

AKTIVE



Connect 2sport

supporting diverse communities



supporting diverse communities

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Note: some graphics within the above guide refer to Connect2Sport.org.nz, all Connect2Sport material is now available on active.org.nz/resources.

Connect 2sport

Why is Sport and Recreation so important for Young People?



Active Young People



Active Adults



Active Young People Do Better

BETTER FUTURES
 Physical activity is an investment in the future. Active young people are more likely to go to University, become future leaders, and are higher earning, healthier adults.



Better Grades

Physical activity releases hormones in the brain, strengthening its memory capacity and raising its thinking ability. It also improves focus, attention, and classroom behaviour.



Better Behaviour

Active young people make healthy choices. They are more likely to make decisions that reject harmful situations or substances. They are more confident and happier.



Better Health

Active young people have healthy bodies and minds. They have less risk of developing cancer, osteoporosis and cardiovascular disease - as well as depression, anxiety and stress.



Better Connections

Sport brings people together from all types of backgrounds. Physical activity exposes young people to a wider support group of friends, mentors, and role models.



Better Self Esteem

The strong connections made through sport help young people discover positive ways to combat emotional pressures and develop a broader range of social skills.



Better Life Skills

Sport teaches young people different life skills. They learn about goal setting, decision making, communication, team work, leadership and commitment.

How can Parents support your child?



Be Encouraging

Encourage your child to participate in sport but try not to place too much pressure on them. For young people to stay active they need to enjoy it.



Enjoy Sport with them

Try to enjoy your child's participation as much as you can. The best way to do this is to enjoy it with them. Try to go along to their games and provide support from the side line.



Get Active

Active Parents make for active kids. Young people learn by example so by being active themselves, parents increase the chances of their children being active too.



Volunteer

A lot of sport and recreation in New Zealand is run by the help of volunteers, especially sport clubs. Parents can help by donating their time for free to manage and coach teams, get out gear, run the cafe, provide administration for the club, and help fundraise.



Ways Young People can get Active



What about Cost?

Most sport and recreation in New Zealand requires a cost. This might include things like membership fees, venue hire, equipment and uniforms. If the cost of sport preventing your child from participating then there are options to make things easier:

- Talk to the club about payment options as some offer things like monthly payment plans.
- Think about going to a 'have a go' day to give your child the chance to try the sport out before committing to a whole season.
- Encourage your child to join a casual league as this gives you the chance to pay a smaller fee each week.
- Watch out for second hand sport equipment sales in your area or at your child's school.
- Talk to your local community group about doing some type of fundraising to help more children in your community participate in sport.
- Talk to your school to see if they know of any grants available for children from disadvantaged circumstances to help them take part in sport.



Find a Sport

There are many sports organisations across New Zealand who can introduce young people to a sport or take their skills to the next level.

To get in contact with the right people visit sportnz.org.nz and click on 'get into sport'.

What is it?

This web-based Guide provides sport organisations with practical tips and tools to better engage parents of diverse young people. One of these tools is our Parents Guide to Sport which aims to raise awareness of the benefits of sport and recreation and ways to get your child involved.

Why was it developed?

Parents are often the gate-keepers to sport participation within diverse communities. It is important that they understand the benefits of sport and recreation for diverse young people and opportunities for their children to get involved. This will lead to them becoming advocates for their children's long-term participation in sport and recreation.

Who is the Guide for?

This Guide is targeted towards anyone looking to develop or improve sport programmes for diverse young people. It is therefore relevant to National Sport Organisations, Regional Sport Organisations, clubs, schools, recreation centres and other sporting facilities looking to better engage diverse young people.

The tools provided in the Guide are targeted towards gate-keepers and enablers such as parents and community leaders.

Who developed it?

This Guide represents a 3 year collaborative partnership between [Sport New Zealand](#), [Auckland Council](#), [Sport Auckland](#), [Auckland Football Federation](#), [Auckland Badminton Association](#), diverse communities, and local delivery partners.

How was it developed?

Over the last 3 years, Connect2sport programme partners have worked alongside the Auckland community to build and deliver a range of sporting opportunities for diverse young people. Feedback and input from diverse communities, sport organisations and facility managers have helped create this Guide.

A **key challenge** (refer to next page) for those developing sport programmes targeted at diverse young people is convincing their parents of the value of sport and recreation. Another **key challenge** (refer to next page) is encouraging parents to become involved in their child's participation and to know ways their child can become more active.

The Connect2sport Parents Guide to Sport aims to address some of these key challenges by:

- raising awareness of the benefits of sport and recreation
- outlining how parents can encourage and support their child's participation
- show the different ways young people can be active.

The resource is designed to be [downloaded](#) and distributed by sport organisations when engaging diverse young people and their parents.

KEY CHALLENGES WHEN ENGAGING PARENTS



**Convincing Parents of the Value of Sport and
Recreation**

Parents are often the gate-keepers to sport participation within diverse communities. Without their support and understanding, it is extremely challenging for diverse young people to participate in sport and recreation – particularly on a long term basis.

A key challenge for those developing sport programmes targeted at diverse young people is convincing their parents of the value of sport and recreation.

The Connecting with Diversity Toolkit research found that it can sometimes be challenging convincing parents of the value of sport. For example:

- Some parents do not understand the benefits of sport and recreation participation can have on their child's wider development.
- Many new migrants place priority on their children's education and can view sport as a distraction to this priority.
- Some parents place value on their children's time through completing chores, contributing to the family income and helping with childcare. Sport participation may not be considered a priority.
- Many parents also face financial challenges as new migrants and may find the cost of sport a barrier. Some parents may consider transport to different venues difficult also.
- Some overseas literature identifies a fear of racial intolerance as a key barrier to participation in sport. Some parents may fear this for their children and not recognise sport's ability to connect them with their community and expose their children to a wider support group of friends, mentors, and role models.

Tips for communicating the value of sport:

- Recognise that some parents may never show up at the club or field, so you may need to find a way of engaging with their broader community first. Read more tips on how to connect with the wider community.
- Work through a local school. Schools can be a good ally in educating parents about the benefits of sport and recreation, and how to get their children involved.
- Once contact is established with parents, the key is to communicate the benefits of sport. Our Parent's Guide to Sport can help you do this. Ongoing communication with the family about the benefits of sport will ultimately mean that the parents can see and understand the benefits in their own children. As a result, parents will witness the value of sport and evolve into advocates for children's participation.
- It is equally important to equip children with the necessary knowledge and skills to be able to answer parents' questioning. Consider giving young people a copy of the Parent's Guide to Sport and explain the benefits of sport and recreation to them too.
- Learnings from Connect2sport programmes indicate that while cost is a difficult thing to get right, parents are prepared to pay a small fee if they really value the programme. Read our tips for setting the right price for your programme. You can also consider offering discounts or monthly payment plans to ease the cost barrier for parents – or for those who can simply not afford to pay develop a participant funding model similar to [Sport Otago](#) and [Sport Canterbury's](#) Sporting Chance mode. For more ideas on managing the challenge of cost read Connect2sport's case study on pricing structures.
- To remove barriers associated with transport try to ensure your programmes are a delivered at a time and venue that suits diverse young people and their parents. Make sure your venue is local and easy to access, and is a space they feel familiar and comfortable with. Deliver at a location and time of day that feels safe and is easy to commit to. Parents want to know that their children will be safe coming to and from the programme. Read more tips on delivering at the right time and place.
- Alleviate parents' concerns around racial intolerance by creating a welcoming culture. Consider working with ethnic community leaders to think about the best ways to do this or look for current members with bilingual or multilingual skills to help out as volunteers. Think about developing clear anti-discrimination and equality policies and approaching

your regional sports organisation about obtaining inter-cultural training. Read more tips on improving tolerance in the Connecting with Diversity Toolkit. Also promote the wider benefits of sport and recreation to parents, including sport's ability to connect them with their community and exposes their children to a wider support group of friends, mentors, and role models. Our Parent's Guide to Sport outlines these benefits in more detail.

Encouraging parents to become involved in their children's participation

Another challenge for those developing sport programmes targeted at diverse young people is encouraging parents to become involved in their children's participation.

The Connecting with Diversity Toolkit research also found that some migrant parents may have limited experience with how sport is set up and played in New Zealand. For example:

- Parents of diverse young people often have limited knowledge of the sports facilities and programmes on offer or who to contact to get their child involved. They may appreciate the benefits of sport and recreation and want their child to be active but not understand the pathways available.
- Some ethnic migrants may not understand that clubs function largely on the input of volunteers, who are players or the players' parents donating their time for free.
- Many have no experience of belonging to New Zealand sports clubs and do not understand the club's expectations such as supporting their children at games, helping out with transport, buying equipment and uniforms and providing fruit at half time.
- Some parents may be used to a 'pay for play' approach where a child will turn up, pay the coach for the session, and the coach does all the organising – a contrast to the main-stream New Zealand approach.

Tips for encouraging parents to become involved:

- Try to explain the different ways in which parents can get their children involved in sport and recreation. Our Parent's Guide to Sport provides a good summary to start with.
- Try to think of age appropriate advice. Sport NZ's Guide for Parents is a great reference and provides parents' guidance for zero to five year olds and five to twelve year olds.
- Suggest small ways parents can be more involved with their children's participation, such as sharing transport, coming to a few games or providing fruit at half time.
- Explain to parents how the programme or club runs and explain clearly any non-negotiables for the club or programme such as fees, buying equipment and uniforms.
- Explain the concept of volunteers – that volunteers manage and coach, get out gear, run the cafe, administer and govern the club, and help fundraise. Ask parents if they can or would like to help in any of these roles. Try not to add too much pressure. If interest is shown, be prepared to mentor them, or find them a support person.
- Consider developing volunteer training programmes targeted at diverse communities. Consider offering these at no cost in recognition that these opportunities help build the capacity of the community and contribute towards the long term sustainability of your programmes.

CONNECTING WITH DIVERSE COMMUNITIES



When trying to connect with diverse communities it's important to remember that not all diverse communities are the same. Each community is different, has different sporting interests and different approaches to playing the same sports. The way you go about establishing relationships with one community will be different to another community. Different communities may face different barriers to accessing sport.

Here are some tips that can guide your connections with diverse communities.

Identify your target community

Try to identify who your target audience is for each programme and focus on delivering to that target group's specific needs.

Tips:

- Get to know your surrounding community's ethnic make-up by looking at [demographic data](#) from the census or your local schools enrolment data. How does this compare to your membership base?
- Get specific about who you are targeting. Create personas. What community are they from? How old are they? What sports do they enjoy?
- Be clear about why you are trying to connect with this particular community. What challenges do you think this community face?
- Agree on what it is you are trying to achieve with this community. Be prepared to revisit and review these objectives once you've connected with the community.
- Do all this before you start to plan your programme!

Establish connection points

Identifying key connection points within your target community will help you build a range of relationships across your target audience.

These relationships will provide a strong foundation for all programme development.

Tips:

- Identify key organisations connected with within your target community. An overview of community organisations is provided in the **Connecting with Diversity Toolkit** (refer to section Connecting with Diversity – Auckland Sports Toolkit).
- Identify ways to connect with your target audience, such as key community events, or specific ethnic media channels.
- Think about working with your Local Authority's Community Development team – do they know any key leaders connected to your target community?
- Try to remember to connect with your community at all levels – with [community support organisations](#), with representatives and with individual community members themselves.
- It helps to learn more about the community you are trying to connect with before you approach them – or get help from someone who really understands that community. There are lots of [sport and diversity resources](#) out there that can help. For example Harbour Sport have specific tools for [connecting with Asian Communities](#).
- Once you know a little bit more about your target community think about the best way to communicate with them. Would face-to-face work better than email or phone calls?
- Keep in mind community's change and disperse. Networks and relationships built up over time can diminish or disappear if contacts move overseas or to other areas. You can manage this risk by trying to develop a range of contacts and not relying on one representative.
- Be prepared for these connections to take time – but know the effort is worth it.

BUILDING TRUST WITH DIVERSE COMMUNITIES



Building trust with diverse communities will require significant investment. However the relationships you establish are the foundation for all programme development so it's worth taking the time to get this right.

Here are some tips that can help you build trust with diverse communities.

Take time to build trust first, not programmes

Strong, credible relationships will be critical to the success of your programme. It is essential that these relationships are based on mutual trust.

Tips:

- Focus on building relationships first, not delivering programmes. It takes time to connect before you can move into development mode.
- There is a risk, particularly with young people from diverse communities, which they will tell you what you want to hear – it is important to build trust so they have the confidence to be able to say what they really want and if they don't agree with your approach.

- Drafting an agreement letter at the start of a partnership can help frame expectations and help foster trust. It is also useful if/when things start to go off track as you have a starting point for discussion. Always try to make sure any agreement is mutually beneficial.
- A trusted community member will provide credibility and help build trust. Who in your target community can help you do this?
- Consultation is only the first step. In order to build trust, you need provide opportunities for the community to participate in programme development, delivery and review.

Target your focus and leverage limited resources

Establishing meaningful relationships requires significant investment – so try not to overstretch your focus and be smart with the limited resources you have.

