



Australian Government
Australian Sports Commission



National Multicultural Strategy
**Research Insights
Report**

Report

August 2023

MORE THAN JUST TRANSLATION



Acknowledgment of Country

In the spirit of reconciliation, The LOTE Agency acknowledges the Traditional Custodians of Country throughout Australia and their connections to land, sea and community. We pay our respects to their Elders, past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples today



Contents

| | |
|---|-----------|
| 1. Introduction | 4 |
| 2. Background | 5 |
| 3. Research - What We've Done | 6 |
| 4. Insights - What We've Learnt | 8 |
| Perceptions of Sport in Australia and Motivations to Participate | 8 |
| Barriers Impeding Participation | 8 |
| Challenges to Overcome | 10 |
| Opportunities Ahead | 11 |
| 5. A Potential Future Framework | 12 |
| 6. The Bigger Picture | 13 |
| Organisational and Leadership Buy-In | 13 |
| Organisational Considerations | 13 |
| Leadership Considerations | 13 |
| 7. Future Framework v ASC Strategy Pillars Analysis | 14 |
| 7.1 ASC Strategy Pillar Recommendations Regarding Organisational and Leadership Buy-in Considerations | 16 |
| Appendix | 17 |
| Detailed findings - Community Workshops | 17 |
| Participation in Sports | 19 |
| Motivations of Participating in Sports | 20 |
| Sports in Australia | 20 |
| Freedom and Sports | 21 |
| Barriers | 22 |
| Racism and Discrimination | 26 |
| Wages and Salary in Sport | 27 |
| Advice for the Australian Sports Commission | 27 |
| Detailed Findings - In-depth Interviews | 29 |
| Secondary Source Review and Best Practice | 32 |
| Workshop Guide | 32 |



1. Introduction

The Australian Sports Commission (ASC) has engaged The LOTE Agency (LOTE) to develop a Multicultural Engagement Strategy for women and girls. The strategy will help drive participation and engagement in sport by understanding and effectively meeting the needs of multicultural women and girls, as well as their broader communities.

An initial research phase has taken place in recent months to uncover insights that will be used to help develop the strategy.

Insights from the research process are included in this report and will also be fed into the ASC's ongoing sector-wide development of a national participation strategy for Australian sport.



2. Background

Women have never been more important and relevant to the fabric of sport in Australia.

The FIFA Women's World Cup and the success of the Matilda's – without forgetting the Netball Diamonds, our #1 ranked women's cricket team, and the growth of AFLW and NRLW – has projected a direct light onto the power women bring to sport in this country.

And, frankly, it's about time.

Capitalising on this moment in time to inspire the next generation of females to participate in sport in Australia is now the challenge faced by the sports sector. Addressing this challenge forms part of the development of a new national participation strategy for Australian sport that is being overseen by the ASC.

However, the reality is the next generation of Australians is going to look very different from the last.

The face of Australia is changing as we become more multicultural, and this change is happening quickly. Overseas migration accounted for 59% of Australia's population growth from 2011 – 2020 (up from 38% in the 1990s) and will approach 70% in the current decade to 2030.

Inspiring multicultural women and girls to engage with sport in Australia has, therefore, never been more important. And this importance will only continue to grow.



3. Research - What We've Done

A comprehensive, multi-staged research process has been implemented over recent months. This has included:

1. A Review of Secondary Source Material

An analysis of over 50 research texts and case studies (from within Australia and internationally) specifically focused on:

- the barriers that stop multiculturally diverse women and girls from participating in sports;
- the motivations that drive their engagement;
- best practice strategy and engagement design.

2. Internal ASC Discovery Workshops

Two ASC Discovery Workshops took place to:

- investigate the current state of culturally diverse community engagement within the organisation;
- initiate discussions about the needs of culturally diverse community women in particular, and how they can engage in organised sports.

The findings from the Discovery Workshops and the Secondary Source Research (appendix) helped provide the subject matter that was incorporated into the primary research, which included:

3. Community Workshops

10 workshops were conducted, including a total of approx. 120 people. Each workshop comprised two populations of six people in each group and one stand-alone group with six participants only.

A Workshop Guide (appendix) was developed in association with the ASC that addressed a range of issues relating to drivers and barriers to women's participation in sport in Australia. The workshops were held online, with the discussion guide used to engage with each participant group. Participation was defined as playing, volunteering, coaching, or taking other active roles in sport.

The populations targeted were:

- Arabic-speaking males, nationally
- African males, nationally
- Southern Indian women from Victoria
- Northern Indian women from Victoria
- Pakistani women from Victoria
- Arabic-speaking women from NSW
- Nepali women from NSW
- Afghani women from Victoria



- Malaysian/Indonesian women from Victoria
- National participants from non-urban centres, mixed ethnicity
- National non-participants from non-urban centres, mixed ethnicity
- Mandarin-speaking women from QLD
- Filipina women from QLD
- Ex-participants, nationally
- Current participants, nationally
- Disabled participants, nationally, mixed ethnicity
- Disabled non-participants, nationally, mixed ethnicity
- Vietnamese and other South-East Asians, NSW
- Mixed Middle-eastern and Turkish NSW
- Mixed male and female non-participants nationally

The male groups and the mixed group were included in the project to provide a cultural perspective on the options and opportunities for women to take part in sport among cultures where there may be greater differences in perceptions between males and females.

4. Sport Sector Interviews

11 one-to-one interviews were conducted with identified individuals within the Australian sports sector that have specific roles within either community, culturally diverse community and/or female engagement programs.

Interviewees (i) represented a variety of different sports, (ii) had experience with a variety of different types of organisations (NSOs, SSOs, NGOs, Government agencies), and (iii) came from a variety of cultural backgrounds (including Anglo).

An interview guide (appendix) was developed in association with the ASC that addressed a range of issues relating to drivers and barriers to women's participation in sport in Australia.

Finally, in addition to this specific research for the ASC, LOTE's own internal sports resources and expertise have been accessed as part of this process. These include

- LOTE's own proprietary research – *The Changing Face of Australia* – that provides a quantitative analysis of Australia's changing population due to overseas migration and the growing impact this is having and will continue to have, on the Australian sports landscape.
- LOTE's sport-specific staff and consultants who provide a combined total of approximately 50 years working in sport with multicultural communities.



4. Insights - What We've Learnt

This section includes the headline findings from the below areas covered in the community workshops and interviews. Detailed summaries of the findings are provided as Appendices.

| | |
|---|--|
| Perceptions of sport in Australia and motivations to participate | Barriers impeding women and girls from participating in sport |
| Challenges to overcome | Opportunities ahead |

Perceptions of Sport in Australia and Motivations to Participate

Compared to country of origin, perceptions of sport in Australia included:

- Sport is more important in Australia
- Australia is more accepting of women playing sport which creates greater freedom to participate
- Older women also participate in sport
- Sport in Australia is about competition and winning
- Australian sports/sports culture can be rough/aggressive/violent

Motivations to participate in sport are largely based on:

- Social engagement and connections
- Physical health benefits
- Mental health benefits
- Not competition (winning or losing)

Barriers Impeding Participation

1. Cultural Norms

Some culturally diverse communities in Australia have norms that either discourage or are negative towards women and girls participating in sport. Some of these include:

- Prevailing attitudes that women don't play sport. Men play sport. This becomes more relevant as women get older.
- It is unsafe for women and girls to play sport.
- Compared to men, women have greater restrictions outside the home and greater responsibilities inside the home. These responsibilities often include cooking, looking after children and/or academics.
- Clothing women wear in sport is deemed culturally inappropriate.



