Sport and physical activity: An alternative way to Hong Kong Government in preventing and relieving juvenile delinquency

Belle M.Y. Ng and Amos P.Y. Wong

Abstract

This research aims to investigate the feasibility of sport policy in preventing and relieving juvenile delinquency in overseas context and provide policy recommendations to Hong Kong Government. Australia and Singapore were chosen in the research. The research conducted secondary data analysis to examine sport programs in the two countries, and the findings have proved the effectiveness of those programs. A sport policy that applicable to Hong Kong was proposed. Potential limitations of the policy were figured out beforehand. Additionally, possible solutions were suggested to make the policy more practical. The results bring some theoretical and practical implications on juvenile delinquency prevention.

Introduction

In the recent decades, criminologists have started to investigate the link between sport participation and juvenile delinquency. Using sport as a mean to relieve juvenile delinquency seems to be more common and prevalent in contemporary societies, in which the United States, the United Kingdom, Canada, Australia and Singapore have already implemented sport policy (i.e. programs) on juvenile delinquency prevention, while Hong Kong still lacks of this kind of policy (Cameron and MacDougall 2000, Carmichael 2008).

According to the Crime Statistics of the Hong Kong Police Force (2012), there were approximately 9,500 juveniles and young persons being arrested for crime per year in the past decade. As a result, it might be an alternative way to Hong Kong Government to achieve juvenile delinquency prevention by adopting sport policy.

Sport policy of Australia and Singapore were chosen in the research since the former one is a Western country that consists many Chinese, while the latter one is an Eastern country that has similar cultural background and values with Hong Kong society. In this sense, it is valuable to investigate the feasibility of sport policy in a local context, and to suggest Hong Kong Government to make reference on the successful experiences of foreign countries.

Research Objectives

This research has a total of seven objectives which are listed as follows:
1) To review current preventive and intervention measures in response to juvenile delinquency in Hong Kong
2) To review sport policy on juvenile delinquency prevention in Australia and Singapore
3) To compare Australia's sport programs with Singapore's sport programs
4) To evaluate the outcomes of sport programs of both Australia and Singapore
5) To examine the feasibility of implementing sport policy in Hong Kong
6) To propose a sport policy framework in handling juvenile delinquency in Hong Kong
7) To discuss potential limitations of sport policy and suggest possible solutions towards the limitations

Significance of the study

The significance of this research is to provide a systematic analysis of the possibility of dealing with juvenile delinquency by sport. There were enormous overseas research examined the functions and roles of sport policy in preventing and relieving juvenile delinquency in foreign countries, whereas rare research has been done in Hong Kong (Cameron and MacDougall 2000, Carmichael 2008). Thus, this research not only provides a new insight to the Hong Kong Government to handle juvenile delinquency, but also opens a ground for the public to discuss the issue.

Methodology

This research is a policy analysis attempt, which aims to provide practical policy recommendations to the Hong Kong Government. Since the research was focus on juvenile delinquency in Hong Kong, sport policies for youths were chosen. As there is no sport policy being implemented in Hong Kong in handling juvenile delinquency, a secondary analysis on the existing sport policy in foreign countries will be adopted in this research.

Australia and Singapore were chosen for the research. In the present research, three sport programs from Australia and three sport programs from Singapore were selected on a convenience basis. The selected programs contained one for general youths and two for youths-at-risk in each country. The programs selected in Australia were *Active After-school Communities Program*, *Blue Light Youth Camps* and *Project Hahn*, while programs in Singapore were *Singapore Sport School*, *Free Kicks Program* and *Dance It!*. Data concerning the selected programs, such as government reports, academic journals and books were reviewed in the research.

Apart from analyzing programs' aims and implementation, the research evaluated the effectiveness of the programs. Nonetheless, there was a lack of unified criteria of assessment since the means and intended impacts of the programs were diverse (Nichols and Crow 2004). To make the policies more comparable, a central evaluation mechanism was needed. In this research, 'Good Practice Program Principles', which was designed by Morris *et al.* (2003) for the purpose of evaluating the sport programs in Australia, was utilized to measure the impacts of the sport programs of Australia and Singapore.

Literature Review

Risk Factors of Juvenile Delinquency

Mrazek and Haggerty (1994) broadly defined risk factors in criminology as

> "Those characteristics, variables, or hazards that, if present for a given individual, make it more likely that this individual, rather than someone selected from the general population, will develop a disorder" (p.127)

Understanding the risk factors helped identifying and intervening youths-at-risk earlier (Sharpe and Litzelfelner 2004). Numerous research mentioned the risk factors of juvenile delinquency (Farrington 2003, Loeber *et al.* 2002, Wasserman *et al.* 2003). Moreover, the multiple nature of risk factors, rather than singular causes, can further complicate the problem of juvenile delinquency. Miller (1995) stated that negative outcomes resulted from multiple and overlapping risk factors. Thus, accumulation of risk was strongly related to adversity.

In this part, only the studies conducted in Hong Kong and China were discussed as they shared similar cultural and traditional contexts, which make them highly comparable. Normally speaking, these risk factors could be categorized as onset

factors and continuous factors.

Onset of Juvenile Delinquency
Howell (2003) suggested that risk factors can be grouped into five distinct domains: i) individual, ii) family, iii) school, iv) peer and v) community.

i) Individual Perspective
Delinquent and anti-social behaviors and incidence of substance abuse can be effective indicators of juvenile delinquency (Wang 2006). These behaviors were typically immature efforts to individualize or to gain a sense of individual power or self-realization. Cognitive deficiency would be another significant factor, research study find some juveniles lack problem solving abilities and skills (Ngai and Cheung 2005).

ii) Family Perspective
Family has been long regarded as the global risk factor of juvenile delinquency. According to Arthur (2007), studies conducted in the United States, the United Kingdom, China, Hong Kong and Taiwan all agreed that family risk factors correlated to youth criminal activity. Studies in Hong Kong revealed parental supervision, parental concern, consistency in home discipline, frequent reciprocal interchanges between parent and child played an important role in determining the youngsters' tendency towards delinquency and deviant behavior (Man 1996, Arthur 2007). Other significant factors included low level of bonding to the family, less involvement in family activities (Lau and Chan 1997) and parental and sibling criminality (Cheung *et al.*, 2007).

iii) School Perspective
Academic achievement was regarded as one of the root factors of juvenile delinquency (Davis *et al.* 1998). The lack of competence in academic field might create self-esteem problems, feelings of alienation or worthlessness. According to Guan (2006), most deviance acts of students started by doing poorly at school, followed by playing truant and even leaving school, ended up with idling in the society and committing crime.

iv) Peers Perspective
Some juveniles devoted to gangs or other anti-social "peer groups" in exchange of their social needs (Wang 2006). Insufficient nurturing and guidance from family, school, or beneficial groups fostered the youths' dependency in peer groups and gangs for their social needs. The subculture of these groups may isolate the juveniles from normal society (Cheung 1997).

v) Community Perspective
Urbanization and modernization have brought new problems and unfamiliar situations. People nowadays pursue common goals like money and power, with the need of opportunities for upward mobility. In order to realize those goals, some juveniles resorted to crime (Lee 2005). More importantly, young unemployment which leaded to poverty worsened the problem.

Continuation of Juvenile Delinquency
Literatures revealed that certain risk factors provide good predictive value with

respect to criminal juvenile recidivism (Litzelfelner 2004, Mulder *et al.* 2010).

Labeling Effect
Once juveniles involved in deviant behaviors, the society and social control unit might impose negative label to them. This further prohibited them from achieving success through the normal mean and restored to the normal life. The young people might then further be "re-socialized" by the delinquent subculture (Wong 2007). Therefore, the negative labeling effect served as an important factor leading the young members further continue their acts in the gangs.

Deviant Cycle
When the youths attached to negative peers who have more delinquent behaviors, they would be contaminated. They might then fall into the deviant cycle and further attached to the delinquent peers and detached from the family, school, youth centers which leading to the continuation of their misbehavior and even get into more serious offences (Wong 2007).

Strain Releasing
Unsatisfied feeling in school and community could act as a considerable drive to delinquency. The successfulness in conducting the delinquent acts could release their negative feelings and strains. Thus, young people might get addicted to the successful feeling and continue their behaviors.

Preventive Measures in Response to Juvenile Delinquency in Hong Kong
According to Choi and Lo (2004), there are four main pillars of social services in Hong Kong including Children and Youth Centres, School Social Work Services, Outreach Social Work Services / District Youth Outreach Social Work Teams, and Family Life Education which play important roles in contributing a comprehensive network of youth services to reduce delinquent behaviors of young people, in which other youth services are also used to complement with these four main pillars.

Intervention Measures in Response to Juvenile Delinquency in Hong Kong
For the sake of helping young offenders to reintegrate into the society, young offenders can be sentenced to attend the rehabilitation services provided by the Correctional Services Department and the Social Welfare Department. The Correctional Service Department is responsible for the safe and humane custody and rehabilitation of offenders (Correctional Service Department 2012). To correct delinquent behaviors of young offenders, its programs emphasize self-control and discipline, education, vocational training, and statutory aftercare (Lo 2008).

Whereas, the Social Welfare Department adopts a social work approach to help young offenders to become law-abiding citizens by both community-based and residential services (Social Welfare Department 2011). The young offenders are equipped with necessary skills to deal with life demands and reintegrate into the community through statutory supervision, counseling, as well as academic, vocational and social skills training (Choi and Lo 2004).

Various rehabilitation programs for young offenders are served as different intervention measures in response to juvenile delinquency in Hong Kong. Youth Prisons, Training Centres, Detention Centre, Rehabilitation Centres, Halfway Houses, and Drug Addiction Treatment Centres are ran by the Correctional Services Department, while Reformatory School, Probation Homes, Probation Hostel,

Probation Orders, Community Service Orders, and Community Support Service Scheme are operated by the Social Welfare Department (Choi and Lo 2004).

Challenges towards the System

Tackling juvenile delinquency is thus always a critical political agenda in Hong Kong. Statistics revealed that juvenile delinquency accounts for approximate 30% of all criminal offenses in Hong Kong (Ngai *et al.* 2002). It is disappointing that juvenile delinquency rate remains high and even with increment even though many measures and services were provided. As a result, the challenges under the current justice and welfare system in handling juvenile delinquency in Hong Kong are discussed.

