mobile phones. Access to such resources gives clients the opportunity to engage with potential employers while maintaining consistent contact with support workers, who provide other positive pathways to break down barriers to social inclusiveness.

YOSP has provided over 100 Vodafone SIM cards and handsets to clients with difficulties reintegrating after incarceration, youth dealing with significant mental health problems, and those isolated from stable accommodation, social and family support. This project has seen a reduction in caseworkers’ “dead time”, giving them direct access to their clients in the community and enhancing the level of meaningful contact. Other key stakeholders, like the Department of Juvenile Justice, have also increased their level of contact as a result. Allocating a phone to individual clients can benefit the whole family, who may also struggle with consistent contact information. Levels of rapport and self-worth develop favourably as clients establish a sense of belongingness to their support worker, and the ongoing work achieved across the case management process.
YOSP Anger Reflection Worksheet
Strategically designed to help clients talk about their understanding of negative anger, the YOSP Anger Reflection Worksheet guides both the worker and the client. Visually, an image of a target supports the following questions posed for discussion (Figure 2):

1) Why did the conflict occur?
The reason for the conflict, with details including the location and time of the incident and the people involved.

2) How did we respond?
The actual response of the client, involving verbal responses (what was said, in detail) and/or physical responses (including the use of particular movements/body parts/Weapons).

3) How can we respond?
An alternative perspective, exploring practical ways by which the actions portrayed in Question 2 could be avoided by the use of other physical or verbal means. Generally, the client is asked to reflect without the caseworker prompting, with suggestions given after an attempt is made to answer.

4) What were the outcomes?
This follows on from the response; tangible outcomes are discussed, including further legal matters, fear of revenge attacks from the victim, health implications, etc.

5) What can be the outcomes if positive?
This explores the possibility of reversing negative consequences if the situation is handled differently in the future.

6) Who is responsible? (This is the biggest part of the target.)
Regardless of possible negative or positive reactions to anger, the client is encouraged to develop a deeper insight into the actual role played by his or herself.
The shaded area represents the reality of what may have occurred in the incident under review; the white areas raise an alternative perspective. Overall, the target image suggests that even the smallest incident can trigger bigger consequences, both for the client and for the other parties involved. Integration of this worksheet in the RAMP session, or other 5W’s worksheets, provides further practical application of resolving conflict proactively.

**The 5W’s of Expectations**

Used predominantly as a mediation tool, this interactive worksheet explores the who, what, why, where and when of expectations shared between two distinct parties. For example, clients’ parents generally share their frustrations about their child not understanding expectations with support workers. Conversely, many youth also express concerns about the lack of understanding they have towards what they perceive as rules and regulations. This worksheet provides a neutral ground for such perspectives to be profiled and reviewed. The support worker meets either together with both parties or individually, and shares results in due course. The questions systematically proposed are: “Who has the expectation?”, “What is expected?”, “Why is this expected?”, “Where can we change?” and “When can it be done?”

Commonly, young people learn that parents hold a particular expectation (for example, that their child be home by a particular time) because of a genuine concern for safety or the stronger element of love. Parents learn to negotiate and express their restrictions in more proactive ways, rather than stating an expectation without explaining an appropriate rational for the decision. Overall, the tool is designed to encourage ongoing verbal communication, while allowing certain expectations to be reviewed over the case work period and beyond.
The 5W’s of Consequences
Understanding the consequences of certain actions and behaviours may provide better insight, responsibility and self-control. This worksheet reviews any type of activity the client participates in, from running late for appointments to rarely paying train fares. A series of questions outlines a process of reflection, hoping at the end to provide practical strategies for combating potential and perennial problems. Another key factor is to acknowledge the individual impact on others and the need to make more rationale decisions around certain behaviours in the future. Questions are presented in a table format, with each one invoking a verbal response before the subsequent point of reflection. The statements covering consequences are: “What is the activity?”, “When is it done?”, “Why do I do it?”, “Who does it affect?” and “Where can I change?”

YOESP Self-Esteem Scale
Recently developed, the tool visualises the concept of self-esteem through the form of a scale. In total, the young person can reflect their understanding on three scales, which may include “How do you feel about yourself at home with your family?”, “How do you feel about yourself at school?” and “How do you feel about yourself when you drink alcohol?” After naming each area and assigning a scale from 1 to 10 (1 being low, 10 being high), the client is encouraged to express why this may occur in each situation. Lastly, the commitment to solution focus practice is maintained by strategising ways the client can increase their feelings of self-worth. Again, this tool can compliment the ongoing goals prescribed during the case work process.

Steve grew up experiencing neglect and isolation from his father. As a result, he grew to hate people in authority, and anyone who challenged his perception in life. Such feelings led to many violent incidents across the community – which led to police charges and court matters. By talking through these significant family issues, Pasifika Support Services – South West Youth Services provided Steve with effective strategies for dealing with his anger and loneliness.

13) Ethnic Culture

“To find one’s racial or ethnic identity, one must deal with negative stereotypes, resist internalizing negative self perceptions, and affirm the meaning of ethnicity for oneself” (Tatum, 2003, p. 165). Workers thus promote the importance of cultural identity within aspects of ethnic identity and this outcome supports clients in their pursuit to better associate family ties with community activities. Cultural workshops, cultural events, and performances are included. In some cases there is an unspoken divide between culturally lived experience in the home, versus the translation of perceived acceptance, tolerance and awareness in the community. This area therefore focuses on the empowerment of individual pride and balancing it in an enhanced
identity through the integration of ethnic culture. As a general identity is developed during adolescence, the difficulty of aligning Pacific with Australian norms may also result in clashes when understanding the self. By addressing this issue, Pacific youth may steer away from the traditional Western stereotypes (Franklin, 2004) founded by negative contact with the legal and educational system. But by acknowledging the need to respect the fluid and personalised nature by which identity is formed, one can shape an identity that is proud of a Pacific heritage contextualised by the Australian setting.

The Mission Australia YOSP Outcomes listed in this area include gaining an understanding of where one’s family comes from, developing a cultural act or performance, engaging with cultural mentors, participating in cultural community events, and understanding other ethnic communities in Australia.

**ATSI and Pacific Girls Camp – PSS and the Police**

Undertaken in September 2007, this girls-only camp involved Aboriginal and Torres Strait Island (ATSI) and Pacific youth at risk of offending. It was operated in partnership with Campbelltown and Macquarie Fields Police Local Area Command and the 3-day camp raised awareness and appreciation of Pacific and Indigenous cultures while also exploring topics such as self-esteem, self-awareness, and self-identity within a cultural context. A variety of workshops were offered, including personal health and hygiene (a pampering session), interpersonal communication skills (through physical and sporting activities), and the compilation of a visual arts banner representing relevant ethnic cultural images.

**Strengthening Bridges Talent Quest**

Run in conjunction with Campbelltown City Council, this 2007 Youth Week Event was actively operated by Pasifika Support Services. The showcasing of Pacific and Indigenous performances provided opportunities for the community to share common characteristics for cultural development and its application to the region of Campbelltown. PSS provided MC and Leadership Support, a variety of contemporary and cultural performances, and the donation of prizes through community corporate partners.

**Pasifika Youth Day**

The Pacific Youth Network Committee (PYNC), under the auspice of the NSW Partnership with Pacific Communities, developed and implemented this annual cultural festival. Held each November between 2004–2006 at Tumbalong Park, Darling Harbour, this 12-hour event profiled a state-wide effort to showcase Pacific youth in the performing arts. Stalls were hired out to a variety of community stakeholders, both statutory and community-based, who offer...
information and opportunities. This included the NSW Department of Education and Training, the NSW Police, the NSW Department of Health and the NSW Department of Sport and Recreation. Clothing and cultural wares were also sold.

From a social services viewpoint, the cultural festival model provides an avenue for Pacific culture to come alive through the visual and performing arts (Mulitalo-Lauta, 2001). This may promote a sense of collectivism and pride in the ability to undertake activities that value Pacific culture within Australia. Participation by non-Pacific people in these community-based events also provides a wider approach to profile and celebrate the richness of the culture itself. During its years of operation, Pasifika Support Services has been a proud sponsor, actively involved in the event by providing one of the two Masters of Ceremonies for the day and donating various prizes for audience participation. In addition, the overarching elements of leadership, coordination and assistance were given in collaboration with other committed Pacific youth and community-based services.
CLIENT OUTCOMES DATA

The same cohort of Pacific young people examined in DCR Reports 1 and 2 were used to track the outcome areas prescribed under this case management model. Another 11 young people were added, based on their willingness and involvement in the program during the data collection stages of research. In total, 60 young people were reviewed (Table 1). Personal and Social Skills ranked as the highest area, including anger management and conflict resolution. In relation to this, Alcohol and Other Drugs created a sense of accountability and understanding about how usage impacts on social behaviour. Findings of this nature continue to support the previous research cited in DCR Report 2, and the high percentage of Pacific youth consuming substances which may lead to further anti-social behaviour.

Conversely, Ethnic Culture ranked the lowest. On consideration, many Pacific youth engaged in PSS were already actively engaged in a variety of culturally-based activities, predominantly in church fellowships of a specific Pacific background. Attendance at these activities is listed under Recreation and is generally monitored by the worker, rather than implicitly supported.
<table>
<thead>
<tr>
<th>OUTCOME AREA</th>
<th>NUMBER OF PACIFIC YOUTH</th>
<th>PERCENTAGE RATE</th>
<th>RANKED (OUT OF 13)</th>
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</thead>
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<tr>
<td>Accommodation (family placement / personal support)</td>
<td>26</td>
<td>43.3%</td>
<td>12</td>
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<tr>
<td>Family (mediation / sibling &amp; parental support)</td>
<td>48</td>
<td>80.0%</td>
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<tr>
<td>Education (school / TAFE placement)</td>
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<td>50</td>
<td>83.3%</td>
<td>2</td>
</tr>
<tr>
<td>Identification (Birth Certificate / Bank Accounts / TFN)</td>
<td>44</td>
<td>73.3%</td>
<td>7</td>
</tr>
<tr>
<td>Legal &amp; Offending Behaviour (Court Appearances / DJJ Supervision / Crime Cycle)</td>
<td>44</td>
<td>73.3%</td>
<td>7</td>
</tr>
<tr>
<td>Daily Living (YOSP Hygiene Pack / YOSP Daily Living)</td>
<td>36</td>
<td>60.0%</td>
<td>10</td>
</tr>
<tr>
<td>Personal &amp; Social Skills (Anger Management &amp; Conflict Resolution / Peer Association)</td>
<td>55</td>
<td>91.7%</td>
<td>1</td>
</tr>
<tr>
<td>Ethnic Culture (Cultural Workshops / Cultural Events)</td>
<td>25</td>
<td>41.7%</td>
<td>13</td>
</tr>
</tbody>
</table>
STAFF SUPERVISION

An important aspect of the ongoing, consistent approach to intensive case management support is the participation in two types of supervision. Each YOSP team member receives Professional Development Supervision (either the first or second Friday of each month) and Case Reviews (again, either the third or fourth Fridays of each month).

Monthly case reviews are a process of monitoring and consolidation of, and setting future directions for, professional casework intervention. Here, each individual under the caseworker’s care is discussed. Client achievements are profiled and the worker’s ability to facilitate these through direct support in the community is examined. At the same time, the supervisor challenges the worker to discuss with the young person any possible future goals. The Participant Action Checklist guides the case review and establishes a solution-focussed mentality. Systematically, the worker discusses any form of assistance given across the 13 outcomes. Overall documentation of the session is based on this information, typed directly as a new entry into the client’s case note file. Workers are then able to reference the progress of clients based on reviews, while reminding themselves of outstanding work yet to be achieved.

Other YOSP tools are reviewed and sourced, including the RAMP Anger Management material, the Crime Cycle, Family Genogram, and the Alcohol and other Drug Educational Handbook (see above). Current numbers of caseloads are reviewed. On any occasion, a full caseload of 10–12 clients may take up to 2 hours to review solidly.

Each worker accounts for time spent in the community on home visits by completing a weekly planner, mapping out specific appointments across the working week. An ability to track the hours spent with each individual young person provides a better understanding of how much time is needed to complete goals and provide ongoing efficiency, especially when caseloads are large. Organisational OHS requirements are reinforced by using the planner, as both the Team Leader and Services Manager are aware of the worker’s movements. Other logistical requirements necessary to achieve outcomes are profiled, for example the need for a work vehicle to carry out community home visits, complemented by the YOSP car roster which is planned according to appointments and compared to other workers’ weekly schedules. Access to other resources that enable actual participation in the community is vital. This includes access to a desktop computer or laptop to complete case notes and electronic applications for clients, and a work mobile phone during time spent in the community, for the safety of the worker and overall consistent contactability.
Monthly professional and clinical supervision encourage reflection on current competencies and possible areas for improvement, which can be developed through further work-related training (paid for by the organisation) or tertiary pursuits (paid for by the staff member). Yearly performance reviews are also completed during this meeting – generally 3 out of the 12 meetings in a year – setting goals, carrying out a mid-year review, and undergoing a final evaluation. More importantly, such meetings provide a platform for supervisees to reflect on certain professional traits used in day-to-day work with marginalised youth. Examples include developing enhanced interpersonal skills used when challenging client to change, maintaining effective professional boundaries, and creating possible partnerships in the community to complement the client’s outcomes. YOSP workers are encouraged to search actively and to profile relevant professional practice readings, sourced from email networks, training courses or Internet-based resources. Such material is stored electronically in the YOSP shared drive, so staff are encouraged to maintain, increase, discuss and implement current knowledge and diverse elements of best practice. Overall, professional skills balance the ability to achieve the expected outcomes for the client, the community and the organisation. At the same time, other key stakeholders – including funding bodies – receive anticipated results. Broader aspects of capacity building counteracted by such achievements are discussed further in DCR Report 4.
EXTERNAL EVALUATION AND SUCCESS

Across the term of the NSW Youth Partnership with Pacific Communities, certain aspects of this “whole of government” approach were nominated for external evaluation, including community-based projects. Pasifika Support Services, as the second largest funded project, participated in this review and evaluation carried out by ARTD Consultants. The following is a direct excerpt from the final evaluation, citing data collected from the NSW Police Force on clients referred directly for case work intervention under PSS:

An analysis of re-offending data shows that participation in the case management service has reduced re-offending rates in the short and medium-term.

In the 6 months prior to their referral to the project, this group were charged with a total of 24 offences, 14 of which were serious. In the 6 months following their referral, they were charged with a total of 11 offences, 5 of which were serious.

Two out of the three young people with 18 months lapsing after their referral have not re-offended in that time, 11 out of 17 young people (65%) with a 12 month follow-on period have not re-offended, and 1 out of 3 young people with a 6 month follow-on period have not re-offended.

Table 5.8: Preliminary offending data for young people enrolled in the Pasifika Support Service Integrated Case Management Project

<table>
<thead>
<tr>
<th>Time in months (before referral and following referral)</th>
<th>Feb-06</th>
<th>Mar-06</th>
<th>Apr-06</th>
<th>May-06</th>
<th>Jun-06</th>
<th>Jul-06</th>
<th>Aug-06</th>
<th>Sep-06</th>
<th>Oct-06</th>
<th>Nov-06</th>
<th>Dec-06</th>
<th>Jan-07</th>
<th>Feb-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>-6 to -12</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-6 to -24</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-6 to -36</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-6 to -42</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-6 to -48</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-6 to -60</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Number shows number of offences within that time period, with serious offences in bold. Shaded region indicates where follow-up data is not yet available.

**Figure 3: ARTD evaluation data from NSW Police Force**

(ARTD Consultants, 2007, p. 34)
This action-based approach to monitoring the re-offending rates of Pacific youth may provide a positive association with evidence-based police practice. Connecting the two, including monthly case reviews between Mission Australia and the NSW Police Force, encourages a strategic response to dealing with the social, welfare and legal issues of the presenting young person. From this overarching dual perspective, both Mission Australia staff and the police can develop a pro-social approach, to then “produce both actions and knowledge outcomes” (Layton & Jennett, 2005, p. 8). Overall, the cited external data from ARTD provides strong evidence of the positive impact made by a non-government psychosocial case management model, complemented by a statutory partnership that enhances service delivery between both agencies.

**Australian Crime and Violence Award**

In 2007, Pasifika Support Services received recognition from the Australian Institute of Criminology, gaining a Certificate of Merit and $7,000 for the positive work achieved in the community. This encouragement contributed to another year’s funding (2008–2009) by the NSW Department of Community Services. This is the second ACVPA for YOSP, who in 2005 won a Certificate of Merit and $5,000 for Campbelltown PRSP, previously known as Youth Links Post Release Support Program.

**Further reflective case studies**

_Ale was the main leader in the brawl between the two high schools in the Campbelltown area which led to students being injured. Through Pasifika Support Services’ integrated case management, anger management and legal and health training were provided, together with a raising of awareness among parents and families about the community services available. The students are currently attending school to finishing Year 12, and have not subsequently been involved in any criminal activities._

_Mafi (14 years old) had a strained relationship with both his parents. Not attending school consistently, and coming home late at night after drinking with older peers, he felt very isolated. Pasifika Support Services – South West Youth Services gave Mafi and his family the opportunity to reflect and make some objective changes through counselling support. He is now coming home on time – and speaking with both parents._

_Tavita roamed around the streets with nothing to do other than get drunk early in the afternoon and cause trouble with other friends. From this lack of direction, Pasifika Support Services – South West Youth Services provided him with positive options to use his time more wisely. He is now in full-time employment with positive social support; he has not re-offended._

_David’s marijuana usage had been increasing since he was expelled from school in Year 10. Because of this excessive usage, he began to hear voices and became more paranoid around people. Through his involvement with Pasifika Support Services - South West Youth Services, he has completely quit using; the voices have stopped; and David is now in the process of securing viable educational opportunities._
FUNDING

Over the 3-year period, $496,259 was spent on working with clients and community members across South West Sydney (Table 2). In the second year, the most monies were spent due to the consistent employment of two and a half workers; two full-time caseworkers; and a part-time (2 days a week) community access worker. In total, near to 120 individual Pacific young people were intensively case managed. However, as discussed, the whole family generally received support from the intervention given. In addition, 82 other Pacific youth accessed generalised support through information, support and referral. Therefore, based on the support of 202 youth and their family and peers, it cost $2457 to assist each specific case.

This calculation doesn’t take into consideration the numerous free workshops given during the period for other key community stakeholders. This includes over 30 local primary schools, high schools, DET Regional Cluster meetings with school counsellors and Home School Liaison Officers, Department of Community Services regional offices, and Youth Network Committees. Attendance at each session generally incorporates between 8–50 participants. In reality, such unique training (an hour in length) could cost $60 per person to undertake, but no monies were accepted for this work. This represents a major achievement for Pasifika Support Services as a service model, demonstrating an ability to contribute actively to the development of these groups as they move towards understanding how to work effectively with Pacific Communities. The associated elements of capacity building resulting from these initiatives are further discussed in DCR Report 4.
### Table 2: Income and expenditure for Pasifika Support Services

<table>
<thead>
<tr>
<th>INCOME</th>
<th>2005 - 2006</th>
<th>%</th>
<th>2006 - 2007</th>
<th>%</th>
<th>2007 - 2008</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds received from NSW Youth Partnership with Pacific Communities</td>
<td>$150,000</td>
<td>99.9%</td>
<td>$150,000</td>
<td>80.2%</td>
<td>$115,000</td>
<td>72.2%</td>
</tr>
<tr>
<td>Sundry income</td>
<td>$0.00</td>
<td>0.0%</td>
<td>$0.00</td>
<td>0.0%</td>
<td>$7,000</td>
<td>4.4%</td>
</tr>
<tr>
<td>Funds in kind – Mission Australia</td>
<td>$13.00</td>
<td>0.01%</td>
<td>$36,952</td>
<td>19.8%</td>
<td>$37,294</td>
<td>23.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$150,013</td>
<td>100%</td>
<td>$186,952</td>
<td>100%</td>
<td>$159,294</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th>2005 - 2006</th>
<th>%</th>
<th>2006 - 2007</th>
<th>%</th>
<th>2007 - 2008</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff salaries / Training / Compensation &amp; superannuation</td>
<td>$117,612</td>
<td>78.4%</td>
<td>$126,369</td>
<td>67.6%</td>
<td>$115,796</td>
<td>72.7%</td>
</tr>
<tr>
<td>Staff training</td>
<td>$2,008</td>
<td>1.3%</td>
<td>$1,664</td>
<td>0.9%</td>
<td>$1,300</td>
<td>0.8%</td>
</tr>
<tr>
<td>Rent / Utilities / Repairs &amp; maintenance</td>
<td>$2,712</td>
<td>1.8%</td>
<td>$22,011</td>
<td>11.8%</td>
<td>$12,960</td>
<td>8.1%</td>
</tr>
<tr>
<td>Travel expenses &amp; Motor vehicle costs</td>
<td>$3,324</td>
<td>2.2%</td>
<td>$7,610</td>
<td>4.1%</td>
<td>$8,031</td>
<td>5.0%</td>
</tr>
<tr>
<td>Stationery &amp; printing</td>
<td>$540</td>
<td>0.4%</td>
<td>$1,590</td>
<td>0.9%</td>
<td>$2,000</td>
<td>1.3%</td>
</tr>
<tr>
<td>Telephone &amp; mobile expenses</td>
<td>$1,680</td>
<td>1.1%</td>
<td>$2,400</td>
<td>1.3%</td>
<td>$1,650</td>
<td>1.0%</td>
</tr>
<tr>
<td>IT resources &amp; support</td>
<td>$6,180</td>
<td>4.1%</td>
<td>$6,444</td>
<td>3.4%</td>
<td>$4,334</td>
<td>2.72%</td>
</tr>
<tr>
<td>Client clothing, food &amp; other program expenses</td>
<td>$3,980</td>
<td>2.7%</td>
<td>$2,499</td>
<td>1.3%</td>
<td>$0.00</td>
<td>0.0%</td>
</tr>
<tr>
<td>Administration – local / state / national levies</td>
<td>$11,977</td>
<td>8.0%</td>
<td>$16,365</td>
<td>8.8%</td>
<td>$13,223</td>
<td>8.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$150,013</td>
<td>100%</td>
<td>$186,952</td>
<td>100%</td>
<td>$159,294</td>
<td>100%</td>
</tr>
</tbody>
</table>
INTEGRATED CASE MANAGEMENT & NSW POLICE FORCE PARTNERSHIP

Working with the NSW Police has been an integral part of the project’s success. Certain characteristics have shaped the practices carried out by the police when working effectively with young people, however there are certain limitations that may impact on maintaining a mutual relationship. As already noted, monthly case reviews ensure consistent communication with associated NSW Police Force staff. Such conversations are supported by meeting at a location where all can speak about the work achieved on both sides, from a social, welfare and legal enforcement perspective. Rarely do we see this type of interaction between police and a youth service. Traditionally, perceived barriers exist between the “bleeding heart” youth workers, and those in the NSW Police Force who strive to maintain social control. However, a common perspective is put forward to resolve community fear and animosity towards at risk and disadvantaged youth.

From the beginning, agreed communication occurred between the referral process in a form approved by the Commissioner’s Inspectorate. As previously discussed, direct referrals were the basis for the partnership, acknowledging that both the NSW Police Force and Mission Australia across South West Sydney have a shared vision in assisting Pacific youth through this Integrated Case Management (ICM) approach.

An initial Pasifika Support Services Overview PowerPoint presentation to NSW Police Force Staff profiles how the partnership works. This includes the attendance of each Local Area Commander, who thus become actively aware of the initiative. Reinforcement of the notion of collaboration is regularly made by the Superintendent, who agrees to sign off on each referral made by the respective Youth Liaison Officer or Ethnic Community Liaison Officer. Each of these roles provide a gateway for appropriate applications for assistance, while maintaining an ongoing dialogue between all parties involved. Moreover, receiving clear support from police leaders ultimately impacts on the success of applying a community response to diversity across the region (Rowe, 2002).

Employment of the Pacific Projects Officer under the NSW Police Force, to assist solely in the engagement between both organisations, provided a streamlined approach. At first, this role was challenged by certain perspectives, both at the local and state level, particularly with respect to the plausibility of this ICM between an NGO and a statutory department; this in turn delayed the ICM roll-out to respective LAC’s across the region. However, through the ongoing support from Mission Australia staff and certain other dedicated people at the NSW Police
Force Headquarters, strategies were implemented for the success of the partnership. In addition, the individual commitment, innovation and professional capacity of the final Pacific Projects Officer greatly assisted.

Transparent practices and work towards common goals maintains an active partnership. Furthermore, sustaining collegiality without imposing conflicts of ideologies based on varied professional perspectives creates ongoing strength. A shared approach to consistent information management occurred through reviewing respective offending behaviour, as listed on COPS. Conversely, welfare and social issues were mapped and shared within confidential boundaries through the PAC Cover Sheet and the PSS Client Database, which listed the outcomes achieved for each client. The rationale for particular offences guided many conversations during interactions. The grounds on which Pacific people were apprehended, monitored or profiled as recorded police incidences were also a recurring topic. For example, the fairness of train fines and instructions to move on were questioned by PSS workers, as they appeared to happen more frequently for groups of Pacific people than for those commonly hanging about. This could be due to the perception of possible criminal activity, as Pacific youth may generally congregate in groups, or perceived “gangs” in the community. Accordingly, strategies to counteract the prevalence of these incidences continue to shape partnership practices.

Implementing strategies that were systematically applied to participating Local Area Commands provided consistent ICM application. The movements of police staff, who went onto other positions or regions, didn’t lead to time wastage, as effective strategies and systems are in place to maintain referrals and provision of services across the community. New police officers, including Superintendents, receive communication about this partnership in a timely manner, again assisting in the continued application of service delivery. With ongoing evidence about the logistics of successful implementation, engagement and integration, I believe this model may be applied to other potential police jurisdictions, given the availability of funds.

Overall, the NSW Police Force are given opportunities to develop an understanding of the “why” factors behind youth offending in Pacific communities. Increasing the psychosocial perspective enhanced outcomes for both Mission Australia and the client. Future opportunities to expand the coverage of the ICM model to other LAC’s across the state have been discussed, for all community groups and not only specific ethnicities. More conversations must be had consistently, however, with the NSW Police Force, current and future funding bodies, and Mission Australia to turn such aspirations into a reality.
NSW Police Force Participating Officers and Civilian Comments

Uniformed police are better engaging, which in turn creates a more positive relationship with Pacific youth across community. In addition, respective families are developing an enhanced understanding of the roles of the NSW Police Force, with opportunities to access support where appropriate:

*Overall, Campsie LAC feels positive about the PI ICM in the way it has succeeded in accessing and building the trust (in a welfare capacity) with Pacific Islander young people and their families. Police have struggled with this in the past because the uniform immediately creates significant barriers.*

Gandhi Sindyan and Elissar Mukhtar – Ethnic Community Liaison Officers
Campsie Local Area Command

*Since the ICM project was established, I now get more Pacific parents coming forward and engaging help at the Police Station concerning their son or daughter. I am very happy and enjoy the support from my LAC especially Commander Smith with the progress of this partnership.*

Ta’ane Tupola – Ethnic Community Liaison Officer
Campbelltown LAC

Streamlining service delivery through an integrated approach between legal, social and welfare agencies may enhance an effective response to youth offending, without placing a burden on associated systems of support:

*This project is proving to be highly successful with most clients’ offending patterns reduced or ceased altogether. Project is beneficial as it is having an effect on crime whilst only slightly increasing the workload of the Youth Liaison Officers. Dealing with only the one service provider (Mission Australia) compared to the Arabic Youth Partnership which deals with multiple service providers is much easier and reduces administrative tasks for police.*

Constable Nick Rutgers – Youth Liaison Officer
Bankstown Local Area Command

*Since the ICM project started, it has assisted Pacific youth and their families with issues that directly and indirectly contribute to the young person coming to notice with Police. The ICM program also contributes towards developing a more positive relationship between Police and Pacific youth in the LAC. Overall I have found that the ICM has been extremely beneficial to the LAC and the Pacific youth in the community.*

Sina Winterstein – Ethnic Community Liaison Officer
Macquarie Fields Local Area Command
I think the ICM is a valuable tool that enables the Police to interact, support and manage young people of Pacific Islander background that are at risk of offending or re-offending. It has been extremely successful in assisting young people in the Campsie LAC.

Luke Tsykalas – Youth Liaison Officer
Campsie Local Area Command

Participating in an eclectic approach to effective police practice provides a better overall response, and a true appreciation for the community in which officers undertake their activities. In essence, police staff are given the possibility of embracing a holistic perspective on the client, their peers and families, which then balances an enhanced pro-active response. Bevan (1997) concurs, noting that “an immensely beneficial by product for police personnel themselves is that it affords them marvellous opportunities to share in and experience the very positive things of community life rather than being confined to the tragedies, calamities and negative aspects of human behaviour and the social environment” (Bevan, 1997, p. 4). Overall, police culture is accordingly challenged to include a stronger sense of community-oriented policing, rather than the strict form of problem orientated policing that foreshadows negative perspectives when dealing appropriately with young Pacific offenders.
FINAL REMARKS

Strategically, the ongoing work being accomplished by all three projects under the Youth Offender Support Program (YOSP) provides evidence of the systematic addressing of young offenders’ needs. With the possible cessation of PSS’s activities at the end of June 2009, due to a lack of funding, such service delivery for marginalised Pacific youth in South West Sydney will cease. Previously, sustainability strategies beyond funding included the capacity built organisationally with Mission Australia to work effectively with emerging ethnic communities; training packages that may be utilised by other workers across the community; the research findings of this report; and the establishment of positive pathways for young Pacific people previously engaged in anti-social behaviour.

In conclusion, “Ironically, at the grass roots level, community organisations and not government agencies have the skills, networks and experience to ensure a continuum of seamless, appropriate services for troubled young people” (Buttrum, 1997, p. 7). Without ongoing collaboration and a coordinated response to meet strategically the burgeoning needs of young offenders, these young people will continue to be disregarded, socially isolated and marginalised. Ethnically, Pacific youth in South West Sydney continue to have a demographic prevalence, yet with stunted realities based on conflicting cultural perspectives, associations and systemic gaps, some are behind the eight ball. Pasifika Support Services, as a responsive integrated case management model, strives to cater for such needs as it promotes positive pathways to deal appropriately with social and welfare challenges in the region.
REFERENCES


South Australian Crime Prevention Unit. (2002). *Early Intervention in Crime Prevention in South Australia Program Information*: South Australian Crime Prevention Unit


Complementing the research discussed in DCR Report 3, this report examines the need to create further tools that work effectively with Pacific people. In turn, content from all three previous DCR reports provides a basis for effective strategies and initiatives that offer key stakeholders across the community an opportunity to enhance their roles, capability and cultural competency when dealing with Pacific communities. Pacific research knowledge will enlighten the following, which outlines previously created and implemented projects:

- **Pacific Culture Workshops for Community and Educators**
  - Developed from ethnographic and personal cultural reflection.
  - Profiles specific characteristics that shape values, beliefs and characteristics of Pacific people in South West Sydney.

- **Partnership with NSW TAFE**
  - Partnership developed with South West Sydney Institute TAFE to create vocational training courses on career aspirations of Pacific youth.

- **In Da Know Workshops**
  - There are noted issues around Pacific youth understanding their communal cultural heritage as they live out Western ideals. This helps youth to accept their ethnic qualities within the family in the context of the existential values of their peers and society.
  - A series of workshops profiling these issues and empowering youth to develop resilience and personal strengths.
  - The topic areas covered are legal, education, alcohol and other drugs, mental health and sexual health.

- **Open Worksheet Communication Tool**
  - A strategic worksheet enabling Pacific youth to develop skills in expressing feelings, thoughts and opinions on a range of topics and scenarios; that does not often happen in the family and social setting.
Mission Australia will continue to be a key stakeholder in the facilitation of these tools within the Youth Offender Support Programs (YOSP), South West Youth Services. At the same time, there is a tangible scope to develop ongoing best practice models that can be implemented for emerging ethnic communities across Australia.

The evaluation of these tools was developed through the previous implementation of the strategies, and new feedback was received from the other participants employing the packages. This took the form of brief questionnaires, interviews and written statements. Overall, the initiatives reviewed herewith endeavour to develop individual, community and organisational capacity in responding to the needs of Pacific youth and their families.
“Culture is not simply an organisation designed for the satisfaction of sociological needs, but rather a complex system of internalised adaptation prescriptions evolved to meet the coping needs of members of the culture. Each culture develops its own unique system of beliefs, institutions, and sanctions to enable individuals to cope with environmental stresses that impinge upon them” (Carr, 1978, p. 287). Understanding these variations may assist in the relationship formed between this group and the dominant culture in which they live.

What are our values, beliefs and ideals?

From time spent objectively observing Pacific culture and how it manifests behaviour across the community, I have seen a trend towards five specific topic areas that encapsulate cultural values, beliefs and ideals. These are family, spirituality, food, recreation/sport, and the visual and performing arts. Predominantly, each area individually and collectively promotes the concept of community. In essence, there is a strong pattern to social cohesiveness made evident through an emphasis on people living together.

How does each value and belief impact on behaviour?

1) Family

“The ideas of egalitarianism and collectivism have prescribed a certain unique quality to the Pasifika people. In essence, an individual is a member of a family and a family is a member of a clan. A clan, alongside many other clans, forms a country. The values that guide people through this social hierarchy are respect, integrity, reciprocity and solidarity” (Burrell, Fielden, Morioka, Powell, & Visic, 2007, p. 7). Contextually, families are a collective of individuals conforming to an overall family unit. An individual bases his or her overall self-identity on family status. Everything that the family does is based on the individual’s contribution to the family’s betterment. The individual’s personal profile and reputation is exclusively tied to the family’s reputation and overall standing in the community. Conversely, any individual negative action is to the detriment of the family’s identity and its perception by other Pacific families in the community.
Close ties to ancestral heritage and locations are still prevalent and relevant to this identity (Matsuda, 2007). This includes a connection to the specific village from which the family comes; for example, on general greeting between Pacific people, one will be asked where one is from, which results in the definition of identity based on the village name and region. In addition, this may reinforce one’s connection or the type of relationship one may have. Various villages across different island groups, within the same nation, can be interrelated, predominantly through kinship. Moreover, there is often a trend where families in a particular village may have a better social status than others, which again defines the type of interaction one Pacific person has with another.

The focus on the family’s value as the foundation for all individual actions reinforces the importance of living not for the self but for others. This collective ideology promotes the sharing of all resources generally owned within the family. For example, items like shoes and clothing are pooled amongst relatives, and not just within the immediate family context. This also promotes a sense of community and a village mentality, where one can equally trust the other when it comes to everyday life. Again, this presumes that everyone collectively has the best interest of the whole community, not just themselves, at heart.

Another common example is children not necessarily cared for by their own parents (Sachdev, 1997). Again, there is a shared responsibility of the child’s upbringing in the family. This may involve the child permanently or temporarily staying with an aunt or uncle, grandparents, older cousins or siblings. No perceived burden is thought to result from such arrangements. The reasons why this may occur in the first place vary from the need to play for a desired football team in a certain region, to the carer’s proximity to necessary resources, such as schooling or employment opportunities.

Conversely, children may be sent from Australia back to certain locations as a result of bad behaviour. For example, a young person who is not performing to the best of their abilities at school, or is associating with the wrong people, or is getting into trouble with the law, is at risk of being sent “back to the islands.” Transferring to this new location may entail participation in either boarding schools, where one’s daily routine involves tending to the gardens that provide daily sustenance, to working laboriously on the sugarcane plantation. Most times, the young person returns back to Australia once the family deems that there has been a marked change in behaviour.
Within the family home, it is not uncommon for an older sibling to be the responsible carer, as parents may be occupied with church or social committees. Generally, this may be an older sister.

2) Spirituality

This includes church-based faiths, predominantly Christian, and cultural characteristics, such as ancestral beliefs and worship practices (Ridgell, 1995). Fellowship is key aspect where people gather, reinforcing the importance of community and the ability to relate ethnically (Bargatzky, 1997). Pacific parents may also see this recreational activity as a means to reinforce cultural characteristics and behaviours (Fuatagaumu, 2003).

Church participation is an important aspect of both spiritual development and community involvement. Services can be held in the relevant Pacific language. As with other organised gatherings in the community, a specific denomination is espoused. There is a trend towards the frequent gathering of many of these individual groups of the one denomination, to participate as a regional and even, at times, as a state group. Activities may involve musical worship, dances and listening to a shared message from the church leader. Moreover, these can be a time of many Pacific people to catch up with relatives normally separated by distance.

The importance of church leaders, Pacific elders and community leaders is culturally evident. Such people are generally revered for their positions, and respected for their overall contribution to the maintenance of cultural practices. This includes village chiefs and the wisdom they bring as an established authority.

As previously mentioned, the land plays a vital role in understanding the individual identity located in the family name. Each village associated with that region may practice certain spiritual beliefs and practices. Therefore, an acknowledgement of this is made by Pacific people.

For example, the Maori people may exercise awareness of their ancestral ties and the impact they have on cultural practices through the traditional gatherings convened within a wharenui (meeting place). On arrival at this special place, a pōwhiri (welcoming ceremony) is performed by numerous representatives, entailing details of family histories and the overall connection to the land and people group.
The practice of witchcraft, black magic and superstition can also be intertwined in acts of spirituality. I have personal experience of this. When my family would book its bi-annual trip to Fiji, I would be directed by both my father and aunt not to inform relatives of the specific date of our arrival into the country, or even of the fact that we were coming in the first place. Apart from, not wanting masses of relatives to converge on the place in which we would stay (thus defeating the point of taking a holiday in the face of the demands of cultural and family obligations), the key point was to avoid any curses. It was said that other Fijian people might be jealous of our travel and place a curse over us during this transition – to, in and during our time of stay. This could be achieved by pouring kava (in its mixed, watery form) over the grave of an ancestor and asking for a curse to be invoked. Another curse was whistling in the house at night. This was not considered to be good practice, as one may awake and arouse evil spirits associated with the darkness of night. In Tongan culture, sneezing at a funeral – especially when in the presence of the deceased – can invoke a curse, and a close relative may die as a result.

All in all, spirituality promotes a continued connectedness to community. Whether the individual involved in these practices explicitly develops their personal level of spirituality or faith, the key element is in assisting each other in this journey and encouraging a unified response.

3) Food

Apart from truly enjoying the ability to eat, food plays an important part in the celebration of Pacific culture. It celebrates the culmination of an array of dishes, with mainly natural ingredients. This includes the use of seafood sourced from the ocean itself. As a natural commodity, it can provide sustainable access to a stable diet of fish (barramundi, whiting, brim), crab, mussels, prawns, oysters, turtle (quite a delicacy but now becoming rare as certain Island states enforce strict legislation on the capturing of such animals), eels, stingrays and octopus. Meat products consumed include beef, chicken, pork and duck. Corned beef is also commonly sold, processed in cans, stored and used in a variety of dishes. Traditional plants consumed include taro and its leaves, cassava, sweet potato and its leaves, yam, breadfruit, coconut, cabbage, banana and asparagus. Spices (curry) and other exotic ingredients come from the influences of other cultural groups that have emerged as a result of 19th-century Indian indentured trade labour to Fiji (Lal, 2004) or transmigration amongst the three region groups of the Pacific.
Eating and sharing food is an important time together, as it is a time of sharing prosperity amongst people, generosity and an overall emphasis on community support (Advameg Inc., 2007). An example also comes from neighbours, or even strangers, who may walk past during mealtime and be encouraged to come and eat with the family.

Food preparation can reinforce various forms of gender socialisation. Commonly, females undertake the domestic chores of preparing meals, which may involve using ingredients sourced naturally in home-grown gardens, or purchased from culturally-specific shops, which are more prevalent in areas where Pacific people reside. Males then take on the role of providing the ability to gain ingredients for cooking. This may be by working to provide money for such purchases, from undertaking the purchasing itself, or even by acquiring the goods from other Pacific peers and relatives. In undertaking any of these roles, as onerous as they can be, families take great pride in supporting one another and their community. This again reflects the desire to strengthen families through communal meals, while also maintaining a diet that reflects Pacific practices.

Another commonly seen practice, especially during community gatherings, is that of men eating after women and children. This promotes the importance of sustaining the family unit, where women and children are valued. Men then celebrate their unity and again the culture that comes from the food itself.

Naturally-sourced ingredients can also form the basis of medicines developed to counteract illnesses and health problems. Plants are boiled, frothed, drained or mixed to extract their healing properties that ward off current and/or future pain. Interestingly, naturally compounded medicines are not only used for physical ailments but also for mental health issues and other problems perceived as spiritually-based.

4) Recreation/Sport

Sporting pursuits reflect an ability to develop and exercise teamwork and an expression of competitive physical fitness and abilities, which I believe may be characterised by a warrior based heritage (Denoon, Meleisea, Firth, Linnekin, & Nero, 2004). This notion acknowledges the importance of working together as a united group, in the pursuit of a victory. Physically, Pacific players may have an advantage as a result of being bigger than their non-Pacific teammates. However, individual skills are developed in the need to contribute and bring victory for the whole team. Participation in ventures of this nature provides an active connection to a group
of likeminded people. Moreover, it promotes the collective approach to representing the community group within the region.

The ability to also promote healthy lifestyles is evident in sporting commitments. Weekly training requirements can promote physical discipline and enhance skills dependent on peak performance, both physically and mentally. Team sports are a generally popular form of activity, rather than individualised forms. Such group-oriented sports include rugby league, rugby union, volleyball and netball. These sports require players to be conscious of their fellow team-mates, and of how individual behaviours will impact on everyone.

Another perceived benefit of team sports is that others gather to watch. Relatives, friends and other community people provide a stronger connection to the collective group the players represent. Coming together to watch a family member play is part of maintaining this community perspective. Younger siblings watching their elders provides hope for skill development and opportunities to compete in the future. Conversely, older siblings may actively demonstrate their potential to take sporting skills to another level, including regional representation and possible professional pathways. Pacific parents of such players take great pride in the ability shown by their own child, which highlights the family’s identity and the strength in representing the community.

5) Visual and Performing Arts (Woodwork/Music/Dance/Storytelling)

Expression of specific cultural and family identity is made through the visual and performing arts, representing individual identity and the community as a whole. In essence, such activities express cultural understanding and pride in the beliefs of a certain region (Matsuda, 2007). Specific performances or works are characterised by the originating region of the performers, for example traditional Fijian firewalkers come from the island of Beqa; a performance increasingly related with wider Fijian cultural practices. Such occasions are then seen as an important part of preserving cultural knowledge, practices and purpose. The representation of these ideas through the visual and performing arts shares the collective ideals of the group.

Cultural knowledge includes ancestral stories orally passed on throughout many generations (Latukefu, 1997), pertaining to local identities and past heroes. Fables are shared at times of community gatherings, or references during a welcoming ceremony. Traditions of particular customs are also aptly illustrated through the recounting of Pacific people’s interaction with their natural environment, which can balance the ongoing connectivity we have with the land today.
Dancing occurs in a group format. Cultural dancing represents stories derived from folklore, ancestral ties, and points of history for the village and or region. Woodwork and carvings depict images of similar ideals.

Music, which is manifested through the use of traditional and modern performing mediums, continues to provide an association with the land and the people. Musical talents and skills can be developed from an early age. Participation in church-based activities may also encourage using instruments to support weekly worship practices.

**How could this create challenges within Western society’s values and ideals?**

“. . . there is evidence of the stress created in families as the generations face the challenge of wanting to retain traditional cultures and norms while seeking to find belonging among peers in a mainstream society that is often quite different” (NSW Commission for Children and Young People, 2004, p. 12). The following is a collection of observations made from interacting with Pacific young people and their families living across south west Sydney.

**Education**

In Western society, knowledge is power. This is reinforced by individualistic notions about moving forward in a system that values individual success. In Pacific culture, a strong family or community is power. There may therefore be a lack of emphasis on the need to strive for educational pursuits. Students may thus present in the schooling environment with a lack of parental support. This is further seen in the lack of resources purchased and used by parents to provide an enhanced educational opportunity, both within the educational and the home environment.

Styles of learning may not be conducive to Pacific youth. Research shows that a high rate of Pacific youth may not engage in traditional learning areas. From this perspective, it may be important to develop eclectic classroom strategies that enhance educational improvement (Tiatia & Deverell, 1998). Suggestions include integrating communal learning in groupwork activities, where projects are completed collaboratively. Moreover, “learning also takes place more effectively in an unstructured, less concentrated environment where visual and kinaesthetic learning can also take place” (Horsley, 2002, p. 13).

Pacific students may find it difficult to receive awards for individual success. Commonly, Pacific students may be shy and even embarrassed to be singled out. Behaviour of this nature is
indicative of two cultural differences: firstly, Pacific people are perceived individually as a collective group, where individual identity is communally based; secondly, receiving an award for good behaviour may be in direct contrast to negative reinforcement principles exercised by Pacific parents.

Lack of engagement may occur with parents and the school as a learning environment. This could be due to the perceived authority and power given to teachers. In turn, this may translate into an inability for parents to initiate contact with their child’s educators. Teachers may be seen as unapproachable, as people in authority are generally respected and not approached by those without such status. Traditional respect given to people in authority can be challenged by Pacific participation in education and other systems that encourage independent and critical thought, by young people who in a Western society are empowered to contribute and not merely follow (Macpherson, 2001). Living in the Australian context, which values such thinking, goes against the established Pacific norm to follow elders and leaders without questioning. Therefore, another conflict is developed in the Pacific youth’s understanding of how they relate to teachers and other people in authority, as opposed to the strict guidelines to show respect that are proposed by a culture founded on community.

From our previous research, we have seen that a high proportion of Pacific parents don’t complete schooling beyond the middle years. Apart from not understanding the educational system that may be different to that of the Pacific region, parents may not be equipped to assist their own child. Commonly, Pacific parents desire that their child does well, however if asked to assist with schoolwork, they may feel further disenfranchisement. Pacific youth may then feel unsupported by their parents when attempting to complete required work.

Commonly, Pacific students miss school to participate in family commitments, including reunions, court appearances or support for other family members, and the arrival or departure of international guests. Youth have no choice about attending, as their individual presence supports the notion of family as a whole. Hence, “transitional problems also exist in the educational system where traditional demands from family, household, and village are sometimes incompatible with the requirements from school” (Plange, 2000, p. 2).
To be honest, I reckon, yeah, they send no one else out, except for me . . . Either I didn’t bring the right equipment, or I just tap on the tables, usually she says, she gives me a chance, but straight away she boots me out. When the Principal walks past the science rooms, I always get into trouble – sometimes she rings my sister . . . I understand a lot, I know myself I’m good at the education, it’s just the teachers, the relationship with the teachers . . . don’t like those teachers. I’d stop going to school to stop seeing their faces – I’ll truant their classes if I have to; which I’ve been doing most of the time.

Samoan male (14)

I believe that such thinking then manifests in problematic interactions with non-Pacific authority figures, as Pacific youth verbally vent their frustrations about this conflicting attitude. As Pacific youth are then not able to express their frustrations towards their parents, teachers may be at the receiving end of conversations with young people using the ability to express negative feelings about their lives towards people who are not directly responsible. In other words, Pacific youth may displace their frustrations, found in their inability to express themselves, onto and into situations where they are permitted to challenge the person in authority. Furthermore, this may create an opportunity to establish negative behaviour patterns between Pacific youths and teachers, as previous negative contact may antagonise future incidents. The underlying issue of Pacific youth not being able to deal with frustrations and associated feelings, however, continues to be unmet. Teachers begin to see Pacific youth as aggressive students, unwilling to engage, whereas the young person sees these educators as another authority figure dictating their wellbeing, rather than as a supportive influence committed to developing positive attitudes towards life-long learning. The unresolved negative perceptions of teachers may continue to shape their expectations of Pacific students, which over time may manifest into actual behaviour by the Pacific students who disengage from educators who discount their ability to learn and contribute positively (Diedre, 2000; Horsley, 2002).

Employment and Career Aspirations

Employment may generally be sought at a younger age, towards the end of the middle years, decreasing retention rates for senior high school. Again, the focus is on supporting the family unit rather than an individual desire to secure a career. This also parallels the fact that personal income, and overall expenditure are commonly directed towards the family.

A higher percentage of Pacific parents are actively engaged in employment, as seen in the research conducted in DCR Report 2. Types of employment undertaken are generally within the low skilled labour force. Employment is usually obtained to support the financial needs of family, not because individuals have career aspirations. In my ongoing observations, I have noted that Pacific youth who don’t excel at or maintain a positive educational placement are
directed by parents to undertake employment rather than continue at school. With this lack of further vocational development, Pacific youth may undertake similar sectoral jobs. It is clear that this raises future concerns about the entrenched cyclic nature of Pacific people not benefiting from professional or skilled employment. The ability to change this inclination is very important, particularly when such a marked trend to engage predominantly in the unskilled labour force was already prevalent in a 1989 report on Pacific communities in Sydney (Connell, McCall, & University of Sydney. Research Institute for Asia and the, 1989). Similarly, Pacific youth may seem unmotivated beyond middle schooling in educational settings, because they feel disconnected with reasons for performing well at school and their personal destiny is to follow parental wishes.

By the time students enter Year 9 there seems to be a shift. Students become less engaged. Truancy rates increase. Teachers report less engagement with studies, homework not done regularly, and uniform not always worn. Preference for PE uniform even when no sport or PE lessons . . .

Sense of fatalism, that their future is pre-determined and that for many this future is bleak . . . Low aspirations in terms of further education and/or work . . . Many walk the difficult path of being true to self while remaining connected to their cultural group.  

Head Teacher, welfare
Wiley Park Girls High School

Further questions about positive attitudes towards life-long learning need to be addressed, with families maintaining a lower level of educational success that further reduces opportunities for class advancement. Additional further research undertaken by Pasifika Support Services, Mission Australia, in conjunction with South West Sydney Institute TAFE, is discussed later in this report and illustrates the dichotomy between the importance placed on working and that placed on gaining vocational skills to enhance job placement.

Financial

Financially, monies are spent according to family and community commitments. The most prevalent include support to both the nuclear and extended family, in Australia and in the Pacific. Other financial commitments include monies for regular and large one-off church obligations.

Monies sent back to relatives in the Islands are indicative of the importance of family and the need to support everyone collectively, as “such remittances, which maintain social ties and act as insurance premiums for migrants, are used principally to repay debts, finance migration moves for kin, and purchase consumer goods, including housing” (Connell, 2002, p. 79). Hence
a portion of monies earned in Australia may be transferred to parents, grandparents and other siblings who haven’t successfully migrated. This is not perceived as a financial burden, rather as a responsibility to sustain the greater good of the family. Separate amounts of money may also be collected across different times of the year for the respective village, maintaining the active and visible membership and ongoing sustainability of community (Macpherson, 1997).

Practices of this nature are established culturally: government policies in New Zealand were ratified with the main Polynesian states, predominantly with Samoa and Tonga, after World War II, when a multilateral agreement allowed migration to New Zealand and provided one major outcome for all parties involved – the stimulation of each state’s economy. By actively employing Polynesians in the New Zealand labour force, infrastructure increased through supply and demand. In turn, monies were sent back to the Islands, predominantly to individual families, and this increased overall expenditure across the board (Ogan, 2005).

Monies earned by young people through employment are generally pooled by parents, and earnings can often be banked directly from the employer into the parents’ bank accounts. Generally, Pacific youth are happy with this arrangement, which demonstrates the importance of supporting the greater good of the family over individual desires. From the income, parents may give an allowance to the young person by the parents, for general expenses such as transportation to and from work, and, at times, monies for recreational use such as sporting commitments.