Tips:

- Target your focus. With limited time and resource it can be better to establish really good connections with a trusted few.
- Try and draw on resource from your target communities. This often saves time and it also provides the opportunity to build the capacity of the community moving forward.
- Leverage your connections. Often after establishing trust with one community contact, other doors within the community open. Introductions and referrals will only start once your connections understand and trust your intentions.
- Keep building relationships with trusted contacts in the community. These contacts become your sounding board for further programme development. They will also become critical in programme delivery as once you have built trust these key contacts will happily promote to their communities.
- Don't try to be everything to everyone – less is more.

COLLABORATING WITH DIVERSE COMMUNITIES



Successful programmes always involve diverse community members in their development. Without this input, you have to assume that existing models of delivery are suited to diverse community's unique needs.

Here are some tips that can help you collaborate with diverse communities.

Take time to understand your community's unique needs

Understanding your community's specific and unique needs is a critical step of any sport and diversity programming.

Before you start to plan or develop your programme, take the time to really understand your target community's needs.

Tips:

Try to understand your community's unique needs and challenges. What is preventing them from accessing sport? How can you work together to make it easier for them to participate?

- Try not to assume that you have the right interpretation or response – it is important to work with communities rather than 'do to them'.
- Accept that existing models might not be suitable and may need to be adapted considerably depending on the community's needs.
- Consult with a range of community members/representatives and try not to rely on one representative's interpretation.

- Often there will be conflicting views on need within each community. Keep talking until some common ground is reached rather than rushing ahead to implement.
- Consolidate your findings into one view – and then consult some more!

Co-develop and co-deliver with your community

Developing and delivering in partnership with the community will increase the chances of successful programme.

Tips:

- Existing models of delivery often don't suit diverse community's unique needs. Working in partnership will allow you to adapt/tailor existing delivery models to ensure these unique needs are taken into account.
- Co-development and co-delivery with a community representative will increase the credibility of a programme amongst the community. It also increases ownership amongst your target community.
- It will also mean your partners are more likely to promote the programme amongst their networks.
- Try to involve a range of community members/representatives in this process. Just like the step of understanding need, programme development needs to be done with a number of community representatives rather than one individual.
- Engage the target participants in the planning process by using a blank paper approach then review to see if their ideas can be delivered.
- Remember developing and delivering in partnership with the community will increase the chances of successful programme.

TIPS FOR COMMUNITY CAPACITY BUILDING

PLANNING

Are you from a diverse background and want to plan a sport programme for your community? Not sure where to start? Here are some tips for planning your community sport programme.

FUNDING

Most sport and recreation in New Zealand requires a cost. This might include things like membership fees, venue hire, equipment and uniforms. Here are some tips for funding your community sport programme.

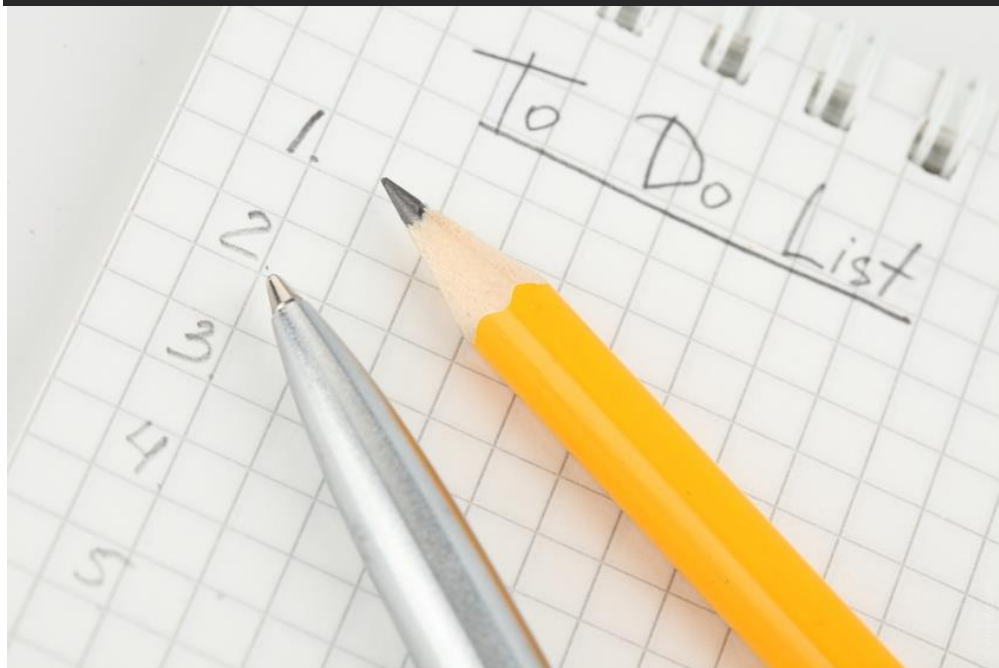
RELATIONSHIPS

Identifying key connection points within the sport and community sector will help you develop your sport programme more effectively. Here are some connection points that you may want to contact.

DELIVERY

Volunteers are the backbone of New Zealand sport and recreation. They keep it running. Your programme will no doubt rely on volunteers too. Find out ways you can encourage your community to contribute.

PLANNING A COMMUNITY SPORT PROGRAMME



Here are some tips for planning your community sport programme.

Identify your target audience and their needs

Before you start to develop your plan you'll need to be clear about who you are trying to target and why. Think about your target audience's characteristics, attitudes, beliefs and values. Try to understand your community's unique needs and challenges. What is preventing them from accessing sport? How can you work together to make it easier for them to participate?

Read our tips for **identifying your target audience** (refer to section Community Engagement > Connecting with Diverse Communities) and **understanding their needs** (refer to section Community Engagement > Collaborating with Diverse Communities).

Identify your objectives

Once you know who you are going to target and why it's time to be clear about what you are trying to achieve by setting some objectives and goals.

Try and make sure these objectives are SMART:

Specific – target a specific area for improvement.

Measurable – quantify or at least suggest an indicator of progress.

Assignable – specify who will do it.

Realistic – state what results can realistically be achieved, given available resources.

Time-related – specify when the result(s) can be achieved.

Identify how you will measure impact

Measuring impact is a critical step in sport and diversity programming. Here are some tips for measuring the impact of your programme.

Get a plan of attack!

Now it is time to write down who is going to do what, when, where, and how (and for how much money). These questions will help you plan your program, foresee barriers, and keep your overall goals in mind.

Download a project plan template to help guide you.

FINDING FUNDING FOR A COMMUNITY SPORT PROGRAMME



Here are some tips for funding your community sport programme.

Sport New Zealand's Directory

Sport New Zealand developed a Directory of potential sport and recreation funding sources across the country. [Search the Directory.](#)

Regional Sport Trusts

Regional sports trusts can be very helpful with sourcing funding, or helping with funding applications. In some cases you may be eligible to apply for funding from the RST directly. In other cases they will be able to assist with applications to Kiwisport, Gaming Trusts and other funders. By working regularly with these RST processes they will be able to guide you through creating an application that has a better chance of success. [Find your local Regional Sport Trust.](#)

Generosity New Zealand

[Generosity New Zealand](#) helps connect givers and grant seekers. They provide customised and searchable databases including:

- [givME](#) (formerly BreakOut) offers access to more than 4,000 scholarships and grants for individuals. Offers a free trial where you can search one scheme, completely free
- [givUS](#) (formerly FundView) lists more than 1,200 resource schemes for communities, volunteer organisations and clubs. Most regional councils you can access givUS for free in lots of public spaces like libraries.
- [givER](#) (formerly CorporateCitizens) connects businesses with community groups to achieve positive social impacts. There are easy pay options to access this data base where you can pay by the hour to view.

Fundraising Institute of New Zealand

Want to learn more about the art of fundraising?

The [Fundraising Institute of New Zealand](#) provides dedicated professional development for fundraisers and community and charity sector leaders and managers. They also provide a range of free fundraising resources as well as a directory to find products, businesses and consultants working in the not-for-profit sector. [Read more about the resources](#) and [view the services directory](#).

ESTABLISHING CONNECTION POINTS



Identifying key connection points within the sport and community sector will help you develop your sport programme more effectively. These relationships will provide a strong foundation for all programme development.

Here are some connection points that you may want to contact in the sport sector:

Regional Sport Trusts

Regional Sport Trusts (RSTs) are organisations set up to grow community sport and provide services and support to sport organisations. They can help guide you with:

- Funding
- Event management including provision of equipment and collateral
- Media and Publicity
- Access to Schools
- Information and Data
- Networking Opportunities
- Education and Mentoring

[Find your local Regional Sport Trust.](#)

Local Councils

Local government promotes the well-being of local communities.

Your local Council can help you with:

- Provision or coordination of facilities
- Coordinating and maintaining relationships with community networks
- Support with community development or sport development in the community
- Collation of key demographic information

[Find your local Council's contact details.](#)

Sport New Zealand

[Sport New Zealand](#) the guardian of New Zealand's sporting system, from grassroots through to elite sport. They can help you with:

- National policy for sport and recreation
- Access to information and research in relation to sport and recreation

Community Support Organisations

If you want to connect with some community based support then these [Community Support organisations](#) may be of some help.

**DELIVERING A COMMUNITY
SPORT PROGRAMME**



Volunteers are the backbone of New Zealand sport and recreation. They keep it running.

Your programme will no doubt rely on volunteers too. Here are some ways you can encourage your community to contribute:

Become a Coach

Coaches play a key role in New Zealand's sporting community. Coaching is a great way to express your passion for sport and to enrich the lives of your community.

[Find out more about how to become a coach.](#)

Help run a sport

Draw on your community's expertise to help make your programme a success. How can your community help with:

- Team management?
- Administration?
- Promotion?
- Refereeing?
- Fundraising?
- Governance?

[Find out more about how your community can help run a sport.](#)

Provide incentives to volunteers

It always helps to provide an incentive to volunteer. You will find the number of volunteers will often increase if you offer incentives such as work experience opportunities, receipt of recognised qualifications, and references for CVs.

Consider offering consistent attendees of your programme an incentive to take on more responsibility – for example, reduce the cost of their fees and/or provide free training or equipment.

Read more **tips on engaging the right type of volunteers**. (refer to section Designing Programmes Guide > Right People)

Make it easy for those that do volunteer

Have systems and process in place help guide the community to administer/deliver programmes – therefore building their capability to develop/deliver future programmes without support. For example, develop process sheets and registration templates for delivery.



Measuring impact is a critical step in sport and diversity programming. Here are some tips for getting it right.

Registration forms

Tips:

- Maintain session attendance records. This will help analysis of retention rates.
- Try to record participant ethnicity on these attendance sheets.
- Record participant ethnicity against the official [Census categories](#). This means you can then compare your data against your [local census data](#). Connect2sport records ethnicity against the [Census Level 1 Ethnicity classification](#).
- Acknowledge that some people do not want to reveal their ethnicity, so an opt-out option is always needed.
- Try to use data entry templates with drop down lists. This means data is recorded in the correct format and with sufficient detail.
- Try to accurately record member and participant names. This will enable identification of duplicates, previous participation and transitions to club membership.
- Base participation records on individuals not programmes. The best approach is to develop a master list of participants with programme attendance recorded against this list rather than separate lists for each programme.

Participant feedback

Tips:

- Make it easy for diverse young people to provide feedback. Not many participants respond to email, so it is often better to ask them questions face-to-face at the time of the event/programme. Trying to collect questionnaires after the fact is difficult.
- Try to make feedback forms as simple and easy to use as possible. Use simple English and provide multi-choice options where possible, avoiding too many open ended questions.
- Follow up with those that drop out from programmes. This will allow you to identify how the programme could possibly adapt to increase its recruitment and retention rates. If you are going to follow up, do this very soon after the fact. This increases your chances of getting participants back to the programme and on improving the programme to attract even more numbers.
- Don't expect a high response rate from online surveys. Overall, the use of online surveys has not been successful with young diverse people. Many access the internet from their phone and are reluctant to use their limited data on online surveys. Overall, paper based forms distributed at the event seem to work best with diverse young people.
- Think of incentives to provide feedback. For example, during Connect2sport focus groups we provided food and movie vouchers as an incentive to participate. As a result we had maximum turn out at all focus groups.
- Expect more feedback from girls than boys. Girls appeared to be more engaged than boys in all of the focus groups and participant surveys.

Connect2sport

How do you design a quality sports programme for diverse young people?

New Zealand's ethnic make-up is changing rapidly. We know sport is a powerful stepping stone to bigger individual and community outcomes. Despite these benefits we also know that the playing field is not even and sport participation rates for diverse young people are relatively low. This is perhaps not surprising given diverse young people experience a range of complex barriers to sport participation.

Our growing diversity challenges sport organisations to think about how they can better engage diverse young people. Connect2sport's mission is to guide sport organisations to connect more migrant and refugee youth to the power of sport. This resource outlines the key ingredients needed to design quality sport programmes for diverse young people. For more guidance and tips visit CONNECT2SPORT.ORG.NZ

Where to start?

CONNECT

Identify your target community and key connection points



BUILD TRUST

Invest time in building relationships first, not programmes



COLLABORATE

Work in partnership with the community to develop & deliver



Consider getting these things right when designing sport programmes for diverse young people.



Consider getting these things right when designing sport programmes for diverse young people.



01 | **Right People**
Each diverse community is different. Be clear about who you are targeting and why. Take time to get to know your community before you start to develop a programme.



