INQUIRY QUESTION
Everyone needs to move, no matter what their cultural background, ethnicity or nationality. How do we develop a culture of inclusiveness that encourages physical activity for all Australians?
Cultural diversity and inclusion in physical activity

The Australian Sports Commission describes inclusion as ‘providing a range of options to cater for people of all ages, abilities and backgrounds, in the most appropriate manner possible’. Inclusion is about strategies to make people feel welcome at sporting events or within organisations. An inclusive sporting club or event is one that encourages participation both in the activity and the administration. Inclusion is different to diversity. Diversity is a term used to explain variation in nationality, ability, education and ethnicity. Inclusion is about how this diversity is catered for by the sporting organisation/event.

KEY KNOWLEDGE
- The role of the social-ecological model and/or the Youth Physical Activity Promotion Model in evaluating physical activity promotion and sedentary behaviour reduction initiatives and strategies
- The key concepts associated with the selected contemporary issue associated with participation in physical activity and/or sport in society
- Individual, social, policy and environmental influences on participation in physical activity and/or sport in reference to the selected issue
- Local, national and/or global perspectives of the selected issue
- Historical, current and future implications of the selected issue
- Government, community and/or personal strategies or programs designed to promote participation in physical activity and/or sport

KEY SKILLS
- Identify contemporary issues associated with participation in physical activity and sport
- Participate in and reflect on physical activities that illustrate the participatory perspective of the selected issue
- Collect information on a selected issue related to physical activity and/or sport in society from a range of sources such as primary data, print and electronic material
- Analyse the historical, current and future implications on the issue identified
- Apply the social-ecological model or Youth Physical Activity Promotion Model to analyse and evaluate strategies and programs associated with the selected issue
- Draw informed conclusions and report in a suitable format on the sociocultural and environmental influences that impact on participation in physical activity and/or sport based on research findings

CHAPTER PREVIEW

- Cultural diversity and inclusion
- Influences
  - Individual
  - Social
  - Policy
  - Environmental
- Implications
  - Historical
  - Current
- Perspectives
  - Local
  - National
  - Global
- Future implications
- Applying the social-ecological model
  - Individual
  - Social environment
  - Policy
  - Physical environment
  - Case study
KEY CONCEPT  Today, one in four Australians were born in another country. The increased number of culturally and linguistically diverse (CaLD) individuals provides many benefits and some challenges to Australia. The benefits related to sport, exercise and physical activity are numerous. The increased cultural diversity in Australia continues to impact the popularity of activities, the level of community engagement and the strategies that are used to engage the population in an active lifestyle.

Cultural diversity and inclusion

The Australian population is becoming more diverse. With the increase in patterns of migration globally, Australia will continue to be a diverse and multicultural nation into the future. Over the last decade, the proportion of immigrants born in north-west Europe has decreased and migration from the Asian and Middle-Eastern regions has increased. In 10 years from 2004 to 2014, the number of Australian residents born in India nearly tripled, from 132 800 to 397 200. In the same period, the number of residents born in China more than doubled, increasing from 205 200 to 447 400.

Traditionally CaLD communities have been underrepresented in physical activity programs. Studies conducted at Deakin University in 2005 and by the Northern Sydney Health Promotion agency in 2002 have presented data that support this view. Data collected by the ABS (Australian Bureau of Statistics) in 2013–14 showed that 67 per cent of Australians who were born in Australia participated in sport and recreation, compared to 59 per cent of those who were born in other countries. The difference was even greater for children. 69 per cent of children between 5 and 14 years whose parents were born in Australia participated in physical activity, compared to only 41.5 per cent of children of this age whose parents were born in another country.

The benefits related to sport, exercise and physical activity are numerous and include the introduction of new sports, healthier communities and population, more personnel for local sporting teams and a greater talent pool for elite sports.

One of the major challenges of the increase in cultural diversity is the change in values and beliefs related to activity that now exist in Australia. The Moonee Valley Melbourne Primary Care Partnership Physical Activity Network is an alliance of health and government agencies in the Moonee Valley area in Melbourne. In 2006, this organisation released a discussion paper which, among other things, presented findings related to the attitudes towards physical activity within CaLD communities.
This group found that the beliefs associated with physical activity varied within and between CaLD communities. For example, they found that parents from one CaLD community preferred their children to participate in study rather than sport, while parents from another CaLD community thought physical activity was beneficial for children because it avoided rebellion, mixing in wrong crowds and bad behaviour.

Many immigrants to Australia are enthusiastic about sport but, due to language and cultural barriers, they are sometimes reluctant to participate. Also, their experience of sport may be very different to the way sport is practised in Australia and this is a further barrier to their engagement. It is important that we work hard to remove the barriers to immigrants’ participation in sport, as the benefits to all people in terms of physical and mental health are well documented. In addition to these benefits, there are social benefits too, with increased sport participation linked to a reduction in crime and other anti-social behaviour. Sport builds social cohesion and is one of the best ways to break down barriers between people.

Language barriers and cultural traditions are also a challenge when it comes to engaging a broad spectrum of the community in physical activity. For example, Somali women in Adelaide reported that language proficiency affected women’s opportunities to find out about, access and participate in sport and recreation activities, and poor English skills could leave women socially isolated and uninformed. A woman from Pakistan who participated in a University of New South Wales project said ‘Muslim women would swim privately: because we are Muslim, we do not like the women to swim [in public]. But I think most women swim in their homes. Some women have a swimming pool at their home so they can swim, but not in public or as an organised game.’