Controversially, church commitments may impact on financial resilience, as Pacific families commit resources and time to the church (Homel et al., 2006). Parents may often be called away from family duties to attend to church matters during the week, including leading or participating in meetings. Additional employment must then be undertaken to support the family in Australia, family in the Islands, and the church family, meaning more time spent away from the family home and less care and support felt by children. In turn, a further lack of supervision and engagement is experienced by youth who desire a meaningful connection with parents, who may have strict expectations and discipline that they are not present to enforce; this may lead to further marginalisation and confusion. “Money designated for remittance comes at the expense of rent, health, quality of food, personal welfare and in many cases, the needs of the young people. The difficulty in coping with isolation and dislocation manifests in a number of ways, including drinking, gambling and violence within the home” (Francis, 1995, p. 185). Correspondingly, unhealthy gambling pursuits may develop as a need to bolster limited financial means, which in turn create dependency and normalised behaviour as a means to dissolve fiscal burdens.
Personal and Social Skills

The concept of negative reinforcement is the key characteristic to general discipline exercised by parents over children. As such, one is expected to do what is right, rather than be rewarded for positive behaviour. Young Pacific people are taught to respect their elders as an automatic response to both parents and other community leaders; “learning about hierarchy begins in infancy: questioning and inquisitiveness may be actively discouraged, while obedience, respect and silence is encouraged” (Monsell-Davis, 2000, p. 213). The process of doing right is guided by an underlying desire not to receive punishment, or shame for doing wrong. This is in stark contrast to the notion of positive reinforcement which rewards positive behaviour with good.

There is a fine line between what is perceived by Western society as abuse, and what Pacific cultures may see as discipline. Young Pacific people can be reprimanded for doing wrong in two ways: verbally and physically. Verbal discipline from parents, also known as a “growling” consists of a lecture. During this process the young person listens, and there is no conversation between the two parties. This lack of dialogue impacts on the young person’s ability to reason actively with the parent. Moreover, the parent lecturing generally doesn’t offer a reason why the child is in trouble (Sachdev, 1997). This then creates an underlying issue of the child’s inability to reason conflict objectively, both verbally and intellectually. Teachers are challenged by such behaviour, as Pacific students appear withdrawn from conversations when verbally reprimanded for negative behaviour. As a consequence, teachers may believe that Pacific students show little to no remorse for their actions, further construing them as uncooperative learners with an inability to engage appropriately.

The second type of reprimand is physical, and is also know as “hidings.” Parents will use physical force, usually in the form of an open hand, to punish the child, as “inflicting pain . . . appears [as] an important part of the teaching process” (Monsell-Davis, 2000, p. 214). Reasons vary from disobeying an instruction given about a particular task, to being in trouble at school. Again, the use of negative physical reinforcement leads the youth to perceive this as a useful form of dealing with conflicts, rather than using verbal reasoning. Overall, interpersonal communication skills are progressively damaged.

As parents deem the suitability of activities undertaken by their children, Pacific youth are conflicted about understanding their own personal choices as opposed to the collective goals of the family. This can lead to further identity confusion about parents’ expectations in opposition to the expectations of pluralistic, humanistic and individualistic societies (Anae, 1998; Maingay, 1995; Morton, 2002; Tiatia & Deverell, 1998; Vaoiva, 1999), such as in Australia. In
turn, the ability to make informed individual choices about future social and educational goals is diminished. Pacific youth may struggle to see that their parents love them because of this lack of positive parental association, as most contact may be limited to directives and commands. This is even more evident in the contrast between Western society, which teaches young people to communicate thoughts, feelings and opinions, both positive and negative, and the lack of such positive expression within the family home. Pacific youth may continue to experience confusion and, at times, resentment about certain family and parental expectations.

_They don’t understand._

Fijian female (16)

_My parents don’t listen to me._

Tongan female (15)

_Why is my mum such a put-down? Why do I hate her so much?_

Samoan female (16)

Negative reinforcement strategies imposed on unwilling participants can decrease social capital (Goette & Huffman, 2007). Moreover, (Nagasawa, Qian, & Wong, 2001) found that the susceptibility to substance usage may be indicative of low levels of social and human capital, especially in Pacific communities. Therefore, there is a need to examine the Australian context of Pacific youth experiencing themes of negative reinforcement, from parents or legal entities like the police, the courts and the DJJ, with respect to social capital and alcohol and other drugs consumption. From this perspective, understanding why this notion occurs may create strategies for the development of certain pro-social behaviours, knowledge and skills, affording Pacific youth the ability to desist from negative consumption.

In some instances, Pacific youth may challenge the teacher and police to use the physical reprimand they commonly experience from parents. This confusion between two systems, positive versus negative reinforcement, then creates further confusion about expectations of people in authority and variations that must be learnt in how to respond (Michael, 1975). From these perceived conflicts, an insecure power base may be developed by the individual male, again in stark contrast to the fiercely secure masculine role reinforced by Pacific culture (Gunson, 1997). This also relates to ongoing confusion between the need to conform to two ways of communication, verbal versus physical communication. Such overall confusion may contribute to a lack of self-identity, leading to poor self-esteem, self-value, self-worth and self-awareness. This can lead to a group, or as society sees it, a “gang”, of likeminded Pacific Islander young people (White, Perrone, Guerra, & Lampugnani, 1999), which sets out to prove who it might or should be. Loud and boisterous behaviour in the community with peers may
also follow, as strict constraints to abide by parents’ expectations in the family environment are not evident. The need to express the self without these limitations may also explain certain negative verbal and physical behaviours.

Strong association with the suburb or region in which the young Pacific person lives is balanced by an enthusiasm to represent this place. Again, we see an explicit association between an individual’s identify and the place from which he or she comes. This may correlate with the notion of Pacific people being aware of, and connected and identified to a geographic location and respective community. As shown in DCR Report 2, Pacific youth predominantly commit offences not as individuals but as groups. Whether this is by peer association or a gang defined by geographical association, this communal approach continues to reinforce the importance of community within Pacific culture. Moreover, it is my belief that Pacific youth are more prone to gang participation because representing a people group is important to them, deeply rooted in our values and beliefs. As mentioned above, our identity and our relations with other people are based on the village in which our family originates. We take much pride and understanding in how we behave and what we believe, based on this connection. Therefore there is a strong message, in Pacific culture, to defend one’s association to a region.

Examples of such incidents include that of the Merrylands High School boys versus the Granville Boys High School (which took place in 2008) and that of Eagle Vale High School vs. James Meehan High School (which took place in 2007). In both situations, a group of males representing the rival school trespassed onto the other school’s grounds, leading to lock-downs, signs of violent retribution, community-wide teacher and parental fear, police involvement, and extensive media coverage. During these episodes, varied opinions were offered about Pacific communities and the supposed violence of the culture. On the one hand, commentators blamed political correctness for obvious social problems continuously brought about by “morons who are, regrettably, Australian citizens but portray themselves as ‘nigga gangstas’” (Sheehan, 2008, p. 1). On the other, Professor Jock Collins suggested ongoing racial undertones and moral panic as plagues on public opinion: “If it’s the ‘Neddie Smith’ sort of crime, that’s OK, we can feel comfortable, but if it’s ‘Joseph Choi’ or someone else, we can worry about that” (ABC News, 2008, p. 1).

Gang affiliation may develop an individual’s self-esteem and self-purpose, as they undertake membership to replace a lack of connection with teachers, police and parents. Acceptance for what one can offer the collective outweighs the type of activity undertaken. Moreover, personal power struggles are dissipated by a group culture that espouses unbridled strength and force.
An evident pride in maintaining Pacific identity continues to underpin many decisions made by these young people, as acculturated home life shapes perspectives lived in the community. Considerably, “this is a style of socialisation which may have been appropriate to a warrior society, but is no longer wholly appropriate today. It is not appropriate in circumstances which demand thinking and analysis and individual initiative. It is not a style which teaches youngsters to think through the reasons for and consequences of their actions, it does not teach self discipline and genuine respect for others. It teaches only obedience, right and wrong” (Monsell-Davis, 2000, p. 215).

I love it – just love being us. Love Pacific culture – lots of things in our culture, dances. Love it the way it is.

Samoan male (16)

It’s cool to be a fob. It’s mean, it’s mad, it’s cool.

Cook Islander male (13)

I’m just proud to be a fob, I just love it . . . all the boys they just stick together. If someone is in a fight we’ll jump in there for them, yeah, we’d do anything for the boys.

Samoan male (15A)

It’s good stuff . . . I wouldn’t want to be any other . . . I love the way I am . . . I love my life . . . and I love my attitude . . . I love being a fob.

Tongan male (16)

We’re all family, we’ve been brought up the same way.

Tongan male (14)

Health (including Alcohol and Other Drugs)

Mental Health
Mental health issues are perceived not as a psychological impairment but rather as a spiritual emanation. Attitudes range from a possession by evil spirits, to a curse placed. An underlying notion is that some form of sin or wrongdoing was committed within the family that has retrospectively caused a negative reaction. Another common perspective stems from the interruption of the perceived relationship between “gods or supernatural beings, one another and the land” (New Zealand Ministry of Health, 1997, p. 6). For example, a father’s wrongdoing has caused his children to now have a mental health issue. However, this reasoning can apply not only to mental health but also to anything out-of-the-ordinary that brings sorrow to the family, including death. In the same light, children born with a physical or intellectual
disability are also attributed to a curse evoked by the wrongdoing of the parents or the family as a whole.

Certain practices are then adhered to, to ward off the spiritual blemish. This includes performing certain rituals, such as drinking or applying exclusively natural remedies to bring someone back to “normality.” Further assistance is sought from traditional knowledge, elders and community leaders to deal with the perceived spiritual problems. To their detriment, many Pacific people may not seek the professional help needed or offered in the community. Western medicine is sometimes seen as irrelevant. Family problems with any form of mental health issue are generally hidden away, as highlighting problems may bring shame on the family’s standing in the community. Moreover, any trials experienced by both the individual and the family are not generally discussed, which leads to further marginalisation for young people, parents and the Pacific people as a whole when dealing appropriately with ensuing issues.

Notions of dual diagnosis and or co-morbidity continue to propel debate about the negative use of alcohol and other drugs in Pacific communities (Anae, 1997), especially with adolescents showing a higher susceptibility to binge drinking. From professional experience, the diagnoses of a specific mental health issue have occurred during adolescence in two cases known to me. One Samoan client, who later admitted after diagnoses and treatment to an extensive history of marijuana usage, was clinically diagnosed with schizophrenia at the age of 15. This continues to cause ongoing identity issues for this young person, who apart from negotiating a response to self in conflicting cultures, is now dealing with a serious issue that is not completely understood by his parents, siblings, and extended family members. In another case, a 17-year-old Tongan female was diagnosed with bi-polar disorder, after an extensive history of both alcohol and marijuana usage. Again, the family continues to struggle with supporting a family member labelled in a way that determines various responses to her.

**Alcohol and Other Drugs**

Use of particular substances can be part of the social process undertaken by Pacific people. For example, kava is commonly used in ceremonies to signify the union of people coming or going in a community gathering, such as a wedding (Bargatzky, 1997; Marshall, 1987). Exchanging this substance between villages is also common, as it symbolises mutual respect. This ground root is also used recreationally in male social gatherings, for example, during discussions amongst regional elders, to television-watching with peers.

The presence of some form of AOD substance may carry over to underage Pacific youth as a necessary item when meeting, an idea not foreign to the Australian context where mates get
together for a barbecue that will involve alcohol. But “where a Westerner might be concerned principally with how drugs affect people’s individual behaviour, their natures’, Pacific islanders are concerned to incorporate drug substances into their classification of types of sociability” (Strathern, 1987, p. 244). All alcohol purchased is generally pooled among the group of Pacific youth that may meet either in the family home or, more commonly, in the local park, without the presence of an adult. Subsequently, Pacific youth may feel obliged to stay and drink until all alcohol is finished, again reinforcing the importance of celebrating shared resources together, and the ceremonial purpose of drinking kava, where one drinks until the bowl is empty (Alcohol Advisory Council of New Zealand & New Zealand Ministry of Health Sector Analysis, 1997). Moreover, positive standing with peers can be based on the ability to stay and consume, rather than leave during the time of gathering:

*If you walk away, the boys think that you’re a bad dude, that you’re trying to dog them.*

Tongan male (14)

Parents may generally be unaware of such negative consumption in public places, which may at times lead to further anti-social behaviour while under the influence. From my experience in South West Sydney, such behaviour includes physical fights among the same group of Pacific youth, perpetrations of violence against other people in the community as the group moves from the public place to home, and being struck by cars while recklessly walking across the road. Walking around the community while under the influence is a noted problematic behaviour in Pacific communities, as “young people are most at risk in drink walking as they congregate in parks, drink to excess and ‘lose their sense of direction’” (Toms, 2003, p. 20). Therefore, attention to the place in which they consume may form an important part of youth potentially offsetting problematic and consequently anti-social behaviour.

**Sexual Health**

Morally, Pacific communities deem sexual practices to be appropriate under the covenant of marriage. Procreation for the purposes of family-building is vital to how a family’s power base is formed within the context of the existing social status in the village. Participation in any form of sexual activity outside this realm is considered shameful and inappropriate. As a result, families may not openly discuss any pro-social behaviour regarding practice (Plange, 2000), let alone concepts relating to conventional boyfriend/girlfriend relationships. Pacific youth may also invest time in these relationships without making them known to parents. Even as they move into adulthood, it is not uncommon for females to keep such knowledge secret, out of fear that parents will not approve of their partner or that their daughter is participating in these activities. A trend can therefore be seen by which Pacific youth engage in unsafe sexual
practices shadowed by a lack of transparency and feelings of guilt. Lack of access to and appreciation of contraception in secret relationships may end in situations where young Pacific females become pregnant and are further isolated from, and possibly rejected by, their immediate family.

The formation of sexuality for many Pacific youth is in other sources of culturally conflicting information deemed suitable, accessed through music, movies and the magazines and readily incorporating other images of behaviour of particular youth subcultures. Knowledge about safe sexual practices is limited and restricted to experimentation and other potentially risky behaviour, which leads to further confusion about positive sexual health.

*If my boyfriend does me from behind [anal sex], will I get pregnant?*  
Maori female (16)

There is an inability to openly articulate a response to Sexually Transmitted Infections, including HIV/AIDS. Generally, this is due to a lack of education, grounded in religious and community leadership that denies the reality of participation in pre- or extra-marital sex. Combined with other socioeconomic factors, like limited unemployment opportunities and high incidents of teen pregnancies, the Pacific region is made vulnerable to future epidemics (Pacific Islands AIDS Foundation, 2003).

Interestingly, the idea of homosexuality is denounced by Pacific culture and is not discussed. In some instances, Pacific males who act or are perceived as effeminate have been accepted by Pacific communities. Such transgendered people, are known as ‘faa fa fine’ (Samoan) or ‘Veveyalewa’ (Fijian) and may carry out gender roles commonly exercised by females without judgement from their families (Pulotu - Endemann & Peteru, 2001). Nevertheless, practising homosexuality as a “straight” male is seen to bring shame on the family, and may challenge understandings of Pacific masculinity as characterised by warrior heritage.
The following section gives practical strategies to complement Pacific cultural characteristics as presented in the previously explained values and beliefs, conflicts and issues observed in this research. In the context of a live presentation, each audience member is given the opportunity to suggest other ways in which s/he can develop and integrate a culturally inclusive approach.

Workshops are free to organise and attend; community organisations and educational institutions contact Pasifika Support Services and express an interest in undertaking a training session. All seminars are presented in the form of a PowerPoint presentation, with audiovisual equipment provided as

**Education Training Package**

“How to Work Effectively with Pacific Students” was developed in response to many schools, both primary and secondary, from the South West and West Sydney regions who demonstrated an interest in developing their understanding of Pacific culture and in implementing effective teaching strategies. In a number of locations, a commonality formed around teachers who experienced difficulties with Pacific students. This was predominantly based on classroom behaviour, and overarching attitudes towards learning.

The first part of the presentation is based on the “Values and Beliefs of Pacific Culture,” as discussed earlier in this report. After it creates a foundational understanding, the other sections of the presentation are derived from an ethnic approach to pedagogies, and discuss the process of learning and classroom engagement.

Education systems may estrange people from understanding their culture beyond tokenistic acknowledgment, as “the sociocultural and emancipatory knowledge types are more complex and require an understanding of the cultural content in which the knowledge is generated and subsequently used” (Pillay & Elliot, 2005, p. 97). I am not suggesting that our Western education styles should change dramatically to accommodate such realities, however I do believe that students from diverse cultural backgrounds should be given an opportunity to embrace their cultural viewpoint, through an educational design that goes beyond processes of social control. Instead, we could integrate concepts that produce pride in the self as an
appreciated being, rather than another Pacific person destined to complete an autocratic pathway towards low skilled labour.

An effective way for these students to feel truly engaged in the process is to allow the input of family culture in the education system, empowering students with knowledge of their ancestral ties, heritage and characteristics. This approach provides an opportunity to develop self-identity through the acknowledgement of what identity “is”, prescribed by the specific culture. Thus through this activity a sense of belongingness may occur, bridging a gulf in the school’s ability to engage effectively, as “it is the students own ‘forming’ of who they wish to be, how they wish to become, and how they want to carry out this process that they see themselves in the organisational processes and structure of the school, and feel a sense of belonging within the school and the education system” (Nakhid, 2003, p. 309).

The consolidation of this information, as transformed by the practical implication of an individual’s ability to act in accordance with new cultural knowledge, provides ongoing positives results. Apart from the self understanding the context in which it lives, students from different ethnicities also learn to understand the identity of their peers. Moreover, “A major purpose of this technique [objectively learning culture] is to enhance student’s self-awareness, largely as a means to greater cross-cultural effectiveness. It has the potential to help students improve their work relationships with each other” (Weiss, 2003, p. 211). In addition, “successful multicultural education requires change not only for students from culturally different backgrounds, but also more importantly in the various dimensions of the educational system and the schools in order to break down these barriers” (Mansouri, 2007, p. 16).

In regards to pedagogy, we need to reiterate the importance of the teacher acknowledging a student’s ethnic background and how it may impact on his or her overall progress in school. In a need to go beyond token events held every so often to celebrate differences, “teachers must strive to validate the cultures and lives of their students so that their acceptance of students breeds acceptance in students and other faculty members” (Quinn, 2001, p. 48). Taking this notion further, LeSourd critically evaluates studies on effective teaching practices of schools around the world. She found that curriculum material that implements direct information about history and culture from other countries provides a more positive outcome in the classroom environment (LeSourd, 1993): also, “culturally critical reflection provides the motivation to adopt pedagogical practices that affirm student identity and culture and overcomes the economy of stereotypes” (Horsley, 2003, p. 93). This, in turn, also provides the syllabus with a reflection on the multicultural nature of the school and the need to immerse students in the reality of the global world in which they live (Amosa & Ludwig, 2004; Ronayne, 1999).
As previously stated, it is important for Pacific parents to develop connections with their young person’s learning environments. Enhancing this teacher/student/parent relationship also highlights the importance of harmonising relationships in the underlying Pacific concept of community (Huakau, 2002), and of engaging in a manner that creates ongoing educational connectivity between the minority and dominant culture (Jones, 2000). Therefore, the following specific activities may encourage both educators and communities alike to develop an association:

- Parent Evenings once a term
- reading assistants/parent helpers
- canteen helpers
- multi-ethnic welcome phrases in class
- ongoing general communication by telephone
- organisation of talks about traditional stories
- sections of school newsletters in relevant languages

This may manifest in other verbal opportunities. Teachers are encouraged to develop communication with Pacific students by having brief conversations, acknowledging that this may develop a sense of rapport as it establishes a professional relationship. Accordingly, “the spaces in which there is unofficial talk enable the children to develop blended identities and appropriate those aspects with which they are comfortable. The unofficial spaces therefore do not necessarily undermine school but can function as places where school identities are made compatible with the diversity of experiences in knowledge sharing strategies an the particular ethnic relationships in this multicultural class” (McNaughton, 2005, p. 379). Topics may include:

- other family members (siblings, cousins, aunties, uncles, grandparents)
- weekend activities (church, sporting commitments)
- music – types listened to and any skills students may possess
- meanings of different words in students’ native languages

*Jeremiah would be sent to time-out on a regular basis – at least two or three times a week. As a result of PSS intervention with teaching staff and Jeremiah on effective communication and engagement strategies, Jeremiah hasn’t been sent out once this term or suspended. This has provided better learning outcomes and, overall, better relationships.*
Community Training Package

“How to Work Effectively with Pacific Communities” was established as the first of many training packages. These were specifically developed to educate service providers in the community services sector, and their first section again outlines the “Values and Beliefs of Pacific Culture.” Strategies on how to encourage Pacific participation in locally-based youth agencies and family support organisations are another important aspect of delivering effective service delivery and promoting equity and access for such youth across the region.

One successful community engagement strategy is art-based therapeutic interventions. As reflected by Pacific culture, there is a real richness to the visual and performing arts. Workshops, such as those I subsequently describe, engage young people and develop their self-esteem, self-value, self-worth, self-awareness and, most importantly, their self-identity. Furthermore, associated social and welfare needs may be disclosed and addressed by appropriate support agencies.

Music can be a powerful tool by which young Pacific people share their experiences. The genres of R&B and hip hop dominate this form of expression, as seen in the Pacific communities in New Zealand. Thoughts, feelings and opinions are canvassed, demonstrating attitudes towards family, peers and the community. Moreover, “this makes rap appeal to Polynesian youth for its expression of place and identity and a connection of traditional creative forms” (Zemke-White, 2001, p. 233). This is because of the underlying nature of this intervention, self-expression, which empowers the musician with ownership of what is being shared. Young people engage themselves in the task while also benefiting from the objective of the task itself. The following are examples of such ventures:

Airds Music Project
A joint project with Macarthur Migrant Resource Centre (now known as Macarthur Diversity Services) enabled the youth of South West Sydney to express themselves musically. With a total of 50 participants, predominantly of Pacific backgrounds, skills of composition, lyric development, recording and producing were developed. Specific groups completed musical tracks on such themes as family unity, Pacific cultural celebration, and the impact on self and others of anti-social behaviour.

Minto Mural Art Project
In partnership with Campbelltown Juvenile Justice Community Services, the Minto Mural Art Project assisted youth under a Community Service Order to express the importance of living in
their own communities through visual arts. Using an office wall at Mission Australia, the young people first developed specific images of importance to them. These included cultural, religious and social icons. Collectively, they then pooled each item to form one large mural (Figure 1). Entitled “Under One Sun,” the artwork acknowledges the need for community unity regardless of socioeconomic placement, geographical association or ethnic grouping.

Figure 1: Minto Mural Art Project

Alternative Direction to Education Drama Workshop
A joint venture of Campbelltown City Council and the Australian Theatre for Young People (ATYP), this project enabled young offenders and other marginalised youth to share their life stories through drama and self-expression. Over the 6-month period, participants developed their interpersonal communication skills, rapport and self-confidence, and created short stories used as individual and group performance pieces in a final community concert. Well-received by audience members, the final product also challenged perceptions of such youth as fellow community members, regardless of social status and offending history.

Ongoing Service Development
Another key way to engage young Pacific people is through effective communication to parents. Open days when parents may come and take a look at service, or group forums for their understanding of what services are on offer, are examples of such communication. If the latter is undertaken, enlisting the services of a Pacific community elder or religious leader provides another connection and is appreciated by both parties (Crisante, 2005).
INDIVIDUAL, COMMUNITY AND ORGANISATIONAL CAPACITY BUILDING: EDUCATIONAL PROGRAMS - TAFE

Rationale

Part of the initial service plan gave Pasifika Support Services, Mission Australia an opportunity to develop and implement TAFE Outreach Courses, with a budget of $50,000 across one year (2006–2007). Young Pacific people were encouraged to attend TAFE courses that assisted with specific training and vocational needs. Traditionally, a marked decrease of retention for Pacific students beyond Years 9 and 10 in local high schools is noted across South West Sydney. As such, these young people experience limited options and subsequently undertake low skilled employment to satisfy parents in assisting their families financially. I believe that this then creates further marginalisation of Pacific youth in the trained labour sector, and the lack of further tertiary education has an impact on class mobilisation and financial resilience.

Pacific education is challenged by systems where learners are directed to participate in forms of knowledge geared towards assimilation, rather than objective thinking. Rather than stepping out of the conventional realm to produce ideas, Pacific students may be limited by a Western viewpoint of what they can achieve. Hence, “a consumption led education exclusively breeds educational, economic and political dependency. Dependency is itself an excellent tool of social control and effective instrument of political domination” (Mahina, 2004). Technical training is considered as part of this role of ordering citizens into functional abilities. However, from the partnership with TAFE NSW, Pacific young people were given the opportunity to express their vocational and career aspiration through established institutional courses. Head teachers and teaching staff were also engaged in learning specific characteristics of Pacific students, and how these may require alterations in teaching practice and approaches. As a consequence Pacific students and non-Pacific teachers were developed to take on new perspectives that still challenged the notion of an ethnic community as limited by stereotypes and expectations of educational failure. For that reason, opportunities needed to be bolstered directly through the given TAFE partnership, to enhance understanding and harnessing of these issues. Another endeavour of PSS is to build community capacity in young people themselves and to provide opportunities to showcase and celebrate skills and strengths.

After an in-depth examination of and professional contact with Pacific people, “Performing and Visual Arts” was understood to form the basis of ancestral communication and of underlying community connectivity and harmony. Consequently, a series of workshops was envisaged for
various levels of Pacific youth, from performing in to direct facilitation and coordination of the event itself. Additional information and qualitative data were acquired by Mission Australia to support such future projects.

**Objectives and Methodology**

Pasifika Support Services embarked on community based research, focussing on gathering all information required to develop courses on specific educational needs through South West Sydney Institute (SWSI) TAFE. To enhance awareness of PSS outcome options, future courses and further training available in TAFE and other Registered Training Organisations (RTO’s) also occurred. In essence, this project explored the learning and trade interests of Pacific young people who were at risk of or who had recently developed an involvement in crime.

In all stages, the research promoted educational sustainability and positive attitudes towards life-long learning, through a collaborative and responsive curriculum (Scollay, 1999). Moreover, the study ensured that courses developed by TAFE were based on the identified learning and developmental needs of Pacific young people and their families. Outcomes provided equitable opportunities to develop a close correlation between parental expectations and the deployment of courses that reflect such cultural characteristics in the educational context.

The development and implementation of a questionnaire provided a direct examination of TAFE interests and willingness to be involved in a series of youth events. The questionnaire was used as a tool to assess the capability and capacity of Pacific youth in further learning requirements or pre-requisites. This also provided a unique opportunity for Pacific young people to expand and share constructive ideas and perceptions about further training conducive to learning.

Questionnaire topics included:

- TAFE Options – outlining specific trade and service areas
- Other Educational Needs – profiling a need for help with numeracy & literacy
- Family – examining family dynamics and attitudes
- Performing Arts – acknowledging skill-base and desire for celebration of culture
- General Information – demographical information
The target group and execution of surveys covered:

- 12–20-year-old Pacific youth considered to be at risk of or being continuously involved in criminal and offending behaviour.
- young Pacific people in the four targeted LGA’s of Campbelltown, Liverpool, Fairfield and Bankstown at:
  - local DET high schools
  - local community-based youth centres
  - local youth groups attached to specific churches of all denominations

Data was collected across a 2-month period, from October–November 2005. Analysis and preliminary results took place in December 2005, so that findings could be implemented in the TAFE course creation and execution in Semester 1, 2006.

**Geographical Locations**

The main geographical region covered in the research included the Local Government Areas of Campbelltown, Liverpool, Bankstown and Fairfield. Through the dissemination process, researchers focussed on attending places in the four main geographical areas where Pacific young people associated and gathered during the day or after school. This included places which look appealing to and interest young people, such as shopping centres, youth centres, and the main bus stops near these complexes. Additionally, these areas seemed to be where friends and peers from other schools were met.

In the Campbelltown region (37%), researchers talked with young people at Minto and Airds/Bradbury youth centres, Macquarie Fields, Minto and Campbelltown shopping centres. In the Liverpool Local Government Areas (22%), researchers interviewed young people in the Miller shopping centre, Liverpool Westfield and around Liverpool railway station. Within the Bankstown region (35%), surveys were given to Bankstown Girls High School and to young people at Bankstown Square, and around Bankstown station and bus stops within those boundaries.

Interestingly, researchers also made contact with young people in the Fairfield region (6%) through the Bigg Rigg Youth Event at Bonnyrigg shopping centre. During this annual event, youth were profiled by youth workers who had previous involvement with at risk marginalised Pacific young people.
Findings and Analysis

In total, 177 Pacific youth participated in the research. More females (59%) were involved, with the majority of all examined either 16 or 17 years of age (generally the time in which one engages in vocational courses). Ethnically, most respondents were of Samoan (44%) decent, followed by Tongan (11%), Fijian (9%), Maori (9%), Cook Island (9%) or Mixed (17%). English was spoken exclusively by 28% of young people, while others used their ancestral language in the family home.

The research was not limited to the targeted audience due to the different age ranges of the young people researchers met during the survey. Furthermore, researchers interviewed Pacific young people who were younger (7%) or older (6%), as they were also affected by long-term unemployment or were not then in any consistent school attendance pattern.

On the whole, the following research enabled young Pacific people to relay direct feedback about their educational and vocational aspirations. PSS and TAFE did not only develop courses based on the notion of youth interests, but placed importance on contextualising the data and research in cultural elements and dynamics. Key results have been tabulated in the following graphs, with their respective comments. The recommendations passed onto TAFE Outreach reflected connections made between each topic reviewed during the collation of data.
Surprisingly, Pacific youth showed a marked interest in trades such as motor mechanics, baking and pastry cooking (Figure 2). Altruistic options still remained relatively high, as expected from reflections made on jobs undertaken by older Pacific people.

Figure 3: Other suggestions for TAFE courses not listed in survey
Courses reflecting the visual and performing arts demonstrate the strong cultural characteristics entrenched in Pacific culture (Figure 3). Tourism is another key interest that may develop areas of hospitality and service. Again, a trade sector like Computers and Information Technology had not been perceived by workers as an area of interest to Pacific youth.

**Figure 4: Barriers that would deter TAFE attendance**

- Money
- Lack of resources
- Transport
- Family has other wishes for you
- Not knowing anyone
- Lack of motivation to study
- Lack of motivation to attend
- Other

Needing consistent transportation to and from the course ranked highly as a key concern for not engaging vocationally (Figure 4). The fear of not knowing anyone connects to the discussed notion that Pacific youth are less motivated to attend a course without the direct support of another likeminded young person, reinforcing the sense of community aspired to even in educational environments. Paying anticipated course fees and for associated materials was another high-ranking issue, as parents may not readily budget for any additional educational expenses. Interestingly, the notion that parents had other wishes, generally around paid employment, was also shared by participants.

**Figure 5: Is assistance needed with your reading and writing skills?**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Young People</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>120</td>
</tr>
<tr>
<td>Yes</td>
<td>40</td>
</tr>
</tbody>
</table>
The largest portion of young people rated themselves positively and confidently in terms of their reading and writing levels, however almost 30% still recognised the need to develop their skills, without which they may not access such courses in the first place (Figure 5).

**Figure 6: Are your parents concerned about working to financially help family?**

Parents still expressed a strong emphasis on Pacific youth engaging in some form of employment (54%) for the sake of assisting the family collectively, as opposed to advancing self-autonomy and/or career aspirations (Figure 6). Question 15 complemented this, with 25% of participants currently engaged in school and already working, balancing both educational commitments, and casual/part-time work.

**Figure 7: Do your parents want you to undertake further education and training?**

Interestingly, despite the high level of encouragement for participation in the paid labour force, Pacific parents still desire that their child engage in further education and training (Figure 7). On further anecdotal examination, this predominantly included vocational courses leading directly to employment on completion. Other short courses, like the OHS White Card, Fork Lift Licence, Responsible Service of Alcohol (RSA) and the Responsible Conduct of Gambling (RCG), were also anticipated by respondents as desired training pathways.
In the question about Pacific events, participants were asked to tick as many boxes as applied. The top five responses were “Sing,” “Help Organise the Event,” “Dance/Choreograph,” “Help advertise” and “Support group of performers/friends” (Figure 8). These contributions continue to illustrate the communal perspective of Pacific culture, and its perceived individual and collective benefits. Moreover, performances in singing or dancing would still require teamwork, especially when the cultural elements used produce acts that are group-oriented.

**Implementation of Findings**

After the compilation of findings, strategic meetings were held with the Outreach Course Coordinator at South West Sydney Institute TAFE. Particular attention was placed on offering courses in locations conducive to transportation means and to resources available across the 9 campuses within the Institute. As seen in the results above, courses also needed articulation into pathways of specific training that create plausible opportunities of paid employment. Therefore the following courses were developed, taking into consideration the career areas expressed:

- **Retail Statement of Attainment Course** (12 weeks: September–December 2005, Miller TAFE)
  - 8 out of 12 students completed course
- **Basic Computer Statement of Attainment** (1 week: Jan 2006, Macquarie Fields TAFE)
  - all 12 students enrolled completed the course, including parents of clients involved
Certificate I in Health & Fitness (18 weeks: March–July 2006, Macquarie Fields TAFE)
  - 6 out of 10 young people completed course, including those who matriculated into Certificate III in Health & Fitness

Motor Mechanics (12 weeks, July–October 2006, Campbelltown TAFE)
  - 5 out of 8 Pacific students completed the course, with 2 selected for large industry apprenticeships upon completion

First preference for enrolment was given to case managed and community access clients of Pasifika Support Services. A separate quota for each course was additionally available for another Mission Australia service accessing a high number of Pacific clients, South West Peer Youth Education (SWYPE). Spaces were then generally filled by other youth contacted through local youth services. Free transportation was offered through Campbelltown Youth Services Inc Buses, hired out as a means to provide assistance, as many Pacific youth were either currently accessing individual youth centres under this organisation or became aware of future involvement.

Importance was placed on liaising with the nominated TAFE staff of each course; this enabled a shared approach to engaging Pacific youth consistently, where classroom-based teachers and section head teachers were encouraged to discuss students’ progress on a regular basis. This was mostly achieved through the placement of a PSS Community Access worker, present during the running of the day and monitoring both the welfare of students and the teacher’s need for support, with knowledge, awareness, classroom behavioural management, and possible strategies for maintaining rapport between individuals and fellow students. Other volunteers from the community, including Ethnic Community Liaison Officers (ECLO’s) from the NSW Police, and Pacific elders and community leaders, formed the basis of other support present in the classroom, and enhanced a community approach conducive to effectively engaging Pacific youth in vocational settings (Skill New Zealand, 2002). Transportation and individual support were provided from existing community-based resources.

In essence, the creation of culturally appropriate and responsive courses by Mission Australia and TAFE enabled relevant vocational training to take place, developing positive attitudes towards life-long learning and an organisational capacity for services promoting equity and access across the community.

*Mika and his father visited Pasifika Support Services (PSS) when they heard about support services for Pacific youth at SWYS Mission Australia. Mika dropped out of school early and had difficulties finding an apprenticeship or job. PSS placed Mika into a pre-apprenticeship course in Automotive Mechanics, made available for Pacific young people at Campbelltown TAFE. As a result of successfully completing Stage 1, Mika secured an apprenticeship in a leading mechanic workshop in the city.*
INDIVIDUAL, COMMUNITY AND ORGANISATIONAL CAPACITY BUILDING: PACIFIC “IN DA KNOW” WORKSHOPS

Rationale

Through ongoing interactions and previous DCR research with young people from a Pacific background in South West Sydney, ongoing social and welfare issues were revealed as detrimental to understanding across numerous areas:

- Specific knowledge of legal rights and responsibilities is limited or low. When offending in groups, individuals are not aware of the overarching criminal implications of being with friends who may be committing the crime, regardless of how they act as an non-offending bystander.
- An understanding the right to have a parent/legal guardian present while interviewed by the police is limited.
- An appreciation of legal rights and responsibilities around domestic violence and common assault is not known by the young person.
- In comparison to other ethnic backgrounds in the Campsie Local Area Command, Pacific Youth were being dealt with more than any other groups under the Young Offenders Act (2001) for Goods in Company/Receiving, Malicious Damage, Robbery and Stealing (Tsykalas, 2007).
- An awareness of legal obligations with regards to fines and other penalties, and how to subsequently deal with such matters through the State Debt Recovery Office, was restricted.
- The ability to communicate effectively with police about “move on” powers and personal searches needed verbal attention.
- The profiling implications of possessing alcohol (if underage) and other illicit substances (including marijuana and tobacco), with means to access, also required legal and social clarification.

Young people carry out, by nature, risk taking behaviour that impacts on their physical, mental and emotional health. Therefore, there is also an explicit need to develop their understanding of the harmful impacts associated with negative alcohol and other drug usage, unsafe sex practices and poor educational/schooling standards. Research now shows that young people are most worried about the possible use of alcohol and other drugs (Mission Australia, 2008). Correspondingly, there is a lack of knowledge about the immediate and long-term effects of excessive use of certain substances. In caseloads carried out by the Youth Offender Support...
Programs, a connection between co-morbidity and dual diagnosis was evident. Consequently, the opportunity for such youth to gain insight into these respective areas, which may offset other key vital domains including self-esteem, self-confidence, self-awareness and self-image, was made available. At the best of times, Pacific young people who are at risk and/or marginalised are not accessing the available community-based resources and support, due to a lack of knowledge and general social isolation across the region. Overall, the need to incorporate knowledge enhancing the ability to deal with and resolve issues effectively, based on social and self-resilience, was required.

**Objectives**

To counteract these issues, the “In Da Know” workshops were developed, incorporating a series of 5 workshops delivered over a 5-week period. They include the following objectives:

- to implement practical solutions to issues researched during the DCR, and to provide strategies to Pacific youth and to relevant agencies in dealing appropriately with presenting behaviour.
- to provide concise and contemporary information about youth legal rights and responsibilities, mental health, sexual health, education and employment, to counteract prevailing Pacific youth issues.
- to present information in a relevant and engaging genre that will create learning opportunities.
- to offer an interactive learning experience relevant to Pacific youth, allowing further questions to be raised and answered.
- to develop information based on the specific social, welfare and legal issues encountered by Pacific youth.
- to connect consequences to the overarching social, welfare and legal implications (including impact on family and other peer groups and associates).
- to raise community capacity by empowering young Pacific people with knowledge that may be passed on to other peers not accessed through community support services.
- to develop key strategies and abilities in communicating effectively with the police, law enforcement workers and relevant community service providers.
- to develop individual and community understanding around these areas by outlining support agencies and other relevant services that may assist in the area of legal support, alcohol and other drugs, sexual health, mental health, education, employment and training options.
• to access youth from a variety of settings across the community, which may include schools, recreational sites, youth centres and community youth gathering locations.

• to raise the profile of Pasifika Support Service, South West Youth Service – Mission Australia, delineating programs and prospective service provision to the target audience.

• to develop better opportunities for accessing Information/Support Referral for youth across Campbelltown, Liverpool, Canterbury and Bankstown Local Government Areas.

Implementation

Originally, these presentations were developed in conjunction with local high schools across South West Sydney. In recognition of this, the target group were Pacific youth, aged 15–18 (Years 9–12). More specifically, participants were known to be at risk of developing further anti-social or offending behaviour, or were currently in contact with other identified Pacific offenders in the community. This included those with previous police contact, which may have led to official warnings, cautions and/or conferencing.

There was a general need for schools with such groups of young Pacific people to have access to in-school support for the individual, or to assistance for peers and associates. In effect, local high schools have the potential to access “In Da Know” workshops (and the respective Mission Australia staff to execute sessions) by expressing interest directly to PSS. Bookings are taken at any time during the year, however as each PSS worker continues to manage a caseload during this complimentary service provision, two schools per term are scheduled. Therefore, up to 16 schools potentially receive this support each year. Other key community stakeholders that access Pacific youth may also request these workshops be presented in their space or as suitable material at a recreational camp. This includes fellow community-based youth centres and services across South West Sydney. Moreover, this training may be used for workers in the sector, effectively developing their awareness of specific legal, social and welfare issues experienced by Pacific youth.

With the ongoing role of Pasifika Support Services as a key assistance for Pacific youth and their families across the region, word-of-mouth among stakeholders generally plays a major role in the promotion of workshops. Evidence of their popularity came from the development of a waiting list for schools, where they may register an interest one school term in advance, and await participation accordingly.
Each session runs between 30–45 minutes or more, depending on the discussions developed by the group of 8–12 participants. From experience, it can be helpful to define individual groups by gender and year group, especially when topics of sexual health are discussed. Again, this is dependent on school demographics and on the plausibility of running two separate groups at the same time. Topics areas are not necessarily set in any particular order, but can be chosen according to the interest shown by each group.

Complimentary resources are used as a means of illustrating main points. This includes the following resources:

“In Da Know” Surveys
Topical worksheets created for each area covered. At the beginning of the session, they are disseminated for completion before the statements are then reviewed, forming the starting point of a conversation and the overall content of each workshop. Completed questionnaires were collected at the end of each period, enabling data to be gathered before the workshop.

“In Da Know” PowerPoint Presentations
The content of the material discussed has been developed into PowerPoint presentations which can be shown in each session. They can also be printed out as individual guides.

“Get Street Smart” Legal Aid Resources
Obtainable directly from Legal Aid NSW, this informative booklet gives an overview of applicable laws, right and responsibilities, and includes a tear-out Legal Aid Hotline card to keep handy. It is given to each participant at the end of an “In Da Know” legal workshop.

Sexual Health Resources
Used in “In Da Know” sexual health session, a number of condoms are implemented for demonstration and practice. A “banana penis” (obtainable through Family Planning NSW) is used in this activity. A bottle of lubricant can also assist in the practical understanding of safe sex.

YOSP Educational Handbooks, Anger Management and PAC Worksheets
As discussed in DCR Report 3, a variety of additional handbooks and worksheets have been developed to complement discussions of sexual health, employment, alcohol and other drugs, daily living, anger management and goal setting. These activities are used to complement, reinforce and illustrate certain points of group discussions.
**Mission Australia Staff Business Cards**

Copies of relevant staff contacts will be placed inside the “Get Street Smart” books to provide further information, support and referral, and are made available at other sessions.

**Technology & Stationery**

A Mission Australia laptop and data projector are used to show PowerPoint Presentations. Wireless Internet access can provide a live demonstration of recommended websites. Stationery, such as pens, is needed to complete pre-session surveys and additional paper or exercise books can be helpful as further notes are made.

Evaluation of the program’s content and success occurs in many forms:

- a regular attendance record over the five weeks was a useful indication of participant’s willingness to engage in and discuss these topics voluntarily.
- a number of sessions booked across the year respond to need demonstrated by the community.
- the location of session is based on the Local Government Area or district and this is helpful in understanding how prevalent Pacific issues are profiled.
- verbal feedback from participants greatly assisted in gathering qualitative data, together with the review of the “In Da Know” true/false surveys completed before the start of each presentation.
- in addition, feedback from staff within schools and community agencies can be of added value, as this gauges ongoing implementation across other services.

*When I spoke to a number of students to review the program, their positive reaction was an indication of its success. The students generally reported feeling that their ideas and experiences had been valued. Being involved in the program made them feel “important.” What was discussed was relevant to their lives and made them “think about what will happen in the future”...*

One student told me about an incident that occurred after the program. The boy was accidentally hurt by another student’s actions. In the past this student would have reacted aggressively. This time he said, “I got angry. But I walked away.” Later he met with the other boy and they ”sorted everything out,” “we just talked.”

*This program has had such a positive effect on this student. He identified that the program had made him stop to think, about why he had reacted that way and how good it had made him feel to be in control of his actions. He now knows it is ok to feel angry but it is not ok to be aggressive. Further I believe these students have developed a strong sense of their potential to be positive role models within the school community.*

English as a Second Language Teacher,  
James Meehan High School, Macquarie Fields
“In Da Know” Legal Workshop Overview and Content

The presentation comprises 12 questions that lead participants in a YES or NO answer. From there, the respective information is shared that incorporates legislative and legal understandings. Information in responses was sourced through NSW Legal Aid, the Shopfront Youth Legal Centre, Macarthur Legal Centre and www.lawstuff.org.au. (Table 1)

“In Da Know” Education Workshop Overview and Content

The presentation comprises 5 questions, leading participants to give a YES or NO answer. An array of websites is profiled for future access. Specific attention is placed on undertaking current or future pathways towards opportunities that value positive attitudes in life-long learning. (Table 2)

“In Da Know” Alcohol and Other Drugs Workshop Overview and Content

Five questions form this session, providing participants with the opportunity to talk candidly about the listed substances, or others that are prevalent in their own social and family circumstances. Harm minimisation, with the ability to nominate safe places and people with whom to consume, is another vital outcome. (Table 3)

“In Da Know” Mental Health Workshop Overview and Content

Through these five questions, Pacific youth are challenged to see mental health in a different context. Support systems are explained, including the ability to access assistance through local GP’s, and supplementary relevant information from websites and telephone services is offered. (Table 4)

“In Da Know” Sexual Health Workshop Overview and Content

Perceived to be the most challenging, many Pacific students, if given the opportunity, can I believe engage in a productive conversation about Sexually Transmitted Infections (STI’s) and practice newfound knowledge on putting a condom onto a “banana penis.” (Table 5)
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>OVERVIEW OF RESPONSE</th>
</tr>
</thead>
</table>
| 1) Can you get arrested & charged if . . . You are in a group, and a friend commits the crime while you watch?                                                                 | YES  
> - You can be arrested and charged with Robbery in Company
> - You are considered to be part of the actual offence by being associated with the offender, as they commit the crime
> - This also includes intention to rob and/or assault                                                                                                                                                                                                                               |
| 2) Can you get arrested & charged if . . . A friend tells you the details of a crime they committed?                                                                                                                             | YES  
> - It is an offence to know information on a crime committed by another person, such as a friend or family member
> - Knowing about the crime and how it was done, and what was taken/achieved is actually part of the offence                                                                                                                                                                          |
| 3) Can you get arrested & charged if . . . A friend passes on stolen goods for you to mind?                                                                                                                                          | YES  
> - By other people offending and passing on the goods, you become involved in the crime itself
> - Again, this includes having direct knowledge of the offence, how it took place, and the goods taken
> - It doesn’t matter where you take and hide the goods either, by you receiving them, it means that you are involved in the crime, e.g. just because they are not stored at your place, but in an abandoned house, you are still harbouring stolen goods. |
| 4) Can you get arrested & charged if . . . You start a fight with someone because they said something about your family?                                                                                                      | YES  
> - You can be arrested and charged for assault by having a fight at school with another student
> - - At your own school
> - - At a friend’s school
> - - At a school not associated with yours
> - - You can even be arrested and charged for being on school premises in the hope of having a fight with someone
> - - Another common charge is affray, where assault occurs at any place, both in public and private areas                                                                                                                                                                               |
| 5) Can you get arrested & charged if . . . You swear at a police officer because they don’t understand the situation?                                                                                                                  | YES  
> - Police can charge you with offensive language
> - - The charge may be dealt with as a fine or caution, but may lead to an order of community services
> - - It’s important that you stay calm, and answer the questions being asked of you – without feeling like they are picking on you                                                                                                                       |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Details</th>
</tr>
</thead>
</table>
| 6) Can you get arrested & charged if . . .                             | YES    | • It is against the law to drive a car or ride a motorcycle if you do not have a licence. The penalties for this range from having to pay a fine to being disqualified from getting a licence for a certain period.  
• It is also an offence for anyone to employ you or give you permission to drive or ride if you do not have a licence. This includes employers, parents and guardians. It is against the law to drive if you have been disqualified from holding or getting a licence, or if your licence has been cancelled or suspended. You could be fined heavily or even imprisoned for committing this offence. |
| You are driving your parents’ car with their permission, without having your own licence? |        |                                                                                                                                 |
| 7) Can you get arrested & charged if . . .                             | YES    | • You have a right to hang out where you like, with anyone you like, as long as you’re not harming other people or damaging property.  
• If you are in a public place, police have no right to move you on unless they reasonably believe you are causing, or are likely to cause, harm to others. Causing harm means “threatening”, “intimidating”, “obstructing” or “being offensive”  
• Police can also give you a direction to move on if they believe you are buying or selling illegal drugs.  
• You have the right to know:  
  - why police are giving you a direction or making a request and  
  - what the direction or request means you have to do, or not do.  
• If police make a direction or request, you can simply agree to it, and avoid more hassles. Remember, it is an offence not to obey a lawful police direction.  
• If you think the request or direction is unfair, be sensible and stay calm. Don’t swear or use violence – if you do, police will then have the power to arrest and charge you.  
• If you believe police have acted unfairly, you can make a complaint to the NSW Ombudsman or Commander at Local Area Command (Mission Australia Research and Social Policy, 2004, p. 4) |
| The police tell you to move on from where you and your friends are hanging, and you don’t obey? |        |                                                                                                                                 |
| 8) Can you get arrested & charged if . . .                             | YES    | • The police have got to show beyond reasonable doubt that you knew that illegal drugs were in your “custody and control.” This means that you had the drug in your pockets or house and you could decide whether to keep them, share them or sell them.  
• The police can search you or your car without arresting you if they “reasonably suspect” that you might possess drugs.  
• If you are searched, make sure you say very clearly that you do not want to be searched & that you want that written down – this means the police cannot claim that they had your consent to conduct the search.  
• The police can also search you after arrest. A police officer above the rank of sergeant can request that a doctor examine you in custody without your consent (if it is relevant to the charge).  
• If the police charge you with any of these possession offences you could be hit with a $2,200 fine or 2 years in prison or both. |
<p>| You carry a small amount of pot on you?                                |        |                                                                                                                                 |</p>
<table>
<thead>
<tr>
<th>If you are under 18:</th>
<th>YES</th>
</tr>
</thead>
</table>
| Do you need a parent/guardian/support worker there when you get interviewed by the Police? | • If you are under 16 a parent or guardian should be present for police questioning. Otherwise a parent or guardian can give permission for another person to be there.  
• If you are 16 or 17 and police want to question you, they need your agreement on which independent adult should be present during the interview.  
• Make sure it is someone you trust. If you are uncertain about this, do not agree to that person and ask for someone else.  
• The independent adult cannot be a police officer. The independent adult might be a lawyer, family member, youth worker, or a friend who is over 18.  
• If you make a statement to the police, you have a right to get a copy of it. You also have a right to get a copy of any taped record of the interview. |

<table>
<thead>
<tr>
<th>If you are under 18:</th>
<th>NO / YES</th>
</tr>
</thead>
</table>
| Can a criminal conviction be put against your name? | • If you are under 16 and you plead guilty or are found guilty of an offence there will be no conviction recorded against you unless it was a serious offence.  
• This means that you will not usually get a criminal record for offences committed when you are under 16 and these offences cannot be taken into account if you appear in the adult courts when you are older. |

<table>
<thead>
<tr>
<th>If you’re under 18:</th>
<th>NO / YES</th>
</tr>
</thead>
</table>
| Does a recorded conviction (as a child) get used against you when you’re an adult? | • If a conviction is recorded against you in the Children’s Court, you can have that conviction wiped from your record after 3 years if you have not been in any more trouble during those 3 years.  
• Children’s Court deals with legal matters where offences are committed by youth aged of 10–17 years old. |

<table>
<thead>
<tr>
<th>If you are under 18:</th>
<th>NO</th>
</tr>
</thead>
</table>
| Can you get an older friend to buy alcohol for you without any legal problems? | • The legal drinking age in NSW is 18 years. It is generally an offence for any person (in any place) to sell or supply liquor to persons under 18. Where a friend of the minor or another adult purchases liquor and then supplies it to a minor, this is a “second party sale” and is also an offence.  
• It is illegal for any person (parents or other people) to sell or supply liquor to persons under 18 in a licensed venue or registered club. They could be fined up to $5,500. A person also must not send, order or request you to go to licensed premises to get alcohol.  
• There is no law which makes it an offence for a person under 18 to drink alcohol in a private home. |
# Table 2: Education workshop overview and content