Multiple Causation of Juvenile Delinquency

Juvenile delinquency is complicated as there is a combination of causes, of varying importance and difficult to measure (Rouček 1970). Therefore, in order to desist them from committing delinquency, the government has to access them individually and provide most suitable prevention and intervention services which are hard to implement in the present stage.

Lack of Long-term Restoration of the Youths

To prevent juveniles from reoffending, the best way is to restore them. A long-term way to the problem is to lessen the risk factors and strengthen the protective factors of juvenile delinquency. Present measures of Hong Kong focus on providing temporary help and short-term incarceration which can do little with the risk factors. And it is obvious that the present tactics do not focus on building up resilience in youths to delinquency.

Lack of Organized Recreation

There is a growing consensus that recreation programs are needed to serve children of all ages (Witt and Estes 2001). Inactivity, boredom, rebelliousness, and peer pressure have all been identified as causes for delinquency. Sport and recreation programs are known to give youths, in particular, an opportunity to vent frustrations, expending energy positively and learning life skills and values (Home Affairs Bureau 2002). Looking at the present youth sport and recreation policy in Hong Kong, however, it is clear that the government pays insufficient emphasize on the provision of organized recreation.

Theoretical Perspectives on the Connection between Sport and Delinquency

The positive effects of physical activities in prevention and rehabilitation would be discussed in a theoretical ground. There are multidisciplinary claims on the justification of sport. Psychological aspects and sociological aspects of crime, as two prime perspectives in the field, would be chosen to review.

Psychological Perspectives

Psychological theories of crime mainly deal with causes at the individual level. Typically, psychological theories associate crime with abstractions like motivation, inhibition, decision-making, and learning processes (Farrington 1993).

Personality Theories

Personality theories believed that criminal activity result from one's defective, deviant, or inadequate personality (Siegel 2011). Generally speaking, deviant personality

traits included hostility, impulsiveness, aggression, and sensation seeking. There was a common agreement that sport fostered the development of particular character or personality that alleviated the delinquent tendency (Butler 1976, Morris *et al.* 2004, Tiano 2007).

Crime and juvenile delinquency are directly linked to citizen's well-being (Chua 2008). A common assumption suggested that youth sport participation promoted mental health (Tiano 2007). Numerous studies demonstrated that, "...exercise is associated with improvements in numerous aspects of emotional well-being among the general population..." (Lox *et al.* 2006, p.405). Sport psychologists found that sport had a significant positive effect on reducing symptoms of depression (Sanders *et al.* 2000, Ruiz 2004) and improving well-being (Donaldson and Ronan 2006). Patients with psychiatric disorders like depression, physical exercise also proved to lessen clinical symptoms (Knechtle 2004). Hypotheses about why exercise benefited mental health mentioned the biological factors like increased levels of endorphins, serotonin, and norepinephrine (Cutaia 2010).

Self-concept, a component of personality and an important determinant of psychological well-being, was also subjected to close examination. Criminologists consistently proposed that delinquency could be a response to negative self-concept or insufficient self-esteem (Donnellan *et al.* 2005, Reasoner 1994). Studies proved that athletic programs could boost the self-esteem of youths (Armstrong and Oomen-Early 2009, Donaldson and Ronan 2006). Participation in sport helped enhancing individual's feelings of dignity and self-worth, cultivating the youths by engaging into conventional settings, which might provide opportunities for the development of a positive self-concept (Segrave 1983), especially that of girls and women (Mulholland 2008).

Although the linkages between sport participation and character building are still the subjects of academic debate (Ewing and Frank 1990), most researchers agreed that sport 'builds character' and have positive effects on 'prosocial personality traits' (Rees *et al.* 1990). Sport promoted a positive development of youths' personality through enhancing certain values, including personal responsibility and empathy (Moore 2002, Nichols 1997). Most scholars also believed that sport could influence one's moral development (Miller *et al.* 1997).

Play Theories

Play is regarded as an important part of children development, and is believed to tie closely with the development of cognitive, socio-emotional, and physical behaviors (Hughes 2010). As early as eighteenth century, researchers frequently associated play with juvenile delinquency (Donnelly 1981). Hall (1904) indicated play as central to cultivate young people with disciplined spirit, self-control and obedience to authorities. Instead of having passive and ambiguity school curriculum, play was revered as a more direct and efficient way for children and adolescents' moral development. Play invoked muscles directly, and muscles were believed to be the location of automatic, instinctual morality (Lesko 2001). Physical activities, as a chief form of play, are justified by Play Theories.

Recapitulation theory is one of the Play Theories, became popular towards the end of the nineteenth century. This approach proposed that all individuals were born with a series of flaws, which could be only eradicated through play (Lesko n.d.). And delinquency would be resulted when people's access to play were restricted.

Surplus energy theory is another Play Theories that complement to recapitulation theory. Spencer (1873) proposed a tension-reduction explanation of the value of play

and exercise, whereby energy not expended through work builded up in the individual until it reached a bursting point (citied Segrave 1983). And energy could spend in two ways, either in conventional activities or in the form of delinquent behaviors. As Segrave (1983) stated, physical activity were often supported on the basis that it allowed children to relieve excessive energy in a non-destructive way.

Sociological Perspectives

Both social control theory and subculture theory have a positive contribution on explaining how sport helps to reduce the delinquent behaviors of young people.

Social Control Theory

Social control theory posits that everyone has a strong natural tendency towards deviance, but the establishment of four social bonds, which are attachment, commitment, involvement and beliefs, will help to lower people's tendency of committing crimes. According to Hirschi (1969), as long as young people maintain attachments to conformity groups (i.e. parents, schools and teachers), and hold commitment to, involvement in and belief in the rightness of conformity will prevent delinquency.

Multiple reviews of literatures found that youths would have a higher tendency to commit crimes if they cannot gain satisfaction from poor academic results (Choi and Lo 2004, Ellickson and McGuigan 2000, Herrenkohl *et al.* 2000, Verlinden *et al.* 2000). Due to poor academic performance, young people would have a low self-esteem and was difficult to develop a sense of belonging to school. With a weak commitment to school, youths would be more likely to commit delinquency.

However, sport, a kind of extra-curricular activities for students, is an alternative way for them to gain satisfaction and increase their self-esteem (Ekeland *et al.* 2005, Faulkner *et al.* 2007, Nelson and Gordon-Larsen 2006, Smith *et al.* 1979). If young people could gain satisfaction from their outstanding sport performance, they would develop sense of belongings to school. Thus, school bond is able to play a role on discouraging youths to engage in delinquency.

In addition, Choi and Lo (2004) found that youths would have a higher tendency to engage in delinquent acts if they had more time to hang around on streets. Increasing youth involvement in conventional activities could decrease their amount of unsupervised leisure time, in which the chances for them to do illegal activities will be smaller (Collingwood *et al.* 1992, Crabbe 2000, Felson 1998). Therefore, if youths spend more time to play sport, they will have less time and less energy to hang around on streets and commit crime. It is because sport not only consumes their time, but also exhausts their energy.

Segrave (1983) also argued that sport plays a significant role on binding young people to conform conventional values, and preventing them to engage in delinquency. He claimed that

> "proponents of sport and athletics as an antidote to delinquency have drawn more heavily on control theory than any other on the grounds that adolescents who are exposed to strong social controls from adults and other authorities are less likely to deviate. All forms of recreational and athletic programs have been supported as a means of binding youth to the conventional social order and thus discouraging delinquency." (p.187)

Subculture Theory

During adolescence, peer groups have a strong influence on young people's behaviors, in which the influence of deviant peer behavior on the development of aggressive

behavior is the most obvious (Rappaport and Thomas 2004). Elliott (1994) pointed out that young people's involvement in deviant peers was the strongest risk factor of serious violent behaviors since those violent behaviors would be taught, rewarded, encouraged, reinforced and modeled in these so-called friendships (citied Barczyk *et al.* 2010). Fergusson *et al.* (1999) also found that there was a significant association between problematic peer interactions in early adolescence and involvement in delinquent peers in later adolescence.

It was found that the more the time that young people hang out on street corners, the more the opportunities for them to make friend with deviant peers and eventually involve in crime (Cheung and Ng 1988, Choi and Lo 2004). They argued that young people are easily instilled with deviant values and influenced by delinquent subculture if they have more association with those undesirable peers. Under delinquent subculture, young people view deviant peers as role models, so they not only learn those deviant peers' skills and techniques to commit crimes, but also learn the way to rationalize and justify their criminal acts (Choi and Lo 2004, Cloward and Ohlin 1960, Cohen 1955).

To avoid young people having association with undesirable peers and being influenced by delinquent subculture, it is important to reduce their unsupervised time to hang around on streets. Sport participation of young people can decrease youths' amount of unsupervised leisure time (Collingwood *et al.* 1992, Crabbe 2000, Felson 1998). If young people spend more time to invest into and develop their sport talents, they are less likely to commit delinquency (Visek and Maxwell 2010). According to Visek and Maxwell (2010), young people who are doing sport always view their sport teachers or other sport-talented friends as their role models, and so they will try their best to improve themselves and work harder.

Theoretical Implication on Youth Policy

All theories of crime are also theories of crime prevention. They differ only in the scale of change necessary to achieve that end (Pease 1994). Psychological theories maintained that crime as dysfunction in mind or imbalance of psychic energy, while sociological theories proposed crime is the result of social forces. However, both perspectives share similar view on the nature of mankind, believing that criminals are not 'inherent evil', and with potential to change. This denoted the importance and feasibility of prevention and intervention.

Physical activities are supported by criminological perspective to prevent crime since they reduce the risk of offending by addressing various crime elements that had heightened in different theories. These crime elements are similar to the risk factors mentioned before. However, these theories explained more about the interaction of different elements and thus causation of crime.

Sport policy targets multiple crime elements, which are summarized in Table 1. The theoretical and academic grounds of sport policy are well established. From those discussed theories, individual quality can be altered and make youths more resilient to crime. And sport policy is a feasible one that worth considered by the government.