Cultural traditions such as these may clash with the norms and requirements of sporting organisations. Ideally, sporting organisations are to reflect the community. For this to be achieved, there is a need for sporting organisations to adapt to these
challenges. Programs, policies and relationships need to be considerate of this new reality. The traditional approach to promotion and participation may need to be reviewed in an effort to overcome some of the barriers that prevent some ethnic groups from engaging in physical activity. These changes affect many individuals and organisations. Participants in local sport face the challenge of building relationships with team mates of different nationalities and languages, organisations such as schools and workplaces face the challenge of engaging culturally diverse groups in physical activity, and the government has the challenge of introducing policies that cater for cultural diversity. It's easier for the dominant culture to adapt to these changes and much harder for the immigrant population to feel like they belong. For this reason an increase in physical activity among the CaLD community is dependent on the removal of the barriers to their participation in physical activity, exercise and sport.

**FIGURE 16.3** An example of the cultural diversity in Australian sport

**FIGURE 16.4** Cultural factors can sometimes inhibit a person’s participation in physical activity.
TEST your understanding
1 Identify two changes related to the nationalities and people that are immigrating to Australia.
2 Explain three challenges related to physical activity, sport and exercise, and the growing cultural diversity in Australia.

APPLY your understanding
3 Develop a survey that can be used to a) identify the various nationalities in your class or year level and b) identify cultural beliefs and practices that may affect movement or participation in physical activity, sport and exercise.
4 Use the internet to access statistics related to cultural diversity and physical activity. If you are unsure where to look, you can search for Australian Bureau of Statistics (ABS) and the key words nationality, physical activity, recreation, sport, exercise, participation and/or recreation.
16.2 Factors influencing cultural diversity and inclusion

**KEY CONCEPT** Cultural differences, attitudes (interpersonal, institutional and internalised) and a lack of awareness, knowledge and accessibility are all barriers/enablers that have contributed to the underrepresentation of people from CaLD backgrounds in physical activity, sport and exercise.

**Individual factors**

**Language**
The Australian population is approximately 24 million people. There are people from 200 countries, and 300 languages are spoken by Australian residents. Language is a barrier to communication in a number of ways. It reduces the social benefits of physical activity due to the inability to communicate with team mates. Information about programs and promotional literature could be published in languages other than English so that an inability to read English is not a barrier to participation.

**Education**
Most Australians have been educated about the importance of a healthy diet and adequate exercise. Some CaLD people have not. Education programs about the benefits of exercise and exercise opportunities customised for their local community would be an enabler to physical activity participation.

**Cost**
Some CaLD people may have periods of low income when they arrive in Australia. This would limit their ability to purchase exercise equipment, and to travel and pay membership fees to use facilities and join clubs.

**Knowledge**
The sports and activities that a migrant knows about may not be easily accessible in Australia. For example, Chinese migrants may know about badminton but find there are no badminton clubs in their area. The sports that are available, such as netball and cricket, they may not understand as they are not sports commonly played in their country of origin.

**Social factors**

**Role models**
In Australia we have many healthy and active role models. Not all ethnicities have such an abundance of role models, and multiculturalism may not be promoted by many exercise facilities or in popular culture. This means many CaLD people don’t have any role models from their culture to look up to. For example, Sudanese youth who participate in sport and physical activities at school may benefit from the presence of pictures of some Sudanese sporting personalities.

**Cultural norms**
Cultural and religious norms (for example those related to dress) may hinder CaLD people in balancing the requirements of their culture against the practicality and requirements of participation in some forms of physical activity. For example, teenage Muslim girls who wear hijab may be unable to participate in certain sports due to their style of clothing.
Policy factors

Funding
To engage some ethnic groups, funding is required for individuals in the form of subsidies for memberships, for councils to alter facilities to make them culturally appropriate, and to produce promotional and educational material in different languages.

Lack of gender segregation
Many CaLD women prefer to exercise in a women-only environment. A 2009 University of New South Wales study reported that the women from some CaLD communities prefer access to female-only facilities over exercising in modest attire in mixed gender contexts, as adapted dress was seen as uncomfortable and potentially stigmatising.

Environmental factors

Transport
Transport to facilities may not be possible due to cost or lack of public transport.

Privacy
Privacy in change rooms and privacy while exercising can be a barrier to some.

Safety
Safety while commuting to facilities and during activities such as walking, and the threat for some of racial hostility is a barrier.

Built environment
Migrants who come from lifestyles that require a high level of activity for the completion of daily chores may become sedentary due to the lack of incidental exercise, especially in a built-up city environment. The presence of green space, outdoor courts and walking tracks would be an enabler to physical activity.

Figure 16.6 A well-designed skate park in an accessible location acts as a community hub and can bring together people from different cultural backgrounds who have a shared interest.
**Cultural diversity makes for good sports in Bendigo**

**BY ERIN HANDLEY**

La Trobe researchers study how local sporting groups can be more welcoming to different cultures

‘I am part of them now, because I have been there for so long — it’s my sixth year playing footy,’ he said.

‘Sport is often touted as a way to unite athletes of every culture, but three La Trobe occupational therapy students found there wasn’t much research on how to measure how culturally safe sporting teams were for players of diverse backgrounds — especially in regional Australia.