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) You can only complete your Year 10 Certificate at High School</td>
<td><strong>FALSE</strong>&lt;br&gt;• It’s possible to undertake your Year 10 Certificate through different pathways&lt;br&gt;• This includes the Certificate II in General and Vocational Education (CGVE) course offered by most TAFE Outreach Sections, and other community based Registered Training Organisations (RTO)&lt;br&gt;• Open Training and Education Network (OTEN) also offers an external course to study at one’s own pace&lt;br&gt;• Don’t forget all the other great TAFE Outreach Courses available to complete – which include more trade specific areas, i.e. Welding, Floor &amp; Wall Tiling, Sign Writing</td>
<td><a href="http://www.det.nsw.edu.au">www.det.nsw.edu.au</a>&lt;br&gt;www.tafe.nsw.edu.au&lt;br&gt;www.oten.edu.au</td>
</tr>
<tr>
<td>2) You can’t be in full-time work until you’re 15 years old</td>
<td><strong>TRUE</strong>&lt;br&gt;• Accordingly, a young person can undertake casual or part-time work at any age in NSW&lt;br&gt;• However they need to seek approval from the Department of Education &amp; Training if they desire to leave school to undertake full time work before the age of 15</td>
<td><a href="http://www.youngpeopleatwork.nsw.gov.au">www.youngpeopleatwork.nsw.gov.au</a></td>
</tr>
<tr>
<td>3) I need to complete Year 12 to be successful in life</td>
<td><strong>TRUE / FALSE</strong>&lt;br&gt;• This truly depends on the career/vocational aspiration one has&lt;br&gt;• A question like this is designed to challenge the young person’s perception of school, and whether it is an important part of their future goals when paired with projected work opportunities&lt;br&gt;• Again, don’t forget the traineeships, and apprenticeship pathways that many young people choose after obtaining their Year 10 School Certificate</td>
<td><a href="http://jobguide.dest.gov.au">http://jobguide.dest.gov.au</a></td>
</tr>
<tr>
<td>4) There are people available at school &amp; TAFE to talk about future career goals</td>
<td><strong>TRUE</strong>&lt;br&gt;• There are a variety of positions in both local high schools and TAFE’s that offer support about careers&lt;br&gt;• This includes Year Advisors, Career Advisors, School / TAFE Counsellors&lt;br&gt;• Don’t forget the option to also speak with your local Youth Worker</td>
<td><a href="http://jobguide.dest.gov.au">http://jobguide.dest.gov.au</a></td>
</tr>
</tbody>
</table>
5) **There are no websites that help you to look for a job!**

**FALSE**
- Many website are available to review possible working opportunities
- However it’s important to choose one that profiles positions that are most suitable for the person seeking
- For example, for jobs that are more locally based and directly advertised without all the glitz and glamour, then the site used by Centrelink is best.
- Other sites include job opportunities geared towards trained professionals, and often reflect what may be already published in local and regional newspapers

<table>
<thead>
<tr>
<th>Centrelink Job Search Site:</th>
<th><a href="http://www.jobsearch.gov.au">www.jobsearch.gov.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other general sites:</td>
<td><a href="http://www.seek.com.au">www.seek.com.au</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.mycareer.com.au">www.mycareer.com.au</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.careerone.com.au">www.careerone.com.au</a></td>
</tr>
</tbody>
</table>
### Table 3: Alcohol and Other Drugs workshop overview and content

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| **1) Drinking too much alcohol when young can cause damage to your body** | **TRUE**  
- The physical risk associated with negative usage of alcohol is increased when consumption is started at a younger age  
- For example, if a young person starts consuming alcohol recreationally at the age of 12, there is a higher chance of usage escalating to habitual usage as they get older.  
- As a result, this excessive usage can cause further physical problems.  
- BINGE DRINKING (excessively drinking in a short period of time) can also cause negative harm – both on a short and long term basis.  
- Long term liver damage may occur as a result of excess alcohol constantly processed– overburdening the organ’s overall function. This can then lead to cirrhosis (dying off of parts of liver) reducing functionality of the organ. | www.reachout.com.au  
www.druginfo.nsw.gov.au  
NSW Alcohol and Drug Information Service (ADIS): (02) 9361 8000 or 1800 422 599  
Australian Drug Foundation www.druginfo.adf.org.au |
| **2) Smoking marijuana can’t cause lung damage** | **FALSE**  
- Any form of smoking, regardless of whether it is tobacco, or marijuana, can cause short- and long-term health implications – including issues for the lungs | www.reachout.com.au  
www.druginfo.nsw.gov.au |
| **3) It’s better to drink alcohol with friends in safe places** | **TRUE**  
- Due to the effect alcohol can have when consumed, it may lead to physical reactions and behaviour not usually shown.  
- This may include a loss of balance, lack of rational decision making, and the acting out of aggression through violence.  
- Therefore, your experience of drinking can be more positive if undertaken with other friends that can support or assist where needed.  
- The place in which you consume will also impact on your experience. It’s better to drink in a safe place, including homes of family and friends.  
- This can be helped if some friends in the group decide not to drink as much as others (this time around). | www.reachout.com.au |
| 4) There is no one I can talk to if I have trouble with alcohol or pot | **FALSE**  
- There are various support services available for young people in your region.  
- For example Information/Support/Referral & Counselling services provide by TraXside, Mission Australia, and Kids Help Line.  
- Pamphlets are also made available on request from these abovementioned services.  
- Alcohol and Drug Information Service (ADIS) provides relevant information on service related to this need. | TraXside Youth Health Centre: (02) 4625 2525  
Drug & Alcohol Awareness Program (DAAP) – Mission Australia (02)  
NSW Alcohol and Drug Information Service (ADIS): (02) 9361 8000 or 1800 422 599 |
|---|---|---|
| 5) I have the choice to drink or take drugs | **TRUE**  
- Yes! Peer pressure is a real thing – but it can be counteracted by setting goals in your own mind as to how much you might drink at a party.  
- Only you can decide what is consumed – when/how much/with whom.  
- Speak with your support/people you can trust – that can help in setting such goals, and a better understanding of what you can do in certain circumstances. | www.reachout.com.au  
Access AOD Support Services mentioned above for further options |
### Table 4: Mental health workshop overview and content

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 1) Mental Health issues are just made up by people who want attention    | FALSE  
• Mental health issues are real issues that can be experienced by all people – regardless of age, sex, ethnicity or social class.  
• Some of the more commonly known mental health issues include:  
  o Depression  
  o Schizophrenia  
  o Bi-Polar Disorder (Manic Depression)  
  o Anxiety  
  o Psychosis  
• There is specialised help available – even specifically for young people.  
• Official assessments need to be undertaken to truly understand. | www.beyondblue.org.au  
www.reachout.com.au  
Kids Help Line  
1800 55 1800  
Macarthur Community Mental Health Services  
(02) 4629 5400  
Mental Health Access Line  
1800 636 825 |
| 2) Someone can choose to have depression or not – you just have to be positive in life! | FALSE  
• Depression occurs due to many factors – which includes many social factors (like the way you feel and think about yourself).  
• Generally, depression can be considered as a genuine feeling that people experience.  
• However it is the biological & physiological factors that impact on the overall experience of depression – and whether it causes issues on a daily basis.  
• If this is the case, it is then important to seek professional help and assistance | www.beyondblue.org.au  
www.reachout.com.au  
Kids Help Line  
1800 55 1800  
Macarthur Community Mental Health Services  
(02) 4629 5400 |
| 3) Using alcohol or drugs can’t cause mental health problems              | FALSE  
• Negative (or abusive/excessive) usage of AOD can predispose people to the risk of mental health issues.  
• Overall, young people with a family history of mental health issues are more at risk of such issues. This can include issues with drug-induced psychosis.  
• From another perspective, it also includes social issues escalating, leading to depression and other welfare problems.  
• Dual diagnosis (aka co-morbidity) is another realm considered that acknowledges the usage of AOD substances, and its impact on mental health. | www.reachout.com.au |
<table>
<thead>
<tr>
<th>4) Help from problems caused by mental health is available from my local doctor or hospital</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Generally, the first step sought by the community when dealing with mental health is sourced by the local doctor and/or the local hospital.</td>
<td></td>
</tr>
<tr>
<td>• Therefore, we can encourage young people to seek medical advice – but also acknowledge that support can also come from Area Health (who generally specialise), i.e. Adolescent Mental Health.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5) There is hardly any information about mental health issues</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are many great pamphlets that outline the causes and effects of mental health issues. Such resources can be ordered directly from Area Health.</td>
<td></td>
</tr>
<tr>
<td>• This includes websites mentioned throughout this project.</td>
<td></td>
</tr>
<tr>
<td>• Again Youth Community Health can be a great source of information.</td>
<td></td>
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</tbody>
</table>
### Table 5: Sexual health workshop overview and content

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 1) You can’t get AIDS by having vaginal sex | FALSE | - HIV/AIDS can be contracted by the sharing of the following body fluids:  
  - Semen (cum)  
  - Blood  
  - Vaginal Fluid  
  - Breast Milk  
  - Therefore, it is possible to contract HIV/AIDS from someone carrying the STI through unprotected vaginal sex. | www.reachout.com.au  
NSW Area Health  
Specific NSW Health Sexual Health  
Research papers:  
| 2) If a girl uses the Pill then she is protected against Sexually Transmitted Infections | FALSE | - The usage of oral contraception doesn’t protect the person from contracting any sexually transmitted infection.  
- The Pill is used predominantly to stop a young people from becoming pregnant. | All abovementioned sites |
| 3) Most common Sexually Transmitted Infections can be cured (if something is done as soon as possible!) | TRUE | - This includes the following:  
  - Gonorrhoea – treatable through a course of antibiotics  
  - Chlamydia – a single dose of antibiotics  
  - Syphilis – Penicillin or a course of injections  
  - Pubic Lice – specific application of lotion  
  - Genital Warts – freezing, burning, laser | All abovementioned sites |
<table>
<thead>
<tr>
<th>4) You can always physically tell that you have a Sexually Transmitted Infection</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Currently, statistics show that Chlamydia is the highest STI portrayed by young people.</td>
<td></td>
</tr>
<tr>
<td>• Part of the reason for this is the lack of physical symptoms present on or near the external genital appearance.</td>
<td></td>
</tr>
<tr>
<td>• Untreated, it can cause internal damage, including infertility in women.</td>
<td></td>
</tr>
<tr>
<td>• Therefore, many are undertaking unsafe sexual practices without knowing their possession or susceptibility to pass on this STI.</td>
<td>NSW Specific Sexual Health Website (fact sheets) <a href="http://www.health.nsw.gov.au/sexualhealth/">http://www.health.nsw.gov.au/sexualhealth/</a> And all above mentioned sites</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5) There is no place I can go to speak about my sexual health</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are people and places that youth can access regarding sexual health.</td>
<td></td>
</tr>
<tr>
<td>• This includes:</td>
<td></td>
</tr>
<tr>
<td>o TraXside Youth Health Centre</td>
<td></td>
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<tr>
<td>o Liverpool Sexual Health Clinic – Bigge Park Centre, Corner Bigge &amp; Elizabeth Street, Liverpool; (02) 9827 8022</td>
<td></td>
</tr>
<tr>
<td>o FPA (Family Planning Assoc.) Health Line: 1300 658 886</td>
<td></td>
</tr>
<tr>
<td>o WILMA – Women’s Health Services: (02) 4627 2955</td>
<td></td>
</tr>
<tr>
<td>o Thurawal Aboriginal Health Centre: (02) 4625 8598</td>
<td>As listed</td>
</tr>
<tr>
<td>Family Planning NSW <a href="http://www.fpahealth.org.au/">http://www.fpahealth.org.au/</a> Aboriginal Sexual Health Worker: (02) 4628 4837 and all abovementioned sites</td>
<td></td>
</tr>
</tbody>
</table>
Sample feedback from participants

An enhanced understanding of various topics areas was achieved, including a sense of respect and maturity displayed during sexual health workshops. The following is from a group of Year 10 students from a participating girl’s high school.

- Thanks for the things you have taught me and mates – it has got to me and I’m grateful for that . . .
- Just wanted to say shot [thanks] for the sex advice and the free condoms.
- I’ve learnt so much from this and hope to share with others around me.
- It’s been fun having you here to help us wif how to deal with our problems with life in general.
Commonly, Pacific youth may demonstrate a lack of verbal ability, and respond accordingly to issues experienced in a variety of social and educational settings. As previously discussed, this may occur due to a lack of interpersonal communication skills during childhood and adolescence, where parents deal with conflict through a hierarchy of respect and physical reprimand. To combat this issue, a basic but specific tool was created. Called the “Open Worksheet”, it encourages clients to engage in a process of expressing self, both verbally and in writing. Formulated from a request to undertake a one-off workshop with selected Pacific primary school students in South West Sydney, the activity has evolved into a strategic application, ranging from engaging clients in individual counselling session to groups undertaken through the “In Da Know” workshop series.

There are two types of questions facilitators can ask to gain responses, activity- and feelings-oriented. Each realm allows the client to reflect on either their personal strengths or emotions, based on certain subjects. Either way, the task is designed to evoke an ability to express thoughts, feelings and opinions not commonly shared, which can in turn lead to further social and emotional isolation. In addition, Pacific youth are given the opportunity to associate thoughts with feelings, and consider how this can be productively channelled through future verbal communication rather than aggressive behaviour in the community. Examples of questions (with rationale) include but are not limited to content in Table 6 and Table 7.

<table>
<thead>
<tr>
<th>Activity Oriented (Strength-Based)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What would you like to be when you grow up?”</td>
<td>Providing scope to start practical perspective on career aspirations that may in turn increase motivation within education.</td>
</tr>
<tr>
<td>“What do you like doing with your spare time?”</td>
<td>Examining use of time and ability to set goals in undertaking further positive recreational pursuits including sport/church/youth centres.</td>
</tr>
</tbody>
</table>
Table 7: Open worksheet feelings oriented (emotions-based) questions

<table>
<thead>
<tr>
<th>Feelings Oriented (Emotions-Based)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How do you feel about going to high school?”</td>
<td>Mainly for upper primary students, this prepares students to seek assistance and support from teachers in a new educational environment.</td>
</tr>
<tr>
<td>“How do you feel about the people you live with?”</td>
<td>Opens discussion around the support experienced by the young person in the home environment, including areas needing change, i.e. more contact/autonomy, etc.</td>
</tr>
<tr>
<td>“How do you feel about teachers?”</td>
<td>Participants are encouraged to represent honestly their experiences with teachers, with an overall aim to improve relationship through practical strategies.</td>
</tr>
<tr>
<td>“How do you feel about Alcohol and Other Drugs?”</td>
<td>Profiles the causal factors for youth consumption; a harm minimisation approach may be used in counteracting negative usage patterns.</td>
</tr>
<tr>
<td>“How do you feel about being in lock-up?”</td>
<td>Gains insight into individual thoughts, feelings and opinions regarding current incarceration, while looking at ways to maintain community support.</td>
</tr>
<tr>
<td>“How do you feel about being a fob?”</td>
<td>Culturally, youth examine their personal perspectives on being Pacific, and how this plays out in the school, community and family environments.</td>
</tr>
<tr>
<td>“How do you feel about your parents?”</td>
<td>Encourages objective examination on the concept of Pacific parents exercising traits of negative reinforcement, which may impede positive verbal skills.</td>
</tr>
<tr>
<td>“How do you feel about your brothers &amp; sisters?”</td>
<td>Specifically examines feelings towards the immediate family, and the support given or needed to maintain positive relations.</td>
</tr>
<tr>
<td>“How do you feel about your friends?”</td>
<td>Explores notions of positive and negative peer group associates, and the activities undertaken with certain friends. Reiterates importance of support.</td>
</tr>
<tr>
<td>“How do you feel about yourself?”</td>
<td>Based on understanding participants evaluation of self-esteem, which may impact on motivation in education and other life goals.</td>
</tr>
</tbody>
</table>

Placed on an A5 piece of paper, the first side contains a blank oval, with a single line underneath. Inside or on this shape, the participant is asked to create a picture that represents a feeling shown on a face, or an action image. The vacant line is used to name specifically the feeling shown, or a future task (Figure 9 and Figure 11). On the other side, the first half of the page requires participants to list reasons why they feel this way or want to do this activity. The second half looks at practical solutions that can be put into place to change this feeling or options that will achieve certain outcomes (Figure 10 and Figure 12). Workers will generally assist with this part, as possible strategies may be limited to current knowledge. Hence, this activity can also enhance understanding of services, or activities that promote pro-social behaviour.
Figure 9: “How do you feel about your friends?” drawing and feeling response

Figure 10: “How do you feel about your friends?” written response

(why and solutions)

Figure 11: “How do you feel about AOD?” drawing and feeling response
From implementation, many students are challenged to describe experiences in new terms not formerly achieved. In a series of groups complemented by the “In Da Know” workshops, a cohort of twelve Year 10 females undertook this worksheet. Conversations were had around:

- the perceived inability to change and teachers’ expectations of failure, with continued clashes with students in and around the school environment.
- the lack of connecting and conforming to parents’ expectations and the frustration that creates, which leads many to negative alcohol and other drug use, violence against peers and others in the community, and to overall isolation.
- the need to understand their own personal strengths, which could be achieved through goal setting. Through this positivist perspective, they can also support other people.

Across this period, many young participants showed an increased connection to one another, which was not previously expressed. Practical steps were developed to counteract certain feelings, including study goals, seeing teachers as support, and being more objective about the relationship with parents. It is in this last area that many realised that Pacific parents hold certain strict standards, which in turn were created for the best interest of the child rather than the detrimental demands previously perceived.

In other individually-based counselling settings, this tool has proved effective in dealing with mental health concerns, grief and loss matters, and issues of personal isolation. Just as a personal journal may be used during this practice to encourage the expression of feelings, the “Open Worksheet” can be completed during formal group facilitation or as an individual needing to reflect independently. Therefore, the “Open Worksheet” creates a tangible means
for Pacific youth to create, envisage and enhance an understanding of the process of effective communication.

As a Year 6 student, Matthias struggled to communicate effectively with teachers and other students, often resulting in classroom misbehaviour, playground brawls, and property damage to the school itself. Through the “Open Worksheet” activity, Matthias initiated and implemented practical ways to express his thoughts, feelings and opinions. As a result, he is now maintaining good behaviour, and scoring within the top five students across the grade.
DISCUSSION

“Strategies to enhance the capacity of communities to create environments that support young people and their families need to be an integral part of any efforts to enhance young people’s wellbeing” (Mission Australia Research and Social Policy, 2004, p. 2). All in all, the training packages examined work to achieve either organisational, community, or individual (professional and personal) capacities. The process of change management may affect the ability for this new understanding to impact practices undertaken by that service or profession. This may offset cultural competence, achieved through a sincere awareness and appreciation towards the ethnic community assisted. Overall, this challenges fundamental systems and the way they respond to an emerging or established ethnic community, which is rightly part of the bigger regional community. Collectively, this promotes social cohesiveness that provides an enhanced perspective on crime prevention, as communities rally to support one another and act collegially to promote harmony among all people. This is exuberant optimism, I know, however we shouldn’t give up, systemically, on showing a perspective that caters for diversity rather than conformity.

The process of change may occur over a set period of time, however learning to change can be a subjective experience, as the recipient of change challenges their response to entrenched ways of thinking that can’t be measured by external factors. Rather, learnt behaviour is “merely performance” (Skinner, 1950, p. 3) on knowledge previously gained. Therefore, “the dimensions of change must spring from the behaviour itself, they must not be imposed by an external judgement of success or failure or an external criterion of completeness” (Skinner, 1950, p. 3). The importance of outcomes should not necessarily be based on specific tangible results, but on the perceived difference in presenting a response to a situation that would be previously approached differently. Such thinking can apply aptly to the process of developing capacity individually, communally and organisationally, as people who may gain a better insight into diversity can change responses to entrenched thinking.

Individual capacity building within the strategies discussed strives to achieve two outcomes: to empower Pacific youth to understand their cultural and personal strengths (Bishop & Tiakiwai, 2002); and to provide an appreciation of how the Australian system works. In undertaking a better understanding of how the system works, one may alleviate tension about negotiating a response to conflict. From a social perspective, strategies shared in this report encourage the integration of culture into systems, rather than an obligation for individuals and communities alike to assimilate to dominant ideologies. In the “In Da Know” workshops, each topic area discusses areas of need, complimented by areas of possible social and welfare assistance. As
discussed earlier, AOD substance use is a major concern for Pacific youth. From a psychopathology perspective, this concerning rate may come from a “low level of cultural identification, as well as the experience of failure itself, that leads to an increased likelihood of drug use” (Terrell, 2001, p. 83). Again, in the Pacific cultural workshops, I consider that conflict between living in a Western society, in Australia, clashes with the collective undertones of Pacific culture. This creates further division in the young person’s understanding of the expectations of the two conflicting viewpoints. Correspondingly, the need to use alcohol and other drugs may perpetuate this lack of symmetry, and the need to offset sociocultural expectations to socialise with other peers who embody this perspective. Development of alternative pro-social coping mechanisms in an Australian context is paramount to individual capacity building. Enhancing knowledge on how to solicit a positive response, rather than being waylaid by systems and thoughts that evoke further impulsiveness is strategically important. Hence we need “an emphasis on the development of coping skills . . . where the emphasis is on ability and capacity rather than distress and incapacity to cope” (D'Anastasi & Frydenberg, 2005, p. 43).

Being culturally competent provides the basis for a professional, community, or organisation to truly value and appreciate the presenting client and his or her respective needs. Applying this specific cultural knowledge may challenge the responses made by representing workers. Continued emphasis needs to be placed on shaping client outcomes against these underlying cultural values, beliefs and ideals, which can provide a better opportunity to challenge negative behaviours to functional mindsets. Placing presenting behaviours in cultural context also provides an explanation as to why a Pacific client acts or thinks this way, and the solutions that may be developed from understanding this premise. Therefore, “functional analysis can assist behaviour therapists in developing culturally effective intervention programs because it identifies the functional relationship between a client’s presenting problem(s) and the sociocultural environment” (Tanaka-Matsumi, Seiden, & Lam, 2001, p. 198). I believe that "behaviour therapists” here can include anyone involved in providing the process of change, including teachers, social workers, government departments, and even Pacific community members. By approaching presenting and secondary social, welfare, legal and economic concerns, professionals gauge a deeper consideration of how dysfunctional behaviour is perceived by the person themselves, while unlocking the cultural context used in seeing this problem as a problem. Solutions can then be developed by clients actively sourcing options through support offered to understand their ability to live harmoniously in the Australian context.
In multi-ethnic communities in South West Sydney, strategies across various systems, including education and health, encourage the celebration of diversity. Therefore, an organisational response is needed to cater for the specific presenting and secondary needs associated with Pacific communities. How this occurs is the challenge, as most knowledge on specific cultures is derived either through demographical knowledge or sourced from the country of interest. Hence this limits how we contextualise this information in an Australian setting, as we presume and use subjective experiences to pinpoint data. Accordingly, this provides the challenge of skill sets that an individual brings to certain roles within each system. Systemic change is a vital part of creating equity and access, and so is the achievement of results that will permeate and create the needed “change” in behaviour at a local and regional level. Included in this understanding is the process of allowing a bottom-up opportunity to occur, where certain practices, achieved through effective service delivery, are the catalyst for change on a wider scale within that organisation – such as the education, police and DoCS systems. Realistically, systems are created and maintained by people who are not immune to the self-imposed ideologies, perspectives, values and beliefs that underpin prescribed professional ethics and standards. By broadening such thinking, through the development of knowledge based on specific ethnic variations, individuals provide competencies for organisations in which they work and have a subsequent impact on community practice. Otherwise, we continue to perpetuate multicultural perspectives that induce low “culturally derived self esteem” (Salzman, 2005, p. 39), as we anxiously compete to understand each other through stereotypes and rhetoric informed by subjective personal experiences.

Tokenistic acknowledgement will continue to perpetuate this limited understanding. So too will the expectation that Pacific people are only good for certain outcomes, such as on a football field. It is in these assumptions that we limit other perspectives of strengths and the overall contribution to the community. Otherwise, accepting Pacific people on their commodity as good football players alludes to a disillusioned connection to the state (Grainger, 2006). Rather than exercising a true appreciation for the whole being, and the culture it brings with it, mainstream thinking accepts this individual strength and hence the Pacific collective on the ability to contribute functionally only in this manner. This ongoing limitation in thinking will only continue to reject a true integration of culture across perceived expectations, both individually as Pacific people and as members of society.

“Cultural competency,” I believe, is current capacity built over previous experience. Progressively, “Cultural relevancy” is then made possible in current practice based on previous competency, and how one actively applies this knowledge and responds accordingly. It is through our individual commitment to both that equity and access issues are resolved.
Organisationally, the more involved an individual is in the implementation of strategies, the better accepted and adopted they become in the process of change. Moreover, “the quality of ideas and creative thinking is greater in a collaborative situation where individuals can bring and share their specific knowledge and expertise” (Garrett, 1997, p. 110).

In our quest for effective organisational change, individuals may participate, benefit and offer various factors that contribute to their overall practice. The following model of capacity building comes from both personal and professional observations. Centrally, our practice is directly offset by professional skills combined with the innovation and initiative one brings individually to one’s role (Canen & Canen, 2004). Both major circles continue to move cyclically with each other, but are however equally enhanced by three other components.

**Figure 13: Capacity Building Venn Diagram**

![Capacity Building Venn Diagram](image)

In an outward flow of innovation and initiative, one may produce rapport, capacity building opportunities and overall outcomes individually, communally and organisationally. As each component is achieved, it flows and intuitively connects with the others. For example:

- developing rapport individually can be achieved by suitable contact with clients, peers and families, while implementing a case plan that produces outcomes and capacity (evident in Pasifika Support Services psychosocial case management)
• increasing rapport with a community group can provide capacity building opportunities through training, adequately promoting community outcomes (as seen through Pasifika Support Services training packages)

• similarly, networking with other key service providers and stakeholders builds rapport amongst organisations while collaboratively building each other’s capacity and ability to meet outcomes (collectively witnessed through partnership between Pasifika Support Services and NSW Police Force)

Fundamentally, professional skills are inwardly impacted by organisational policies and procedures, training and qualifications. Together, they too provide a premise for workers to create individual practice that collectively impacts on organisational responsiveness and change. As such:

• organisational policies and procedures acknowledge the richness found in managing systems from the micro and macro levels. Without certain organisational infrastructures implemented by senior management, frontline workers may not have the framework to practice professionally with clients.

• previous, current and future training needs of respective workers may impact on the ability to create professional practice. Generally, this training may include certain tasks that are made applicable by organisational policies and procedure, for example recording case notes, using specific financial management software, undertaking safe home visits with behaviourally challenging clients, and occupation health and safety. Again, each individual training course collectively impacts on practice.

• qualifications, at a tertiary level, are strategically important in contextualising an individual’s ability to practice. Whether certified skills are obtained at TAFE, a private college or at a university, I believe workers should be qualified with such knowledge before they fulfil a job description. Training, as discussed above, only enhances previously obtained tertiary qualifications, rather than replacing the need to obtain them in the first place.

Ongoing discourse around systemic inequalities that hinder productive participation should continue, especially when such barriers are posed because of racial origin. Apathy may develop from living in a multi-ethnic community characterised by many ethnic communities, as people may state that it is too hard to cater for everyone’s ethnic need. Nevertheless, this attitude and silence continues to breed contempt towards perspectives that support ongoing encouragement (Tatum, 2003) of emerging and established ethnic communities. Rather, we should strive ideologically to develop an understanding that fosters tolerance, respect and appreciation, and is complemented by practices that promote social equality based on universal human needs.
Various systems within the Australian context struggle with the need to accommodate for the diverse eclectic lifestyles, values and beliefs a multiethnic society produces. Deeply entrenched in a history of the White Australia Policy, it is hard not to see underlying tones of this racial viewpoint in public perception today (Hennequin, 2004). Debates currently continue about the equity of bringing Pacific people on “temporary migration schemes” (Narushima, 2008, p. 1), which still raises reminiscent strategies of “guest worker” policies of the South Sea Islander trade period of the early 1900s (Evatt Foundation, 1991). Themes of xenophobia are raised by “fair dinkum Aussies” and previous political leaders concerned with the perceived problems of immigrants taking “our” jobs: “If Australia is prepared to bring dirt poor people from Pacific Island nations to do work that Australians are unable or unwilling to do, then surely we are capable of working out some financial assistance to get Australians who are unemployed to help them do the work” (Australian Associated Press, 2008, p. 1). Socially, we fail then to progress from a culture that perpetuates policies and practices that push for assimilation, rather than the development of organisational change to cater systemically for the richness found in diversity.

In conclusion, “in order for things to change, those people who are currently excluded from regular society must acquire the skills and capacities to organise themselves and reform the social system to meet their needs. Equally, those bureaucrats and community members who currently are most influential in determining what the social structures look like (i.e. the education system) must recognise their own responsibility to enable those people who are excluded to gain access to the system” (McGinty, 2002, p. 15). Building capacity also relates to a higher agenda, of engendering positive associations between research, academia and community practice. Theories on Pacific peoples seem to revolve around a Western viewpoint, which can limit the overall perspective of how we engage. Therefore, rather than using Pacific people as participants. Smith (Smith, 2004) suggests an eclectic approach, providing more ways for the subjects to be the researchers themselves. Questions about whether this creates issues of subjectivity for Pacific researchers may occur (Sanga, 2004), however this notion can be applied to other Western researchers who are researchers of their own Western ideologies and culture. Hence an important quest to provide opportunities to develop further research on Pacific communities won’t just develop professional or individual capacities, but also a community capacity in having members who are well-versed in providing academically sound work that develops Pacific cultural discourse within the Australian context. In regards to how this knowledge is conveyed to the grassroots, a major emphasis in Pacific research should be towards solutions that assist a policy framework for professional practice, rather than perpetuating further barriers (Baba, 2004). Again, I believe that all project work undertaken by Mission Australia with Pacific communities reviewed in this DCR strives to connect theory to
practice and visa versa. Adopting an action research approach, while appreciating the contextual richness of sociology, psychology and welfare ideologies, truly offsets and connects the ivory tower academic world to a level of individual competency. This then translates to meaningful processes of client outcomes, community development, and organisational change.
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THE DEVELOPMENT OF ANTI-SOCIAL
BEHAVIOUR IN PACIFIC YOUTH

Portfolio Volume II of II:
Articles

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Doctor of Cultural Research (DCR)

UNIVERSITY OF WESTERN SYDNEY
2009
VOLUME II OF II

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Introduction

On any given day during 2006-07 there were approximately 6,000 young people in Australia under juvenile justice supervision. This amounts to 12,765 young people who spent time under supervision through that year and 10,675 of them were aged between 10 and 17. The majority received a non-custodial sentence, which includes community-based orders and good behaviour bonds, however 43% experienced some form of detention (AIHW, 2008).

The number of young people under community-based supervision showed a distinct downward trend between 2003-04 and 2006-07 (AIHW, 2008). Conversely there was an increase in the daily average number of young people incarcerated, from 590 in 2003-04 to 696 in 2006-07 (Productivity Commission, 2009).

There are high rates of recidivism, with a study finding that almost half of a sample of youth justice clients re-offended within two years (Day et al, 2004). The rates for those who have been incarcerated are even higher (see for example Day, 2005). The costs of juvenile offending are significant with the New South Wales Department of Juvenile Justice spending $103 million on custodial services alone in 2007-08 (Annual Report, 2007-08). The upturn in incarceration, the levels of recidivism and the costs involved highlight the need for renewed efforts that more effectively address the underlying causes of offending behaviour.

This snapshot publication includes:

• Information on young people involved in the criminal justice system and new research conducted with some of them.
• Promising responses to working with young people at risk of ongoing involvement in the criminal justice system.
• Recommendations regarding policy and program directions for young people involved in or at risk of involvement with the criminal justice system.

Adolescence and the criminal justice system

Engaging in some type of anti-social behaviour during adolescence is not uncommon (AIC, 2002), though relatively few people who offend in their youth go on to become persistent and prolific offenders (Weatherburn and Baker, 2001) and the majority do not require formal intervention to change their behaviour. A bleak future however, awaits those caught up in a persistent cycle of offending and re-offending. Detention, in particular, is a critical ‘event’ in a young person’s life that makes the transition to adulthood especially difficult.

There is a large body of research on the characteristics of young people who engage in criminal activity (see for example Mullis et al, 2005). It has tended to identify ‘risk factors’ (personal traits, demographic and social characteristics) associated with anti-social behaviour and offending, and ‘protective factors’, (characteristics and circumstances) known to enhance people’s capacity to cope with challenging life experiences and foster pro-social behaviours. Such research identifies those protective factors which should be nurtured and the risk factors which need to be managed or reduced in severity.

In such research, young offenders tend to emerge as a chronically disadvantaged group who exhibit ‘risk factors’ in multiple developmental domains: at the individual, family and community levels, among peer relationships, and within the educational sphere (Howell and Egley, 2005).

Young people with conduct problems are far more likely than their contemporaries to have histories of neglect, usually experience some form of family conflict, have very low levels of educational attainment, commonly participate in risky or harmful levels of substance use, and have a tendency towards acts of physical aggression (Farrington, 2003, cited in Homel et al, 2006).

These factors amount to a significant degree of instability which can exacerbate already tenuous connections to family, school, the labour market and community.

Despite the complexity of issues faced by young people who offend, there is agreement on several areas:

• Offending behaviour is typically preceded by other forms of problem behaviour. More often than not, individuals, families and society are not ‘ambushed’ by offending behaviour, but rather there are early observable warning signs. Solutions lie in increasing the capacity of relevant people and institutions to identify ‘problems’ early, thereby enabling swifter and more systemic responses.
• The earlier the first point of contact with the criminal justice system, the poorer the short and medium-term re-offending outcomes (AIHW, 2008) and this adversely affects long-term wellbeing.
• Offending behaviour is not inexorable, rather it can be averted. There are ‘pathways to desistance’ (Mulvey, 2004) which different people take at different stages of their lives. Some people find their way through these in a relatively independent fashion, whilst others need support to proceed down a more constructive path.
• There has been a welcome move away from the ‘nothing works’ mentality towards rehabilitative, holistic programs (Ward and Brown, 2004) that respond to individual circumstances, build on strengths and tackle the range of issues related to offending.
New research

Mission Australia runs three programs in south west Sydney that work with young people aged 10 to 17 years who are in contact with the criminal justice system. The programs – Campbelltown Post Release Support Program, Juvenile Justice Employment Skilling Program and Pasifika Support Services – are collectively known as the Youth Offender Support Programs (YOSP). The new research presented here has been undertaken as part of studies for a professional doctorate by a Mission Australia staff member of YOSP. The research has a particular focus on Pacific young people whose developmental pathways are both enriched and complicated by the added dimension of sustaining and developing their cultural identity in Australia.

The research had several aims including to:

- Build understanding of the social factors that may lead to and entrench the marginalisation of young people in contact with the justice system.
- Enhance understanding of the experiences of Pacific young people in contact with the justice system and identify ways to support them to refrain from offending and lead more productive lives.
- Review a suite of services offered to this group.

The research, carried out in 2007 and 2008, had three components:

- A survey of 100 young people involved in the YOSP.
- Interviews with some of these young people and workers from a range of organisations who work with them.
- A review of the YOSP case management and service model, in particular that of the Pasifika Support Services (PSS).

The survey’s 101 questions covered topics such as family, education, finances, accommodation and experiences with the criminal justice system. Interviews were conducted with nine Pacific young people participating in PSS, case workers who deliver YOSP, staff within the educational system and members of NSW Police involved in PSS. The research is not intended to be representative of young people involved in the criminal justice system, but rather explores the experiences of those who participated in the research, and in turn offers important new insights for working with this group.

The young people who participated

The young people involved in the research appear to generally conform to the typical profile of adolescents who engage in anti-social behaviour. Nearly all have a history of damaging levels of alcohol and/or other drug consumption, year nine is the highest level of education for 71%, a third have a diagnosed learning difficulty, with a similar proportion living with a diagnosed mental health issue, and almost two-thirds have histories of violent and/or aggressive behaviour.

Table 1 provides details of the participants’ ethnic background. Of the 100 respondents, 49% were of Pacific origin including from Samoa, Tonga, Fiji, the Cook Islands and the Indigenous Maori people of New Zealand. Fifty one percent of participants were ‘non Pacific’ and were from diverse backgrounds including Indigenous Australians, Anglo Australians and people of Arabic and Asian descent. Most were aged between 10 and 17 years and 93% were male.

<table>
<thead>
<tr>
<th>Ethnic background of research participants</th>
<th>% (n = 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific</td>
<td></td>
</tr>
<tr>
<td>Samoan</td>
<td>31</td>
</tr>
<tr>
<td>Tongan</td>
<td>8</td>
</tr>
<tr>
<td>Cook Islander</td>
<td>5</td>
</tr>
<tr>
<td>Fijian</td>
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<td>Aboriginal and Torres Strait Islander</td>
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</tr>
<tr>
<td>Arabic</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
</tbody>
</table>

There is a disproportionately large number of Pacific young people among the sample given YOSP operates in an area where a large number of Pacific families have settled and many of the participants were recruited from PSS. However an overrepresentation of this group in the juvenile justice system has previously been observed (Cain, 1995). Following is an overview of Pacific culture to give some context for the research findings.

Pacific communities in Australia

“I love it – just love being us. Love Pacific culture – lots of things in our culture … dances. Love it the way it is!”
(Samoan male, 16)

“Many walk the difficult path of being true to self while remaining connected to their cultural group.”
(Teacher, welfare services)

Members of the Pacific communities come from the thousands of islands in Melanesia, Micronesia and Polynesia and include the Indigenous Maori people of New Zealand. They make up only 0.86% of Australia’s total population. Although they live in many parts of Australia, the largest communities are found in New South Wales (NSW), followed by Queensland and then Victoria. The majority of Pacific people in NSW live in metropolitan areas and in particular the south west suburbs of Sydney. Thirty two percent of all Pacific people in Australia reside in Sydney and nearly 28% of this group are located in the south west region. While this equates to more than 19,000 people, Pacific people are a minority group in this area, constituting only 2.3% of the total population (ABS, 2006).

Importance of family and community

Pacific culture is built upon collectivist and egalitarian ideals. The individual is understood in the context of the broader collective, of which there are multiple layers - family, clan, community and country. Family in particular is of paramount importance. “Respect, integrity, reciprocity and solidarity” are the key values that shape individuals’ behaviour within and between these layers (ANC for UNESCO, 2006 p7). Identity is formed around family membership with an individual’s personal profile and reputation tied to the standing of the broader group. Behaviour that undermines regard for the group is a serious transgression.
Respect for elders is strongly reinforced within Pacific communities and there is a hierarchical structure to family relationships. Cultural tradition is valued, and elders and other community leaders are highly regarded for their role in sustaining cultural practices. It is seen as disrespectful to challenge people in positions of authority (Monsell-Davis, 2000).

The importance of community is celebrated and reinforced in almost every aspect of Pacific life. Church, community gatherings, the sharing of meals, participation in team sports, dance and arts, are all activities that build trust and promote a sense of community.

By contrast, the Australian ‘mainstream’ culture is underpinned by the predominantly Western ideals of liberalism and individualism. It encourages people to distinguish themselves from others, often through achievement in arenas such as school, work and sport. The ability to compete in the labour market is a prime determinant of upwards social mobility and thus education takes on particular importance. In Australia as a whole there is generally less of an emphasis on the extended family and community networks than in the Pacific culture.

Pacific values can be lived out in ways that are unfamiliar to mainstream Australia and seem incongruent with behaviours encouraged and accommodated by the state and its institutions (Plange, 2000). For example, family commitments can take precedence over schooling or other institutional commitments.

The raising of children is seen as a shared responsibility and it is not uncommon for siblings to take on caring roles at relatively young ages (Sachdev, 1997), which occasionally means missing school. Resources are shared among the extended family and income is pooled and often disbursed throughout the nuclear and extended family, the church, and on occasion the ancestral village in the Pacific Islands. Although this can create additional financial pressures, this is not viewed as a burden but rather as a responsibility to sustain the greater good of the family and community (Macpherson, 1997).

Culture shapes attitudes and behaviours, sometimes at an unconscious level, and has implications for the design and delivery of programs that seek to enhance the wellbeing of young people and prevent or address problematic behaviour, including those from Pacific background.

**Key findings from the research**

A number of key themes emerge from the research undertaken with YOSP participants. These are: family and community issues; atypical patterns of offending; substance use and aggression; and education.

**Responsibility to family and the broader Pacific community**

“My everything, man, I’ll [put them before] anything.”

(Samoan male, 14)

Given the cultural norms and mores identified for Pacific communities, as may be expected, a different picture of the family unit emerges for Pacific participants compared to their non-Pacific counterparts. Table 2 presents a selection of variables that highlights this.

<table>
<thead>
<tr>
<th>Family characteristics and living arrangements</th>
<th>Pacific % (n=49)</th>
<th>Non-Pacific % (n=51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living with both parents</td>
<td>51</td>
<td>18</td>
</tr>
<tr>
<td>Living with non-family member (who is primary carer)</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Living in public housing</td>
<td>82</td>
<td>67</td>
</tr>
<tr>
<td>Household of six or more people</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>Living in dwelling with three bedrooms</td>
<td>69</td>
<td>71</td>
</tr>
<tr>
<td>Three or more siblings</td>
<td>84</td>
<td>59</td>
</tr>
<tr>
<td>Young person has high level of care for siblings</td>
<td>63</td>
<td>10</td>
</tr>
<tr>
<td>Mother in employment*</td>
<td>43</td>
<td>38</td>
</tr>
<tr>
<td>Father in employment*</td>
<td>66</td>
<td>31</td>
</tr>
<tr>
<td>Access to privately owned car</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>6-15 minute walk to public transport</td>
<td>49</td>
<td>41</td>
</tr>
<tr>
<td>30+ minute walk to public transport</td>
<td>49</td>
<td>45</td>
</tr>
<tr>
<td>Outstanding fine with the State Debt Recovery Office</td>
<td>64</td>
<td>54</td>
</tr>
<tr>
<td>Young person does not access Centrelink benefits</td>
<td>69</td>
<td>41</td>
</tr>
<tr>
<td>Young person is eligible for but does not access Centrelink benefits</td>
<td>37</td>
<td>14</td>
</tr>
</tbody>
</table>

* This figure is based on known cases only.

The Pacific family unit is generally larger and resides in more crowded surrounds. Approximately two thirds of households consist of six or more people, with a similar proportion living in three bedroom homes. This compares with only a quarter of non-Pacific households having six or more members. Over 80% of the Pacific group live in public housing, compared to two thirds of the non-Pacific group. While some household members may be from the extended family, Pacific youth also have a larger immediate family, with 84% having three or more siblings. A majority (63%) of Pacific young people assume a high level of care for younger siblings, compared to only 10% of non-Pacific respondents.

A higher proportion of Pacific parents than their non-Pacific counterparts are engaged in employment, which is perhaps a reflection of the Pacific sense of duty to provide for the extended family and other members of the community. Forty-three percent of Pacific mothers and 66% of Pacific fathers are in paid work, compared to 38% and 31% of non-Pacific mothers and fathers, respectively. The interviews with Pacific young people revealed a similar focus on work in order to help the family financially. This may be indicative of a larger issue concerning eligibility for welfare benefits and the difficulties of negotiating an unfamiliar welfare system. Thirty seven percent of the Pacific group are eligible but do not access Centrelink benefits, compared to 14% of non-Pacific youth.

Financial pressures have ramifications in a number of ways for Pacific young people. The research revealed a strong compulsion to seek employment at a young age and this is unrelated to career aspirations. There was also a significant impact on this group of high transport costs. This is exacerbated by costs incurred from fines, including some which are transport related and which have been referred to the NSW State Debt Recovery Office. This has implications for obtaining a driver’s licence and employment prospects.
**Atypical patterns of offending**

One of the most striking findings from the research is that the criminal trajectory of Pacific young people appears to be markedly different from their non-Pacific counterparts, as shown in Table 3. It would seem that Pacific young people commence offending at an older age and their early offences are more likely to be serious offences against the person. Whereas 75% of non-Pacific youths committed their first offence before the age of 15, only 40% of Pacific young people commenced offending prior to this age. However half of the offences committed by Pacific youths were indictable (serious) offences, compared to 33% of those perpetrated by non-Pacific young people.

**Table 3: Offence characteristics**

<table>
<thead>
<tr>
<th>Offence characteristics</th>
<th>Pacific % (n=49)</th>
<th>Non-Pacific % (n=51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First offence committed by the age of 14</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>Commenced offending between the age of 15-18</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>Current or previous offence(s) indictable</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Prior history of 5 or more offences</td>
<td>20</td>
<td>53</td>
</tr>
</tbody>
</table>

The Pacific experience appears to be counter to the typical pattern of offending of young people, which suggests that early delinquent behaviour is relatively minor. This may have grave implications for Pacific young people, as in the case of a particularly serious offence the offender may be tried and sentenced as an adult. They are also more likely to spend time on remand and have a conviction recorded against them. Despite a less crowded history of offending, with limited opportunity to demonstrate an orientation towards rehabilitation given the likelihood that they are being held on remand, the sanction dispensed by the court may be relatively severe. This is significant given that “assignment of severe punishments for early criminal behaviour can result in greater recidivism” (Lynch et al, 2003, p. 2). It can also have a devastating impact on future employment opportunities and close off crucial pathways out of offending.

Another unusual pattern emerging from the interview data concerns the motivation behind offences. Offending as a means to an end – usually to obtain money or material goods – appears to be the motivation underlying several Pacific young people’s offending behaviour. This motivation is usually associated with persistent adult offending, rather than youth offending, which tends to be a response to the acting out of an emotion (Petersilia, 1980).

“Especially to support the family and stuff … to get money … got a few financial problems, especially for myself, and my sister, and that’s why I’ve asked before if I can get a job … think about a job … ‘Yeah, to support my family, and to get me stuff, like what I’m wearing now, my shoes.’”

(Samoan male, 14)

“… I might as well drink with them, ‘cause if I don’t they think I’m a dog. See, I think my friends are like my family and that, so when they tell me, ‘drink’, I wanna drink with them.”

(Samoan male, 15)

“Basically all the boys drink. They go to the beach and have a big circle and drink.”

(Tongan male, 13)

“… get money – so they drink and smoke, that’s what I used to do … we steal [clothing] – to look good … It’s too expensive …”

(Samoan male, 16)

**Substance use and aggression**

Significant proportions of both groups are involved in substance use, however Table 4 shows the frequency of use, type of drug and the context for use, varies considerably. Pacific young people have a tendency towards alcohol rather than other substances, their use is less frequent than their non-Pacific counterparts, and consumption tends to be related to social norms. One in three Pacific young people consume alcohol or other drugs on a daily basis compared to three quarters of the non-Pacific group. The former are almost four times more likely to drink alcohol or use other substances “on the weekend or for a social occasion.”

<table>
<thead>
<tr>
<th>Substance use and aggression</th>
<th>Pacific % (n=49)</th>
<th>Non-Pacific % (n=51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumption of alcohol and other drugs (AOD) on a daily basis</td>
<td>32</td>
<td>74</td>
</tr>
<tr>
<td>Consumption of AOD 3 times per week</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>Consumption of AOD on the weekend and/or a social occasion</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>Alcohol is substance of choice</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>Mothers with current/previous history of harmful AOD use</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td>Fathers with current/previous history of harmful AOD use*</td>
<td>53</td>
<td>77</td>
</tr>
<tr>
<td>Mothers with current/previous history of harmful alcohol use*</td>
<td>71</td>
<td>26</td>
</tr>
<tr>
<td>Fathers with current/previous history of harmful alcohol use*</td>
<td>86</td>
<td>41</td>
</tr>
<tr>
<td>Negative expression of anger towards peers</td>
<td>63</td>
<td>59</td>
</tr>
<tr>
<td>Negative expression of anger towards family</td>
<td>59</td>
<td>70</td>
</tr>
<tr>
<td>Negative expression of anger towards members of the community</td>
<td>57</td>
<td>69</td>
</tr>
<tr>
<td>Mothers with a history of violence in the home</td>
<td>47</td>
<td>29</td>
</tr>
<tr>
<td>Fathers with a history of violence in the home</td>
<td>89</td>
<td>71</td>
</tr>
</tbody>
</table>

* Figure is a proportion of those who have a current or previous history of harmful AOD use.

There are significantly higher rates of harmful alcohol use among Pacific mothers and fathers, than their non-Pacific counterparts, although there is less difference between other substance use. Pacific mothers and fathers are more than twice as likely to engage in negative alcohol use compared to their non-Pacific counterparts.

The research suggests violence in the home is more prevalent among Pacific parents, although Pacific young people are slightly less likely to be aggressive in the home, compared to non-Pacific young people. This is likely to reflect the hierarchical structure and respect for elders within Pacific culture. For Pacific young people, aggression is slightly more likely to emerge within the social group (and offences more likely to be committed in groups), whereas non-Pacific young people are more likely to be violent towards family members and the general public, rather than peers.
The pressure to seek work at a young age and contribute financially can compromise long-term educational and work opportunities. Parents who work multiple jobs and have difficulty attending parent-teacher interviews or other school activities may be viewed as unsupportive of their children’s education. Ways of relating to adults are also culturally derived. For Pacific young people, it is respectful to listen to those in authority, rather than interject with opinions; in disciplinary situations it is respectful not to make eye contact. Conversely, being singled out for praise can cause embarrassment and discomfort. Many practices that are contrary to Pacific culture are encouraged in the Australian schooling system. Despite all of this, the Pacific group appears to have achieved better educational outcomes relative to their non-Pacific counterparts.

Strengths to build on

One of the most important aspects of this research is that Pacific young people appear to have significant strengths that indicate the existence of protective factors. These could be key in reducing or eliminating the onset of anti-social and offending behaviour if appropriately fostered. For example, they have a strong sense of attachment to their family and cultural community. They participate in team sports and spiritual activities at rates much higher than their non-Pacific counterparts, and are more likely to associate with peers in their own age group. They are also more inclined to remain at school despite the challenges in doing so and tend to commit their first offence at a significantly later age.

Some of the risk factors associated with this group are also arguably less severe. While almost all participate in risky or harmful levels of substance use, significantly fewer consume alcohol or other drugs on a daily basis compared to the non-Pacific young people. Alcohol consumption seems to be a corollary of socialising, rather than a withdrawal from the community and a troubling sign of a lack of social norms.

The picture that emerges is of a promising group of young people connected to their families and each other, keen to contribute to the family and their broader community, yet somehow struggling to channel their energies in productive ways. These strengths suggest real possibilities for unlocking their potential, and this is supported by the outcomes being achieved by services such as PSS (see breakout box).

Systemic challenges

There are however, notable institutional and social barriers that work against this potential being realised. The Pacific participants experience financial stressors which lead them towards low-skilled job opportunities rather than school, are connected to transportation offences and possibly directly related to their offending. For many, help is not available through Centrelink due to the requirement of obtaining Australian citizenship and the costs and time associated with this. Many who are eligible for benefits experience difficulties navigating the system. This can have implications for registering as jobseekers and taking advantage of labour market programs. Although almost a third are diagnosed with a learning difficulty, only 4% received specialist education attention, whereas it seems all members of the non-Pacific group diagnosed with similar learning problems have previously received some form of special education.

Issues also arise in Pacific young people’s experiences of the criminal justice system. In addition to the issues stemming from their atypical offending, it is not uncommon for
parents to miss their children’s court appearances. This may be due to feelings of shame, difficulties associated with taking time off work or their way of denouncing their children’s behaviour. Other problems, such as failing to report to the police are common, as are breaches of conditions relating to associating with other known or co-offenders. One participant was detained after reporting to the police with his brother, with whom his bail conditions stipulated he could not associate in public. Association restrictions are particularly vexing for Pacific young people, whose sense of identity is largely gained from their relationship to others within group structures. Disassociating from family, peers and clan is in direct conflict with social mores.

While it is necessary to denounce and discourage offending behaviour, it seems that some of the structures and processes of the educational and justice systems may work against rehabilitation.

Promising responses: Pasifika Support Services

“The juvenile justice system by itself cannot provide all the answers to the problem of juvenile offending, nor can it provide the solution … Juvenile crime is a problem that needs to be tackled even before the manifestation of delinquent behaviours. Multifaceted interventions aimed at enhancing parental and community ability to exercise social control are crucial in this respect” (Carcach and Leverett, 1999 p.23).

Pasifika Support Services (PSS) is one of a number of projects developed and funded as part of the Youth Partnership with Pacific Communities, a whole of government approach initiated by the NSW Premier’s Department to meet the needs of Pacific young people at risk of ongoing involvement in anti-social, risk-taking and criminal behaviour. It is a multi-systemic approach that aims to:

- Prevent or decrease young people’s involvement in crime.
- Strengthen their wellbeing and resilience.
- Re-engage them on educational and employment pathways.
- Increase the capacity of their families and communities to support them towards productive life pathways.
- Increase the capacity of relevant agencies (including education, police, health, community services) to work effectively with the client group.