- Parents don't want girls associating with boys/men at a young age.
- Family reputation (face) is important within the community, and there can be a negative stigma associated with stepping outside traditional cultural boundaries.
- Family pressure (patriarchal) decisions deter or forbid girls from participating in sport or pursuing a career in the sector.

Important religious expectations within some communities can exacerbate some of these cultural norms.

2. Safety and Accessibility

Women and girls can feel unsafe and lack accessibility within the prevailing Australian sports environment. These are symptoms that have several causes, including:

- A lack of knowledge and connection from culturally diverse communities with the Australian sports systems.
- A lack of knowledge and understanding from existing leadership within the sports sector about the challenges faced by culturally diverse communities. This leads to a lack of trust.
- A lack of representation (and opportunity) for people of culturally diverse backgrounds in leadership positions, particularly including coaches, administrators and volunteers.
- Racism and discrimination towards culturally diverse communities.
- Facilities that do not adequately address the needs of women and girls from culturally diverse communities.

3. Time

Women and girls from culturally diverse communities are often time-poor. Major factors include:

- Family responsibilities, both in Australia and overseas. This is particularly true for mothers who are often solely responsible for looking after the home and children.
- Employment and/or academic responsibilities.
- Community responsibilities – the pull of community expectation is often stronger in “collectivist” culturally diverse communities than in traditional Australian society.
- Religious responsibilities – religion is often a greater priority in culturally diverse communities than in traditional Australian society.

4. Language

Many culturally diverse communities don't speak English as a first language. The limited amount of non-English information about/in sport in Australia is, therefore, a barrier.

5. Finance

Sport can be expensive, and therefore financial limitations can hinder accessibility. This is particularly relevant to many culturally diverse communities that live in lower socioeconomic circumstances.



Challenges to Overcome

1. Addressing Cultural Barriers...

By respecting traditional cultural norms but also communicating to community leaders, families and mothers the benefits of sports participation for women and girls, which include:

- Physical and mental health
- Social connections and networks
- Integration within broader Australian society

This goes hand in hand with the communication of efforts to improve safety and accessibility for women and girls of culturally diverse backgrounds.

2. Addressing Two-Way Knowledge Barriers...

By educating culturally diverse communities about the Australian sports sector, the benefits it brings and the efforts to improve cultural safety and accessibility.

By educating the existing leadership of Australian sport (at all levels and including coaches, administrators and volunteers) about the importance of engaging with culturally diverse communities and how to do it successfully.

3. Making Sport More Representative of Australia's Diverse Community...

By (i) proactively seeking involvement from, (ii) creating opportunities for, and (iii) providing education for people from culturally diverse backgrounds (and ideally women) to become leaders in Australian sport. Including coaches, administrators and volunteers.

4. Making Sport More Accessible...

By understanding the challenges faced by culturally diverse women and girls and adapting accordingly with the following in mind:

- **Purpose** – fun, social and healthy. Not necessarily winning.
- **Time** – shorter and more flexible to fit around other responsibilities.
- **Uniforms** – comfortable and culturally appropriate.
- **Facilities** – gender-specific rooms and prayer areas for religious participants.
- **Cost** – affordable.

5. Making This a Priority...

By recognising that, based on the rapidly growing multicultural community in Australia, engaging with culturally diverse communities (including women, but also men) is now “a need to do, not a nice to do” for Australian sport. This recognition will lead to:

- A shift in organisational priorities
- A shift in strategic objectives
- A shift in financial and resource allocation



Opportunities Ahead

1. Two-way Education and Training

A gap in knowledge and understanding exists between Australia's culturally diverse communities and Australian sport.

- Culturally diverse communities require greater support to understand the Australian sport sector, how to engage with it and the benefits it can bring.
- The existing leadership of Australian sport (including coaches, administrators and volunteers at all levels) requires support to understand better the importance of engaging with culturally diverse communities and how to do it successfully.

This gap can be bridged by the development and implementation of a dedicated two-way education and training program supported by better communication.

2. Creating Partnerships

As the sport sector builds its internal capability to better engage with culturally diverse communities, developing partnerships with organisations that already have trust and strong connections with the community is recommended. These organisations include:

1. Educational Institutions
2. Culturally diverse community groups
3. Culturally diverse youth Initiatives
4. Multicultural engagement experts

3. Inclusive Design

For engagement to have a sustainable impact, the community has to be involved in developing programs designed for them.

Inclusive and accessible design with culturally diverse communities – including collaboration with community leaders and direct engagement with parents (particularly mothers who are key household decision-makers) – is therefore fundamental to developing successful participation initiatives. This approach will also go a long way to building greater community trust.

4. A Targeted Approach

Not all culturally diverse communities are the same, and resources will be spread too thinly to have a lasting impact if tailored efforts are attempted with all cultural groups.

It is therefore recommended that overarching guidelines/resources to support multicultural engagement broadly are created alongside targeted approaches focused directly on cultural cohorts that have the greatest strategic significance. A data-led approach is suggested in this regard.

5. Evaluate and Monitor Change

Evaluation will be key to monitoring and improving the implementation of the strategy. This is particularly important given the growing and changing nature of Australia's culturally diverse community, including the evolving attitudes of second and third generation compared to first-generation migrants.



5. A Potential Future Framework

With these findings and other relevant research in mind, a high-level draft framework for successfully engaging multicultural women and girls in community sport in Australia is provided.

| Pillars | Fundamentals | Key considerations |
|-------------------|--------------|--|
| Community | Trust | <ul style="list-style-type: none"> • Two-way education – culturally diverse communities to learn more about the Australian sports system. Australian Sport (administrators, coaches, clubs and volunteers) to learn more about culturally diverse communities. • Parents - and particularly mums - to be directly engaged • Translated materials used as required • Building a sense of safety and confidence to participate |
| | Together | <ul style="list-style-type: none"> • Inclusive and accessible design with culturally diverse communities – the community has to be involved in developing programs designed for them. • Partnerships with schools, culturally diverse community groups and multicultural experts. • Involvement of culturally diverse community role models (elite athletes, coaches, volunteers, Ambassadors) and Anglo culturally diverse community champions |
| | Targeted | <ul style="list-style-type: none"> • A targeted approach with communities of strategic importance, alongside overarching guidelines/resources to broadly support multicultural engagement. • Research multicultural communities. Follow the data. |
| Offering | Flexible | <ul style="list-style-type: none"> • The structure of the sport itself • The facility (and its location) • Timing of the session • Clothing to be comfortable and culturally appropriate • Food and alcohol offerings |
| | Fun | <ul style="list-style-type: none"> • Opportunity to socialise and receive health benefits a priority • Sport, competition and winning secondary |
| | Affordable | <ul style="list-style-type: none"> • Low cost • Membership/participation models that work for the whole family (including mum's), not just an individual child |
| Delivery | Represent | <ul style="list-style-type: none"> • Program delivery by more people from culturally diverse community backgrounds and ideally women (including coaches, administrators and volunteers) |
| | Integrate | <ul style="list-style-type: none"> • Program delivery also by culturally competent, experienced, and trusted Anglo coaches/volunteers |
| | Communicate | <ul style="list-style-type: none"> • Translated materials used as required • Participation in sport framed as aspirational and a vehicle to integrate - and build networks - within Australian society. |
| Evaluation | Improve | <ul style="list-style-type: none"> • Feedback and data capture processes. • Monitoring changes in multicultural communities and attitudes of 2nd and 3rd, compared to 1st generation migrants. |



6. The Bigger Picture

Organisational and Leadership Buy-In

It is important to note that many findings uncovered during the workshops and interviews were not necessarily new, with a large number of insights consistent with the previous research reviewed.

