

**‘Speaking Up’:
Exploring the Needs and Abilities of Culturally and
Linguistically Diverse Young People on the Gold
Coast**

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1. Introduction

This report provides an overview of the needs and abilities of 12 to 18 year old culturally and linguistically diverse (CALD) people on the Gold Coast¹. Research was undertaken in response to an identified need for more detailed information on this topic. Some key concerns related to the under utilisation of services by this population, and uncertainty as to appropriate methods of engaging young people from CALD backgrounds. Data was collected from interviews and/or workshops with 36 young people from 5 cultural backgrounds (Filipino, former Yugoslavia [predominately Bosnia/Herzegovina], Iranian, Japanese and Turkish), with further comments gathered through the use of a video recording. The sample group are defined as young people between the ages of 12 to 18 years who “are born in a non-English speaking country, or born in Australia and have one or both parents born in a non-English speaking country” (Selvamanickam, Zgyryza & Gorman, 2001, p.13).

This report includes:

Chapter 2, *Summary of key issues identified from the literature review*;

Chapter 3, *Research design and implementation*; and

Chapter 4, *Discussion of research results*

Three additional documents from this research are available on request. These are:

1. a detailed literature review on the topic;
2. narrative reports, based on interview data, that relate the story of each of the five cultural communities; and
3. a researcher’s reflective action research diary.

Limited resources have meant that these documents were not able to be incorporated within this report.

¹ The terms ‘abilities’ and ‘needs’ present some difficulty in defining due to their broad nature and diverse meanings. For the purpose of this study needs were generally defined as ‘challenges’, ‘hard things about living on the Gold Coast’ and ‘dislikes’. Abilities were generally defined as ‘contributions or advantages you bring to the community’; ‘good things about you’ and ‘things that help you deal with tough times’. The wording of semi-structured questions was based around these definitions, formed through consultation with bilingual community workers. Participants were also asked to comment on experiences of bullying, language difficulties and cultural differences or conflict within the family or community.

1.1 Key findings from the research suggest that:

- MOST young CALD people interviewed had experienced racist bullying or teasing at some time. These young people would like Anglo-Australians to be more culturally aware, not stereotype young people from CALD backgrounds and have positive regard for cultural diversity.
- Participation for some young CALD people is affected by a lack of trust of Government or legal institutions and of Anglo-Australians. Respondents had extremely limited knowledge of the youth agencies on the Gold Coast.
- Learning English creates challenges around schoolwork and friendships. Communication difficulties are also experienced where young people do not have full command of their parents' language, and parents speak limited English.
- Culture and religion are very important to some young people. Some young people from culturally and linguistically diverse backgrounds experience differences in their family's religious and cultural expectations and Anglo-Australian culture.
- Language limitations, differences in values and difficulties trusting, affect some young peoples' ability to form friendships with Anglo-Australians.
- Young refugees have experienced war, forced migration and overcome numerous challenges. Some speak of their experiences within their community and may be reluctant to speak to others about them. Organised cultural activities for young people are affected by the impact of conflict and trauma.
- Young people identified many positive attributes and contribute broadly to the Gold Coast community. Some enjoy sharing their culture and want to be good role models.
- Young people identified family and friends as most important in coping, with a small number identifying teachers and a Multicultural Service. When times are difficult, young people also take part in social and recreational activities, use cognitive strategies or pray.

1.2 Recommendations

In order for services and schools to provide equitable access and culturally sensitive service delivery for young people from CALD backgrounds, it is recommended that:

1. Policies, practices and service planning reflect recognition of the multiple barriers, including racism, faced by young CALD people;
2. Services collect data on service provision to this group of young people and where necessary strategies are implemented to raise access rates in line with population proportion;
3. Ongoing consultation and engagement of CALD young people and their communities is sought, through outreach, use of a family focus and respectful inquiry, when programs are planned and implemented;
4. Staff undertake cross-cultural training to increase self-awareness and to further develop cross-cultural competencies;
5. That diversity is portrayed positively through promotional materials, by the active employment of CALD staff and involvement of staff in activities such as multicultural days and cultural festivals;
6. Translation & interpreting services are provided where required;
7. Services maintain contact with key members of the cultural organisations involved in this project in order to provide ongoing information, which is translated where needed, on programs or events for young people;
8. Services work in partnership with schools to inform young CALD people of the procedures involved in anti-bullying policy, and of identified strategies;