Grace Gillett, Jessica Robertson and Maddie Hammet teamed up with the Bendigo Football Netball League (BFNL) to uncover how successfully local sports clubs embrace cultural diversity.

‘Our main aim of the project is to allow for clubs to be able to reflect on what they’re currently doing and look at areas for improvement,’ Ms Gillett said.

‘Clubs are already pretty open to accepting all types of people . . . but they might need more support or guidance to help with it,’ Ms Robertson said.

‘It’s about accessibility, making sure everyone is able to access the facilities, including the social events as well as the sporting events,’ Ms Hammet said.

They said the tools they had developed to help clubs assess how culturally sensitive and aware they were — on matters of ethnicity, sexuality and diversity — were designed not to judge clubs, but to improve them.

AFL Central Victoria General Manager Paul Hamilton said local clubs need to have a welcoming atmosphere and the student project came at a fitting time.

‘Bendigo’s in the middle of a major population boom. As more people settle in our region, we want to introduce new resources and build culturally appropriate facilities,’ Mr Hamilton said.

They had three key points for clubs: avoid a ‘one size fits all’ approach, focus on the sport building community links, and there should be organisational planning for cultural difference.

*Source: Bendigo Advertiser, 16 September 2015*

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**Pool debate gains depth**

**BY MEGAN DOHERTY**

The Greens’ call for women-only swimming in the ACT unleashed a torrent of comment this week — most of it against the proposal. 79 per cent of people were against the idea of pools allowing women-only swimming sessions because ‘we shouldn’t be limiting access on the basis of gender’. The idea was supported by 21 per cent of respondents because ‘it would encourage greater participation in physical activity among women’.

One person wrote: ‘I am a quite stocky male, with a large amount of body hair. I do not feel comfortable to swim in public pools around women, as I get shy and feel uncomfortable about my body. Can we have male-only swimming as well?’.

Another suggested: ‘As a woman I find this extremely offensive. I want to be included, I want to show that I can swim just as well, if not better than a lot of men and if I have wobbly bits that offend people then look away’.

But some were in favour of the idea: ‘At last we’re going to have a pool that suits my needs. My daughter is too old to swim in the men’s pool and I want to be able to swim without feeling self-conscious about my body, particularly since I am quite overweight and do not have a flat stomach’.

*FIGURE 16.7 Queen Elizabeth Oval, Bendigo*

For local footballer Danny Dahl, one of the places he feels most at home is on the field.

He moved to Australia from South Sudan with his family and he knows his team has his back.

But it wasn’t always that way — at first, he had a mixed reception at the club, which has since undergone a cultural change for the better.

‘Some people were accepting, but some others could be racist,’ he said.

‘It changed. There are more multicultural people coming to play football now; that makes it easier for me.’

‘I get along with some of them and they have my back.’

He said now everyone makes him feel welcome — his team mates check in with him after the game to see if he copped any slurs from the other side during a match.

*FIGURE 16.8 Cultural or religious traditions may make women more comfortable swimming in a single-sex environment.*
Greens leader Meredith Hunter says... ‘There are many women across the community who would like this option made available to them. Women for cultural reasons. Women with disabilities. Women with body image issues. It is not just about one group.’

Despite the heated debate, women’s-only swimming has worked successfully in other cities and also been run on an ad-hoc basis in Canberra without much fanfare.

With support from the Canterbury City Council, NSW Sport and Recreation has run women’s-only swimming and learn-to-swim classes at a public pool in Roselands in south-western Sydney for five years, development officer Rose Powell says. The program runs for a couple of hours one day a week, with the pool booked out for the women. ‘It’s extremely popular and we’ve got waiting lists all the time,’ she says. ‘We’ve been able to see the progression of women from not being able to swim to becoming regular leisure swimmers.’

Source: The Canberra Times, 10 February 2012.

The full version of the ‘Pool debate gains depth’ article can be viewed using the Women-only swimming weblink in your eBookPLUS.

TEST your understanding

1. Read the article ‘Diversity makes for good sports in Bendigo’ and answer the following questions.
   (a) What was the aim of the project?
   (b) In the article Ms Robertson says: ‘Clubs are already pretty open to accepting all types of people... but they might need more support or guidance to help with it’.
      i. Identify an example of an organisation in Bendigo; for example, the Bendigo Softball Club.
      ii. Choose three factors from the list presented in section 16.2.
      iii. For each factor, suggest strategies that Ms Robertson may recommend to local sporting clubs to make their environment more inviting for people from CalD communities.
   (c) List the three recommendations that the researchers had for local organisations.

2. Use the article ‘Pool debate gains depth’ to answer the following questions.
   (a) Outline some of the factors that the University of New South Wales identified as barriers to participation in swimming for women.
   (b) Use examples from the article to discuss some of the challenges that policymakers face when introducing policies that are aimed at engaging CalD communities in physical activity.
   (c) Use the article to identify three swimming programs that already exist.

3. Define the term ‘sociocultural influences’ in relation to cultural diversity and physical activity.

4. List five sociocultural enablers of movement for culturally diverse groups.

APPLY your understanding

5. Use the knowledge that you have gained from section 16.2 to develop a poster that promotes an exercise class aimed at engaging a culturally diverse group. You can use an existing program or you can make up a hypothetical program.
KEY CONCEPT  Not so long ago there were no programs or initiatives to cater for different cultures in Australian sports. Times have changed and now there is a greater awareness of the benefits of inclusion and diversity in sport.