03 | **Right Price**
Many young migrants and refugees find the cost of sport participation a significant barrier.



05 | **Right Time & Place**
Diverse young people want to play in their environment – it's where they feel most comfortable. Choose a time that suits them too.



04 | **Right Format**
Develop format in close consultation with your target community.



02 | **Right Promotion**
Getting word out to diverse young people can be hard. Word of mouth and referrals work best.



06 | **Right Pathways**
Try to adapt pathways to better meet the needs of diverse young people.

What is it?

This web-based Guide outlines key ingredients needed to design quality sport programmes for diverse young people.

The key ingredients to design quality sport programmes should be used alongside our tips for connecting, building trust and collaborating with Diverse Communities.

Why was it developed?

With many diverse young people not yet connecting with sport, sport organisations also have to adapt their offerings to better meet the needs of this community. This resource gives sport organisations ideas on how best to do this.

Who is the Guide for?

This Guide is targeted towards anyone looking to develop or improve sport programmes for diverse young people. It is therefore relevant to National Sport Organisations, Regional Sport Organisations, clubs, schools, recreation centres and other sporting facilities looking to better engage diverse young people.

Who developed it?

This Guide represents a 3 year collaborative partnership between Sport New Zealand, Auckland Council, Sport Auckland, Auckland Football Federation, Auckland Badminton Association, diverse communities, and local delivery partners.

How was it developed?

Over the last 3 years, Connect2sport programme partners have worked alongside the Auckland community to build and deliver a range of sporting opportunities for diverse young people.

Feedback and input from diverse communities, sport organisations and facility managers have helped create this Guide.

Want a copy?

While this is a web-based Guide, you can also download a summary fact sheet of this web-based resource.

1. RIGHT PEOPLE



Successful programmes always involve diverse community members in their development. Each diverse community is different so before you start to plan or develop your programme, take the time to really understand your target community's needs. This will ensure your programme attracts and engages the right people.

Tips for engaging the Right People

- Try to identify who your target audience is for each programme and focus on delivering to that target group's specific needs.
- Identify key connection points within your target community as this will help you build a range of relationships across your target audience.
- Strong, credible relationships will be critical to the success of your programme. It is essential that these relationships are based on mutual trust. Take time to build trust first, not programmes.
- Establishing meaningful relationships requires significant investment – so try not to overstretch your focus and be smart with the limited resources you have.
- Co-development and co-delivery with your community will increase the chances of a successful programme. It also increases ownership amongst your target community. Try to involve a range of community volunteers in the design and development process.
- Accept that volunteer capacity, capability and commitment vary considerably across diverse communities. While some communities are very structured, most are informal networks with little resource and/or funding.
- Returned investment is not a common expectation. The project worked with a number of diverse community networks that received funding and/or free services with no expectation of returned investment. This is worth keeping in mind as it sometimes

creates challenges when trying to involve the community volunteers in the design and development of a programme.

- It always helps to provide an incentive to volunteer. The project noted that participation in capacity building increased if incentives were offered such as work experience opportunities, receipt of recognised qualifications, and references for CVs.
- Shoulder tap consistent attendees and build their capacity – these players have the potential to become great community leaders. Consider offering these players an incentive to take up this responsibility – for example, reduce the cost of their fees, provide free training or equipment.
- Consider education sessions for team entries. For example, add a compulsory education session for at least one member of a team around joining a league or club.
- Make it easy for those that do volunteer. Have systems and process in place help guide the community to administer/deliver programmes – therefore building the communities capability to develop/deliver future programmes without support. For example, develop easy to follow project plan and budget templates for development and process sheets and registration templates for delivery.

2. RIGHT PROMOTIONS



Getting word out to diverse young people can be challenging. It takes time to not only get hold of the right people, but to build the trust with these connections to the point that they will refer people on to your programmes.

Tips for setting the Right Promotions

- Have a promotions plan ready when you engage with diverse young people. Think about who you want to connect with, when and how.
- Try not to promote too early – but also not too late! Timing promotions can be challenging at times with some communities preferring lots of lead in time and others, such as some African communities, preferring less notice – timings will depend on your target audience so be sure to ask your community contacts about this when developing your promotions plan. On average Connect2sport found that you need to build in at least a month to promote, which means you need to confirm programme details (dates, venues, and cost) at least 8 weeks out in order to have promotional material ready to distribute.
- Remember word of mouth is the best form of promotion for diverse young people. Referrals from a trusted community leader, family member or friend are more effective than traditional marketing mechanisms. Once you have established trust with key contacts in the community they will advocate and promote Connect2sport to their friends and family.
- Use ethnic media channels to support distribution (e.g. ethnic media radio channels, newsletters, papers etc.). A list of ethnic media channels can be found in the **Connecting with Diversity Auckland Sports Toolkit**. (refer to section Connecting with Diversity – Auckland Sports Toolkit)
- Use Social media to communicate with diverse young people. Alongside word of mouth, social media is the most effective promotion mechanism for diverse young people. Diverse young people actively use Social Media as a means to stay connected and prefer this mechanism of communication to email.

- Try to promote to all rather than one. Relying on a team representative to relay messages to diverse young people is often not effective.
- Get your key contacts to help develop your promotional material – they can help ensure it connects with your target audience. Give copies of promotional material such as flyers to these contacts to distribute.
- Engage parents. Parents are often the gatekeepers to diverse young people's participation in sport. It is important that you engage them and address any concerns they may have about their child's participation. Often tag teaming with a community leader will build your credibility in this process.
- Tailor key messages to your target community. Each diverse community experiences unique barriers to sport participation and each community values sport participation in different ways.
- Promote in English to diverse young people. Diverse young people in Connect2sport programmes have noted that singling out different languages can make young people feel they stand out more when all they want is to fit in. If programmes were targeting an older diverse people, different languages would be more important.

3. RIGHT PRICE



We know from work on the **Connecting with Diversity Toolkit** (refer to section Connecting with Diversity – Auckland Sports Toolkit) that many new migrants and refugees find the cost of sport participation a significant barrier.

Learnings from Connect2sport programmes indicate that while cost is a difficult thing to get right, diverse communities are prepared to pay a small fee if they really value the programme.

Tips for setting the Right Price

- Build something of value – as this increases chances of payment. This can only be achieved if programmes are developed and delivered in close partnership with your target community.
- Create consistency in messaging and pricing. It helps to have a consistent cost structure across your programmes and to provide regular communication regarding payment.
- Be open and transparent about the true cost of delivery. So many programmes for diverse young people are delivered either at no cost or below cost and this can create confusion amongst the community when a cost is introduced. Consider collaborating with other providers to ensure their programmes are also open about the real cost of delivery.
- Build the capacity of your participants to seek and maintain sustainable funding streams. This can help minimise the cost to participants.
- Build the capacity of the community volunteers to manage, administer and deliver the programme. This can reduce programme expenditure and generate greater community ownership.
- Keep in mind there can sometimes be the potential for perceived biases if one community group undertakes the management of a programme targeted at lots of communities – so manage this carefully.

- Request that those who are given a training opportunity give some type of return on this investment. For example, request they do a certain number of voluntary hours applying their new knowledge on a community programme.
- Accept that collecting payment from young people can be hard work! Consider having a dedicated administrator who can chase payments. It sometimes helps if this person is a respected member of your target community.
- Recognise there are some refugee and migrant youth that simply cannot afford to pay programme fees. Consider developing a participant funding model similar to the [Sport Otago](#) and [Sport Canterbury's](#) Sporting Chance model to support those in genuine need.

4. RIGHT FORMAT



Connect2sport experience has taught us that the format or style of play needs to be developed in close consultation with the community – some communities such as young African men will prefer to play in a high competitive format, whereas for others, such as the young Muslim girls, it is more important that the environment is social and welcoming than competitive.

Tips for setting the Right Format

- Develop your format in close consultation with your community.
- Think of ways diverse young people can join with their friends. Often playing with friends is more important to diverse young people than playing with people of equal skill levels. Many diverse young people see this as a key barrier to joining a club was because they want to play with friends as a team.
- Consider small prizes or incentives to win. Diverse young people, particularly diverse boys are motivated to participate if a prize is on offer. Some communities prefer to receive written acknowledgement or a 'thank-you' for their participation.
- Develop clear structures, Code of Conducts and rules to manage your programme environment. Some diverse young people, particularly young men, can be competitive.

The highly competitive nature of participants sometimes creates a volatile environment – this requires rule and structure.

- Engage strong, decisive and independent Referees and support staff to enforce rules and structure. This reduces the chances of tension erupting.
- Communicate consequences of any rule breaches or poor behaviour and making sure these consequences are implemented when needed.
- Recognise that while girls from diverse communities love sport – most want to keep it casual. Security and privacy are often more important than competition.

5. RIGHT TIME & PLACE



Diverse young people prefer to play at a time and venue that suits them – it needs to be local and easy to access, it also needs to be a space they feel familiar and comfortable with. This is perhaps not surprising given we know from **Connecting with Diversity Toolkit** (refer to section Connecting with Diversity – Auckland Sports Toolkit) that transport is a key barrier to diverse young people’s participation in sport.

Tips for setting the Right Time & Place

- Take the sport to the community rather than expecting the community to come to sport. Diverse young people want to play in their environment – it’s where they feel most comfortable.
- Deliver at a location is easy to access. Think about how diverse young people will get there. Does it have lots of well-lit car parking? Is it close to transport links?
- Deliver at a location and time of day that feels safe for diverse young people. Participants (and their parents) want to feel safe coming to and from the programme.
- Choose a space that young people can call their own – a place where they feel they can fit in or a ‘home away from home’. Making participants feel comfortable and secure is paramount so make sure your environment is welcoming, fun and relaxing.
- Choose a time that fits around diverse young people’s busy schedules. Will it fit in with study/family/religious commitments?
- Get staff and members of your venue on board. Make them understand the goals of your project and are aware of any relevant cultural requirements.
- Try and raise awareness of your membership base to understand the unique needs of diverse communities.
- Schedule programmes times for the year in order to secure venue bookings and allocate sufficient staff. This also makes it easier when communicating programmes to participants.

6. RIGHT PATHWAYS



Connect2sport's experience to date is that most diverse young people prefer not to make the high level of commitment required by clubs – but some are prepared to commit to more than casual, ad hoc play.

Diverse young people like to have a certain level of structure and competition – they often want more complexity than casual play but not as much as club membership.

Tips for setting the right pathways

- Accept commitment may be minimal from some diverse young people and that most will prefer to keep things flexible
- Adapt a programme's commitment levels to reflect your community's needs
- Keep registration simple for diverse young people. Accept it may be difficult to get diverse young people to complete registration forms – and to get the forms submitted by registration deadlines.
- For group sports, have a key contact for each team who can help with communications.

- Expect a drop in numbers during exam time – particularly for communities that prioritise education. This is true of both a school and university setting. You may
- Expect a drop in numbers during particular cultural or religious festivities. For example, Connect2sport programmes experienced a drop in numbers during Ramadan – particularly for the ‘Girls Only’ programme.
- Learn to keep programming light over these periods and/or to make sure programmes offered during these periods are built with the expectation of low numbers.
- Promote pathways to play and make sure the community you are working with is aware and understands the different pathways available. Particularly promote alternative participation pathways that suit diverse communities unique needs.
- Accept that not all diverse young people will want to progress to club membership. This is true for all young people, but is perhaps more true for diverse young people.
- Try not to put too much pressure/resource into making people transition up the pathway or fit your model of delivery – instead deliver to the community’s need.



CONNECTING WITH DIVERSITY
Auckland Sports Toolkit

A PARTNERSHIP BETWEEN



CONNECTING WITH DIVERSITY

Auckland Sports Toolkit

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Acknowledgements

This Toolkit was developed by partner organisations Auckland Council, Sport Auckland and Sport and Recreation New Zealand (SPARC) with significant support from Auckland Regional Physical Activity and Sport Trust (ARPAST).

In developing this Toolkit, we have utilised information and resources from a number of other publications. In particular, we wish to acknowledge and thank the following:

- ▶ Centre for Multicultural Youth, Australia, particularly for allowing their information and templates to be incorporated into this Toolkit
- ▶ Play by the Rules, Australian Government partnership
- ▶ SPARC Active Communities, Community Sport Diversity Pilot, Mt Roskill
- ▶ Activasian Programme, Harbour Sport
- ▶ Counties Manukau Active, Counties Manukau Sports Trust
- ▶ Refugee Services, Auckland
- ▶ Cricket Victoria
- ▶ Auckland Cricket
- ▶ Auckland Table Tennis Association
- ▶ Auckland Football Federation
- ▶ Phototex for use of their photographs.

Introduction

Why do you need this Toolkit?

Auckland is changing and non-European ethnicities (people from Asia, Middle East, Latin America, Africa, the Pacific Islands as well as New Zealand Māori) make up about 40% of our population.

Many new migrants to New Zealand do not participate in sport. However, sport is an important avenue for the settlement of new migrants. It provides a break from stress associated with adapting to a foreign environment. It also provides people with the chance to keep fit and have fun and to mix with a cross-section of New Zealand society.

The increasing pool of ethnically diverse people is a rich source of new members, innovative ideas and diverse skills that may inject new life into sports clubs and organisations.

ABOUT THIS TOOLKIT

This Toolkit has been developed to provide sport organisations and facility managers with information, tools and support to engage with diverse communities. It aims to help with encouraging these communities to play sport, as part of a long term strategy to increase sport participation.