PSS is delivered in close partnership with NSW Police, who provide all referrals and work closely with PSS staff to identify young people who will benefit from the program. Participation is voluntary and since it began in June 2005 it has supported more than 250 Pacific young people. A key focus is the empowerment of Pacific young people, their families and communities, through the development of understanding and pride in their cultural identity. This contributes significantly to self-esteem, awareness and identity, necessary precursors to making positive choices and having the capacity to re-engage with education and employment.

Case management approach – A unique feature of PSS is the case management model and underlying principles including:

- A holistic approach to improving outcomes, through working in all the life domains (eg education, health, family etc).
- The engagement of community based workers and leaders with a Pacific background and those who have previously worked within the community, to inform service development and delivery.
- A focus on building the ‘cultural competency’ and capacity of those who play a significant role in participants’ lives, such as peers, family members, teachers, community workers and staff in the criminal justice system.
- Flexible and culturally relevant programs and service delivery that enable young offenders (and their families) to understand and fulfil the requirements of institutions such as the justice and educational systems.

Staff work intensively with participants to set and achieve goals across 13 broad areas: personal and social skills; alcohol and other drugs usage; family; financial; health; employment and education; legal; daily living; recreation; ethnic culture; identification; and accommodation. The most common supports provided are educational assistance; anger management; family mediation; and alcohol and other drugs education (ARTD, 2007). In practical terms, PSS reconnects young offenders to education, supports them to find work, educates them about health and wellbeing, actively supports them to reduce their alcohol and drug usage, develops strategies to help them cope with feelings of anger and enhance their personal and social skills, provides information to enhance financial literacy and competency, and offers direct assistance in obtaining formal identification documents, accessing welfare benefits and the health system.

Family and community support – Given the importance of the family, PSS undertakes a significant amount of family mediation in the home, including with siblings. This encourages open communication between young people and their families, and helps the family understand and reconcile the range of expectations placed on young people by their parents, peers and institutions. It increases parents’ knowledge of Australia’s education, justice and employment systems and the expectations such systems have of their children. This helps both the young people and their families to more successfully integrate into the wider community. Parents are also supported to access employment, training and education, as well as referral to other services that they may require. PSS also undertakes training with a range of providers such as educators, and government and community organisations, to enhance their ability to work effectively with Pacific young people and their families. PSS has worked with educational providers such as TAFE to increase the participation of clients in education and help them establish educational and vocational pathways.

Outcomes – A recent independent evaluation (ARTD Consultants, 2007) shows promising outcomes, with rates of re-offending reduced in the short and medium-term following participation in the program. Offending data for 23 Pacific young people who participated in PSS was collected in July 2007 and shows that in the six months prior to their referral they were charged with a total of 24 offences, 14 of which were serious. Sixty five percent of young people with a 12 month follow on period have not reoffended. There have also been impressive results in the areas of family support, alcohol and other drugs, and personal and social skills as shown by the case studies below:

*Mafi* had a strained relationship with his parents, frequently missed school and spent most nights drinking with older peers. PSS supported Mafi and his family to reflect on the family dynamic and the causes of Mafi’s isolation. He is now communicating with both parents and spending more time at home.

*Ale* was the leader in a brawl between two high schools which led to several students being injured. Through PSS, education in anger management, the legal system and healthy living was delivered to Ale and his peers and the students’ school and families were closely involved. Since participating in the program, the students are finishing Year 12 and have not been involved in any further criminal activity.

*Tavita* frequently spent little time at home, drank with peers and had regular contact with the police. Following his involvement with PSS he is in full time employment and has not re-offended.
Clients have indicated their strong satisfaction with PSS with 100% of clients exiting the service indicating they were very or mostly satisfied with the service they received and 100% indicating they would recommend the program. As the ARTD evaluation concluded the project has demonstrated that by intervening with at risk young people from Pacific backgrounds it is possible to break the cycle of re-offending and achieve positive social, employment and education outcomes. The recent expansion of the service is a clear recognition of its success, that it is meeting a recognised need and that an integrated model of service linking an intervention service with police as the main referral agency is appropriate. The Project has been successful because it is well managed, has generally effective referral systems in place, stable and qualified staff from similar backgrounds to its clients and is providing clients with culturally appropriate support...

The service has developed effective partnerships with the police and TAFE and is well networked with other agencies, youth groups and organisations, both those with a Pacific focus and for the broader community. These links have allowed the service to contribute to other agencies’ awareness of issues for the Pacific Community, expanded the opportunities available for their clients and for Pacific youth in the broader community (p 24).

Cost effectiveness and learnings – The program is also cost effective, at approximately $2,500 per case, with clients involved for three to six months. This compares very favourably with the “real recurrent cost per adult prisoner per day” which was nationally averaged at $207 in 2007-08 (Productivity Commission, 2009) and given that the national median aggregate sentence length for all prisoners was three years (ABS, 2008). PSS is clearly showing significant promise in minimising the risk factors and enhancing the protective factors of Pacific young people and contributing to their enhanced wellbeing and that of their families and community. It also is cost effective and provides clear learnings for strategies aimed at reducing juvenile offending.

Recommendations and conclusion

A system that prevents harmful behaviour and keeps society safe is essential for any state that seeks to enable its citizens to lead productive, fulfilling lives. As has been observed around the globe however, there are different ways of responding to the problem of crime. One option is to “build our way out of crime” through incarceration (Maghan, in Krienert and Fleisher, 2004, p vii). This is the path that appears to have been taken by some jurisdictions in the United States where it has been said that entire subsets of the population are being systematically incarcerated (Garland, 2001).

Another option is for society to recognise that contact with the criminal justice system, especially for young people, is an indicator of serious social disengagement and to take action to address this. It suggests the need to work on a number of fronts to prevent young people ending up in the criminal justice system, especially detention, by tackling the underlying causes of offending behaviour. Detention is a form of ‘treatment’ for offending behaviour that is unfortunately necessary in exceptionally serious circumstances. However, it frequently intensifies the need for significant support, post-release. This is particularly the case for young people given they are still going through significant developmental changes. The effectiveness of detention is also questionable, given the strong association between early imprisonment and offending behaviour into adulthood (AIHW, 2008).

This, together with research that suggests it is possible to discern early signs of ‘problems’, forestall challenging behaviours, and support young people to negotiate the kinks in their life courses (Homel et al, 2006, p 1), makes a compelling case for early intervention. Such intervention, as shown by PSS, requires effort in all the domains of change – at individual, family and community levels, among peers and in the educational sphere. It is across and within these domains that young people make sense of their lives, develop their sense of identity, the skills and wherewithal to succeed in life, and a sense of self-worth and pride.

As the research with Pacific young people shows, effective responses are mindful of a young person’s background and culture and how this permeates their lives. Imposing ‘standard’ programs and practices on all young people when their individual life experiences are materially diverse can potentially do more harm than good. While state institutions and their systems might seem natural to those born into them, they can seem unintelligible and alienating to people who have newly or recently arrived. Equally, such systems might inadvertently rub against protective factors, such as the strong connections to family and community in the case of Pacific young people.

Investing in flexible and holistic programs and building the competency of the influential actors in young people’s lives is consistent with sound development principles, and, in the long-run, is cost-effective. The experience of PSS and similar services shows there are ways of supporting young people to retain their traditional culture and help them to flourish, and there are members of the community who can be drawn upon to support this.

The following recommendations are based on the synthesis of research on effective early intervention strategies, the new research with Pacific young people presented here and Mission Australia’s experience supporting young people and families across Australia.

Recommendation 1: State and Territory Governments commit to reducing the number of young people in detention and set targets to enable this to be annually monitored.

Recommendation 2: State and Territory Governments work in partnership with the community sector and other relevant sectors, such as education, to develop a coordinated strategy to support the achievement of these targets. The strategy should include a strong focus on early intervention, prevention and rehabilitation and be cognisant of the diverse multiple risk domains that have been shown to significantly increase an individual’s chances of serious social disconnection.

Recommendation 3: The strategy should draw on the best available evidence of what supports young people to make successful transitions. This includes leveraging and expanding existing, locally-based community programs, such as Pasifika Support Services, that have been shown to positively address social disengagement.

Recommendation 4: Investment be provided to enhance the ability of community and educational sectors to build the capacity of the key people and organisations in young people’s lives, including families, peers, educational institutions, and social, recreational and cultural associations, so that they are better able to identify the various stages and dimensions of social disengagement and take action.
Recommendation 5: Programs related to reducing re-offending need to recognise the non-linear path to desistance and focus on a broader range of outcomes related to the underlying causes of social disengagement, rather than just short-term recidivism outcomes. Reductions in risky or harmful levels of substance abuse, enhanced self esteem and wellbeing, improved family relationships, and re-engagement with education, training and the labour market, should be seen as key outcomes for such programs.

Recommendation 6: Programs should be sufficiently funded to enable providers to explore the unique context and circumstances of their clients, and provide differentiated responses as required.

Recommendation 7: Research be funded and conducted into minority populations overrepresented in the youth justice system to understand their unique situation and develop appropriate preventative and early intervention responses that can circumvent problem behaviour.

References


Acknowledgement and thanks

The original research reported on in this publication was undertaken by a Mission Australia employee, Jioji Ravulo, as part of his studies for a professional doctorate through the University of Western Sydney. Our thanks to all who participated in the research.

Inspired by Jesus Christ, Mission Australia exists to meet human need and to spread the knowledge of the love of God.

Our vision is to see a fairer Australia by enabling people in need to find pathways to a better life.

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Developing and implementing a case management model for young people with complex needs

A toolkit for community workers, educators and justice officers
Acknowledgements

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The following tools included in this kit were developed by Jioji Ravulo and resulted from his research:

- YOSP Genogram
- Developing Reading and Writing (DRAW)
- 5Ws of AOD Usage worksheet
- 5Ws of Expectations worksheet
- 5Ws of Consequences worksheet
- 5Ws of Anger
- YOSP Targeting Anger worksheet
- YOSP Self Esteem Scale
- In da Know Education and Employment questionnaire and content table
- In da Know Mental Health questionnaire and content table
- In da Know Sexual Health questionnaire and content table
- In da Know AOD questionnaire and content table
- In da Know Legal Issues questionnaire and content table
- Open Worksheet communication tool
- Understanding Pacific culture and working effectively with Pacific communities – an information pack for educators and community workers developed by Jioji Ravulo

All other tools contained in this kit, including the case management model, were developed by Mission Australia.

Mission Australia and Jioji Ravulo encourage you to draw from, use and/or adapt these tools. In doing so, when using these tools or if reproducing any text from this toolkit it would be appreciated if the text could be enclosed within “quotation marks”, and accompanied by the following reference as appropriate:

- Mission Australia (2009), Developing and implementing a case management model for young people with complex needs, Mission Australia, Sydney.

Figure 2 in Part A of the toolkit was adapted from ideas contained in A.A. Thompson Jr. and A.J. Strickland III (2003) Strategic Management: Concepts and Cases, Thirteenth Edition, McGraw-Hill Irwin, NY. Discussion concerning organisational competencies is also informed by this resource, as is the use of margin notes in Part A.

Acronyms

JJESP – Juvenile Justice Employment Skilling Program
PRSP – Campbelltown Post Release Support Program
PSS – Pasifika Support Services
YOSP – Youth Offender Support Programs
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- Part C: Understanding Pacific culture and working effectively with Pacific young people

### Part A: planning, developing and implementing a case management model

What is case management?  
Internal and external factors that influence the development of a case management model

Pasifika Support Services – a case management model in action
- The story of PSS  
- Combining the internal and external factors – the best possible case management model for PSS

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### Part B: case management and service delivery tools

Part B, Introduction

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Part C: understanding Pacific culture and working effectively with Pacific young people

Part C, Introduction
- Background to the development of the tools featured in Part C
- How the tools have been shaped for this toolkit

Understanding Pacific culture and working effectively with Pacific communities – an information pack for educators and community workers developed by Jioji Ravulo

Open worksheet communication tool
Introduction

Welcome to Developing and implementing a case management model for young people with complex needs. The purpose of this toolkit is to share some of the experiences and learning that Mission Australia has gained from developing and implementing a case management model to support and empower young people with complex needs. This toolkit contains information and tools to support the development and implementation of case management models, and direct service delivery.

The case management model and the tools in this kit were originally designed for young people engaged in or seen to be at risk of ongoing involvement in antisocial, risk-taking and offending behaviour. The toolkit is based on Mission Australia’s practice wisdom and primary research conducted in 2007-08 with young people who were participating in Mission Australia’s Youth Offender Support Programs (YOSP), and one of these programs in particular: Pasifika Support Services (PSS).

PSS is an initiative of the NSW Premier’s Office, developed and implemented by Mission Australia in partnership with the NSW Police Force. It is a holistic program which aims to meet the needs of Pacific young people. It arose in recognition of the overrepresentation of this cohort in the youth justice system in NSW and the need to better understand the issues experienced by young Pacific people in order to develop culturally appropriate responses. Many of the tools were originally designed with this group in mind and it is the case management model that was developed and adapted for PSS that is the centrepiece of this toolkit.

Who will find the toolkit useful?

This toolkit is for people who work in the community and government sectors in a range of capacities with young people. It has been designed with three main audiences in mind:

- People responsible for, or with an interest in, planning and developing case management models (Part A of the toolkit may be of most interest to this audience);
- People involved in case management or case-work, and/or those who are involved in delivering services to young people with multiple and complex needs (Part B of the toolkit will be of interest to this audience);
- People who work with Pacific communities, and in particular young Pacific people (the toolkit in its entirety will be of value to this audience, with Part C being of particular interest).

Although the case management model at the heart of the toolkit was designed to meet the needs of young Pacific people, we envisage that this resource will be useful to a range of practitioners who work with young people, even those who are not involved in case management development or delivery.

Young people involved in the criminal justice system tend to have multiple and complex needs that require a holistic and integrated service response. This can be true of other young people who are not involved in the justice system, but require support to overcome difficulties or challenges, or otherwise achieve their potential. Therefore, many elements of this toolkit will have application beyond the justice arena and be useful to practitioners such as teachers, trainers and community workers. It is also worth noting that the principles upon which the case management model is based and many of the supporting tools can be adapted to suit young people from a range of cultural backgrounds.
How to use this toolkit

Many organisations and professions involved with providing services to or working with young people will already have processes in place and tools to support service delivery, and they may have a preferred approach to case management. Some of these pre-existing practices may be prescribed, as they may form part of risk management or quality assurance processes, legislative requirements, or professional standards. Mission Australia has its own standardised and endorsed approach to case management – a National Case Management Approach – which aims to facilitate consistency in service delivery throughout the organisation. All case management services delivered by Mission Australia are developed and delivered in the spirit of this approach.

However, in practice this case management approach manifests itself in different ways, depending on the client group, the type of programs that are delivered and the theoretical perspective that underpins the service as a whole. Designing a new program or service means re-thinking or refining the case management model, albeit within agreed parameters.

Many other organisations frequently find themselves in this position. Also, some organisations may have gaps in their case management models and supporting tools, especially if they are newly established or if they have entered into a new partnership or commenced the delivery of a new program. Most organisations will also have processes that encourage the improvement of existing approaches and practices, and will frequently draw on and implement external ideas. It is Mission Australia’s own experience of developing a new case management model, within an overarching framework, and our interest in capturing and sharing the learning from this process that inspired the creation of this toolkit.

This toolkit is therefore a resource for practitioners and organisations to draw on as they see fit. Because of the origins of the toolkit, it is not a ‘one stop shop’ for developing a case management model and it does not contain tools for each and every suggested planning activity or each stage of the case management cycle. Neither will all the ideas and tools on offer be suitable for every organisation, client or context. We encourage you to adapt the resources in this toolkit to suit the context and needs of your organisation and professional environment, and the young people you work with.

The toolkit is divided into three main parts:

**Part A: planning, developing and implementing a case management model**

This section of the toolkit:

- defines case management and briefly describes the functions of the case management cycle;
- provides frameworks to help systematically identify the factors that will impact on the development and implementation of case management models, and strategies to ensure that the most effective and appropriate case management model for the target client group is developed;
- draws on Mission Australia’s experiences in developing and implementing the PSS case management model to illustrate how Mission Australia put these frameworks and strategies into practice.

*Part A* of the toolkit will be of interest to people who are responsible for, or who have an interest in: planning and developing case management models; ensuring that case management models are a good fit for the organisation; and ensuring that the organisation is equipped to implement case management models successfully.
Part B: case management and service delivery tools

This section of the toolkit:
- provides a selection of tools that support a particular function or stage of the case management cycle (such as planning and goal setting);
- details the thirteen outcome areas of the PSS case management model that were identified as critical to the wellbeing of the young client group;
- provides a selection of tools to support service delivery in these outcome areas.

Part B of the toolkit will be of interest to case managers and workers, and others who are involved in delivering services to young people with multiple and complex needs. Those with experience in adapting service delivery tools to meet the needs of their particular client group/s, or who are always on the look-out for additional resources and tools to draw upon will be particularly well placed to gain value from this section of the toolkit.

Part C: understanding Pacific culture and working effectively with Pacific young people

This section of the toolkit:
- provides detailed information about the Pacific culture and how Pacific values are lived out in a ‘mainstream’ Australian context;
- details the challenges of maintaining and celebrating Pacific values, beliefs and ideals in an Australian context;
- discusses the implications of these challenges for educators who work with Pacific young people;
- provides a tool to support educators and other community workers to engage with young Pacific people about issues not commonly discussed in Pacific family, social and cultural contexts, and raise self-awareness and encourage self-expression.

Part C of the toolkit will be particularly valuable to people who work with Pacific communities, and in particular young Pacific people. We note, though, that as the toolkit focuses on designing and implementing a case management model for young people of Pacific background, Parts A and B will also be of value.
Part A: planning, developing and implementing a case management model

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What is case management?

Case management is an approach to organising interventions that address the multiple needs and circumstances that significantly impede the life chances of an individual. It is an approach that is used within a range of fields, and predominates in the health and welfare sectors.

There are various types of case management models and a range of theoretical lenses through which to view adolescent development. There are also many different circumstances and issues affecting young people’s lives, and case management models can vary in accordance with the sector in which the dominant or priority issue is located, such as the health sector or the learning and development field. The variation within each of these areas means that there is much discussion in the literature about the models that are most appropriate and effective for particular client groups, and there are many possible case management approaches. This toolkit presents one possible approach to case management for young people with complex needs.

Despite these differences, case management models share some defining features:

- The case manager is usually the single point of contact for the client, their family, and other service providers, and is the linchpin of the case management process.
- Case management usually involves working with people with multiple and complex needs and seeks to provide a comprehensive solution. This, combined with a single point of contact, results in what is commonly termed ‘through-care’ – a process that assures continuity of care and integrated service delivery.
- Case management is client-centred and tailors solutions to meet the needs and circumstances of the individual.

These defining features have organisational implications, which must be addressed if the case management model is to operate successfully. Table 2 in Part A outlines these features and implications, and provides a range of critical questions to consider during the planning process. Case management models also essentially follow the same process or cycle, as detailed in Figure 1, A simple case management cycle.

![Figure 1, A simple case management cycle](image)

**Client referral (intake) / moving onwards (transition away from services).** Following an outcome evaluation, clients may conclude their treatment, continue their treatment, or be referred to other organisations, programs and services, each with their own case management cycle.

**Strengths, needs and risk assessment**

**Planning and goal setting**

**Comprehensive and linked service delivery**

**Outcome evaluation, exit planning and support**

**Monitoring and review**

---

**Key concept**

Case management models vary widely, however they share some defining features and essentially follow the same process or cycle.

Therefore, developing and implementing a case management model, means that there are some functional ‘givens’ with which the organisation must work.
Internal and external factors that influence the development of a case management model

As well as the actual functions of case management and its defining features, there is a range of factors which will shape the development of a particular case management model. Some of these are external factors which are difficult (and perhaps undesirable) to change, such as the authorising environment. Others are internal drivers, such as the values of the organisation and its case management principles, and the ‘competencies’ of the organisation – the internal functions the organisation performs particularly well. These affect how the organisation operates, its standing among other organisations in the same market space, the types of services it can deliver and how it delivers these, and the services which need to be delivered in partnership with other expert agencies, or outsourced. Very few choices about case management models are made in identical contexts. These different contexts, together with the many possible combinations of determinant factors means that despite the fact that the features and functions of all case management models are similar, in practice case management models can be qualitatively different.

Figure 2 provides an overview of the types of factors that impact on case management models. Considering the full range of factors during the planning and development stage will help to ensure that the model is feasible, that it is appropriate for the client group, that risks are managed, and that it is a good ‘fit’ for the organisation. This means making decisions about both practical and philosophical issues. It ultimately requires philosophy to be ‘put into practice’.
Table 1. A framework for planning and developing a case management model

Table 1 takes each of the types of factors identified in Figure 2, briefly discusses the possible implications of these factors, and suggests some strategies to support the planning and development phase and increase the likelihood that the case management model will reflect the key criteria identified in Figure 2, and will therefore be: the best possible fit for the particular client group; consistent with the organisation’s values and ‘principles based’; and realistic and achievable given the internal and external factors.

<table>
<thead>
<tr>
<th>External factors</th>
<th>Implications</th>
<th>How to respond during the planning process</th>
<th>The benefits that will result from these responses</th>
</tr>
</thead>
</table>
| The characteristics, strengths and needs of the client group | • These characteristics, strengths and needs will determine the types of services the organisation delivers, how they are delivered, and who needs to be involved at each stage of the case management cycle. | • Conduct desk-top and/or primary research to develop an in depth understanding of the client group, the types of services that might be required, and appropriate modes of operating and delivering services to the target group.  
• Establish a community reference group to inform the development and implementation of the model.  
• Engage in early discussion with funding bodies and other partners about appropriate outcome measures for the client group.  
• Develop a program logic to ensure that the full suite of services that needs to be delivered are identified, and are necessary and sufficient to achieve client outcomes in critical areas. | • A sound understanding of the client group is essential for tailoring services to meet the needs of clients and will result in better client outcomes.  
• An evidence base is essential for the setting of realistic benchmarks, is useful for evaluation purposes, and can be drawn on to advocate on behalf of clients and rally support for the program / services.  
• Community reference groups:  
  - provide useful ongoing guidance and advice to ensure the program is culturally appropriate and sensitively delivered;  
  - engender community trust in the program and enhance the program’s credibility;  
  - can provide access to useful networks in the community.  
• Developing a program logic tests the theory and assumptions underpinning the program, helps identify critical service gaps, and prompts early action to address these gaps so that the program / service has every chance of achieving its goals. |
| The authorising environment, including legislative and contract requirements | • Many of these factors are also typically outside the immediate control of the organisation and critical to the viability of the model. | • Conduct a due diligence investigation into legislative, regulatory and contract requirements.  
• Where possible, seek to address external constraints that might hamper best practice, such as ‘boilerplate’ contract clauses or government policy and procedures which, if tailored to the model or service at hand can result in significant gains for clients.  
• Establish monitoring and reporting processes that reflect formal requirements. | • Thorough knowledge of the legislative, regulatory and contract requirements:  
  - enables action to be taken to reduce the organisation’s exposure to risk (by ensuring that the program and services comply with requirements) and put appropriate risk manage strategies in place;  
  - promotes the smooth and effective administration of contracts.  
• Removing or alleviating pre-existing constraints that hinder, for example, information flow between organisations partnering to achieve integrated service delivery (while respecting privacy law), can result in dramatic benefits for clients. |
| Systemic factors, such as institutional arrangements and policy frameworks | • Many of these factors typically fall outside the immediate control of the organisation and cannot be addressed or changed in the short term. Often, the organisation must work around and with these.  
Some factors may be open to influence, such as referral processes or eligibility criteria, and can be critical to the success of the initiative. | • Address the factors that are more difficult to change through medium to longer-term advocacy strategies, and new research as it emerges.  
• Ensure the elements of the case management model do not conflict with systemic arrangements that cannot be changed during the life of the initiative or program.  
• Identify factors where change is possible as early in the process as possible, develop viable solutions and discuss with relevant agencies. | • Advocacy campaigns can help to change the structural factors that give rise to issues such as poverty, exclusion and inequality, and can contribute to the education of the broader community about critical issues. This can build a groundswell of support for and give voice to marginalised groups, and place issues on the political agenda.  
• Influencing issues such as referral processes or eligibility criteria to access programs and/or gain financial support can extend the reach of a program, multiply the services available, and ultimately enhance client outcomes. |
<table>
<thead>
<tr>
<th>Internal factors</th>
<th>Implications</th>
<th>How to respond during the planning process</th>
<th>The benefits that will result from these responses</th>
</tr>
</thead>
</table>
| The values of the organisation, and the principles underpinning the organisation’s approach to its branch of work and case management | • These values and principles should shape the case management model and inflect how each function of the model is carried out.  
• These values and principles will help inform partnership decisions and develop joint approaches to service delivery. Some agencies and modes of service delivery may be more compatible than others. | • Make explicit the principles underpinning the case management model to more readily see the ‘fit’ with the values of the organisation and the principles underpinning its approach to its branch of work. Aligning these layers of principles will ensure that the organisation’s philosophical approach to its work makes an important contribution to service delivery.  
• Draw on the organisational and case management principles to identify potential partner organisations and to establish agreed ways of working within multi-disciplinary teams. Despite the different theoretical perspectives and ideologies of various disciplines, identifying joint principles to underpin service delivery is a useful way of uniting disparate services into a cohesive model. | • A match between the values of the organisation and the principles underpinning the case management model will promote the effective execution of the model and service delivery by building on and further embedding the values and behavioural norms of staff members; a mismatch will hamper service delivery.  
• Agreement with partner organisations on core principles of case management and service delivery will ensure a consistent practice approach. This in turn will enhance the integration of services; help to promote consistent service delivery, and also help to reduce feelings of uncertainty or anxiety. This common and consistent approach is essential for situations – for example case management services for ‘involuntary’ or mandated clients – where role clarity is critical.  
• Common principles can cut through differences – whether these be theoretical, ideological, or even differences of opinion about practical matters – and can help promote a common vision, cohesion and effective team work, all of which result in a better experience for the client, which impacts on retention rates and outcomes. |
| Defining, ‘given’ features of case management models                              | • Case management models share common features; some functions and processes are therefore pre-determined and the organisation may need to adapt its existing practices to accommodate the new model. | • Refer to Table 2, Defining features of case management models and organisational implications for a range of questions that will assist the planning and development process. | • Refer to Table 2, Defining features of case management models and organisational implications for the benefits of ensuring that organisational systems, planning and processes are set up to support case management as a framework for service delivery. |
| The organisation’s competencies                                                   | • The organisation may not have the expertise to work in all the relevant developmental domains, or to deliver the full suite of services the client group may require.  
• The organisation will have core competencies and distinctive strengths – capabilities that distinguish it from other service providers and enable it to undertake some functions particularly well – but also areas of relative weakness. | • Develop a program logic to ensure that the full suite of services that needs to be delivered is identified, and all the required inputs are accounted for. Draw on the program logic to identify weaknesses and/or gaps in service delivery that may need to be outsourced or delivered in partnership with other agencies through multi-disciplinary teams.  
• Identify the organisation’s strengths that can be drawn on to enhance the case management model and service delivery, and the potential weaknesses that may need to be alleviated or worked around to assure good outcomes for clients | • Identifying all the potential life domains in which services may be required and making available the best quality services (whether through collaboration or partnership with other agencies and professionals, or direct service delivery) will ensure that a holistic, integrated response is able to be provided to each client. This will expand the range of goals the client will be able to establish and ensure that all the necessary supports are in place to facilitate positive change.  
• Identifying all the required inputs prior to embarking on service delivery will ensure that realistic resources (both financial and human) are allocated to the model, thereby giving it the best chance of success. |

Table 2, below, outlines the ‘defining features’ of a case management model – those ‘givens’ that the organisation needs to accommodate to implement a case management service and which to a certain extent will dictate some of the functions that need to be carried out. A range of questions are provided to promote the early identification of organisational issues that may need to be addressed.
### Table 2. Defining features of case management models and organisational implications

<table>
<thead>
<tr>
<th>Defining features of case management models</th>
<th>Benefits</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>The case manager is usually the single point of contact for the client, their family, and other service providers, and is the linchpin of the case management process.</td>
<td>• A strong rapport and high level of trust can be developed between case manager and client.</td>
<td>The relationship between the case manager and the client is paramount. This requires sensitivity and high level interpersonal and relationship-building skills.</td>
</tr>
<tr>
<td>Case management involves working with people with multiple and complex needs and seeks to provide a comprehensive solution. This, combined with the notion of providing a single point of contact, results in what is commonly termed as ‘through-care’ – a process that assures continuity of care and integrated service delivery.</td>
<td>• A holistic perspective of the client’s situation and needs. • Reduced risk of overlooking significant protective and risk factors. • Enables planning and delivery of services that address interdependent issues.</td>
<td>Addressing multiple needs requires the input and services of many organisations. This means working beyond the boundaries of a single organisation. It also requires a generalist rather than a specialist perspective, and high level coordination skills.</td>
</tr>
<tr>
<td>Case management is client-centred and tailors solutions to meet the needs and circumstances of the individual.</td>
<td>• Amplifies the voice of the client, rather than other stakeholders. • Realistic goal setting. • Specialised service response driven by the individual’s needs.</td>
<td>Placing the client at the centre of service delivery means that organisational structure and processes cede to the best interests of the client. This sometimes requires the re-thinking of service delivery and may require organisational changes. Flexible service delivery is also essential.</td>
</tr>
</tbody>
</table>

### Taking action – issues to consider
- Recruitment – are these skills and attributes captured in role profiles for case-managers? Are the right candidates being attracted? What kind of experience is desirable?
- Training and development – how are these skills best developed?
- Support – what is the best way to support case managers who work with clients who have experienced trauma?
- Risk management – what processes are required to manage ineffectual relationships, resolve conflict, and handle sudden staff departures with minimum disruption to the client?
- After care – how can clients best be supported to make the transition away from the organisation and the case manager, at the conclusion of service delivery?
- Decision-making – how does the professional background of case managers influence their prioritisation of the client’s needs and decision-making? What are the implications of this?
- Service mapping and engagement of other providers – how can relationships be built with relevant agencies? Is there a benefit to establishing preferred providers? How would preferred providers be determined? Which instruments of agreement work best, in which circumstances? Are there any boundaries that prevent the organisation from engaging and working with others?
- Collaboration and information sharing across organisations – what is the most effective and appropriate way to monitor clients’ progress and their experiences of other agencies’ services? How can quality be assured when the service is being delivered by another organisation? How is it best to resolve interdependent issues? What processes are required to resolve conflicts of interests or differences of opinion across agencies? How is the privacy of clients protected?
- Training and development – do case managers have the skills required to coordinate and oversee integrated service delivery, such as negotiation, facilitation, mediation and advocacy skills?
- Organisational structure and processes – if the organisation could start with a clean slate and the structure and processes could be designed from scratch, what might be done differently? Are these new ways of doing things viable and worth pursuing?
- Risk management and quality assurance – what type of decision-making is devolved to case managers in pursuit of responsive and flexible service delivery? What are the benefits and what are the risks associated with independent decision-making? What processes and thresholds are required to both encourage flexible service delivery and manage risks?
- Organisational learning – case managers are encouraged to think creatively and design unique service solutions for their clients – how are their ideas, knowledge and learning captured and shared?
- Evaluation – how will outcomes be measured and defended, considering that they will legitimately vary from client to client?
Pasifika Support Services – a case management model in action

The purpose of this section of the toolkit is to provide a ‘case’ which illustrates the challenges of developing an appropriate and effective case management model, and shows how the concepts introduced in the earlier part of the toolkit echoes themes utilised to develop and implement the model. This section sets forth the circumstances surrounding the development of the Pasifika Support Services (PSS) case management model, and the key features of the model (Figure 3).

Although the focus in this section is on a case management model that was developed for a particular cultural group, the intention is to show how Mission Australia synthesised the learning from the planning and development phase, and the findings of the desk-top research and primary research, so that this process can be replicated, irrespective of the client group. Following The Story of PSS two forms of content are presented in juxtaposition. Descriptive information about each of the external and internal factors affecting PSS is provided on the left hand side of the page. How Mission Australia responded to these factors and put into practice the suggested strategies outlined earlier is detailed in callouts placed alongside the descriptive text.

While some of the tools provided in Part B of the toolkit were specially developed for practitioners who work with young people of Pacific background, the majority of these tools can be adapted and used for service delivery to other client groups. This was made evident through the successful application across the two other Youth Offender Support Programs that work with a diverse group, including Indigenous and Arabic young people.

The story of PSS …

“We deliver more than 300 community services across Australia – we don’t want our programs to look like they’ve come out of a sausage factory. They can’t be produced like that – they won’t work like that. Every client has different needs and every local context is different. Our programs need to be designed with this in mind.” Mission Australia staff member, Research and Social Policy Unit

With more than 450 community and employment services throughout rural, regional and metropolitan Australia and an operating history of no less than 150 years, in the late 1990s Mission Australia decided to muster its expertise and tackle one of the most challenging social issues affecting Western capitalist states: the rehabilitation and reintegration of young offenders.

In 1998, Mission Australia and the NSW Department of Juvenile Justice State Government established a partnership to develop and deliver the Campbelltown Post Release Support Program (PRSP). The aim of PRSP was to support young people who had spent time in custody to re-integrate into their communities, and to support young people at risk of ongoing involvement in the criminal justice system to find pathways away from offending and into more productive and fulfilling lives. This support program was followed in 2003 by the Juvenile Justice Employment Skilling Program (JJESP), also funded by the NSW Department of Juvenile Justice and aimed at developing the job readiness skills of young people who had been in contact with the criminal justice system, and removing barriers to sustainable and meaningful employment.

Recognising the challenges facing some of the young members of Pacific communities, in 2005 the NSW Premier’s Office initiated Pasifika Support Services (PSS), one of a number of projects developed and funded as part of the Youth Partnership with Pacific Communities. PSS included the issuing of a tender to work closely with the NSW Police Force to design an integrated case management model that would meet the needs of young Pacific people in South West Sydney at risk of ongoing involvement in anti-social, risk-taking and criminal behaviour. Although members of the Pacific community make up only 0.86% of Australia’s total population, the largest communities are found in NSW, with 32% of all Pacific people in Australia residing in Sydney,
and nearly 28% of that group located in the south west region. Over time, it had become apparent that some members of Pacific communities experienced difficulties accessing government and community services, achieved relatively poor education and employment outcomes, and that young Pacific people were overrepresented in the juvenile justice system. Combined, these factors had the potential to entrench disadvantage among Pacific families.

In response to the invitation to tender, Mission Australia submitted the successful bid for the project and PSS was subsequently developed in partnership with the NSW Police Force. It had five main aims:

- To prevent or decrease young Pacific people’s involvement in crime.
- To strengthen their wellbeing and resilience.
- To re-engage them on education and employment pathways.
- To increase the capacity of their families and communities to support them towards productive life pathways.
- To increase the capacity of relevant agencies (including education, police, health, community services) to work effectively with the client group.

Already familiar with integrated case management models, the service team responsible for delivering PSS knew that making a difference to these young people’s lives would require designing a model especially for them. Not only were their clients likely to have multiple and complex needs, their developmental pathways were likely to be both enriched and complicated by the added dimension of sustaining and developing their cultural identity in Australia. In the team’s eyes, nurturing the development and enjoyment of these young people’s cultural identities was critical.

“One of our goals is to provide a context for the young person to understand who they are and where they’ve come from … because if you don’t know where you’ve come from, well, you don’t know where you’re going.” Team Leader, YOSP

Charged with addressing what is widely viewed as one of Western societies' most intractable problems – breaking the cycle of re-offending – the team set about their business.

Some three years after its inception, an independent evaluation conducted by ARTD Consultants found the following:

“The project has demonstrated that by intervening with at risk young people from Pacific backgrounds it is possible to break the cycle of re-offending and achieve positive social, employment and education outcomes … The recent expansion of the service is a clear recognition of its success.”

PSS proved to be cost-effective, too, at approximately $2,500 per case, with clients involved for three to six months, compared to the annual cost of $150,000 to $160,000 for juvenile detention per person1.

Were these results simply the combination of good fortune and the tenacity and spirit of the program participants? Or did the team arrive at a case management model that successfully nurtured the strengths of the clients, was realistic and achievable, and made best use of the organisation’s strengths and external constraints and opportunities?

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**PROGRAM LOGIC FOR Pasifika Support Services – South West Youth Services**

**MA Pathway: Youth**

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### SITUATION/ RATIONALE

- Pacific youth are overrepresented in the legal system
- Low retention in Yr 10 and above
- High prevalence of low skill employment
- Harmful use of Alcohol and/or Other Drugs
- Related issues with anger management and violence
- Assistance needed for Pacific youth aged 10 – 17
- Intercultural and intergenerational issues between young person and parents

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### INPUTS

<table>
<thead>
<tr>
<th>What others invest</th>
<th>What we invest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Funding</td>
<td>1 FT C/work &amp; FT TL C/Work</td>
</tr>
<tr>
<td>Partnership with NSW Police Force</td>
<td>Office and Management Infrastructure</td>
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<tr>
<td>Other community agency support</td>
<td>Case Management Framework</td>
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<tr>
<td>TAFE educational options/RRP</td>
<td>Opportunities for student placements</td>
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<tr>
<td>PSS Reference Group</td>
<td>ARTD External Evaluation</td>
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<tr>
<td>Best Practice Model &amp; Research</td>
<td>Monthly case reviews with Police</td>
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<tr>
<td>Partnership with other agencies</td>
<td>Effective engagement strategies assisted through MA Outcome Measurement tool</td>
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### ACTIVITIES

<table>
<thead>
<tr>
<th>What we do</th>
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<tbody>
<tr>
<td>Case Management and solution focus practice</td>
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<tr>
<td>Home &amp; community visits with clients</td>
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<tr>
<td>Client case reviews with staff</td>
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<tr>
<td>Complementary programs e.g. * Individual worksheets * Pacific workshops in schools * Organisational cultural workshops</td>
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<tr>
<td>Pacific Cultural Workshops for educators, community members and young people</td>
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<tr>
<td>Information, support, referral &amp; mediation amongst family and community members</td>
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<tr>
<td>Conducive partnership between various NSWPF LAC and South West Youth Services</td>
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### OUTPUTS

<table>
<thead>
<tr>
<th>What we produce</th>
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<tbody>
<tr>
<td>Referrals to other community stakeholders including youth services</td>
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<tr>
<td>Access to organisations that address social and welfare needs</td>
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<tr>
<td>Education and training packages around Personal &amp; Social Skills and Daily Living</td>
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<tr>
<td>Pacific Cultural Workshops for educators, community members and young people</td>
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<tr>
<td>Information, support, referral &amp; mediation amongst family and community members</td>
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<tr>
<td>Conducive partnership between various NSWPF LAC and South West Youth Services</td>
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### OUTCOMES

<table>
<thead>
<tr>
<th>Immediate (6 weeks)</th>
<th>Intermediate (3 months)</th>
<th>Long-term (6 months)</th>
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<tbody>
<tr>
<td>Young people identify and set realistic social, personal, educational, training and employment goals</td>
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<tr>
<td>Young people have consistent attendance and are actively involved with educational, training, employment and recreational activities</td>
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<tr>
<td>Reduced recidivist offending behaviour through the meeting of social and welfare needs</td>
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<tr>
<td>Young people understand &amp; implement education, training, employment, rec options and implement appropriately</td>
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<tr>
<td>Young people feel more connected to community through application of positive pathways</td>
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<tr>
<td>Dissipation of barriers that lead to job readiness</td>
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<tr>
<td>Young people successfully complete relevant level of education and training</td>
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<tr>
<td>Young people develop their capacity to negotiate a pro social response</td>
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<tr>
<td>Young people have increasing engagement with familial and peer based relationships across community</td>
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<tr>
<td>Young people successfully complete relevant level of education and training</td>
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<tr>
<td>Young people have increased engagement with friends and peer based relationships across community</td>
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<tr>
<td>Young people have reduced negative health practices e.g. AOD usage and risky social pursuits</td>
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<tr>
<td>Young people have increased understanding of young people’s educational and support needs</td>
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**Assumptions: beliefs or "givers" that will influence success**

- Ongoing recurrent funding
- Voluntary and willing participation of clients from Pacific background
- Implementation of effective case management model characterised by MAOutcome Measures

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**External factors/ influences: outside factors that can influence activities/outcomes**

- Consistent referrals from NSWPF LAC from Campsie, Bankstown, Liverpool, Macarthur Fields, Campbelltown
- Criminal trends in offending behaviour
- Positive relationship with NSWPF during turn over of key staff ie YLO / ECLO / Superintendents

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Identifying and working with situational factors external to the organisation

The characteristics, strengths and needs of the client group

Previous research into the characteristics of young people who engage in criminal activity has shown that young people who get caught up in a persistent cycle of re-offending tend to be a chronically disadvantaged group who exhibit risk factors in multiple developmental domains: at the individual, family and community levels, among peer relationships, and within the educational sphere. Young people with conduct problems are far more likely than their contemporaries to have histories of neglect, they usually experience some form of family conflict, have very low levels of educational attainment, commonly participate in risky or harmful levels of substance use, and have a tendency towards acts of physical aggression. These factors amount to a significant degree of instability which exacerbates an already tenuous connection to family, school, the labour market and state institutions.

Primary research was undertaken by the Team Leader of YOSP to build on this knowledge. The characteristics and circumstances of the young people participating in YOSP were analysed, with the findings confirming that the participants generally conformed to the typical profile of adolescents who engage in anti-social behaviour. Nearly all had a history of damaging levels of alcohol and/or other drug consumption, year nine was the highest level of education achieved by 71%, a third had a diagnosed learning difficulty with a similar proportion living with a diagnosed mental health issue, and almost two-thirds had histories of violent and/or aggressive behaviour.

However, a comparison of characteristics of the young people of a Pacific background (people with a Samoan, Tongan, Cook Islander, Fijian and Maori ethnic background) and the non-Pacific young people revealed significant differences.

One of the most important findings of the research was that the Pacific young people appeared to have significant strengths that indicated the existence of protective factors. These were identified as key to reducing or eliminating the onset of anti-social and offending behaviour, if appropriately fostered. For example, the young Pacific people had a strong sense of attachment to their family and cultural community. They participated in team sports and spiritual activities at rates much higher than their non-Pacific counterparts, and they were more likely to associate with peers in their own age group. They were also more inclined to remain at school despite the challenges in doing so, and tended to commit their first offence at a significantly later age.

Some of the risk factors associated with the young Pacific people were also arguably less severe. While almost all participated in risky or harmful levels of substance use, significantly fewer consumed alcohol or other drugs on a daily basis compared to the non-Pacific young people. Alcohol consumption seemed to be a corollary of socialising, rather than a withdrawal from the community and a troubling sign of a lack of social norms.

A critical component of the research was an analysis of the Pacific culture, and how this permeated the

Taking Action – developing and implementing the PSS case management model

Taking action: the characteristics, strengths and needs of the client group

The existing body of literature and the primary research revealed several key points:

- Offending behaviour is multi-determined and the success of the program would in large part rest on addressing equally the multiple causes of the young people’s anti-social behaviour.
- This would mean not only focusing on the individual client, but the environmental circumstances that give rise to their behaviour and significant others in their lives.
- Building on the strengths of the young people and facilitating opportunities for change would be key to enabling the young people to cease offending and move forward.
- For the young people to take advantage of these opportunities they would need to develop their skills in social, emotional, cultural, cognitive and behavioural areas.

In view of this, it was recognised that the case management model would need to nurture the protective factors and manage the risk factors that were part of the fabric of the young people’s lives. This would involve working across multiple domains and working with many people, including the siblings, peers and parents of the young people involved in the program. Thirteen practical outcome areas were identified as relevant to the broader dimensions (social, emotional, cultural, cognitive and behavioural) in which change was sought: family; education and training; employment; recreation; financial matters; accommodation; health; AOD support and intervention; identification (formal documentation required to access state services); legal issues; daily living; personal and social skills; and ethnic culture.

Embracing service delivery in ‘real life’ settings was also identified as likely to be critical to the success of the model. This would enable the case workers to better understand the contexts in which the young person lived, and generate both informal and structured opportunities to work with the young person and relevant others and build upon the individual and collective strengths of the client, their family and community. In practical terms, this would see case workers frequently meeting and working with the client and family members in their homes, at community gatherings, in school settings and accompanying the client to other appointments where support or mediation was critical, including health appointments and appointments with juvenile justice officers.

Several factors also indicated that there was both a valuable and pressing opportunity to reach young Pacific people during their early teens and to work with them to develop the skills and knowledge needed to:

- successfully engage with and draw on state institutions in the welfare, education, health and legal systems in ways that would benefit them, and
- develop the skills needed to express feelings, thoughts and opinions on a range of issues not commonly discussed in Pacific family settings.
lives of the young people participating in youth offender support programs.

**Pacific culture**

Pacific culture is built upon collectivist and egalitarian ideals. The individual is understood in the context of the broader collective, of which there are multiple layers - family, clan, community and country. Family in particular is of paramount importance. “Respect, integrity, reciprocity and solidarity” are the key values that shape individuals' behaviour within and between these layers (Australian National Commission for UNESCO, 2006). Identity is formed around family membership with an individual’s personal profile and reputation tied to the standing of the broader group. Behaviour that devalues or undermines regard for the group is viewed as a serious transgression.

Respect for elders is a value that is strongly reinforced within Pacific communities and there is a hierarchical structure to family relationships. The upholding of cultural tradition is valued, and elders and other leaders in the community are highly regarded for the role they play in sustaining cultural practices. It is seen as disrespectful to challenge people in positions of authority.

The importance of community is celebrated and reinforced in almost every aspect of Pacific life. Church, community gatherings, the sharing of meals, participation in team sports, dance and arts, are all activities that build trust and promote a sense of community and are enjoyed largely because of these qualities.

Pacific values can be lived out in ways that are unfamiliar to mainstream Australia and seem incongruent with the processes and patterns of behaviours encouraged and accommodated by the state and its institutions. For example, family commitments can take precedence over schooling or other institutional commitments. The raising of children is seen as a shared responsibility and it is not uncommon for siblings to take on caring roles at relatively young ages, which occasionally means missing school. Resources are shared among the extended family and income is pooled and often disbursed throughout the nuclear and extended family, the church, and often to the ancestral village in the Pacific Islands. Although this can create additional financial pressures, this is not viewed as a burden but rather as a responsibility to sustain the greater good of the family and community.

For further information about Pacific culture, refer to *Understanding Pacific culture and working effectively with Pacific communities* – an information pack for educators and community workers in Part C of this toolkit.

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**Taking action: the characteristics, strengths and needs of the client group (continued)**

These factors included:

- The relatively late onset of offending among the young Pacific people who participated in the research and the mounting external evidence demonstrating that offending behaviour can be averted through early intervention programs.
- The significant strengths that the young Pacific people already possessed, suggesting the existence of a strong base to build upon.

This had major ramifications for the model. It prompted the inclusion of a capacity building component to reach young Pacific people, build upon their resiliency and personal strengths, and provide them with coping strategies and techniques which would support them to manage challenging situations and thereby prevent the emergence of anti-social and offending behaviour.

It was also recognised that if the strengths of young people could be tapped by educators and drawn upon to further young Pacific students’ education this would be instrumental in breaking the intergenerational cycle of low-skilled work and economic disadvantage. This meant working with educators to build their knowledge of Pacific culture and provide them with strategies to maximise the engagement of young Pacific students.

The importance of community in Pacific life and the centricity of family also had implications for the model. A community access component of PSS was built in from the inception of the model which involved working with the peers and siblings of the young people referred to the program through the Police, as it was understood that individual change was unlikely to be achieved without promoting change to the group dynamic and group behaviour, since distancing oneself from peer groups and the community and independent behaviour is discouraged within Pacific communities. A community reference group comprising community workers, Pacific leaders and elders was also established to gather suggestions, recommendations and constructive feedback to ensure the case management model and service delivery remained culturally relevant and appropriate.
The authorising environment

With the implementation of The Young Offenders Act 1997, a legal basis was established that enabled new government strategies to be developed to tackle juvenile offending and rehabilitation. The establishment of the Act saw the emergence of initiatives such as youth justice conferencing, the coordination of effort across agencies and departments to increase opportunities to divert young people away from the correctional system, to intervene before the entrenchment of offending behaviour, to identify and work with "high risk offenders", and a raft of initiatives implemented at the local level by the law enforcement and justice arms of the NSW State Government.

The formal tendering of the development of the integrated case management model provided Mission Australia with a specific target client group and the opportunity to design a custom-made model from scratch. Rather than being prescriptive, the tender specifications were constructed to elicit the know-how of Non-Government Organisations familiar with young offenders and their needs, and with young people of a Pacific background in particular. Although the standard elements of case management were expected, organisations interested in delivering the service had considerable flexibility in terms of how the model would operate, the precise nature of the services to be delivered, and how the model would complement and integrate with the activities of the Department of Juvenile Justice and NSW Police. The tender specifications and the approach taken by the NSW Government and Police also allowed time and room for the model to evolve. This gave Mission Australia the best of both worlds: the impetus to place the client at the centre of the planning process and do some 'green field' thinking, and the scope to make adjustments as the team members learned more about their young clients and what worked best for them.

The model that was submitted in response to the tender specifications became the basis for deliverables and performance indicators which were jointly negotiated and incorporated into the funding agreement and the contract for service delivery.

The funding climate at the time and the emphasis on whole of government responses to community needs and issues resulted in complementary funds being granted to explore the learning and trade interests of young Pacific people and develop and implement TAFE outreach courses in vocational areas of interest to this cohort.

Taking action: the authorising environment

"No one had developed a model like this before — this was the first partnership of its kind between the [NSW] police and an NGO — so we had all kinds of issues to work out, like how we were going to share information, whether this was even possible under the current regulations, what the referral process would look like, how we were going to set targets and account for these. The model simply wouldn’t have worked if there wasn’t some flexibility while we were sorting out these things. I think, in this respect, that we were in a pretty unique situation, because usually the conditions [of the service that is to be delivered] would be much more prescriptive and difficult to negotiate." Team Leader, YOSP

The PSS team was conscious of the fact that the program would be challenging in the best of circumstances and needed to be given every opportunity to succeed. Small, but critical changes to the web of situational factors that might enhance client outcomes were seen as worth persevering with if achievable, even though this would likely involve cumbersome tasks such as changing contractual arrangements or the policies or operating procedures of government agencies. It was also recognised that the ability to jointly craft official documentation, or make changes to policy or other instruments that controlled the initiative ultimately depended on people. In view of this, building relationships with funding partners and other key stakeholders underpinned by mutuality and trust was identified as a key determinant of the success or failure of the initiative.

The open, outcomes-driven approach adopted by the NSW Premier’s Department, the commitment of senior people in the NSW Police to the vision of the project and the trust that officials in both departments placed in the expertise of the NGO sector were therefore instrumental to the success of PSS. The combination of these factors enabled the following changes to the ‘authorising environment’, which directly impacted on how Mission Australia was able to work with clients, and the outcomes achieved:

- In line with a regulatory framework designed to enable and promote local, community-based responses that supported the reintegration of young offenders, PSS was originally conceived as an early intervention program for young Pacific people with histories of relatively minor offending. However, it soon became apparent to both Mission Australia and the NSW Police that PSS provided a unique opportunity to also work with young people with more serious offending backgrounds who were at significant risk of ongoing involvement in the criminal justice system. This was perceived by both stakeholders as not only beneficial for the wider community, but also just in terms of equity and access. Accordingly, changes were made to contractual arrangements to accommodate the enlargement of the official scope of PSS.
- In view of the above, it was anticipated that some clients would require extended case management. Clauses in the contract, reporting requirements and counting rules were arranged to accommodate continued treatment via three month extensions, and repeat referrals, which allowed clients to re-enter treatment as ‘new’ referrals, thus appropriately valuing the challenging nature of the work and recognising the extended timeframes sometimes needed to achieve change.
- New protocols and procedures were developed to facilitate the sharing of client information between the NSW Police and Mission Australia, and assure that practices were in line with privacy laws and the legislation governing the capture, use and release of data held by law enforcement agencies.
Systemic factors

“The juvenile justice system by itself cannot provide all the answers to the problem of juvenile offending, nor can it provide the solution … juvenile crime is a problem that needs to be tackled even before the manifestation of delinquent behaviours. Multi-faceted interventions aimed at enhancing parental and community ability to exercise social control are crucial in this respect.” Carrach and Leverett, 1999.