Table 1. Summary of Crime Elements

	Category	Crime Elements
Personality Theories	Individual factors	Defective, deviant and inadequate personality
		Negative self concept
Play Theories		Negative personal attitude and value
		Unreleased psychic energy
Social Control Theory		Improper usage of free time (Involvement in unconventional activities)
	School factors	Low/No sense of commitment to school
Subculture Theory	Peer factors	Influence from bad peers

Evaluation of Sport Policy Outcomes

There is no doubt that official evaluation of sport policy outcomes in every country is confidential which does not open to public, and the measurement of the evaluation is varied among different countries. To make the sport policy in Australia and Singapore more comparable, 'Good Practice Program Principles' would be adopted to evaluate sport policy's efficiency and to measure its successfulness. According to Morris *et al.* (2003), there are totally seven criteria in the 'Good Practice Program Principles', including administrative, environment, activities, youth involvement, accessibility, external support, and underlying issues (see Figure 1).

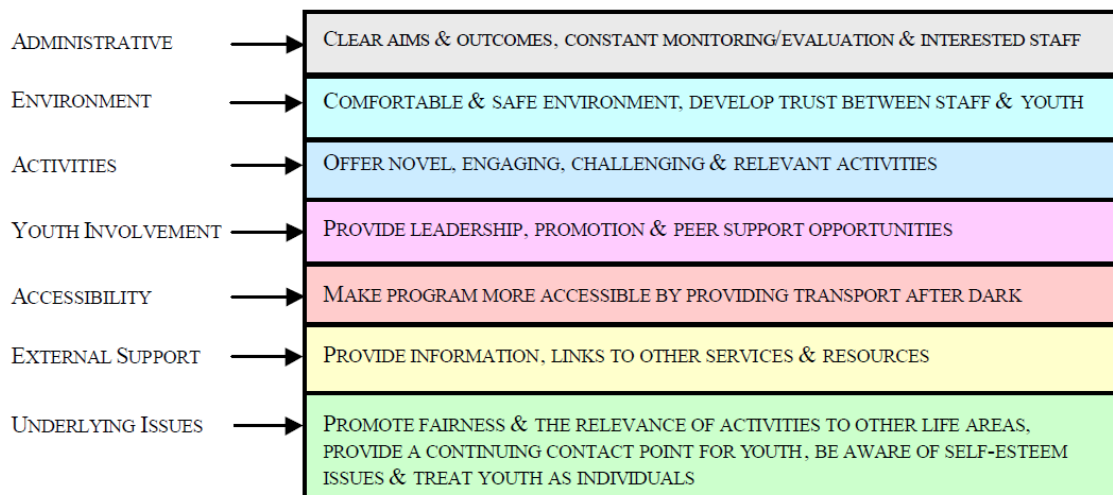|	
ADMINISTRATIVE →	CLEAR AIMS & OUTCOMES, CONSTANT MONITORING/EVALUATION & INTERESTED STAFF
ENVIRONMENT →	COMFORTABLE & SAFE ENVIRONMENT, DEVELOP TRUST BETWEEN STAFF & YOUTH
ACTIVITIES →	OFFER NOVEL, ENGAGING, CHALLENGING & RELEVANT ACTIVITIES
YOUTH INVOLVEMENT →	PROVIDE LEADERSHIP, PROMOTION & PEER SUPPORT OPPORTUNITIES
ACCESSIBILITY →	MAKE PROGRAM MORE ACCESSIBLE BY PROVIDING TRANSPORT AFTER DARK
EXTERNAL SUPPORT →	PROVIDE INFORMATION, LINKS TO OTHER SERVICES & RESOURCES
UNDERLYING ISSUES →	PROMOTE FAIRNESS & THE RELEVANCE OF ACTIVITIES TO OTHER LIFE AREAS, PROVIDE A CONTINUING CONTACT POINT FOR YOUTH, BE AWARE OF SELF-ESTEEM ISSUES & TREAT YOUTH AS INDIVIDUALS

Figure 1. Good Practice Program Principles
Source: Morris, L., et al., 2003. *Sport, physical activity and antisocial behavior in youth.*

Australia

Active After-school Communities Program

Administrate: The program has a very clear stated aims and outcomes that support it to run for seven years till now. The program aims to encourage primary school children to actively participate in sport and physical activities after-school so as to fill up their unsupervised time after-school. For the sake of maintaining *AASC* program's efficiency, the program has regularly been evaluated. Colmar Brunton Social Research cooperated with Australian Sports Commission's Research and Corporate Planning Team to evaluate *AASC* program between 2005 and 2007, while Newspoll Market and Social Research cooperated with Australian Sports Commission's Research and Evaluation Team to assess the program between 2009 and 2010 (Australian Sports Commission 2011a). Apart from the evaluation of the program itself, the qualification of staff, who are community coaches, have also subjected to evaluation every two years so as to ensure they have enough training to deliver the program properly (Austalian Sports Commission 2011b).

Environment: Based on the principle of 'Playing for Life', the Australian Sports Commission put much effort on creating a secure and comfortable environment for children to have fun while participating in various sport and physical activities. In the program, children are able to stay at school and after-school care centres to develop their interests, abilities and talents on sport without any fears of unsafe. Under a secure and comfortable environment, thus, children can engage in and enjoy sport subculture instead of delinquent subculture. Also, children are willing to build a trust relationship with the community coaches.

Activities: The program provides up to 70 sports such as netball, rugby, cricket, gymnastics, lacrosse, hockey, squash, golf and bowls, as well as more than 20 physical activities like dance and circus skills (Australian Sports Commission 2011c). Through participating in various sport and physical activities, children's sporting abilities have been improved and their self-esteem have also been enhanced (Australian Sports Commission 2011c). Besides, the sport and physical activities in the program are cost-free to all children regardless of their socio-economic status, so children are welcome to join the program after-school when they feel boring. In this sense, children will have less unsupervised time to hang around on streets and meet some delinquent peers.

Youth Involvement: Under *AASC* program, primary school students can only act as active participants rather than organizers since they are not mature enough to organize and decide different activities. Also, they are not responsible to promote the program to other people as they are still young. In this sense, youth involvement in the program is limited.

Accessibility: The program is very accessible to children in terms of cost and location. For cost, sport and physical activities in the program are free of charge to all primary school students regardless of their socio-economic status. For location, it is convenient for children to join the program after-school since all the sport and physical activities are held in their school or after-school care centres nearby.

External Support: AASC program is an inclusive program that providing different opportunities to children to meet and interact with children from other schools, and encouraging them to come together to join the program. Although there are close contact between schools and after-school care centres, the program is lacking of

cooperation and collaboration with other external organizations. Without the support of external organizations, resources provided to children are limited. Besides, this program runs on a voluntary-basis in which students can join or quit the program freely, so follow-up services are not provided in the program.

Underlying Issues: In order to promote fairness and equality, all primary schools students across country are welcome to join the program. Through participating in sport and physical activities, not only children's self-esteem has been enhanced, but also the family bond and conventional bond have been strengthened.

Blue Light Youth Camps

Administrate: This program has very clear aims. It aims not merely at assisting street youngsters to stay away from delinquency through encouraging them to participate in various camps and discouraging them to hang around on street in leisure time, but also building a positive and long-term relationship among street youngsters, police officers and youth service providers (May 1992). With the clearly stated aims as its concrete basis, the program could run smoothly. Besides, both police officers and youth workers in the program have a strong passion to prevent youths from delinquency (May 1992). Therefore, these two parties are willing to cooperate with each other to organize more wild camps to those street youngsters. However, it is difficult to evaluate the effectiveness of the program since it lacks a systematic follow-up study (May 1992). Thus, the current evaluation of the program is quite meaningless.

Environment: The environment of camps is safe for participants though the camps are mainly held in wild. Police officers and youth workers would choose suitable locations for camps, so participants can enjoy the wild camps and have fun with other participants. In the program, both police offers and youth workers would also play with the participants in order to develop a positive rapport with them (May 1992).

Activities: The *Blue Light Youth Camps* program offers two-day camps or four-day camps to participants in accordance with their needs and interests, in which the types of camps range from leadership training camps to wilderness camps such as canoeing trek (May 1992). By joining different types of camps, youths can learn to appreciate themselves and to work as a team. Thus, they would establish a clear and positive self-image. In order to attract and encourage street youngsters to participate in the program, the cost of the camps is quite low (May 1992). Therefore, more street youngsters are willing to join the low-cost camps in their leisure time. In this sense, those youngsters would have less time to hang around on streets and also receive less opportunities to experience delinquent subculture.

Youth Involvement: In the program, participants are always encouraged to involve in planning and organizing the camps and activities inside together with police officers and youth workers (May 1992). Besides, each participant acts as an ambassador who bears a responsible to promote the program to their friends after finishing the camps. Past participants also become peer mentors that helping police officers and youth workers to guide the new participants.

Accessibility: The program is accessible to all youths-at-risk from different cultural

backgrounds that in the inner-city street. Locations of the camps are different from time to time. Although the program might not provide transportation every time, it is not difficult for the youths to go the destinations by themselves.

External Support: Except for having internal support by police officers and youth workers, participants in the program do not receive any other external supports, services as well as resources. In addition, no follow-up services are provided for the participants too.

Underlying Issues: Participants in the *Blue Light Youth Camps* program are treated equally by both police officers and youth workers. Since the program requires participants to work as a team in the camps, mutual support and appreciation are highly promoted among participants. Apart from leadership training in the leadership training camps, participants are equipped with survival skills in the wild camps.

Project Hahn

Administrate: The aims of the project are stated clearly since they are quite simple and direct, in which enhancing participants' self-esteem, self-confident and self-respect, as well as assisting them to build a positive self-image through various outdoor activities are its main focus. There are evaluations on the project, but the evaluation is mainly based on casework officers' observation (Vincent 1991). Thus, the evaluations are quite unreliable since every casework officers have had their own criteria on the observation. Although the outcome of the project is found positive, the so-called positive outcome is doubtful. In addition, probation officers usually act as a leader to hold the outdoor activities (Vincent 1991). However, these probation officers might not been equipped with proper skills on communicating and working with youths, so they might not have enough passions and relevant skills to deliver the project efficiently and successfully.

Environment: Although the project contains different dangerous and challenging outdoor activities such as rock climbing and cliff abseiling, the participants would receive enough safety equipment to finish their tasks (Pearson 1991). Also, the officers would give different challenges to the participants in accordance with their own abilities and gender (Pearson 1991). Therefore, the setting and environment are safe.