The Toolkit has been developed by partner organisations Sport Auckland, ARPAST and Auckland Council, to assist Auckland's sport organisations and facility managers in engaging with diverse communities. Feedback and input from diverse communities, sport organisations and facility managers have helped create this Toolkit. As the Toolkit is part of a long term strategy, it will be continuously updated and refined.

► Go to www.aucklandcouncil.govt.nz/projects



BEING INCLUSIVE WORKS

Ethnic diversity brings many benefits to inclusive clubs, including:

- ▶ Increased membership base, which leads to financial gains
- ▶ Better access to a new talent pool with new sports skills and different styles of playing
- ▶ Increased respect of ability, cultural background and/or religion
- ▶ Increased potential for more volunteer and support services and skills
- ▶ Better representation of cultural demographics
- ▶ Improved social responsibility
- ▶ New ideas and potentially more effective ways of operating or playing
- ▶ Better connection with your community.



BUILDING COMMUNITY CAPACITY

Building relationships and developing trust is a key way to form connections with diverse communities.

This Toolkit will give sports organisations ideas on how to do this. This approach can take some time to yield results, but in the long term it should provide good outcomes for both sports organisations and the community.

This approach helps build diverse communities' resources, knowledge and skills for participating in mainstream sport.

Ways of building connections with diverse communities include:

- ▶ Working with council community workers or encouraging recreation centres to employ community facilitators. **Go to Support organisations** to find out more
- ▶ Developing relationships with ethnic community groups. **Go to Support organisations** for some ideas
- ▶ Working through schools and developing role models.

- ▶ Engaging cultural development workers in regional sports organisations.



Snapshot

Cricket Victoria, Melbourne put a lot of effort into identifying a key person of Chinese heritage with a passion for cricket, fluent in Chinese languages, and who was well-known in the Chinese community. They trained this person on coaching skills and how cricket operates in Victoria, and have engaged him as a cross-cultural development worker.

Go to www.melbourne.cricketvictoria.com.au to find out more



Snapshot

Auckland Cricket has a similar approach with the Pacific Island community.

Go to www.aucklandcricket.co.nz to find out more

- ▶ Training volunteers in diverse communities' to run grass-roots programmes



Snapshot

Counties Manukau Active (CM Active) is a community-based activity programme to help more people get active in the communities of Franklin, Mangere, Manurewa, Otara and Papakura.

Go to www.cmsport.co.nz to find out more

Demographics

Auckland is changing

Non-European communities make up 40% of Auckland's population and this number is growing.

Many new cultures in New Zealand are made up of both refugees and migrants. While there are critical differences between these two groups, a commonality between them is their need to be accepted into their new society and to be a part of it.

Simply put, refugees are outside of their country due to circumstances (often beyond their control), which have forced them to leave their country of nationality or residence. Migrants are those people who leave their country of origin voluntarily to seek a better life for personal and economic reasons. **Go to Glossary** to view the full definitions.

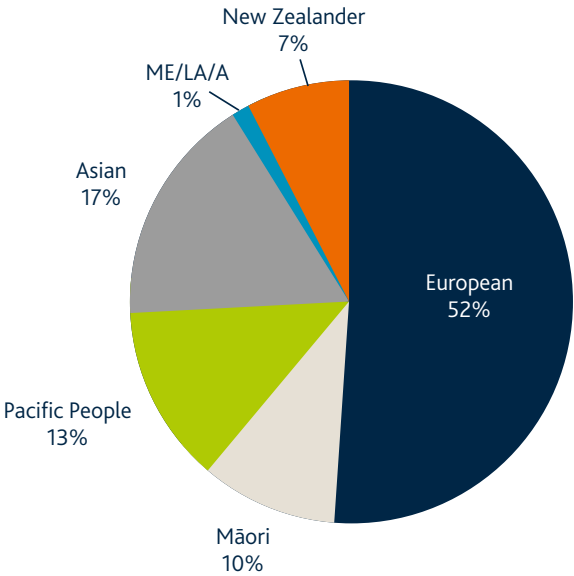
Many cultures will either cluster or associate together, where cultural identity, support and language is familiar, but these people also want to integrate and be a part of New Zealand society.

“For refugees without family, local ethnic communities can help replace lost family members and social networks.”

Auckland Refugees as Survivors (2001)



Auckland region ethnicity groupings 2006



ME/LA/A - Middle East, Latin America, Africa

POPULATION GROWTH & DIVERSITY

FAST FACTS

Auckland is changing

- ▶ The Auckland region is home to over 150 ethnicities from all 'corners' of the world
- ▶ The New Zealand government accepts 750 United Nations refugees each year, many of whom settle in Auckland. They comprise Burmese, Afghanis, Iraqis, Sri-Lankan Tamils, Ethiopian, Burundian, Eritrean, Somalian, and many others from Africa, Middle East and South-east Asia
- ▶ The largest ethnic group in Auckland is European, but since 1990 the percentage is declining
- ▶ Europeans are predicted to total 50% or less by 2011
- ▶ There are an increasing number of people identifying with ethnic groups other than European – particularly Asian (17%), Pacific (13%), Māori (10%), and Other (1.5%)
- ▶ An immigration policy change in 1987 resulted in a large increase in immigrants from Asia. Numbers of overseas Auckland residents born in Asia grew from just over 100,000 in 2001 to 166,000 (2006 Census)
- ▶ Since 1991, there has been a steady increase of people from places like Africa, Latin America and the Middle East amounting to 18,500

RELIGION

- ▶ 58% of Auckland residents said they had some religious affiliation (2006 Census)
- ▶ There are growing Hindu (45,300), Buddhist (29,200) and Muslim (23,700) populations
- ▶ Hinduism is most popular in India, Nepal, Bangladesh, and the Indonesian island of Bali
- ▶ Muslims come from many parts of Africa, the Middle East, Indonesia, India and Pakistan
- ▶ Buddhism is widely followed in Sri Lanka, South East Asia, Tibet, Mongolia, China and Japan

LANGUAGE

- ▶ English is generally a second language for ethnic migrants and refugees. However, a large proportion of migrants can hold an everyday conversation in English (Chinese, 80%; Indians, 92%)
- ▶ The most common language spoken after English is Samoan (57,828), followed by Hindi (34,617), Māori (33,230), Chinese Mandarin (30,573), and Cantonese (30,270)

DISTRIBUTION DENSITY

- ▶ Distribution and density of different ethnicities varies across the city, with different ethnic geographic clusters emerging. E.g.: People born in Asia vary from less than 4% to more than 30% of the population in different areas; the highest percentage of Asians and Koreans live in the North Shore and Howick/Pakuranga, while many Indians live around the Mount Roskill area and parts of South Auckland

AGE

- ▶ Migrant populations are generally younger than the Auckland population as a whole
- ▶ Influenced by immigration policy, there is a higher proportion in the working age groups, particularly from 15-45 years of age

OUR DIVERSE COMMUNITIES

There are significant differences in ethnic diversity of the different communities across Auckland. For example, Albert-Eden-Roskill Ward differs considerably from Manukau Ward.

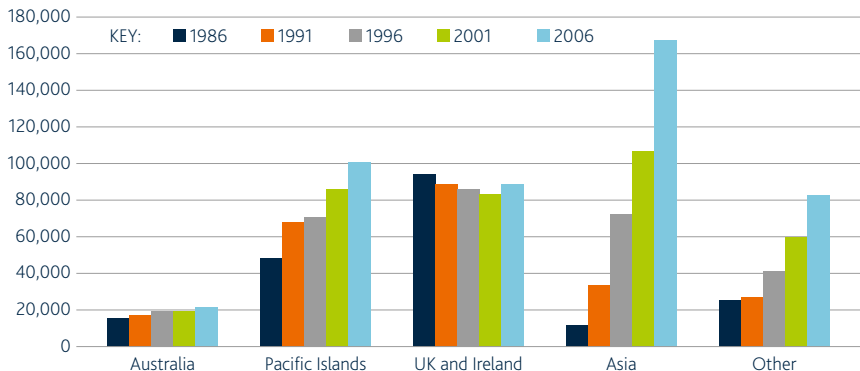
Auckland Council Wards – Demographics

ME/LA/A – Middle East, Latin American/African.

	EUROPEAN	MĀORI	PACIFIC	ASIAN	ME/LA/A	OTHER
Rodney	80	10	2.3	2.4	0.3	13.8
Albany	74.7	5.5	1.8	12.6	1.2	11
North Shore	65.2	7.3	4.3	19.8	1.9	9.6
Waitakere	60.6	14.2	16	13.7	1.5	8.3
Waitemata & Gulf	66.8	7.2	6.5	18.3	1.7	8.6
Albert-Eden- Roskill	51.1	6	10.6	31.2	2.1	7.2
Orakei	71.5	4.6	2.9	15.3	1.6	10.4
Tamaki	44.1	14	27.1	19.9	1.3	6.3
Howick	56.2	5.2	3.9	31.8	1.8	8
Manukau	22.4	17.6	51.8	18.4	0.8	2.8
Manurewa- Papakura	46.7	27.8	22.3	12.5	1.8	6.3
Franklin	76.6	12.5	3.3	5.1	0.3	11.9
Whau	44.3	9	17.9	31.5	2.2	6.1

Note: Measures are in percentages.

Number of overseas born by area of birth, Auckland region residents 1986-2006





FOR MORE DETAILED INFORMATION

- Go to the Auckland Council website for the full 2006 Census statistics for each ward of the city. These can be downloaded from www.aucklandcouncil.govt.nz as a Word document or Excel spreadsheet. Search key words 'demographic statistics'
- Go to Asia New Zealand Foundation at www.asianz.org.nz to view the Outlook Series on a changing New Zealand, as well as other reports and articles

Understanding religions & customs

Some of the religious & cultural differences

Ethnic migrants and refugees to New Zealand have different religions and customs to those that the majority of the 'kiwi' population are familiar with. While there are a number of differences some key principles include:

Islam

- ▶ The term Islam means both peace and submission to the will of God
- ▶ Those who follow Islam are known as Muslims
- ▶ Islam is popular in many countries around the world, including many parts of Africa, the Middle East, Indonesia, India and Pakistan

The five main practices that Muslims follow are:

- ▶ Daily professing of their faith in Allah, as the only God
- ▶ Giving charity to the poor
- ▶ Five daily prayers, recited before dawn, at midday, in the afternoon, at sunset and in the evening
- ▶ Fasting from dawn to dusk during the holy month of Ramadan
- ▶ Taking a pilgrimage to Mecca in Saudi Arabia at least once during a lifetime.

For sport organisations, it is important when engaging with Muslims to remember that:

- ▶ On Friday afternoons men are expected to pray together at the mosque
- ▶ There are significant food constraints, particularly on the type of meat eaten
- ▶ Alcohol is forbidden
- ▶ Dress codes are important considerations for Muslim women (and girls from the age of nine years old)



- ▶ There is a strict religious requirement for males and females (girls from the age of nine) not to play sport together.



Hinduism

- ▶ Hinduism is one of the oldest living religions in the world and is the result of thousands of years of developing cultural, religious and philosophical thought
- ▶ Beliefs most common to Hindus are: Samsara or reincarnation (good actions resulting in good effects); Karma (the law of cause and effect); and Moksha or 'release' (this is the goal of life, being the state of release from the otherwise continuing cycle of rebirth)
- ▶ The religion advocates the principles of non-violence and tolerance of difference
- ▶ Hinduism is most popular in India, Nepal, Bangladesh and Bali

For sport organisations, it is important when engaging with Hindus to remember that:

- ▶ Many Hindus are vegetarian
- ▶ Alcohol is discouraged.



Buddhism

- ▶ Buddhism includes all those who base their religious beliefs and practices on the teachings of the Buddha, a prince born as Siddhartha Gautama, during the 6thC BC in North-East India
- ▶ The basis of teaching includes the Indian doctrine of karma and the belief in rebirth, but not reincarnation, as there is no soul substance to link a succession of lives
- ▶ There are no revelations in Buddhism and Buddhists do not believe in God
- ▶ Buddhism emphasises living an ethical life according to the teachings of Buddha
- ▶ Buddhism is followed in Sri Lanka, South-East Asia, Tibet, Mongolia, China and Japan, with increasing numbers of followers in the West
- ▶ The two main types of Buddhism are Mahayana Buddhism and Theravada Buddhism

For sport organisations, it is important when engaging with Buddhists to remember that:

- ▶ While meat is not strictly forbidden, most Buddhists are vegetarian
- ▶ There are no strict rules against drinking alcohol, but the Buddha discouraged his followers from taking intoxicants and mind-altering substances
- ▶ Dress code is variable. In New Zealand, many ordained Buddhists cannot be identified by their dress, only by having a Buddhist name being given at ordination. However, ordained Buddhists in New Zealand, of the Theravada tradition, wear yellow or orange robes.



GENERAL CONSIDERATIONS

Medical / first aid practices

Cultural approaches to health and medical practices vary, and are present in virtually all areas of the medical field. In a first aid situation, take care to ask the patient if there are cultural or religious considerations to be aware of before providing treatment.