Additionally, the following recommendations relate to future funding and research:

9. Further funding be sourced TO publish the stories gathered from young CALD people and their communities involved in this study;

10. A longer-term study is undertaken to build on the information and understanding gained through this initial research. Future research should incorporate:

- Experiences of Indigenous young people;
- Perspectives and data from the northern Gold Coast;
- A large pool of bilingual community workers that offers all participants a choice of responding in their first language or English;
- Realistic timeframes for research design, implementation and analysis;
- Adequate funding to cover dissemination of and gathering of stakeholder feedback on research results;
- Inclusion of parent and family perspectives;
- Collection of quantitative survey data that reflects a representative sample and provides benchmarking information; and
- More rich qualitative data which describes the abilities and needs of CALD groups not covered in the initial study.

2. Summary of key issues identified in the literature review

The following 'snapshots' provide a summary of the key topics covered in the full literature review.

- The detailed literature review provides a description of the demographic characteristics of the sample population based on Australian Bureau of Statistics 2001 census data (Gold Coast City Council [GCCC], 2004).
- General issues relating to adolescence are discussed and it is suggested that an 'Australian' understanding of adolescence, as a time of emerging independence, may not relate well to other cultures (Queensland Health, 2003).
- Three recent reports have identified issues for CALD young people in the Gold Coast City (GCCC, 2003a; GCCC, 2003b; GCCC 2003c). These include issues relating to services, family/social networks, language/communication skills, transport, cultural identity and anti-social behaviour.
- Young people from CALD backgrounds face challenges in negotiating two often very different cultures with a resultant possibility of feeling marginalised from both cultures (Selvamanickam *et al*, 2001). Intergenerational issues can be a central focus relating to this cross-cultural tension.
- Young refugees, who have been forced to flee their homeland because of war or oppression, may suffer grief, anxiety, depression, guilt, health problems, or post traumatic stress disorder symptoms that may persist long after settling in Australia (Refugee Resettlement Advisory Council, 2001).
- Harassment and bullying of young people from CALD backgrounds is often motivated by racist attitudes (Department of Health & Aged Care, 2004). This exacerbates the stresses of immigration and trauma. Racist behaviour experienced by Arab and Muslim Australians has increased since September 11, 2001 (Poynting & Noble, 2001).
- Communication difficulties can affect young people's confidence and sense of competence. Provision of a range of information for young people and their families, in their first language, will help alleviate this problem (Department of Health & Aged Care, 2004).

- Having a CALD background has implications for access to services and facilities (Weston, 1996). The Centre for Multicultural Youth Issues (CMYI, 2002) has identified a range of barriers that exclude these people from using generalist services including access to information, awareness of available services, age gender, language, lack of specific services, influence of family/community, and poor previous experience.
- The Youth Worker's Survival Kit identifies a number of strengths developed by young refugees. These include strength of spirit, negotiation skills, resilience, survival skills, education through life experience, political awareness, courage and persistence (CMYI, 2004). A young person's identification with their culture and cultural practices, and belonging to a group with similar backgrounds and who speak the same language, can be a strength to them (Department of Health & Aged Care, 2004).
- Family is especially important to many young people from CALD backgrounds (GCCC, 2003a). For some cultures cooperation, courtesy, respect, modesty and loyalty to a group are more highly valued than independence (Queensland Health, 2003).
- Young people who speak a language other than English at home are more likely than other young people to participate in higher education, although this differs according to cultural background (Weston, 1996).
- Young people from CALD backgrounds are most likely to seek help from families, friends and school staff when they are experiencing difficulties (Selvamanickam *et al*, 2001).

3. Research design and implementation

Research adopted an action research approach using qualitative methods (Zuber-Skerrit, 1991). Action research principles of planning, acting, observing and reflecting were embedded within the research process (Crane and Richardson, 2000). Observations, consultations and feedback provided ongoing opportunities to reflect on the successes and failures of engagement methods, and influenced the development of subsequent stages of planning and action.

Small culturally specific focus groups, of up to six people, and individual interviews were held involving a total of 36 young people. Both of these methods utilised semi-structured questioning. Data was recorded in field notes. Bi-lingual workers facilitated some interviews under supervision of the project worker. A number of young people were interviewed through contacts with bi-lingual workers, cultural leaders, multicultural workers, two high schools and a multicultural youth group. A snowballing method was used to obtain the names of ongoing participants (Neuman, 1994). Written or verbal parental consent was gained for all participants under 18. Additionally, permission was granted for the use of comments made in a video recording by young refugees, which formed part of the 'Help Increase the Peace' Program (Multicultural Families Organisation Inc & Reconnect Gold Coast, 2003).