“Recidivism rates for juvenile offenders suggest the failure of the system as a whole to do much more than simply entrench deviant status, rather than facilitating the movement of the young person in more conventional directions.” White, 2003.

While the research revealed that the young Pacific people had many strengths to build upon, one of the challenges of working with this cohort was the notable institutional and social barriers that appeared to be working against these young people’s potential. Some of these challenges included:

- The Pacific young people experienced financial stressors (such as a desire to contribute to the income of the extended family) which led them towards low-skilled job opportunities rather than school, were connected to transportation offences, and possibly directly related to their offending. However, for many Pacific families, help is not available through Centrelink due to the requirements of obtaining citizenship and the costs and time associated with this. Many young Pacific people who were eligible for benefits experienced difficulties navigating the system which had implications for registering as jobseekers and taking advantage of labour market programs.

- Many of the young Pacific people had fines which had been referred to the NSW State Debt Recovery Office, which had implications for obtaining a driver’s licence and employment prospects.

- Some of the requirements of the criminal justice system were in direct conflict with social mores, such as court restrictions which prevented siblings from associating with each other in public.

- Although almost a third of the young Pacific participants were diagnosed with a learning difficulty, only 4% received specialist education, whereas it seemed all members of the non-Pacific group diagnosed with similar learning problems had previously received some form of special education.

One of the notable features of PSS was that the funding climate directly enabled and encouraged some of these systemic factors to be tackled. With the additional funds provided a partnership was established with South West Sydney Institute of TAFE. Research was conducted to identify the interests of young Pacific people, their developmental needs, the perspectives of Pacific parents and barriers to further education.

Taking action: systemic factors

“We see ourselves as a sort of anchor, if you like, amidst disparate and shifting policy frameworks, changing government structures and the increasing specialisation of services. In that kind of environment it’s important that someone holds steady for the client. Case management is a way of de-fragmenting and personalising what the state has to offer its citizens. It makes ‘the system’ less daunting. But it’s also our job not just to put up with the way things are, but to advocate for change when the system is clearly failing people.” Mission Australia staff member, Research and Social Policy Unit

In some instances, the model had to be flexible enough to simply work around systemic barriers. For example, while employment is recognised as critical to reintegration and creating a meaningful future, some clients were not Australian citizens and could not access Centrelink benefits. This had implications for registering as job seekers and taking advantage of labour market programs, as it closed off one of the most well known avenues into employment support services. To counteract this, staff personally linked their young clients with Mission Australia’s Job Network Providers, advocated on behalf of their clients, and provided the employment worker with critical contextual information concerning their strengths and vulnerabilities to support the search for a job with a future and a good ‘fit’ between the employer and the young person.

Other systemic challenges were identified as needing to be tackled at a policy level. For example, one of the issues concerned the identification of young Pacific people who might benefit from the type of services provided by PSS. Institutions such as schools are arguably best placed to identify problematic behaviour – before it escalates – and refer students to case management services similar to PSS where issues can be addressed and challenging behaviours forestalled. To achieve this requires cooperation across government departments and significant investment in building the capacity of key people and organisations in the community and educational sectors to identify various stages and dimensions of social disengagement, and take action. In response to this, a series of recommendations were developed and incorporated into Mission Australia’s advocacy plan, which involves preparing submissions to influence the direction of government policy and meeting with influential actors in the government and community sectors.

The unique external environment at the time of the conception of PSS enabled some of the barriers to further education and training to be addressed. The long-term goal was to engage young Pacific people in further education and training and to provide opportunities to showcase and celebrate the skills and knowledge gained by these young people, thereby sparking a new cycle of learning, aspiration and achievement among younger Pacific people. The research revealed that factors such as course costs, transportation difficulties, not knowing others attending, and other commitments such as part-time jobs created barriers to further education. Parents were keen for their children to participate in further training that would directly lead to employment opportunities. To address these issues, four courses were developed to up-skill the young Pacific people in areas supported by their families and of interest to them. The courses were delivered in locations close to the areas populated by Pacific communities, free transportation was arranged, and the community access worker was present during various stages to monitor the welfare of students, support the trainers and build rapport between the trainers and students. This resulted in young Pacific people who had left school early reconnecting with education and training, securing entry-level qualifications, and apprenticeships and other forms of employment.
The internal factors affecting the development of the case management model – identifying and capitalising on the strengths of the organisation

The values of the organisation and the principles underpinning its approach to case management

Organisational history and background

Arising historically from various City Missions, Mission Australia is a community service organisation that helps to change the lives of individuals and families in need. Its founding purpose is to meet human need and to give expression to the love of God. Mission Australia is committed to eliminating disadvantage and creating a fairer Australia and seeks to achieve this by enabling people in need to find pathways to a better life.

Reflecting its vision and mission, services are structured around several pathways that lead to healthy, productive, and fulfilling lives:

• Pathways to strong families and healthy, happy children
• Pathways through a successful youth
• Pathways away from homelessness
• Pathways to skills and qualifications
• Pathways to sustainable employment

Because these pathways frequently intersect and it is common for the organisation to provide multiple services to a client or family, a case management approach is seen within the organisation as appropriate for many of the individuals and families that it supports. For the Community Services branch, case management is the common framework for the delivery of services. Staff members view it as the best way to facilitate people’s journeys along their particular pathways, and key to the organisation’s strategic initiative of achieving best practice service delivery. For staff, effective case management is one of the keys to transforming people’s lives.

This view has the backing of the senior echelons of the organisation, which recognised effective case management as being sufficiently important to warrant the devoting of resources to develop a National Case Management Approach. The result was the development of a resource that dovetails with the organisation’s National Framework for Service Excellence, and provides a standardised approach to case management that sets out principles of good practice case management, and practical ways to ‘live out’ each principle.

Mission Australia’s principled approach to case management

One of Mission Australia’s core beliefs is that achieving service excellence requires skills, knowledge and resources, but that achieving lasting change requires these assets to be grounded in principles that influence how it works, and assure program integrity. In its experience, a principled approach to case management results in an empowering experience for clients and supports them to achieve outcomes in critical areas. Consequently, a number of key internal documents show these principles to be embedded

Taking Action – developing and implementing the PSS case management model

Taking action: the values of the organisation and the principles underpinning its approach to case management

“The test now is to see if we can translate the talk into action. If we want to see the teenagers we work with get their lives sorted out, we need to be committed… We persevere knowing what we want and we don’t give up until we get the outcomes we need.” Toby Hall, CEO, Mission Australia

Mission Australia takes organisational culture seriously. It actively seeks to embed the values of the organisation in work practices and asks that employees carry out their work in a manner that is congruent with these values. Its commitment to maintaining a caring, inclusive and creative organisational culture is evident in many aspects of its operations: in its recruitment strategies, its induction processes, in the behaviours and achievements it celebrates, in its publications, and in program design and service delivery.

Successfully fostering the organisational culture is viewed by senior management as directly related to the organisation’s performance. It recognises that when organisational culture matches the principles underpinning a service delivery model, this culture is a powerful asset that inspires its staff. However, it also understands that a mismatch between culture and practice can be problematic and can hamper service delivery. Ensuring ‘fit’ is therefore critical. Nurturing the values of the organisation is seen by the leaders within the organisation as sufficiently important to warrant investment in a chaplaincy team, whose role is partly dedicated to ensuring that the company values are reflected in the organisational culture.

The convergence of the organisational values, the principles underpinning its work with young people, and its principles of good case management was an important factor in the success of PSS. Figure 4 illustrates how clients experience the end result of the ‘values chain’. These outcomes can in large part be traced back to how the values of the organisation manifested themselves in the team’s work. The company value of ‘perseverance’, for example, was instrumental in the organisation’s decision to work with a group of young people whose problematic behaviour is sometimes regarded as intractable and who are often placed in the ‘too hard basket’. This value can also be seen in other decisions influencing the development of the case management model and how it was implemented. (continued over page)
in several layers of program development which are interlinked. These layers are comprised of:

- Organisational values
- The principles underpinning the organisation’s theoretical and practical approach to enabling people in need to find pathways to a better life
- The principles of good practice case management

Organisational values

Mission Australia has an agreed set of values that employees live and work by, and which inflects all its work. These values are:

- Compassion – we are committed to being sensitive, understanding and caring in our service to each other and all people.
- Integrity – we are committed to being honest, accountable, transparent and just in all our work and relationships.
- Respect – we are committed to treating each person as we expect to be treated, offering love, acceptance and a voice of support in the face of life’s challenges.
- Perseverance – we are committed to being the very best we can be, finding effective, creative and environmentally responsible ways to fulfil our mission.
- Celebration – we are committed to recognising and celebrating the efforts and achievements of our staff, supporters and the people we help.

The principles underpinning Mission Australia's approach to enabling young people in need to find pathways to a better life

One of the broad principles which informs Mission Australia's work with children, young people and families is to “think developmentally”. This recognises that the environment in which a young person develops is layered and complex and that the most effective development occurs when an individual is nourished by experiences in all the essential life domains. It requires the building of the capacity of not only the individual young person, but also those in their sphere of influence, such as family, peers, school and other relevant institutions. Crucially, this approach is:

- strengths-based – it builds on the personal and cultural assets of individuals and families;
- facilitative – it encourages self-determination, recognising that this is key to long-term, self-motivated engagement and development, and ultimately wellbeing.

Principles of good practice case management

The National Case Management Approach guides the development and implementation of Mission Australia’s case management models. The aim of the national approach is to provide an overarching framework for case management service delivery, and to identify principles of good practice that underpin all case management models. The national approach does not seek to provide prescriptive, instructional advice on the day to day practice of case management, since this will depend on many internal and external factors. On the contrary, the national approach encourages innovation and responsiveness and recognises that imposing a standard model on the organisation may actually stifle these qualities. Some of the principles of good practice case management follow.

Good practice case management should:

Taking action: the values of the organisation and the principles underpinning its approach to case management (continued)

It was clear that tackling the raft of issues underlying offending behaviour would take an unwavering commitment, intensive case management support, and the commitment of resources sufficient for case workers to address issues in multiple domains and reach others who were significant in the clients’ lives, including siblings, peers and family members.

Perseverance is also implicit in the theoretical approach underpinning the case management model. The model was based upon the idea that building skills and resiliency takes time, and that the progress of the young people would not necessarily be linear due to the cognitive developmental stage of adolescents, which affects their impulsivity, and their sensation-seeking and risk-taking behaviour. Sustained effort would therefore be required to support the young people to achieve their goals.

“Some of the younger clients aren’t as ‘ready to change’ compared to some of the people we work with who are in their later teens. So although the older clients might have more entrenched behaviours, it’s actually some of the younger ones who require our additional support and really high levels of commitment. They’re still experimenting, still trying to understand the change process, more vulnerable to peer pressure and can have greater difficulties expressing themselves and discussing things with their parents. This can take a lot of intensive work over a long period of time before you see any positive change … but when it happens, it’s incredibly rewarding.” Team Leader, YOSP and PSS

To facilitate sustained and intensive support for the clients, the model enabled the case worker to work with the client in the first instance for three months, with meetings held as frequently as on a weekly basis, but had an extension and re-referral process should the young person be at a critical juncture in their journey at the end of the three month period or require further support to continue to make progress or to consolidate their progress.

Also indicative of the commitment of the organisation and staff to find the most effective way to meet the needs of their young clients was the conscious decision to develop the model along ‘multi-systemic’ lines. This can be seen in the ecological approach to building strengths and addressing needs which extends service delivery beyond the individual and involves the additional challenge of changing environmental circumstances and creating opportunities (appropriate training and job opportunities, for example) that the young person can seize, rather than leaving these to chance – difficult and resource-intensive work, but effective at creating lasting change.
• Ensure that the client is at the centre of the decision-making and planning process and encourage the active participation of the client;
• Be individualised so that the intervention is tailored to the needs and strengths of each individual / family, is respectful and empowering and acknowledges the rights and inherent value of all persons;
• Utilise a strengths-based approach in overcoming adversity and achieving case plan goals;
• Be dynamic and flexible to the changing circumstances of the client and the broader context;
• Acknowledge and be sensitive and responsive to the cultural needs and strengths of each client.

Figure 4, Taking action: ‘putting philosophy into practice’ – the layers of principles underpinning the delivery of services and the impact on the client.

"I spoke to a number of students and their positive reaction was indicative of the program’s success. The students generally reported a sense of feeling that their ideas and experiences had been valued. Being involved in the program made them feel important. What was discussed was relevant to their lives and made them think about what will happen in the future."

(ESL teacher reporting on students’ experiences with PSS)

"It’s been fun having you here to help us with how to deal with our problems with life in general.”

"Thanks for the things you have taught me and my mates – it has got to me and I’m grateful for that…”

"I’ve learned so much from this and hope to share with others around me.”

(Young participants in an education program delivered under PSS)
Key features inherent in case management models

At a surface level, PSS deviated little from other case management models previously rolled out by the key features inherent in case management models

At a surface level, PSS deviated little from other case management models previously rolled out by the team responsible for delivering PRSP and JESP. The core functions reflected a standard case management cycle:

- The young person is referred to the service through the relevant NSW Police Force’s Local Area Command, which works in close partnership with Mission Australia to identify young people who will benefit from the program.
- A strengths and needs assessment is carried out.
- The young person is supported to reflect on their life journey to date and to establish goals in the 13 outcome areas.
- Service delivery is arranged to build the capacity of the young person (and significant others in their life) to achieve their goals.
- The young person’s progress is monitored, with additional support and guidance provided as necessary.
- An outcome evaluation is completed and exit planning takes place with the young person to ensure that the gains they have made are consolidated, they can continue to extend themselves after leaving the program, or they receive further support if required, which sometimes involved extending their time with the program.

Although the standard elements of case management were pre-determined, the tendering process invited organisations to put forward creative solutions and thus allowed Mission Australia to re-think the way it handled each function of the case management cycle and the type of approach that would most benefit the particular clientele. In response to the openness of the NSW Government and the outcome-orientated (rather than output-orientated) tender specifications, Mission Australia put forward a case management model that involved working across multiple domains and with many people, including the siblings, peers and parents of the young people involved in the program. A critical feature of the model was the focus on empowering young Pacific people, their families and communities through the development of understanding and pride in their cultural identity. This was seen as central to the young person’s self-esteem and their identity formation, necessary precursors to making positive choices and having the capacity to achieve the goals they themselves established.

Case workers therefore had significant decision-making freedom and responsibility. They needed to be across a vast range of disciplines and services and have sufficient technical skills and judgement to prioritise the needs of their clients. It was not unusual for a case worker to be navigating the dental health system one morning, conducting family mediation the next, dealing with outstanding legal issues while on a lunch break, facilitating an anger management session during the afternoon, negotiating the Vocational Education and Training (VET) system the following morning, and building the capacity of key members of an educational institution later that same week.

Taking action: key features inherent in case management models

While the actual functions of the case management model were almost identical to PRSP, JESP and PSS, the fact that the case manager was the linchpin of the case management process (one of the ‘givens’ or defining features of case management), had special implications for the PSS model.

The success of the model was predicated on the case worker possessing in depth knowledge of the Pacific culture, sensitivity to the issues experienced by young Pacific people (and their parents) seeking to maintain their cultural identity while adjusting to Western norms, and the ability to build a platform of shared understanding between people of different cultures. It was recognised at the outset that if the case workers were not culturally competent, the model would founder.

This resulted in the organisation searching for case workers with a Pacific background and the professional skills required to work with young offenders, their families and the community. Case workers also needed to be conversant with the key concepts of multi-systemic theory, given this was the theory underpinning the model.

Because the entire model had the potential to be undermined by unresponsiveness in any one of a vast number of areas, much rested on the performance of the case workers and their relationship with their clients. This presented the organisation with a significant risk to manage and meant that the support and development of staff was critical. Providing adequate training, development and support within the financial constraints of the contract was challenging, especially as the goal of team was to maximise the time spent focusing on client outcomes.

The solution was to build staff training and development into processes that also advanced client cases, and managed the risk of any critical client issues being overlooked. Hence two distinct professional development sessions were undertaken each month. One was explicitly focused on staff PD and encouraged staff to reflect on their current capacity and professional needs, but drew on client cases to exemplify issues, highlight strengths and identify weaknesses. The other session focused explicitly on reviewing client cases against each of the 13 outcome areas, but at the same time sought to extend case workers’ thinking and problem-solving skills. This was facilitated by collaborative problem-solving, with the supervisor (a more ‘capable’ peer) purposefully extending the case worker’s current level of competence by drawing on their general and theoretical knowledge and applying this to the particular issues present in each case. This provided ‘scaffolding’ that supported the case worker to expand upon their initial thoughts and enhance strategies to work with the client to improve outcomes. This kept the client at the centre of the process while at the same time addressing the needs of the worker, and by extension the organisation. These sessions were also an opportunity for the case manager to monitor the client’s progress and identify areas of risk (for the client, for the case worker and for the organisation) and to work together with the case worker to think through various courses of action and put strategies in place to reduce the likelihood and impact of risks.
Organisational competencies

As a large organisation working across multiple community service areas in most corners of the country over a long period of time, Mission Australia has developed several strengths:

- A breadth and depth of community service expertise (for example, early childhood development, drug and alcohol rehabilitation programs, accommodation support, social enterprises), resulting in a holistic perspective on community development and service delivery.
- Significant organisational assets such as head office and state office infrastructure and support services. These include IT and HR development and support services, media and public relations expertise, research and social policy capacity, and program development and quality assurance expertise.
- The systems and processes needed to mine its 150 years of experience and translate this learning into improved practice.

Importantly, because of the contracted nature of funding arrangements that is typical of the community service industry, the fluidity of the volunteering sector from which significant support is drawn, and a commitment to tailoring programs to suit the local context, Mission Australia has acquired an agility not typically associated with large organisations. The result of this is the capacity to respond to emerging societal issues through the swift development and implementation of evidence-based interventions, and to funnel the learning from these interventions into long-term research and advocacy strategies that tackle the deeply embedded structural factors that create disadvantage.

The above translates into the following competencies and areas of functional expertise:

- Relatively short research and development timeframes for new, evidence-based ventures and programs.
- Teams of technically proficient case workers supported by professional head office services, and therefore freed up to focus on their core business: the client.
- Understanding of a broad range of case management theory and expertise in implementing a variety of models, according to the needs and circumstances of the client group.
- The ability to either broker services or deliver services directly, depending on the advantages of either strategy in any given situation.
- The capability to undertake ‘cause advocacy’, an aspect of case management that focuses on changing the circumstances of a client group or obtaining services or goods for the group (rather than just a single client).

Taking action: organisational competencies

“There’s no doubt it’s a luxury to be able to focus our effort on our clients. Knowing we could draw on head office support services and support from management was invaluable … so instead of worrying about setting up systems from scratch – you know, like having access to a car fleet or having to pore over acquittals by ourselves – we already had all those services at our disposal. That means that 100% of our effort can be dedicated to fulfilling the core business in the funding agreement: achieving outcomes for clients.” Team Leader, YOSP

Organisations have different strengths and vulnerabilities which influence where they are able to operate and who they are able to reach, and the way they develop and implement their case management models. These competencies sometimes emerge ‘organically’ and result from the particular skill sets and ingenuity of staff members, or, senior management can deliberately and strategically develop these over time. Below are some practical examples of how Mission Australia’s core competencies impacted Pasifika Support Services:

- Head office support and the significant geographical coverage of the organisation enabled the team to respond swiftly to an opportunity to shift the service into Canterbury, a Local Area Command beyond the scope of the original tender specifications and funding agreement, by securing shared premises for the service and setting up the required infrastructure within a short timeframe.
- Having access to a fleet service buttressed by the superior value-for-money conditions able to be negotiated by a large organisation, meant that outreach activities were able to incorporated as a central feature of the model. Home visits and support for clients to attend key justice appointments were common. Expressed differently, Mission Australia’s organisational assets translated directly into improvements in equity and access for clients.
- Learning from primary research undertaken by the Team Leader of YOSP and the lessons accumulated while delivering PSS were distilled into policy recommendations designed to remedy the systemic issues affecting the majority of young people who come into contact with the juvenile justice system. Rather than settling on supporting only those individuals referred to PSS, the organisation sought to broaden the outcomes of the service by advocating for changes that research indicated would benefit other young people in the justice system, and the community more broadly. Meetings with Parliamentarians and senior government officials were arranged, and a media strategy was devised to maximise the impact of the research findings and bring the recommendations to the attention of key government policy developers and decision makers.
Combining the internal and external factors – the best possible case management model for PSS

A distinctive case management model emerged from the unique combination of internal and external factors, and the additional contextual information gained through the desk-top and primary research. The goal was to develop a model that would meet the ‘best case management model’ criteria outlined earlier, in that the model would be:

- The best possible fit for the client group;
- Consistent with the organisation’s values and ‘principles based’;
- Realistic and achievable in view of both internal and external constraints.

The Pasifika Support Services case management model has the following distinctive combination of features:

- A holistic or multi-systemic approach to working with young people that resulted in working across all the life domains and with significant others in the young people’s lives, especially family members.
- A preparedness to work in ‘real life settings’ to enhance access to the program and engage with young people in settings in which they are most comfortable.
- The engagement of community based workers and leaders with a Pacific background and those who have previously worked within the community to inform service development and delivery.
- A focus on building the ‘cultural competency’ and capacity of those who play a significant role in participants’ lives and are in a position to relieve or reduce the impact of systemic issues, such as educators, community workers and staff in the criminal justice system.
- Flexible and culturally relevant programs and service delivery that build on the strengths of young people and enable them (and their families) to understand and draw on state institutions for support.

Table 3 provides an ‘at a glance’ overview of the Pasifika Support Services case management model. It plots the features of this particular model against the actual functions of case management, illustrates who is involved throughout the case management process, and identifies a range of systemic challenges requiring sustained advocacy.
### Table 3. The Pasifika Support Services case management model ‘at a glance’

<table>
<thead>
<tr>
<th>Case management process</th>
<th>Features of the PSS model in action</th>
<th>Who is involved?</th>
<th>Tools available in this kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young person is referred to service</td>
<td>Collaboration between government departments and service delivery agencies</td>
<td>Participant</td>
<td>Intake assessment template</td>
</tr>
<tr>
<td></td>
<td>Single point of contact for young person and agencies to be involved in service delivery, resulting in a coherent experience for the young person</td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Police and justice department</td>
<td>Case manager</td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Protective and risk factors are identified and a needs assessment and action plan are completed</td>
<td>Focuses on the participant’s strengths, rather than their weaknesses</td>
<td>Participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individualised response developed (services are not pre-determined)</td>
<td>Case manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Services are provided across multiple life domains</td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The assessment process and action plan is culturally sensitive and relevant (includes an initial home visit; subsequent support meetings may also be conducted in the home)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young person is supported to establish their own goals in multiple life domains</td>
<td>Young people are empowered to participate in the decision-making that affects their lives</td>
<td>Participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An holistic approach to development</td>
<td>Case manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive service delivery across multiple life domains</td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Linked, comprehensive service delivery is arranged to build the capacity of the young person (and relevant others such as family members) to achieve their goals</td>
<td>Advocacy by case manager on behalf of participant</td>
<td>Participant</td>
<td>Refer to Part B of the toolkit, Tools that support service delivery</td>
</tr>
<tr>
<td></td>
<td>Collaboration across agencies</td>
<td>Case manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Service plan takes into account the local context in which the participant is based</td>
<td>Relevant service providers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Outreach’ element ensures that families, peers and the local community are involved as appropriate</td>
<td>Family and peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational system</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Centrelink</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress is continually monitored and reviewed</td>
<td>Collaboration between agencies – monthly case review meetings with Police and case manager; discussion limited to particular topic areas to respect privacy of client</td>
<td>Case manager</td>
<td>Participant action checklist and goal setting template</td>
</tr>
<tr>
<td></td>
<td>Developmental principles - recognition of non-linear progress towards goals</td>
<td>Police and justice department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Multiple-way’ meeting with participants, relevant service providers and family, as appropriate, that encourage open communication</td>
<td>Relevant service providers</td>
<td></td>
</tr>
<tr>
<td>An outcome evaluation is completed and exit planning takes place with young person</td>
<td>Assessment process recognises the non-linear and individual pathways through development</td>
<td>Participant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Validation of gains which may seem minor to uninformed observers, but are significant to the participant.</td>
<td>Case manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mission Australia seeks to address systemic challenges that prevent people from finding pathways to a better life through research and advocacy.*
Part B: case management and service delivery tools

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Part B: Introduction

Although PSS is focused on supporting young offenders to forge pathways away from offending, it is essentially a program designed to tackle the social, environmental and systemic factors that prevent young people from achieving their potential, and to build the capacity of young people to make positive life choices and lead productive, fulfilling lives. Elements of PSS and the accompanying tools will therefore be relevant to case workers working in any number of areas and we encourage you to adapt these tools where possible to suit the needs of your particular program and clients.

Two different types of tools are provided in Part B of this kit:

- Tools that support a particular function or stage of the case management cycle, such as an intake assessment form.
- Tools that support service delivery, such as building young people’s capacity to manage and appropriately express feelings of anger.

The tools are clustered into the above two categories and prefaced with a tabulated, short description of the purpose of each tool. If the tools are being used to provide a case management service to young people of a Pacific background, Part C of this toolkit, especially the information pack, Understanding Pacific culture and working effectively with Pacific Communities, is recommended as indispensable background material.

It might be noted that some of the tools carry the ‘YOSP’ brand. This is due to the fact that tools developed specifically for PSS had far broader application and could successfully be shared across the suite of YOSP services.

Tools that support a particular function or stage of the case management cycle

<table>
<thead>
<tr>
<th>Stage of the case management cycle</th>
<th>Tools</th>
<th>Description of tools and tips for use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral and intake</td>
<td>PSS Referral and Intake Form</td>
<td>Initially created in collaboration with NSW Police Force, the <strong>PSS referral and intake form</strong> succinctly reviews previous, current and future legal concerns, whilst profiling the primary social and welfare needs.</td>
</tr>
<tr>
<td>Strengths, needs and risks assessment</td>
<td>Participant Action Checklist (PAC)</td>
<td>Systematically reviews characteristics across 13 life domains, providing scope for intervention and the change process to occur. Other YOSP tools and workshops are profiled as a means to nominate possible options and shape future casework contact. The PAC is also utilised by caseworker to assess needs and record initial observations. Application also related to monitoring and review (see below).</td>
</tr>
<tr>
<td>Planning and goal setting</td>
<td>YOSP goal setting template and YOSP Standard Goal List</td>
<td>The <strong>YOSP goal setting template</strong> was generally used during the early meetings with the client. The purpose of this tool is to extend the client’s thinking about their own needs, and encourage them to think holistically. It supports a solution-focused, strengths-based approach to case management. Care should be taken to support the client to identify realistic goals. The staged nature of goal achievement may need to be explained to some young clients through the use of analogies relevant to the individual, for example the steps that need to be taken to be able to participate in a team sporting event.</td>
</tr>
<tr>
<td>Comprehensive and linked service delivery</td>
<td>Refer to ‘Tools that support service delivery’</td>
<td>Refer to ‘Tools that support service delivery’.</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Monitoring and review</td>
<td>Participant Action Checklist, YOSP Standard Goal List &amp; goal setting template</td>
<td>The participant action checklist was developed to support a systematic and holistic response to the needs of young offenders, and to track progression within each domain of change. The content should reflect the information gained during the early stages of the casework (the intake stage and the strengths, needs and risk assessment stage). The checklist should also capture or be aligned with any contractual requirements and should be designed to facilitate quick and easy reporting. If this document is to be used as a tool for multiple-way reviews, consideration should be given to the privacy of the client and the level of detail captured in this particular tool. More detail can be recorded as required in the case notes attaching to the client’s file.</td>
</tr>
<tr>
<td>Outcome evaluation and exit planning</td>
<td>YOSP goal setting template and YOSP Standard Goal List</td>
<td>Through nominated review periods, both client and worker map the progress of each goal set. A number, from 1 – 3 is given for how well the client is achieving on reaching each step; 1 = Good, 2 = Getting There, 3 = Not There. By the end of the intervention period, the scores are utilised as a reflection for overall achievement, and effort made by client in reaching specified goal. This may impact on other goals, both current and future.</td>
</tr>
</tbody>
</table>
### Section 1: Background Information

#### A. Caution / Conference Details (Police / School / DOCS)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Caution</td>
<td>Conference</td>
</tr>
<tr>
<td>2.</td>
<td>Date of Arrest / / (if applicable)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Date of Caution/Conference / /</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Location of Caution/Conference</td>
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</tbody>
</table>

#### B. About the Young Person

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>5.</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>6.</td>
<td>Date of Birth / / Age</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Local Government Area currently residing in</td>
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</tbody>
</table>

#### E. Education (filled in by referring school or DOCS)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>8.</td>
<td>In which country was the young person born?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>In which country were the parents of the young person born?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>What is the young person's cultural background?</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Postcode (permanent address)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Education/Employment</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Is this a first offence? Yes (Go to 18) No (Go to 14)</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>How many previous offences have been committed?</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>When was the last offence (before this one)?</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Was the young person under the influence of AOD during the offence? Yes No</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Nature of this offence</td>
<td></td>
</tr>
</tbody>
</table>

### Section 2: Referral Assessment

#### D. Risk of Reoffending

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>18.</td>
<td>Is the young person highly likely to reoffend in the next 12 months?</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>What are the main reasons as to why this may occur?</td>
<td></td>
</tr>
</tbody>
</table>

#### E. Education

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<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td>20.</td>
<td>Currently, what is the highest level of education?</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>If still at school, is the young person at risk of a) being suspended or b) expelled in the near future or c) leaving willingly?</td>
<td></td>
</tr>
</tbody>
</table>

#### F. Employment

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>22.</td>
<td>Does the young person have any learning difficulties? Yes No</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Can the young person articulate future job or career aspirations? Yes No</td>
<td></td>
</tr>
</tbody>
</table>

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*If you have answered No to question 18 in Section 2, please ring and speak directly with PSS about plausible options.
*If you have answered Yes to most Questions in Section 2 then the young person fits the Referral Criteria. You can now explain the project to the young person and ask them whether they would like to be referred to the project. Complete Section 3: Referral Details overleaf.

---

**Pasifika Support Services - Mission Australia**

Lvl 1, 178 - 180 Queen St (PO Box 596), Campbelltown, NSW, 2560

PHONE: (02) 4621 7400 FAX: (02) 4628 5971
Section 3: Referral Details

24. Is the young person willing to be referred to Pasifika Support Services?
   - Yes
   - No - Give reason for not wanting to be referred (if known)

25. Is the young person willing to have their personal information sent to Pasifika Support Services?
   - Yes  → please ensure young person signs agreement on page 2 of referral
   - No

26. Is the young person aware that their involvement in Pasifika Support Services is not a binding part of the caution/conference/school attendance?
   - Yes
   - No

27. Full name of young person
   Other Names (Traditional / Nicknames)

28. Young person's home address
   Number / Unit:
   Street:

29. Phone ( )

30. Mobile Phone Number

31. Main care giver's Name

32. Relationship to young person

33. Family background information (if known) eg: relevant information about the young person such as contact with non-custodial parent, number of siblings

34. In what ways do you think PSS can assist the young person? (selection criteria) eg. Anger management, friendship, reduce boredom, positive role model

35. Has the young person been referred to other agencies by your organisation for current assistance?
   - Yes
   - No
   - Give reason for either YES or NO:

36. From your knowledge, has the young person been assisted by any other organisations in the past? (include both Government and Non Government Organisations e.g DoCS / DJJ)
   - Yes
   - No
   - Give reason and detail for either YES or NO (with previous time/month in assistance):

Section 4: Confirmation and Consent

Consent for Young Person
I understand that personal information about me that is held by this referring agency may be supplied to the funded agency for the purpose of providing services to me. I also understand that personal information about me that is collected by PSS may be supplied to the referring agency.

37. Name of Young Person Being Referred
38. Date
39. Signature (if possible)

40. Name of Superintendent / LAC Rep completing this form
41. Signature

42. Local Area Command (LAC)
43. Date
44. Contact number of Referring Worker

YP  SUP

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## Community Consent and Consultation

**Consent for referring officer**
Information disclosed in this referral will not guarantee a definite placement with PSS. If successful, communications between PSS and the referring officer / agent will be maintained during the young person’s involvement in the program. If unsuccessful, possible time of inclusion or additional information / support / referral will be given.

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</tr>
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<tbody>
<tr>
<td><strong>45.</strong> ECLO / YLO involved in referring young person</td>
<td><strong>46.</strong> Date</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**Worker’s Position at LAC**

<p>| |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>48.</strong> Worker’s Position at LAC</td>
</tr>
</tbody>
</table>

**ECLO / YLO involvement in referring young person**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>49.</strong> Contact Number - Office or Mobile</td>
</tr>
</tbody>
</table>

**OFFICE USE ONLY**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>45.</strong> Date Form Received</td>
<td><strong>46.</strong> Followed Up by:</td>
<td><strong>47.</strong> Date Referral Assessed</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>48.</strong> Date of Intake Assessment</td>
<td><strong>49.</strong> Followed Up by:</td>
<td><strong>50.</strong> Date Referral Assessed</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**FURTHER EDUCATION**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>48.</strong> Has client attended TAFE Course before? (Include Outreach Courses)</td>
<td><strong>49.</strong> Has the client attended any other external courses (L2L?)</td>
<td><strong>50.</strong> Has the client ever undertaken work before?</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**FINANCES**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>53.</strong> How is the client supported financially? (and circle relevant)</td>
<td><strong>54.</strong> Is client known to have negative AOD usage / history?</td>
<td><strong>55.</strong> Where does the young person socialise?</td>
</tr>
<tr>
<td>Family (Immediate) (Extended)</td>
<td>Employment (Casual) (Part Time) (Full Time)</td>
<td>Centrelink Benefits (YAL) (DSP) (YAL JS)</td>
</tr>
<tr>
<td>Currently no consistent income</td>
<td>If no income, has the client accessed Centrelink benefits previously?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**EMPLOYMENT**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>51.</strong> Is the client endeavouring to secure employment in the near future?</td>
<td><strong>52.</strong> Will they need assistance looking for work? Yes</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**AOD & PEER GROUP ASSOCIATION**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>56.</strong> Other Additional Notes (from referral questions or needed clarification)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

386
In the table below, list some goals that need to be set for different areas of your life. Then list down who is responsible and what should be done (the STEPS to be taken) for each goal to be achieved.

<table>
<thead>
<tr>
<th>AREA OF LIFE</th>
<th>GOAL</th>
<th>STEPS</th>
<th>RESPONSIBLE</th>
<th>REVIEW PERIOD / DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendships / Boyfriend / Girlfriend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational / Employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation / Leisure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AREA OF LIFE</td>
<td>GOAL</td>
<td>STEPS</td>
<td>RESPONSIBLE</td>
<td>REVIEW PERIOD / DATES</td>
</tr>
<tr>
<td>-----------------</td>
<td>------</td>
<td>-------</td>
<td>-------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Money</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal / Social Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol &amp; Other Drugs / Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Legal / ID)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

KEY:  1 = Good  2 = Getting There  3 = Not There Yet

ADDITIONAL NOTES:
# YOUTH OFFENDER SUPPORT PROGRAMS (YOSP)

## PARTICIPANT ACTION CHECKLIST (PAC)

Name: ___________________________  Gender: M / F  D.O.B.: ________________

Contact: (H) _________________________ (M) _____________________________

Address: ___________________________________________________________

<table>
<thead>
<tr>
<th>INTAKE DATE:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake Assessment</td>
<td></td>
</tr>
<tr>
<td>PRSP Intake</td>
<td>JJ ESP PAC</td>
</tr>
<tr>
<td>Case Notes</td>
<td></td>
</tr>
<tr>
<td>Electronic</td>
<td>Paper File</td>
</tr>
<tr>
<td>Centrelink</td>
<td></td>
</tr>
<tr>
<td>CRN</td>
<td>Authority to Act</td>
</tr>
<tr>
<td>Forms</td>
<td></td>
</tr>
<tr>
<td>Life Goals</td>
<td>Resume</td>
</tr>
<tr>
<td>Birth Certificate</td>
<td>Bank Account</td>
</tr>
<tr>
<td>EFTPOS Card</td>
<td>RTA Proof of Age</td>
</tr>
<tr>
<td>YOSP Training &amp; Education</td>
<td></td>
</tr>
<tr>
<td>RAMP</td>
<td>Sex Education</td>
</tr>
<tr>
<td>AOD</td>
<td>Grief &amp; Loss</td>
</tr>
<tr>
<td>Daily Living</td>
<td>Open Question</td>
</tr>
<tr>
<td>5W’s Expect.</td>
<td>5W’s Anger</td>
</tr>
<tr>
<td>YOSP Projects</td>
<td></td>
</tr>
<tr>
<td>Hygiene Packs</td>
<td>Gym</td>
</tr>
<tr>
<td>DCR Research</td>
<td>DRAW</td>
</tr>
</tbody>
</table>

## SWYS Outcome Measures

<table>
<thead>
<tr>
<th>Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
</tr>
<tr>
<td>Education &amp; Training</td>
</tr>
<tr>
<td>Employment</td>
</tr>
<tr>
<td>Recreation</td>
</tr>
<tr>
<td>Financial Matters</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>AOD Support &amp; Intervention</td>
</tr>
<tr>
<td>Identification</td>
</tr>
<tr>
<td>Legal Issues</td>
</tr>
<tr>
<td>Daily Living</td>
</tr>
<tr>
<td>Personal &amp; Social Skills</td>
</tr>
<tr>
<td>Ethnic Culture</td>
</tr>
</tbody>
</table>

Updated AUG 2009
1. ACCOMMODATION (ACC)

1.1 Develop a list of accommodation options
1.2 Find information on refuges / other youth accommodation options
1.3 Gain knowledge of Department of Housing accommodation options
1.4 Gain knowledge of Community Housing accommodation options
1.5 Apply for housing (private/boarding house/medium term / Department of Housing / Community Housing / Affordable Housing)
1.6 Apply for priority Public Housing
1.7 Maintain accommodation at accommodation support service
1.8 Pay rent by due date
1.9 Save money for bond/apply for bond
1.10 Explore options for necessary furniture and accessories
1.11 Understand tenant’s rights and responsibilities
1.12 Move into accommodation provided by other extended family / peers
1.13 Move into supported accommodation
1.14 Move into independent accommodation
1.15 Return home
1.16 Gain orientation of local area
2. FAMILY

2.1 Understand how my family work (through YOSP Genogram)
2.2 Improve relationship with family (through family mediation / support)
2.3 Improve relationship with boyfriend / girlfriend
2.4 Improve relationship with brother(s) and sister(s)
2.5 Find out and participate in other family support services
2.6 Develop parenting skills
2.7 Understand and establish access for children
2.8 Maintain contact/visiting rights with children
2.9 Find out where child / children are
2.10 Find out where other relatives are eg father / mother / uncle / aunties
2.11 Access and gain support from extended family
2.12 Participate in family activities
2.13 Visit relatives who are geographically isolated eg in custody
2.14 Deal with anger and aggression within family
2.15 Deal with Domestic Violence
2.16 Gain AVO
3. EDUCATION and TRAINING

3.1 Find out and gain information about available education programs
3.2 Find out and gain information about available training programs
3.3 Apply for Outreach / CGVE TAFE Course
3.4 Apply for Get Skilled TAFE Course
3.5 Attend specific TAFE Course
3.6 Register for course or training program
3.7 Regularly attend course or training program
3.8 Develop computer skills
3.9 Participate in DRAW Program
3.10 Complete required course work/assignments
3.11 Get OH&S Green card
3.12 Forklift Licence etc
School

3.13 Attend School on regular basis
3.14 Complete school homework
3.15 Complete school assessments
3.16 Complete school group projects
3.17 Prioritise time for homework
3.18 Develop study timetable
3.19 Communicate with parents about school
3.20 Participate in school activities
3.21 Speak to Careers Advisor
3.22 Develop relationship with teacher
3.23 Talk to teachers about school issues
3.24 Explore other school issues through mediation
3.25 Monitor suspension from school
3.26 Apply for new school
4. EMPLOYMENT

4.1 Identify appropriate employment
4.2 Identify appropriate training
4.3 Register with Job Network member
4.4 Regularly attend Job Network member
4.5 Create resume
4.6 Redevelop previous Resume
4.7 Work through YOSP Job Seeking Handbook
4.8 Acquire job presentation/interviewing skills
4.9 Undertake job search through newspapers/magazines, internet, door to door, word of mouth, local papers etc
4.10 Undertake Cold Canvassing in Community
4.11 Participate in JJ ESP Vocational Assessment
4.12 Participate in JJ ESP Post Placement Support
4.13 Obtain Job opportunities through friends and families
4.14 Gain knowledge of appropriate job agencies
4.15 Apply for positions
4.16 Regularly attend job agencies
4.17 Apply for grant/subsidy for clothing for employment
4.18 Obtain appropriate clothing/tools for employment
4.19 Register and attend Commonwealth Rehabilitation Service
4.20 Apply for and maintain apprenticeship
4.21 Attend interviews
4.22 Find part time employment
4.23 Find casual employment
4.24 Find full time employment
4.25 Maintain employment
4.26 Know how to access industrial/work place advocacy
4.27 Undertake voluntary work to enhance skills/knowledge
4.28 Undertake work experience/Work for the Dole
4.29 Know obligations of employer
4.30 Know rights and responsibilities as an employee
4.31 Get up in time for work
5. RECREATION

5.1 Develop group of positive friends
5.2 Find out sporting options & opportunities
5.3 Undertake & maintain sporting commitment
5.4 Purchase sporting resources / equipment
5.5 Attend sports training
5.6 Attend Church group / activities
5.7 Attend football games
5.8 Play sporting activities with friends
5.9 Participate in Music Lessons
5.10 Participate in Music / CD Project
5.11 Participate in Visual Arts lessons / projects
5.12 Participate in other Performing Arts lessons / projects
5.13 Attend local Youth Centre
5.14 Attend PCYC
5.15 Gain and use gym membership
5.16 Participate in YOSP Gym Program
5.17 Refrain from loitering around shops
6. FINANCIAL MATTERS

6.1 Apply for appropriate Centrelink benefits

6.2 Know criteria for gaining/maintaining income support, eg. activity test, breaching

6.3 Apply for Centrelink loan

6.4 Lodge Youth Allowance / Newstart form on time

6.5 Develop a budget

6.6 Stick to budget

6.7 Apply for rent assistance

6.8 Manage mobile phone costs

6.9 Enquire about debts with State Debt Recovery Officer (SDRO)

6.10 Submit time to pay application with State Debt Recovery Office (SDRO)

6.11 Repay debts/fines

6.12 Pay bills by due date

6.13 Make appointments for financial counselling sessions

6.14 Attend financial counselling sessions

6.15 Maintain ongoing financial counselling

6.16 Access brokerage services: client clothing, travel expense, recreation activities and further assistance
7. HEALTH

Physical Health

7.1 Take/maintain medication as prescribed
7.2 Gain knowledge of health services
7.3 Have medical check-up
7.4 Find suitable Doctor
7.5 Make and attend Doctors appointments
7.6 Make and attend Chiropractor appointments
7.7 Make and attend Dental appointments
7.8 Make and attend appointments with optometrist
7.9 Receive education on dietary needs/appropriate foods
7.10 Reduce intake of junk food/inappropriate food
7.11 Lose or gain weight
7.12 Manage physical health including injuries/fractures
7.13 Learn to manage physical disability
7.14 Identify & Manage sleep issues
7.15 Work through YOSP Daily Living Handbook
Mental Health

7.16 Access and maintain contact with support service (mental health)
7.17 Understand and stabilise moods swings
7.18 Learn ways to manage depression
7.19 Learn ways to manage phobias
7.20 Improve concentration
7.21 Take/maintain medication as prescribed
7.22 Education on medication side effects
7.23 Contact/maintain contact with community health centre
7.24 Attend mental health assessment
7.25 Undertake assessment for ADD / ADHD
7.26 Make and attend counselling sessions
7.27 Attend trauma counselling
7.28 Attend sexual assault counselling
7.29 Attend grief counselling
7.30 Develop understanding of Mental Health Issues
7.31 Work through YOSP Mental Health Handbook
Sexual Health

7.32 Develop understanding of Sexual Transmitted Infections (STI)
7.33 Gain resources for safer sex practice
7.34 Access Youth area health service
7.35 Access appropriate pregnancy resources
7.36 Attend family planning sessions
7.37 Work through YOSP Sexual & Physical Health Handbook

Grief & Loss

7.38 Understand what grief and loss is
7.39 Learn ways to cope with grief & loss
7.40 Talk to someone about the loss of someone
7.41 Monitor strategies in dealing with loss
7.42 Do something practical in remembrance of someone
7.43 Work through YOSP Grief & Loss Handbook
7.44 Work through Grief & Loss Workbook
8. ALCOHOL & OTHER DRUGS SUPPORT AND INTERVENTION

8.1 Reduce harmful use of AOD
8.2 Develop & Access knowledge of drug/alcohol services
8.3 Speak to worker about harm minimisation
8.4 Profile rehab services
8.5 Profile detox services
8.6 Develop strategies with support worker to maintain abstinence
8.7 Monitor AOD usage with support worker
8.8 Abstain from AOD
8.9 Make appointments & attend AOD counselling sessions
8.10 Apply for maintenance programs e.g. Buprenorphine / Methadone
8.11 Apply for rehab / detox
8.12 Undertake rehab / detox
8.13 Work through YOSP AOD Handbook
8.14 Work through AOD Workbook
8.15 Complete 5W’s of AOD Worksheet
<table>
<thead>
<tr>
<th>9.</th>
<th>IDENTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Obtain Birth certificate</td>
</tr>
<tr>
<td>9.2</td>
<td>Open Bank Account</td>
</tr>
<tr>
<td>9.3</td>
<td>Obtain an EFTPOS Card</td>
</tr>
<tr>
<td>9.4</td>
<td>Obtain Healthcare card/pension card</td>
</tr>
<tr>
<td>9.5</td>
<td>Obtain Medicare card</td>
</tr>
<tr>
<td>9.6</td>
<td>Obtain Passport</td>
</tr>
<tr>
<td>9.7</td>
<td>Study RTA Knowledge Test Book</td>
</tr>
<tr>
<td>9.8</td>
<td>Undertake L’s drivers licence knowledge test</td>
</tr>
<tr>
<td>9.9</td>
<td>Increase hours on L’s</td>
</tr>
<tr>
<td>9.10</td>
<td>Study for P’s Testing</td>
</tr>
<tr>
<td>9.11</td>
<td>Participate in Professional Driving Lessons</td>
</tr>
<tr>
<td>9.12</td>
<td>Undertake P’s drivers license testing</td>
</tr>
<tr>
<td>9.13</td>
<td>Obtain Proof of age card</td>
</tr>
<tr>
<td>9.14</td>
<td>Obtain income statement from Centrelink</td>
</tr>
<tr>
<td>9.15</td>
<td>Obtain School Report / Letter of Enrolment</td>
</tr>
</tbody>
</table>
10. LEGAL & OFFENDING ISSUES

10.1 Obtain legal advice
10.2 Obtain legal representation
10.3 Access Legal Aid service
10.4 Attend required court cases/hearings
10.5 Attend Juvenile Justice / Probation and Parole appointments
10.6 Keep in contact with Juvenile Justice / Probation and Parole officers
10.7 Undertake required Community Service Order
10.8 Keep up Police bail conditions
10.9 Keep up Court bail conditions
10.10 Keep up conditions on GBB / Probation / Parole Order
10.11 Understand rights of appeal process/guardianship/Protective Office
10.12 Understand legal rights and obligations
10.13 Understand legal outcomes eg AVO / Conditions
10.14 Participate in YOSP Crime Cycle Activity
10.15 Participate in YOSP ‘In Da Know Legal Presentation’
10.16 Participate in Youth Justice Conferencing
10.17 Abstain from Shoplifting
10.18 Abstain from driving car / motorbikes
10.19 Refrain from breaking and entering
10.20 Respecting others property
10.21 Develop relationship with PCYC
10.22 Develop relationship with JJO
10.23 Develop relationship with Police
10.24 Develop relationship with YLO / ECLO
10.25 Understand consequences of offending behaviour
10.26 Keep contact with Juvenile Justice Employment Skilling Program (JJ ESP)
10.27 Keep contact with Campbelltown Post Release Support Program (PRSP)
10.28 Keep contact with Pasifika Support Services (PSS)

**Immigration**

10.29 Gain knowledge of visa type
10.30 Gain an understanding of the meaning of the visa type.
10.31 Become familiar with the application process
10.32 Gain an understanding of how the Department of Immigration works
10.33 Become familiar with the location and times of the office of immigration
10.34 Gain knowledge on the requirement of the forms
10.35 Gain knowledge of service providers/ support services
10.36 Make contact with service providers/ support services
10.37 Apply for permanent residence visa.
11. ACTIVITIES OF DAILY LIVING

11.1 Access and use hygiene pack from SWYS
11.2 Understand personal hygiene
11.3 Maintain personal hygiene
11.4 Get up at agreed time each day
11.5 Know and build support networks through community agencies
11.6 Learn how to use household equipment
11.7 Learn and maintain basic personal housekeeping skills (ie keeping room tidy)
11.8 Learn how to clean
11.9 Learn communal housekeeping duties
11.10 Help clean up at home on regular basis
11.11 Learn how to wash laundry
11.12 Regularly wash personal laundry
11.13 Learn cooking skills
11.14 Participate in YPC Project
11.15 Purchase Mobile Phone
11.16 Work through YOSP Daily Living Skills Handbook
12. **PERSONAL AND SOCIAL SKILLS (PSS)**

12.1 Develop YOSP Life Goals

12.2 Learn how to make informed decisions

12.3 Learn and develop problem solving skills

12.4 Develop effective coping strategies

12.5 Take responsibility for decisions and actions

12.6 Develop/increase motivation

12.7 Develop/increase self esteem

12.8 Develop/increase social skills

12.9 Refrain from using offensive language

12.10 Work through YOSP Reducing Anger Management Program

12.11 Work through Communication Workbook

12.12 Work through Self Esteem Workbook

12.13 Work through Friendship Workbook

12.14 Work through Stress Workbook

12.15 Complete 5W’s of Expectations Worksheet

12.16 Complete 5W’s of Anger Worksheet

12.17 Complete 5W’s of Consequences Worksheet

12.18 Complete Targeting Anger Worksheet

12.19 Complete Open Worksheet
13. ETHNIC CULTURE

13.1 Gain understanding of family
13.2 Gain understanding of place where family come from
13.3 Develop awareness of elders in community
13.4 Develop understanding of family ethnic culture
13.5 Develop and participate in Cultural Art
13.6 Develop and participate in Cultural Storytelling
13.7 Engage with Cultural Mentors
13.8 Share culture with other people
13.9 Understand own ethnic community in Australia
13.10 Understand other ethnic communities in Australia
13.11 Participate in ethnic community events
13.12 Engage and respect others in community – not specific to ethnic culture
13.13 Talk with family about ethnic culture
13.14 Access Ethnic Specific Support Services
13.15 Participate in Cultural Community Projects
Tools that support service delivery

Service delivery was arranged in thirteen outcome areas as evinced above in the YOSP PAC and YOSP Standard Goal List. These outcome areas represent in plain language the needs and interests articulated by the clients, but are also informed by current research and theory suggesting that capacity needs to be built in the following broader domains of change: cultural, social, cognitive, emotional and behavioural.

Although under PSS the *In da Know* workshops were delivered as part of a community capacity building strategy in interactive group settings, they are also listed below against the relevant outcome area as an additional resource that case workers may wish to draw upon and adapt for their particular client group.