Culturally-based behaviours

- ▶ **Names** In some cultures family names are written first, e.g. Chinese, and some do not have the concept of family name and first name, e.g. Burmese, Thai
- ▶ **Eye contact** In many Arab and Asian cultures, avoidance of direct eye contact is a mark of respect, e.g. towards older people and women
- ▶ **Body contact** Touching with the feet is offensive in some cultures, e.g. Japanese. The head is considered sacred and should not be touched in some cultures, e.g. Asian cultures

- ▶ **Social space** Some cultures, e.g. Arab, prefer to stand closer to the person to whom they are talking
- ▶ **Pointing & beckoning** In some Asian cultures, pointing and beckoning movements are insults
- ▶ **Requests & responses** In some cultures, direct requests, and direct negative responses are regarded as impolite and disrespectful, so people may avoid conflict by appearing to agree (not actually saying 'no') when that is not actually the case
- ▶ **Manners / formalities** These include: when to apologise; how to address people; what behaviour shows good manners; and, the importance of non-verbal communication
- ▶ **Role relationships** The roles for men, women and children vary in different cultures
- ▶ **Time** In many other cultures there is a culturally different view of time from Western cultures, e.g. Arab and Asian culture require that people take time in interactions with others. Haste is seen as rudeness
- ▶ **Personal possessions** Attitudes towards personal possessions and money can vary significantly and are often linked to whether the culture has a more collective or a more individualist orientation

Cultural festivals

Many cultures celebrate important occasions, other than those which are specifically religious, e.g. the Chinese celebrate Chinese New Year with the Lantern Festival in February.

Communication through translation

When promotional resources are translated into other languages, they may sometimes be translated into words with negative connotations for people, especially refugees who have experienced oppressive regimes, e.g. life guard or development officer.

FOR MORE DETAILED INFORMATION

→ View *Cross Cultural Resource for Health Practitioners working with Culturally and Linguistically Diverse Clients (2007)*, available from Waitemata District Health Board and Refugees as Survivors NZ Trust. See **Resources** or visit Auckland Council libraries to borrow a copy.

Barriers & responses

Working with migrants & refugees

Refugees and ethnic migrants face many challenges when settling into a new country, including participation in sport and recreation.

Awareness of these barriers, and ways in which to overcome them, will enable sports organisations to involve diverse communities and individuals in sport and recreation. This does not need to be complex or difficult – this section presents some key barriers that diverse communities experience to participate in sport and recreation and tactics to help sport organisations overcome the challenges to achieve positive results.

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Understanding English, as a second language</p>	<p><i>Language is the most common barrier to engaging with ethnic migrants and refugees.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Most overseas-born from Asia, Middle East, Latin America and Africa do not speak English as a first language ▶ There are about 250,000 of these people living in Auckland ▶ A large proportion can have an everyday conversation in English, but written materials and general promotions may not capture their attention ▶ Many diverse communities for whom English is a second language use ethnic based newspapers and television as their primary news source or communication channel. 	<ol style="list-style-type: none"> 1. Find out who lives in the local community 2. Find people from diverse communities who speak English reasonably well; they can act as intermediaries linking into diverse communities 3. In documents, translate key words or headlines into common languages of those who live in your area. This will help create interest in what the material is about 4. Consider translating information on facility doors, signs in facilities, and any promotional brochures 	<p>→ Go to www.harboursport.co.nz for information about ActivAsian and Chinese services and support</p> <p>→ Go to www.aucklandcouncil.govt.nz for information about the demographics in your area / ward, or talk to a council community adviser</p> <p>→ Information is contained in this toolkit under Support organisations</p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Targeting local information</p>	<p><i>New arrivals often have limited knowledge of the sports facilities and programmes on offer or who to contact.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Diverse communities communicate largely by word-of-mouth in their first language so written material, especially in English, may not be very effective ▶ Many new arrivals to New Zealand have limited knowledge of existing facilities and services ▶ Many new arrivals to New Zealand may have limited experience with how sport is set up and played in New Zealand 	<ol style="list-style-type: none"> 1. Make contact with ethnic community leaders and those with good networks in their communities, e.g. at mosques, temples, ethnic community groups 2. Promote through local ethnic community newspapers 3. Consider ethnic language translations and using appropriate ethnic media 4. Work through schools with ethnic students, e.g. primary schools and language schools, to promote local programmes and clubs and to give children and their parents the opportunity to 'have a go' 5. Read newsletters out to young people, who can help translate for their parents 6. Ensure that if you are communicating with young people that they understand you and ask them to translate what you have told them for their parents 7. Explore new ways of communicating such as texting, especially for young people 	<p>→ Contact Citizens Advice Bureau or visit www.cab.org.nz</p> <p>→ Go to www.aucklandcouncil.govt.nz for information about the demographics in your area / ward, or talk to a council community adviser</p> <p>→ Go to www.ethnicaffairs.govt.nz for a community directory listing</p> <p>→ Go to www.muslimdirectory.co.nz</p> <p>→ Information is contained in this toolkit under Support organisations</p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Building relationships</p>	<p><i>For many new arrivals, New Zealand can be unfamiliar and feel 'strange' in comparison to their home country. Settling into a new country has a number of competing priorities for those who have newly arrived to live here.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ You should be mindful of the circumstances that brought migrants and refugees to New Zealand. For some, particularly refugees, it may take longer to build trust and accept help. ▶ Some new arrivals may be shy or have little understanding of English ▶ They may feel uneasy and lack confidence, which can come across as being unfriendly when this is not the case ▶ Their main focus will be directed towards settling in a home or neighbourhood, a job and education 	<p>Individuals</p> <ol style="list-style-type: none"> 1. Developing a relationship is the key and requires patience and persistence by all parties 2. Show a genuine interest in all newcomers, e.g. if they have children, they can be ice-breakers 3. Be a hospitable host e.g. offer a hot drink and share food (being mindful of special considerations for food) 4. Respect people's need for privacy 5. Be flexible and adaptable in your approach e.g. a programme facilitator for youth found some young people needed quiet encouragement, some needed active and frequent affirmations, some needed guidance, and some responded well to being challenged and stretching their boundaries. 6. Community advisers or youth workers may be able to help <p>Facilities</p> <ol style="list-style-type: none"> 1. A 'one size fits all' approach is not always appropriate. Engage a programme facilitator who is flexible, and able to adapt their approach to the different needs of the groups 2. Hold a sports clinic at a local school or ethnic community venue (mosque, temple) to introduce the sport in a familiar environment and develop trust <p>Regional Sports Organisations</p> <ol style="list-style-type: none"> 1. Consider employing a sport cultural development worker, to facilitate cross-cultural engagement between clubs and diverse communities. 2. Look at your current membership, there may be someone from the ethnic community who can help form these initial relationships 	<p>→ Contact Citizens Advice Bureau or visit www.cab.org.nz</p> <p>→ Go to www.aucklandcouncil.govt.nz for information about the demographics in your area / ward, or talk to a council community adviser</p> <p>→ Contact your local schools and go to www.minedu.govt.nz to view the schools in your area</p> <p>→ Information is contained in this toolkit under Support organisations</p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Understanding cultural norms and conducting respectful interactions</p>	<p><i>There are many different cultural norms that are based on a place of origin, which influence people's attitudes and behaviours.</i></p> <p>Be aware that ... Common differences relate to:</p> <ul style="list-style-type: none"> ▶ Body language, social space, greetings, pointing and beckoning, time, what constitutes privacy, and what constitutes good manners around 	<ol style="list-style-type: none"> 1. Treat people with respect, while understanding that different cultures have different ways of showing respect, perceiving respect, disrespect 2. Approach people in a friendly manner and with a smile 3. Take time to interact and build a relationship with new people. Take time to get to know them 4. Apply skilful listening, open-ended inquiry, and take a genuine interest 5. Undertake intercultural training to become more aware of assumptions, values, attitudes and cultural norms, and learn something of other cultures. It is through these invisible aspects of culture that misunderstandings can occur. 6. Approach your RST/RSO to help in organising training 7. Think about the country the person has come from, and the possible circumstances of their previous lives, from a war-torn or impoverished country. 	<p>→ Contact Citizens Advice Bureau or visit www.cab.org.nz</p> <p>→ Go to www.aucklandcouncil.govt.nz for information about the demographics in your area / ward, or talk to a council community adviser</p> <p>→ Go to Countries of Asia on www.asianz.org.nz for country profiles</p> <p>→ Go to www.ethnicaffairs.govt.nz for a directory of community groups, intercultural advisory services and intercultural training opportunities</p> <p>→ Go to www.aucklandras.org.nz for information of settlement services for refugee communities, publications and training on refugee-related issues, including health and community programmes</p> <p>→ Information is contained in this toolkit under Support organisations</p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Managing interpersonal conflicts</p>	<p><i>Misunderstandings can arise for many reasons, such as language difficulties, cultural differences, assumptions, and different ways of doing things.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> Different cultures respond to issues in many different ways and can often relate to how these issues were addressed in their country of origin e.g. where countries had ethnic rivalries, this can translate into tensions between individuals from those countries in New Zealand. It is important to understand the different perspectives and to manage these situations where they arise to avoid the issues escalating 	<ol style="list-style-type: none"> 1. Remain calm and neutral in your responses 2. Ask open questions to try and understand the issue or concern 3. Where appropriate, refer to codes of conduct. If you do not have them, it is useful to create some before you start any new programme but ensure you involve your participants in developing the codes of conduct 4. Acknowledge pre-arrival circumstances, but be clear about what is appropriate behaviour in New Zealand 5. Seek advice from community advisers or ethnic organisations 	<p>→ Contact a translation service to help with communication. Information is contained in this Toolkit under Translation services</p> <p>→ Go to www.sparc.org.nz to view Codes of Conduct</p> <p>→ Go to www.ethnicaffairs.govt.nz intercultural advisory services and intercultural training opportunities</p> <p>→ Information is contained in this toolkit under Support organisations</p>

“It’s really hard for us to integrate; it’s really hard to build that relationship because everyone works different, works their own way.”

Ethnic youth

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Improving tolerance</p>	<p><i>Intolerance of diversity can be a major barrier for ethnic minorities.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Some overseas literature identified a fear of racial intolerance, as a key barrier to participation in sport ▶ Some new migrants may have experienced intolerance in New Zealand, which can be difficult for them to overcome. Often issues can arise over differing cultural norms and religious expectations and difficulties in communication 	<ol style="list-style-type: none"> 1. Clubs – talk to your regional sports organisations about obtaining inter-cultural training. They may be able to coordinate training for a number of clubs 2. Club committee and managers undertake an intercultural training programme 3. Develop an inclusion policy 4. Create a welcoming culture with clear anti-discrimination and equality policies, and by setting up a club welcoming committee 5. Obtain advice or training in appropriate ways of dealing with incidents of intolerance 6. Build trusting relationships with ethnic community leaders and/ or people who can readily bridge across cultures, bilingual speakers, cultural workers 7. Engage or look for current members with bilingual or multi-lingual skill as volunteers and to help run the club or facility 8. Have welcoming directional and labelling signs in appropriate languages 	<p>→ Go to the Office of Ethnic Affairs www.ethnicaffairs.govt.nz for community groups, interpretation and translation resources</p> <p>→ Go to www.playbytherules.net.au to view the Australian Sports Commission's online training tool (Play by the Rules), with scenarios of how to respond to different situations</p> <p>→ Go to CMY, What's the Score and Kick it Out websites at www.cmy.net.au</p> <p>→ Go to Human Rights Commission at www.hrc.co.nz for information about discrimination and harassment</p> <p>→ Information is contained in this toolkit under Support organisations</p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
Understanding food	<p><i>Different cultures and religions often have unique dietary considerations.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Muslims only eat Halal meat (i.e. meat prepared in a traditional manner) and will not eat pork ▶ Hindus do not eat beef as the cow is sacred ▶ Buddhists are generally vegetarian 	<ol style="list-style-type: none"> 1. Provide a variety of food options at your cafe and club social events, and clearly label what type of meat is used. Always consider providing vegetarian options 2. Ask diverse communities to supply some of the cafe food based on their ethnic cuisine 	<p>→ Go to www.ethnicaffairs.govt.nz</p> <p>→ For halal food outlets go to www.muslimdirectory.co.nz</p> <p>→ Information is contained in this toolkit under Support organisations</p>
Understanding alcohol	<p><i>Alcohol is not permitted for certain religions, and the settings in which alcohol is served can be unfamiliar and intimidating.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Muslims do not drink alcohol; this includes any alcohol used in foods such as rum used to flavour a gateau ▶ Buddhists are discouraged from taking intoxicants ▶ Club bars may be unfamiliar places to some migrants 	<ol style="list-style-type: none"> 1. Encourage teams to invite non-alcohol drinkers to join them after the game for a refreshment 2. Assure that non-alcoholic beverages are available 3. Be sensitive about including, those who choose not to drink alcohol 4. Consider the range of drinks offered at the bar, including beverages appropriate for ethnic migrants 	

“ ... Some don't engage with the wider aspects of what the club offers.”