This gives rise to the view that successfully engaging with multicultural women and girls is not just about the barriers and what to do about them but also about addressing the challenges authentically and sustainably at an organisational and leadership level.

This is not uncommon within areas historically viewed as peripheral as opposed to core business and is equally relevant for culturally diverse community engagement of females and males.

Organisational Considerations

With this in mind, the following questions on organisational buy-in are provided:

- Is the culturally diverse community value proposition (i.e. The Why) compelling enough and widely understood?
- Is there a genuine whole-of-business approach to culturally diverse community engagement, with integration into a connected organisational strategy? Or is it essentially a DEI responsibility?
- Is the CEO/Senior Managers accountable for achieving culturally diverse community objectives?
- Are culturally diverse community objectives long-term and sustainable, or short-term and opportunistic?

Ultimately, the answers to these questions will largely determine the success (or otherwise) of culturally diverse community engagement and the allocation of funding/resources to it.

Leadership Considerations

From a leadership perspective, based on the largely Anglo heritage of leaders within Australian sport (including national, state, and local organisations), the knowledge base and familiarity with subject matter about culturally diverse communities and culturally diverse community engagement is understandably low.

Additionally, a clear insight from the research has been that having greater leadership representation (including administrators, coaches, and volunteers) from culturally diverse communities is key to successfully engaging with culturally diverse communities.

Addressing these points – at all levels of sport – will be important for leaders to build better connections with Australia's large and growing multicultural community.

The importance of being able to recruit and manage what is becoming a more multicultural workforce will also continue to grow, while culturally diverse community representatives should be considered a critical element of Australia's next generation of volunteers who need to be engaged.



7. Future Framework v ASC Strategy Pillars Analysis

| Pillars | Fundamentals | Key Considerations | ASC Strategy Pillar Notes |
|-----------|--------------|---|---|
| Community | Trust | <ul style="list-style-type: none"> Two-way education – culturally diverse communities to learn more about the Australian sports system. Australian Sport (administrators, coaches, clubs and volunteers) to learn more about culturally diverse communities Parents - and particularly mums - to be directly engaged Translated materials used as required Building a sense of safety and confidence to participate | <ul style="list-style-type: none"> Access - ensure the education framework includes (i) education of culturally diverse communities about Aus Sport and (ii) the importance of engaging parents/ mums Access – includes translations and the importance of safety |
| | Together | <ul style="list-style-type: none"> Inclusive and accessible design with culturally diverse communities – the community has to be involved in developing programs designed for them. Partnerships with schools, culturally diverse community groups and multicultural experts Involvement of culturally diverse community role models (elite athletes, coaches, volunteers, Ambassadors) and Anglo-culturally diverse community champions | <ul style="list-style-type: none"> Access – covers inclusive design Access – covers partnerships with community groups and DEI experts Lifelong Involvement – includes Schools Nothing on role models |
| | Targeted | <ul style="list-style-type: none"> A targeted approach with communities of strategic importance, alongside overarching guidelines/resources to broadly support multicultural engagement Research multicultural communities - follow the data | <ul style="list-style-type: none"> No mention of targeting. Access needs to be careful it's not trying to be everything to everyone |



| | | | |
|-------------------|-------------|--|--|
| | | | <ul style="list-style-type: none"> Not sure if a central Aust Sport hub to access/analyse multicultural community data has been considered? |
| Offering | Flexible | <ul style="list-style-type: none"> The structure of the sport itself The facility (and its location) Timing of the session Clothing to be comfortable and culturally appropriate Food and alcohol offerings | <ul style="list-style-type: none"> Access and Lifelong Involvement cover these well |
| | Fun | <ul style="list-style-type: none"> Opportunity to socialise and receive health benefits a priority Sport, competition and winning secondary | <ul style="list-style-type: none"> Access and Lifelong Involvement cover these well |
| | Affordable | <ul style="list-style-type: none"> Low cost Membership/participation models that work for the whole family (including mum's), not just an individual child | <ul style="list-style-type: none"> Access covers affordability |
| Delivery | Represent | <ul style="list-style-type: none"> Program delivery by more people from culturally diverse community backgrounds and ideally women (including coaches, administrators and volunteers) | <ul style="list-style-type: none"> Access calls this out for inclusion in the Elevate/Empower pillar |
| | Integrate | <ul style="list-style-type: none"> Program delivery also by culturally competent, experienced, and trusted Anglo coaches/volunteers | <ul style="list-style-type: none"> Access – included in education framework |
| | Communicate | <ul style="list-style-type: none"> Translated materials used as required Participation in sport framed as aspirational and a vehicle to integrate - and build networks - within Australian society | <ul style="list-style-type: none"> Access – covers translations and communications |
| Evaluation | Improve | <ul style="list-style-type: none"> Feedback and data capture processes Monitoring changes in multicultural communities and attitudes of 2nd and 3rd, compared to 1st generation migrants | <ul style="list-style-type: none"> Access – covers data capture |
| | | | <ul style="list-style-type: none"> A central Aust Sport hub to access/analyse multicultural community data could help here |



7.1 ASC Strategy Pillar

Recommendations Regarding Organisational and Leadership Buy-in Considerations

Access

The value proposition (the why) is included but it is recommended this be:

- elevated in importance
- included in the education framework.

Elevate/Empower

Recommend dedicated actions focusing on improving the sport sector's:

- knowledge base of culturally diverse communities and engagement with them
- capability to recruit and manage a multicultural workforce
- representation of leaders (administrators and coaches) from culturally diverse backgrounds
- recruitment of culturally diverse community volunteers



Appendix

Detailed findings - Community Workshops

Background

LOTE conducted ten workshops between 19 July and 11 Aug, 2023. Each workshop included a maximum of twelve participants and comprised two populations of six people in each group, and one stand-alone group with six participants only. The populations targeted were:

- Arabic speaking and African males, nationally
- Asian males, nationally
- Southern Indian women from Victoria
- Northern Indian women from Victoria
- Pakistani women from Victoria
- Arabic speaking women from NSW
- Nepali women from NSW
- Afghani women from Victoria
- Malaysian/Indonesian women from Victoria
- National participants from non-urban centres, mixed ethnicity
- National non-participants from non-urban centres, mixed ethnicity
- Mandarin-speaking women from QLD
- Filipina women from QLD
- Ex-participants, nationally
- Current participants, nationally
- Disabled participants, nationally, mixed ethnicity
- Disabled non-participants, nationally, mixed ethnicity
- Vietnamese and other South-east Asians, NSW
- Mixed Middle-eastern and Turkish, NSW
- Mixed male and female non-participants, nationally.

The male groups and the mixed group were included in the project to provide a cultural perspective on the options and opportunities for women to take part in sport among cultures where there may be greater differences in perceptions between males and females.

A workshop guide was developed in association with the Australian Sports Commission that addressed a range of issues relating to drivers and barriers to women's participation in sport in Australia. Participation was defined as playing, volunteering, coaching, or taking other active roles in sport. This discussion guide was used in an online design to engage with each of the participant groups

In parallel, LOTE also conducted a series of eleven in-depth interviews among subject matter experts. These insights have been compiled with the insights from the community workshops to provide a complete overview of the perceptions in the community.

