

# CULTURALLY & LINGUISTICALLY INCLUSIVE AUSTRALIAN COMMUNITY FOOTBALL CLUBS



**THIS TOOLKIT HAS BEEN DEVELOPED TO PROVIDE COMMUNITY FOOTBALL CLUBS AROUND AUSTRALIA WITH INFORMATION AND SOLUTIONS TO MAKE THEIR CLUB A CULTURALLY AND LINGUISTICALLY INCLUSIVE ENVIRONMENT.**

## BACKGROUND

Australia has a unique multicultural history made up of a diverse indigenous population, a British colonial past and extensive immigration from many different countries and cultures around the world. Australia's population today is one of the most culturally and linguistically diverse (CALD) populations in the world.

Australians are known for their love of sport and many Australians enjoy sport and recreation as a pastime, however, there has been a decline in the number of Australians joining formal sport and recreation activities in the past decade. This may be due to the lower participation rates seen by those from CALD backgrounds. Many CALD individuals have grown up in countries where sport is not structured like it is in Australia and may feel unsure about how sport and recreation clubs actually work in Australia. As well as this, some local community football clubs may be unsure how to engage and retain those from CALD backgrounds.

Participation in sport can promote ethnic and cultural harmony and strengthen communities by breaking down cultural barriers between different ethnic (and sometimes language) groups in the community. Sport can assist in building links and trust within CALD communities and between CALD communities. Promotion of your club's activities and programs to CALD communities will promote opportunities for these populations and enhance sporting inclusion, while assisting your club in building and maintaining membership and players.

For community football clubs looking to engage CALD communities and promote inclusion, this toolkit provides information on how to best engage this group and the common barriers of participation often faced by this group. Many sporting organisations find it difficult to access clear direction on how to make their clubs more culturally and linguistically inclusive. The purpose of this toolkit is to make the guidelines specific for Australian Football and ensure clubs have access to this resource and the ability to use it effectively.

# BENEFITS OF INCLUSION

- Increased number of members
- Increased funds for the club
- Increased number of competitors
- More spectators attending games
- The availability of a new pool of volunteers for coaching and officiating in the sport and to help with the administration of the club
- Access to increased sponsorship avenues by reaching more areas and population groups within the local community
- Strengthening the image and reputation of the club in its local area
- Being more representative of the local community
- Improve the health and fitness of members of the wider community



# STATISTICS



**24.6%**

The 2011 ABS census revealed that **almost a quarter (24.6%) of Australia's population was born overseas** and 43.1% of people have at least one overseas-born parent.



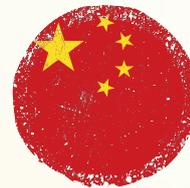
**5.1%**

The **largest overseas-born group comprised people born in the United Kingdom** (1,101,082 people or 5.1% of the population). ▶



**2.2%**

People born in **New Zealand** comprised 483,398 people or 2.2%. ▶



**1.5%**

People born in **China** comprised 318,969 people or 1.5%. ▶



**1.4%**

People born in **India** comprised 295,363 people or 1.4%.



**1%**

**No other country** accounted for more than 1%.

(Hanlon & Coleman 2006).



**8.5%**

About 8.5% of the population were **born in non-English speaking countries**.



**200**

Australians come from **over 200 birth places** and speak **over 200 languages** (Racism No Way).



**20%**

of Australians speak another language other than **English at home**

**THESE STATISTICS SHOW THE CHANGING FACE OF AUSTRALIA AND, BY 2025, OVERSEAS-BORN FAMILIES WILL OUTNUMBER AUSTRALIAN-BORN FAMILIES.**

# DEFINITIONS

## MIGRANT

**Migrants** leave their country for a range of personal, social and economic reasons, have usually been able to prepare for their departure and are usually able to return to their country of origin (*Francis & Cornfoot 2007*). It is important to understand that young people who migrate with their families may have had little choice in the decision. Although migrants choose to leave their country for various reasons, many have had similar experiences to refugees but accessed other migration processes (*Francis & Cornfoot 2007*).