Data was analysed according to demographics focusing on key variables of ethnicity, parental ethnicity, gender and history of migration. In limited case responses religion was also raised as a variable. Analysis also occurred in accordance with questions asked. Responses from focus groups, individual interviews and a video recording were recorded and analysed with the emergence of key themes.

Resources available for the study permitted the employment of a research officer for two days a week over 7 months and limited hours for bilingual community assistants. This limited the scope of work that could be undertaken. Six additional factors should also be considered when viewing the research outcomes including:

- Demographic characteristics of the sample population were not able to be isolated in the literature reviewed;
- The sample was 36 participants from 5 cultural communities. Results cannot be generalised for all cultural groups or individuals;
- Action research is a reflective practice. As such, research questions and focus were continually refined during the research process;
- Data was, at times, gathered in participants first language with some information requiring translation;

- Some interviews were undertaken with family members present, others with young people individually or in focus groups. Involvement of family or peers may have influenced young people's responses; and
- Some young people found it difficult to speak about their positive attributes.

4.0 Discussion of Research Results

4.1 Discussion of the 'Needs' of CALD young people on the Gold Coast²

4.1.1 Young People's Inclusion and Access to Services

Comments regarding non-participation provide some insight into young people's experiences and their general lack of trust of Anglo-Australian organisational structures. For example,

- [Young people] *think they [the people asking] are just being politically correct. Anything to do with Government or legal institutions they feel that their comments won't be valued. They would not want to take part in surveys done by someone who is Australian* (from a Bilingual Community Assistant).
- *You people would not know a lot because our people would not say. Some people are scared talking about it. It would be better if you asked about other people [friends]* (Young Person).
- *People still have memories and so they're not open* (Community Leader).

Many of the young people interviewed were not aware of youth agencies on the Gold Coast. Some were unsure of how agencies regarded them. One commented:

- *I'm not sure about their [youth agencies] opinion of our community.*

Participants also suggested that there needed to be improved advertising and information provision. For example, use of networking opportunities and SMS were mentioned. There also needs to be a systematic, methodical approach to future planning for young people, not just one big event. A big event could, however, be used to help develop appreciation of diversity.

Others suggested that more sporting and recreational activities are needed on the southern end of the Gold Coast.

The constraints mentioned here reflect service delivery barriers identified by the Centre for Multicultural Youth Issues (2002). A bilingual community assistant reported incidences of a lack of trust of Government services by young people not identified in the literature review. For some young people trust issues are also impacted by past trauma. Further research focusing on the current and background experiences of cultural communities may reveal additional understanding.

² Direct quotes from interview participants are given in *italics*

4.1.2 Freedom from Racism

Participants identified that they had been ‘picked on’ because of their culture, either in or out of school. A number of young people identified that they wanted freedom from racism. For example,

- *I’ve had lots of problems with racism. I’ve been able to stick up for myself. Some young people don’t.*

One young person commented that people have lots of prejudice against those who are not of Anglo-Saxon origin or those who spoke English with an accent. This young person did not want to talk about racism, but mentioned he was often called a ‘wog’, and had discovered that this meant ‘microbe’. He believed Anglo-Australians saw him and his friends as ‘microbes’ (germs or viruses). One young person’s family explained that they had faced violent racism. Some young people had experienced ‘hidden racism’, others daily racist bullying while some thought the comments directed to them were not made seriously. Two interviewees explained:

- *Everything is politically correct, you get served - but not with the best service.*
- *They’re not picking on, they’re ignorant.*

Some young people in this study identified higher levels of racism. This is in line with literature which describes increased racism toward young Muslim people since September 11, 2001.

4.1.3 Cultural Awareness and Respect

It is very clear that young people from culturally and linguistically diverse backgrounds would like Anglo-Australians to have more awareness and understanding about diverse cultures.

- *Teachers and Principals should undergo some courses to raise their awareness and to celebrate diversity.*

Understandably, these young people do not want to be stereotyped,

- *Australian people think all Asians are the same - Chinese, Japanese - they say they’re the same.*
- *No offence, but Australian people think all Asian people...like karate and kung-fu.*

They would like to have more respect shown for their cultures and religions. Some like the multiculturalism of the Gold Coast while one participant suggested it wasn’t true multiculturalism. Others identified that it’s difficult not having a large cultural community here on the Gold Coast. Some felt well liked because of their diversity and a number of young people also identified that they liked the people of the Gold Coast and their friendliness.