Sports and What it Encompasses

To provide context for other insights, all participants were asked what they understood sport to mean. Inevitably, they gave a variety of responses, including activities that are commonly identified as sports, such as basketball and football. Responses also included diverse activities such as visiting gymnasiums, pole dancing, and dance. This is relevant, as including some activities as sport can help women to consider a wider and more traditional range of sporting



activities. Some specific examples of perceptions of activities that could be included as sports included:

- A participant from the South Indian group talked about how most women are empowered to go to the gym in current society.
- A Nepali participant talked of empowerment and how far women have come in sports when she was shown a board full of images of women participating in sport. Other participants from the same group added that they feel a sense of pride.
- A Nepali participant also mentioned pole dancing as a sport requiring the use of various techniques.
- A South Indian participant spoke about gymnastics being similar to dance and how each Indian dance has a festival associated with it, which is kind of an Indian sport.
- A participant from the 'mixed non-participants' considered that taking part in ballet when she was younger was a sporting facility.

An example of a gender-based cultural differentiation of sport came from a South Indian participant who noted:

'Men play cricket in my country, and women do dancing'

The participant provided context regarding how mothers are the first teachers and a source where they learn their roots from. When they come to Australia, they rarely continue to provide this form of guidance.

An Afghani participant considered that going to work is a sport. She indicated that she does not understand why someone would waste money or time by going to the gym or the soccer club, saying:

It is important to note that something that can be seen as a motivation for someone could be another task for someone else, all these examples possibly defining and shaping what various communities feel and imagine when they think of sport.



Participation in Sports

General Perceptions

Several sporting options were commonly considered by women in the groups. These included swimming, gym, netball, tennis, and badminton, among other sports.

Swimming

Many participants from several groups mentioned taking part in swimming. Some mentioned swimming as something they do with their sisters (a participant from the African group), and some also mentioned it as something they picked up only in Australia (another participant from the African group). One participant from the Afghani group also shared that she was advised by her doctor to join swimming classes for health.

Gym

A number of participants discussed going to the gym. Motivations differed, as some identified that they went to lose weight (participants from the South Indian and Nepali group) while others identified that they went to stay active and feel healthy. A Filipino participant noted that she takes part in sports to combat the weight that comes with aging.

Ball and Other Sports

Participants across the groups mentioned playing netball, tennis, badminton, throwball, ping pong, volleyball, kabaddi, surfing, yoga, rollerblading, and basketball. There were also participants who mentioned booking local sports facilities to play sports, while other participants mentioned playing with their kids in the playground or their backyards. One participant from the Arabic group mentioned that she did this so her kids would not be stuck to the computer. The Filipina group had two participants from a local volleyball club for women who were active players of the sport.

Non-Playing Engagement in Sport

Many participants indicated they are comfortable engaging in sport without playing. This included supporting their children, coaching, or watching sports.

Several participants from different groups talked about driving their children to sports activities such as lessons and games. Examples included taking children to swimming lessons and driving kids to cricket practice. Some mentioned that they do not personally play sports but support their children, while others did the same while also being active players of some type of sport.

A participant from the African group mentioned that they coach a diversity squad (for those who have or have not played football, a place welcome to all backgrounds) for 14-17-year-olds.

Across groups, participants mentioned watching sports, including AFL and cricket with family or following the local soccer team as their ways of participating in sports. A Filipina participant shared her motivation for organising festivities and activities associated with sports.

Lack of Interest

There were many participants who were not interested in playing sports at all. This included some who tried playing a couple of sports, realised their interest was fleeting and gave up each time. An ex-sport player participant shared her personal experience of playing soccer for 11 years



and aiming for the American college scouting, only to stop soccer because of pregnancy and COVID-19. She plans to go back as a coach and be an inspiration for her baby son.

Male participants were included in the research with the aim of understanding perceptions that may exist in some cultures. One male participant from the Asian group noted that the only physical activity a woman might do is perhaps a gym.

Motivations of Participating in Sports

There were various motivations for women to engage in sport. Participants from the South Indian, Arabic and Malaysian groups indicated that weight management was a reason for going to the gym or swimming. Others described playing sports to stay mentally and physically strong (South Indian and Malaysian groups). A participant from the 'mixed non-participants' group said that sports help them stay active and provide more energy to their body. As one participant noted:

I go running in the mornings it helps me feel active the whole day. When I do not hit the gym or go for a walk, I feel the difference in the day. The whole day is tired. I do not feel like doing anything. It makes you lazy and lethargic. — (South Indian participant)

Many participants described sports as a social activity, providing them with a reason to connect and talk to people while having fun. An African participant described this as allowing for a sense of belonging to the community.

I guess if someone were to tell me to play sport right now, I would probably decline because I do not know the people who are playing it. For me, sport is a social activity where I get to meet new people. — (South Indian participant)

Participants discussed how learning to swim can save a life and that it is a life skill that is important in Australia. A Chinese participant described how sports were good for her health and happiness. Another Chinese participant recalled how her mother would push her to swim as a child because her mother believed swimming would make her taller. Participants discussed how learning to swim can save a life and that it is a life skill that is important in Australia. Swimming was considered a survival skill.

The reason my child learns (swimming) is because it's the only sport that I think can save my child's life. — (Vietnamese/ SE Asian group)

Another participant from the same group detailed how, in her family, different sports are associated with certain characteristics. Volleyball with teamwork and ping pong and weight lifting with hard work.

A participant from the 'mixed non-participants' group identified that sports help them stay active and provide more energy to their bodies. A participant with a disability who engages in sports talked about how sports bring family together and make her mind energetic.

In addition to improving health, self-esteem, and confidence, another benefit is for the mother, grandmother, auntie and I ... as an opportunity to connect. A lot of them are isolated, they don't speak English very well, they practice English and increase their social connection, and it's good for their mental health. — (Vietnamese/ SE Asian group)



Sports in Australia

There was a perception among participants from several groups that 'everyone is into sports in Australia!'. A participant from the African group noted that in Australia, you could watch many different sports. A Malaysian participant talked about how her children are exposed to more sports in Australia compared to Malaysia, while a Chinese participant felt that Australia has a better sporting environment because in China, academic pressure is very dominant. A South Indian participant described this, saying:

Australians have this enduring affection towards sports, whereas in India, we only love spectating it and not practising it.

Participants from the North Indian group described how Australia is a lot safer for women in terms of physical and emotional safety. This was similar to a response from a participant from the 'regional mixed non-participants' group, who talked about sports being accessible for all genders in Australia, saying:

... you can swim using your scarf, your bikini, it doesn't matter your religion or belief.

A few participants talked about sports that are not common in Australia because of the small number of people who play them. Participants from the two Indian groups mentioned dancing and kabaddi. Another participant from the South Indian group felt that people in Australia don't express themselves as well as people in India. In India, there is one big sport, and there's a shared community with lots of energy around it, which is absent in Australia

Some participants from North India talked about the financial challenges of playing sport or having their children play. They indicated they had heard about how much the government is willing to pay to support expenses such as uniforms, accommodation and living costs.

A participant from the African group mentioned the Westerns Gems (netball) program, which they understood to be a talent program available for teenagers. Another participant from the Arabic group spoke about the Little Athletics program for kids. Some participants from African and Arabic groups mentioned how they did not know of Rugby before coming to Australia, with one of them saying that it looked like a rough sport.

Some participants discussed interesting things they had noticed about sports in Australia. Participants noticed that a lot of older women play sports, and women are associated with team sports here. Another thing that participants were aware of was parents having their three- or four-month-old children trading part in swimming lessons.

For some participants from the Middle Eastern group, sports in Australia are associated with violence, aggression, drinking, and being rough and tough.

Freedom and Sports

Participants from the African group described how women and girls cannot play sports in public with men in their country of origin but can in Australia. They felt that in doing so there is more freedom. Other participants from the Arabic group added how women here have more freedom as they can wear beach swimmers and they can also join the gym – things that are not possible in their home countries.