## REFUGEE

**Refugees** are those individuals who are outside their country of nationality or their usual country of residence and are unable or unwilling to return or to seek the protection of that country due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion (*Francis & Cornfoot 2007*).

## ASYLUM SEEKER

An **asylum seeker** is an individual who is seeking international protection. In countries with individualised procedures, an asylum seeker is someone whose claim has not yet been decided on by the country in which he or she has submitted it. Not every asylum seeker will ultimately be recognised as a refugee, but every refugee is initially an asylum seeker.

## SECOND GENERATION

**Second generation** people have at least one parent born overseas. They share some of the experiences of refugee/migrant young people, especially in relation to identity, family and community. Later generations of people from culturally and linguistically diverse backgrounds may continue to experience similar issues, especially around identity and racism.

# CLUB STRATEGIES

## KEY BARRIERS OFTEN FACED BY CALD INDIVIDUALS

### LACK OF INFORMATION ABOUT THE CLUB

In many other countries, sport is played for fun, in the streets and is casual. In Australia, sport is organised, you are expected to turn up and there is generally an emphasis on winning. As this is different to what some of those individuals from CALD backgrounds are used to, it can create problems engaging this population in organised sport (*Hancock, Cooper & Bahn 2009*).

### WHAT YOUR CLUB CAN DO

- Have an information pack/brochure made ready to hand out to potential new members and leave some of these information packs at schools, youth groups, libraries, local councils etc.
- Have a cultural day/evening event where those from CALD backgrounds can attend the club and learn more about it. Start a weekly try-out group where those from CALD populations can drop by and participate for free.
- Hold a 'bring a friend day' for members who have friends who are from CALD backgrounds.
- Advertise in local community centres, multicultural radio stations, local supermarkets to engage different populations.
- Ensure your website and advertising material uses simple language.
- Speak to the AFL multicultural development coordinator or manager for ideas/strategies on how to diversify your club.
- The AFL multicultural schools programs and multicultural Auskick centres provide a pool of participants that can be recruited to your club and where you can promote your club. Contact your local football development manager or coordinator for more information.



## CULTURAL DIFFERENCES, VILIFICATION AND DISCRIMINATION

Some Australian sporting environments may involve a culture of drinking alcohol after/during games which may deter some individuals, particularly those who do not drink because of their religion. Other concerns may be around what food is provided at the club. Some CALD groups may also worry about racism at football clubs.



- Consider having alcohol-free functions or promote your club as a safe and welcoming environment to those who do not consume alcohol.
- When having events, provide a range of food options such as halal, kosher, vegetarian etc. and promote this. Find out about your area to help decide on what foods you may need to provide.
- Adopt and promote the AFL Vilification and Discrimination Policy and the AFL Alcohol Guidelines by stating it in communication materials and displaying messages around the club.
- Consider asking a question on your application/membership form about dietary requirements.

## TRANSPORT

Access to transport can be a barrier to the participation of many people, particularly for those from CALD backgrounds.



- If your club is close to public transport, ensure you make all participants aware of this and provide options of how to use it. When advertising your club, let people know your club is easily accessible via public transport.
- If your club isn't near public transport, consider having some training sessions near public transport.
- Speak to other members as to whether they would be willing to transport others who live close by to them.
- Ask individuals or families how the club can assist and avoid transport issues.

## TIME CONSTRAINTS AND FAMILY RESPONSIBILITIES

Depending on when the individual has arrived in Australia, parent support of a child playing organised sport may vary. Due to the overwhelming experience of relocating for many CALD families, being involved in sporting clubs might not be as important as accessing things such as health services, education and employment (Keogh 2002).

- Ensure when you talk to parents you promote the benefits of physical activity and being in a sporting club. Promote your club as inclusive, safe and welcoming for all. Have a parent induction program where you can talk about the club and the benefits of being involved in the club.
- Take into consideration the timing of your training sessions as many women and girls may be involved in domestic duties in the evenings.
- Schedule training sessions at different times and days.

## LANGUAGE

For many recently arrived migrants and refugees, English will be their second language and even those born in Australia still may have some language barriers.