One young person suggested:

- *I'd like to point out what's good about ethnic occasions.*

Literature suggests that workers' values and attitudes affect young people's access of services, and that a sense of belonging and acceptance is important, especially for young refugees. Characteristics of a helping professional who is culturally competent include an active pursuit of awareness of their own assumptions about behaviour, values and biases, along with the pursuit of an understanding of the worldview of the culturally diverse client (Sue & Sue, 1999).

4.1.4 Language

Young people who were recent arrivals to Australia, or who had grown up solely speaking a diverse language, identified English language difficulties. For example,

- *I didn't speak English until I was ten. I went to a Turkish school in Melbourne, I spoke in Turkish, all the teachers were Turkish. I had trouble understanding the language when we moved here.*

Mixing with English speakers assisted English language acquisition, although young people were affected by a lack of understanding by Anglo-Australians. One commented,

- *It would help if they (Anglo-Australians) understand it. Try harder to understand because it's pretty hard to say what things you're trying to say.*

One young person spoke of the difficulties of being removed from the class for English as Second Language (ESL) assistance, while another was concerned there may not be an ESL Unit at their new school. One praised the support provided by their school's ESL Unit.

A small number of young people, in particular those whose parents were of mixed marriage, identified that they did not know their parent's language and didn't like it when other students asked them to speak in that language. One young person identified that she would like to learn her mother's language.

It's challenging for young people born in Australia, or arriving as young children, to communicate with parents where parents' English is limited and the young person did not have full command of their parent's language. Two interviewees explained how,

- *Sometimes I talk in Japanese and sometimes I talk in both or sometimes I draw a picture to help my parents understand.*
- *Sometimes I say 'who cares', sometimes 'don't worry' because they don't understand - it's frustrating.*

Two young people who were second generation migrants and spoke fluent English were concerned about their use of slang.

4.1.5 School

School is a challenging environment for those still learning English. For some students there are ongoing difficulties with the English subject and wording of questions in exams. This is very important, as there is a requirement for 'Board English' to obtain an Overall Position score for university entrance. A few young people who had English as their Second Language identified that they had very good marks in English. Two respondents identified that they had needed someone to explain the school system to them in their language while one young person felt there wasn't enough focus put on their future direction. One young person commented on the smaller population of multicultural young people at school,

- *You've got to get used to the fact there's not as much cultural things here. I was shocked at school, got scared, how would I get along?*

Another young person identified the challenge of fitting in school, a social life and family.

The above comments correlate with the challenges around language identified in the literature review, in particular the limited English of some parents, and of children forgetting their own language. They also identify the additional barriers experienced by those learning English which impact on their schooling. Unexpected comments, relating to young people's concerns about their use of slang, may reflect a dilemma over their growing adoption of Anglo-Australian culture.

4.1.6 Cultural Differences/Conflict

Young people commented on differences between their culture and the Anglo-Australian culture with one participant suggesting life was one way at school and another at home. Another commented,

- *It is different, but I don't feel different...Half English, half Turkish.*

Some experienced a struggle where they believed their parents wanted them to live as they would in their country'

- *I get told by my parents, if you're Turkish, you have to obey Turkish cultural aspects...you're born in Australia, but brought up like a Turk.*
- *Some parents want their kids to live like in Bosnia.*

For others, it's difficult returning to their country of origin, as they don't feel they belong.

Some young people commented that they sometimes have to attend Christian classes but are not all Christians. Three young female Muslims spoke of the differences between the cultural and religious expectations they experienced and the Anglo-Australian culture. One participant identified that they would like more freedom for Muslims in these expectations, especially for girls. Some young people identified chores as being a challenge, perhaps indicating more involvement in household tasks than their Anglo-Australian counterparts.