Participants from the Middle Eastern group talked a lot about freedom. They explained three ways of understanding this connection between freedom and sports, with one saying:



The feeling of freedom and being free while engaging in sports - 'this is what I feel as I was learning to swim for the first time'

Freedom from systemic oppression in our home countries where we are not allowed to play sports outside. Freedom from the community - even in Australia, the community still carries the same mentality as back home. Escaping from this and finding freedom was the most challenging.

Barriers

When asked if there were any barriers for women in sports, most participants from the African and Middle Eastern male group replied that there were not any significant barriers to multicultural women's engagement in sports. This was in contrast to the insights provided by three participants.

Cultural Influences

Women belong in the kitchen, and men go out and play — (African male group participant)

Participants from the African group discussed how sports are discouraged for women and not a priority in the face of schooling, family, and looking after the household. There was a general acknowledgement that boys are favoured more over girls by some cultures. In a similar vein, a Pakistani participant shared her dilemma – the conflict between her point of view and hopes, and what was expected of her within her culture. Even though she believes women could do anything they wanted to, she detailed how marriage in her community is associated with the burden of giving birth to babies and taking care of them. A North Indian participant described this as a mother's life being over when children were born, as their life revolved around their children.

I would like to have the possibility to play sports without giving up being a mother. Sometimes, I have the perception that I cannot be a strong woman and be a mother at the same time. I'd like to be both. — (Non-participants group)

Several participants talked about the financial impacts of having a family, noting how expensive childcare and kindergarten were. A participant from the 'mixed non-participants' group talked about the cost of hiring a babysitter, feeling that it was the same as a full-time worker's salary. She indicated that this was one of the reasons why women choose to give up their careers and look after their children.

A participant from the Vietnamese and South Asian group who identifies as a Rohingya who sought refuge in Bangladesh described the difficulties in women going out and playing sport, and that it would be rare to see Burmese or Rohingya girls playing sports because they are generally expected to perform household chores or care for their families. She detailed:

For Burmese girls, there may be more opportunities for them (to engage in sports), but for Rohingya women, it's literally not in the equation.

Many participants described how women playing sports is looked down upon in their cultures and discouraged. A Pakistani participant talked about constantly being told that it was a 'man's thing'. Some participants spoke about how their culture does not like girls going to competitions.

'My parents told me I was too old, and that I need to start acting like a girl, this is why I stopped playing soccer.'

(Pakistani participant)



An Afghani participant expressed how, in her culture, it has only been accepted that sports are for boys only and for them to enjoy and that it will take time to change this underlying cultural perception. Another participant added that she has heard that women and girls are weaker and may hurt themselves. This would appear to come from a cultural mindset that girls are weaker than boys.

Similarly, a participant from the Vietnamese and South East Asian group described how 'in the old days', women would tend to be gentle and not be encouraged in sports, but now Vietnam is quite open to sports, expressed in how the women's soccer team went to the world cup, and although they didn't win it is important because people are now aware of women doing sports. Some participants also thought that seeing women be successful in sports is a big indicator that society is changing and that there's more acknowledgement and recognition for women and that in itself is a positive signal.

Some participants from the mixed Middle Eastern group noted that there is a certain reluctance to participate in sports for people from the Middle East. They also noted that there are two layers to women's participation in sports:

- Seeking acceptance within the community against the idea of women participating in sports and
- Seeking acceptance from the larger community about a woman from a different community playing sports against racism.

The participant described that as a Muslim who wears the hijab, there's no separate women's-only swimming pool for her to swim in. Another participant mentioned that she went through a lot of trouble to get her local pool to create a timeslot for women-only sessions, but they were unable to get a women instructor for that time slot, defeating the purpose of the session. Both the participants identified their preference for female-only spaces based on their religion. Another participant from the same group indicated that the issue was more than a religious factor and that another factor was the comfort and confidence of being in female-only spaces. Most participants in the group talked about men gazing at them and how it makes them uncomfortable. Another participant from the group suggested that this was not a religious factor but a cultural one, relating it to how girls are brought up in isolation from boys in their culture.

If you are squatting (in the gym), my back is facing towards them (males), it makes me uncomfortable that my ass is towards them. It is more of my subconscious. If a female is towards me, I would be more comfortable because she has what I have.

— (Pakistani participant)

I want to do swimming but I can't — (Pakistani participant)

Costs

Several participants talked about the financial impacts of having a family, noting how expensive childcare and kindergarten were in Australia. A participant from the 'mixed non-participants' group talked about the cost of hiring a babysitter, feeling that it was the same as a full-time worker's salary. She indicated that this was one of the reasons why women chose to give up their careers and look after their children.

Participants discussed financial barriers to taking part in sports. Some participants noted that for some of the migrants in Australia, the priority is to put food on the table and to send money back



home. They are on a particular visa with two jobs sometimes and don't have the 'luxury' to play sports.

Two examples were:

As a student, finance is a barrier to gym enrollment.

(South Indian participant)

Money is involved in purchasing sports uniforms, equipment, and transportation.

(North Indian participant)

Choices of Specific Sports

This idea of certain sports for females was also prevalent among participants. A participant from the North Indian group stated: *'Cricket is only for men to play, and women to watch.'* Similarly, a participant from the Arabic group also talked about how they think certain sports like wrestling, bodybuilding and boxing is only for men, while a Malaysian participant shared that her niece plays football, and she has been repeatedly shocked every time we celebrate her achievement because football is a boy's sport and it is unbecoming of a girl to play that sport.

A participant from the Malaysian/Indonesian group talked about a 'commercial' aspect to seeing sports linked to certain genders, describing this as how soccer is popular for being aggressive and people being biased to not associating women and aggression. Another participant from the 'mixed non-participants' group shared that for sports like ice skating, she would rather see females than males because of the dress and uniforms. The males in such sports are not attractive compared to females.

Depictions of Women in Sport

A participant from the male group noted that in India and Pakistan, the culture is quite conservative. The male group seemed to focus on the attire worn by the female athletes in the displayed images on the screen and commented that is not common to see and is potentially a reason why girls do not get into sports.

People know each other, and talk about each other in our communities. Knowing people and what they will say can stop one from participating in groups. — (Nepali participant)

Participants in the Nepali group spoke about how they felt a great deal of scrutiny and negative feedback from the Nepalese community in Australia (including women, with one participant making comments about not wanting to see 'my crotch on their screens' while performing sports, which was degrading. The participant added that there are so many stereotypes that a cultural shift would be needed for people from her culture to digest this.

While some described the lack of female spaces and teams as a barrier, other participants thought was reasonable. Some participants thought that it was understandable for men and women to be playing separately, with one noting:

...men are tough, and I wouldn't want to play with them, I'd be scared.
— (Pakistani participant)

Participants from the North Indian group identified that people are becoming more open-minded now, and they are encouraging their children to play sports. A participant who currently plays sport noted that there is more multiculturalism in sport now. She indicated there



have been changes to see women in sport, but mentioned that most sports are 'white dominated', with few black or Muslim athletes participating.

Many participants described how women playing sports are looked down upon in their cultures and discouraged. A Pakistani participant talked about constantly being told that it was a 'man's thing'. Some participants spoke about how their culture does not like girls going to competitions.

'My parents told me I was too old, and that I need to start acting like a girl, this is why I stopped playing soccer.' — (Pakistani participant)

Time

Time was the most common barrier identified by participants in most groups. Participants mentioned the difficulty in finding time to play sports or even focus on their health as they spent a great deal of time working or studying at university. Some participants described being too tired after work and being both mentally and physically drained.

