



CONNECTING WITH DIVERSITY  
Auckland Sports Toolkit

A PARTNERSHIP BETWEEN



# CONNECTING WITH DIVERSITY

## Auckland Sports Toolkit

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- ▶ Refugee Services, Auckland
- ▶ Cricket Victoria
- ▶ Auckland Cricket
- ▶ Auckland Table Tennis Association
- ▶ Auckland Football Federation
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## 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](http://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](http://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](http://www.aucklandcricket.co.nz) to find out more

- ▶ Training volunteers in diverse communities<sup>1</sup> 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](http://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.

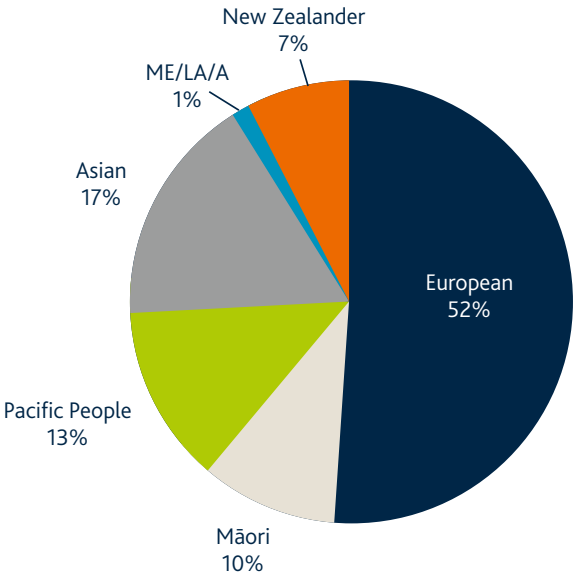
“For refugees without family, local ethnic communities can help replace lost family members and social networks.”

Auckland Refugees as Survivors (2001)





**Auckland region ethnicity groupings 2006**



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

## POPULATION GROWTH &amp; 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, Afghans, 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.

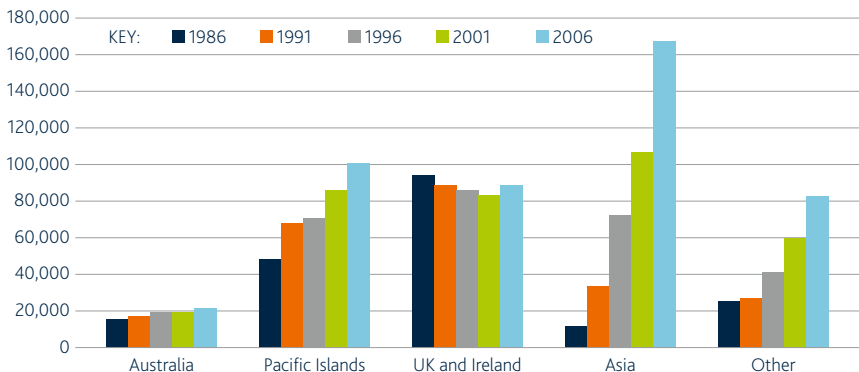
### Auckland Council Wards – Demographics

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](http://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](http://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><b>Understanding English, as a second language</b></p>	<p><i>Language is the most common barrier to engaging with ethnic migrants and refugees.</i></p> <p><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ Most overseas-born from Asia, Middle East, Latin America and Africa do not speak English as a first language</li> <li>▶ There are about 250,000 of these people living in Auckland</li> <li>▶ A large proportion can have an everyday conversation in English, but written materials and general promotions may not capture their attention</li> <li>▶ Many diverse communities for whom English is a second language use ethnic based newspapers and television as their primary news source or communication channel.</li> </ul>	<ol style="list-style-type: none"> <li>1. Find out who lives in the local community</li> <li>2. Find people from diverse communities who speak English reasonably well; they can act as intermediaries linking into diverse communities</li> <li>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</li> <li>4. Consider translating information on facility doors, signs in facilities, and any promotional brochures</li> </ol>	<p>→ Go to <a href="http://www.harboursport.co.nz">www.harboursport.co.nz</a> for information about ActivAsian and Chinese services and support</p> <p>→ Go to <a href="http://www.aucklandcouncil.govt.nz">www.aucklandcouncil.govt.nz</a> 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 <b>Support organisations</b></p>