<table>
<thead>
<tr>
<th>Outcome area</th>
<th>Tools</th>
<th>Description of outcome area and tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation</td>
<td></td>
<td>Stable accommodation is recognised as a foundational need and essential to achieving goals in other areas. PSS assisted clients in this area by supporting young people to identify accommodation options, build their knowledge of community housing and supported accommodation options, work towards obtaining their own rental property, or work towards returning home to their parents or guardians, if this was desirable for both parties.</td>
</tr>
<tr>
<td>Family</td>
<td>• YOSP Genogram</td>
<td>In addition to supporting the young person, PSS also provided assistance to family members in similar outcome areas as it was recognised that building the capacity of family members resulted in positive changes in the home environment which in turn enhanced outcomes for the client. The <em>YOSP genogram</em> is a tool designed to encourage the young person to reflect on the nature of their relationships with their immediate and extended family and the factors impacting these relationships. Relationship goals are established, and strategies for improving relationships are identified. Refer also to the 5Ws of <em>Expectations</em> worksheet, which is also designed to support the resolution of conflict and the development of positive relationships.</td>
</tr>
</tbody>
</table>
| Education and training | • Developing Reading and Writing (DRAW) – resource list  
• In da know education and employment questionnaire  
• In da know education and employment content table | Engagement with education and training during adolescence is widely recognised as an important protective factor that is critical to young people’s ability to obtain meaningful work, and instrumental in promoting positive attitudes towards lifelong learning. However, many young people in contact with the juvenile justice system have not acquired the foundational literacy and numeracy skills needed to participate in most forms of education, and have had negative experiences with formal learning which has caused them to withdraw from school and compound any pre-existing learning difficulties. **DRAW** is an 18 week, accredited Certificate I course designed to develop the literacy skills of young, marginalised people. Included in this toolkit is a list of resources appropriate for young, teen-aged people in need of support to develop their literacy and numeracy skills. Consideration needs to be given to the formulation of learning outcomes, the delivery style and assessment tasks to ensure that the learning experience serves to engage and encourage the young person, rather than further entrenching negative associations with education and training. In some cases, individual, one-on-one learning opportunities may be more appropriate than training delivered in group settings. The purpose of the **In da know education and employment questionnaire** and **content table** is to build young people’s knowledge of |
Education and employment pathways, provide them with further resources they can draw on such as career counselling and job search support, and validate alternative forms of education and training suited to the young people’s aspirations. As with other In da Know workshops, the In da know education worksheet was part of an interactive group workshop, accompanied by a survey (also attached), a PowerPoint presentation and group discussion facilitated by the presenter. However, these tools may also be useful for caseworkers in one-on-one settings.

| Employment | • YOSP sample resume  
• YOSP resume template | Employment support is purposefully linked to any education and training the young person may be undertaking. Given the financial pressures experienced by young members of Pacific communities, employment is often a high priority. PSS casework activities included supporting clients to register with labour market programs, developing job-seeker strategies, preparing resumes and interview techniques. The YOSP sample resume and template is used to de-mystify the resume-writing process, help clients recognise and value their skills, personal strengths and prior experience, and support them to prepare a simple, clear resume appropriate for the position being sought. These may also be used in conjunction with the In da know education and employment resources. |
| Recreation | | This outcome area focused on introducing the young people to activities that promoted positive use of their time. Typically these were of a social nature, given the emphasis in Pacific culture on participation in the community. This outcome area also promoted the development of positive peer group association. |
| Financial matters | | This was a particularly important outcome area for PSS clients given Pacific families’ communal orientation towards income and the apparent financial motivation behind some Pacific young people’s offending behaviour. Often, case workers worked closely with the young person’s parents and devised budgeting and disbursement strategies. Brokerage services were also provided, with the caseworker liaising with government agencies such as Centrelink and the State Debt Recovery Office to access financial support where possible, and develop plans to resolve outstanding fines. |
| Health | • In da know mental health questionnaire  
• In da know mental health content table  
• In da know sexual health questionnaire  
• In da know sexual health content table | The broad outcome area of ‘health’ covered physical, sexual, emotional and mental health issues and had a strong focus on harm minimisation. As mental health issues are not commonly discussed within Pacific families and communities, particular attention was paid to this area of health, to build young people and their families’ awareness of mental health issues and to encourage them to access services and expertise as necessary. Sexual health, likewise, was viewed as a critical area in which to build young people’s knowledge. Services in this outcome area entailed brokerage activities (supporting young people to access General Practitioners and specialists services including dentists and optometrists. The In da know mental health and sexual health questionnaires and content tables equip young clients with basic facts about mental health issues and sexually transmitted infections, provide information about relevant support systems available in the community and how to access these, and provide a list of further, more in depth resources that are free to access. |
| AOD support and intervention | • 5Ws of AOD Usage worksheet  
• In da know alcohol and other drugs questionnaire  
• In da know alcohol and other drugs content table | AOD support and intervention is based around equipping clients with the knowledge and techniques required to understand the implications and think through the consequences of substance use, minimise harm, and reduce their levels of substance use rather than abstain altogether from using. The 5Ws of AOD usage worksheet supports young people to understand the situational and social factors associated with their AOD use and the underlying reasons, and to identify elements they are able to control or change. |
<table>
<thead>
<tr>
<th>Identification</th>
<th>This outcome area is particularly important for young Pacific people, as often they do not possess the formal documentation required to register for welfare, educational and social support, to establish bank accounts, or open other accounts necessary for independent living, such as electricity, gas and phone services.</th>
</tr>
</thead>
</table>
| Legal issues   | • In da know legal issues questionnaire  
• In da know legal issues content table  
• PSS crime cycle worksheet  
In addition to supporting the young person to understand the activities and behaviours underlying their offending, activities in this outcome area consisted in the main of supporting the young person to successfully complete their corrections disposition to avoid further sanctions for non-compliance and enable the young person to focus on building their capacity in areas critical to leading meaningful, crime-free lives. The In da know legal issues questionnaire and content table is designed to increase young people’s knowledge of their rights and responsibilities, and clarify the illegal nature of activities typically associated with group offending (such as receiving stolen goods or observing a friend commit a crime). The PSS crime cycle worksheet is a reflective tool that seeks to help young people understand the factors that led to their offending and which factors are within their control and are able to change. |
| Daily living   | Case work concerned with 'daily living' were concerned with promoting pro-social behaviour and healthy living habits and included building the client’s knowledge of nutrition and cooking, basic hygiene and sleep hygiene. |
| Personal and social skills | • YOSP self esteem scale  
• YOSP targeting anger worksheet  
• The 5Ws of Anger  
• The 5Ws of Expectations  
• The 5Ws of Consequences  
This area focused on building the skills needed to enhance young people’s self-esteem and instil in them a sense of personal efficacy. This provides young people with a foundation upon which they able to continue to build and the self-belief to do so. The YOSP self esteem scale is a flexible tool for the caseworker to adapt to the client’s particular vulnerabilities. It promotes self-reflection and enables the client to establish a point of reference against which changes to self-esteem levels can later be validated. The YOSP Targeting Anger Worksheet explores the origins of conflict, the negative consequences of inappropriately expressing anger – however valid a feeling it may be – and provides practical strategies to help the participant control, reduce and resolve their anger. The 5Ws of Anger similarly profiles actions of anger, but also looks at the external influences and other factors that contribute to aggression. The 5Ws of Expectations is essentially a mediation tool designed to support two or more parties (typically parents and their children) understand each other’s perspectives and the beliefs, emotions and concerns influencing behaviour, and to encourage open communication. The 5Ws of Consequences enables participants to understand the impact and consequences of their actions and behaviour. |
| Ethnic culture | Refer to the Information Pack contained in Part C of the toolkit, Understanding Pacific culture and working effectively with Pacific communities, and the Open Worksheet Communication Tool.  
The purpose of this outcome area is to affirm the young person’s cultural identity and support them to sustain, develop and celebrate this identity as this is recognised as central to developing a sense of self-worth and pride. Given the validation of cultural identity is partly dependent on the understanding, recognition and support of the broader community, significant effort was placed in community education and capacity building, as well as working with the young clients on an individual basis. |
HOW DO WE GET ON IN OUR FAMILY?

KEY TO SYMBOLS

-----  Good
****  Needs work
xxxx  Doesn’t exist

WHAT CAN BE DONE TO HELP MY FAMILY GET ON BETTER?
## Numeracy & Literacy Resources

### General Workbooks

<table>
<thead>
<tr>
<th>Description</th>
<th>Topics and Focus</th>
</tr>
</thead>
</table>

### Reading Resources

<table>
<thead>
<tr>
<th>Description</th>
<th>Topics and Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMES Readers (various authors)</td>
<td>Ranging from beginner; intermediate and advance, this collection of books utilise short stories to engage readers. <a href="http://www.ames.edu.au/content/publicationscategory.aspx?pcid=3">http://www.ames.edu.au/content/publicationscategory.aspx?pcid=3</a></td>
</tr>
<tr>
<td>Magazines &amp; Newspapers</td>
<td>A collection of popular youth oriented magazines &amp; newspapers that will supplement in class and daily reading, including music, sports, cars and local newspapers</td>
</tr>
</tbody>
</table>

### Numeracy Resources

<table>
<thead>
<tr>
<th>Description</th>
<th>Topics and Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths Worksheets</td>
<td>Digitally automated resources developed for specific student levels in addition, subtraction, division and multiplication. <a href="http://www.aplusmaths.com">www.aplusmaths.com</a></td>
</tr>
<tr>
<td>Grey Olltwits Maths Software</td>
<td>Easy to use engaging software utilised to complement maths worksheets and practice <a href="http://www.greyolltwit.com/educational.html#Mathematics">http://www.greyolltwit.com/educational.html#Mathematics</a></td>
</tr>
</tbody>
</table>

### Computer Resources

<table>
<thead>
<tr>
<th>Description</th>
<th>Topics and Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The World Of Work</td>
<td>This CD resource will help develop learning attitudes and skills towards further study, work and life. Interactive software with individual and group activities <a href="http://toolboxes.flexiblelearning.net.au/series4/guides/rg420world.pdf">http://toolboxes.flexiblelearning.net.au/series4/guides/rg420world.pdf</a></td>
</tr>
<tr>
<td>Touch Typing Software</td>
<td>Provides the opportunity to enhance keyboard skills, whilst developing basis numeracy and literacy. Access to specific software varied.</td>
</tr>
<tr>
<td>YOSP Worksheets</td>
<td>After completing hard copy of worksheet, students will type up results into electronic copy for storing, and printing. This includes Resume and Goal setting worksheets</td>
</tr>
<tr>
<td>Job Search Website</td>
<td>Profile and learn how to access up to date employment opportunities <a href="http://jobsearch.gov.au/default.aspx">http://jobsearch.gov.au/default.aspx</a></td>
</tr>
</tbody>
</table>

### Additional Resources

<table>
<thead>
<tr>
<th>Description</th>
<th>Topics and Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative Resources (St. Luke’s)</td>
<td>Two sets of flashcards that can be used to provoke conversations around feelings and thoughts. Great to use for start of each day’s session as ‘icebreakers’. SET A: Reflexions. SET B: Shadows and Deeper Shadows. <a href="http://www.innovativeresources.org/">http://www.innovativeresources.org/</a></td>
</tr>
</tbody>
</table>
1) You can only complete your Yr 10 Certificate at High School

TRUE / FALSE

2) You can’t be in full time work until you’re 15 years old

TRUE / FALSE

3) I need to complete Yr 12 to be successful in life

TRUE / FALSE

4) There are people available at school & TAFE to talk about future career goals

TRUE / FALSE

5) There are no websites that help look for a job!

TRUE / FALSE
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) You can only complete your Year 10 Certificate at High School</td>
<td>FALSE</td>
<td><a href="http://www.det.nsw.edu.au">www.det.nsw.edu.au</a></td>
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<tr>
<td></td>
<td></td>
<td><a href="http://www.tafe.nsw.edu.au">www.tafe.nsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.oten.edu.au">www.oten.edu.au</a></td>
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<tr>
<td></td>
<td></td>
<td>It’s possible to undertake your Year 10 Certificate through different pathways.</td>
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<tr>
<td></td>
<td></td>
<td>This includes the Certificate II in General and Vocational Education (CGVE) course offered by most TAFE Outreach Sections, and other community based Registered Training Organisations (RTO).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Open Training and Education Network (OTEN) also offers an external course to study at one’s own pace.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t forget all the other great TAFE Outreach Courses available to complete – which include more trade specific areas, i.e. welding, floor &amp; wall tiling, sign writing.</td>
</tr>
<tr>
<td>2) You can’t be in full-time work until you’re 15 years old</td>
<td>TRUE</td>
<td><a href="http://www.youngpeopleatwork.nsw.gov.au">www.youngpeopleatwork.nsw.gov.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accordingly, a young person can undertake casual or part-time work at any age in NSW.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>However they need to seek approval from the Department of Education &amp; Training if they desire to leave school to undertake full time work before the age of 15.</td>
</tr>
<tr>
<td>3) I need to complete Year 12 to be successful in life</td>
<td>TRUE / FALSE</td>
<td><a href="http://jobguide.dest.gov.au">http://jobguide.dest.gov.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This truly depends on the career/vocational aspiration one has.</td>
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<td></td>
<td></td>
<td>A question like this is designed to challenge the young person’s perception of school, and whether it is an important part of their future goals when paired with projected work opportunities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Again, don’t forget the traineeships and apprenticeship pathways that many young people choose after obtaining their Year 10 School Certificate.</td>
</tr>
<tr>
<td>4) There are people available at school &amp; TAFE to talk about future career goals</td>
<td>TRUE</td>
<td><a href="http://jobguide.dest.gov.au">http://jobguide.dest.gov.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are a variety of positions in both local high schools and TAFEs that offer support about careers.</td>
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<td></td>
<td></td>
<td>This includes Year Advisors, Career Advisors, School / TAFE Counsellors.</td>
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<td></td>
<td>Don’t forget the option to also speak with your local Youth Worker.</td>
</tr>
<tr>
<td>5) There are no websites that help you to look for a job!</td>
<td>FALSE</td>
<td>Centrelink Job Search Site:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.jobssearch.gov.au">www.jobssearch.gov.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other general sites:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.seek.com.au">www.seek.com.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.mycareer.com.au">www.mycareer.com.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.careerone.com.au">www.careerone.com.au</a></td>
</tr>
</tbody>
</table>
Resume

NAME: Tracy Biggs

ADDRESS: 5 Peats Ave, Liverville. NSW 2252

TELEPHONE: Home: 9884 0372
Mobile: 0426 380 603

EMAIL: tracyB@yahoo.com.au

DATE OF BIRTH: 27th February 1990

EDUCATION / TRAINING:
2002 - 2005 Pendeavour High School
2006 - 2007 Kenthurst Girls High School

OTHER SKILLS:
- Represented St George Netball association in State Representatives for the past 3 years. Have been playing netball for 7 years.

WORK EXPERIENCE:

- Cash register operating
- Cleaning and security duties
- Overall monitoring of stock

Fresco at South Granville. March 2003- March 2004
- Cash register operating
- Stock management
- Answering telephone calls
- Cleaning and security duties

INTERESTS:
- I enjoy playing all sports. Netball is the main sport that I play and enjoy.
- I like to listen to all different genres of music including Rhythm and Blues and Hip Hop.
- Undertook piano lessons for 5 years, currently in 5th Grade AMEB.

WORK REFEREES:

Macy Gray
PH: 9446 6242
Front end Manager
Fresco SOUTH HURSTVILLE
King Georges Road
Sth Granville 2221

PERSONAL REFEREES:

Carry Webber
PH: 9770 8888
24 Sparse Street
Motely NSW 2882
Resume

NAME: ________________________

ADDRESS: ________________________

TELEPHONE: Home: __________________ 
Mobile: __________________

EMAIL: ___________________

DATE OF BIRTH: _________________

EDUCATION / TRAINING 
___  _________________

OTHER SKILLS:
• __________________________________________________________
• __________________________________________________________

WORK EXPERIENCE:

__________________________ _______ - _______

• ______________________________
• ______________________________
• ______________________________

__________________________ _______ - _______

• ______________________________
• ______________________________
• ______________________________

INTERESTS:
• __________________________________________________________
• __________________________________________________________
• __________________________________________________________

WORK REFEEES: ___________________

PERSONAL REFEEES: ___________________

__________________________________________
Mental Health Quick Questionnaire

1) Mental Health issues are just made up by people who want attention

   TRUE / FALSE

2) Someone can choose to have depression or not – you just have to be positive in life!

   TRUE / FALSE

3) Using Alcohol or Drugs can’t cause Mental Health problems

   TRUE / FALSE

4) Help from problems caused by Mental Health is available from my local Doctor or Hospital

   TRUE / FALSE

5) There is hardly any information about Mental Health Issues

   TRUE / FALSE
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 1) Mental Health issues are just made up by people who want attention  | FALSE                                                                  | www.beyondblue.org.au
|                                                                       | • Mental health issues are real issues that can be experienced by all people – regardless of age, sex, ethnicity or social class. | www.reachout.com.au
|                                                                       | • Some of the more commonly known mental health issues include:         | Kids Help Line 1800 55 1800                                               |
|                                                                       |   o Depression                                                          | Macarthur Community Mental Health Services (02) 4629 5400                |
|                                                                       |   o Schizophrenia                                                       | Mental Health Access Line 1800 636 825                                   |
|                                                                       |   o Bi-Polar Disorder (Manic Depression)                                |                                                                          |
|                                                                       |   o Anxiety                                                             |                                                                          |
|                                                                       |   o Psychosis                                                           |                                                                          |
|                                                                       | • There is specialised help available – even specifically for young people. |                                                                          |
|                                                                       | • Official assessments need to be undertaken to truly understand.        |                                                                          |
| 2) Someone can choose to have depression or not – you just have to be positive in life! | FALSE                                                                  | www.beyondblue.org.au
|                                                                       | • Depression occurs due to many factors (like the way you feel and think about yourself). | www.reachout.com.au
|                                                                       | • Generally, depression can be considered as a genuine feeling that people experience. | Kids Help Line 1800 55 1800                                               |
|                                                                       | • However it is the biological & physiological factors that impact on the overall experience of depression – and whether it causes issues on a daily basis. | Macarthur Community Mental Health Services (02) 4629 5400                |
|                                                                       | • If this is the case, it is then important to seek professional help and assistance. | Mental Health Access Line 1800 636 825                                   |
| 3) Using alcohol or drugs can’t cause mental health problems           | FALSE                                                                  | www.reachout.com.au
|                                                                       | • Negative (or abusive/excessive) usage of AOD can predispose people to the risk of mental health issues. |                                                                          |
|                                                                       | • Overall, young people with a family history of mental health issues are more at risk of such issues. This can include issues with drug-induced psychosis. |                                                                          |
|                                                                       | • From another perspective, it also includes social issues escalating, leading to depression and other welfare problems. |                                                                          |
|                                                                       | • Dual diagnosis (a.k.a. co-morbidity) is another realm considered that acknowledges the usage of AOD substances, and its impact on mental health. |                                                                          |
| 4) Help from problems caused by mental health is available from my local doctor or hospital | TRUE                                                                  | Sydney South West Areas Health http://www.ssswhs.nsw.gov.au/           |
|                                                                       | • Generally, the first step sought by the community when dealing with mental health is sourced by the local doctor and/or the local hospital. |                                                                          |
|                                                                       | • Therefore, we can encourage young people to seek medical advice – but also acknowledge that support can also come from Area Health (who generally specialise), i.e. Adolescent Mental Health. |                                                                          |
| 5) There is hardly any information about mental health issues          | FALSE                                                                  | www.reachout.com.au
|                                                                       | • There are many great pamphlets that outline the causes and effects of mental health issues. Such resources can be ordered directly from Area Health. | Specific Fact sheets: http://www.cs.nsw.gov.au /MHealth/default.htm |
|                                                                       | • This includes websites mentioned throughout this project.             | And the other numbers above                                              |
|                                                                       | • Again Youth Community Health can be a great source of information.   |                                                                          |
Sexual Health
Quick Questionnaire

1) You can’t get AIDS by having vaginal sex

TRUE / FALSE

2) If a girl uses the ‘Pill’ then she is protected against sexually transmitted infections

TRUE / FALSE

3) Most common sexually transmitted infections can be cured (if something is done as soon as possible!)

TRUE / FALSE

4) You can always physically tell that you have a sexually transmitted infection

TRUE / FALSE

5) There is no place I can go to speak about my sexual health

TRUE / FALSE
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) You can’t get AIDS by having vaginal sex</td>
<td>FALSE</td>
<td><a href="http://www.reachout.com.au">www.reachout.com.au</a></td>
</tr>
<tr>
<td></td>
<td>HIV/AIDS can be contracted by the sharing of the following body fluids:</td>
<td>NSW Area Health <a href="http://www.health.nsw.gov.au/living/sex.html">http://www.health.nsw.gov.au/living/sex.html</a></td>
</tr>
<tr>
<td></td>
<td>o Vaginal Fluid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Breast Milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Therefore, it is possible to contract HIV/AIDS from someone carrying the STI through unprotected vaginal sex.</td>
<td></td>
</tr>
<tr>
<td>2) If a girl uses the Pill then she is protected against sexually transmitted infections</td>
<td>FALSE</td>
<td>All abovementioned sites</td>
</tr>
<tr>
<td></td>
<td>The usage of oral contraception doesn’t protect the person from contracting any sexually transmitted infection.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Pill is used predominantly to stop a young people from becoming pregnant.</td>
<td></td>
</tr>
<tr>
<td>3) Most common sexually transmitted infections can be cured (if something is done as soon as possible!)</td>
<td>TRUE</td>
<td>All abovementioned sites</td>
</tr>
<tr>
<td></td>
<td>This includes the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Gonorrhoea – treatable through a course of antibiotics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Chlamydia – a single dose of antibiotics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Syphilis – Penicillin or a course of injections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Pubic Lice – specific application of lotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Genital Warts – freezing, burning, laser</td>
<td></td>
</tr>
<tr>
<td>4) You can always physically tell that you have a sexually transmitted infection</td>
<td>FALSE</td>
<td>NSW Specific Sexual Health Website (fact sheets) <a href="http://www.health.nsw.gov.au/sexualhealth/">http://www.health.nsw.gov.au/sexualhealth/</a></td>
</tr>
<tr>
<td></td>
<td>Currently, statistics show that Chlamydia is the highest STI portrayed by young people.</td>
<td>And all above mentioned sites</td>
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<td></td>
<td>Part of the reason for this is the lack of physical symptoms present on or near the external genital appearance.</td>
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<tr>
<td></td>
<td>Untreated, it can cause internal damage, including infertility in women.</td>
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</tr>
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<td></td>
<td>Therefore, many are undertaking unsafe sexual practices without knowing their possession or susceptibility to pass on this STI.</td>
<td></td>
</tr>
<tr>
<td>5) There is no place I can go to speak about my sexual health</td>
<td>FALSE</td>
<td>As listed</td>
</tr>
<tr>
<td></td>
<td>There are people and places that youth can access regarding sexual health.</td>
<td>Family Planning NSW <a href="http://www.fpahealth.org.au/">http://www.fpahealth.org.au/</a></td>
</tr>
<tr>
<td></td>
<td>This includes:</td>
<td>Aboriginal Sexual Health Worker: (02) 4628 4637</td>
</tr>
<tr>
<td></td>
<td>o TraXside Youth Health Centre</td>
<td>and all abovementioned sites</td>
</tr>
<tr>
<td></td>
<td>o Liverpool Sexual Health Clinic – Bigge Park Centre, Cnr Bigge &amp; Elizabeth Street, Liverpool; (02) 9827 8022</td>
<td></td>
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<td></td>
<td>o FPA (Family Planning Assoc.) Health Line: 1300 658 886</td>
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<td></td>
<td>o WILMA – Women’s Health Services: (02) 4627 2955</td>
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</tr>
<tr>
<td></td>
<td>o Thurawal Aboriginal Health Centre: (02) 4625 8598</td>
<td></td>
</tr>
<tr>
<td>WHEN do I use?</td>
<td>WHERE do I use?</td>
<td>WHO do I use with?</td>
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Alcohol & Drugs
Quick Questionnaire

1) Drinking too much alcohol when young can cause liver damage
   TRUE / FALSE

2) Smoking marijuana can’t cause lung damage
   TRUE / FALSE

3) It’s better to drink alcohol with other friends in safe places
   TRUE / FALSE

4) There is no one I could talk too if I have trouble with alcohol or pot
   TRUE / FALSE

5) I have the choice to drink or take drugs
   TRUE / FALSE
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 1) Drinking too much alcohol when young can cause damage to your body | TRUE | - The physical risk associated with negative usage of alcohol is increased when consumption is started at a younger age.  
- For example, if a young person starts consuming alcohol recreationally at the age of 12, there is a higher chance of usage escalating to habitual usage as they get older.  
- As a result, this excessive usage can cause further physical problems.  
- BINGE DRINKING (excessively drinking in a short period of time) can also cause negative harm – both on a short and long term basis.  
- Long term liver damage may occur as a result of excess alcohol constantly processed– overburdening the organ’s overall function. This can then lead to cirrhosis (dying off of parts of liver) reducing functionality of the organ. |

   - www.reachout.com.au
   - www.druginfo.nsw.gov.au

| 2) Smoking marijuana can’t cause lung damage | FALSE | - Any form of smoking, regardless of whether it is tobacco, or marijuana, can cause short- and long-term health implications – including issues for the lungs. |

   - www.reachout.com.au
   - www.druginfo.nsw.gov.au

| 3) It’s better to drink alcohol with friends in safe places | TRUE | - Due to the effect alcohol can have when consumed, it may lead to physical reactions and behaviour not usually shown.  
- This may include a loss of balance, lack of rational decision-making, and the acting out of aggression through violence.  
- Therefore, your experience of drinking can be more positive if undertaken with other friends that can support or assist where needed.  
- The place in which you consume will also impact on your experience. It’s better to drink in a safe place, including homes of family and friends.  
- This can be helped if some friends in the group decide not to drink as much as others (this time around). |

   - www.reachout.com.au

| 4) There is no one I can talk to if I have trouble with alcohol or pot | FALSE | - There are various support services available for young people in your region.  
- For example Information/Support/Referral & Counselling services provide by TraXside, Mission Australia, and Kids Help Line.  
- Pamphlets are also made available on request from these abovementioned services.  
- Alcohol and Drug Information Service (ADIS) provides relevant information on service related to this need. |

   - TraXside Youth Health Centre: (02) 4625 2525
   - Drug & Alcohol Awareness Program (DAAP) – Mission Australia (02) 9361 8000 or 1800 422 599
   - NSW Alcohol and Drug Information Service (ADIS): (02) 9361 8000 or 1800 422 599

| 5) I have the choice to drink or take drugs | TRUE | - Yes! Peer pressure is a real thing – but it can be counteracted by setting goals in your own mind as to how much you might drink at a party.  
- Only you can decide what is consumed – when/how much/with whom.  
- Speak with your support/people you can trust – this can help in setting such goals, and a better understanding of what you can do in certain circumstances. |

   - www.reachout.com.au
   - Access AOD Support Services mentioned above for further options
## ‘In da know’ Legal Presentation
### PRE SESSION SURVEY

<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENT</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can you get arrested and charged if... You are in a group, and a friend commits the crime while you watch?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>2</td>
<td>Can you get arrested and charged if... A friend tells you the details of a crime they committed?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>3</td>
<td>Can you get arrested and charged if... A friend passes on stolen goods for you to mind?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>4</td>
<td>Can you get arrested and charged if... You start a fight with someone because they said something about your family?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>5</td>
<td>Can you get arrested and charged if... You swear at a police officer because they don’t understand the situation?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>6</td>
<td>Can you get arrested and charged if... You are driving your parents’ car with their permission, without having your own licence?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>7</td>
<td>Can you get arrested and charged if... The police tell you to move on from where you and your friends are hanging, and you don’t obey?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>8</td>
<td>Can you get arrested and charged if... You carry a small amount of pot on you?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>9</td>
<td>If you are under 18: Do you need a parent / guardian / support worker there when you get interviewed by the Police?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>10</td>
<td>If you are under 18: Can a criminal conviction be put against your name?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>11</td>
<td>If you’re under 18: Does a recorded conviction (as a child) get used against you when you’re an adult?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>12</td>
<td>If you are under 18: Can you get an older friend to buy alcohol for you without any legal problems?</td>
<td>YES / NO</td>
</tr>
</tbody>
</table>

YEAR: ___  SCHOOL: _______________  AGE: ___  PACIFIC ISLAND: _________
### 'In Da Know’ Legal Issues Content Table

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>OVERVIEW OF RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Can you get arrested &amp; charged if . . .</strong>&lt;br&gt;You are in a group, and a friend commits the crime while you watch?</td>
<td>YES&lt;br&gt;- You can be arrested and charged with Robbery in Company&lt;br&gt;- You are considered to be part of the actual offence by being associated with the offender, as they commit the crime&lt;br&gt;- This also includes intention to rob and/ or assault</td>
</tr>
<tr>
<td><strong>2) Can you get arrested &amp; charged if . . .</strong>&lt;br&gt;A friend tells you the details of a crime they committed?</td>
<td>YES&lt;br&gt;- It is an offence to know information on a crime committed by another person, such as a friend or family member&lt;br&gt;- Knowing about the crime and how it was done, and what was taken/achieved is actually part of the offence</td>
</tr>
<tr>
<td><strong>3) Can you get arrested &amp; charged if . . .</strong>&lt;br&gt;A friend passes on stolen goods for you to mind?</td>
<td>YES&lt;br&gt;- By other people offending and passing on the goods, you become involved in the crime itself&lt;br&gt;- Again, this includes having direct knowledge of the offence, how it took place, and the goods taken&lt;br&gt;- It doesn’t matter where you take and hide the goods either, by you receiving them, it means that you are involved in the crime, e.g. just because they are not stored at your place, but in an abandoned house, you are still harbouring stolen goods.</td>
</tr>
<tr>
<td><strong>4) Can you get arrested &amp; charged if . . .</strong>&lt;br&gt;You start a fight with someone because they said something about your family?</td>
<td>YES&lt;br&gt;- You can be arrested and charged for assault by having a fight at school with another student&lt;br&gt;  - At your own school&lt;br&gt;  - At a friend’s school&lt;br&gt;  - At a school not associated with yours&lt;br&gt;- You can even be arrested and charged for being on school premises in the hope of having a fight with someone&lt;br&gt;- Another common charge is affray, where assault occurs at any place, both in public and private areas</td>
</tr>
<tr>
<td><strong>5) Can you get arrested &amp; charged if . . .</strong>&lt;br&gt;You swear at a police officer because they don’t understand the situation?</td>
<td>YES&lt;br&gt;- Police can charge you with offensive language&lt;br&gt;- The charge may be dealt with as a fine or caution, but may lead to an order of community services&lt;br&gt;- It’s important that you stay calm, and answer the questions being asked of you – without feeling like they are picking on you</td>
</tr>
<tr>
<td><strong>6) Can you get arrested &amp; charged if . . .</strong>&lt;br&gt;You are driving your parents’ car with their permission, without having your own licence?</td>
<td>YES&lt;br&gt;- It is against the law to drive a car or ride a motorcycle if you do not have a licence. The penalties for this range from having to pay a fine to being disqualified from getting a licence for a certain period.&lt;br&gt;  - It is also an offence for anyone to employ you or give you permission to drive or ride if you do not have a licence. This includes employers, parents and guardians.&lt;br&gt;  - It is against the law to drive if you have been disqualified from holding or getting a licence, or if your licence has been cancelled or suspended. You could be fined heavily or even imprisoned for committing this offence.</td>
</tr>
<tr>
<td><strong>7) Can you get arrested &amp; charged if . . .</strong>&lt;br&gt;The police tell you to move on from where you and your friends are hanging.</td>
<td>YES&lt;br&gt;- You have a right to hang out wherever you like, with anyone you like, as long as you’re not harming other people or damaging property.&lt;br&gt;  - If you are in a public place, police have no right to move you on unless they reasonably believe you are causing, or are likely to cause, harm to others. Causing harm means “threatening”, “intimidating”, “obstructing” or “being offensive”</td>
</tr>
</tbody>
</table>
**and you don’t obey?**

- Police can also give you a direction to move on if they believe you are buying or selling illegal drugs.
- You have the right to know:
  - why police are giving you a direction or making a request and
  - what the direction or request means you have to do, or not do.
- If police make a direction or request, you can simply agree to it, and avoid more hassles. Remember, it is an offence not to obey a lawful police direction.
- If you think the request or direction is unfair, be sensible and stay calm. Don’t swear or use violence – if you do, police will then have the power to arrest and charge you.
- If you believe police have acted unfairly, you can make a complaint to the NSW Ombudsman or Commander at Local Area Command (NSW Ombudsman, 2005)

**8) Can you get arrested & charged if . . .**

**You carry a small amount of pot on you?**

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The police have got to show beyond reasonable doubt that you knew that illegal drugs were in your &quot;custody and control.&quot; This means that you had the drug in your pockets or house and you could decide whether to keep them, share them or sell them.</td>
</tr>
<tr>
<td>• The police can search you or your car without arresting you if they &quot;reasonably suspect&quot; that you might possess drugs.</td>
</tr>
<tr>
<td>• If you are searched, make sure you say very clearly that you do not want to be searched &amp; that you want that written down – this means the police cannot claim that they had your consent to conduct the search.</td>
</tr>
<tr>
<td>• The police can also search you after arrest. A police officer above the rank of sergeant can request that a doctor examine you in custody without your consent (if it is relevant to the charge).</td>
</tr>
<tr>
<td>• If the police charge you with any of these possession offences you could be hit with a $2,200 fine or 2 years in prison or both.</td>
</tr>
</tbody>
</table>

**If you are under 18:**

**Do you need a parent/guardian/support worker there when you get interviewed by the Police?**

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If you are under 16 a parent or guardian should be present for police questioning. Otherwise a parent or guardian can give permission for another person to be there.</td>
</tr>
<tr>
<td>• If you are 16 or 17 and police want to question you, they need your agreement on which independent adult should be present during the interview.</td>
</tr>
<tr>
<td>• Make sure it is someone you trust. If you are uncertain about this, do not agree to that person and ask for someone else.</td>
</tr>
<tr>
<td>• The independent adult cannot be a police officer. The independent adult might be a lawyer, family member, youth worker, or a friend who is over 18.</td>
</tr>
<tr>
<td>• If you make a statement to the police, you have a right to get a copy of it. You also have a right to get a copy of any taped record of the interview.</td>
</tr>
</tbody>
</table>

**If you are under 18:**

**Can a criminal conviction be put against your name?**

<table>
<thead>
<tr>
<th>NO / YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If you are under 16 and you plead guilty or are found guilty of an offence there will be no conviction recorded against you unless it was a serious offence.</td>
</tr>
<tr>
<td>• This means that you will not usually get a criminal record for offences committed when you are under 16 and these offences cannot be taken into account if you appear in the adult courts when you are older.</td>
</tr>
</tbody>
</table>

**If you’re under 18:**

**Does a recorded conviction (as a child) get used against you when you’re an adult?**

<table>
<thead>
<tr>
<th>NO / YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If a conviction is recorded against you in the Children’s Court, you can have that conviction wiped from your record after 3 years if you have not been in any more trouble during those 3 years.</td>
</tr>
<tr>
<td>• Children’s Court deals with legal matters where offences are committed by youth aged of 10–17 years old.</td>
</tr>
</tbody>
</table>

**If you are under 18:**

**Can you get an older friend to buy alcohol for you without any legal problems?**

<table>
<thead>
<tr>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The legal drinking age in NSW is 18 years. It is generally an offence for any person (in any place) to sell or supply liquor to persons under 18. Where a friend of the minor or another adult purchases liquor and then supplies it to a minor, this is a “second party sale” and is also an offence.</td>
</tr>
<tr>
<td>• It is illegal for any person (parents or other people) to sell or supply liquor to persons under 18 in a licensed venue or registered club. They could be fined up to $5,500. A person also must not send, order or request you to go to licensed premises to get alcohol.</td>
</tr>
<tr>
<td>• There is no law which makes it an offence for a person under 18 to drink alcohol in a private home.</td>
</tr>
</tbody>
</table>
CRIME CYCLE

On the left hand side, list some factors that contribute to your offending behaviour. On the right hand side, list options that you can take that may stop the offending behaviour from occurring in the first place.
# YOSP Self Esteem Scale

*Where do you rate yourself?*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>5</td>
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<td>10</td>
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<tr>
<td>1</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>
# YOSP TARGETTING ANGER

<table>
<thead>
<tr>
<th>1) Why did the conflict occur?</th>
<th>2) How did we respond?</th>
<th>3) How can we respond?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4) What were the outcomes?</th>
<th>5) What can be the outcomes if positive?</th>
<th>6) Who is responsible?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
### THE WHO / WHAT / WHY / WHERE / WHEN of ANGER

<table>
<thead>
<tr>
<th>WHEN</th>
<th>WHO</th>
<th>WHAT</th>
<th>WHY</th>
<th>WHERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>did the incident occur?</td>
<td>was involved?</td>
<td>was it about?</td>
<td>did I / they get angry?</td>
<td>can I change?</td>
</tr>
</tbody>
</table>

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THE WHO / WHAT / WHY / WHERE / WHEN of EXPECTATIONS

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
<th>WHY</th>
<th>WHERE</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>has the expectation?</td>
<td>is expected?</td>
<td>is this expected?</td>
<td>can we change?</td>
<td>can it be done?</td>
</tr>
</tbody>
</table>

© JIJOI RAVULO
**THE WHAT / WHEN / WHY / WHO / WHERE of CONSEQUENCES**

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHEN</th>
<th>WHY</th>
<th>WHO</th>
<th>WHERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>is the activity?</td>
<td>is it done?</td>
<td>do I do it?</td>
<td>does it effect?</td>
<td>can I change?</td>
</tr>
</tbody>
</table>

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Part C: understanding Pacific culture and working effectively with Pacific young people

Part C, Contents

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Open worksheet communication tool .................................. 96
Part C: Introduction

Background to the development of the tools featured in Part C

The bulk of Part C of the toolkit is concerned with building the reader’s understanding of Pacific culture.

Part C of the toolkit is adapted from a set of community capacity building tools which arose from the primary research undertaken with young Pacific people participating in youth offending programs in South West Sydney, and the work of other cultural researchers. In their original format, the capacity building tools comprised a set of presentations and worksheets. The purpose of the presentations was to build audiences’ (including educators, police, community workers and young people of Pacific background) understanding of Pacific culture and to encourage reflection on how this culture is played out in a ‘mainstream’ Australian context. The worksheets were designed for young Pacific people.

The community capacity building tools arose from the recognition that young Pacific people and their families could benefit enormously if:

- The local community was better informed of Pacific culture and able to understand and critically reflect upon how culture (including Western culture) shapes belief and values systems and how this in turn guides behaviours and activities. This is particularly important for those who work with members of the Pacific community in a professional capacity and have opportunities to create or contribute to strategies intended to support young people and their families and enhance their wellbeing (such as educators, justice officers and members of the Police).
- Young Pacific people were better informed in a range of areas including safe sexual practices, the harmful effects of alcohol and other drugs, and their rights and responsibilities in an Australian context, and if their capacity was strengthened in areas such as communication and self-expression, decision-making, and self-regulation.
- Young Pacific people were empowered to understand and value their cultural and personal strengths, and provided information about the Australian state and its institutions, the purpose of these, how they operate, and how they can be accessed.

The tools were therefore designed with two broad audiences in mind: educators and other members of the community whose roles involve working with young people of Pacific origin; and young people aged between 10 and 17 of Pacific origin (not necessarily those who have been in contact with the police or justice system). The concept of ‘early intervention’; whilst being mindful of those already involved in the justice system, underpinned the development of the tools and informed the delivery strategy, the goal of which was to reach and equip young people with the necessarily skills and knowledge to lead healthy, productive lives, thus forestalling the emergence of problematic or anti-social behaviours.

How the tools have been shaped for this toolkit

Rather than providing the presentations that formed part of the original capacity building tools, the information conveyed orally and visually through the presentations has been condensed into an information pack, with educators and community workers in mind.

There are two ‘tools’ contained in Part C of the toolkit:

- Understanding Pacific culture and working effectively with Pacific communities – an information pack for educators and community workers developed by Jioji Ravula. As discussed above, this contains detailed information about the Pacific culture, how Pacific values are lived out in a ‘mainstream’ Australian context, and implications for educators.
• An Open Worksheet communication tool, designed for educators and other community workers to engage with young Pacific people about matters not commonly discussed in their familial, social and cultural contexts. This can be used in a range of contexts, including individual counselling sessions or in group workshop settings.

The set of the five *In da know* questionnaires and content tables contained in Part B of the toolkit are the worksheets mentioned above, designed to build the capacity of Pacific young people. These were developed in response to the research, which suggested an interplay of cultural, social and welfare factors impeded young Pacific people’s understanding of a number of issues critical to their wellbeing. The information contained in *Understanding Pacific culture and working effectively with Pacific communities* is therefore essential background reading if these worksheets are to be used to engage and interact with young Pacific people.

Although originally designed to be delivered to young Pacific people as a series of interactive group workshops held over a five week period, in recognition of their multiple uses the *In da Know* questionnaires and content tables are presented in Part B of the toolkit, against the thirteen outcome areas. To access these tools, refer to Part B.
Understanding Pacific culture and working effectively with Pacific communities – an information pack for educators and community workers developed by Jioji Ravulo

Culture is not simply an organisation designed for the satisfaction of sociological needs, but rather a complex system of internalised adaptation prescriptions evolved to meet the coping needs of members of the culture. Each culture develops its own unique system of beliefs, institutions and sanctions to enable individuals to cope with environmental stresses that impinge upon them. (Carr, 1978, p. 287)

What are the values, beliefs and ideals of Pacific communities?

The values, beliefs and ideals of Pacific culture are made manifest in activities and behaviours that can be categorised into five core themes: family, spirituality, food, recreation/sport, and visual and performing arts. Within each of these themes the concept of community is prominent. There is a strong tendency towards societal cohesiveness that is evident in most facets of Pacific life.

Family

The ideas of egalitarianism and collectivism have prescribed a certain unique quality to the Pasifika people. In essence, an individual is a member of a family and a family is a member of a clan. A clan, along side many other clans, form a country. The values that guide people through this social hierarchy are respect, integrity, reciprocity and solidarity. (Australian National Commission for UNESCO, 2007, p. 7)

In Pacific communities, an individual bases their overall self identity on the status of the family. An individual’s personal profile and reputation is predominately tied to the family’s reputation and overall standing in the community. Conversely, any negative action carried out by an individual reflects on and is detrimental to the family’s standing and how it is perceived by other Pacific families in the community. As a consequence, individuals’ actions and behaviours are guided by an expectation and desire to contribute to the betterment of their family.

Maintaining close ties to ancestral heritage and locations is important and relevant to the family’s identity (Matsuda, 2007). This includes the connection to the specific village from which the family originates. For example, greetings among Pacific people commonly include enquiries as to where the family comes from, which results in the family’s identity being defined in part by the home village and region. Various villages across different Island groups within the same nation can be interrelated, predominately through kinship ties. Places of origin are therefore relevant to the connection between Pacific people and can inform the relationship that is subsequently formed between two people and the type and tenor of interaction, as can the social status of a particular family within a particular village.

The foundational nature of the family unit among Pacific communities results in importance being placed on individual members living not for self, but for others. The interests of the family largely determine the actions undertaken by individuals. This collective ideology promotes the sharing of all resources owned within the family. For example, items like shoes and clothing are pooled among relatives, and not just within the immediate family context. This also promotes a sense of community and a ‘village’ mentality of mutual trust. Underpinning this way of life is the shared belief that all members of the community have the best interest of the community as a whole at heart, rather than their own individual interests.
Another example of this sense of community is the care of children. Children are not necessarily cared for by their own parents (Sachdev, 1997). Again, there is a ‘shared’ responsibility around the upbringing of the child within the family. This may involve the child permanently or temporarily staying with the aunt or uncle, grandparents, older cousins or siblings. This is not perceived by the care givers as a burden. These care arrangements are determined by a variety of factors, including the need to play for a desired football team in a certain region or the carer’s proximity to resources that are needed at the time, like schooling or employment opportunities. Within the family home it is not uncommon for an older sibling to be the responsible carer as parents may be occupied with church or social committees. This responsibility is generally undertaken by an older sister.

Conversely, children may be sent back to certain locations from Australia as a result of poor behaviour. For example, a young person who is not performing to the best of their abilities at school, socialising with the wrong people, or getting in trouble with the law are at risk of being sent ‘back to the Islands’. Returning to the Islands may entail attending ‘boarding school’ where the daily routine involves tending to the gardens that provide daily sustenance, or undertaking laborious work, for example on sugarcane plantations. Usually, the young person will return to Australia, however not before there is a marked change in their behaviour, as determined by the family.

**Spirituality**

Christianity is the dominant religion among Pacific communities, however the spiritual life of Pacific people includes not only church based faiths, but also ancestral beliefs and worship practices (Ridgell, 1995). Fellowship is a key element of Pacific spirituality, and spiritual practices usually take place at community gatherings where the importance of community is reinforced (Bargatzky, 1997). Pacific parents commonly view these gatherings also as a form of recreation which has the additional advantage and enjoyment of bringing to the fore traditional cultural activities and behaviours (Fuatagaumu, 2003).

Church participation is an important aspect of both spiritual development and community involvement. Services may be held in the relevant Pacific language. Community religious gatherings are usually arranged for a particular denomination. There is a trend towards many individual groups under the one denomination gathering to participate as a regional group; from time to time there are also state gatherings. Activities may involve musical worship, dancing and the hearing of a shared message from the Church leader. It is also perceived as an important opportunity for people to catch up with relatives normally separated by distance.

Church leaders, Pacific elders, community leaders and established authorities such as Village Chiefs play an important and valued role in Pacific culture. Such people are generally revered for their positions, wisdom and respected for their contribution to the upholding of cultural practices.

The land plays a vital role in the formation of individual and family identity. Each village or region may practise distinct spiritual beliefs, which are informed and shaped by the ancestral practices particular to the area. Pacific people have a high level of awareness of and acknowledge these practices. For example, the Maori people may exercise awareness of their ancestral ties and the impact this has on cultural practices through the traditional gatherings convened within a wharenui (a special meeting place). Upon arrival at such a place, a pōwhiri (welcoming ceremony) is performed by a number of representatives, sharing details of family histories and reflecting their connection to the land and people.

The practice of witchcraft, black magic and superstition can also be intertwined into acts of spirituality. For example, a parent or care-giver may direct their son or daughter who is planning a trip home to the Pacific Islands not to inform relatives of the specific date of arrival, or even of the
trip altogether. This is done to avoid being cursed, as it is believed by some that others may be envious and place a curse on the voyage and the duration of the visit. The curse may be invoked through the uttering of an incantation while pouring kava (in its mixed watery form) over the grave of an ancestor. It is also believed that whistling in the house at night time may awake and arouse evil spirits associated with the darkness of night time. In Tongan culture, sneezing at a funeral, especially when in the presence of the deceased, may incur a curse that causes the death of a close relative.

Above all, spirituality promotes a continued connectedness to community. Whether or not the individual involved in these practices explicitly seeks to further develop their own personal level of spirituality or faith, emphasis is placed on supporting others on their spiritual journey.

Food plays an important part in the celebration of Pacific culture. Pacific meals mainly consist of natural ingredients from both the land and sea. Considered one of the Pacific Islands’ most important natural resources, the ocean provides access to a stable diet of fish, crab, mussels, prawns, oysters, turtle (considered a delicacy but now becoming rare as certain Island States legally restrict fishing for turtles), eels, sting rays and octopus. Typical meat products include beef, chicken, pork and duck. Processed corned beef is also common and used in a variety of dishes. Traditional plants consumed include taro and its leaves, cassava, sweet potato and its leaves, yam, breadfruit, coconut, cabbage, banana and asparagus. Spices and other exotic ingredients typically used in Pacific cooking are influenced by other cultural groups emerging in the Pacific as a result of historical indentured labour trade from India (Lal, 2004) and transmigration among the three regional groups within the Pacific.

Whether living in the Pacific Islands or other parts of the world, eating and sharing food is considered an important time to be spent together, as it is a time of sharing resource prosperity among people, an opportunity to extend hospitality and generosity and to participate in family and community life (Advameg Inc., 2007). It is not uncommon for neighbours or even strangers who may literally be passing by during meal time to be encouraged to come and eat with the family.

Commonly, females will undertake the domestic chore of preparing meals, which may involve using ingredients that are sourced from the home gardens or purchased from culturally specific shops which are becoming more prevalent in areas where Pacific communities have settled. Meals are characteristic of a traditional Pacific diet which reflects the desire to maintain Pacific ways of life. Males are typically responsible for providing resources for the household. This may be through income generation via employment, or collecting consumables from shops or even through other Pacific peers and relatives. Families take great pride in being able to support one another and others in their community.

It is common, especially as part of community gatherings, for the men to eat after the women and children. This is a mark of the community’s esteem of women and children, a reflection of the importance placed on sustaining the family unit, and a way of consolidating and celebrating unity among the male members of the community.

Naturally sourced ingredients also form the basis of medicines that are developed to counteract illnesses and health problems. Plants are boiled, frothed, drained or mixed to extract healing properties that manage and reduce pain and enhance health and wellbeing. Naturally compounded medicines are not only used for physical ailments, but also for mental health issues which tend to be perceived as a spiritual matter.
Recreation and sport

Sporting activities provide opportunities to develop and exercise teamwork skills and to competitively express physical fitness and abilities, activities which ultimately emphasise the pursuit of victory as a united group and can be traced back to the warrior heritage of Pacific peoples. Individual skills are developed in the context of contributing to victory for the team. Team sports such as Rugby League, Rugby Union, Volleyball and Netball are generally the popular form of sporting activity among Pacific communities rather than individual sporting pursuits. These sports require players to be conscious of their fellow team mates and the impact that individualism may have on others.

Participation in team sport also provides an opportunity to represent the regional community group. This is generally taken quite seriously and as a result there are high levels of participation in team training requirements.

It is also common for family members, friends and members of the wider cultural community to gather to watch team sports. Coming together to watch a family member play is again part of the importance placed on community gathering. Younger siblings watch older siblings who are role models for skill development and provide inspiration. Pacific parents take great pride in the sporting abilities of their children (as they reflect on the family). Young people who show promise will be encouraged and supported to achieve their potential and pursue higher level and professional sporting opportunities.

Visual and performing arts (woodwork, music, dance and story-telling)

The visual and performing arts are an important vehicle for the expression of cultural and family identity. These activities provide opportunities to express understanding and pride in the cultural beliefs of a specific region (Matsuda, 2007). Performances or pieces of work characterise the performer or artist’s place of origin and represent the collective ideals of the local community. Performances are seen as an important part of preserving cultural knowledge and practices.

Cultural knowledge includes ancestral stories of local identities or heroes that are passed on from generation to generation through oral story telling (Latukefu, 1997). Fables are shared at community gatherings and references to these are frequently made during welcoming ceremonies. Traditions of particular customs are also illustrated through the recounting of stories, which typically include descriptions of how the Pacific people interact with their natural environment, which promotes an ongoing connection to the land.

Dancing occurs in a group format. Cultural dancing is a form of story telling, again derived from folklore and ancestral ties and connected to the home village or region. Woodwork and carvings depict images that are also reflective of the home land.

Music is another medium of connection to the land and people and is played and performed using both traditional and modern instruments. Musical talents and skills are encouraged to be developed from an early age. Music is an integral part of church based activities and young people are encouraged to learn musical instruments to celebrate and support worship practices.
The challenges of maintaining and celebrating these values, beliefs and ideals in an Australian context

...there is evidence of the stress created in families as the generations face the challenge of wanting to retain traditional cultures and norms while seeking to find belonging among peers in a mainstream society that is often quite different.” (NSW Commission for Children and Young People, 2004, p. 12)

Education

The Australian ‘mainstream’ culture is underpinned by the predominantly Western ideals of liberalism and individualism. It encourages people to distinguish themselves from others, often through achievement in arenas such as school, work and sport. The ability to compete in the labour market is a prime determinant of upwards social mobility and thus education takes on particular importance. Knowledge and intellectual prowess is therefore a source of power. By contrast, in Pacific culture a strong family and community is a source of power. Consequently, activities that enhance the family unit and broader community are encouraged and less emphasis is placed on the need to strive for academic excellence. This can affect the level of support Pacific parents provide their children with regard to their education and the priority placed on accessing and using educational resources and opportunities, especially in terms of the home learning environment.