Regional Sport Organisation

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Knowing about cultural and religious festivals and holidays</p>	<p><i>All cultures and religions celebrate important occasions. Ethnic migrants and refugees may not be able to participate in sports fixtures that clash with these occasions.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Muslims come from many parts of Africa, the Middle East, Indonesia, India and Pakistan ▶ The holy month of Ramadan (varies according to the moon, generally August/September) is one of the most important Muslim festivals ▶ During Ramadan, fasting is required during daylight hours, which impacts on peoples' energy levels ▶ Hindus and Buddhists also practise periods of fasting that may affect energy levels ▶ Muslims are required to pray five times a day, and on Friday afternoons many men are expected to pray together at the mosque 	<ol style="list-style-type: none"> 1. Try to avoid scheduling conflicts with the most important events where ethnic migrants are an important part of your community 2. Be understanding of people involved and what they are capable of at this time 	<p>→ Go to www.aucklandcouncil.govt.nz for information about the demographics in your area / ward, or talk to a council community adviser</p> <p>→ Information is contained in this toolkit under Support organisations and Guide to key cultural events</p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Know cultural expectations around women</p>	<p><i>For many cultures from the Middle East, Africa and South East Asia there are certain requirements and expectations around women participating in sport.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Muslim women may not be comfortable playing sport, unless they are in women-only spaces or, if in the company of men, the women are properly attired ▶ Muslim women and teenage girls must cover up from ankles to neck when in mixed company, and wear a head scarf ▶ For Muslim women age is a delicate issue as younger women cannot lead or coach older women ▶ There can be an expectation for younger Muslim women and teenage girls to look after younger siblings, which can restrict their opportunity to participate in sport 	<ol style="list-style-type: none"> 1. Create screened off women-only spaces in facilities (e.g. pools and recreation centres) at specific times. You could put curtains up to cover windows or screen off one pool in a swimming complex 2. Organise programmes by and for women, with women coaches, managers and staff 3. Engage a female club member to discuss options with the women concerned 4. Be flexible about the minimum requirements for uniform compliance (e.g. allow headscarves and over-coverings in colours similar to official club colours). 5. Consider childcare options for any programmes for women and girls 	<p>→ Go to www.ethnicaffairs.govt.nz for a community directory</p> <p>→ Go to www.cmy.net.au to view a uniform policy template</p> <p>→ See <i>Participation in Sport and Recreation by Culturally and Linguistically Diverse Women</i>, by Cortis N, Sawriker P and Muir K. <i>SPRC Report 8/08</i>. Go to www.sprc.unsw.edu.au</p> <p>→ Information is contained in this toolkit under Support organisations and Resources</p>

“Uniforms are a real barrier for females playing sport ... if a female is properly dressed (with head, legs and arms above elbow covered), then they can do any [sport].” Muslim woman

“Sport is a great way to build confidence for girls. It if it an organised sports event, with structure, and organised by women that’s okay.”

Muslim community leader, male

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Understanding mixed gender activities</p>	<p><i>In some cultures, it is perceived as culturally inappropriate for males and females to participate in the same sporting activities.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ In some cultures, males and females undertake many activities separately, e.g. mixed boys and girls soccer teams are inappropriate for Muslim girls from the age of nine years old, even if they can fully cover up while playing ▶ Finding a suitable time and venue has been a challenge for programmers of girls' sport ▶ Finding suitable recreation and sport opportunities has been particularly challenging for women from Muslim and / or Middle Eastern / North African cultural backgrounds. They need to cover their head, shoulders and legs or to have an all female environment in which to play sport ▶ Most recreational facilities cannot guarantee these conditions within normal opening hours 	<ol style="list-style-type: none"> 1. Provide some single sex participation opportunities as an option, (e.g. single sex fitness classes and swimming classes). Cameron Pool, Mt Roskill has a women and girls' swimming programme on Sunday evenings, while Lynfield Recreation Centre, Mt Roskill ran a women and girls' only programme 2. Hold a sports clinic for females at their own ethnic community venue 	<p>→ Go to www.muslimdirectory.co.nz for Muslim venues</p> <p>→ See <i>Participation in Sport and Recreation by Culturally and Linguistically Diverse Women</i>, by Cortis N, Sawriker P and Muir K. SPRC Report 8/08). Go to www.sprc.unsw.edu.au or view at Auckland City Library</p>
<p>Understanding first aid requirements</p>	<p><i>Cultural approaches to health and medical practices vary and are present in virtually all areas of the medical field, including injuries, immunisations and medicines.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ In some cultures, there are strong cultural beliefs over who can administer first aid 	<ol style="list-style-type: none"> 1. Ask if there are any medical, cultural or religious considerations to be aware of before administering treatment. E.g. is a man administering first aid to a woman acceptable? 	<p>→ <i>Cross Cultural Resource for Health Practitioners working with Culturally and Linguistically Diverse Clients (2007)</i>, see Resources</p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Harnessing parental support</p>	<p><i>Many ethnic migrants and refugees have no experience of belonging to New Zealand sports clubs and sport can be a low priority for new migrants.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Ethnic migrants and refugees may not understand the clubs' expectations. E.g. that parents support their children at games, that parents help out with transport; they may need to buy equipment and uniforms; they may need to provide fruit at half time ▶ Migrants' parents face many challenges settling in to a new country. E.g. adjusting to a new culture, language and way of doing things. ▶ Time and money are more urgently directed to establishing a home and a job ▶ A good education is considered most important ▶ They may not understand the benefits of sport 	<ol style="list-style-type: none"> 1. Be friendly and establish a relationship 2. Show an interest in their life 3. Suggest small ways they can be more involved with their children, such as sharing transport and coming to a few games 4. Parents may never show up at the club or field, so may need to find a way of engaging with their broader community first 5. Work through a local school. Schools can be a good ally in educating parents about the benefits of sport and recreation, and what's involved with joining a sports club 6. Have information about the benefits of participating in a sport for children and adults to read 	<p>→ Go to www.aucklandcouncil.govt.nz for information about the demographics in your area / ward, or talk to a council community adviser</p> <p>→ Contact your local schools and go to www.minedu.govt.nz to view the schools in your area</p> <p>→ Go to www.harboursport.co.nz to find out about ActivAsian</p> <p>→ Information is contained in this toolkit under Support organisations</p>

“We are told to focus on education rather than sport ... my family tells me to study rather than go out.” Ethnic youth

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Encouraging & supporting volunteering</p>	<p><i>Some ethnic migrants may not understand that clubs function largely on the input of volunteers, who are players or the players' parents.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Some ethnic migrants may not understand the concept of volunteers and may not realise that club officials are donating their time for free. ▶ Ethnic migrants may not realise that volunteers manage and coach, get out gear, run the cafe, administer and govern the club, and help fundraise ▶ In India, some people are familiar with a 'pay for play' approach to cricket. A player will turn up, pay the coach for the session, and the coach does all the organising – a contrast to the main-stream New Zealand approach. 	<ol style="list-style-type: none"> 1. Be friendly and welcoming at every opportunity 2. Establish a relationship 3. Explain how the club runs and ask them if they would like to help (no pressure) 4. If interest is shown, be prepared to mentor them, or find them a support person 5. Set up volunteer training sessions and explain the concept of volunteer. Simply put, a volunteer is a person who gives of their time and help free of charge to benefit an activity or community 	<p>→ Go to the Counties Manukau Active Communities programme to view a grass roots approach to engagement at www.cmsport.co.nz</p> <p>→ Information is contained in this toolkit under Support organisations</p>

““We don’t have any family support. We don’t have cars, have to walk a long way to training, [but] if we don’t go to training, we don’t play games.” Ethnic youth

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Understanding affordability & time commitments</p>	<p><i>New migrants face many financial challenges and competing priorities.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Many migrants and refugees may find the cost of joining a sport club a barrier ▶ They may not want to commit when they don't know whether they will enjoy it, or fit in ▶ They may not be able to commit to training sessions during the week as well as game time, given other demands on their time. E.g. parents' expectations to study hard and work part-time to help with family finances ▶ The rhythm of daily life affects when people have time for sporting activities. 	<ol style="list-style-type: none"> 1. Consider providing an easy and more informal way into the sport. This could be as an intermediate step that doesn't require regular commitment to a team for the whole season. E.g. Auckland Hockey runs a summer hockey league, and Auckland Cricket runs a Country of Origin competition 2. Offer opportunities such as 'have a go' or 'pay as you play' 3. Offer discounts or monthly payment plans 4. Hold a second-hand equipment sale 5. Venue managers, be prepared to be flexible with opening hours 6. Consult your target community, about what would suit their needs 	<p>→ Information is contained in this toolkit under Support organisations</p>

"... [the ethnic community's] expectation that when they weigh up something like sport against community obligations, in their own communities it's a 'no brainer', [the choice] just doesn't exist."

Refugee Services

"The way [kiwis] play is different from the way Africans play ... We like to dribble the ball, we like to have the ball to ourselves and do tricks. If you try and do that, the [kiwi] team say 'what are you doing' and they get annoyed." Ethnic youth

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Recognising unfamiliarity with New Zealand style of sport</p>	<p><i>The way sport is structured and played in New Zealand may be different to the way sport was played in the countries of origin.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Many people from developing countries may only have ever played casually in the street where the goal was to show off their tricks ▶ Many players may have good individual skills but may need coaching on tactical game strategies. 	<ol style="list-style-type: none"> 1. Find coaches who are willing to mentor new individuals 2. Be patient 3. Explain the importance of being part of a team 4. Teach them about roles in a team 	<p>→ Contact your local schools and go to www.minedu.govt.nz to view the schools in your area</p> <p>→ Information is contained in this toolkit under Support organisations</p>
<p>Recognising unfamiliarity of New Zealand sports</p>	<p><i>Some sports played in New Zealand are unfamiliar to ethnic migrants.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Some New Zealand sports are not played in ethnic migrants' countries of origin. E.g. rugby, netball and rugby league ▶ Because of this, ethnic migrants have little understanding of the rules and skills of the game ▶ Communication challenges can compound the difficulties 	<ol style="list-style-type: none"> 1. Offer a social opportunity to try the sport out 2. Encourage ethnic migrants to come along with friends 3. Create an informal and fun experience 4. The most effective way of attracting ethnic migrants is by word of mouth, especially amongst youth 5. Promote role models 	<p>→ Contact local community groups and associations. See www.ethnicaffairs.govt.nz for community groups</p> <p>→ Contact your local schools go to www.minedu.govt.nz to find the schools in your area</p> <p>→ Information is contained in this toolkit under Support organisations</p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
Promoting fair play	<p><i>Migrants and refugees may not have experienced codes of conduct and fair play.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ Some may not be used to playing with a referee or don't understand that challenging the decision of a referee is not considered appropriate ▶ Codes of conduct may be unfamiliar for some, particularly when they have previously only played street-style games 	<ol style="list-style-type: none"> 1. Introduce codes of conduct early on in a person's engagement with the club or a sports programme 2. Be clear about rules and guidelines for behaviour, and what is meant by fair play 3. Explain the role of the referee and the need for respect 4. Ensure that every player in the team understand they are role-models for the appropriate behaviour 	<p>→ Go to the SPARC website www.sparc.org.nz for Codes of Conduct</p> <p>→ Ask your RSO if it has codes of fair play available</p>
Explaining timekeeping	<p><i>Not all people or cultures are strict about timekeeping.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ People may not turn up on time for trainings or a game ▶ People may have other demands on their time study, work, ethnic community demands ▶ People may have difficulties to overcome, such as transport to the venue 	<ol style="list-style-type: none"> 1. Explain politely but firmly they must arrive on time, as it holds everyone else up, and lets the team down 2. Try to find out why they have difficulty arriving on time 3. Try to be helpful with this challenge(s) 	

“They’ve got to learn that if they don’t turn up on time that lets the team down. They also don’t seem to understand the importance of communicating in a timely way if they can’t get to the game.” Football coach

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Working out transport</p>	<p><i>There are many challenges around transport that ethnic migrants face.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> Some ethnic migrants and refugees may not have a driver's license, or may not have access to a vehicle 	<ol style="list-style-type: none"> 1. Organise car pooling 2. Introduce people to others who live near them so they can share transport 3. Develop a voluntary transportation roster 4. Discuss whether public transport can be used for travel. Assist in understanding the timetables and routes 	<p>→ Go to the transport website www.maxx.co.nz to find out the public transport options and timetables</p>
<p>Explaining about uniforms</p>	<p><i>The concept of uniforms may be unfamiliar to some ethnic migrants, and some uniforms may also not meet cultural expectations.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> If given a uniform, players may not understand the standard of care expected for uniforms. E.g. to wash the uniform after each game and to return it at end of season Some communities expect women, and sometimes men, to dress modestly. E.g. no short shorts or singlet tops 	<ol style="list-style-type: none"> 1. When lending the uniforms, explain it is a loan for the season 2. Explain the standards required and that they should wash them each time 3. If possible, talk to the child's parent 4. If an issue arises, be prepared to discuss it and be flexible 5. Compromise over the level of coverage players have to wear as they could wear club colours and no loose clothing that would compromise safe play 	<p>→ Contact local community groups and associations. See www.ethnicaffairs.govt.nz for community groups</p> <p>→ Contact your local schools go to www.minedu.govt.nz to find the schools in your area</p> <p>→ Go to www.aucklandcouncil.govt.nz/projects for a uniform policy template</p> <p>→ Information is contained in this toolkit under Support organisations</p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p>Finding role models</p>	<p><i>Role models are inspirational, particularly for young people, as they demonstrate that 'people like us' can do well in New Zealand sport.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ There are successful sport role models for ethnic migrants and refugees in New Zealand ▶ Role models can communicate how to succeed in the New Zealand sports environment ▶ Role models can also be spokespeople for their communities 	<ol style="list-style-type: none"> 1. Mentor talented sports people of all ethnicities and promote them as role models 2. Support them to develop leadership skills, coaching and refereeing skills, technical skills, and knowledge of how sport operates in New Zealand. 	<p>→ Read about Afghani rugby league Omar Slaimankhel. Go to http://www.stuff.co.nz/sunday-star-times/sport/2756522/ to read 'Afghan Warrior worth a punt'</p>
<p>Adapting community sports programmes</p>	<p><i>Community programmers need to understand Auckland's diverse demographic changes.</i></p> <p>Be aware that ...</p> <ul style="list-style-type: none"> ▶ The demographic composition of our communities is rapidly changing, and communities are becoming increasingly diverse ▶ Programme times and venues previously suitable to the surrounding community may no longer work for them 	<ol style="list-style-type: none"> 1. Get to know who lives in your community 2. Establish links with community leaders 3. Obtain community leaders' assistance to consult with diverse communities before developing a community sports programme 	<p>→ Go to www.aucklandcouncil.govt.nz for information about the demographics in your area / ward, or talk to a council community adviser</p> <p>→ Information is contained in this toolkit under Support organisations</p>



“They are having to learn not just a new culture, but a new way of playing football ... and being involved in a different community than they have been ... when they are out of their community they have to be tougher; it’s a big world out there, expectations are a lot higher.” Football coach



Basketball brings youth together

Area: Mt Roskill, Lynfield Recreation Centre

Sport: Basketball

Aim: To provide an opportunity for local youth to be more active

Case study: The Lynfield Recreation Programme's aims for young males are: to create a place where youth can be active and feel they are in a safe environment; and, to encourage ethnic youth to be more physically active. The programme went through several phases which were driven by responding to youth needs.