Activities: To increase participants' self-confidence, self-respect, self-esteem, self-sufficiency and self-reliance, Project Hahn provides them various challenging outdoor activities such as rock climbing, cliff abseiling, wild camping and etc. After completing every challenging and difficult task, the participants are able to develop a positive self-image. Besides, the activities are tailor-made to participants on the grounds of their needs, abilities and gender. And the activities provided are free of charge to participants, so they can release their boredom through participating in a wide range of activities.

Youth Involvement: Youth involvement in the project is relatively limited because participants are not allowed to organize and decide activities on their own, and officers would tailor-made some activities that suit to them. Therefore, participants play a passive role in the project, whereas officers play an active and dominant role.

Indeed, the participants do not need to bear any responsibilities to promote the project, but they are expected and encouraged to support each other in the activities. As a result, the participants can receive peer support opportunity under this program.

Accessibility: Project Hahn is not accessible to all youths since participants need to be referred by organizations. In fact, some locations of the outdoor activities are not accessible to participants, but transportation would be provided to them. Therefore, they can still arrive to the venue on time without having any difficulties.

External Support: Although the project lacks external support and resources due to the limited cooperation and collaboration between the Department of Community Services and external organizations, it provides follow-up services to participants even they have completed the project. With follow-up services, officers can keep contact with the participants and continue to give them a helping hand.

Underlying Issues: Through participation in various challenging outdoor activities like rock climbing as well as cliff abseiling successfully, participants' self-concept and self-image would definitely be enhanced. Also, participants can learn life skills by joining wild camps, which is beneficial to their personal growth.

Singapore

Singapore Sports School

Administrative: The development of the *Singapore Sports School* is in response to the needs from teenagers who want to pursue athletic goals but in the same time stay in education field. The school, therefore, already had has a clear aim and goal before its construction. And the school is a large-scale program that initiated by the government and sponsored by 15 companies, therefore, it is being observed by various stakeholders. The school is subjected to both qualitative and qualitative evaluation. One of the most obvious measurements of the school's success is from its sport achievements. Every year, the school will announce its students' sport attainments in local and international events to general public (Singapore Athletic Association 2012). The staffs involved in school are selected precisely from different professions, like academic, sport and sport science. Staffs, especially those in higher rank are very experienced in working with youths.

Environment: The selected students are enthusiastic about sport, and would like to pursue further achievements in sport. For students who cannot cope with the school, they can opt to drop out and go back to mainstream school at any time. Moreover, students have to live in school campus. This enhances the social bonding between the staff and student and promotes a sense of brotherhood.

Activities: Students need to have sport trainings and academic classes everyday. The training schedule is tailor made by sport scientist and sport coaches. And the time schedule of academic class is very flexible. For example, for students who need to join overseas competition, the school will rearrange the classes to another day. And the classes are in small size, which mean that the teachers can have a close monitoring on the performance of the students. Students also get chances to attend competition in national and international level. To pursue excellence in both academic and sport

fields, it is a big and meaningful challenge to the youth athletics.

Youth Involvement: The youths take the role as passive learners. The staffs organize activities for them, leaving them no room to exercise leadership skills. Promotion of school is also done by government, which minimize students' involvement in the program.

Accessibility: Although the school intake is around 150 students per year, applicants have to go through a series of selection criteria. The school has being criticized that it only admits students with average academic attainment, and resists those cannot fulfill academic requirement even they are really talented in sport.

External Support: The school provides comprehensive supports to its students. It cares physical and psychology development of the students. In school, there are nutritionists, sport scientists and health advisors that help students to develop better physical condition. And it also has counselors to take care students' psychological needs. Moreover, school has a well establish sporting parents network, which is to make a closer link between parents and school, cooperating in foster the development of the youths.

Underlying Issues: As the school is a kind of boarding school, students stay with their fellow students, teachers and other administrators for the whole school year. The staffs have quite a lot of chances to identify various issues like nurturing positive character traits and promoting parental bonding.

Free Kicks Program

Administrative: Free Kicks program has well-defined aims and goals. Operating for more than ten years, it serves to enhance community bond and personal quality for youths-at-risk. The program hopes to enhance inclusiveness of the society. And the youths are expected to be more resilient afterwards. The program is funded and evaluated by Central Singapore Community Development Council (CDC), which is a governmental organization. As Central Singapore CDC is accountable to both public and Singapore Government, it has to monitor its programs closely. Before initiating any program, Central Singapore CDC has to set up a set of key performance indicator in order to assess the outcome of programs (Central Singapore CDC 2006). Those indicators vary in different programs, and can compose of qualitative or quantitative measurement. In term of staffs, the program has some room for improvement. It is undoubtedly that coaches do have professional qualification on football, however, they are not youth workers and lack of tactics to interact with youths. The coaches could be good mentors and models to those youths, it would be just better if they are more well-trained.

Environment: Free Kicks program provides a safe and conformable environment to the participants. The program itself aims to maintain an inclusive culture and environment, the youths would thus feel conformable to participate in it. There is no hierarchy in the programs, everyone are equally importance and work as a team. Hostile atmosphere is also avoided as football playing does not involve must concrete rules and the participation is totally voluntary.

Activities: The activities provided in the program suit the need of the youths. As *Free Kicks* runs in voluntary basis, those participants must have some sort of enthusiastic towards football. The youths are encouraged to extend ability and reach their full potential. Besides learning football techniques, participants also have chances to join various football competitions. This further enhances their interest on football.

Youth Involvement: Participants' involvement in Free Kicks is minimal. The whole training sessions are designed by the coaches, youths on the other hand, do not involve in organizing and deciding activities. And the youths are not required to help in promoting the program. In this sense, the youths only take the role of passive participants, but not active ones.

Accessibility: Free Kicks program is quite accessible to youths. Finically speaking, the regulation fee is reasonably low. As for youths from low-income families, the fee can be waived. And program vacancies had increased from 5 centers operating such program in 2003 to 7 centers this year, meaning more youths can take part in it.

External Support: Apart from Football Association of Singapore (FAS), Central Singapore CDC does not collaborate with other organizations in this program. Moreover, *Free Kicks* is a one-off program, which is to say that coaches and Central Singapore CDC would not provide follow-up services. As a result, it is lacking of supplementary services and resources to the youths-at-risk.

Underlying Issues: Free Kicks program targets on multi-dimensional issues of youths. It aims not only at promoting community bonding, but also enhancing self- esteem and developing positive traits of youths.

Dance It!

Administrative: First operating in 2011, *Dance It!* program is a relatively new program that is still in pilot stage. The aim of the program is to engage at-risk youths, which is rather broad and vague in nature. Though it is clear that dance will be utilized in this program to achieve its aim, it does not specify how such mean is going to be carried out in detail. *Dance It!* program has organized for two times only, and no evaluation has been conduced so far. However, staffs' enthusiasm and qualification are assured. Staffs who want to participate in the program have to make an application in advance. And National Arts Council (NAC) will then have a strict selection on the applicants. To ensure the aptitude of the staffs, NAC also require those selected volunteers to attend all the 6 training workshops, providing instructions on their dancing skills as well as youth work skills.

Environment: Dance It! program provides a harmony atmosphere to the participants. All volunteers are young dancers that are in similar age with those youths at-risk, thus a peer-to-peer communication can be made. Reviewing those feedbacks made by volunteers and beneficiaries, they took the same view on the program, saying that a positive relationship was built throughout the dancing sessions.

Activities: Majority of participants have not learnt dancing before, hip-hop is inevitably a new concept to them (NAC 2012). Although the youths are beginners in dance, the volunteers encourage and facilitate them to learn. This helps them to build

up interest and discover their talent in dance. Feedbacks from beneficiaries are very positive, they built passion for dance and would like to continuous engaging in it.

Youth Involvement: Participants are not encouraged to lead or organize the activities. They simply take the role of learner, taught by others passively.

Accessibility: The program does not open for general public, limiting to the inmates in Singapore Girls Home. And it is rather small in scale, providing only 20 vacancies. As to the transportation, dancers from Eurhythmix teach the girls directly in Singapore Girls Home, which is very convenience to them.

External Support: The program is solely provided by Eurhythmix, and is funded by NAC. It does not have any linkage with other organizations or programs. Moreover, dancers from Eurhythmix are not youth workers and would not reach out the youths continuously after the lessons end.

Underlying Issues: The primary aim of the program is to bring physical activities to at-risk youths, diverting them from participating in delinquent activities and engaging them in sport. The program does not address other issues apart from that.

Implication for Sport Policy

To make the comparison of sport policy in Australia and Singapore more clearly, Table 2 is a summary of the outcomes of the six programs based on 'Good Practice Program Principles'.

Table 2. Summary of Sport Policy Outcomes on the Basis of 'Good Practice Program Principles'.

		i	ii	iii	iv	v	vi	vii
Australia	**Active After-school Communities Program**	√√	√√	√√	X	√√	X	√√
	Blue Light Youth Camps	√	√√	√√	√√	√	X	√√
	Project Hahn	X	√√	√√	√	√	√	√√
Singapore	**Singapore Sports School**	√√	√√	√√	X	√	√√	√√
	Free Kicks Program	√	√√	√√	X	√√	X	√√
	Dance It!	√	√√	√√	X	√	X	√

Remarks:
i: Administrative
ii: Environment
iii. Activities
iv: Youth Involvement
v: Accessibility
vi: External Support
vii: Underlying Issues

X: Not Satisfied
√: Partially Satisfied
√√: Totally Satisfied

Overall speaking, it is found that all of the six sport programs in Australia and Singapore perform well in accordance with 'Good Practice Program Principles'. All the mentioned programs fulfill at least five out of seven criteria, while three programs fulfill six out of seven criteria. In this sense, one can assuredly say that sport programs do work in cross socio-cultural contexts.

Youth problem is becoming more complicated and universal, different jurisdictions are finding their own ways to tackle it. And some are adding sport as a new element in their youth policy in order to make it more effective. As mentioned in Chapter Three, sport policy helps in alleviating the risk factors of juvenile delinquency theoretically.

Practically speaking, from looking into the programs in Australia and Singapore, it is quite obvious that the programs are able to tackle multiple risk factors. Table 3 specified the crime elements that are handled by each program. To improve the youth policy, policymakers have to learn from one another especially when there is sufficient legitimate ground.

Table 3. Targeted Risk Factors in the Sport Programs of Australia and Singapore.