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

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p><b>Building relationships</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ 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.</li> <li>▶ Some new arrivals may be shy or have little understanding of English</li> <li>▶ They may feel uneasy and lack confidence, which can come across as being unfriendly when this is not the case</li> <li>▶ Their main focus will be directed towards settling in a home or neighbourhood, a job and education</li> </ul>	<p><b>Individuals</b></p> <ol style="list-style-type: none"> <li>1. Developing a relationship is the key and requires patience and persistence by all parties</li> <li>2. Show a genuine interest in all newcomers, e.g. if they have children, they can be ice-breakers</li> <li>3. Be a hospitable host e.g. offer a hot drink and share food (being mindful of special considerations for food)</li> <li>4. Respect people's need for privacy</li> <li>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.</li> <li>6. Community advisers or youth workers may be able to help</li> </ol> <p><b>Facilities</b></p> <ol style="list-style-type: none"> <li>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</li> <li>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</li> </ol> <p><b>Regional Sports Organisations</b></p> <ol style="list-style-type: none"> <li>1. Consider employing a sport cultural development worker, to facilitate cross-cultural engagement between clubs and diverse communities.</li> <li>2. Look at your current membership, there may be someone from the ethnic community who can help form these initial relationships</li> </ol>	<p>→ Contact Citizens Advice Bureau or visit <a href="http://www.cab.org.nz">www.cab.org.nz</a></p> <p>→ Go to <a href="http://www.aucklandcouncil.govt.nz">www.aucklandcouncil.govt.nz</a> 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 <a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a> to view the schools in your area</p> <p>→ Information is contained in this toolkit under <b>Support organisations</b></p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p><b>Understanding cultural norms and conducting respectful interactions</b></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><b>Be aware that ...</b> Common differences relate to:</p> <ul style="list-style-type: none"> <li>▶ Body language, social space, greetings, pointing and beckoning, time, what constitutes privacy, and what constitutes good manners around</li> </ul>	<ol style="list-style-type: none"> <li>1. Treat people with respect, while understanding that different cultures have different ways of showing respect, perceiving respect, disrespect</li> <li>2. Approach people in a friendly manner and with a smile</li> <li>3. Take time to interact and build a relationship with new people. Take time to get to know them</li> <li>4. Apply skilful listening, open-ended inquiry, and take a genuine interest</li> <li>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.</li> <li>6. Approach your RST/RSO to help in organising training</li> <li>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.</li> </ol>	<p>→ Contact Citizens Advice Bureau or visit <a href="http://www.cab.org.nz">www.cab.org.nz</a></p> <p>→ Go to <a href="http://www.aucklandcouncil.govt.nz">www.aucklandcouncil.govt.nz</a> for information about the demographics in your area / ward, or talk to a council community adviser</p> <p>→ Go to Countries of Asia on <a href="http://www.asianz.org.nz">www.asianz.org.nz</a> for country profiles</p> <p>→ Go to <a href="http://www.ethnicaffairs.govt.nz">www.ethnicaffairs.govt.nz</a> for a directory of community groups, intercultural advisory services and intercultural training opportunities</p> <p>→ Go to <a href="http://www.aucklandras.org.nz">www.aucklandras.org.nz</a> 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 <b>Support organisations</b></p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p><b>Managing interpersonal conflicts</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<ol style="list-style-type: none"> <li>1. Remain calm and neutral in your responses</li> <li>2. Ask open questions to try and understand the issue or concern</li> <li>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</li> <li>4. Acknowledge pre-arrival circumstances, but be clear about what is appropriate behaviour in New Zealand</li> <li>5. Seek advice from community advisers or ethnic organisations</li> </ol>	<p>→ Contact a translation service to help with communication. Information is contained in this Toolkit under <b>Translation services</b></p> <p>→ Go to <a href="http://www.sparc.org.nz">www.sparc.org.nz</a> to view Codes of Conduct</p> <p>→ Go to <a href="http://www.ethnicaffairs.govt.nz">www.ethnicaffairs.govt.nz</a> intercultural advisory services and intercultural training opportunities</p> <p>→ Information is contained in this toolkit under <b>Support organisations</b></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><b>Improving tolerance</b></p>	<p><i>Intolerance of diversity can be a major barrier for ethnic minorities.</i></p> <p><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ Some overseas literature identified a fear of racial intolerance, as a key barrier to participation in sport</li> <li>▶ 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</li> </ul>	<ol style="list-style-type: none"> <li>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</li> <li>2. Club committee and managers undertake an intercultural training programme</li> <li>3. Develop an inclusion policy</li> <li>4. Create a welcoming culture with clear anti-discrimination and equality policies, and by setting up a club welcoming committee</li> <li>5. Obtain advice or training in appropriate ways of dealing with incidents of intolerance</li> <li>6. Build trusting relationships with ethnic community leaders and/ or people who can readily bridge across cultures, bilingual speakers, cultural workers</li> <li>7. Engage or look for current members with bilingual or multi-lingual skill as volunteers and to help run the club or facility</li> <li>8. Have welcoming directional and labelling signs in appropriate languages</li> </ol>	<p>→ Go to the Office of Ethnic Affairs <a href="http://www.ethnicaffairs.govt.nz">www.ethnicaffairs.govt.nz</a> for community groups, interpretation and translation resources</p> <p>→ Go to <a href="http://www.playbytherules.net.au">www.playbytherules.net.au</a> 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 <a href="http://www.cmy.net.au">www.cmy.net.au</a></p> <p>→ Go to Human Rights Commission at <a href="http://www.hrc.co.nz">www.hrc.co.nz</a> for information about discrimination and harassment</p> <p>→ Information is contained in this toolkit under <b>Support organisations</b></p>