Download the **Australian Football Explained in 31 Languages** document and provide to newcomers

► <http://www.afcommunityclub.com.au/index.php?id=641>

- If possible, involve individuals from the local community to come to the club and help those with language barriers understand the club and the sport.
- Use people already in your club who speak a language other than English.
- Consider using translating services for induction sessions.
- If possible, translate promotional materials and posters into languages that are common in your area – speak to your multicultural development manager or coordinator for assistance.
- Use imagery such as: SAFE, FUN, easy to join, NO COMMITMENTS, confidence, achievements, friends to encourage people to join.



## FINANCES

Sports often have many costs associated with them, including membership fees, equipment, uniforms, training camps, petrol and public transport costs.

Finances are seen as a major barrier for many people and this often prevents them from joining a football club. Those from CALD backgrounds may find this a barrier as well, as the costs of resettlement can sometimes result in financial hardships.

- ✎ Consider providing subsidised or waived membership fees in certain circumstances for families from diverse backgrounds. With families with several kids, you might only charge a couple of members of the family instead of all of them.
- ✎ Consider flexible payment options.
- ✎ Contact a local sports shop or find a sponsor who might want to provide uniforms for those who cannot afford it.
- ✎ Provide second-hand uniforms and boots from current players to those who can't afford uniforms.
- ✎ Talented players can apply to receive the Jim Stynes scholarship ► <http://www.aflcommunityclub.com.au/index.php?id=605>

## FEMALES

Females born in non-English speaking countries have the lowest sport participation rates in Australia. CALD women have limited opportunities to participate in sport and recreation due to barriers experienced from their own communities and cultural and religion expectations (Keogh 2002).

- ✎ If possible, consider getting female specific facilities and female coaches and trainers.
- ✎ You may need to consider having a flexible uniform policy for females who wear cultural attire, or for those who may not be able to wear shorts and sleeveless tops.
- ✎ Hold training sessions earlier to assist females getting home while there is still light or so they can assist with home duties/study.

# WHO CAN HELP

## AFL VOLUNTEER MULTICULTURAL COMMUNITY AMBASSADORS

The AFL has a number of multicultural community ambassadors who work with local football clubs to assist them to become more inclusive of those from multicultural backgrounds. The multicultural ambassador is a link into the community and makes it easier as it increases awareness, education and opportunity to become involved in the sport.

**You can find more information here:**

► <http://www.aflcommunityclub.com.au/index.php?id=443>

**To find out more about your local government area diversity, see:**

► <http://stat.abs.gov.au/itt/r.jsp?databyregion>

**ABS community profiles around Australia:**

► <http://www.abs.gov.au/websitedbs/censushome.nsf/home/communityprofiles?opendocument&navpos=230>

**The AFL Respect and Responsibility webpage can be found here:**

► <http://www.afl.com.au/respectandresponsibility>



## References:

- Granwein David, Donoghue Christopher, 2012, A Multicultural Grassroots Effort to Reduce Ethnic & Racial Social Distance among Middle School Students, *Multicultural education*, pg. 38-43
- Cunningham George B, Diversity Training in Intercollegiate Athletics, *Journal of Sport Management*, 2012, 26, 391-403
- Francis Steve, Cornfoot Sarah, 2007, Working with Multicultural Youth: Programs, Strategies and Future Directions, Australian Research Alliance for Children & Youth
- Hanlon Clare M, Coleman Denis J, 2006, Recruitment and retention of culturally diverse people by sport and active recreation clubs, *Managing Leisure*, pg77-95
- Hancock Peter, Cooper Trudi, Susanne Bahn, 2009, Evaluation of a Youth CALD (Cultural and Linguistically Diverse) Sports Program in Western Australia: Resettling refugees using sport as a conduit to integration, *Tamara Journal, Social Justice Research Centre, Edith Cowan University*, Vol. 8, Iss. 8.2 p159-172
- Keogh Virginia, 2002, *Multicultural Sport: Sustaining a Level Playing Field*, Centre of Multicultural Youth Issues
- Shu Jing-Wei, 2015, On the Cultivation of intercultural communicative awareness in college English education, *Journal of Chemical and Pharmaceutical Research*, Vol. 7, Iss. 2, 1042-1046