Throughout the last century, cultural diversity and inclusion were not a priority for physical activity in Australia. The 1990 *Year Book Australia* outlines several initiatives including those aimed at increasing the activity of older adults and the promotion of workplace health and fitness programs; however, there is no mention of cultural diversity as a priority. The ABS 2006 ‘Migrants and participation in sport and physical activity’ report showed that 47 per cent of immigrants who arrived in Australia had attended or participated in physical activity. This number increased to 58 per cent for those who arrived between 1991 and 1997 and 55 per cent for those who arrived between 1998 and 2002.

A VicHealth report that was prepared in 2001 made the following statement about the current state of cultural diversity in sport.

‘Culturally specific teams or tournaments should be valued and supported as important avenues for CaLD young people to acquire the skills and confidence to play a specific sport. Instead, sporting bodies often view ethno-specific teams as separatist, exclusive and only perpetuating problems. Culturally specific teams are, however, no different to a group of friends with varying skills but with the same background or interests getting together to play, for example, basketball. Ethno-specific teams may not be the problem. The problem is how they are perceived and accepted in sporting competitions.’

**FIGURE 16.9** Are the AFL’s efforts to embrace multiculturalism genuine, or part of a slick marketing campaign?

Sport has traditionally been mono-cultural. As the number of CaLD people within the population has increased, so too have the various cultural representations within physical activity, sport and exercise. In the past, health, fitness and sporting organisations have commented on the need to become more multicultural. However, in previous decades, policies and strategies have not been put in place to engage participants from a range of nationalities. During the past decade, the Australian
Government and many organisations have allocated funding and initiated programs to facilitate an increase in physical activity participation among the CaLD community. The following article provides an informative look at one town’s journey towards cultural diversity and inclusion in sport.

A world away from the MCG, every round is multicultural round

BY SEAN GORMAN AND RAMON SPAAIJ

Standing in the social rooms of Robinvale Football Netball Club on presentation night is perhaps like standing in any sports club in regional Australia when their vote count is on. There are the usual signs of the club’s history: trophy cabinets of past glories and photographs of past players lining the wall. The names of sponsors from around town, the special corner near the bar with a plaque commemorating a long-time club identity or past champion who has passed away. The canteen does a roaring trade in burgers as the smoke from the barbecue outside indicates that no one inside will go home hungry.

But what sets Robinvale apart is its diversity. Looking around the social rooms of the club, it’s obvious that cultural diversity is not just some concept or buzzword used by policy makers in Melbourne or Canberra. Diversity is standing next to you at the bar. Diversity is serving you a burger. Diversity is coaching your son or daughter. Diversity is winning your best and fairest award on vote count night.

Everyday multiculturalism is alive and well in Robinvale and has been for some time. Residents come from everywhere

It does not take much for the cultural diversity of Robinvale to hit you. Driving down the tiny main drag, Perrin Street, one is struck by the variety of people from culturally diverse backgrounds. Robinvale for many is seen as the multicultural epicentre of the Sunraysia district, stretching across the border of north-western Victoria and into south-western New South Wales. But how does that compare to the rest of Australia?

Within its local population of nearly 4000, just under 50 different nationalities are represented. This includes Vietnamese, Malaysian, Greek, Italian, Chinese, Thai, New Zealander, not to mention the massive and highly diverse Pacific Island community, including Tongan, Samoan, Fijian and so on.

Nearly 40 per cent of Robinvale’s population was born overseas. This might not seem to be such a notable statistic until it is compared with the region’s biggest city, Mildura. With a population of 30,000, Mildura has only half that number not born in Australia.

It is the type of work that is undertaken around the Robinvale hinterland that has drawn people here. Grapes, olives, fruit: these intensive horticultural industries need specialised human husbandry to succeed. As public debate about the value of immigrants to Australian society continues, Robinvale has prospered on the labour of new Australians.

But sport and sporting clubs are the genuine barometer of how a town is faring. It is those towns without sports teams that struggle and can quickly become ghost towns once the team ceases to be. For Robinvale it would seem that its football and netball club is successful. It is a genuine multicultural melting pot in the bush, one from which metropolitan debates and initiatives could learn a few things.

Club secretary and unofficial elder-in-residence Marion Leslie has seen many things come and go in Robinvale. The one constant has been her love of the Robinvale football club and what it represents to the town. But Leslie laments that the AFL has not engaged with the staunch football community for some time whereas rugby is establishing a beachhead and spending a great deal of money to offer the town’s Pacific Island communities a viable alternative sport, which already runs in their blood.

A sporting force for harmony

Everyday multiculturalism in Robinvale has its challenges, too. Cultural diversity has at times led to divisions within the community, never more so than when local resident Suli Ikafunga was assaulted five years ago.

The football club played a lead role in bringing disparate community groups together to ensure such violence would never happen again. The club staged a Harmony Match featuring Pacific Islander and Indigenous players in a bid to promote respect for difference. The Harmony Match is now a recognised feature on the annual sporting calendar.

The club is also a pioneer in the inclusion and celebration of Indigenous players and their families. That’s no surprise, perhaps, as Robinvale has the highest proportion of Indigenous people in Victoria, at nearly 18 per cent of the local population.