		Individual Factors	School Factors	Peer Factors
Australia	**Active After-school Communities Program**	√	√	√
	Blue Light Youth Camps	√	X	√
	Project Hahn	√	X	√
Singapore	**Singapore Sports School**	√	√	√
	Free Kick Program	√	X	√
	Dance It!	√	X	√

Remarks:

X: Risk factors that are *NOT* handled   √: Risk factors that are handled

Sport policy is inevitable a new concept to Hong Kong. It is not desirable for Hong Kong Government to blindly follow the concept without studying its means and results precisely. In an evidence-based society, the research findings provide a sound rationale for Hong Kong to adopt sport policy. However, from the findings, it is also noticeable that sport programs generally perform poor in term of youth involvement and providing external support. As a government that chasing for perfection in youth policy, it should carefully advance the policy before adoption.

Feasibility of Implementing and Adopting Sport Policy in Hong Kong
From the above-mentioned, it can be seen that sport policy in both Australia and Singapore is quite successful in terms of juvenile delinquency prevention and reduction, as well as personal development. It is valuable for Hong Kong Government to make reference on the successful experience of foreign countries. However, local values and settings might hinder the implementation of sport policy in Hong Kong. In this chapter, it will focus on discussing the feasibility of implementing and adopting sport policy in Hong Kong context.

The Compatibility with Local Values and Settings
Undoubtedly, it is not an easy task to implement a new policy into current system unless the policy is favorable to its judiciary, law enforcement, as well as local community (Dandurand 2006). Therefore, the following part will examine whether sport policy is compatible with Hong Kong's local values and settings.

Legal and Law Enforcement Values in Hong Kong
Juvenile Court in Hong Kong is responsible for dealing with juvenile offenders who aged 10-16 under criminal justice system, in which those convicted juveniles would

either be given Probation Orders, Community Service Orders or Community Support Service Scheme, or be sent to Youth Prisons, Training Centres, Detention Centre, Rehabilitation Centres, Halfway Houses, Drug Addiction Treatment Centres, Reformatory School, Probation Homes or Probation Hostel in accordance with the seriousness of offences.

As mentioned, however, all of them mainly emphasize on academic and vocational training, as well as community serving. There is apparently a scarcity in provision of conventional leisure like sport. In this sense, the criminal justice system in Hong Kong lacks of sport components to handle youth offenders. Since the local criminal justice system neglects the positive functions of sport in helping those youth offenders to redevelop their self-image and personality, there is no specific sport policy in Hong Kong at this stage.

Indeed, sport programs really have positive contributions to juvenile delinquency prevention, as well as personal development and redevelopment, just like the six aforementioned sport programs in Australia and Singapore. Although Hong Kong Government does not officially adopt sport policy to handle juvenile offenders in the criminal justice system, there is a well-known sport program in Hong Kong, Operation Breakthrough, which aims at helping at-risk youths and first time offenders who committed minor offences.

Operation Breakthrough was first introduced in 1996 by a group of Hong Kong police officers in Tuen Mun District in response to the increasing trend of juvenile delinquency in the district (Operation Breakthrough 2010). The program is a voluntary program that sponsored by enterprises and non-governmental organizations rather than a statutory program that supported by the government (Operation Breakthrough 2010b). A wide variety of sport and physical activities are provided to participants, including boxing, rugby, soccer, dance, sailing, dragon boat racing, lion dance, volleyball, basketball, running and etc (Operation Breakthrough 2010c).

It was found that many participants were benefited from the program since they have successfully enhanced self-esteem, developed positive self-image and resisted delinquent behaviors (Visek and Maxwell 2010). From these positive outcomes, it can be seen that sport program is beneficial to both at-risk youths and first time offenders, so it is valuable to implement sport policy in Hong Kong, especially in criminal justice system when dealing with juvenile offenders.

Conventional Values in Hong Kong
From the experiences of Australia and Singapore, it was found that sport policy is useful and successful in foreign countries in terms of juvenile delinquency prevention and reduction, as well as youth development. Siegenthaler and Gonzalez (1997) also thought that it is good for youths to involve in sport because sport can help them to cultivate healthy lifestyles and develop positive characters. Kirkcaldy *et al.* (2002) have a similar opinion with Siegenthaler and Gonzalez. They believed that youth involvement in sport would positively affect youth's psychological development and social lives. It is because they found that youths would develop a positive self-image through participating in school sport programs.

However, under Chinese culture of 'chong wen qing wu' (i.e. to prefer the pen to the sword), Chinese parents commonly focus on children's education since they believe that academic success is more important than non-academic success, such as sport success (Wang 2009). With the influence of this traditional Chinese culture, numbers of Hong Kong parents appreciate academic achievement rather than sport achievement (Wang 2009).

Undoubtedly, Hong Kong nowadays is a knowledge-based society which emphasizes individuals' knowledge. Thus, Hong Kong parents are more likely to put children's academic achievement in the first place because they believe that academic success is the only way that leads their children to a bright future (Hong Kong Council of Social Service 2010). Salili *et al.* (2004) discovered that there is a high general expectation of achievement towards Hong Kong children, so only the best students who have good academic results would receive appreciation and attention. In this sense, many Hong Kong parents do not support their children to spend time on developing sport talents.

In response to Education Bureau's concept of 'all-round development', all primary schools, secondary schools and universities count additional marks to students' application if they have outstanding performance on extra-curricular activities. Due to the additional marks counting, parents in Hong Kong are more willing to let their children to participate in one types of extra-curricular activities. But interestingly, most parents encouraged their children to learn musical instruments rather than to participate in sport since they perceived that music is high culture whereas sport is low culture (MasterCard Worldwide 2011).

Sport is difficult to be a lifelong career in Hong Kong not only because the golden period of an athlete is relatively short, but also the government allocates inadequate resources to support sportsmen and athletes in long-term (Panel of Home Affairs 2009). Thus, most Hong Kong parents think that sport is useless and do not prefer their children to participate in sport.

Environment in Hong Kong
Since Hong Kong is a concrete jungle in which buildings are everywhere, there are limited open spaces for children to participate in sport and physical activities when comparing with foreign countries. Although the Leisure and Cultural Services Department have arranged resources to develop sport facilities in Hong Kong, such as sport grounds, playgrounds, sport centres, swimming pools and etc, the sport facilities are always overcrowding or fully booked (Hong Kong Government 2007). The limited open spaces and insufficient sport facilities seem to discourage youth involvement in sport.

Proposed Sport Policy in Handling Juvenile Delinquency in Hong Kong
The proposed policy draws together existing juvenile measures, knowledge from earlier literatures, evaluations of various sport programs, and the local contexts. Experiences of Australia and Singapore tell us that general youths and youths-at-risk have different needs and should be provided with different sport programs. The proposed policy is thus population based, not only applying to the entire youth population, but also any targeted sub group that make up the youth population.
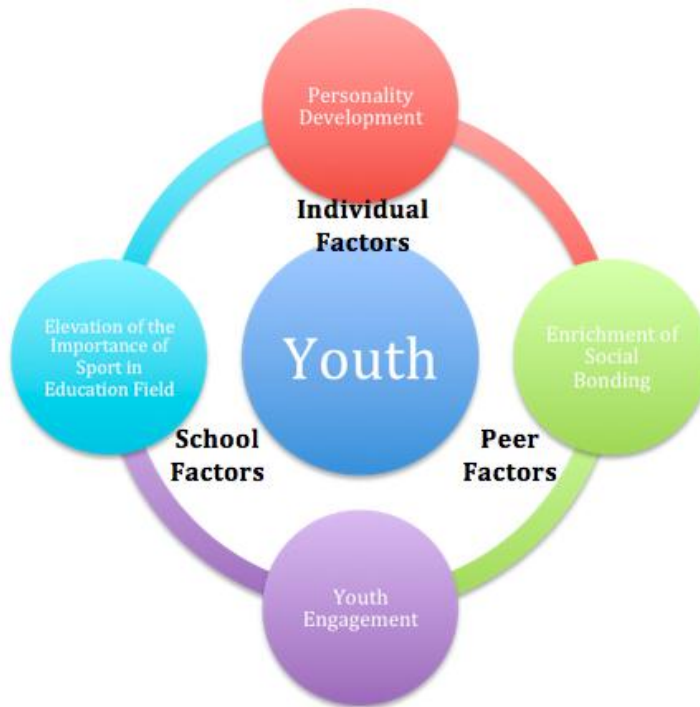
Figure 2. Framework of Proposed Sport Policy.

Policy Objectives
The objective of the sport policy for youths is to use sport as a medium to promote positive youth development, hence building resilience in youths. The policy contains four strategies: i) Personality development, ii) Enrichment of social bonding, iii) Youth engagement, and iv) Elevation of the importance of sport in education field. As mentioned before, sport policy targeted on multiple crime factors, namely individual factors, peer factors and school factors. The policy framework is shown in Figure 2.

Policy Implementation Model
The formation and implementation of policies are different issues. Implementation is a more complicated one, and has to take into consideration of political, administrative, financial, and socio-economic issues. As such, a precise and concrete implementation plan is a must.

An introduction of a central body is suggested. Presently, Hong Kong does not have any authorized body that responsible specifically for youth sport development. The Secretary for Home Affairs (SHA) has the sole responsibilities for the formulation and implementation of sport policy, on the advice of the Sports Commission and its Committees. The Leisure and Cultural Services Department (LCSD), on the other hand, has executive responsibilities to the promotion of community sport and administration of funding support to the relevant bodies (Sports Commission 2005).

However, youths have different needs and wants when compare to adults, a separated policy should provide for them. Also, it is not desirable to separate the duties of sport policy formulation and implementation from the promotion of sport. It is because such division of duties lowers the accountabilities of departments and weakens the integrity and cooperation in delivery of the policy. With respect to the loopholes, government should form a new body to serve the younger population.