Western styles of learning may not be meaningful or effective for Pacific young people. Research has shown that a high rate of Pacific young people do not engage in traditional Western educational areas. In view of this, it may be important to develop alternative classroom strategies that enhance the engagement of young Pacific people, are relevant and meaningful to them, and therefore more effective (Tiatia and Deverell, 1998). Suggestions include integrating communal learning through group work activities where projects are completed collaboratively, and enabling a more “unstructured, less concentrated environment where visual and kinaesthetic learning can also take place” (Horsley, 2002, p. 13).

Pacific students may find it difficult to accept awards for individual success. Pacific students commonly experience embarrassment when singled out and may appear shy. This behaviour is shaped by the Pacific culture which emphasises the importance of the family, group or community rather than the individual. Also, receiving an award for good behaviour is in direct contrast to behaviour guidance techniques typically adopted by Pacific parents, which tend to be triggered when the child’s behaviour requires moderation, rather than reinforcement.

Teachers are often perceived by students and their parents as being in positions of authority and power, which may affect the way parents and children engage with them, and the school system. For example, in Pacific culture it is not customary to approach a person in a position of authority. Rather, deferring to their knowledge, experience and position is a mark of respect. This may prevent parents from initiating contact with their children’s educators. The Australian context, which values and esteems independent thinking contradicts the established Pacific norm to respect and follow elders and leaders without question. This affects how Pacific young people relate to teachers and other people in positions of authority.

The respect traditionally accorded people in positions of authority can also be challenging to Pacific students in terms of participating in classroom settings that encourage the expression of independent and critical thought and active contributions to classroom discussion (Macpherson, 2001).

Research (Ravulo, 2009) has also shown that a high proportion of Pacific parents of young offenders in South West Sydney do not complete schooling beyond the middle years. In addition to the challenges created by a different educational system, parents may not have the level of schooling required to assist their own child. While Pacific parents wish for their child to do well, requests by teachers to
assist with school work may be a source of anxiety or embarrassment and result in further
disenfranchisement from the educational system. In turn, Pacific youth may feel unsupported by their
parents. This clearly indicates a need to address issues concerning positive attitudes towards life long
learning, and that new strategies are required to support those students whose parents may have
lower levels of educational attainment than is standard in Australian society.

It is not uncommon for Pacific students to miss school to participate in family commitments, including
reunions, providing support for other family members, or to mark the arrival or departure of
international guests. Young people will have no choice in attending, as their individual presence
reflects on the family as a whole. Hence, family demands are sometimes incompatible with the
demands of school (Plange, 2000).

It is possible that these types of conflicting pressures contribute to problematic encounters with non-
Pacific people in positions of authority. Discouraged to express negative feelings about their life or
personal circumstances in the home environment, Pacific youth may channel and express this
frustration in other settings, including school, where they are permitted to challenge the person in
authority. This can result in further unhelpful school experiences and generate a reinforcing loop of
negative or inappropriate behaviour and discipline, which does not address underlying issues or unmet
needs. Teachers may view Pacific students as aggressive and unwilling to engage, while the young
person may see educators as didactic authority figures rather than role models or sources of support
and encouragement. These unresolved perceptions can become entrenched and ‘institutionalised’,
thus affecting future students as they come through the system.

To be honest, I reckon yeah, they send no one else out, except for me…Either I didn’t bring the right
equipment, or I just tap on the tables, usually she says she gives me a chance, but straight away she boots me
out. When the Principal walks past the Science rooms, I always get into trouble – sometimes she rings my
sister…I understand a lot, I know myself I’m good at the education, it’s just the teachers, the relationship with
the teachers…don’t like those teachers. I’d stop going to school to stop seeing their faces – I’ll truant their
classes if I have to; which I’ve been doing most of the time. Samoan Male (14)

**Employment and career aspirations**

Employment may generally be sought at a younger age than is typical of Australian students – towards
the end of the middle years of high school – thus decreasing Pacific retention rates for senior high
school. Again, a focus on supporting the family unit rather than satisfying an individual desire to carve
out a career is the motivating factor. This same focus is evident in the management of finances,
discussed below.

The type of employment typically undertaken by Pacific parents is generally ‘low-skilled’ or ‘semi-
skilled’. The purpose of employment for all family members is to support the financial needs of the
family, rather than to satisfy personal ambition or attain a sense of personal achievement or fulfilment.
Pacific youth who do not excel at school or who do not have a consistently positive and trouble-free
school experience are sometimes directed by their parents to find employment rather than persevere
with formal education. The experience of young Pacific people in this situation is compounded by an
apparent disinclination to undertake further vocational development, which locks these young people
into low-skilled, low-paid work with few prospects of upwards mobility (Connell et al, 1989).
Younger siblings have few family members or role models who are part of the skilled labour force
which, together with the challenges of the educational system, serves to further attenuate their
connection with high school and damages their life chances. This entrances a cycle of disadvantage
among Pacific communities.
By the time students enter year 9 there seems to be a shift. Students become less engaged. Truancy rates increase. Teachers report less engagement with studies, homework not done regularly, and uniform not always worn. [There is a] preference for [wearing] PE uniform even when [there is] no sport or PE lessons.

[There is a] Sense of fatalism, that their future is pre-determined and that for many this future is bleak…[Pacific students tend to have] low aspirations in terms of further education and/or work…. Many walk the difficult path of being true to self while remaining connected to their cultural group.

Head Teacher Welfare, high school

**Financial matters**

Expenditure of income in Pacific households is determined by family and community commitments. Typically income is pooled and disbursed throughout the nuclear and extended family, the church, and often to the ancestral village in the Pacific Islands. This is reflective of the importance of family and community. The sharing of resources, including money, also helps to maintain social ties; distributing income to the home village is a form of ‘participation’ and is a way of being an active and ‘visible’ member of the community at home, even if physically based elsewhere (Macpherson, 1997). By and large, funds received are used to repay debts, finance the migration of kin and purchase general household items (Connell, 2002). Transferring a portion of income is not perceived as a financial burden, but rather as a responsibility towards sustaining the greater good of the family.

The distribution of income among the homeland is established practice and recognised at state level. Following World War II, a multilateral agreement was established between New Zealand and several Polynesian states allowing migration to New Zealand in recognition that this would stimulate the economies of all states involved in the agreement (Ogan, 2005).

Income earned by young people is generally pooled by parents. Earnings are often deposited directly from the employer into parents’ bank accounts. Generally, Pacific youth are comfortable with this arrangement, illustrating the importance of serving the needs of the family irrespective of individual desires. An allowance may then be given to the young person by the parents for general expenses such as transportation to and from work, and recreational activities such as sporting commitments.

Occasionally, church commitments may hinder financial resiliency (Homel et al, 2006). Parents may often be called away from family duties to attend to church matters during the week, including leading or participating in meetings. The diversion of income away from the nuclear family may place parents under pressure to seek additional employment to then support the family in Australia and increase the time spent away from the immediate family environment and the sense of care and support felt by children. A corollary of this absence is a lack of engagement with youth, and the issuing of strict expectations coupled with a lack of supervision. This limits opportunities to provide behaviour guidance at early signs of troublesome behaviour, and increases the tendency to punish disobedience after the fact. This can distance the young person from their parents and lead to confusion and withdrawal. It has also been noted that, “money designated for remittance comes at [the] expense of rent, health, quality of food, personal welfare and in many cases, the needs of the young people. The difficulty in coping with isolation and dislocation manifests in a number of ways, including drinking, gambling and violence [within] the home” (Francis, 1995, p. 185). This in turn can result in problematic gambling pursuits which arise from the need to bolster limited financial means.
**Personal and social skills**

In Pacific society, children are expected to do what is right. Rather than being rewarded for ‘good’ or positive behaviour, children are disciplined if their behaviour is inappropriate, a concept that might be termed ‘negative reinforcement’. Young Pacific people are taught to respect their elders; parents seek to instil this in their children: “learning about hierarchy begins in infancy: questioning and inquisitiveness may be actively discouraged, while obedience, respect and silence is encouraged” (Monsell-Davis, 2000, p. 213). Children’s interest in ‘doing right’ is often guided by an underlying desire not to receive punishment or to be shamed for ‘doing wrong’.

Young Pacific people are commonly reprimanded for undesirable behaviour in two ways: verbally and physically. Verbal discipline usually involves the parents ‘growling’ at the child. This does not usually involve an explanation as to why the child’s behaviour is undesirable (Sachdev, 1997). During this process, the young person is expected to listen, without interjecting or defending their actions. This lack of dialogue can impede the young person’s ability to develop reasoning and articulation skills and can influence how they respond to conflict into the future. This is sometimes seen in school settings where teachers are challenged by Pacific students’ apparent withdrawal from conversations and verbal reprimands for misbehaviour. This can be misinterpreted as a lack of remorse or obstinacy which can exacerbate communication difficulties and result in more serious disciplinary measures thus compounding issues concerning young Pacific students’ engagement with education.

Parents will sometimes use physical disciplinary measures to punish disobedience (Monsell-Davis, 2000), which is also known as a form of ‘negative reinforcement’. The use of physical negative reinforcement can result in young people perceiving physical force as a useful or acceptable form of dealing with conflict rather than resolving conflict through reasoning and negotiation skills and further inhibits the development of interpersonal and communication skills.

As parents determine which of their children’s behaviours and actions are suitable and direct their behaviour, Pacific children and young people can sometimes experience difficulty with the idea of personal choice and have trouble reconciling parental expectations with the ‘freedoms’ of an individualistic society (Maingay, 1995; Anae, 1998; Tiati and Deverell, 1998; Vaoiva, 1999; Morton, 2002). This can also impact on the ability to make informed choices concerning future social and educational goals. Further, the absence of positive reinforcement and association with parents and the predominance of directives and commands may be experienced or felt by Pacific young people as an absence of love or care, a sense which is heightened when surrounded by a society which encourages open communication and comparatively more demonstrative expressions of love, affection and encouragement.

*They don’t understand.* Fijian Female (16)

*My parents don’t listen to me.* Tongan Female (15)

*Why is my mum such a put down? Why do I hate her so much?* Samoan Female (16)

Negative reinforcement strategies (Goette and Huffman, 2007) and a susceptibility to substance usage (Nagasawa et al, 2001) are reportedly associated with lower levels of social and human capital, suggesting that those responsible for developing strategies to address alcohol and drug usage among Pacific communities and to build social and human capital need to understand and explore this dimension of Pacific socialisation. This has implications for state institutions and agencies responsible for supporting people and communities, building social capital and addressing anti-social or problematic behaviours.

The contradictions between the two systems of positive and negative reinforcement can also create confusion concerning the most appropriate way to communicate (verbally or physically), the expectations of people in authority and appropriate responses to people in positions of authority.
(members of the police force or teachers, for example) which may manifest itself in challenging behaviours. For example, Pacific young people may challenge those in positions of authority to use physical means of discipline (Michael, 1975). This confusion and uncertainty also has implications for identity formation and may lead to poor self-esteem, self-worth and self-awareness and draw young people towards groups of like-minded people (other Pacific young people) and away from diversity, thereby encouraging the formation of ‘gangs’ (White et al, 1999) consisting of males who feel compelled to assert their masculinity and reinstate a sense of power and certainty which is eroded through individual encounters with parents and others in positions of authority. Gang membership can also serve as a replacement for a lack of connection with teachers and parents, salve an individual’s self esteem, and provide a sense self purpose. A strong association with the suburb or region in which the young Pacific person lives and an enthusiasm to represent this place stems from the overarching cultural value of community. These factors render gang membership as an appealing intelligible form of social organisation to young Pacific people. This is supported by research (Ravulo, 2009) which shows that young Pacific people in contact with the juvenile justice system tend to commit offences with their peers, in groups. As has been observed, this is problematic as it “is a style of socialisation which may have been appropriate to a warrior society, but is no longer wholly appropriate today. It is not appropriate in circumstances which demand thinking and analysis and individual initiative. It is not a style which teaches youngsters to think through the reasons for and consequences of their actions, it does not teach self discipline and genuine respect for others. It teaches only obedience, right and wrong …” (Monsell-Davis, 2000, p. 215).

It’s cool to be a Fob. It’s mean, it’s mad, it’s cool. Cook Islander Male (13)

I’m just proud to be a Fob, I just love it…all the boys they just stick together. If someone is in a fight we’ll jump in there for them, yeah, we’d do anything for the boys. Samoan Male (15)

It’s good stuff… I wouldn’t want to be any other… I love the way I am… I love my life… and I love my attitude…I love being a Fob. Tongan Male (16)

We’re all family, we’ve been brought up the same way. Tongan Male (14)

Health

Mental Health

Mental health issues are perceived among traditional Pacific communities not as a psychological or neurological issue, but rather as a spiritual matter that has been brought about by wrong doing or sin. A common belief is that spiritual malaise stems from an interruption of the relationship between “gods or supernatural beings, one another and the land” (New Zealand Ministry of Health, 1997, p. 6). For example, a father’s wrong doing may cause his children to experience a mental health issue. This belief system applies more broadly than mental health and can encompass any misfortune or difficulty that befalls a family, including the death of a family member.

Traditionally, certain practices are followed to ward off the curse or make amends to those in the spiritual realm. This includes performing rituals, drinking or applying natural remedies. Further assistance in dealing with the perceived spiritual problem is commonly sought from elders and community leaders. It is common for Pacific people not to seek the professional help of those practicing Western medicine, which is viewed as irrelevant. Typically, attempts will be made to hide mental health problems as this can bring shame upon the family and affect its standing in the community. It is also uncommon to discuss mental health or spiritual issues within the family, which can serve to further marginalise a family member experiencing mental health problems and prevent the diagnosis and management of a problem.
Alcohol and Other Drugs

The use of particular substances in special circumstances is an important part of the Pacific culture. For example, kava (a ground root) is commonly used for ceremonial purposes to signify the arrival, union and departure of people at community gatherings, or weddings (Marshall, 1987; Bargatzky, 1997). Exchanging substances such as kava among villages is also common, as it symbolises mutual respect. Kava is also used recreationally among men at social gatherings ranging from formal discussions among elders, to watching television with peers.

The presence of some type of alcohol or other substance may be seen by Pacific young people (under the legal age) as important and necessary when coming together, rather like the Australian practise of consuming alcohol together at barbecues. However, whereas “a Westerner might be concerned principally with how [particular] drugs affect people’s individual behaviour [or] their ‘natures’, Pacific islanders are concerned [with incorporating] substances into a classification [scheme according to] types of sociability’ (Strathern, 1987, p. 244).

All purchased alcohol is generally pooled among the group of Pacific youth who may meet either in the family home, or the local park without the presence of an adult. Consistent with the tradition of celebrating shared resources together and the ceremonial use of kava where one stays until the bowl is dry (Alcohol Advisory Council of New Zealand and New Zealand Ministry of Health Sector Analysis, 1997), Pacific young people may feel obligated to stay and drink until the alcohol is finished. This behaviour is reinforced through the positive standing accorded to those who fulfil their social obligations by remaining with the group and drinking, rather than leaving while others are gathered.

*If you walk away, the boys think that you’re a bad dude, that you’re trying to dog them.* Tongan Male (14)

Sexual Health

Sexual activity is considered by Pacific communities as appropriate only under the covenant of marriage. Procreation is for the purpose of building family and is vital to the formation of a family’s power base, within the context of the family’s existing social status in the village. Participation in any form of sexual activity outside these sanctioned realms is considered shameful and inappropriate. As a result, families typically do not openly discuss sexual matters (Plange, 2000). When Pacific young people engage in sexual relationships they are therefore more likely to do so covertly, rather than openly. Even as they move into adulthood, it is not uncommon for females to keep the details of their personal lives from their parents, due to fear that their parents will be ashamed of them or not approve of their partner. Guilt, secrecy and ignorance results in confusion, experimentation, negative sexual experiences and risky sexual practices that can have lasting implications.

Homosexuality is denounced and not discussed, is seen as contradictory to the traditional understanding of Pacific masculinity and believed to bring shame on the family.

Implications for educators

A training package entitled *How to work effectively with Pacific students* was developed in recognition of the importance of increasing young Pacific people's engagement with the education system and in response to the interest expressed by many schools, both primary and secondary, in building their understanding of Pacific culture and developing teaching strategies to enhance the educational outcomes for young Pacific people.

This training was delivered by a facilitator, and based on the content above.
Following are some of the practical actions identified by educators to enhance Pacific students’ sense of belonging at school and the relevance of the curriculum to this cohort:

- Explicitly incorporate into the curricula information about the history and culture of other countries to enhance students’ self-awareness of their own culture, build the cultural understanding of other students in the classroom, and make tangible the global nature of the world in which we live.
- Identify school activities that encourage the involvement of Pacific parents and proactively engage early with Pacific parents about their possible participation. Typically, effective strategies will be consistent with the Pacific notion of community and reflect Pacific values. Appropriate opportunities might be centred around art, music or theatre performances, social activities such as fetes, or volunteer involvement in sporting events.
- Ensure that school newsletters (or sections of these) or invitations to events are available in a range of languages prevalent among students and their families.
- For classroom activities where parental involvement is sought, incorporate opportunities for story-telling.
- Create after school tuition groups for students who require additional support, to avoid disconcerting parents who may not have the skills to support their children with their homework and to build the skills of the students in a delivery setting in which they feel comfortable.
- Work towards consistent and regular communication – preferably verbal – with Pacific parents and students alike, such as parent/teacher evenings and regular communication over the telephone.
- Maximise the number and type of 'unofficial' or less official spaces and/or occasions in which young people (and their parents) have the opportunity to interact with their children, other students and the teachers while maintaining a purposeful learning objective. Topics might include music (traditional instruments, the type of music students listen to and in what circumstances, the meaning ascribed to music in particular situations), weekend or social activities, family days, and cooking days featuring traditional meals.

References


Plange, N-K. (2000), Generation in transition, Fiji Institute of Applied Studies in association with the Department of Sociology, University of the South Pacific.


Open worksheet communication tool

As outlined in Understanding Pacific culture and working effectively with Pacific communities, there are some subjects and issues that are not commonly discussed in Pacific family, social and cultural contexts. This tool is designed for educators and other community workers to engage with young Pacific people about these matters to raise awareness and encourage self-expression. This can be used in a range of contexts, including individual counselling sessions or in group workshop settings.

There are two types of questions facilitators can ask: activity and feelings orientated questions. Each area encourages the client to reflect on either their personal strengths, or emotions triggered by certain subjects. Either way, the task is designed to encourage the expression of thoughts, feelings and opinions not commonly shared, which can help to improve a sense of connectedness and reduce feelings of social and emotional isolation.

Young people are also encouraged to associate their thoughts with feelings, and to consider how giving expression to their feelings can help to alleviate frustration and can lead to the ability to channel their feelings into productive activities, rather than engage in aggressive behaviour. Examples of the types of questions (with rationale) that might be asked, include, but are not limited to:

<table>
<thead>
<tr>
<th>Activity Orientated (Strength Based)</th>
<th>Question Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;What would you like to be when you grow up?&quot;</td>
<td>Providing scope to start practical perspective on career aspirations that may increase motivation within education and training.</td>
</tr>
<tr>
<td>&quot;What do you like doing with your spare time?&quot;</td>
<td>Examining use of time, and ability to set goals in undertaking further positive recreational pursuits including sport / church / youth centres.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feelings Orientated (Emotions Based)</th>
<th>Question Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How do you feel about going to high school?&quot;</td>
<td>Mainly for upper primary students, this prepares students to seek assistance and support from teachers in new educational environment.</td>
</tr>
<tr>
<td>&quot;How do you feel about the people you live with?&quot;</td>
<td>Opens discussion around support experienced by young person in home environment, including areas needing change i.e. more contact / autonomy etc.</td>
</tr>
<tr>
<td>&quot;How do you feel about teachers?&quot;</td>
<td>Participants are encouraged to honestly portray their experiences with teachers, with overall aim to improve relationship through practical strategies.</td>
</tr>
<tr>
<td>&quot;How do you feel about Alcohol and Other Drugs?&quot;</td>
<td>Profiles the causal factors for youth consumption, a harm minimisation approach may be utilised in counteracting negative usage patterns.</td>
</tr>
<tr>
<td>&quot;How do you feel about being in lock up?&quot;</td>
<td>Gains insight into individual thoughts, feelings and opinions regarding current incarceration, whilst looking at ways to maintain community support.</td>
</tr>
<tr>
<td>&quot;How do you feel about being a Fob?&quot;</td>
<td>Culturally, youth examine their personal perspectives on being Pacific, and how this plays out in the school, community and family environments.</td>
</tr>
<tr>
<td>&quot;How do you feel about your parents?&quot;</td>
<td>Encourages objective examination on the concept of Pacific parents exercising traits of negative reinforcement, which may impede positive verbal skills.</td>
</tr>
<tr>
<td>&quot;How do you feel about your brothers &amp; sisters?&quot;</td>
<td>Specifically examines feelings towards immediate family, and the support given or needed to maintain positive relations.</td>
</tr>
<tr>
<td>&quot;How do you feel about your friends?&quot;</td>
<td>Explores notions of positive and negative peer group associates, and the activities undertaken with certain friends. Reiterates importance of support.</td>
</tr>
<tr>
<td>&quot;How do you feel about yourself?&quot;</td>
<td>Premise to understanding how participant evaluate self esteem, which may impact on motivation in education, and other life goals.</td>
</tr>
</tbody>
</table>
Students are provided a sheet of A5 paper. The first side contains a blank oval, with a single line underneath. Inside this shape, the participant is required to create a picture of a face that portrays a particular feeling, or to draw an activity. The purpose of the vacant line is for the student to name the feeling, or the activity they have drawn.

Students are asked to list reasons why they feel this way or want to perform this activity on the top half of the other side of the sheet of paper. The lower half is space where the young person considers and identifies practical solutions to change the feeling, maintain the feeling (if positive), or strategies to achieve relevant outcomes. Caseworkers or educators will generally assist with this part of the activity, given the participant's knowledge of possible options available to them may be limited. This activity can therefore also be used to build young people’s understanding of services, or activities that promote pro social behaviour.

In individually based counselling settings, this tool has proven to be effective in dealing with mental health concerns, issues concerning grief and loss, and personal isolation. Just as a personal journal may be used to encourage the expression of feelings, the Open Worksheet can be completed in a group setting, during individual counselling sessions, or independently as a means of self-expression. Below are some actual examples of participants' work.

“How do you feel about your friends?”

“How do you feel about AOD?”
Pacific young offenders in Australia: 
Social risk and protective factors vs. Intercultural social strains

Jioji Ravulo
DCR Candidate

ABSTRACT
With the over-representation of young people from ethnic minority groups in the juvenile criminal justice system within NSW, Australia, certain legal, community, and educational perspectives and practices may create further intercultural strains without understanding underlying socio-economic, socio-political, and socio-cultural characteristics. This paper examines Pacific young offenders in South West Sydney, and the challenges they experience when interacting with respective systems and their practitioners. Additionally, reflection on collated case studies and ethnographic data provides the premise for specific Pacific social risk and protective factors evident in the cohort examined, and further issues that arise from intercultural conflicts.

KEYWORDS
Social Risk & Protective Factors
Juvenile Justice
Pacific young offenders
General strain theory
Intercultural studies
The introduction of the NSW Young Offenders Act 1997 came out of a need to deter young people’s contact with the legal system, while also providing an opportunity to enhance community relations: “children who are alleged to have committed an offence should be dealt with in their communities in order to assist their reintegration and to sustain family and community ties” (NSW Government, 1997). Participation in the legal system may produce further individual issues of social exclusion, stigmatisation, and disunity (Feld, 1998; Smith & Stewart, 1997). Within this framework, I propose that young people who are not eligible to participate in this diversional option, due to previous or current offences, are subjected to the development of further social and welfare needs from their involvement in the legal process, their legal expectations, and any associated contact they have had with respective officials and staff.

Young people involved in the juvenile justice system experience issues that do not necessarily preclude a conducive response to their associated social and welfare needs (NSW Audit Office, 2007). Conversely, the same system that espouses the need for common justice may perpetuate young people’s marginalisation, creating further issues around social risk and protective factors. Negative contact with police may mar the individual’s understanding of an agency created to provide equitable law enforcement, while reinforcing stereotypes of an agency designed to degrade known offenders’ quality of life. Participation in the Children’s Court system may create further limitations to productive engagement in educational and social pursuits, with Juvenile Justice Community Services not adequately understanding clients’ true needs. These three components in the youth criminal justice system create the notion of what I call “eight ball marginalisation”, the open process of decreasing the social inclusiveness of those already placed in circumstances where certain protective factors are absent.

Characteristics of social disadvantage may be highly evident in young offenders, where anti-social behaviours that lead to offending are offset by a lack of pro-social modelling across the key outcomes desired by the educational system, family, and community. Through eight ball marginalisation, certain behaviours are reinforced as youth negotiate some form of response to a system that may not truly understand how to effectively provide opportunities beyond punitive and legal means. Apart from the legal system’s inability to understand the variations in circumstances that lead to these characteristics, further issues may be evident in catering for the diverse socio-cultural perspectives that shape presenting behaviour. These differences may manifest in certain trends towards certain offences, and the attitudes demonstrated by the relevant statutory bodies. Therefore, a further strain may develop from effectively dealing with the social and welfare needs within a multiethnic society, while
catering for the subjectively defined attitudes that possibly go against positive community membership.

This paper explores the means behind the social marginalisation experienced by young offenders living in South West Sydney in order to understand differences that may be relevant for those from a Pacific cultural background. Further questions are raised as to whether the legal system further antagonises Pacific youth due to a lack of cultural competency, or whether Pacific intercultural variants create expectations on youth to live according to collective traditional norms rather than conflicting individualistic perspectives.

The definition of Pacific is based on the rhetoric developed by statutory bodies in NSW, who offer to cater for these needs through their Youth Partnership with Pacific Communities. In existence from 2004 to 2007, this “whole of government approach” informed an implementation committee of 8 respective departments that directed funds into 15 specific community-based projects (ARTD Consultants, 2007). This group defined the Pacific as the islands that comprise Micronesia (e.g. Kiribati, Marshall Islands), Melanesia (e.g. Fiji, Solomon Islands), and Polynesia (e.g. Samoa, Tonga, Cook Islands), while also including the Indigenous Maori people of New Zealand. Critically, homogenising such people may limit the value placed on the rich diversity that exists between Island groups, however similarities do exist regarding certain cultural practices and the values placed on collectivism. Overall grouping may stem from apathy towards clearly defining the specific, unique Island states as these are considerably smaller entities amongst the plethora of other larger ethnic communities in Australia. However, as ensuing legal over-representation impedes community cohesiveness, the need to cater for this group as defined by the originating geographical region prevails over cultural identification.

This lack of specific cultural identification may place further strain on understanding the diaspora issues facing Pacific communities in Australia. As Pacific youth strive to develop a positive association to both traditional norms, values, and beliefs, they are also forming their identity against a more liberal ideology that promotes self-determinism and critical thought. An inability to resolve this conflict between two varying perspectives may place further strain on the acquisition of a well-defined identity that would enhance pro-social behaviours.

Systemically, Agnew’s (1992) General Strain Theory (GST) seeks to provide a nuanced basis for understanding adolescent delinquency. Its three underlying principles are each considerably defined by an individual’s understanding of self against factors that impact on functional participation in society (Agnew, 1992), where possible strains arise alongside an
inability to acquire self-developed life goals and aspirations. More specifically, certain strains are further categorised under eight types: negative life events, life hassles, negative relations with adults, parental fighting, neighbourhood problems, unpopular with opposite sex, occupational strain, and clothing strain (Agnew, 2006, p. 51). The increased number of strains experienced by a young person perpetuates their potential involvement in crime. Interestingly, reference to criminal victimization, where people are subjected to prejudices and discrimination based on social and welfare concerns, is becoming more prevalent in research (Agnew, 2006, p. 55). Further considerations as to why certain race and ethnic differences occur identify a higher prevalence of social and welfare strains, again offset by discrimination experienced through contact with systems in the community. However, GST “does not fully describe why certain groups are more likely to experience strains or possess these characteristics that promote criminal coping” (Agnew, 2006, p. 149). Therefore, we propose to examine this notion, and whether the legal system paired with various other strains orients certain individuals towards ongoing anti-social behaviour. Moreover, we must consider whether blatant discrimination against certain groups creates these strains, or whether a lack of understanding about presenting cultural values, norms, and behaviours deters systemic responsiveness to specific individual and community needs.

With the prominence placed on the role of social risk and protective factors in the development and understanding of anti-social behaviour (Arthur, Hawkins, Pollard, Catalano, & A. J. Baglioni, 2002; Bynner, 2001; Costa, Jessor, & Turbin, 1999; Hoge & Andrews, 1996; Ingoldsby & Shaw, 2002; Wikstrom & Loeber, 2000), much more attention to characteristics that develop due to ethnic variations is needed. Previous research in Pacific social risk and protective factors (Davis, 2005) found marked differences in the engagement of youth in various educational and social systems, but lacked an emphasis on understanding the intercultural variants that might impact on such factors. Therefore, my research also endeavours to provide an overview of social risks and protective factors, premised on intercultural associations and primary ethnographic research.
RESEARCH

Methodology

The research group were clients who had reached the tertiary level of offending: that is, who had experienced all three stages of contact with the Children’s Legal System. Clients were sourced predominantly from Mission Australia’s Campbelltown Post Release Support Program, however clients from the Juvenile Justice Employment Skilling Program & Pasifika Support Services, who had experienced these three stages, were selected and examined. Both case notes and workers who were allocated caseworkers were accessed, to assist in data collection. Of the young people profiled, all have been assisted across three financial years of client intake and activity: 2004–2005, 2005–2006, and 2006–2007.

The participants were young people, aged between 12–20 years, at risk of developing recidivist anti-social behaviour; more specifically, of offending. Geographically, each client came from suburbs across South West Sydney, predominantly from the Campbelltown and Liverpool Local Government Areas.

From a quantitative perspective, a questionnaire was developed, with 101 specific questions segregated into 11 different categories: general demographics; family; accommodation; education; finances; health (including alcohol and other drugs [AOD]); social (including ID); criminal; police; Children’s Court; and Juvenile Justice. Overall, these were based on the 2 areas of data: an understanding of social risk and protective factors portrayed by the participants, and their experience when in contact with NSW Police, the NSW Children’s Court, and NSW Juvenile Justice.

Individual staff in the 3 particular Youth Offender Support Programs, Mission Australia, provided the information used to complete the 100 questionnaires. Data was collected in this manner over a 3-month period from January–March 2007. The caseworkers’ individual perspectives on the client being case-managed offset the implemented case plan. At the same time, the client’s interaction is based on the perceived outcomes developed throughout service delivery. Actively using this information taken from the worker’s objective understanding assisted in the overall data collection process. Other types of anecdotal evidence were also captured, as caseworkers maintained a comprehensive listing of client notes. Importantly, this included the monitoring of the progress made with each client, while also listing an analytical approach as to where the client’s motivation lay. Additionally, staff
notes reflect why the participant was not achieving and/or what psychosocial barriers deterred progress.

Qualitatively, a set of individual case studies were developed to provide further examples of contact with the legal system. Specifically, interviews were conducted with nine nominated young people, chosen from the range of Pacific offenders case-managed across Pasifika Support Services. This group contained a higher number of young people that weren’t previously examined through the questionnaire, however the group also contained an equal mix of Pacific young people who were either just starting to come under notice with police, and those more entrenched, with a more in-depth history of contact with all three legal entities. This approach provided scope to develop a wider range of socio-cultural perspectives possibly evident in this cohort. Further case studies were also developed to illustrate findings through ethnographic observations and professional work achieved across community.

**Analysis**

Almost 50% of the cohort examined comprised Pacific youth. This provided the rationale to then divide the research group data into two entities: Pacific youth (49%) and non-Pacific youth (51%). By definition, non-Pacific youth consisted of Anglo-Australians (50%), ATSI (35%), Arabic (10%), and Asian (5%). With this clear grouping of two cohorts, an ability to compare data sets was further complemented by reflections on my previously undertaken research on youth marginalisation (Ravulo, 2009).
KEY FINDINGS

Responsibility to family and broader community

**Pacific families are larger, living in more crowded circumstances**

A higher rate of the Pacific youth lived with both parents. They generally came from a larger immediate family, with 83% having 3 or more siblings, compared to 54% in non-Pacific families.

With respect to the issue of overcrowding in the family home, a large number of Pacific families lived in 3-bedroom homes, although over 65% of households contained 6 or more people in this one location. From a non-Pacific perspective, a similar rate of families lived in a 3-bedroom house, however only 25% had 6 or more people living there.

**Higher numbers of Pacific living in Public housing**

A higher proportion of young offenders from a Pacific background lived in public housing across the South West Sydney area. Nearly half lived in either Macquarie Fields or Claymore.

From community observations, there seems to be a higher proportion of Pacific people living in such communities. This could be due to Pacific community members being attracted to areas where housing is more affordable for larger families. Moreover, living amongst other members of the Pacific community may provide an ongoing sense of community culture and Pacific association.

**Higher number of direct sibling care**

Pacific youth were recorded to have a high level of care for siblings (63%), compared to the 10% of non-Pacific youth who had to care for others in the family home. Arrangements of this nature were predominantly undertaken due to parents’ work, church, and social commitments across the community.

**Higher number of parents in employment**

More Pacific parents were engaged in some form of employment. Pacific mothers were engaged 41% of the time (vs. 33% of non-Pacific mothers), and 66% of Pacific fathers were actively employed (vs. 30% of non-Pacific fathers).
Limited access to social security benefits due to lack of citizenship, Identification, and knowledge

Pacific youth experienced a higher lack of financial security, where they were either not eligible or hadn’t actively applied for the appropriate social security benefits. More specifically, more than 50% of these Pacific respondents were eligible, but had not applied due to a lack of knowledge about or an inability to complete the process. This involved the collection of 170 points of identification, and being able to complete the application.

Further implications with the NSW State Debt Recovery Office (SDRO) may occur

Comparing means of transportation, the same rate of Pacific and non-Pacific youth had access to a privately-owned vehicle on a regular basis, but this was still relatively limited (6%). Near to half of Pacific youth accessed public transportation, by buses or trains, as opposed to only 27% of non-Pacific youth. The most popular form of self-transportation was walking.

With this in mind, both non-Pacific youth and Pacific youth evaded train fare around 70% of the time, however this then led to 88% of Pacific youth receiving some form of train fine or being in contact with either transit or general duties police officers. This rate is higher than that of non-Pacific youth.

Over half of Pacific youth offenders had a noted debt with the SDRO. Usually, such a debt comprised train fines and, at times, outstanding court-imposed penalties. Of this number, near to all of the cohort had received a further penalty as a result of not paying, or organising to pay, these matters. In this case, all Pacific youth had had a sanction placed on their ability to obtain, or maintain, licensing with the NSW Roads and Traffic Authority (RTA).

Engagement in social and recreational pursuits

Near to 60% of Pacific youth participated in some form of sporting commitment across the community on a regular basis, the most popular being Rugby League/Union (93%). This finding is relatively similar to those of the Australian Sports Commission’s 2001 survey on participation in exercise, recreations, and sport (Al-Yaman, Sargeant, & Bryant, 2003). Conversely, only a little over 10% of non-Pacific youth participated in a sporting activity.

Another social activity explored in the research was consistent attendance at a place of worship. Nearly 80% of Pacific youth consistently participated in activities that contributed to spiritual development, the most common were of a Protestant (50% of total churchgoers) or Mormon faith (29%). Conversely, only 2% of non-Pacific youth attended a place of
worship on a regular basis. The stark contrast between cohorts participating in recreational pursuits may illustrate the level of social connectivity experienced by both groups.

**Issues with Police**

Near to 60% of Pacific youth are affected by police contact when socialising with peers, including an inability to socialise with certain peers in their region, due either to police or bail conditions. Another impact is the inability to associate in certain areas, including shopping centres, sport facilities, and amenities. Non-Pacific youth experience a similar high rate of negative impact from police contact on peer association, with similar restrictions.

Again, a similar percentage is found when looking at the effect of police on self-identity and awareness. This includes the notion of the young person’s ability to perceive themselves as positive citizens, rather than the criminals they are said to be as a result of the negative contact with the police. A further impact is also noted on the young person’s ability to possibly develop an identity around such characteristics, and their resilience in balancing an image of themselves as a criminal with that as a functioning member of society. In total, between 60–67% of Pacific and non-Pacific youth experienced a deficit effect on self from their contact with police.

Just over half of Pacific youth said they would run or hide when they saw police drive past in the community. This again reflects the sense of insecurity they have formed as a result of previous negative contact. Closer study revealed that 50% of the Pacific youth who ran did so due to an existing warrant for their arrest, whereas the other 50% ran for more general reasons. From the non-Pacific cohort, 65% ran due to an existing warrant, whereas the other 35% ran due to fear. There is therefore a higher rate of fear demonstrated by Pacific youth when interacting with the police.

**Issues with Children Court**

A higher level of parental support was offered to the young person at Children’s Court by non-Pacific parents than Pacific parents (53% compared to 45% respectively), however a slightly higher number of extended family and unrelated people were present for Pacific young people. Despite this, more support was given in the court system to non-Pacific youth overall, regardless of whether it came from immediate family, peers or associates.

A third of Pacific youth going through the court system were still enrolled in a public school at the time. Only a tenth of non-Pacific youth were enrolled at the time. This raises further issues with respect to maintaining a consistent focus on school activities while
simultaneously appeasing any court requirements or legal obligations, as young people await sentencing for more lengthy matters.

Over 75% of Pacific youth broke the conditions set by the courts, with 23% of this group explicitly disregarding them. In total, only 65% of non-Pacific youth broke their court-directed conditions, with a higher group explicitly disregarding them. Reasons may include Pacific youth continuing to associate with family members who might be their co-offenders.

**Issues with Juvenile Justice**

Only 45% of Pacific youth found Juvenile Justice supervision helpful, with the remainder finding such supervision problematic. This is higher compared to the 33% of non-Pacific youth that found supervision helpful. On further examination, however, Pacific youth reported a similar rate of rapport built between the professional Juvenile Justice Officer/Counsellor, with over 40% of the two cohorts finding this a problem.

In the Pacific group, 24% of respondents found that conflicting appointments were made when they were mandated to meet with Juvenile Justice. This was very much the same for non-Pacific youth. A comparable number of Pacific and non-Pacific youth had their supervision ceased due to non-compliance, however a slightly higher percentage of Pacific youth were directed back to court with further charges as a result of this breach.

A higher rate of Department of Juvenile Justice (DJJ) supervision ceased due to non-compliance, and the lack of consistent contact with the respective office due to missed appointments which led to further charges. This again can be understood in the light of the young person’s ability to find supervision a helpful experience, and the perceived value placed on the work achieved. Furthermore, the extent to which Pacific youth find these meetings troublesome may be compounded by transportation issues

**Atypical patterns of offending**

**Pacific youth offend for the first time later in adolescence, with a higher possibility of the offence being deemed serious indictable**

Pacific youth seem to start offending at an older age, rather than entering an early offending career pattern, which usually starts at an earlier age and develops over time (both in the frequency and nature of offences being committed). This notion is clearly evident in non-Pacific youth, with the majority (75%) committing their first offence before the age of 15. Only 40% of Pacific youth committed their first offence before the age of 15, whereas the
majority were apprehended for the first time when older than 15 (60%). This conflicting trend is also supported by national figures, suggesting that more young people between the age of 10–14 are incarcerated in their first juvenile supervision period than those who are incarcerated for the first time over the age of 16 (Loke, Johnston, & Aalders, 2007).

Additional Pacific data was collected to gain a deeper insight into the parallel with violence, and whether such offences were committed as group offences. Overall, 61% of Pacific youth committed violent offences which, depending on the circumstances, could have led to a serious indictable charge. Scrutinising this data further reveals that 54% of violent offences were also group offences. In total 90% of this Pacific cohort offended in groups. This may have encompassed an array of group-oriented offences, including shoplifting, stealing from a person, and affray.

In Pacific youth offending, there is a high connection between anger/aggression and criminal behaviour. The highest type of offence was Assault – Grievous (41% of all offences committed). The most frequent offence committed by non-Pacific youth was Steal Motor Vehicle (31%), followed by Break, Enter and Steal (27%), both non-serious indictable offences.

This trend then has serious implications for the future of many Pacific youth who will, as a result of such offences, have a conviction recorded against their name. Limitations may be experienced at a later time, with respect to employment opportunities and financial stability. There is a higher chance that Pacific youth will spend more time in custody on remand for these offences before receiving a formal sentence, while also being placed in units employed to house serious offenders (A Class behaviours). This can all be the result of one offence leading to serious consequences.

**Offending parallels with desire to obtain money or goods**

Offending behaviour may occur as a result of the perceived social and welfare needs of the Pacific young person. In some cases, youth steal money from people or places to buy food, clothing, or other living items, to offset prevailing family financial burdens.
Substance use and aggression

Pacific youth tend to consume alcohol as primary substance of choice
The two cohorts shared a similar rate of negative AOD consumption. In total, 96% of Pacific youth had engaged in some form of usage: 55% exclusively used alcohol, 9% exclusively used marijuana, and 30% used both alcohol and marijuana. In comparison, 10% of non-Pacific youth exclusively used alcohol, 32% exclusively used marijuana, and 44% mixed both alcohol and marijuana in their usage.

Usage paired with Pacific social norms
Frequency of usage is markedly different between Pacific and non-Pacific youth offenders. A third of Pacific youth consumed on a daily basis, another third used three times a week, while the majority drank either on the weekend or a social occasion. Around 74% of non-Pacific youth consumed on a daily basis, 16% used three times a week, and only 10% exclusively used on a weekend and/or social occasion.

Consumption of AOD substances is observed in peers in parallel with the usage of the individual young person. Overall a higher rate of Pacific youth consume with peers as a social venture, rather than as individuals alone at home.

Pacific parents’ higher rate of harmful alcohol use
Pacific mothers displayed a higher percentage of negative AOD usage within their families. Moreover, 71% of the known Pacific mothers with AOD usage use alcohol; for non-Pacific mothers’ alcohol usages rated at 25%.

A relatively comparable percentage of negative AOD usage is seen in Pacific and non-Pacific fathers. Specifically, 86% of Pacific fathers exclusively used alcohol in a negative manner, whereas only 41% of non-Pacific fathers used alcohol exclusively.

A higher rate of alcohol abuse within families was common between Pacific parents and child, where non-Pacific parents had a lower association of AOD usage between self and child.
**Pacific parents show a higher rate of violence in home**

Both Pacific mothers and fathers had a higher rate of behaving violently in the family home. In total, 47% of Pacific mothers displayed violent behaviour, compared to 29% of non-Pacific mothers. Near to 90% of Pacific fathers are known to be violent, whereas 71% of non-Pacific fathers were violent.

**Pacific youth more violent in community, than in home towards parents**

In contrast, a lower rate of Pacific youth portrayed negative anger in the family home, predominantly towards their siblings (59%), as compared to non-Pacific youth, who expressed negative anger more frequently within their home environments towards the whole family (70%).

Both Pacific and non-Pacific youth were noted for a high rate (between 60–80%) of violent behaviour across their interactions in public places (e.g. shopping areas, bus stops), the school community, and home environments.

**Education**

**Pacific youth display higher retention through Middle Years**

Pacific young offenders seemed to be engaged in education longer than previously proposed. According to our research, 24% of Pacific youth completed schooling up to Year 10, as opposed to the 10% of non-Pacific youth who did so. More non-Pacific youth attended behavioural schools (with 100% of both non-Pacific and Pacific youth attending some form of public school education – there were no private school enrolments). The relatively higher levels of education for Pacific youth, in comparison to non-Pacific offenders, could be skewed by the fact that participants in this research cohort had been caught for their first offence at a later stage in adolescence, rather than during the increasing cycle of offending which is often characterised by a lack of consistent school engagement and attendance.

**Both groups possess issues with numeracy and literacy**

More non-Pacific youth had an infants school level of reading and writing than Pacific youth, despite being at the secondary school level. However, a similar percentage (40%) of Pacific and non-Pacific youth showed a primary school level of numeracy and literacy, perpetuating the notion that young offenders actively possess lower academic traits than their chronological age warrants. In both cohorts, over 70% were no longer actively enrolled in any form of education, despite 54% of non-Pacific and 33% of Pacific youth being eligible to continue.
Learning difficulties evident but not assisted
Despite this difference, Pacific youth seemed to demonstrate a slightly higher rate of learning difficulties within the classroom. Overall, 41% of Pacific youth were assessed as either dyslexic or developmentally delayed, the latter being the highest proportion. Only 35% of non-Pacific youth were known to have a learning difficulty. Conversely, when examined, 39% of non-Pacific youth had some form of behavioural issues (either Attention Deficit Disorder [ADD] or Attention-Deficit Hyperactivity Disorder [ADHD]), where only 30% of Pacific youth had been diagnosed for such issues.

Discipline through suspension and expulsions occurs
The same rate of disciplinary action was carried out on non-Pacific and Pacific youth in the school community. Near to all participants received some form of discipline for their negative behaviour (96%). However, 66% of Pacific youth received a suspension, while only 43% of non-Pacific youth received this punishment. Furthermore, only 28% of Pacific youth received an expulsion, while 55% of non-Pacific youth experienced this restriction.

Low levels of education shown by parents
Both Pacific and non-Pacific parents of young offenders had a similarly low level of secondary education when compared to their child, generally not progressing beyond Year 8 or 9. Additionally, the education of most Pacific parents had been obtained either in the Pacific or in New Zealand.
**Pacific social risk and protective factors**

In order to understand the specific characteristics that impact on Pacific youth offending, a group of social risk and protective factors was composed directly from the findings of this research across South West Sydney. Some specific characteristics mentioned are not unique to Pacific people, however there could be an association between the cultural elements of these factors and the ways in which they contrast with a variety of social systems, including education, legal, and community systems.

In summary, these traits do not exist as stand-alone characteristics but rather as a collection of factors indicating the level of marginalisation experienced by individual cases. Therefore, the more risk factors evident in each situation, the higher the tendency to partake in anti-social behaviour. An increase in protective factors may assist not as a means to counteract risk, but rather as an avenue to acquire the skills conducive to meeting society’s expected standards and living aspirations.

By deriving Pacific social risk and protective factors from offending youth, we gain information on characteristics common to the cohort. These factors do not apply exclusively to Pacific communities across other areas per se, however they raise further intercultural, social, and political questions around strategies that may counteract problems in the first place.
Table 1: Pacific youth social risk factors

<table>
<thead>
<tr>
<th>INDIVIDUAL &amp; FAMILY</th>
<th>PEER &amp; COMMUNITY</th>
<th>EDUCATION, EMPLOYMENT &amp; TRAINING</th>
</tr>
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<tbody>
<tr>
<td>• Communal negative alcohol usage from parents</td>
<td>• Negative involvement with police</td>
<td>• Lack of educational resources</td>
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<td>• Excessive violent (physical and verbal) behaviour within family home and community</td>
<td>• Excessive/binge usage of alcohol and marijuana</td>
<td>• Parents undertaking more than one full-time job to maintain financial stability</td>
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<td>• Lack of verbal reasoning</td>
<td>• Misinterpretation of presenting behaviours by professional legal settings</td>
<td>• Early school leaving (pre-Year 10)</td>
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<td>• Lack of access to privately owned, registered vehicles</td>
<td>• Lack of rapport with non-Pacific adults in community setting</td>
<td>• Misinterpretation of presenting behaviours by professionals in education</td>
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<tr>
<td>• Lack of knowledge about accessing Social Security benefits</td>
<td>• High level of infringement notices and fines</td>
<td>• Lack of training and advancement for parents predominantly employed in low-skilled labour force</td>
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<td>• Overcrowding in family homes</td>
<td>• First offence being of a serious indictable nature</td>
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<tr>
<td>• Parental low level of secondary education</td>
<td>• Negative peer group association through organised gangs</td>
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<tr>
<td>• Lack of access to Proof of Identification</td>
<td>• Lack of consistent attendance at court due to no parental support</td>
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<tr>
<td>• Older sibling involved in crime</td>
<td>• Conflicting ideologies developed between Western &amp; Pacific culture</td>
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<tr>
<td>• High-level care given by older siblings to younger siblings</td>
<td>• Legal conditions that contradict family relations</td>
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<td></td>
<td>• Active enrolment in school during court proceedings</td>
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<td></td>
<td>• Inconsistent approach and access to physical and mental health care services</td>
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<tr>
<td>INDIVIDUAL &amp; FAMILY</td>
<td>PEER &amp; COMMUNITY</td>
<td>EDUCATION, EMPLOYMENT &amp; TRAINING</td>
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<tr>
<td>• Cultural inclusiveness within family home</td>
<td>• Active involvement in sporting commitments</td>
<td>• Positive association and awareness of educational institutions for both young person &amp; parents</td>
</tr>
<tr>
<td>• Enhanced understanding of Western systems (education, health, legal, community) for both young person and parents</td>
<td>• Genuine involvement in spiritual and faith-based activities</td>
<td>• Access to vocational training courses for both young person and parents</td>
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<tr>
<td>• Development of verbal communication skills</td>
<td>• Enhanced relationship with police who appreciate Pacific culture</td>
<td>• Consistent attendance at School</td>
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<tr>
<td>• Positive attitudes towards lifelong learning</td>
<td>• Enhanced relationship with teachers who appreciate Pacific culture</td>
<td>• Access to support and training materials in assisting educational placement</td>
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<td></td>
<td>• Participation in cultural activities across community</td>
<td>• Continuation of schooling beyond middle years</td>
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<tr>
<td></td>
<td>• Strong sense of community participation reinforced by Pacific relatives also living in Australia</td>
<td>• Focus and desire during adolescence to undertake vocational interest</td>
</tr>
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</table>
DISCUSSION

Pacific social risk factors developed from my research relate to the protective factors found in the National Crime Prevention Pathways to prevention: Developmental and early intervention approaches to crime in Australia (Simmons, 1999), providing a focal point and overview on characteristics that closely relate to the development of anti-social behavior. Similarities between this collection of traits and those developed from my research include: negative substance abuse, where Pacific youth usage parallels parental usage of alcohol; criminality, predominantly from older siblings who have previously been involved with the legal system; family disharmony and violence, as evident in sibling and parental interactions; socioeconomic disadvantages, seen in the type and location of accommodation; access to transport and financial support; and personally perceived social or cultural discrimination emanating from contact with police, courts, juvenile justice, and some educators across the community.

Despite the deficits demonstrated in our key findings, Pacific youth seem to demonstrate more social strengths than their non-Pacific cohort. This includes the importance of attachment to family, cultural affiliation, pro-social involvement in community-based recreational pursuits, and social usage of substances rather than individual dependency and isolation. Such strengths, along with other traits like resiliency and motivation, should be considered when dealing with, and developing strategies to respond legally to, these young people and their families (Chapman, Desai, Falzer, & Borum, 2006).

On further consideration, the development of social strains may also illustrate the inability of Pacific youth to achieve their goals across the life domains discussed by Agnew (1992, 2006). For example, the negative dynamic experienced with police, the Children’s Court, and Juvenile Justice reinforces the young person’s inability to self-motivate and establish a positive outlook to setting future aspirations. The role that future education plays, and the incorporation of attitudes towards life-long learning in vocational and career goals, is diminished when paired with disruptive classroom interactions with both teachers and students.

Certain related pathways to prevention protective factors may however create considerably contradictory risks for Pacific youth. This may be due to the cultural norms and values evident in the Pacific cohort examined, and the characteristics that relate more specifically to attitudes and beliefs derived from such cultural identities. In essence, it is not realistic to apply these protective factors to cross-cultural strategies without the possibility of creating
socially adverse effects. From this perspective, I do not attempt to discount the validity of the contrasting pathways factors, but rather emphasis the importance of developing a cultural premise, context, and understanding before developing systemic and therapeutic interventions.

In previous research on cultural strains, studies have highlighted intercultural conflicts that lead to further social, psychological, welfare, and emotional concerns for minority groups. Predominantly fuelled by perceived and actual incidences of racism and discrimination, young people who experience such issues may have developed negative self-thoughts leading to aggression (Caldwell, Kohn-Wood, Schmeelk-Cone, Chavous, & Zimmerman, 2004), feelings of stress that lowered overall wellbeing (Harrell, 2000), and a heightened level of hopelessness (Nyborg & Curry, 2003), problematic alcohol consumption (Martin, Tuch, & Roman, 2003), continued cultural vilification and social stratification (McNulty & Bellair, 2003), and the lowered fulfilment of economic aspirations within adulthood (Cernkovich, Giordano, & Rudolph, 2000). Commonly, adversity across the cited research parallels a lack of positive engagement across educational, vocational, and community settings, offset by limited intercultural understanding and appreciation.