(continued)
In 2009, the club introduced an Indigenous round, played against local rivals Wentworth, a primer in the Sunraysia league and a first outside the AFL. A special Indigenous jumper, designed by local Koori artist Barbara Egan, is worn by all players during the annual round, instilling immense pride among both Indigenous and non-Indigenous community members. Robinvale football president Tony Calarco says of the initiative:

‘I got a fair buzz out of it and I don’t normally get excited about those things. I felt good about it because I was not doing it just for the hell of it. It had merit and was not a token gesture.’

All of these efforts have been initiated ‘from below’, by individuals and community groups who voluntarily dedicate their precious time to make a difference. This is the way local residents have always done things, with little direction and support from outside sporting or government agencies.

Their current efforts are also focused on engaging Robinvale’s diverse Asian communities. While some migrants from Asia have briefly played football or netball in Robinvale, locals recognise that this is an ongoing challenge due to the transient and mobile nature of this group, whose movements are dictated by the seasonal labour patterns of the fruit industry.

For concrete examples of a diverse community coming together through sport, one need not look any further. While the spotlight of multicultural sport has been focused on the culturally diverse suburbs of Melbourne and Sydney, this regional club’s achievements in forging community relations deserve greater attention and recognition from the metropolis. Everyday multiculturalism is being lived right here, in Robinvale, on the oval.

**Source:** www.theconversation.com

Key points from the article include:
- Rural Robinvale, near Mildura, is an example of everyday multiculturalism with nearly 40 per cent of its 4000 population born overseas.
- Sporting clubs can be an indicator of a town’s success.
- Robinvale’s football and netball club is a ‘genuine melting pot in the bush’.
- Cultural diversity has at times led to violence and divisions in the community.
- The football club has played a lead role in bringing community groups together to try and avoid violent clashes.
- Efforts include a Harmony Match featuring Pacific Islander and Indigenous players in a bid to promote respect for difference.
- The football club has also focused on the inclusion and celebration of Indigenous players and their families.
- All of these efforts have been initiated ‘from below’, by individuals and community groups who voluntarily work to make a difference.
- This represents a deliberate effort by the club to change the culture of the club and proactively include its multicultural community, and is evidence of what a grassroots effort can achieve.

**TEST your understanding**

1. Provide an outline of Australia’s journey towards cultural diversity in sport and physical activity since the 1980s.

2. Identify and provide examples of sociocultural enablers.

**APPLY your understanding**

3. Write a report that celebrates the increase in enablers for movement or participation in physical activity, sport and exercise for culturally diverse groups within Australia.

4. Read the article on pages 369–70 and answer the following.
   (a) What is the ‘everyday multiculturalism’ described in the article?
   (b) Discuss in small groups how and when grassroots efforts to bring together cultural diverse communities through sport are more effective than national or state level attempts.
KEY CONCEPT Multiculturalism in Australia has brought many benefits to our communities such as great food, multicultural celebrations and festivals, and better understanding of different cultures and traditions. In sport we now have programs to encourage people of different nationalities to participate and become part of and help shape our sporting culture.

There are many programs and initiatives within Australia that are aimed at increasing cultural diversity in physical activity. The AFL has a whole round of football devoted to cultural diversity, called the Multicultural Round. The players wear modified uniforms, there are additional festivities and promotions throughout the week which promote cultural diversity in sport, and the games are broadcast in different languages.

Figure 16.10 The Australian Football League is a keen promoter of diversity in sport.

Other sports such as cricket employ diversity managers to ensure that the needs of CaLD people are being met from beginners to the elite players.

Several community programs and government initiatives also exist, such as:

- **Multicultural Youth Action Group (MYAG), City of Casey, Victoria**
  This is a coalition of agencies which focuses on engaging CaLD youth with the broader community. While initially involved in direct delivery of programs and services, the City of Casey team has since found that providing support to existing agencies and programs is a more effective approach. They aim to establish links and 25 partnerships with service providers, schools, churches, sport clubs and other groups which work with the CaLD and refugee communities, to remove some of the barriers to the CaLD community's participation in sport and other activities. Examples of the City of Casey's initiatives include holding multilingual information nights on sport programs, providing minibuses for transport to sport venues, using school principals as a link between service providers and CaLD families; and using schools as a venue for the delivery of sport programs.

- **Healthy Eating and Physical Activity Program for Multicultural Communities, South Western Sydney**
  This program teaches community members how to achieve a healthy diet and include the right levels of physical activity. The program incorporates behaviour change through weekly goal-setting and the referral into ongoing support from the Get
Healthy Coaching Service. The program is promoted and delivered in 13 different languages.

**WimSWIM, NSW and SA**
Learn-to-swim program for females only. Typically conducted outside of pool opening hours, WimSWIM is a combination of a learn-to-swim and leisure swimming program, in a women-only environment. WimSWIM is open to all females aged 4½ and over, and does not target either refugees or the CaLD community. However, WimSWIM has appealed to women who, for cultural and/or religious reasons, cannot swim in front of men. Women from Arabic communities (including Lebanese, Egyptian, Iraqi, Afghani and Iranian women), as well as women from Chinese and Korean backgrounds, have been involved in the program. The NSW Department of Sport and Recreation supports the program, but does not provide funding for it — participants must pay to take part in the program.