In Phase 1 a free time basketball session was promoted via schools and a range of youth from different communities came, playing in their own groups. However, space limited the number of groups that could play.

To overcome this in Phase 2, the time period was extended and staff organised structured half court games.

Awareness spread by word of mouth.

However, numbers fell as youths had to wait for court time.

“It’s really hard for us to integrate; it’s really hard to build that relationship because everyone works different, work their own way.” Ethnic youth

In Phase 3 the facilitator noticed that the basketball skills were not developing. He introduced two early morning training sessions (focusing on skills, speed and agility) before school. Saturday evening game-time was also run, providing an alternative to Saturday night parties and the drinking culture. Girls are also being encouraged to play.

What was critical to the success of this programme was having a facilitator who could build a strong face-to-face relationship with each individual and group, and who was flexible in how they engaged, and by recognising a one-size-fits-all approach does not work.

KEY CHALLENGES

1. Tournament competitions are more challenging than casual weekly games as they require commitment to training and working as a team
2. There are some tribal and cultural divisions between ethnic groups – the focus should be on building connections between the groups
3. There is an element of distrust, especially of those in official positions – the focus should be on gaining trust
4. Financial, transport, timing and logistical constraints need to be considered
5. Cultural expectations and perceptions around fundraising, volunteering and attitudes to time
6. Language barriers and communication issues

KEY SUCCESSES

1. A number of cultures participated including Indian, Somali, Chinese, Samoan, Cook Island, Korean, Ethiopian and Pakeha youth. Participants made new friends across the different ethnic groups and schools
2. Increased motivation, self-confidence and sports skills
3. Better attendance at school
4. Improved health outcomes
5. The youth have huge respect for the facilitator and regard him as a friend, while learning lots of new skills



Football scores with communities

Area: Mt Roskill

Sport: Football

Aim: To pilot ways of working with diverse communities and youth to increase participation in sport, while building capacity within these communities to be able to deliver their own community led programmes

Case study: A council community worker was asked by migrant and refugee community leaders in Mt Roskill for football activity for their young people.

Community leaders, representing Somali, Ethiopian and Afghani communities, attended a meeting and a summer football league was formed.

The 7-a-side teams were ethnic based and participation was free.

The programme ran for 18 weeks on Wednesday evenings and was followed by a few 11-a-side games and pre-season social games to maintain momentum.

“[The sports facilitator] is a friendly dude. Keeps everyone updated..., what’s happening. He organises everything – the timing, the pace, always try to make it comfortable for everybody, so that they can come here and have fun.” Ethnic youth

A further development was the Power of Football Futsal Programme, run by ethnic youth leaders themselves giving them experience in developing their own leadership skills, and upskilling their community youth on how sport is played in New Zealand.

The coordinator was a major success factor of this programme, demonstrating the importance of building relationships and trust with the participants.

Read the rest of the story on page 38 – ‘Leadership skills taught through football’.

KEY CHALLENGES

1. Understanding the Codes of Conduct for sport particularly when ethnic tensions arose.
2. Learning the New Zealand style of playing and the roles and responsibilities of being part of a team
3. Limited awareness of setting up and organising the game
4. Transport logistics and time keeping
5. Sport organisation structures challenged to cope with varying needs of the migrant and refugee groups. These included a lack of developmental pathways to support migrant youth who want to move into more structured, competitive leagues

KEY SUCCESSES

1. Improved confidence and a sense of empowerment
2. Improved communications skills
3. Developing new friendships and having fun
4. Keeping the boys engaged in sport as a positive activity
5. Building on personal networks



Leadership skills taught through football

Area: Mt Roskill, Lynfield Recreation Centre

Sport: Football

Aim: The football programme is about developing leadership skills among young men (14-19 years) from ethnic migrant backgrounds. Football is the tool to develop teamwork and to teach life and leadership skills

Case study: The programme was established by a small group of ethnic youth who were keen to run and provide their own football opportunity for ethnic participants.

The teams established a futsal league which ran for 14 weeks and involved 10 teams of eight members. The participants had to attend a workshop after their games to learn about matters such as nutrition, dealing with conflict, fair play, refereeing and drug and alcohol education.

The teams had to undertake team tasks like fundraising and running events. They were encouraged to volunteer their time and assist with refereeing.

“Futsal is great to develop skills and build character, it develops discipline; have ongoing competition every week ... [We] are used to informal playing in the park, but this is not very organised, doesn't develop discipline for playing in competition.” Ethnic youth

The participants earned points for success in playing the game, for fulfilling basic team duties (such as wearing a uniform), for attending the workshops and for completing the set team tasks.

The post-evaluation process revealed that while the organisations found certain aspects of the programme challenging they enjoyed the process, and learned to understand the challenges of running programmes without taking any of the participants' actions or comments personally.

KEY CHALLENGES

1. The programme was run by ethnic youth leaders. Developing their understanding of roles and responsibilities of different tiers of sport organisations in New Zealand was a challenge
2. The youth leaders identified the need for support from the sport sector to learn new skills about running a sports event. It was challenging trying to find support for the group

KEY SUCCESSES

1. Education about fair play, team work and information sharing through sport
2. Improved skills, social integration and interaction
3. Better use of community facilities by diverse communities
4. Increased participation and health awareness
5. Opened pathways into mainstream football and futsal



Badminton a hit with women

Area: Mt Roskill

Sport: Badminton and table tennis

Aim: To encourage more ethnic migrant women and girls into playing sport

Case study: A programme began at the Lynfield Recreation centre to encourage women and girls to participate in sport. This was initially funded by the Ministry of Social Development's Settlement Support Team initiative and then transferred to (the former) Auckland City Council.

“... feel more inclined to try things I’ve never tried before. If there were boys, you might feel awkward. Everyone’s learning and starting out.” Ethnic woman

The programme initially ran on a fortnightly basis for two hours on Saturday nights but was then extended to weekly sessions. The facility was closed to all males including instructors. Special curtains were used to ensure the participants could not be viewed from the outside.

Numbers have risen to between 80 and 100 women aged between 15-50 plus years of age. Other activities such as dance Zumba, pilates, access to the fitness gym, squash and bollirobix have also been introduced.

KEY CHALLENGES

1. Making the venue suitable. Curtains were put up to cover windows so women cannot be seen from the outside of the recreation centre
2. Childcare was provided so that teenage girls were free to participate as well, as they would traditionally have been given this task

KEY SUCCESSES

1. Improved fitness levels provided motivation for women to leave their homes to enjoy a recreational sport
2. A sense of community is developing as females are meeting other females from a similar migrant background; at the same time they are being introduced to other cultures
3. The laid back, relaxed atmosphere enables people to work at their own pace and to try new activities



Community support boosts table tennis participation

Area: Central Auckland

Sport: Table tennis

Aim: The Auckland Table Tennis Association (ATTA) needed to boost membership and recognised that to achieve this it would have to do something different.

Case study: In 2003, ATTA's membership had reached a critical low and the association only had three Asian people playing in the club. A Chinese couple volunteered to organise a day club, which ran during the day and operated more as a casual pay-for-play participation opportunity.

Today, this programme has more than 760 registered members, of which there are between 100-200 active members playing up to four days a week.

An important aspect of the club is its positive atmosphere with the day-club focused on providing a social outing and the opportunity to make new friends.

“They like to have friendly game more than the competition... just only social gathering for them. Want to talk, play, after that go out for lunch ... is a social gathering place here. For some of them their English is poor, so they want a leader, that is what we have for them ...” Day Club Volunteer

Some written materials have been translated into Mandarin and the volunteer organisers can speak a number of Chinese languages, as well as English – this is an important factor in the day club’s success.

The ATTA coaches are Asian and make up half the management committee.

KEY CHALLENGES

1. There is some expectation that the ATTA staff administration at the stadium can speak Chinese (due to the written translations in Chinese)

KEY SUCCESSES

1. The day club is a source of new members for the ATTA
2. It is financially viable. It has also benefitted from Chinese business community support
3. Provides social playing opportunities which feeds into more formal competitions
4. Better utilisation of facilities during off-peak times

Tips & techniques

A guide for engaging with diverse communities

Checklist for cultural diversity engagement

ITEM	CHECK
Do you have a strategy for increasing participation with Auckland's ethnic migrants and refugees?	
Do you have a diversity inclusion policy at your club / facility?	
Do you know what ethnic groups are present in your area?	
Do you currently work with any ethnic / community groups?	
Do you have a list of community / ethnic leaders that you could work with?	
Do you have any translation services that you could use?	
Is your club culture welcoming and inviting? E.g. through its social activities, café and bar offer, venue signs?	
Does your staff or club management represent the ethnic demographics of your area?	
Are your uniform requirements flexible to accommodate other religious / cultural requirements?	
Do you have a proactive communications and marketing strategy in place to communicate with diverse communities?	
Can you utilise the skills of existing members to make introductions and foster relationships?	

Techniques for improving communication

- ✓ People should be free to convey their dedication, passion and enthusiasm for a sport as they spend time forming relationships
- ✓ Word of mouth is one of the most powerful means of communicating
- ✓ It is important to get to know individuals by taking the time to do so, exercising patience and communicating your passion for a sport(s) and taking time to build relationships
- ✓ Access existing networks and find a way to engage with them
- ✓ Be respectful, sincere and warm
- ✓ Be patient – repeat yourself if necessary
- ✓ Use simple English and avoid slang or jargon
- ✓ Keep it visual
- ✓ Teach through demonstration
- ✓ Check for understanding



Techniques for engaging with diverse communities

Use community development approaches to engage diverse communities and build their capacity by:

- ✓ Using skilled facilitators or training some of your club management
- ✓ Mentoring ethnic leaders and talented athletes to develop role models
- ✓ Encouraging parents to become involved in the sport
- ✓ Developing volunteer training programmes targeted at diverse communities

Improve cross-cultural linkages and communications by:

- ✓ Considering ethnic language translations and appropriate ethnic media
- ✓ Linking with ethnic networks and making cross-cultural contacts
- ✓ Engaging cross-cultural sport development workers
- ✓ Promoting sport and its benefits in culturally meaningful ways

Techniques for coaching a diverse team

- ✓ Think about where some of these communities and individuals come from and the (often traumatic) experiences they have undergone before arriving in New Zealand
- ✓ Think about their ability to speak, understand and communicate in English as a second language; you may need to repeat yourself often and also check to see if they understand what you are saying
- ✓ Think about what their priorities may be when settling into a new country, such as education, transport, employment and feeling a part of a new environment or society
- ✓ Be aware of different styles of playing and you may need to explain the concept of team-work
- ✓ Be aware that you may need to explain basic concepts such as respecting the referee, turning up on time, being responsible for uniforms
- ✓ Be patient and recognise it may take time to become effective team members

UNIFORMS AND INCLUSION POLICY

- Refer to www.aucklandcouncil.govt.nz/projects for template examples about Uniforms and a Diversity Inclusion Policy

Support organisations

Diverse community services

The organisations listed in this section are made up of the more commonly known organisations, however there are many more that offer support. For the most recent list go to www.aucklandcouncil.govt.nz/projects