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

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

Regional Sport Organisation



BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p><b>Knowing about cultural and religious festivals and holidays</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ Muslims come from many parts of Africa, the Middle East, Indonesia, India and Pakistan</li> <li>▶ The holy month of Ramadan (varies according to the moon, generally August/September) is one of the most important Muslim festivals</li> <li>▶ During Ramadan, fasting is required during daylight hours, which impacts on peoples' energy levels</li> <li>▶ Hindus and Buddhists also practise periods of fasting that may affect energy levels</li> <li>▶ Muslims are required to pray five times a day, and on Friday afternoons many men are expected to pray together at the mosque</li> </ul>	<ol style="list-style-type: none"> <li>1. Try to avoid scheduling conflicts with the most important events where ethnic migrants are an important part of your community</li> <li>2. Be understanding of people involved and what they are capable of at this time</li> </ol>	<p>→ Go to <a href="http://www.aucklandcouncil.govt.nz">www.aucklandcouncil.govt.nz</a> 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 <b>Support organisations</b> and <b>Guide to key cultural events</b></p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p><b>Know cultural expectations around women</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ 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</li> <li>▶ Muslim women and teenage girls must cover up from ankles to neck when in mixed company, and wear a head scarf</li> <li>▶ For Muslim women age is a delicate issue as younger women cannot lead or coach older women</li> <li>▶ 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</li> </ul>	<ol style="list-style-type: none"> <li>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</li> <li>2. Organise programmes by and for women, with women coaches, managers and staff</li> <li>3. Engage a female club member to discuss options with the women concerned</li> <li>4. Be flexible about the minimum requirements for uniform compliance (e.g. allow headscarves and over-coverings in colours similar to official club colours).</li> <li>5. Consider childcare options for any programmes for women and girls</li> </ol>	<p>→ Go to <a href="http://www.ethnicaffairs.govt.nz">www.ethnicaffairs.govt.nz</a> for a community directory</p> <p>→ Go to <a href="http://www.cmy.net.au">www.cmy.net.au</a> 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 <a href="http://www.sprc.unsw.edu.au">www.sprc.unsw.edu.au</a></p> <p>→ Information is contained in this toolkit under <b>Support organisations</b> and <b>Resources</b></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><b>Understanding mixed gender activities</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ 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</li> <li>▶ Finding a suitable time and venue has been a challenge for programmers of girls' sport</li> <li>▶ 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</li> <li>▶ Most recreational facilities cannot guarantee these conditions within normal opening hours</li> </ul>	<ol style="list-style-type: none"> <li>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</li> <li>2. Hold a sports clinic for females at their own ethnic community venue</li> </ol>	<p>→ Go to <a href="http://www.muslimdirectory.co.nz">www.muslimdirectory.co.nz</a> 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 <a href="http://www.sprc.unsw.edu.au">www.sprc.unsw.edu.au</a> or view at <a href="#">Auckland City Library</a></p>
<p><b>Understanding first aid requirements</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ In some cultures, there are strong cultural beliefs over who can administer first aid</li> </ul>	<ol style="list-style-type: none"> <li>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?</li> </ol>	<p>→ <i>Cross Cultural Resource for Health Practitioners working with Culturally and Linguistically Diverse Clients (2007)</i>, see <a href="#">Resources</a></p>