**Sports Without Borders**
Sports Without Borders is a not-for-profit organisation which provides support for young people from new and emerging communities to overcome the barriers of participation in community sport.
16.5 Different perspectives

**KEY CONCEPT** Strategies that are used in your school to promote movement or physical activity are different from those used by local, state and federal government organisations. However, they are often dependent on each other for the development of effective programs.

**Local perspectives**

This chapter has provided you with information about local and national initiatives related to cultural diversity in physical activity, exercise and sport. It has also presented information related to some of the barriers faced by CaLD groups and considerations for sporting organisations. What is the real situation though in your school and community?

To get a different perspective, you could use the information presented in this chapter to discuss initiatives at your school that are aimed at addressing the issue of cultural diversity and physical activity participation. Refer to the Apply your understanding question below for ideas and resources.

**National perspectives**

The Australian government is committed to its multicultural policy. Encouraging cultural diversity in physical activity is one area that is covered by this policy. For example, the government has committed funding to programs that create sustainable opportunities for youth from CaLD backgrounds to participate in sport and physical activity. This funding initiative is called the *Multicultural Youth Sports Partnership* (MYSP). An outline of the policy is provided below.

- The MYSP program was established to create connections and involve youth from new and emerging communities, and culturally and linguistically diverse backgrounds, in physical activity.
- The Australian Sports Commission coordinated the application and administered the funds.
- $900,000 was available to 12 organisations over three years, starting in 2011.
- The successful applicants were able to develop safe, fun and inclusive physical activity opportunities for CaLD youth.

You can use the *Multicultural Youth Sports Partnership* weblink in your eBookPLUS to access further information about the program.

The *Sports Without Borders — Funding* weblink can be used to read about how this funding is being used in parts of metropolitan Melbourne.

**FIGURE 16.13** The Multicultural Youth Sports Partnership aims to get young people from diverse backgrounds involved in physical activity.
16.5 Different perspectives

**TEST your understanding**

1. To enhance your knowledge of the various ways in which government funding is spent, use the **Sports Without Borders — Funding** weblink in your eBookPLUS to:
   (a) find some of the organisations that have been successful and
   (b) write a summary of what some of them are doing with the funds that they received from the grant.

2. List two organisations that have received Multicultural Youth Sports Partnership (MYSP) funding.

3. Using an example, describe how local organisations and government may work together to increase enablers of movement for CaLD people.

**APPLY your understanding**

4. Use the information in this chapter to discuss initiatives at your school that are aimed at addressing the issue of cultural diversity and physical activity participation.

5. Use the internet to search for a program in another country that focuses on the inclusion of cultural diversity in physical activity, sport and/or exercise. Write a paragraph that identifies the country, the program, the aim of the program and the steps that they are taking to address the issue of cultural diversity in physical activity, sport and/or exercise.
KEY CONCEPT Programs that are more specific to the needs of CaLD communities and enable greater inclusion can increase the amount of physical activity that CaLD communities are participating in. This can enhance the benefits that are available from the increase in cultural diversity in physical activity, exercise and sport.

The growth of CaLD communities in Australia and the greater awareness of the need to be more inclusive will lead us to more specific programs and a different approach to research. In the years to come, physical activity programs will be less homogenous and more tailored to the needs of particular CaLD communities. Greater consideration will be given to notions of health and wellbeing, sport and physical activity within particular communities. Program planners will become more knowledgeable about how to overcome sociocultural and environmental barriers. They will be more skilled in delivering programs that are tailored to the specific expectations of CaLD communities.

The increased proportion of CaLD communities will influence the type of activities, participation rates and even the broadcasting of sporting events. New sports may be introduced, some sports and activities will have an increase in participation and others may reduce in popularity. Most of the research into cultural diversity and the theoretical models for participation has been developed in western cultures. The increasing CaLD population may generate the development of new models and research from within these communities.

In relation to planning and research, there may also be a need for greater separation between physical activity and sport. Although some of the barriers are shared, there appear to be some barriers that are unique to certain cultures and therefore a clear focus on one or the other may be necessary for successful cultural diversity within physical activity, exercise and sport.

Practical tips for planning inclusive programs

La Trobe University has developed a resource that can be used for sporting clubs to guide their planning. Their framework suggests:

- consulting with experts in the area of cultural diversity
- making the venue welcoming to people of various cultures
- reviewing rules and modifying as required to accommodate cultural traditions
- educating players and officials about cultural diversity.

TEST your understanding

1. Identify two simple practical strategies that would help organisations be more inclusive of people from different cultures.
2. From the information presented in this chapter, discuss the relative importance of government funding for a) training up culturally diverse champions and b) increasing programs for CaLD people in local communities.
3. Find a location — anywhere in Australia — where CaLD communities may typically settle. Identify physical activity opportunities in their local community. You may wish to highlight these on the map. If public transport is needed, find out how much it would cost for participants to get to their destination.

APPLY your understanding

4. Based on your understanding of the content of this chapter and how your school approaches physical activity, write a report on the cultural diversity in your school, the strengths of the school in relation to inclusion in physical activity and some things that could be improved.

5. Practical activity: Play some multicultural games with your class. You can use the Multicultural games weblink in your eBookPLUS to get some ideas.
Applying the social-ecological framework to cultural diversity and inclusion in physical activity

There are many strategies that can be implemented to overcome individual, social environment, physical environment and policy barriers to participation among CaLD communities. Some of these are identified below.