4.1.7 The Challenges of Forming Friendships

Forming friendships is difficult for a number of reasons including language barriers, issues of trust and value differences. For example,

- *Kids here are independent and like to do their own things, Mum is very protective and doesn't like us going out at night.*
- *They [Anglo-Australians] know they're going to be free after 18, but in Turkey you will be with your parents until you get married.*
- *I get along well most with anybody but I don't get too close 'cos they're really drinking, smoking, doing weed, going out every night.*

One young person expressed her lack of Anglo-Australian friends and was not aware of other young people from her culture. As such, friendships with Anglo-Australian students were not as deep due to trust issues. Two young people identified friendship challenges:

- *I'm friends with them, but you're not friends with them.*
- *Sometimes you feel you can't reach them, and they can't reach you.*

One group of young people identified that half of their friends were Japanese, half were Anglo-Australian.

Young people's comments in these last two sections reflect discussion in the literature including different cultural concepts of adolescence. The majority of young people did not report conflict within the family, and the few that did were reluctant to expand. Most spoke of cultural differences within the family, especially in relation to social and recreational activities which also affected friendships. Comments made by young Muslim females highlighted cultural differences which suggests some agreement with literature denoting the different cultural roles experienced by some young women (Selvamanickam et.al., 2001).

Research citing the collectivism of the group as opposed to the individualism experienced in Anglo-Australian culture, was borne out in some interview situations. Some family members were involved in the interview process, while one young person asserted to her family that it was her interview, not the family's. This may have reflected a tension experienced by some young people and their families.

Some young CALD people believed others saw them as different but that they had the same values as other Australians. These reminders of difference may lead to feelings of marginalisation with both cultures (Selvamanickam et. al., 2001). Young people also cited parental experiences of 'frozen culture' reflecting findings in the literature. The challenge of forming friendships was linked to language barriers, cultural differences and difficulties trusting due to past experiences. This was found to be a far greater issue than identified in the literature viewed.

4.1.8 Experiences of Young Refugees

Young people who have been through the experience of war have had to leave their country, their family and friends.

- *If the war hadn't started we wouldn't be here* (Older Sister).

One participant spoke of sharing memories of their experiences with friends from their culture. However, many did not feel they were experiencing difficulties, with some relating challenges to tasks like learning a sport or friends completing University. One young person spoke of their appreciation for their current accommodation in comparison to living in housing of a minimum standard in another country as a refugee. Some of the young people interviewed seemed so grateful and happy to be living in Australia that few challenges even rated mentioning. For example,

- *I'm just the happiest person in the world.*
- *I like everything about living on the Gold Coast.*

Families and young people identified that they would succeed in Australia. A young person who was living independently stated:

- *I know I will survive here, I can manage it.*

Some families commented on numerous challenges they had overcome, and spoke of coping skills, strengths and resiliency that they have developed. A former leader suggested that sustaining cultural activities for young people in the community was difficult due to issues of trust.

Literature suggests that trust may be diminished where trauma and conflict have been experienced. This may also relate to the community's challenge in sustaining cultural activities. In line with comments from a young person, interviewees predominantly did not speak about their experiences of trauma. Use of past video footage provided insight into the losses that some young people had experienced and one young person spoke of the sharing of stories of war with others from their community. This young person also commented on a lack of a feeling of safety, which has also been identified in literature as related to the effects of trauma. Family members gave insight into the challenges of adjusting to life in Australia as evidenced in the literature review. A number of strengths identified by the Centre for Multicultural Youth Issues were apparent during discussions with young people and their families.

4.2 Discussion of Abilities

4.2.1 Positive Attributes & Coping Skills

Young people identified diverse attributes relating to personal and cultural strengths, abilities and skills. For example, a number of young people identified that they were good at sport, were doing well at school, or were good at music or art. One young person suggested:

- *Mum thinks I never give up.*

The majority of participants identified family and friends as their main source of help. Others suggested they gained assistance from teachers with a further from a Multicultural Service, some took part in social or sporting activities, watched movies or went to the beach, or went shopping or to theme parks. Many of these activities were identified as the main aspects that young people liked about the Gold Coast. One participant commented that by playing sport and going to theme parks he felt he was away from the rest of the world. Others read books, listened to music or created artwork.

In some cases young people used cognitive strategies such as telling themselves that it would be okay, putting things into perspective or choosing not to think about the problems. For example, one commented,

- *To see the end in the beginning (Baha'i quote)...both good and bad times will pass....*

Another cited praying as a coping strategy,

- *Still being alive. Thanking God for good things.*

There was a general determination shown by participants to survive.

Many of these attributes and skills were identified in the literature review. Participants in this study identified many individual factors cited in research that act as protectors for young people. Young people identified the importance of family and community bonding as found in a GCCC study (2003a), while comments by participants in relation to seeking help from family, friends and teachers also correlated with literature cited.