BARRIER	SIGNIFICANCE	RESPONSE TIPS & TACTICS	RESOURCES & INFORMATION
<p><b>Harnessing parental support</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ 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</li> <li>▶ Migrants' parents face many challenges settling in to a new country. E.g. adjusting to a new culture, language and way of doing things.</li> <li>▶ Time and money are more urgently directed to establishing a home and a job</li> <li>▶ A good education is considered most important</li> <li>▶ They may not understand the benefits of sport</li> </ul>	<ol style="list-style-type: none"> <li>1. Be friendly and establish a relationship</li> <li>2. Show an interest in their life</li> <li>3. Suggest small ways they can be more involved with their children, such as sharing transport and coming to a few games</li> <li>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</li> <li>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</li> <li>6. Have information about the benefits of participating in a sport for children and adults to read</li> </ol>	<p>→ Go to <a href="http://www.aucklandcouncil.govt.nz">www.aucklandcouncil.govt.nz</a> 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 <a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a> to view the schools in your area</p> <p>→ Go to <a href="http://www.harboursport.co.nz">www.harboursport.co.nz</a> to find out about ActivAsian</p> <p>→ Information is contained in this toolkit under <b>Support organisations</b></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><b>Encouraging &amp; supporting volunteering</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ Some ethnic migrants may not understand the concept of volunteers and may not realise that club officials are donating their time for free.</li> <li>▶ Ethnic migrants may not realise that volunteers manage and coach, get out gear, run the cafe, administer and govern the club, and help fundraise</li> <li>▶ 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.</li> </ul>	<ol style="list-style-type: none"> <li>1. Be friendly and welcoming at every opportunity</li> <li>2. Establish a relationship</li> <li>3. Explain how the club runs and ask them if they would like to help (no pressure)</li> <li>4. If interest is shown, be prepared to mentor them, or find them a support person</li> <li>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</li> </ol>	<p>→ Go to the Counties Manukau Active Communities programme to view a grass roots approach to engagement at <a href="http://www.cmsport.co.nz">www.cmsport.co.nz</a></p> <p>→ Information is contained in this toolkit under <b>Support organisations</b></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><b>Understanding affordability &amp; time commitments</b></p>	<p><i>New migrants face many financial challenges and competing priorities.</i></p> <p><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ Many migrants and refugees may find the cost of joining a sport club a barrier</li> <li>▶ They may not want to commit when they don't know whether they will enjoy it, or fit in</li> <li>▶ 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</li> <li>▶ The rhythm of daily life affects when people have time for sporting activities.</li> </ul>	<ol style="list-style-type: none"> <li>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</li> <li>2. Offer opportunities such as 'have a go' or 'pay as you play'</li> <li>3. Offer discounts or monthly payment plans</li> <li>4. Hold a second-hand equipment sale</li> <li>5. Venue managers, be prepared to be flexible with opening hours</li> <li>6. Consult your target community, about what would suit their needs</li> </ol>	<p>→ Information is contained in this toolkit under <b>Support organisations</b></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><b>Recognising unfamiliarity with New Zealand style of sport</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ Many people from developing countries may only have ever played casually in the street where the goal was to show off their tricks</li> <li>▶ Many players may have good individual skills but may need coaching on tactical game strategies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Find coaches who are willing to mentor new individuals</li> <li>2. Be patient</li> <li>3. Explain the importance of being part of a team</li> <li>4. Teach them about roles in a team</li> </ol>	<p>→ Contact your local schools and go to <a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a> to view the schools in your area</p> <p>→ Information is contained in this toolkit under <b>Support organisations</b></p>
<p><b>Recognising unfamiliarity of New Zealand sports</b></p>	<p><i>Some sports played in New Zealand are unfamiliar to ethnic migrants.</i></p> <p><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>▶ Some New Zealand sports are not played in ethnic migrants' countries of origin. E.g. rugby, netball and rugby league</li> <li>▶ Because of this, ethnic migrants have little understanding of the rules and skills of the game</li> <li>▶ Communication challenges can compound the difficulties</li> </ul>	<ol style="list-style-type: none"> <li>1. Offer a social opportunity to try the sport out</li> <li>2. Encourage ethnic migrants to come along with friends</li> <li>3. Create an informal and fun experience</li> <li>4. The most effective way of attracting ethnic migrants is by word of mouth, especially amongst youth</li> <li>5. Promote role models</li> </ol>	<p>→ Contact local community groups and associations. See <a href="http://www.ethnicaffairs.govt.nz">www.ethnicaffairs.govt.nz</a> for community groups</p> <p>→ Contact your local schools go to <a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a> to find the schools in your area</p> <p>→ Information is contained in this toolkit under <b>Support organisations</b></p>