The central body should take seven main roles, which are:

1) Carry out need assessments of youths, to understand what they want and what they are interested in
2) Take the responsibility to formulate suitable sport programs and projects to different youths, with accordance to their need
3) Distribute the programs or projects to government or non-governmental organizations, and assist them in delivery
4) Conduct program and project evaluations, as to ensure effectiveness
5) With refer to the result of evaluations, revise or even terminate the sport programs and projects if necessary
6) Collaborate with the parties involved in, to ensure proper delivery of policy and provide assistance
7) Advocate the engagement of sport, increase public acceptance and to promote sport program or project

Sport policy for youths would never be success without the cooperation of government, non-governmental organizations, school and the whole community. As the central body is a high focal point, the linkage between parties can be enhanced. And their relationship is summarized in Figure 3.
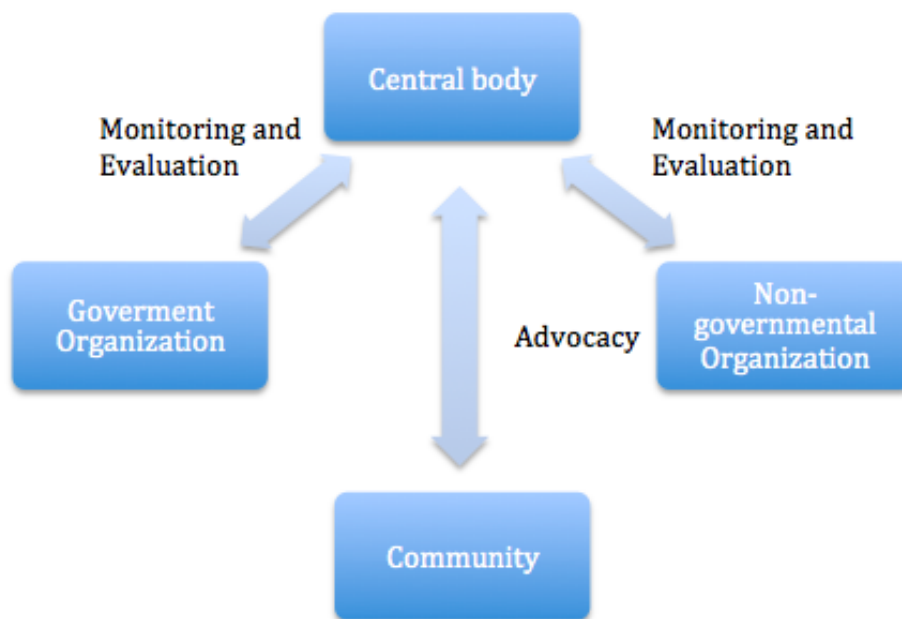
Figure 3. Relationship of Various Parties under Proposed Sport Policy.

Policy Strategies

As mentioned previously, the proposed policy has four strategies, which targets on different risk factors, were described as follow:

Personality Development: Personality development is to help the youths to develop positive traits like self-confident and self-control, thus enhancing their resilience to crime and delinquency. The strategy emphasizes on identifying youths' strengths and building up skills through their participation in sport. The positive development will become their individual assets in future life, and lessen the individual risk factors.

Enrichment of Social Bonding: The strategy is to widen the positive social network of youths through positive social relationships and mobilization efforts. It is to build up friendship within participants as well as the staffs involved. Moreover, staff or volunteer of sport program and project can act as a mentor of youths. This strategy helps to release two kinds of risk factors: individual factors and peer factors. In one hand, through social interaction, participants are expected to build up their self worth and become more respectful to others. In the other hand, it can avoid negative peer influences as the youths have associated with some good friends and mentors.

Youth Engagement: Youth engagement is to benefit them from giving opportunities to access and involve in sport. Such approach can limit the marginalization of youths by providing them avenues for proactive involvement in the programs. In this sense, participants' leisure will being occupied, leaving no time to hang around with bad peers. Also, it aims to engage youths to school, as school can be a host for sport policy. Therefore, both peer factors and school factors are handled.

Elevation of the Importance of Sport in Education Field: The strategy is to enhance the role of sport in traditional school. Many schools do not recognize the importance of sport in school and overlook the development of sport when compare to the academic one. For many students, especially those with low attainment, they find hard to commit to school. Thus, provision of sport program could be the only way to enrich their commitment to school.

Remarks on Sport Policy
Hong Kong can learn much from referring foreign experiences on the field. Yet, to make the policy even more compatible to local contexts, some adjustments could make beforehand.

First, some local elements could be added when designing sport programs and projects. Say, it could utilize Chinese traditional sport like lion dance and Kung Fu, to reach out the youths. When compare to foreign sport like baseball and golf, such choices fit better to the cultural background of youths. This could arouse the interest of participants, and thus, more likely to encourage them to develop a lifelong sporting habit.

Second, the government should learn from others' mistakes. Mentioned in the previous chapter, foreign sport programs perform poor in youth involvement and providing external support. The sport programs and projects should emphasize more on providing leadership opportunities to the youths. In addition, projects and projects should develop links and referral systems for youths to access other services and resources.

Thirdly, Hong Kong has to organize more large-scale sporting event. Looking back the sporting history, Hong Kong is lacking experience of hosting international sporting event. It is hope that the government could use sporting event as an approach to promote sport, reaching out more youths and helping them develop interests.

Potential Limitations of Sport Policy
Although it is valuable for Hong Kong Government to adopt sport policy in current system to prevent and relieve the juvenile delinquency, there are two potential limitations on sport policy that needed to pay more attention. The two potential limitations are (a) hard to evaluate the outcomes, and (b) negative impact of sport.

Hard to Evaluate the Outcomes
There is no doubt that an effective and systematic evaluation is essential to support the implementation, operation and development of a policy in long-term. However, as mentioned in Chapter Four, it was found that different countries have their own assessment criteria for various sport programs under the sport policy. Like the cases of Australia and Singapore, even in the same country, different sport programs are also evaluated by different sets of evaluation methods and criteria. Without a unified criterion of assessment, it is hard to review the effectiveness of the programs and make improvements (Nichols and Crow 2004).

Negative Impact of Sport
Endresen and Olweus (2005) argued that youths might become more aggressive if they involved in power sport. Power sport was divided into fight sport and strength sport, in which boxing and wrestling belong to fight sport while weightlifting belongs to strength sport (Endresen and Olweus 2005). In Endresen and Olweus' longitudinal study of fight or strength sport participation and involvement in aggressive or antisocial activities, they found that there were a significant association between power sport participation and enhancement of aggressive and antisocial behaviors. In this sense, sport participation might not achieve juvenile delinquency prevention and reduction, but increases youths' tendency to commit violent crimes.

Possible Solutions towards the Limitations
As mentioned in the last section, there are two potential limitations on sport policy. For the sake of increasing the feasibility of the implementation and adoption of sport policy in Hong Kong, two possible solutions will be suggested on a point-to-point basis.

Develop and Adopt a Unified Criterion and Method of Evaluation
Morris *et al.* (2003) constructed a set of comprehensive assessment criteria towards sport programs, called 'Good Practice Program Principles'. The 'Good Practice Program Principles' have been used in the present study to evaluate the outcomes of sport programs in Australia and Singapore. If Hong Kong develops sport policy in the future, the Hong Kong Government can make a good reference to the 'Good Practice Program Principles' to regularly review the effectiveness of the sport programs so as to ensure that all the sport programs are run in a proper manner.

Provide Proper Guidance to Power Sport Participants
To avoid youths to become more aggressive after participating in power sport, the power sport should be taught by well-trained and qualified trainers. The trainers are expected to provide a proper guidance to those power sport participants, and instill them that problems cannot be solved by violent behaviors. The trainers can teach the participants how to handle their emotions appropriately from time to time on the lessons. In fact, if power sport is planned carefully and delivered in a correct way, just like the boxing activities that provided by Operation Breakthrough, the power sport can enhance youth's self-confidence and self-esteem, and keep them away from delinquency.

Conclusion
The research is a policy-related one, which is designed to obtain findings that providing useful information in for decisions about sport policy. The research has

made a new probe about sport policy, evaluating its effectiveness in foreign countries and analyzing the suitability in the context of Hong Kong. In addition, a detailed and precise sport policy is proposed to Hong Kong.

Although Hong Kong has a relatively low crime rate, juvenile delinquency is nothing new and has long been a headache to the government. In light of the deteriorating juvenile delinquency problem, different jurisdictions have advanced the justice system. After examining the preventive and intervention measures in Hong Kong, it is found that the present criminal justice system is unable to cope with the challenges of juvenile delinquency. There is a call for new initiatives to merge with the existing system. However, as the scope of delinquency literatures is narrow and the legal professional's opinion is rather conservative, further advancement is difficult (Wong 2000).

Having discussed the limitation of the system, this research investigates the feasibility of sport policy in theoretical perspectives. Sport policy is well supported by various theories. Undeniably, causes of juvenile delinquency are complex and multidimensional, and youth sport alone cannot reduce the levels of juvenile delinquency (Carmichael 2008). However, organized sport programs can serve as a complement to the system, and contribute to reduce juvenile delinquency by giving younger generation a positive identity, feelings of empowerment and by helping youths acquire leadership, teamwork and self-governance skills under adult supervision (Jamieson and Ross 2007). As sport policy can tackle multiple risk cause of juvenile delinquency, it is highly recommended to Hong Kong.

The research then provides a comprehensive analysis of the practical aspects of adopting sport policy. Through studying the sport programs in Australia and Singapore, the effectiveness of sport policy in preventing and reducing juvenile delinquency is assured. And the results of evaluation give meaningful implications to Hong Kong.

Besides, the research investigates the feasibility of the implementation of sport policy in Hong Kong by discussing its compatibility with local values and settings. Based on theoretical and practical grounds of sport policy, a unique sport policy is proposed to Hong Kong Government. To build up resilience against crime and delinquency, four strategies including personality development, enrichment of social bonding, youth engagement and elevation of the importance of sport in education field were suggested.

The policy is proposed to fit-in the current justice system in Hong Kong. The beneficiaries of the policy can be both general youths and at-risks youths, though the two sub groups may participant in different sport programs and projects. Doubtlessly, the proposed policy is not undefeatable. Limitations of the policy are discussed, followed by some possible solutions towards the limitations of the model.

All in all, the research believes that the proposed sport policy is applicable in Hong Kong and would be an alternative way to address the problem of juvenile delinquency.

Limitation

The limitation of this research is threefold. The first one is related to the scale of our research. Policy analysis could be very time consuming and costly (Hagan 2010). Due to inadequate time and resources, it is really changeling to conduct a comprehensive one.