A participant from the Vietnamese and South East Asian group identified that most yoga classes in her community happened at night, and because she has to look after her young kids, she's not able to attend them. She mentioned that it is difficult to follow the class at a certain time and can only attend when she has time and is comfortable.

Age

The idea that sports is something you do when you are younger was prevalent in several groups.

It's a good idea to get kids into sports at a young age — (Pakistani participant)

A participant from the 'mixed non-participants' group described her personal experience of being rejected by the coach at the age of six. She had hoped to pursue deep diving but as an adult felt that she was now too old, and it was too late for her. Similarly, a North Indian participant shared that her friends aren't willing to learn to swim themselves as they are 25-30 years old. They believe that it is over for them; they're older now.

A participant from the Arabic group spoke about her experience trying to settle into Australia as a new migrant and not being able to join any youth centre because she did not fit the age criteria.

While there was a lot of discussion about age as a barrier across groups, Filipina participants believed that it wasn't a barrier and that as long as they live, they can play sports if they want to.

Body Image and Shaming

A Nepali participant mentioned body shaming as a barrier and shared her experience of receiving unpleasant remarks about how much weight she had put on, and how she should not be eating certain foods. She described this as something which is very common and normalised in her culture and noted that she developed an eating disorder while growing up. Another participant from the Nepali group also spoke about how she was bullied about her body and publicly shamed for it. She pointed out that often it is women who make these unhealthy comparisons and comments. A participant from South India shared similar experiences of getting body shamed for weightlifting, also noting that her parents did not take any actions about this.

If you go swimming, you'll have broad shoulders, if you do cycling, you'll get thunder thighs — (Malaysian/Indonesian participant).



A Filipina participant stated that there are body image issues when it comes to females and sport. However, rather than thinking that females look muscular and manly, she likes to think that it makes them look strong. Another participant shared that when a Malaysian woman wins something in sport, the newspapers are likely to focus on whether she is dressed inappropriately rather than focusing on the sporting victory. They perceived that this aspect of the women's sport is sexualised.

A current sport player shared how netball only recently changed uniform policies to be more accommodating of cultural needs and perceptions.

Parental Restrictions and Family Responsibilities

A few participants with disabilities described a lack of family support as their biggest barrier to participating in sports. Examples included:

It's mainly men who play, you know it gets busy for women, we don't get time to do a hobby and entertain ourselves. — (North Indian participant)

Reasons girls don't play sports in India is because of parental attitudes. They don't want to support girls. — (North Indian participant)

My parents in India would not let me play sports, saying 'it's not safe for girls. They would restrict me. — (South Indian participant)

The first step is your parents' support. If you don't have that, you won't get any support from your house or outside. — (Participant with disability who don't engage in sports)

Stigma

Some participants with disabilities who engage in sports mentioned how there is stigma around women playing sports and around 'disabled' people. They explained a gendered view on disability, an added layer of being a female on top of the disability. Something that was stressed most was the idea of 'what will people say' and this fear that could kill the ambition of young girls.

Safety

Safety was a concern for participants from several groups. As an example, a participant from the 'mixed non-participant' group mentioned the possibility and the fear of an injury as a barrier. A South Indian participant noted:

"Women are not safe because they are not just confined to cricket, more is expected from them, especially if want to have a promotion in the game. In the Indian Premier League, during the selection phase, "the girls were asked to ... I'm not sure I can share those things here. The coach was expecting something more than just the game from women. That's where the women stopped growing in sport." — (South Indian participant)

"My parents in India would not let me play sports, saying it's not safe for girls. They would restrict me." — (South Indian participant)

Gender Discrimination

An African participant mentioned what gender discrimination in sports can look like *"It's little things like cutting the women's game a couple of minutes short so that the men's game can*



start on time...although it's a small difference, it can have a ripple effect on how sports is seen and experienced. It shows where the priorities are."

A Nepali participant described how she was lucky that her school uniform was the same as boys in her school, but argued that it makes a big difference when girls are wearing skirts as opposed to trousers, and having to be self-conscious about showing their breasts or worrying if they are covered. Upon further probing, the participant mentioned that this was prevalent in Australia as well as Nepal, citing uniforms in Catholic schools and private schools in Victoria.

An Afghani participant shared how her neighbour sends her sons to sport practice but not her daughters, and feels the intense need for families to be educated. A participant from the 'mixed non-participants' talked about how even as the female World Cup is taking place, not as many people are watching it as the men's World Cup, this stems from the notion that women are not as muscular as men, and so the game is not as good as the men's game, discouraging females from pursuing sports as a career.

An ex-sport player group participant shared how when she played indoor soccer, they would play in the boy's league as the only girls' team and would be treated so differently as if they thought it was a joke or an easy game. She also added as an obvious truth that sports for females in Australia is not taken as seriously as it is for males.

Language

A participant from the 'mixed non-participants' group described how language was a big barrier, especially in regard to sports. I don't understand what people are talking about and what commentators are saying while watching sports games, it's hard to relate.

Not knowing a language makes people insecure and feel inferior.
— (South Indian participant)

Racism and Discrimination

A South Indian participant described her experience of playing interschool netball where most of the girls participating were white. She said:

They weren't racist towards me, but I felt different and uncomfortable in that team...maybe if more Indian women, or just more cultures were on that team, I would have felt more comfortable.

Another participant from the Afghani group noted that she had tried to get out of playing sports in school in Australia because she didn't know how it worked and because if she wore a scarf, she didn't want to be asked why she was wearing one. A participant with a disability who engages in sports mentioned that leaving their home country gave them an opportunity to not face stigma in Australia, but on the flip side of that coin, they endured racism.

In contrast, a South Indian participant shared that she didn't see any racism in Australia.

A participant with a disability who engages in sports mentioned that leaving their home country gave them the opportunity to not face stigma in Australia, but on the flip side of that coin, they endured racism.



Wages and Salary in Sport

A South Indian participant mentioned how women in sports like cricket get paid way less than men in India.

The pay is really bad; it doesn't encourage people to play...favouring boys to play is still a big problem in our community.— (Participant from African group).

Another participant from the Vietnamese and SE Asian group noted that there is a long way to fight for the prize, talking about the participation of women's team in the Soccer World Cup:

The prize for men's sports is higher than that of women and it's unfair.

Some participants mentioned wages and the pay gap between male and female players. A participant from the 'mixed non-participants' group raised how male AFL players get paid in millions, while females only earn 1/10 of what their male counterparts earn.

Advice for the Australian Sports Commission

A participant from the Filipino group commented that she needs to see other people from other communities to know that she too might be accepted here.

Another big piece of advice that came across was the need for an understanding that not all CALD communities are the same and that not all individuals within the CALD community have the same needs, privileges, or preferences.

Some of the male participants from the Asian group mentioned how understanding different cultures is of utmost importance. It cannot be as easy as ASC saying “we're accepting humans from different cultures into sports and bang done, and then just sitting in the bench with the application form waiting for people to come.”