**Individual**
- Education about the benefits of physical activity and the provision of information about facilities and programs, presented in a way that is relevant to particular communities.
- Programs that target increasing skills in children would provide them with greater confidence to be active. For example, a focus on swimming skills would be an enabler for participation in aquatic activities.
- More programs delivered in languages other than English or tailored to the cultural needs of some nationalities.
- Providing low-cost or free sports and activities.

**Social environment**
- Providing opportunities for CaLD groups to increase the number of people they know in the wider community. For example, the WimSWIM program allowed women from a range of nationalities to meet.
- Organising group exercise and sporting activities for particular CaLD communities.
- Buddy system, in which new Australians are assigned to an existing immigrant from the same cultural group. This person makes regular contact and helps with education and integration. For example, new immigrants who are interested in participating in local physical activity programs may be assigned a person from their cultural group who already lives in Australia and can help them with transport to the venue, accompany them for the classes and make follow-up calls to check on their wellbeing.
- Promotion of sporting success and role models among CaLD communities.

**Figure 16.14** Teaching children skills such as swimming helps them to take part in more physical activity.

**Figure 16.15** Activities such as hiking can provide an opportunity for people to interact with others in the community.
Policy
- Uniform guidelines could be modified to include the dress requirements of different cultures.
- Government-funded physical activity programs that are aimed at meeting the needs of CaLD groups. For example, MYAG in section 16.4 used government funding to support their program.
- Modification of codes of conduct to discourage exclusive attitudes and encourage inclusive behaviour.
- Funding for research that can be conducted by CaLD groups themselves so that they can develop a non-westernised framework for participation.

Physical environment
- Greater access to paths and trails.
- Building sports facilities in locations where there are high numbers of CaLD people.
- Increasing lighting and safety of paths.
- Courts and other recreational facilities for activities that CaLD groups like to participate in. For example, soccer and basketball are popular sports in Sudan so the presence of basketball rings and soccer goals in areas where Sudanese people settle may encourage physical activity.
- Providing facilities for activities/sports that culturally diverse groups like to participate in, not just traditional cricket pitches and netball courts.
- Facility sharing. Allocation of times when particular CaLD communities can use a facility.

FIGURE 16.16 Modifying uniform requirements for participation in sport can encourage more cultural diversity in participants.

FIGURE 16.17 Provision of public sporting facilities, such as basketball rings in parks, especially in areas in which people from CaLD communities live, makes physical activity more accessible for these communities.
The Redskins Basketball Club is located in Braybrook, Melbourne. When the basketball club was first established in 1996, 50 per cent of the local population were living below the poverty line. Braybrook was chosen as the venue because it is central to other suburbs such as St Albans and Sunshine where many new immigrants settle. The club continues to engage culturally diverse youth and now has over 450 children and youth who are involved as players, leaders or support staff.

The club runs basketball training and competitions for local youth. Basketball is the vehicle used to encourage physical activity and to educate children and youth about the ‘bigger game of life’. Every Wednesday night, over 350 children and youth from a range of cultural backgrounds spread themselves over four indoor basketball courts. They have girls-only teams, basic skill development squads and an elite program. The training and uniforms are free of charge and there is a small fee for registration. Some families who participate in the program have 6 to 10 children. The club helps these and others with transport to training and games. The organisers of the basketball club acknowledge the importance of family within many cultures so they encourage whole families and siblings to attend.

A year-long structured youth leadership program within the club provides youth with the opportunity to develop leadership skills and give back to the club and the community. This program provides a context for further personal development. The culture of the Redskins Basketball Club is based on the acronym EMBRACE.

**Educate**

**Motivate**

**Belief in self**

**Resilience**

**Acceptance of self, friends, religions and others**

**Confidence**

**Engage**

The last term, engage, relates to the youth giving something back to the community: giving something back to school, church, the basketball club or other aspects of community life.

**FIGURE 16.18** The Redskins Basketball Club is using basketball to help teach CaLD youth about the bigger game of life.

**Redskins Basketball Club and the social-ecological model**

When you are evaluating a program, you should consider all four components of the model. Here is a table that contains some examples of what to look for.

<table>
<thead>
<tr>
<th>Component</th>
<th>Examples of factors to look for in a program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>Helps to educate, is considerate of a person’s values and beliefs, time constraints or cost</td>
</tr>
<tr>
<td>Social environment</td>
<td>Uses family or friends to influence, provides opportunities for social contact, uses the influence of role models</td>
</tr>
<tr>
<td>Physical environment</td>
<td>Changes made to the physical environment such as paths, hand rails, installation of change rooms, or if the environment is made more appealing</td>
</tr>
<tr>
<td>Policy</td>
<td>Rules, regulations and/or funding</td>
</tr>
</tbody>
</table>

The Redskins Basketball Club program is likely to be effective because it addresses all four components of the social-ecological model. Here’s how the program addresses each component.
Individual
- The low cost reduces income as a barrier.
- Basketball skill development develops the skills of the children so that they can continue to play.
- Leadership development builds the confidence of some participants.
- The availability of beginners through to intermediate programs enables children and youth of all abilities to play.
- Provision of transport assists members of CaLD communities to access the program.