4.2.2 Contribution to Society

Young people enjoyed sharing the good things about their own culture in relation to hospitality, cultural activities and cuisine. One suggested that:

- *Youth is an amazing aspect that hasn't been tapped into...We have amazing potentiality.*

It was noted that young people have a lot of vitality and value in bringing about change. One group spoke of being able to help charities. It was important to some participants to be positive role models for those younger than themselves by not smoking, drinking or using drugs.

These attributes were not borne out in the literature reviewed. It may reflect a collectivist worldview with one bilingual worker in particular requesting that the question about abilities reflected this perspective.

4.2.3 Cultural Identity

Some young people spoke of their appreciation for their culture and religion.

- *My Grandma used to live with us and brought me up. She was really culturally, really religious and so you want to keep that for her.*
- *No matter where I am, I'm proud to be Turkish plus a Muslim, and I'll tell everyone if I have to, even the Queen.*

These comments reflect past findings that identification with culture and cultural practices can be a strength and source of pride for young people.

5.0 Conclusion

This report documents some key needs and abilities of young people from culturally and linguistically diverse backgrounds living on the Gold Coast. It provides an insight into the lives of young people aged 12 to 18 and discusses issues raised by them, along with their comments around bullying, language, and differences or conflict within the family or community.

This report concludes that the majority of young people experience racist bullying at some time in their lives, that they are not aware of youth agencies and that their participation is affected by lack of trust. Furthermore, young people experience cultural and religious differences affecting friendships and family life, that language creates challenges and that young refugees experience additional barriers. Young people have many positive attributes, enjoy sharing their culture, and want to be good role models. They have numerous methods of coping when times are difficult.

The comments of young people included in this study give insight into their individual and family challenges and strengths. Every young person's story is different and it's important that these findings are viewed with this knowledge. It is hoped that the young people who have been willing to trust the researcher with their comments find this report accurately reflects their collective experiences while giving insight into their individual journeys. Unfortunately, due to the scope of this project not all of the young people's and communities comments and experiences could be noted, however, it is hoped that future funding will allow this.

This report contains many verbatim comments in the hope that it is the voices of the young people that are heard so that this is a true reflection of the name of this report 'Speaking Up'. It is the researcher's desire that the readers feel a personal connection with the young people in this study. It is hoped that this provides an impetus for raising awareness, appreciating and respecting diversity and for bringing about changes in policy and practice that benefit the lives of young people from culturally and linguistically diverse backgrounds living on the Gold Coast.

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Appendix

Focus Group/Individual Interview Questions

Introduction

Thank you for coming to talk to us today about what it's like for you living on the Gold Coast. We invited you because we would like to find out what young people from diverse cultures say about this.

We will ask a few questions about where you and your parents were born, and how long you have been in Australia and then ask you what it's like for you living on the Gold Coast. There are no right or wrong answers, just your personal opinions. Everything you say here today is anonymous - which means that no one will know who said what. We will not be giving your names to anyone else. Please feel free to let us know what you think even if it's different from other people. Are you happy to answer some questions?

REASONS

- ◆ People have asked communities and organisations before but not young people themselves.
- ◆ We will let organisations know what young people would like so they can be aware of this when they try to get more funding.
- ◆ We want other people on the Gold Coast to know the good things about young people from diverse cultures.
- ◆ This is a small project which we hope will be built on.

QUESTIONS

Let's start with some general questions:

1. What country were you born in?, or did you live before coming to Australia?
2. Where were your parents born?
3. How long have you been in Australia?
4. How old are you?

Now we'd like to find out what you say about living on the Gold Coast:

1. What are the three things that you like best about living on the Gold Coast?
2. What are three challenges (the hardest things) you have experienced living on the Gold Coast? (community, school, family, friends)?
3. If you could do anything, what would you change? (What could be done to improve these things)?
4. What can you contribute to the Gold Coast? (What advantages do you as a young person bring to the Gold Coast?) (If I asked a friend what are the 3 best things about you what would they say?)
5. What are some of the things that help you deal with the tough things about your life on the Gold Coast?

Other things that young people have said are difficult are:

- ◆ Getting picked on because of their culture;
- ◆ Needing more help with English; and
- ◆ Having misunderstandings within the family because of cultural differences.

Do you think any of these things affect you? How?

Thank you for taking part in this interview.