As for the second one, it concerns with the accessibility of the resources. There are insufficient local research and literatures. As a result, this research was granted by

quite a lot of foreign resources. However, people with different cultural backgrounds may have different needs towards sport, which should have taken into consideration (Spoonly and Taiapa 2009). Moreover, the research solely relies on secondary data, in which the accuracy of the data cannot be fully assured. It would be more desirable to conduct primary research.

The last one relates to the selection of data in the research. A highlight of the research is the evaluations of sport programs in Australia and Singapore. However, the selection pool is too large and the accessibility to sport programs is different. Thus, the selection of programs is on a convenience basis, rather than a systematic one.

Implication

The research findings are valuable in term of theoretical and practical perspectives. Theoretically, this research complements the deficit in local academic database, since there is a vacuum in the area of using sport policy to tackle juvenile delinquency. The research could be viewed as a pioneer one in the field. It also provides publics with some introductory concepts on youth sport and juvenile delinquency. Hopefully, it can arouse the interest of public, the academy and the government to look into sport policy.

Practically, this research discusses the feasibility of using sport to handle juvenile delinquency and proposes a sport policy that compatible to Hong Kong contexts. This should have implications for the policy makers, especially the local one. Besides, the findings reveal that sport not only foster the development of youths, but also individuals in all walks of life. It implies that the promotion of sport benefits the whole society, not limiting to the youths.

Biographic note

Miss Belle M.Y. Ng and Miss Amos P.Y. Wong are the 2012 graduates of the Bachelor of Social Sciences (Honours) in Criminology at the City University of Hong Kong. Their email addresses are ynyn935@hotmail.com and amos0110@hotmail.com.

References

Armstrong, S. and Oomen-Early, J., 2009. Social connectedness, self-esteem, and depression symptomatology among collegiate athletes versus nonathletes. *Journal of American College Health, 57*, 521-526.

Arthur, R., 2007. *Family life and youth offending: Home is where the hurt is.* Routledge.

Australian Sports Commission, 2011a. *Active After-school Communities program: Research and evaluation.* Available from: http://ausport.gov.au/participating/aasc/about/research/evaluation [Accessed 1 May 2012].

Australia Sports Commission, 2011b. *Active After-school Communities program: Becoming a community coach.* Available from: http://ausport.gov.au/participating/aasc/get_involved/become_a_community_coach [Accessed 1 May 2012].

Australian Sports Commission, 2011c. *Active After-school Communities program: Getting inactive children active.* Available from: http://ausport.gov.au/__data/assets/pdf_file/

0011/395435/SP_32788_AASC_getting_inactive_children_active.pdf [Accessed 1 May 2012].

Barczyk, A. N*., et al*., 2010. Risk and protective factors in youth violence and aggression: Promising family-based prevention models. *In*: N. A. Ramsay and C. R. Morrison, eds. *Youth violence and juvenile justice: Causes, intervention and treatment programs*. New York: Nova Science Publishers, Inc, 65-92.

Butler, G. D., 1976. *Introduction to Community Recreation*. McGraw-Hill: New York.

Cameron, M. and MacDougall, C., 2000. *Crime prevention through sport and physical activity*. Available from: http://www.aic.gov.au/documents/3/E/F/%7B3EF114BC-51A4-4311-A912-0E9AD1833995%7Dti165.pdf [Accessed 1 May 2012].

Carmichael, D., 2008. *Youth sport vs. youth crime: Evidence that youth engaged in organized sport are not likely to participate in criminal activities*. Available from: http://www.fairplayforchildren.org/pdf/1299566926.pdf [Accessed 1 May 2012].

Central Singapore Community Development Council, 2006. *Project proposal for Central Singapore CDC*. Available from: http://www.centralsingaporecdc.org.sg/online-forms/wp-content/themes/easelCDC/forms/E3%20Grant_Proposal%20Template%20For%20Community%20Partners.doc [Accessed 1 May 2012].

Cheung, C. K., Ngai, N. P., and Ngai, S. K., 2007. Family stain and adolescent delinquency in two Chinese cities, Guangzhous and Hong Kong. *Journal of Child and Family Studies, 16*, 626-641.

Cheung, Y. C., 1997. Family, school, peer, and media predictors of adolescent deviant behavior in Hong Kong. *Journal of youth and adolescent, 26* (5), 569-596.

Cheung, Y. W. and Ng, A., 1988. Social factors in adolescent deviant behavior in Hong Kong: An integrated theoretical approach. *International Journal of Comparative and Applied Criminal Justice, 12* (1), 27-45.

Choi, A. S.K. and Lo, T.W., 2004. *Fighting youth crime: A comparative study of two little dragons in Asia (2nd ed)*. Singapore: Eastern Universities Press.

Chua, M., 2008. *The pursuit of happiness: Issues facing Bhutanese youths and the challenges posed to gross national happiness*. Available from: http://www.isas.nus.edu.sg/Attachments/ResearchAttachment/Report%20-%20Melissa%20(13%20Aug%202008).pdf [Accessed 1 May 2012].

Cloward, R. A. and Ohlin, L. E., 1960. *Delinquency and opportunity*. New York: Free Press.

Cohen, A. K., 1955. *Delinquent boys.* New York: Free Press.

Collingwood, T. R., *et al*., 1992. Enlisting physical education for the war on drugs. *Journal of Physical Education and Research Development, 63* (2), 25-28.

Correctional Services Department, 2012. *Vision, mission and values*. Available from: http://www.csd.gov.hk/english/abt/abt_vis/abt_vis.html [Accessed 1 May 2012].

Crabbe, T., 2000. A sporting chance? Using sport to tackle drug use and crime. *Drug Prevention and Policy, 7* (4), 381-391.

Cutaia, D. S., 2010. *Boston: Youth sports scan*. Available from: http://www.up2us.org/uploads/reports/Up2Us%20Member%20Studies/Boston_Youth%20Sports%20Scan.pdf [Accessed 1 May 2012].

Davis, C., Tang, C., and Ko, J., 1998. Exploring current behaviors and social service needs for Chinese juvenile delinquents in Hong Kong. *Children and youth services review, 20* (8), 733-745.

Donaldson, S. J. and Ronan, K. R., 2006. The effects of sports participation on young adolescents' emotional well-being. *Adolescence, 41*, 369-389.

Donnellan, M. B., *et al*., 2005. Low self esteem is related to aggression, antisocial behavior and delinquency. *American Psychological Society, 16* (4), 328-335.

Donnelly, P., 1981. Athletics and juvenile delinquents: A comparative analysis based on a review of literature. *Adolescence, 16* (62), 415-432.

Ekeland, E., Heian, F., and Hagen, K. B., 2005. Can exercise improve self-esteem in children and young people? A systematic review of randomized controlled trials. *British Journal of Sports Medicine, 39*, 792-798.

Ellickson, P. L. and McGuigan, K. A., 2000. Early predictors of adolescent violence. *American Journal of Public Health, 90* (4), 566-572.

Endresen, I. M. and Olweus, D., 2005. Participation in power sports and antisocial involvement in

preadolescent and adolescent boys. *Journal of Child Psychology and Psychiatry, 46*, 468-478.

Ewing, M. E. and Seefeldt , V. D., 1997. Youth sport in America: An overview. *President's Council on Physical Fitness and Sports Research Digest, 2* (11), 1-12.

Farrington, D. P., 1993. Motivations for conduct disorder and delinquency. *Development and Psychopathology, 5*, 225–241.

Farrington, D.P., 2003. Developmental and life course criminology: Key theoretical and empirical issues. *Criminology, 41* (2), 221.

Faulkner, G. E. J., *et al.*, 2007. The relationship between vigorous physical activity and juvenile delinquency: A mediating role for self-esteem? *Journal of Behavioral Medicine, 30*, 155-163.

Felson, M., 1998. *Crime and everyday life*. Thousand Oaks, C.A.: Pine Forge Press.

Fergusson, D. M., Woodward, L. J. and Horwood, L. J. (1999). Childhood peer relationship problems and young people's involvement with deviant peers in adolescence. *Journal of Abnormal Child Psychology, 27* (5), 357-369.

Hagan, F. E. (2010). *Research methods in criminal justice and criminology (8th ed.)*. United States of America: Pearson Education.

Hall, G. S. (1904). *Adolescence: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education*. New York: Appleton.

Herrenkohl, T. I., Maguin, E., Hill, K. G., Hawkins, J. D., Abbott, R. D. and Catalano, R. F. (2000). Developmental risk factors for youth violence. *The Journal of Adolescent Health, 26* (3), 176.

Hirchi, T., 1969. *Causes of Delinquency*. Berkeley: University of California Press.

Home Affairs Bureau, 2002. *Report of the sports policy review team*. Available from: http://www.hab.gov.hk/ [Accessed 1 May 2012].

Hong Kong Council of Social Service, 2010. *Parent involvement for children's educational advancement: A comparison between the Chinese and the ethnic minority parents in Hong Kong*. Available from: http://www.hkcss.org.hk/pra/research_report/EMreport.pdf [Accessed 1 May 2012].

Hong Kong Government, 2007. *Recreation, sport and the arts*. Available from: http://www.yearbook.gov.hk/2007/en/pdf/E19.pdf [Accessed 1 May 2012].

Hong Kong Police Force, 2012. *Crime statistics*. Available from: http://www.police.gov.hk/ppp_en/09_statistics/csd.html [Accessed 1 May 2012].

Howell, J. C., 2003. *Preventing and reducing juvenile delinquency: A comprehensive framework*. Thousand Oaks, CA: Sage.

Hughes, F. D., 2010. *Children, play and development (4th ed.)*. Sage Publications, Inc: USA.

Jamieson, L. M. and Ross, C. M., 2007. Research update: Using recreation to curb extremism. *Parks and Recreation, 42* (2), 3-11.

Jones, C. O., 1977. An introduction to the study of public policy. In F. E. Hagan (Ed.), *Research methods in criminology (8th edition)*. United States of America: Pearson Education, Inc.

Kirkcaldy, B. D., Shephard, R., and Siefen, R., 2002. The relationship between physical activity and self-image and the problem behavior among adolescents. *Social Psychiatry and Psychiatric Epidemiology, 37* (11), 544-550.

Knechtle, B., 2004. Influence of physical activity on mental well-being and psychiatric disorders. *Schweiz Rundsch Med Prax*, 93 (35), 1403-1411.