Physical environment
- The program occurs in a location that is central to many CaLD communities.
- They use a large stadium that can accommodate hundreds of youth.

Social environment
- Families are encouraged to attend.
- Children/youth play with their age group.
- The presence of players from many CaLD communities may reduce feelings of isolation.
- The use of youth as leaders provides role models.

Policy
- The cost of the uniforms is subsidised.
- There are no limits on who can join the club.

TEST your understanding
1. Identify two factors that relate to each of the components of the social-ecological model.
2. List three individual factors that could be an enabler of movement.
3. Identify two sociocultural factors and two environmental factors that have been included by the organisers of the Redskins Basketball Club.

APPLY your understanding
4. Use the table on page 378 and your knowledge of the social-ecological model to justify why the Redskins Basketball Club has been so successful in engaging children and youth from CaLD communities.
Chapter 16

**Key Skills**

- Identify contemporary issues associated with participation in physical activity and sport.
- Participate in and reflect on physical activities that illustrate the participatory perspective of the selected issue.
- Collect information on a selected issue related to physical activity and/or sport in society from a range of sources such as primary data, print and electronic material.
- Analyse the historical, current and future implications on the issue identified.
- Apply the social-ecological model or Youth Physical Activity Promotion Model to analyse and evaluate strategies and programs associated with the selected issue.
- Draw informed conclusions and report in a suitable format on the socio-cultural and environmental influences that impact on participation in physical activity and/or sport based on research findings.

**Understanding the Key Skills**

To address these key skills, it is important to remember the following:

- Explain — stating an example
- Mark — use theory to help in a practical example; show or make links, relationships or connections. Normally part of a larger question — requires you to link your theoretical knowledge to the case study
- Mark — to make the meaning of something clear and understandable
- Key terminology: social-ecological model
- Key concept: social-ecological model — an understanding of how the social-ecological model works
- Marking scheme: 6 marks
  - always check marking scheme for depth of response required, linking to key information highlighted in the question.

**Strategies to Decode the Question**

- Identify the action word: Apply — use theory to help in a practical example; show or make links, relationships or connections. Normally part of a larger question — requires you to link your theoretical knowledge to the case study
- Key terminology: social-ecological model
- Key concept: social-ecological model — an understanding of how the social-ecological model works
- Marking scheme: 6 marks — always check marking scheme for depth of response required, linking to key information highlighted in the question.

**Practice Question**

Read the following advertisement:

**Women-only gym group**

A women-only gym group open to women of all ages and all backgrounds; however, priority is given to refugee women. Blinds cover all windows to ensure privacy. Come along and improve strength, balance, cardiovascular fitness and general health and wellbeing in a fun and positive environment. Assessment by our physiotherapist prior to starting is essential.

**Venue:** Community Gym, Collingwood Housing Estate

**Time:** Wednesdays, 1:00–2:00 pm

**Cost:** Free

Using the information provided, **apply** the socio-ecological model to critique this program. **Explain** the likelihood of success of this program. **(6 marks)**

**Sample response**

The purpose of the women-only gym group is to increase physical activity. Physical activity behaviour is complex. No single factor is responsible for determining physical activity participation (1). The installation of the blinds is an aspect of the physical environment (1) that has been modified to suit the privacy requirements of the refugee women. Women-only program addresses the individual component by meeting the cultural needs of some refugee women (1). The program addresses the social environment by providing women with opportunities to meet other refugee women (1). It would be further enhanced by employing buddies for the women, from their own culture, to integrate them into the program. There is an absence of any policy mentioned in the program, however, the funding for the physiotherapist and the costs of the program must be covered by the local council or some other organisation (1).

The program is likely to be effective because it addresses all four components of the social-ecological model (1).

**Practise the Key Skills**

Use the socio-ecological model to critique the Multicultural Youth Action Group (MYAG) initiative in the City of Casey. **6 marks**

**Key Skills Exam Practice**

1. List two sociocultural and two environmental barriers to physical activity participation for CaLD communities.
2. Identify three strategies that could be used by a local sporting organisation that is making an effort to be inclusive of players from different cultures.
3 Choose a CaLD community and identify five specific barriers that would need to be overcome for them to engage in physical activity. Identify these barriers as being social, cultural or environmental.

4 Review the list of organisations that have received the Multicultural Youth Sports Partnership (MYSP) funding. Choose one of these organisations and outline how they used the funding to promote cultural diversity in physical activity. The weblink for MYSP can be found in section 16.5.

CHAPTER REVIEW

CHAPTER SUMMARY

- One in four Australians living here today were born in another country.
- In the last decade, Australia has begun to implement strategies that are aimed at increasing the participation of CaLD communities in physical activity.
- Physical activity provides many benefits to CaLD communities and the increase in CaLD people within the population can benefit sport and physical activity in Australia.
- Programs that are most effective in engaging CaLD communities are those that are tailored to the specific needs of that community.
- The increase in cultural diversity within the Australian sporting landscape may result in a change in the type of sports that are played and the type of sports that are broadcast.
- In order to critique programs that are aimed at increasing activity within CaLD communities, it is important that students are able to use the components of the social-ecological model. Therefore, it is helpful if they understand some of the individual, social environment, physical environment and policy needs of CaLD communities.
- Students could use the information presented in this chapter to consider the sociocultural and environmental enablers and barriers to physical activity for CaLD communities.