We can further illustrate this notion about the following intercultural social strains by comparing eight of the developed Pacific social risk factors against six pathways to prevention protective factors (Simmons, 1999, p. 138). Also providing a cultural explanation and example of possible problems, this viewpoint reflects systemic issues around the lack of cultural competency and a perceived inability to cater for such strains.

**Intercultural Social Strains**

1) ‘Supportive caring parents’ vs. lack of verbal reasoning & support at court

There is a strong relationship between the display of aggressive and negative anger between young Pacific people and their parents. Such young people may experience physical anger throughout their up-bringing in the form of “hiddings.” Generally, such behaviour is accepted as a positive approach to discipline within the family home. For example, if a child is found to be in trouble for a particular matter, the parent will raise their hands and give the young person a slap to the head or lower body. Other variations include making the child find a belt or stick, and this object is then used to discipline the lower legs, fingers, or buttocks. Most parents believe that this approach will enable the young person to develop a sense of accountability, and an overall sense of respect about doing what is right by them and the
family. Therefore, young people will do what is right in the hope of not receiving physical retribution.

Consequently, the predisposition to violence may be a result of exposure to unregulated parenting practices, promoting a lack of verbal expression, articulation, and conceptualisation of feelings; whereas non-Pacific violence may be due to isolation, marginalisation, and/or developing more violent behaviours after exposure to criminal behaviour. This form of conflict resolution may be internalised by the young person, informing their ability to deal effectively with situations where verbal communication is needed, rather than a negative physical response.

Further questions are raised about whether this form of discipline is perceived as abuse, and how this may parallel notions of maltreatment. In an in-depth research report conducted on the pathways from child maltreatment to juvenile offending (Stewart, Dennison, & Waterson, 2002), a strong connection was revealed between the neglect and physical abuse of juvenile offenders and their orientation towards anti-social behaviour. This may also include the emotional response perceived by the young person. With culture in mind, however, “when physical discipline is normative, it is more likely to be administered in a controlled fashion in the context of a nurturing relationship. In contrast, when physical discipline is non normative, its display may be accompanied by other out of control and deviant parenting behaviour” (Deater-Deckard & Dodge, 1997, p. 167). I believe that further context-based research on Pacific youth offending and its relation to discipline-based parental practice could provide further clarification.

Pacific youth may not attend court on a regular basis due to parents not being consistently available. As a result, older siblings will attend on their behalf, however this can create further adjournments when the youth needs parental support according to the Children’s Court context: the Children’s Court Rule (2000) states that “the Court is to adjourn criminal proceedings against a child or young person who is unaccompanied by a person with parental responsibility, or case responsibility” (NSW Government, 2000). Incidences have also occurred where the parents haven’t been available to attend court when a bail application has been presented and granted. The delay in allowing the young person to leave custody comes from the parents not being there at the time of possible release, and can result in the remand of the young person in custody until a parent arrives. This delay is further prolonged by the lack of access to privately owned transport and the need to gain access to a relative’s vehicle.
From a cultural perspective, other explanations for the absence may include parents’ sense of shame for their child’s involvement in the legal system, and reluctance to attend publicly. In addition, some Pacific parents may be working full-time to support other family members, who will then send representative relatives and/or older siblings. More than one full-time job maintains the financial stability a larger family requires.

Another commonly perceived reason is the notion of negative reinforcement, where the Pacific parents do not show visible support during the process as they wish the child to realise the consequences of his or her actions. This reiterates their attitudes about the actions of supportive, caring parents.

2) ‘Responsibility for chores or required helpfulness’ vs. Care of siblings

Pacific youth have a higher obligation to care for siblings. This partly comes from a need to assist parents with the overall duties of family operations. This may at times be detrimental to the young person, who might be held back from taking up consistent employment and educational opportunities. On closer examination, such responsibility normally falls to older females. Nevertheless, this demonstrates a strong commitment to, responsibility for, and required helpfulness towards the overall wellbeing of the family as a functioning unit, rather than individual pursuits.

3) ‘Small family size’ vs. Overcrowding in family homes

Pacific families are generally larger in size due to the number of children. Culturally, there is a tendency for Pacific families to live in dwellings that may not cater for their overall numbers (Fairbairn-Dunlop, 2003). This is evident in the standards generally seen within the Pacific states. Furthermore, the concept of having one’s own space, which may include access to a bedroom for each person, is uncommon.

It’s possible that we will view this lack of space as a cultural norm, rather than a disadvantage. In essence, the fundamental resources commonly designated for personal use may be available, but generally in a limited space. For example, it is not uncommon for the sitting room or lounge room to become a pseudo-bedroom at night. This entails mattresses being stored in other locations during the day, and then placed in the room when needed. In some instances, an actual bed is permanently placed in this room, with no excuse needed for its presence when visitors attend the home. Likewise, garages are often unofficially transformed into makeshift bedrooms or general living areas.
4) ‘Attachment to the community’ vs. Negative peer group association through organised gangs

Notions of Pacific youth participating in gangs continue to perpetuate an understanding of their social existence. Rather than being perceived as like-minded youth from a similar ethnic background, Pacific youth are characterised as purposefully developing gangs designed to challenge social norms (White, Perrone, Guerra, & Lampugnani, 1999). Group formation may rather align with cultural values, as opposed to the gang formulation, however I believe that Pacific youth may then be more prone to “organised gangs” due to the cultural importance of communal living and attachment to place across their region. Ongoing social profiling of their participation in gangs may deter responsive, community-based interventions and practice in resolving underlying issues associated with membership (White, 2008).

In previous research White and Perrone found that the “gang mentality” developed by ethnic youth was to counteract problems faced as a united ethnic group, and also potentially to offend across the community. My research appears to bear this out, with young Pacific youth becoming members of certain established groups to carry out anti-social behaviour. Furthermore, some of the groups developed by Pacific youth may take various and collective elements and form one group, as cited in White’s further work on gang related behaviour (White, 2002). For example, a group may take traits from “criminal” groups, where criminal activities are planned, often spontaneously, to profit the group. Each member is then legally noted by the police (if caught) as co-offenders, part of a group which may include their own family members. “Conflict” groups are an important part of representing affiliation to a suburban region, which may mean fighting against extended family living in other areas. “Retreat” includes time spent with peers in public places consuming alcohol, and “Street Culture” generally reflects hip hop/R&B subcultural themes.

The culmination of these traits in higher functioning groups generally requires members to be strictly loyal towards a set of values, norms, and beliefs about their place in such a faction. This is evident in Pacific youths’ adoption of the “Bloods” and “Cribs” gangs. Believed to have originated in either the United States (between groups of African Americans) or amongst Pacific youth living in America, each group represents a specific region, generally defined by suburb. Automatically granted membership according to where they live, Bloods are symbolised by red, Cribs by blue. Therefore, one’s clothing – whether it be a cheap item or a designer label – is generally coloured according to the gang to which one fiercely belongs. Local gang names are also devised to reiterate this system, including the Belcyde Boys who represent the Cribs in Belmore, and the Mac Field Boys (MFB) in
Macquarie Fields, who are also known to wear blue. The opposing group for this region resides in Airds, and its members dress in red. Again, these groups are not only designed for criminal behaviour, however other types of anti-social behaviour may occur within them, including under-age drinking, smoking (marijuana or tobacco), and generally congregations of like-minded youth. Lastly, membership can be carried over by younger siblings who are entering adolescence, however by this time the older sibling may have matured, or moved onto other social or family commitments that prevent their own involvement. Nevertheless, this natural progression of ideologies between siblings perpetuates the ongoing existence of such gangs and their overall attachment to community.

5) ‘Opportunities for some success at school and recognition of achievement’ and ‘school norms’ vs. Low level education / early school leaving

Due to the overcrowding that occurs in Pacific homes, there may be a lack of access to space for completing necessary homework and study. Access to educational resources to complete set tasks or assignments, such as computers, Internet access, and other related materials, may not be available, once more obstructing an overall ability to engage in learning outcomes. This can draw a parallel with the low levels of perceived parental support in education, both in the school as a learning community, and also in participation to assist the child. Moreover, other family, church, and sporting commitments may also occupy time and be prioritised outside of schooling.

Perceptions of non-compliance may be commonly interpreted by teaching staff as developmental delays and/or learning difficulties. Generally, when Pacific students are confronted individually for negative behaviour they show a lack of eye contact. Staff may assume quietness as ignorance, non-acquiescence, and as a sign of non-engagement in the process of taking responsibility, which is compounded when they do not show verbal remorse for the behaviour needing correction. An escalation of the problem may occur, with further barriers reinforced between teachers and students, who may feel picked on when reprimanded. An ongoing negative perception can form between both parties, again perpetuating a sense of division between Pacific students and teaching staff.

Should Pacific students not engage successfully in the school environment, their parents may request them to leave and seek employment to assist the family. Such options may deter the young person from reaching the overall vocational and career aspirations they previously espoused. Critically, this may continue the over-dependence on undertaking work in the low-skilled labour force, creating further marginalisation and an inability to move forward both socially and economically (Tatum, 2000).
6) ‘Access to support services’ vs. Inconsistent approach and access to physical and mental health care services

Inconsistent access to health services, as a result of confidentiality and the need to maintain a positive family identity, is an important part of family reputation and solidarity. With the lack of emphasis on and appreciation for support gained from an external agency, Pacific families may not readily access what is available, once again restricting access to the support services, facilities, and resources that may enhance education, vocational, employment, financial, and health outcomes.

Additionally, physical and mental health services can be discounted as traditional cultural methods are utilised in overcoming ailments. This may be through homemade remedies, generally prepared from natural ingredients sourced from the Islands themselves or made available through regional Pacific grocery stores.
CONCLUSION

Overrepresentation in Australia of particular ethnic communities in the criminal justice system has been noted across several groups, including Indigenous, South East Asian, Arabic and Pacific peoples (Cain, 1995). Discussion of why this may occur continues to be problematic, with questions posed around assimilation, living conditions, and standards, lack of consistent equity and access, susceptibility towards certain offending behaviours, and racial victimisation by police and other law enforcement agencies (Cunneen, 1995; Phillips & Bowling, 2007). Commonly, “the problem of race and policing is that the police often do not have intelligence or evidence that an individual has broken the law so they trawl for suspects and can select individuals because of their supposed membership of a group deemed suspicious, and individuals who are available to them in public places” (Webster, 2007, p. 197). An organisational culture of this nature may continue to perpetuate the negative responses of the individual officers who uphold such principles, to the detriment of their ongoing relationship with ethnic communities.

The disparity in sentencing trends show possible systemic inequalities that sustain vilification amongst non-white counterparts. A review of court-imposed penalties for juvenile offenders found that “there were statistically significant differences between the penalties received by the ATSI group and their Anglo Australian counterparts, and also by the Pacific group and their Anglo Australian counterparts. Both the ATSI and the Pacific groups received significantly harsher penalties” (Gallagher & Poletti, 1998, p. 16). This trend is also evident internationally, where an investigation of practices within the approach to juvenile justice in the United Kingdom found that “there were, at various points in the processes, difference that were consistent with discriminatory treatment” (Feilzer & Hood, 2004). Hence, our research endeavours to initiate an ongoing discussion of the lack of understanding and direction that can be taken with respect to ethnicity and crime, rather than absorbing the dominant public and media-based opinions (Collins, Noble, Poynting, & Tabar, 2000).

“Recidivism rates for juvenile offenders suggest the failure of the system as a whole to do much more than simply entrench deviant status, rather than facilitating the movement of the young person in more conventional directions” (White, 2003, p. 25). The psychosocial needs of the individual are once again jeopardised to uphold legal measures that also claim to rehabilitate. Rather, I believe conversations need to be held around systemic inequalities, and the lack of cultural competency of governmental bodies and their respective employees. This may in turn provide an enhanced responsiveness when dealing with the significant
underlying needs that detract from positive citizenship. It may lead to an understanding of the intercultural elements that impact on behaviour, and of the socioeconomic, socio-political, and socio-cultural characteristics that offset such interactions. But responses from legal and justice entities need to go beyond tokenistic recognition of these culturally specific traits. Suggestively, a commitment to diversifying a workforce with culturally relevant employees is one of many options that may promote a better systemic response, as “racial and ethnic groups bring unique skills and perspectives to the administration of justice and that diversity may thereby affect processes and outputs of justice systems” (Ward, 2006, p. 69). Promoting the ongoing ethnocentric nature of the justice system can degrade appropriate attitudes and an understanding of people across the community, and the overall treatment and experience shared, once again, by enforcer and people from culturally diverse backgrounds.

Adolescence is characterised by peer pressure, group conformity, risk-taking behaviour, and a limited understanding of consequences (Reppucci, 1999). We continue to place due responsibility on individuals for their inability to understand the impact of their anti-social behaviour, through punitive means that may create further issues towards positive identity development, association to community, and overall access and equity to resources – services and facilities that deter social exclusion. When these are compounded by the burgeoning issues around intercultural identity, Pacific young offenders are afforded limited opportunities to have their social and welfare needs understood and dealt with accordingly. Therefore, “an understanding of structural disadvantage and its relationship with ethnicity is required when adopting a commitment to social justice in a multicultural society. Having acknowledged that various groups are so disadvantaged, we need to take steps to redress inequalities wherever possible” (Guerra, 1990). It is my hope that through such optimism we can truly develop and implement professional strategies, balanced by research and policy that impacts positively on strains affecting youth offending and its associated features.
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WORD COUNT

Total Word Count: 9653
Reference Word Count: 1050
Abstract Word Count: 100
Table Word Count: 389
Article Word Count: 8114
Developing Individual, Community, and Organisational Capacity
for Working Effectively with Pacific Young Offenders

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ABSTRACT
Responses to the needs of disengaged young people are hampered by the lack of organisational capacity that perpetuates systemic inequalities. By facilitating the development of individual, community, and organisational capacity through effective community-based partnerships, stakeholders are provided with an opportunity to develop responsive professional practices that cater for culturally diverse and marginalised communities. Specifically, this paper reviews the work achieved across South West Sydney by Pasifika Support Services, Mission Australia, and the collective, holistic approach taken to support Pacific young offenders, their families, and the wider Pacific and regional communities in which they interact.

KEYWORDS
Capacity building
Community development
Pacific young offenders
Social inclusion
Cultural diversity
INTRODUCTION

Young offenders are not given the opportunity within respective legal systems to develop skills in a way that will deter them from a life characterised by crime. With the ongoing emphasis on punitive measures that overcompensates for this inability to understand their true social and welfare needs (Gray, 2007), young people and their families are further marginalised, vilified, and stigmatised; particularly by the pressure on them to complete mandated community-based supervision that may lead to further legal matters if not successfully completed. Further issues develop as a result, determining that future contact will be an unhappy experience that again perpetuates a lifestyle shaped around contact with police, court appearance, and supervision sessions (Ravulo, 2009b).

Ethnic communities provide a landscape of demographic diversity, characterised by variations that are manifested in different opinions, attitudes, beliefs, and choices of lifestyles. With such an array of characteristics, social systems may not cater for possible intercultural strains that can then develop into anti-social and offending behaviour. Other key community-oriented statutory bodies within the educational, legal, and welfare may continue to perpetuate and perceive these differences as issues and, again, create universal responses not conducive to the integration of social inclusion and participation. Consequently, we expect citizenship standards that uphold longstanding rhetoric on assimilation, rather than embrace commonly shared existing strengths and forms of personal resiliency (Harris & Williams, 2003). It is clear that there is a need to increase capacity amongst stakeholders who strive to promote social control and order. Additionally, responses should instead be systemic, responsive, and timely, underpinned by organisational practices that promote education, employment, community policing, and restorative justice (White, 2008).

I propose in this article that strategic capacity building provides the platform on which successive change occurs, offset by principles that critically review and meet societal needs. Collectively this may be perceived across three areas: individual, community, and organisational. Individual capacity building initiatives target individual needs whilst providing a solution-focussed approach to incorporating existing strengths and resiliency into products of self-awareness and motivation. The examples explored in this paper reference Pasifika Support Services, operated by Mission Australia in South West Sydney. It profiles specific aspects of a service model that endeavoured to create change through key components that integrated support from individuals, community groups, and likeminded organisations. Illustrations within this scope of practice include a psychosocial case management model that engages Pacific young offenders, and a therapeutic counselling tool that enhances reflective, critical thinking
and communication skills. Community capacity building provided a strategic response by enhancing knowledge through vocational training and educational workshops. This approach prompted the development of specific courses and related materials, designed directly by the target group’s feedback. Organisational capacity-building challenged current and potential tactics to develop conducive responses to individuals within certain communities. Its strategies engaged practitioners and services into meaningful partnerships, and increased the capacity to deal accordingly with need through cultural training. Despite the differentiations made across the three tiers, capacity building is intertwined with and appropriated through a commitment to equitably equip systemic responses that meet individual, community, and organisational needs in a systematic way.

Overall, there is a need to shape professional discourse around the contemporary identities that interact with systems (McMahon, 2002), and challenge these structures if they do not cater for such diversity. Considering this, capacity building provides a framework in which change can occur, suggesting a spectrum that empowers people, and strengthens service agencies to appreciate inclusive perspectives alongside an ability “building strong effective and accountable institutes of government” (Eade, 2003, p. 2).

In response to young offenders, practices around social capital, community resources, and organisational capacity need to increase through a shared and collaborative approach that incorporates the needs of both perpetrators and victims (White, 2002). Government interventions may otherwise continue to exclude, rather than include, socially through a limited scope that views the offender as a legal entity, rather than a civil citizen needing social support and assistance (Smith & Stewart, 1997). Policies, perspectives, and police practice become more occupied with the need to control the fear of youth crime rather than the underlying causations of social issues (White, 1996). Ideally, models of intervention emphasise restorative justice as a means to provide justice across the board, however an overemphasis is placed on mandating the offender to change through accessing community-based support, which at times is limited by funding opportunities, professional capacity, and issues of equity and access. Further problems underpinned by intercultural conflicts may be derived from this lack of shared vision, as the needs of minority young people are sacrificed for the greater good of a social harmony based on a dominant culture rhetoric. Therefore, I suggest that by working collaboratively towards solutions that enhance individual, community, and organisational capacity, solutions can be shared and coordinated effectively.
Pasifika Support Services, Mission Australia (PSS) was initially funded by the NSW Youth Partnership with Pacific Communities, operating across specific areas within South West Sydney throughout 2005–2009. Working in direct partnership through individual client referrals by NSW Police, PSS provided an integrated, intensive, and holistic case management approach for Pacific youth aged 12–17, at risk of ongoing or entrenched offending behaviour. Additional funding was also made available to work in partnership with South West Sydney Institute (SWSI) TAFE by developing specific vocational courses designed to engage Pacific youth.

In operation, PSS became more than a case management model (Figure 1). Through implementation, other key components were developed and recognised as an important part of building capacity beyond just individuals and families. Factors that contributed to successful case management outcomes also required a form of change through the development of systemic capacity. Therefore, PSS incorporated service provision for peers of referred young people, through Community Access Work, as this approach provided additional information, support, and referral (general case management) for those who had a significant impact, either positive or negative, on the goals of the individuals within the collective friendship group.

The call for development in the wider Pacific community was also demonstrated from the educational, vocational, and employment needs profiled in previous contact with schools, training providers, and employers. More specifically, research carried out on Pacific communities (Ravulo, 2009c) showed significant intercultural strains that led to further issues of...
negative engagement, poor learning outcomes, limited career aspirations, and inadequate knowledge of physical and sexual health practices. Therefore, partnerships were created with TAFE to develop and implement courses and a series of group-engaging workshops were also designed, to provide an increase in knowledge around key social and welfare areas. These specific projects are further discussed in the section on community capacity building, below.

Organisationally, local primary and high schools and community service providers experienced difficulties in providing consistent approaches to Pacific communities. PSS developed specific training packages designed to bolster cultural awareness of, professional competency in, and capability for enhancing practice conducive to the diverse beliefs and ideals portrayed by Pacific people. This is further discussed in the section below on organisational capacity building.

Productively, PSS strove to develop partnerships across communities that would enhance a systemic response. Being aware of the cultural variables that impact on service delivery is an importance aspect of successful intervention work (Yasui & Dishion, 2007), hence PSS became the lead agency in which these four components operated, striving to provide a unified and comprehensive approach to the needs of young offenders, their families, communities, and the other agencies, both statutory and non government, with which they interacted. Through this model, as discussed in this article, better holistic outcomes were achieved and inter-sectorial partnerships were formed to provide enhanced options in responding collaboratively to Pacific communities.
INDIVIDUAL CAPACITY BUILDING

As an early psychosocial case management intervention model, Pasifika Support Services provided an effective response to the development of anti-social behaviour. Conversely, young people who were more high risk and at the stage of entrenched offending also benefited from the systematic approach to the increase of positive pathways to education, training, employment, and other capacity building options that decrease an ongoing participation in anti-social behaviour. Each individual effected change by reviewing needs across 13 life domains: accommodation, family, education and training, employment, recreation, financial matters, health, AOD support and intervention, identification, legal issues, daily living, personal and social skills, and ethnic culture. Achievements in these areas occurred through a solution-focused, strength-based approach to overcoming the existing barriers that decrease social inclusion. Pasifika Support Services aligns with multi-systemic elements and practices through the emphasis placed on working collaboratively with both the young person, siblings, parents, and other significant people (Schoenwald & Rowl and, 2002). Projects need to be collaborative and influenced by actual need, rather than forced community participation and ownership of a project (Simpson, Wood, & Daws, 2003). Young people who willingly participated in case management support developed a sense of responsibility for and ownership of fulfilling goals, further enhanced by tangible options in other life domains. Aspirations were mapped and contributed to the overall collective approach shared between young person and family.

In an external evaluation carried out on the effectiveness of PSS (ARTD Consultants, 2007), results showed that 65% of Pacific young people did not re-offend 12 months after participating, as opposed to the 65% of young people who re-offended after being incarcerated (Dempster, 2009). Outcomes of this nature demonstrated the importance of creating a joint response across multiple service providers, whilst focussing on individual social and welfare needs.

Intercultural barriers were challenged, providing individuals and their families with tangible options to develop strengths and connections to services that enhanced engagement across their community. Hence, inclusive capacity building is necessary when mediating between an individual and a history characterised by divisions, in a dominant culture that promotes chronic oppression and barriers that deter social capital (Wessells, 1999). Psychosocial case management methodologies promote the ability to create a clearer picture for both practitioner and client in developing a means that responds holistically to the causations of such problems.

The need to seek proactively to alleviate risks associated with anti-social behaviour is balanced with the argument to focus more on individual strengths that may motivate offenders to move
forward. Noticeably, as individuals strive to achieve goals and acquire genuine outcomes, they construct a sense of purpose and meaning. The identification of risks should not supersede the perspectives needed to create and implement solutions (Ward, 2002). The PSS psychosocial case management model therefore upholds the importance of addressing such needs through a manner that empowers clients to take control of their lives, while developing attitudes that create opportunities to make informed decisions

**Open Worksheet**

Commonly, Pacific youth may demonstrate a lack of verbal ability, and respond accordingly to issues experienced in a variety of social and educational settings. This may occur due to a lack of interpersonal communication skills developed during childhood and adolescence, where parents deal with conflict through a hierarchy of respect and physical reprimand (Ravulo, 2009a). To combat this issue, a generic but specific tool was created. Called the “Open Worksheet”, it encourages clients to engage in a process of expressing self, both verbally and in writing. Formulated after a request to undertake a one-off workshop with selected Pacific primary school students in South West Sydney, the activity has evolved into a strategic application, ranging from engaging clients in individual counselling session to groups undertaken through the “In Da Know” workshop series.

There are two types of questions facilitators can ask to gain responses, “activity” and “feelings” oriented. Activity questions included “What would you like to be when you grow up?” and “What do you like doing with your spare time?” Feelings questions included “How do you feel about your parents?”, “How do you feel about teachers?”, and “How do you feel about alcohol and other drugs?” Each realm allows the client to reflect on either their personal strengths or emotions, based on certain subjects. Either way, the task is designed to evoke an ability to express thoughts, feelings, and opinions not commonly shared, a situation which can in turn lead to further social and emotional isolation. In addition, Pacific youth are given the opportunity to associate thoughts with feelings, and consider how this can be productively channelled through future verbal communication rather than aggressive behaviour in the community

Theoretically the worksheet provides an ability to develop thoughts, feelings and opinions through a Rational Emotive Behavioural Therapy (REBT), Narrative and Solution-Focussed Therapy approach.
In the first part of the activity, REBT approaches provide an understanding as to why respondents feel the way they feel about a particular situation, by providing a picture and naming a specific feeling. This may not have been previously conceived by the participant, who may have limited awareness of their own thought processes, and how these relate to their feelings and the situation on which they are asked to reflect. Secondly, a narrative approach is applied, encouraging participants to critically explore and explain why they chose their response or feeling, and how this has impacted in either a positive or negative way. The process of examining both internal and external factors that contribute to these responses is also reviewed, acknowledging notions of causation and their consequences. Thirdly, a solution-focussed, strength-based approach profiles possible strategies for either changing or maintaining current circumstances. Future goals and aspirations are mapped, providing an additional platform for discussion of specific steps to meet desired outcomes. Furthermore, this empowers clients to locate the self amongst realistic approaches to change, encouraging self-motivation towards actual achievement.

From implementation, many clients are challenged to describe experiences in new terms not used before. Previous conversations were had around:

- a perceived inability to change and teachers’ expectations of failure, with continued clashes with students in and around the school environment.
- the lack of connecting with and conforming to parents’ expectations and the frustration that creates, which leads many to negative alcohol and other drug use, violence against peers and others in the community, and overall isolation.
- the need to understand their own personal strengths, which could be achieved through goal setting. From this positivist perspective, they can also support other people.

Across this period, many young participants showed an increased connection to one another which was not previously expressed. Practical steps were developed to counteract certain feelings, including study goals, seeing teachers as support, and being more objective about the relationship with parents. It is in this last area that many realised that Pacific parents hold certain strict standards, which in turn were created for the best interest of the child rather than to their detriment, as previously perceived.

In other individually-based counselling settings, this tool has proved effective in dealing with mental health concerns, grief and loss matters, and issues of personal isolation. Just as a personal journal may be used during this practice to encourage the expression of feelings, the Open Worksheet can be completed during formal group facilitation or as an individual needs to
reflect independently. The Open Worksheet thus creates a tangible means for Pacific youth to create, envisage, and enhance an understanding of the process of effective communication.

Previous research has shown that “youth who are socialised to be aware of racial barriers and cautioned about interracial challenges show more positive behavioural and psychological outcomes than do youth taught nothing about race” (Yasui & Dishion, 2007, p. 157). Suggestively, the Open Worksheet questions can be shaped to provide young people from diverse backgrounds with an opportunity to think more critically and develop a greater awareness of systems whilst negotiating a positive response on how to interact. This may be achieved as specific Pacific characteristics are explored, focussing on further personal experiences and/or tensions that have resulted in intercultural interactions across family, educational, and community environments.

The need for autonomy in the face of the intercultural strains experienced by Pacific youth may continue to perpetuate forms of anti-social behaviour and participation in the legal system. This may continue to result in the use of violence and an inability to be recognised and validated (Brezina, 2008; Mesch, Turjeman, & Fishman, 2008). As Pacific youth strive to understand the self, certain strategies may enable and enhance integration into social systems that impact on positive participation. For example, by participating in specific capacity building activities, they develop an understanding of what behaviours are conducive to environment, for example how to respond to teachers. Understanding how their culture, in its hybrid diasporic form, interacts with systems helps young people to construct responses to the self and others (Anthias, 2001). Cultural identity is ever-changing, influenced by current circumstances and environments (Hall, 2003), therefore by utilising the Open Worksheet the further tensions and strains that impact on the development of autonomy and motivation may be dealt with through the facilitation of self-expression and critical thinking.
COMMUNITY CAPACITY BUILDING

NSW South West Sydney Institute (SWSI) TAFE Partnership

“Social partnerships have the potential to engage communities with government and non-government organisations in solving local problems, to involve communities in making decisions, and to negotiate co-operatively the outcomes desired by these communities. They are seen as a way to assist collaborative decision making and to build local capacity in ways that support economic, social and civil goals, and development attuned to local needs and circumstances” (Billett, Clemans, & Seddon, 2005, p. 7). Part of the initial service plan gave Pasifika Support Services, Mission Australia an opportunity to develop and implement TAFE Outreach Courses, with a budget of $50,000 across one year (2006–2007). Young Pacific people were encouraged to attend TAFE courses that assisted with specific training and vocational needs. Traditionally, a marked decrease of retention for Pacific students beyond Years 9 and 10 in local high schools is noted across South West Sydney. As such, these young people experience limited options and subsequently undertake low-skilled employment to satisfy parents in assisting their families financially. I believe that this then creates further marginalisation of Pacific youth in the trained labour sector, and the lack of further tertiary education has an impact on class mobilisation and financial resilience.

Pacific education is challenged by systems where learners are directed to participate in forms of knowledge geared towards assimilation, rather than objective thinking. Rather than stepping out of the conventional realm to produce ideas, Pacific students may be limited by a Western viewpoint of what they can achieve. A system that creates further economic, political, and educational social dependencies thus diminishes the creation of autonomy and resiliency in the midst of the dominant rhetoric (Mahina, 2004). Technical training could be considered as part of this role of ordering citizens into functional abilities. However, from the partnership with TAFE NSW, Pacific young people were given the opportunity to express their vocational and career aspirations through established institutional courses. Head teachers and teaching staff were also engaged in learning specific characteristics of Pacific students, and how these may require alterations in teaching practice and approaches. As a consequence Pacific students and non-Pacific teachers were developed to take on new perspectives that still challenged the notion of an ethnic community as limited by stereotypes and expectations of educational failure. For that reason, opportunities needed to be bolstered directly through the given TAFE partnership, to enhance the understanding and harnessing of these issues.
Pasifika Support Services embarked on community-based research, focussing on gathering all information required to develop courses on specific educational needs through the SWSI. To enhance awareness of PSS outcome options, future courses and further training available in TAFE and other Registered Training Organisations (RTOs) also occurred. In essence, this project explored the learning and trade interests of Pacific young people who were at risk of or who had recently developed an involvement in crime.

In all stages, the research promoted educational sustainability and positive attitudes towards life-long learning, through a collaborative and responsive curriculum (Scollay, 1999). Moreover, the study ensured that courses developed by TAFE were based on the identified learning and developmental needs of Pacific young people and their families. Outcomes provided equitable opportunities to develop a close correlation between parental expectations and the deployment of courses that reflect such cultural characteristics in the educational context.

The development and implementation of a questionnaire provided a direct examination of TAFE interests and the willingness to be involved. The questionnaire was used as a tool to assess the capability and capacity of Pacific youth in further learning requirements or prerequisites. This also provided a unique opportunity for Pacific young people to expand and share constructive ideas and perceptions about further training.

Surveys of Pacific young people indicated specific vocational and career aspirations, and also resulted in the use of input and interests to develop outcomes for TAFE course development. Participating in this manner can develop a further capacity to engage in vocational options, whilst highlighting the importance placed on empowering youth to contribute to social change across their own community (Finn & Checkoway, 1998). Hence, this approach saw community capacity building as a means to build on current strengths and resiliency, rather than an explicit focus on client and community needs (Kretzmann, 1995).

Surprisingly, Pacific youth showed a marked interest in trades such as motor mechanics, baking, and pastry cooking. Altruistic alternatives remained relatively high, as expected from reflections on the jobs undertaken by older Pacific people.

Courses reflecting the visual and performing arts demonstrate the strong cultural characteristics entrenched in Pacific culture. Tourism is another key interest that may develop areas of hospitality and service. Again, a trade sector like Computers and Information Technology had not been perceived by workers as an area of interest to Pacific youth.
Needing consistent transportation to and from the course ranked highly as a key concern for not engaging vocationally. A fear of not knowing anyone connects to the already discussed idea that Pacific youth are less motivated to attend a course without the direct support of another likeminded young person, reinforcing the sense of community desired even in educational environments. Paying course fees and for associated materials was another high-ranking issue, as parents might not readily budget for any additional educational expenses. Interestingly, the notion that parents had other wishes, generally for paid employment, was also shared by participants.

The largest portion of young people rated themselves positively and confidently in terms of their reading and writing levels, however almost 30% still recognised the need to develop their skills, without which they may not access such courses in the first place.

Parents still expressed a strong emphasis on Pacific youth engaging in some form of employment (54%) for the sake of assisting the family collectively, as opposed to advancing autonomy and/or career aspirations. Question 15 complemented this, with 25% of participants currently engaged in school and already working, balancing both educational commitments, and casual/part-time work.

Despite the high level of encouragement for participation in the paid labour force, Pacific parents still desire that their child engage in further education and training. Further anecdotal examination revealed that this predominantly included vocational courses leading directly to employment on completion. Other short courses, like the OHS White Card, Fork Lift Licence, Responsible Service of Alcohol (RSA), and the Responsible Conduct of Gambling (RCG), were also identified by respondents as desired training pathways.

After the compilation of findings, strategic meetings were held with the Outreach Course Coordinator at South West Sydney Institute TAFE. Particular attention was placed on offering courses in locations conducive to transportation and to the resources available across the nine campuses within the Institute. As seen in the results above, courses also needed articulation into pathways of specific training that create plausible opportunities of paid employment. Implementation of specific courses occurred immediately afterwards, providing Pacific young people with exclusive access and participation (Figure 2). Networking and direct referrals into other vocational and training courses continued beyond the 12 months despite no additional funding, based on the capacity built and the value placed on the professional relationship developed between TAFE and Mission Australia.
Overall, partnering with vocational training providers can specifically focus on at risk and marginalised members, for the development of local capacity in addressing problems. This can lead to further educational and employment opportunities and away from social exclusion (Seddon & Billett, 2004). Development of initiatives through the Vocational Education and Training (VET) framework enhances social capital and the overall ability to develop cohesive and inclusive learning opportunities (Kearns, 2004).

In Da Know Workshops

The In Da Know workshops develop an understanding of opportunities beyond the limited knowledge and understanding of social, health, legal, educational, vocational, and training opportunities, and create scope for students to connect with associated support and services available in their own community. The six specific workshops form the basis of the program, covering topics on legal rights and responsibilities, education, alcohol and other drugs, mental health, and sexual health.

By implementing such programs, young people are given the opportunity to decrease issues of violence and marginalisation, as programs engage participants in interactions with community resources, facilities, and services; to develop healthier relations with certain professionals,
including police; and to increase access and equity from institutions not traditionally accessed in a consistent way, that is education and training (Sabol, Coulton, & Korbin, 2004).

Originally, these presentations were developed in conjunction with local high schools across South West Sydney. In recognition of ongoing discussion and need, the target group was composed of Pacific youth, aged 15–18 (Years 9–12). More specifically, participants were known to be at risk of developing further anti-social or offending behaviour, or were currently in contact with other identified Pacific offenders in the community. This included those with previous police contact that may have led to official warnings, cautions, and/or conferencing.

There was a general need for schools with such groups of young Pacific people to have access to in-school support for the individual, or to assistance for peers and associates. In effect, local high schools had the potential to access In Da Know workshops (and Mission Australia personnel to staff the sessions) by expressing interest directly to PSS. Bookings were taken at any time during the year, however as each PSS worker continued to manage a caseload during this complementary service provision, two schools per term were scheduled. Therefore, up to 16 schools potentially received this support each year. Other key community stakeholders who access Pacific youth also requested these workshops to be presented in their space or as suitable material at a recreational camp. This included fellow community-based youth centres and services across South West Sydney. Moreover, this training was used for workers in the sector, effectively developing their awareness of the specific legal, social, and welfare issues experienced by Pacific youth.

With the ongoing role of Pasifika Support Services as a key assistance for Pacific youth and their families across the region, word-of-mouth among stakeholders generally played a major role in the promotion of workshops. Evidence of their popularity came from the development of a waiting list for schools, where potential participants registered an interest one school term in advance, and awaited participation accordingly.

Each session runs between 30–45 minutes or more, depending on the discussions developed by the group of 8–12 participants. From experience, it can be helpful to define individual groups by gender and year group, especially when topics of sexual health are discussed. Again, this is dependent on school demographics and on the plausibility of running two separate groups at the same time. Topics areas are not necessarily set in any particular order, but can be implemented over the six weeks according to the interest shown by each group.
According to O'Connell (2005) solution-focussed strategies, when employed within the group work context, provide participants with an ability to explore and describe different approaches to problems and solutions, promote a premise on which to create change, develop peer support, work through problems strategically, acknowledge existing individual strengths, channel thoughts into tangible goals, and value contributions that progressively work towards solutions (O'Connell, 2005).

Partnering with local primary and high schools provides a foundation on which to encourage participation from students already profiled as ‘at risk’. Participation by such institutions can provide the means to enhance community development and capacity building practices that are based on an educational platform (McGinty, 2002). In turn, this may provide further enhancement across positive attitudes towards life-long learning, not currently in place due to poor participation and engagement. Head welfare teachers enlist a group of Pacific students, acknowledging that each individually has had previous issues within educational placement, through displays of anti-social behaviour both in school and the community, manifested by involvement with police.

Empowering young people with a better understanding of their legal rights and responsibilities also assists in positioning a critical view of personal behaviour, and their response to the staff who regulate authority. For example, young Pacific people felt ongoing strain between themselves and the police, creating further questions about the legitimacy of procedural justice and police practice, which resulted in an ongoing fear of negative interactions in the future. Such a trend is evident in previous research examining this problem internationally (Hinds, 2007). Therefore by improving their knowledge of their rights and responsibilities, Pacific youth were encouraged to interact with the police in a positive manner, referencing relevant legislation and civil liberties.

Prevention strategies that encourage young people to make informed choices and decisions are fundamental. Collectively, the promotion of knowledge and education of the harmful effects of negative alcohol and other drugs usage, co-morbidity, and unsafe sex focuses attention on creating strengths, whilst capitalising on enhancing current understanding and practice. This “epidemiological risk focused approach” (Bogenschneider, 1996) continues to emphasise the need to profile relevant information that builds competency amongst youth, offsetting skills and behaviour undertaken during this period of experimentation and change.

Strategic health education needs to cater for diversity that exists across the community. By empowering ethnic and Indigenous communities to source social inclusive practice through the
equipping of necessary knowledge and resources, effective approaches can be established (Chino & DeBruyn, 2006). The In Da Know program operates to inform thoughts, feelings, and opinions, providing a platform for Pacific youth to gauge their personal understanding through meaningful engagement in workshops that provide an information/support/referral source. Consequently, participating youth can further discuss this new knowledge with peers and family members, creating favourable situations for further aspects of community capacity building. Pacific communities continue to emphasise the importance of communal and collective thinking, demonstrated through interactions with families and other Pacific members. Utilising this characteristic as a strength, Pacific participants may disseminate and develop further ways to share learnt information as a means for promoting positive change in their community. In view of that, this demonstrates the importance placed on ethnic participation in health promotion, and the strategic benefits of acknowledging cultural elements that enhance engaging professional practice (Davis, Cook, & Cohen, 2005).
ORGANISATIONAL CAPACITY BUILDING

Cultural Training Packages

Increasing cultural knowledge and understanding of specific values, customs, rituals, and beliefs is foundational to sensitive and inclusive organisational practice (Yasui & Dishion, 2007). Development of cultural knowledge can greatly enhance community-based practice, collaborations between ethnic community members across specific regions (Gow, Isaac, Gorgees, Babakhan, & Daawod, 2005), and can create solutions that enact appropriate change for all stakeholders.

Through ethnographic observations made during professional practice, later informing professional doctoral research (Ravulo, 2009a), a training package was developed that profiled specific values, beliefs, and ideals evident across Pacific communities in South West Sydney. Admittedly, the term “Pacific” is made up of various Island states that populate the South Pacific region. An in-depth array of traditions and norms is found throughout and is clearly acknowledged in the training package, however key characteristics are shared and demonstrated across this workshop, illustrated predominantly in those from Samoa, Tonga, the Cook Islands, and Fiji.

Participants are generally sourced by interested executive staff from local primary and high schools, community agencies, and other stakeholders where Pacific people are serviced and accessed. Figures 2 & 3 provide an abridged version of the workshop that is presented in a PowerPoint form to a group in a 45–90 minute session (length varied by given time and questions raised).
What are common Pacific values, beliefs and ideals?

From time spent objectively observing Pacific culture and how it manifests in behaviour across the community, I have seen a trend towards five specific topic areas that summarise cultural values, beliefs, and ideals. These are: family, spirituality, food, recreation/sport, and the visual and performing arts. Predominantly, each area individually and collectively promotes the concept of community. In essence, there is a strong pattern to social cohesiveness made evident through an emphasis on people living together.

How does each value and belief impact on behaviour?

**Family**
- A collective of individuals conforming to an overall family identity. Self-identity based on family reputation and standing in community.
- Close ties to ancestral heritage and locations promoted by ongoing reference and contact with villages and family living across Pacific region.

**Spirituality**
- Includes church-based faiths (predominantly Christian). Fellowship with one another key aspect.
- Cultural characteristics: ancestral beliefs and worship practices. Traditional forms of spirituality based on village rituals, superstitions, and practices.

**Food**
- Culmination of an array of dishes, with mainly natural-based ingredients: seafood, beef, pork, chicken, duck, coconut, breadfruit, taro, bananas, etc.
- Celebration of resources, and an important time to bring people together in sharing company and consumables.

**Recreation/Sport**
- An ability to develop and exercise teamwork, and expression of competitive physical fitness and abilities.
- Close relationship with warrior heritage with an ability to represent region.
- Other people, including family, will gather to watch and support.

**Visual and Performing Arts (Woodwork/Music/Dance/Storytelling)**
- Expression of specific cultural and family identity; popular form for portraying and appreciating rich and diverse cultural heritage.
- Certain acts/carvings/stories will emanate from particular region or people group.
- Reiterates and personifies connection to land and sense of belonging.
Figure 4: Potential Intercultural Issues with Pacific Youth

How does this potentially create intercultural issues for Pacific youth?

**Education**
- In Western society, knowledge is power. In Pacific culture, a strong family/community is power.
- Therefore, lack of emphasis is placed on supporting education placement through resources and in home assistance.
- Issues with teachers perpetuated by young person’s lack of appreciation of goals across learning environment and school participation.

**Employment and Career Aspirations**
- Employment is generally sought at a younger age (from 15 years), decreasing retention rates for senior high school.
- Focus is on supporting family unit, rather than an individual desire to secure a possible career.
- Decreases positive attitudes towards life-long learning whilst perpetuating a cycle of long term low-skilled employment.

**Financial**
- Monies earned by young person may be pooled by parents, as this works with supporting family expenditure and the greater good.
- Remittances are sent back to relatives in the Islands, supporting their wellbeing.
- Other financial commitment may also include community fundraising, church activities, and general celebratory gifts.

**Personal and Social Skills**
- Negative reinforcement key characteristic to general discipline. As such, one is expected to do what is right, rather than be rewarded for positive behaviour.
- Respect for parents and elders is automatic and expected.
- When in trouble, young people are given physical hidings or verbal reprimands. During this process, young people do not actively discuss issues, or develop solutions to alter behaviour.
- Young people may not develop critical thinking and the interpersonal communication skills associated with expressing thoughts, feelings, and opinions.
- Strong regional association may lead to gang membership and subsequent anti-social activities.

**Alcohol and Other Drugs**
- Consumption generally revolves around social activities, previously seen in traditional usage of substances during communal gatherings.
- Pacific youth may undertake alcohol use in public places across the community, for example in parks and reserves.
- This may lead to drink walking and further anti-social behaviours.

**Health**
- *Mental Health* is perceived as spiritual issues, determined by one’s relationship with others and corresponding curses. Natural remedies or traditional methods are applied, limiting access to mental health specialists across community.
- *Sexual Health* and practice is confined to the sanctity of marriage, and not discussed amongst families and community. This may limit awareness of risk-taking behaviours and associated health implications.
Transformational knowledge creates the power by and premise for which change may occur. However, the actual application is more important, providing the associated process and related results (Flower, 2002). Being aware of how actions, beliefs, and attitudes in the context of another culture create certain differences can change the responses made by individuals, organisations, and the systems in which we exist. Thus, more importance should be placed on the actual application of knowledge in our practice with diverse communities. Rather than “acknowledge” differences as a form of awareness, training should evoke an “appreciation”, engaging individuals to respond accordingly through a new set of alternatives without jeopardising the function in which they serve. For example, educators are encouraged to incorporate an appreciation of how Pacific students respond to being verbally reprimanded as a means to then assist in the development of alternative ways to provoke reflection.

Therefore, importance should be placed on ethnic competency through professional education (Daley & Wong, 1993), and the ability to understand how differences may perpetuate disadvantages amongst the cohort if practice is not altered to cater for diversity and Australia’s evolving demographic landscape. This includes a commitment by statutory and governing bodies to reflect principles that promote the “fair-go” approach informed by just policies, professionalism, and conduct (Jones, 1997).

Community-Based Partnerships

Community-based partnerships formed as a collaborative response to work effectively with Pacific youth. Predominantly established with localised key government stakeholders, partners were developed through participation in facilitated professional development workshops, co-case management practices, and joint community development projects. This included NSW Police Force, the NSW Department of Education and Training, the NSW Department of Community Services, the NSW Department of Housing, the NSW Department of Juvenile Justice, and NSW Health.

Through the partnership with NSW Police, the lead agency providing referrals for Pasifika Support Services, Mission Australia, capacity was built for responding more systematically to the needs of Pacific young people. Collaboratively, this provided policing staff with better attitudes towards community-oriented policing, and the scope to enact transformational change through continuous learning about ways to work effectively with such communities. This leads overall to the important aspect of organisational responsiveness (Ford, 2007). NSW Police
Force cited excellent organisational outcomes from the unique partnership, as amongst this cohort response to Pacific crime and community was enhanced. Subsequently, offending rates decreased. In addition, NSW Police Force noted that “it’s been a good model for us to look at and we can adapt that…we can expand that further and bring that type of approach out across the state to wider communities” (O'Neill, 2009).

By developing the capacity of organisations to work collaboratively, health and social matters, along with initiatives to assist, are enhanced towards effective community development (Goodman et al., 1998). Effective approaches to access and equity may be created, profiling potential for minority groups to be considered across service provisions not previously acquired. Collectively, this requires open and honest dialogue between stakeholders, profiling specific risks and required contributions, whilst being mindful of how this impacts on successful implementation (Connell & Kubisch, 2001).

Developing partnerships between statutory and non government agencies provides for capacity building to be owned by more than one organisation or stakeholder. Collaborative and critical thinking is shared, enhanced, and harnessed, motivating stakeholders to contribute from the strengths which currently exist organisationally, whilst developing areas that need addressing. According to Seddon, Billet, and Clements (2004), these community partnerships are either built from a “bottom up approach”, focussing on regionally relevant needs and issues; are financially sponsored directly or indirectly by partners who support local decision-making and community building; or are made possible through policy development that promotes partnerships through an increase provision in resources (Seddon, Billett, & Clemans, 2004, p. 133). Motivationally, partnerships exist on the foundational premise and shared desire to provide capacity, not just to the community, but also within the organisation and their ability to contribute and create effective change (Honadle, 1981). Not for profits also benefit from the additional access and injection of resources that create further capacity, and their ability to continue its role in assisting the development of civil society and the government’s response to need (Vita & Fleming, 2001).

Professional relationships between stakeholders is generally made possible through personalised styles of communication maintained throughout, as the “potential for government to support community development is largely due to the ‘virtuous’ contact and personal relationships between public servants and local people” (Cavaye, 2000, p. 20). This was made evident throughout the partnerships, demonstrated by the consistent, professional, and timely structured approach shown collectively by each individual. Partners benefited from both formalised agreements and connections maintained by human-led contact, underpinned by policy directives.
and bureaucratic arrangements, and this was embodied in the regular meetings, emails, and phone calls.

Exercising accountability within the work undertaken collaboratively is another important aspect of good capacity building practices (Wandersman, 2003). Organisationally, this was made possible through the regular review of client numbers (enrolments in TAFE, referral rates, and case management numbers), offset by respective inputs and outputs, and the critical evaluation of ongoing needs not currently met. Overall, practitioners and researchers should continually assess and build collaborative capacity empowering communities to respond to new challenges by developing new competences, new relationships, and new solutions (Foster-Fishman, Berkowitz, Lounsbury, Jacobson, & Allen, 2001).
CONCLUSION

Engagement of community in capacity building is an important part of community development and its success, however it shouldn’t come at the cost of exploring further specific strategies for effective change once it has been established (Banks & Shenton, 2001). The need to constantly review and evaluate systemic responses to diversity should be a built-in response on application. This could include participant action research approaches, ethnographic observations, and anecdotal client feedback. Collectively, this should shape attitudes that are susceptible to the evolving nature of community need and the strengths brought out by this process.

Rather than diminish strengths of “communities” to a fervent pooling of projects that “assist”, governments are encouraged to address issues of segregation and assimilation that lead to further systemic problems. The “structuration” of minority communities continues to discount ongoing structural inequalities that perpetuate such issues (Morrissey, 2006). Problems that occur within these communities are seen as the collective and exclusive problem of that people group, rather than a need for wider society to assist, again reiterating themes of social exclusion.

Government-regulated funding needs to go beyond tokenistic usage and opportunities to bolster political branding, reputation, attainment, and business agendas (Mowbray, 2005). Statutory funding models need to be more concerned with community need than bureaucratic responsibilities (Shirlow & Murtagh, 2004). This includes models like Pasifika Support Services, which was funded previously by the NSW state government in 2005 under a 3-year arrangement, which led to an additional year of operation in 2008–2009. Despite a flurry of media attention both locally and nationally (Dempster, 2009; O’Neill, 2009; StreetCorner, 2009; Turtle, 2009), political support, (O’Farrell, 2009), evidence-based research and external evaluation data on its overall positive effectiveness and impact (Mission Australia & Ravulo, 2009), funding to continue the work under Mission Australia ceased in June 2009.

In this article, certain individual projects and their specific benefits were reviewed and valued, yet collectively they contributed to the bigger picture of capacity building (Chaskin, 2001). An approach of this manner can provide a holistic response that goes beyond the reliance of one service provider to create tangible change. However, a strong focus on the facilitation of such projects still needs to occur through a joint commitment to develop partnerships for the betterment of all stakeholders. Reflectively, capacity building provokes an ability to cultivate social participation, citizenship, and community cohesiveness. Constructively, capacity building is both a valid process and subsequent outcome “in and of itself” (Hounslow, 2002, p. 22).
Understanding and appreciating this process will enhance such partnerships, and provide a foundation for activities.

Nonetheless, associated systems need to change for capacity building and responsiveness to occur. Underlying factors shape this response, with specific attention needed in “performance capacity”, “personal capacity”, “workload capacity”, “supervisory capacity” “facility capacity”, “support service capacity”, “systems capacity”, “structural capacity” and “role capacity” (Potter & Brough, 2004, p. 340). Needs can be met by understanding that these multiple factors impact on the system’s ability to respond, and that subsequent systemic change requires a comprehensive approach that incorporates individual, community, and organisational capacity building. Each element is inextricably bound by further variables that are generally shaped by the training tools and framework that hold it all together. I believe that working through this strengths approach allows an area of development to be acknowledged, leading to further change and overall systemic competency. Correspondingly, without incorporating the overarching need to change systems through a progressive development of capacity building, we are limited to perceiving the presenting needs of clients based on a superficial understanding. Dealing with clients that possess multiple and complex needs requires a multisystemic approach that responds holistically, not tokenistically.

Responses to multiculturalism in Australia need to be orchestrated alongside a commitment to ethnic integration, leading to social inclusion, not assimilation. By providing individuals, communities, and organisations with an ability to develop capacity, one is afforded an opportunity to negotiate a more conducive response to variance and its resulting need within an Australian context.
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WORD COUNT

Total Word Count: 8457
Reference Word Count: 1384
Abstract Word Count: 105
Table Word Count: 0
Article Word Count: 6968