ORGANISATION	SERVICES	CONTACT
Auckland Council	<ul style="list-style-type: none"> ▶ Provision or coordination of facilities ▶ Coordinate and maintain relationships with community networks ▶ Support community development or sport development in the community ▶ Collation of key demographic information 	<p>Phone 301 0101</p> <p>Go to www.aucklandcouncil.govt.nz</p> <p>Refer to: Community Development, Arts & Events – ask to speak to your local community advisor for your geographic area</p> <p>Parks, Sport and Recreation – ask to speak to your local sport advisor</p> <p>Local libraries are also a source of information</p>
Citizens Advice Bureau (CAB)	<ul style="list-style-type: none"> ▶ Offers services and support to citizens and it has access to a range of networks of social services in communities 	<p>Go to www.cab.org.nz to find your local office</p>
Regional Sport Trusts	<ul style="list-style-type: none"> ▶ Provide services and support to sport organisations 	<p>Counties Manukau Sport</p> <p>Go to http://www.cmsport.co.nz</p> <p>Address Finlayson Homestead, 190 Weymouth Road, Clendon Manukau City</p> <p>PO Box 88 130, Clendon, Manukau City 1730</p> <p>Phone 09 269 0066</p> <p>Fax 09 266 2309</p> <p>Email info@cmsport.co.nz</p>

ORGANISATION	SERVICES	CONTACT
<p>Regional Sport Trusts</p>	<ul style="list-style-type: none"> ▶ Provide services and support to sport organisations 	<p>Sport Auckland Go to http://www.sportauckland.org.nz</p> <p>Address Sport Auckland House, Level 3 Alexandra Park Function Centre Gate B, Greenlane Rd West, Epsom PO Box 26599, Epsom 1344</p> <p>Phone 09 623 7900 Fax 09 623 7920 Email info@sportauckland.co.nz</p> <p>Harbour Sport Go to http://www.harbourssport.co.nz</p> <p>Address Sports House, Stadium Drive, Albany North Shore City PO Box 300 633, Albany, North Shore City</p> <p>Phone 09 415 4610 Fax 09 415 4594 Email reception@harbourssport.co.nz</p> <p>Sport Waitakere Go to http://www.sportwaitakere.co.nz</p> <p>Address The Trusts Stadium, 65-67 Central Park Drive Henderson, Waitakere City PO Box 21 241</p> <p>Phone 09 966 3120 Fax 09 912 2991 Email admin@sportwaitakere.co.nz</p>
<p>Ethnic Affairs</p>	<ul style="list-style-type: none"> ▶ Language link ▶ Community directory ▶ Ethnic advisers 	<p>Go to www.ethnicaffairs.govt.nz</p> <p>Address Level 7 AA Centre Albert Street PO Box 2220, Auckland. Berlinda Chin Intercultural Manager</p> <p>Phone +64 9 362 7968 Email Berlinda.Chin@dia.govt.nz</p>
<p>SPARC</p>	<ul style="list-style-type: none"> ▶ National policy for sport and recreation ▶ Provide access to information and research in relation to sport and recreation 	<p>Go to www.sparc.org.nz</p>

Ethnic support organisations

ORGANISATION	SERVICES	CONTACT
Auckland Regional Migrant Services (ARMS)	<ul style="list-style-type: none"> ▶ Settlement support ▶ English language advisory service ▶ Job search 	<p>Address Three Kings Plaza 532 Mt Albert Rd Three Kings</p> <p>P.O. Box 27 367 Mt Roskill Auckland</p> <p>Information Service: info@arms-mrc.org.nz</p> <p>Phone 09 625 2440</p> <p>Fax 09 625 2445</p> <p>Email reception@arms-mrc.org.nz</p>
Refugees as Survivors (RAS)	<ul style="list-style-type: none"> ▶ Health promotion ▶ Information services ▶ Community programmes ▶ Education/training 	<p>Go to www.rasnz.co.nz</p> <p>Phone (09) 270 0870</p> <p>Email admin@rasnz.co.nz</p>
Chinese New Settlers Services Trust	<ul style="list-style-type: none"> ▶ For Chinese new immigrants and refugees 	<p>Go to www.chineseservice.org.nz/en/</p> <p>Phone 09 444 8846 or 09 355 0008</p>
Chinese Association North Shore	<ul style="list-style-type: none"> ▶ Helps Chinese integrate into kiwi society and to understand the NZ culture. 	<p>Go to www.chineseservice.org.nz/en/</p>
NZ Chinese Youth Trust	<ul style="list-style-type: none"> ▶ The Trust aims to equip youths of Chinese origin, living in NZ with the necessary skills to become fully integrated and contributing members of NZ society 	<p>Go to www.nzcyt.org.nz</p>

Translation services

ORGANISATION	CONTACT
Asian Health – Watis Interpreting service	<p>Name Elena Wong (Waitemata District Health Board)</p> <p>Phone 09 488 4685 or 3885</p> <p>Email Elena.Wong@waitematadhb.govt.nz</p>
MLU Translation Service	<p>Go to www.chinesetranslation.co.nz</p> <p>Name Marlene Lu</p> <p>Phone 09 4109062 or 021 033549</p> <p>Email admin@chinesetranslation.co.nz</p>
Ethnic Affairs	<p>Go to www.ethnicaffairs.govt.nz for other interpreting and translating services</p>
CAB Language Link	<p>Address 521D Mt Albert Road Three Kings Auckland 1042</p> <p>Phone 09 624 2550 or 0800 78 88 77</p> <p>Email language@cab.org.nz</p> <p>For emails in the specific written languages:</p> <p>arabic@cab.org.nz korean@cab.org.nz chinese@cab.org.nz russian@cab.org.nz hindi@cab.org.nz spanish@cab.org.nz japanese@cab.org.nz vietnamese@cab.org.nz</p>

Communication channels

Ethnic media & channels

Go to www.ethnicaffairs.govt.nz for a full community and ethnic media directory. Search under 'media and technology'

NAME	DESCRIPTION	AREA	PUBLISHED/ BROADCAST	CONTACT
New Zealand Chinese Herald	Chinese newspaper with a community section that advertises community sports activities and events for free.	Greater Auckland	Weekly on Tuesday, Thursday and Saturday	<p>Address Unit 9 – 203 Hobson Street, Auckland</p> <p>Phone Maggie Chen, 09 3661388</p> <p>Email info@chnet.co.nz</p>
Chinese Express Weekly	Free newsletter targeting Chinese shops and restaurants	Greater Auckland	Tuesday	<p>Go to www.chinese-media.co.nz</p> <p>Address PO Box 58484, Greenmount, Auckland</p> <p>Phone Luke Tang, Marketing Manager, 09 2720011</p> <p>Email filebox@chinese-media.co.nz</p>
Angel Discovery	A business and travel directory targeting a range of retail outlets.		September	
The Asian Network Inc (TANI)	Newsletter to assist Asian communities in Auckland	Greater Auckland	Quarterly	<p>Go to www.asiannetwork.org.nz</p> <p>Phone Samuel Cho, Asian Public Health Coordinator, 09 8152338, 0272 652338</p> <p>Email Samuel.cho@asiannetwork.org.nz</p>

NAME	DESCRIPTION	AREA	PUBLISHED/ BROADCAST	CONTACT
Chinese TV 8	'I love New Zealand' news and current affairs breakfast show, available on Freeview / HD Platform	National	Weekdays 7.30am-9.30am	Go to www.wtv.co.nz/ctv8/ Address PO Box 12743, Penrose, Auckland Phone Easter Wu, Senior Sales, 09 5712288 Email info@wtv.co.nz
Chinese Voice Broadcasting	News Talk for Today: News programme, with call-out interviews Chinese New Settlers	Greater Auckland	Weekdays 3pm Monday	Phone Gloria Gao (CNST), 09 44488446 or 09 355 0008 Email Gloria.gao@cnst.org.nz
Planet fm	Planet FM is a not-for-profit community based radio station. Offer a radio broadcast facility to community groups and individuals who otherwise have little or no access to the airwaves. Cultural programmes and training.		Daily	Address P.O.Box 44-215 Point Chevalier Auckland 1246 79 Carrington Road Point Chevalier, Auckland New Zealand Phone 09 815 8600 Fax 09 815 8620 Email info@planetaudio.org.nz

Resources

Websites, e-tools & resources

ACTIVASIAN PROGRAMME, HARBOUR SPORT

Includes Asian Sport Engagement Model and Toolkit, sports survey of Chinese parents and students.

▶▶ Go to www.harboursport.co.nz

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CENTRE FOR MULTICULTURAL YOUTH, AUSTRALIA

This has plenty of practical information, relevant to ethnic migrant youth participating in sport.

▶▶ Go to www.cmy.net.au to find out more, e.g. tips sheets for clubs, the *'Report into Good Practice Sports Inclusion Models'*, examples of inclusive activities and programmes

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COUNTIES MANUKAU ACTIVE PROGRAMME

This is about encouraging youth and their families to make the change to a healthier and more active lifestyle. Its website includes a database of physical activities happening in South Auckland.

▶▶ Go to www.cmsport.co.nz

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CROSS-CULTURAL RESOURCE

Cross-Cultural Resource – for Health Practitioners working with Culturally and Linguistically Diverse (CALD) Clients (2007). It is produced by, and available from, Waitemata District Health Board or Refugees as Survivors NZ Trust. It costs approximately \$110

▶▶ Phone [Waitemata District Health Board](http://www.waitemata.govt.nz) 09 486 8314, order number: CCR1

PLAY BY THE RULES, AUSTRALIA

This is a practical online toolkit, which provides a range of resources to help make sport inclusive

▶▶ Go to www.playbytherules.net.au

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SPARC WEBSITE

This New Zealand website has a range of tools and tips for sporting organisations. Search for 'Clubkit'.

▶▶ Go to www.sparc.org.nz

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UNIFORMS AND INCLUSION POLICY

View practical uniform and inclusion policy template examples

▶▶ Go to www.aucklandcouncil.govt.nz/projects

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Reports & research

Cultural Diversity in Sport report prepared for (the former) Auckland City Council

This is a study of three pilot programmes in Auckland city to support participation in sport by ethnic migrants and refugees.

▶▶ Go to [Auckland Council, Parks, Sport and Recreation Department to request a copy](#)

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Fate, Spirits and Curses; Mental Health and Traditional Beliefs in Some Refugee Communities

By Dr Kathy Jackson (Rampart Publishers, 2006)

This provides insight into traditional beliefs, cultural issues and experiences of refugees who resettle in New Zealand to begin new lives.

▶▶ Available [from the public library](#)

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Sport and Cultural Diversity: Responding to the Sports and Leisure Needs of Immigrants and Ethnic minorities in Auckland

By Paul Spoonley and Catherine Taiapa, Nov 2009

▶▶ To view the full report go to www.arpass.co.nz/projects

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The Crescent Moon – the Asian Face of Islam in New Zealand

By Ans Westra and Adrienne Jansen (Asia NZ Foundation, 2009)

A series of stories from Muslim immigrants giving an insight into Islam, and their lives in New Zealand.

▶▶ Available [from public library](#)

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What's the score? A survey of cultural diversity and racism in Australian sport

Covers 17 sporting codes (Human Rights and Equal Opportunity Commission, 2006)

▶▶ Go to www.humanrights.gov.au

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Guide to key cultural events

Please note: This is a guide to key cultural events, which may have an impact on sporting performance and/or participation. The dates may vary each year, as many festivals/events are dependent upon the lunar cycle.

JAN	Punjabi New Year: Baisakhi	Sikh and Punjabi
FEB	Chinese New Year / Lantern Festival (sometimes January, dependent on the lunar cycle)	Chinese
MARCH	Lent (the dates change, dependent on the lunar cycle) Easter	Christian
APRIL	Vaisakhi: Harvest festival; one of the most important in the Sikh calendar Annual Easter sports tournament, NZ Chinese Association Ching Ming rituals: At graveyards to honour spirits of deceased	India (many parts); Sikh NZ Chinese Chinese (also observed by Japanese and Koreans under different names)
MAY	Buddha Day: Celebration of the Buddha's enlightenment, the most important festival of the Buddhist year	Buddhism
JUNE		
JULY		
AUG	Ramadan festival: This is one of the most important religious festivals to Muslims. They are required to fast during daylight hours for the full month of Ramadan from August - September	Muslim
SEP	Chinese Moon festival (celebrated 15th day of the eighth Chinese lunar month)	Chinese
OCT	Navratri: Ceremonial worship of the mother goddess, nine nights / 10 days of rituals, fasts and feasts during September / October. Victory of good over evil Dussehra (the dates change, dependent on the lunar cycle)	Hindu / Chinese Hindu
NOV	Diwali: Festival of Lights, celebrates the triumph of light over darkness, good over evil and the renewal of life	Hindu
DEC	Christmas	Christian

Glossary

The differences between ethnic migrants & refugees

REFUGEES	MIGRANTS
[Refugees] are outside their country of nationality or their country of residence; and are unable to 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 or a particular social group, or political opinion ... United Nations Convention 1951	Migrants are those who leave their country of origin voluntarily to seek a better life for a range of personal and economic reasons. Generally, they have made the choice to leave and have had the chance to plan for the migration. Note: Children / minors may not have had a choice in the decision to migrate
Forced to leave their country	Choose to leave their country
Leave in a hurry	Can pack their belongings
No chance to say goodbye	Have time to say goodbye to family and friends
No chance to learn the language before	Can study the language before arriving
Most cannot return home	Can return home if they want to
Most cannot call home	Can call home to their families and friends
Experience of trauma and / or torture	Trauma / torture is not a common experience

For more information go to
www.aucklandcouncil.govt.nz/projects