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

"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><b>Working out transport</b></p>	<p><i>There are many challenges around transport that ethnic migrants face.</i></p> <p><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>Some ethnic migrants and refugees may not have a driver's license, or may not have access to a vehicle</li> </ul>	<ol style="list-style-type: none"> <li>Organise car pooling</li> <li>Introduce people to others who live near them so they can share transport</li> <li>Develop a voluntary transportation roster</li> <li>Discuss whether public transport can be used for travel. Assist in understanding the timetables and routes</li> </ol>	<p>→ Go to the transport website <a href="http://www.maxx.co.nz">www.maxx.co.nz</a> to find out the public transport options and timetables</p>
<p><b>Explaining about uniforms</b></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><b>Be aware that ...</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Some communities expect women, and sometimes men, to dress modestly. E.g. no short shorts or singlet tops</li> </ul>	<ol style="list-style-type: none"> <li>When lending the uniforms, explain it is a loan for the season</li> <li>Explain the standards required and that they should wash them each time</li> <li>If possible, talk to the child's parent</li> <li>If an issue arises, be prepared to discuss it and be flexible</li> <li>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</li> </ol>	<p>→ Contact local community groups and associations. See <a href="http://www.ethnicaffairs.govt.nz">www.ethnicaffairs.govt.nz</a> for community groups</p> <p>→ Contact your local schools go to <a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a> to find the schools in your area</p> <p>→ Go to <a href="http://www.aucklandcouncil.govt.nz/projects">www.aucklandcouncil.govt.nz/projects</a> for a uniform policy template</p> <p>→ Information is contained in this toolkit under <b>Support organisations</b></p>

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

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

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

## Ethnic support organisations

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

## Translation services

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

## Communication channels

### Ethnic media & channels

Go to [www.ethnicaffairs.govt.nz](http://www.ethnicaffairs.govt.nz) for a full community and ethnic media directory. Search under 'media and technology'

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

NAME	DESCRIPTION	AREA	PUBLISHED/ BROADCAST	CONTACT
<b>Chinese TV 8</b>	'I love New Zealand' news and current affairs breakfast show, available on Freeview / HD Platform	National	Weekdays 7.30am-9.30am	Go to <a href="http://www.wtv.co.nz/ctv8/">www.wtv.co.nz/ctv8/</a> <b>Address</b> PO Box 12743, Penrose, Auckland <b>Phone</b> Easter Wu, Senior Sales, 09 5712288 <b>Email</b> info@wtv.co.nz
<b>Chinese Voice Broadcasting</b>	News Talk for Today: News programme, with call-out interviews  Chinese New Settlers	Greater Auckland	Weekdays 3pm  Monday	<b>Phone</b> Gloria Gao (CNST), 09 44488446 or 09 355 0008 <b>Email</b> Gloria.gao@cnst.org.nz
<b>Planet fm</b>	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	<b>Address</b> P.O.Box 44-215 Point Chevalier Auckland 1246 79 Carrington Road Point Chevalier, Auckland New Zealand <b>Phone</b> 09 815 8600 <b>Fax</b> 09 815 8620 <b>Email</b> 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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.  <b>Note:</b> 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](http://www.aucklandcouncil.govt.nz/projects)