- More opportunities for multicultural things like learning different kinds of dances, making it free for students. Time and personal finances are addressed as barriers, and a strong voice to make sport more affordable and offer student discounts. — (Participant from South Indian group)
- Conducting more outreach programs and spreading awareness in language. — (Participant from South Indian group)
- Have support – “For a student, the university should have a playground.” — (Participant from South Indian group)
- More community-building activities, so that women can get closer to each other and can feel connected and excited about sports. — (Participant from South Indian group). This is true to other participants' sentiments that sports are a social activity.
- To keep gender equality in mind, and not make sports specific to just men or women. Keep sports open to everyone. — (Participant from South Indian group)
- Having multicultural services for sports. — (Participant from North Indian group)
- Ease the women's burden to help women participate in sports. — (Participant from North Indian group)
- Including women and girls of all age groups — (Pakistani)
- Get companies to encourage sports and organise sports (Vietnamese)



- Educate people that sports will help, not harm women's bodies — (Afghani). Others added that this can be done in Afghan gatherings, at mosques, etc.
- Have more women's sports groups/clubs in multicultural communities (just like play groups for kids) Posters can be left at childcare or local libraries. (Mixed non-participant)

Funding

Some African and Nepali participants mentioned providing funding for local sporting teams and for women in general as a recommendation for the ASC. Most participants from the Malaysian and Indonesian groups urged for more sporting facilities and centres in more suburbs. They also talked about providing incentives to women to engage in sports. A participant also recollected how her kids received vouchers from the government to participate in sports:

What about the kids voucher (to play sports), why can;t women have that? That may encourage us to participate and engage in sports. — (Vietnamese and SE Asian participant)

A participant from the 'mixed non-participants' group also mentioned starting a one-day trial or an hour trial to increase people's interest in sports or give them a taste of it, like going to a restaurant and trying a tasting menu.

Making sports affordable was also a common advice across several groups.

Females-Only

Several participants especially from Muslim backgrounds stressed female-only spaces. A Muslim participant from the African group suggested providing more opportunities for girls to play against girls. Another participant from the African group added how there is only one day allocated for women to go swimming in her local pool, and she would like to have more days for such sessions.

Participants also urged for spaces that they could run by themselves as women and for women. This involved having female coaches and staff.

"It's for women, led by women, played by women, is the most important thing to make them more comfortable." — (Pakistani participant)

Mothers

Across most groups, the suggestion to target mothers and make sports more accessible for them was quite strong. Many recommended providing facilities where there was a little section to help look after kids or make spaces that can have women and kids do sports together.

Other advice included Introducing clubs for mums, and making childcare, and babysitting affordable. Several participants mentioned extending childcare hours, especially on the weekends, and suggested more affordable childcare fees.

The African and Middle Eastern male group participants also mentioned mothers as motivational forces for children, who know the value of sport and are constantly looking for ways to get their kids participating in sports.



Interpreters for Language Barriers

Participants from the South and North Indian groups stressed people being able to use their own terms and languages for their communication, and having interpreters.

Another participant from the mixed non-participant group talked about how having signage in different languages at facilities is important for women, citing her example at an ice ring, where she spent a considerable amount of time, feeling embarrassed as she lay confused as to her shoe size, as China and Australia follow different models of sizing.



Detailed Findings - In-depth Interviews

The in-depth interviews provided a range of insights regarding the current challenges and barriers to participation in sport for women from multicultural backgrounds. These have been summarised as follows:

Barriers

| | |
|---|--|
| Cultural Norms | Some cultural norms discourage women's participation due to modesty concerns. They can discourage participation and prioritise other areas like academia <ul style="list-style-type: none"> Also, uniforms may conflict with cultural norms |
| Lack of Representation | Absence of role models and diversity in the sporting community <ul style="list-style-type: none"> <i>Example:</i> Limited representation of diverse female athletes in media |
| Language Barriers | Limited access to sports information due to language differences. <ul style="list-style-type: none"> <i>Example:</i> Lack of program information in languages other than English |
| Socioeconomic Challenges | Financial limitations hinder accessibility <ul style="list-style-type: none"> <i>Example:</i> Inability to afford equipment or fees |
| Background and Challenges | Cultural and gender barriers prevent participation <ul style="list-style-type: none"> Safety concerns and cultural expectations pose challenges |
| Religious and Cultural Constraints | Cultural and religious values may limit engagement <ul style="list-style-type: none"> <i>Example:</i> Somali community's views on girls in sports |
| Practical Limitations | Fear of injury, accessibility issues, and time constraints |
| Societal and Structural Hurdles | Stereotypes, lack of representation, and language barriers |
| Building Trust and Security | Trust is crucial for multicultural participation |
| Racism and Discrimination | Can deter engagement |

Lack of Diverse Representation in Sports Organisations

Administrative Complexities

Inadequate Facilities



Opportunities

| | |
|---|--|
| Educational Institutions | Engaging through schools to introduce sports to newcomers <ul style="list-style-type: none"> • <i>Example:</i> Running sports programs within schools |
| Community Partnerships | Collaborating with organizations to tailor programs to cultural norms <ul style="list-style-type: none"> • <i>Example:</i> Integrating sports in religious activities |
| Youth-Driven Initiatives | Supporting youth-led sports initiatives for inclusivity. <ul style="list-style-type: none"> • <i>Example:</i> Multicultural youth creating their sports leagues |
| Inclusive Strategies | Adapting traditional games, safety adjustments, and female coaches |
| Facility Inclusivity | Gender-specific rooms, prayer areas for religious participants |
| Collaboration and Partnerships | Partnering with community groups for impactful engagement |
| Prioritising Change | Involving communities in decision-making for genuine inclusivity |
| Representation and Role Models | Inspiring participation through diverse role models |
| Education and Training | Sensitivity training for understanding multicultural challenges |
| Community Engagement | Grassroots connections foster inclusivity |
| Sports as a Bridge | Unify different cultures through sports. Direct engagement and hiring from within communities |
| Tailored Strategies for Multicultural Engagement | Incorporating cultural awareness and sensitivity training |
| Evaluating and Upgrading Sports Facilities for Inclusivity | This could include scheduling to allow women-only sessions |

Community Outreach and Collaboration



Challenges

| | |
|--|--|
| Transitioning to Sustainable Engagement | <p>Moving to sustainable funding models to allow time for engagement to take place. Good programs may take time to achieve</p> <ul style="list-style-type: none"> • <i>Example:</i> Programs like "Helping Hoops" needing sustainable funding |
| Addressing Religious Practices | <p>Accommodating sports and religious practices (noting that religion does not have a significant role for many cultural groups)</p> <ul style="list-style-type: none"> • <i>Example:</i> Adjusting timings for observances |
| Breaking Cultural Barriers | <p>Overcoming cultural norms against participation</p> <ul style="list-style-type: none"> • <i>Example:</i> Collaborating with leaders to change attitudes. |
| Funding and Partnerships | <p>Securing funding and partnerships for successful programs</p> <ul style="list-style-type: none"> • Can be government funding or local community-based funding |
| Systemic Challenges at Administrative and Leadership Levels | <p>Understanding and addressing systemic challenges and looking at a path to address underlying issues</p> |
| Balancing Costs and Addressing Generational and Socioeconomic Differences | <p>Generational factors were evident, indicating that if the status quo is maintained, there will be a slow but naturally increase in engagement in sport by women from diverse cultures. The aim will be to find tools to address these challenges and accelerate the integration, particularly addressing the risk intersectionality among those with socioeconomic challenges</p> |

Building Trust and Ensuring Diverse Representation

Developing Consistent Strategies and Visible Representation

Insights

Engaging women and girls from multicultural backgrounds in sports presents both challenges and opportunities. Building trust, tailoring solutions, ensuring representation, and appreciating cultural nuances are key. To promote inclusivity, understanding and respecting the unique needs of each group, emphasising cultural safety, accessibility, and a sense of belonging is crucial.



Secondary Source Review and Best Practice

Workshop Guide

Template workshop boards 00 • July • 2023

Facilitators:
Name One, Name Two, Name Three,
Name Four & Name Five

P



Today we will

- 1 Introduce ourselves, our translator and our project
- 2 Activity 1: warm up
- 3 Activity 2: Share your experiences
- 4 Activity 3: Conversations about sport
- 5 Activity 4: Reflect on today's activities and say goodbye!