Lau, K. L. and Chan, D. W., 1997. Family relationship, self-concept, and delinquent bahaviour among Chinese adolescents in Hong Kong. *Education Journal, 25* (1), 107-132.

Lee, W. L., 2005. *Working with youth-at-risk in Hong Kong*. Hong Kong University Press.

Lesko, N., 2001. *Act your age! A cultural construction of adolescence*. New York: Routledge Falmer.

Lo, T. W., 2008. Custodial sentences and correctional services. *In*: W. H. Chui and T. W. Lo, eds. *Understanding criminal justice in Hong Kong*. UK: Willan Publishing, 224-247.

Loeber, M., *et al.*, 2002. Risk and promotive effects in the explanation of persistent serious delinquency in boys. *Journal of Consulting and Clinical Psychology, 70*, 111–123.

Lox, C., Ginis, M., and Petruzello, S. J., 2006. *The Psychology of Exercise*. Scottsdale, AZ: Holcomb Hathaway Publishers.

Man, C. H., 1996. *A self-report study of juvenile crime in Hong Kong*. Available from: http://hub.hku.hk/handle/10722/26590 [Accessed 1 May 2012].

MasterCard Worldwide, 2011. *Hong Kong parents spend more than 10% of monthly income on children's education: MasterCard survey*. Available from: http://www.mastercard.com/hk/personal/en/wce/pdf/HK_MasterCard_Consumer_Purchasing_Priorities_Education_en.pdf [Accessed 1 May 2012].

May, R., 1992. A youth crime prevention program: Blue Light Youth Camps. *In*: S. McKillop and J. Vernon, eds. *National overview on crime prevention*. Canberra: Australian Institute of Criminology, 259-262.

MacVie, S., 2004. *Patterns of deviance underlying the age-crime curve: The ling term evidence.* Available from: http://www.britsoccrim.org/volume7/007.pdf [Accessed 1 May 2012].

Miller, B. C., 1995. Risk factors for adolescent non-marital childbearing. *In:* K. A. Moore, eds. *Report to Congress on out-of-wedlock childbearing.* Hyattsville, MD: U. S. Department of Health and Human Services, 201-216.

Miller, S. C., Bredemeier, B. J. L., and Shields, D. L. L., 1997. Sociomoral education through physical education with at-risk children. *Quest, 49*, 114-129.

Moore, G., 2002. In our hands: the future is in the hands of those who give our young people hope and reason to live. *The British Journal of Teaching Physical Education, 33* (2), 26-27.

Morris, L., *et al.*, 2003. *Sport, physical activity and antisocial behavior in youth.* Available from: http://www.aic.gov.au/documents/8/A/D/%7B8AD5EEA2-B1E8-4C25-AB8F-CA5DB345EB24%7Dcfi051.pdf [Accessed 1 May 2012].

Mrazek, P. J. and Haggerty, R. J., 1994. *Reducing risks for mental disorders: Frontiers for preventative intervention research.* Washington, DC: National Academy Press.

Mulder, E., *et al.*, 2010. A classification of risk factors in serious juvenile offenders and the relation between patterns of risk factors and recidivism. *Criminal behavior and mental health, 20*, 23-28.

National Art Council, 2012. *Participating in the art: Volunteering*. Available from: http://www.nac.gov.sg/arts-you/for-everyone/youth/participating-in-the-arts/volunteering [Accessed 1 May 2012].

Nelson, M. C. and Gordon-Larsen, P., 2006. Physical activity and sedentary behavior patterns are associated with selected adolescent health risk behaviors. *Pediatrics, 117*, 1281-1290.

Ngai, N. P. and Cheung, C. K., 2005. Predictors of the likelihood of delinquency: A study of marginal youth in Hong Kong, China. *Youth and Society, 36* (4), 445-470.

Ngai, P. N., *et al.*, 2009. *A comparative study of the likelihood of delinquency of marginal youth in Hong Kong, Guangzhou and Shanghai*. Hong Kong: Faculty of Social Science, The Chinese University of Hong Kong.

Nichols, G., 1997. A consideration of why active participation in sport and leisure might reduce criminal behavior. *Sport, Education and Society, 2* (2), 181-190.

Nichols, G. and Crow, I., 2004. Measuring the impact of crime reduction interventions involving sports activities for young people. *Howard Journal of Criminal Justice, 43*(3), 267-283.

Operation Breakthrough, 2010a. *About Breakthrough*. Available from: http://breakthrough.hk/en/about-breakthrough [Accessed 1 May 2012].

Operation Breakthrough, 2010b. *Sponsors*. Available form: http://breakthrough.hk/en/sponsors [Accessed 1 May 2012].

Operation Breakthrough, 2010c. *Activities*. Available from: http://breakthrough.hk/en/activities/activities [Accessed 1 May 2012].

Panel of Home Affairs, 2009. *Proposal to undertake an overseas duty visit to study the experience relating to the development of sports and cultural software.* Available from: http://www.legco.gov.hk/yr09-10/english/panels/ha/papers/ha1211cb2-474-5-e.pdf [Accessed 1 May 2012].

Pearson, B., 1991. Outdoor adventure camps: Personal development through challenge. *In*: J. Vernon and S. Mckillop, eds. *Preventing juvenile crime*. Canberra: Australian Institute of Criminology, 159-167.

Pease, K., 1994. Crime Prevention. *In*: M. Maguire, M. Rod and R. Robert, eds. *The Oxford Handbook of Criminology*. New York: Oxford University Press, 659-703.

Rappaport, N. and Thomas, C., 2004. Recent research findings on aggressive and violent behavior in youth: Implications for clinical assessment and intervention. *Journal of Adolescent Health, 35* (4), 260-277.

Reasoner, R. W., 1994). *Self esteem as an antidote to crime to crime and violence*. Available from:

http://www.eric.ed.gov/PDFS/ED373281.pdf [Accessed 1 May 2012].

Rees, C. R., Howell, F. M., and Miracle, A. W., 1990. Do high school sports build character? A quasi-experiment on a national sample. *Social Science Journal, 27* (3), 303-315.

Rouček, J. S., 1970. *Juvenile delinquency*. Ayer Publishing: NY.

Ruiz, J., 2004. *A Literature review of the evidence base for culture, the arts and sport policy*. Available from: http://www.scotland.gov.uk/Resource/Doc/17002/0023718.pdf [Accessed 1 May 2012].

Salili, F., Lai, M. K., and Leung, S. S. K., 2004. The consequences of pressure on adolescent students to perform well in school. *Hong Kong Journal of Padeiatrics, 9* (4), 329-336.

Sanders, C. E., *et al*., 2000. Moderate involvement in sports is related to lower depression levels among adolescents. *Adolescence, 35*, 793-797.

Segrave, J. O., 1983. Sport and Juvenile Delinquency. *Exercise and Sport Sciences Reviews, 11*, 181-209.

Sharpe, E. G. and Litzelfelner, P., 2004. Juvenile case characteristics and risk factors as predictors of re-offenses, *Journal of Juvenile Justice Services, 19* (1), 73-84.

Siegel, L.J., 2011. *Criminology: The core (4th Ed).* CA: Wadsworth Publishing.

Siegenthaler, K. L. and Gonzalez, G., 1997. Youth sports as serious leisure. *Journal of Sport and Social Issues, 21* (3), 298-314.

Singapore Athletic Association, 2012. *Singapore Sports School Open House*. Available from: http://www.singaporeathletics.org.sg/singapore-sports-school-open-house [Accessed 1 May 2012].

Smith, R. F., Smoll, F. L., and Curtis, B., 1979. Coach effectiveness training: A cognitive behavioral approach to enhancing relationship skills in youth sport coaches. *Journal of Sport Psychology, 1*, 59-75.

Social Welfare Department, 2011. *Services for offenders*. Available from: http://www.swd.gov.hk/en/index/site_pubsvc/page_offdr/ [Accessed 1 May 2012].

Spoonley, P. and Taiapa, C., 2009. S*port and cultural diversity: Responding to the sports and leisure needs of immigrants and ethnic minorities in Auckland.* Available from: http://integrationofimmigrants.massey.ac.nz/publications_pdfs/ARPASS%20final%20report%20inc%20cover%2020%20Nov%2009%20-%20sml_2.pdf [Accessed 1 May 2012].

Sport Commission, 2005. *Overview of Sports Development in Hong Kong*. Available from: http://www.hab.gov.hk/file_manager/en/documents/policy_responsibilities /msec_sport4_2005sc3.pdf [Accessed 1 May 2012].

Tiano, M., 2007. *Youth sports and personality: An overview*. Available from: http://www.stolaf.edu/depts/cis/wp/tiano/coursework/youth_sports_and_personality.pdf [Accessed 1 May 2012].

Verlinden, S., Hersen, M., and Thomas, J., 2000. Risks factors in school shootings. *Clinical Psychology Review, 20* (1), 3-56.

Vincent, K., 1991. Tasmanian position paper: Juvenile crime and crime prevention. *In*: B. Halstead, eds. *Youth crime prevention.* Canberra: Australian Institute of Criminology, 41-45.

Visek, A. J. and Maxwell, J. P., 2010. Sport as a cure for adolescent aggressive, antisocial, and delinquent behaviors. *In*: N. A. Ramsay and C. R. Morrison, eds.*Youth violence and juvenile justice: Causes, intervention and treatment programs.* New York: Nova Science Publishers, Inc, 93-116.

Wang, Y. X., 2009. Language, parent's involvement and social justice. *Multicultural Education, 16* (4), 13-18.

Wasserman, G. A., *et al*., 2003. *Risk and protective factors of child delinquency*. Available from: https://www.ncjrs.gov/pdffiles1/ojjdp/193409.pdf [Accessed 1 May 2012].

Witt, P. A. and Estes, C. A., 2001. Re-examining the role of recreation and parks in after-school programs. *Parks and recreation, 36* (7), 20-27.

Wong, S. W., 2000. Juvenile crime and responses to delinquency in Hong Kong *International Journal of Offender Therapy and Comparative Criminology, 44* (3), 279-292.

Wong, S. W., 2007. Trend of juvenile delinquency and its handling tactics in Hong Kong (In Chinese). *Youth studies, 5*, 15-19.

Xi, J. Y., Sun, Y. X., and Xiao, J. J., 2006. *Chinese youth in transition*. Ashgate Publishing Ltd.