P

Introduce ourselves, our translator, our project before we do a warm up activity together

00

P

Hello! Name and Name will be your facilitators today.

And Name and Name will be taking some notes during our conversation.

Add facilitator and scribe names here before session begins (and then delete this sticky note)

P

We are also joined by Name and Name, our interpreters.

They're joining us today to help us make sure we are communicating clearly.

Either AI Add interpreters here OR to make it clear if no interpreters are joining the workshop and delete this sticky note

P

We are working with the Australian Sports Commission

- To learn about how different cultures feel about women and girls participating in sports.
- We are keen to have conversations with you today, to learn about that from your perspective.

Australian Government
Australian Sports Commission

Current: More providing you enough information to do a presentation without being boring. (We will delete this sticky note if successful)

P

During today's workshop we will...

- Listen to each other. Give each other the opportunity to share and contribute.
- Respect that we all have different experiences.
- Remember that there are no right or wrong answers.
- Raise your hand if you'd like to share. Or type it into the Zoom chat.
- Share only as much as you want to share.
- Please have your camera turned on for our warm up activity so that you can meet each other (your welcome to arrive here if you need to)

There is a 'raise hand' feature on Zoom.

1. Go to the bottom of the Zoom screen.
2. Click on 'raise hand'
3. Select 'raise hand' to raise or lower your hand.
4. Try it out now!

P

Activity 1: Warm up

01

P

Choose a shoe

P

Activity 2: share your experiences

02

P

In a moment, we will form smaller groups. Each will be facilitated by NAME and NAME and scribed by NAME and NAME.

In our groups we will have a discussion about our experiences with sport.

Add facilitator and scribe names here before session begins (and then delete this sticky note)

P

We want to learn more about your opinions and experiences of women and girls participating in sports.

Participation can be many things, including:

- Playing sport
- Supporting someone else to play sport
- Coaching
- Volunteering
- Organising events
- Attending sports events
- Watching sports at home
- Following sports teams or events

P

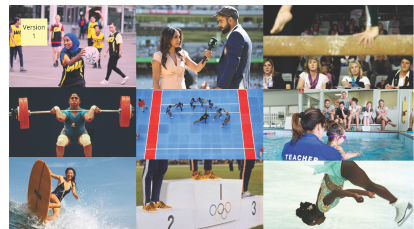
Take a look at these images and think about an experience you or a female friend or relative has had with sport.

It could be a good, bad or a mixed experience. And it might be a story from your home country or here in Australia.

Choose an image that reminds you of this story.

When you are ready, raise your hand to share with the group.

P



Activity 3: a conversation about sport

03

P



In this activity we will have a group discussion about how we each feel about women and girls participating in sport.

We will do this so that we can learn from you and how you and your community view women's participation in sport.

P'

What are some common thoughts about women and girls playing sport in your culture?

P'

In your opinion, why do people play sport?

P'

How is sport different or similar in Australia compared to your home country?

P'

The Australian Sports Commission want to make sports more inclusive for multicultural women in sport:

What advice would you give them?

P'

Activity 4: reflect on today's activities

04

P'

Choose a weather pattern that best describes how you experienced today's workshop



Did you hear anything new or surprising in our conversations today?

P'

Next we will run some more of these workshops.

Then we will review all of the stories and experiences you and others have shared with us.

We will anonymise the stories. And then we will share them with our client. Your stories today will inspire our clients work to make sports in Australia more culturally safe and supportive.

P'

Thank you!

P'

Key Informant Interviews - Interview Guide

The LOTE Agency (LOTE) is conducting a research project on behalf of the Australian Sports Commission to understand factors that influence the engagement of women from diverse cultural backgrounds in sport.

LOTE is a member of the Research Society and this research is conducted under the Code of Professional Behaviour of the Society. All responses are confidential. You are under no obligation to take part in the research or to answer any questions. If you have any concerns regarding this research, please contact Nyima Lhamo Wangchuk on (03) 7067 8732 or by email nyima@loteagency.com.au.

Introduction

Thank the interviewees for their time and participation in the interview.

Explain the purpose of the interview: to understand the barriers faced by women from diverse cultural backgrounds in engaging with sports in Australia, identify any cultural-specific challenges, explore successful strategies, and learn from unsuccessful attempts.

Emphasise: The focus is on participation. This may include playing, coaching, volunteering - any role.



Background Information

Ask the interviewees to briefly introduce themselves, including their role, experience, and involvement in addressing the engagement of women from diverse cultural backgrounds in sports.

For whichever is relevant for the specific interviewee, either:

- What is your personal experience of being involved in sport,
- OR
- What is your broader view based on your professional experience with working with/engagement in sport with women from multicultural communities?

Barriers to Engagement

In your experience, what are the main barriers faced by women from diverse cultural backgrounds when it comes to engaging in sports in Australia?

- Are these barriers unique to specific cultural backgrounds, or do they generally apply to women from all cultural backgrounds?
- Can you provide specific examples/stories of barriers that women from diverse cultural backgrounds have encountered?

Inclusion

What can the sector do to be more inclusive of women from multicultural backgrounds?

- Is the system currently structured to help CALD women integrate into existing processes/paths, or does it allow for processes and paths that are designed for their needs?

Cultural-Specific Challenges

Have you identified any cultural-specific challenges that impact the engagement of women from particular cultural backgrounds in sports? If so, could you please elaborate?

- How do these cultural-specific challenges present themselves in the sports context?
- Have you noticed any variations in the willingness or ability of women from different cultural backgrounds to participate in sports? If yes, what are the factors contributing to these differences?
- Do these variations change with factors such as age or whether the women are first- or second-generation migrants?

Successful Strategies

Can you share any strategies or initiatives that have successfully encouraged the engagement of women from diverse cultural backgrounds in sports?

- What were the key elements of those strategies that made them successful?
- Did you encounter any challenges while implementing these strategies, and how did you overcome them?
- Which sport/sports?



Unsuccessful Attempts

Have you tried any approaches or initiatives that did not work as intended in engaging women from diverse cultural backgrounds in sports?

- What were the main reasons for their lack of success?
- What lessons did you learn from these unsuccessful attempts, and how did you adjust your approach accordingly?
- Which sport/sports?

Supporting Infrastructure

To what extent do you think the existing sports infrastructure in Australia adequately supports the engagement of women from diverse cultural backgrounds?

- Are there any specific improvements or modifications or cultural inclusions that you believe would better cater to the needs of these women?

Intersectionality

Have you observed any intersecting factors such as age, socioeconomic status, or disability that influence the engagement of women from diverse cultural backgrounds in sports?

- How do these factors interact with cultural background?
- How are these factors and cultural backgrounds interconnected?

Collaboration and Partnerships

What role do you think collaboration and partnerships between sports organisations, community groups, and cultural organisations play in promoting the engagement of women from diverse cultural backgrounds in sports?

- Are there any successful collaborations or partnerships that you have been involved in or witnessed? If so, could you provide examples?
- What would an ideal example of 'sector involvement' look like?
- Is collaboration focused on elite pathways or does it meet a more general need (or both)?

Conclusion

Is there any additional information or insights you would like to share regarding the engagement of women from diverse cultural backgrounds in sports?

Thank the interviewees for their valuable time and contributions to the interview.

Offer an opportunity for the interviewee to ask any questions or seek clarification on any topic discussed during the interview.



THE LOTE AGENCY

loteagency.com.au



MORE THAN JUST TRANSLATION