



A SPORT FOR ALL RESOURCE

AUSTRALIAN CRICKET'S INCLUSION
AND DIVERSITY GUIDE FOR
COMMUNITY CRICKET



CRICKET AUSTRALIA

community.cricket.com.au/a-sport-for-all



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CEO'S FOREWORD



Our vision is for cricket to be a sport for all Australians.

We recognise and celebrate Australia's diversity – it is what makes our country great.

Australian Cricket is committed to mirroring the diversity of Australian society. We want girls and boys, women and men, participants, parents, volunteers, fans, officials and administrators of all backgrounds enjoying our great game.

To achieve this we must understand and engage our nation's diverse communities. This requires innovation and dedicated programs that meet community needs.

For cricket to continue to be Australia's favourite sport we must ensure we reach deep into our communities, providing every Australian, no matter their gender and background, the chance to get involved in cricket.

James Sutherland
Cricket Australia CEO



ACKNOWLEDGMENT OF COUNTRY



Australian Cricket acknowledges Aboriginal and Torres Strait Islander Australians past and present, and recognise the distinctive rights that Aboriginal and Torres Strait Islander Australians hold as the original peoples of this land.

INTRODUCTION

Inclusion and Diversity are key priorities of Australian Cricket's strategic plan.

A Sport For All is an inclusion and diversity resource guide tailored specifically for Australian Cricket to meet the needs of Australia's diverse communities. It is one of many tools that make up the *A Sport For All* resource and training Program.

The objective of this resource is to help make cricket more welcoming and inclusive at all levels, in particular at a grassroots level across clubs, schools, indoor centres and other channels of program delivery.

This guide draws on the Spirit of Cricket, the game's overarching philosophy, and focuses on further engagement of female, multicultural, Aboriginal and Torres Strait Islander, disabled and Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) players, coaches, administrators, umpires and supporters.

The *A Sport For All* resource guide will provide cricket's workforce and volunteers with guidance for engaging with Australia's diverse communities, contributing to the growth of cricket and the cohesion of Australian society.

This resource includes insights into community characteristics, identification of barriers to participation and tips to overcome such barriers.

The *A Sport For All* resource guide is part of a broader package of Australian Cricket's resources and initiatives being developed and rolled out to grow cricket through increasing and sustaining participation amongst diverse communities and influencing social cohesion by ensuring an inclusive, safe and enjoyable environment for all.

The key pillars in achieving this are:

- Ensuring cricket's participants and administrators at all levels have zero tolerance for any forms of discrimination.
- Engaging effectively with diverse participants and communities.
- Ensuring that cricket is *A Sport For All* is vital in maintaining the game's status as Australia's favourite sport.

Andrew Ingleton

Executive General Manager, Game and Market Development

Sam Almaliki

Senior Manager Community Engagement



BENEFITS OF AN INCLUSIVE AND DIVERSE SPORT



**MORE PARTICIPANTS
INCREASE THE NUMBER OF
PEOPLE PLAYING CRICKET.**

An Inclusive club, centre or program will proactively work with communities to identify barriers to participation and find solutions to grow their membership.

Increasing the diversity of cricket will ensure the growth of the game and deliver positive social outcomes.

Inclusive engagement is crucial to growing the diversity of cricket as a sport for all and delivering the following tangible benefits.



MORE TALENT

Increasing the number of players in pathways increases the talent pool.



INCREASED CLUB SUSTAINABILITY

Provides new sources of players, coaches, umpires.



MORE FUNDING

Funding is available from all levels of government for programs delivering participation, health, education and employment outcomes for diverse communities.



NEW SKILLS/CONNECTIONS

New members bring skills and fresh ideas.



SOCIAL COHESION

A closer and stronger community brought together by sport.



MORE VOLUNTEERS

New source of volunteers to assist with running clubs/centres/programs.



SPONSORSHIP OPPORTUNITIES

Increasingly sponsors require clubs to have a whole of community focus and are looking to reach new communities.

A SPORT FOR ALL PRINCIPLES FOR ENGAGING DIVERSE COMMUNITIES

Principles for engaging diverse communities are:

- ① **Customise and Modify**
One-size fits all programs deliver low engagement outcomes compared to programs modified to meet specific community needs.
- ② **Parental Engagement**
Parents/Guardians are key decision makers influencing the recreation choices of children and should be engaged as early as possible.
- ③ **Whole of Community Approach**
Respect existing community hierarchies in which family and community are the primary support systems, not the individual. Consult and collaborate when designing programs.
- ④ **Engage Community Clusters**
Communities may move in clusters and have existing beliefs, values, biases, rules and assumptions. Communities cluster for security, opportunity, familiarity and employment opportunities. Make an effort to reach out to these clusters.
- ⑤ **Word of Mouth**
Word of mouth is crucial. If an early adopter has a positive or negative experience, they will influence those around them.
- ⑥ **Ambassadors**
Diverse communities are influenced by people from their own community who live the story.
- ⑦ **Trust and Respect**
Demonstrating respect and repeated positive interaction builds trust. Stereotypes, stunts, token short term programs undermine trust.
- ⑧ **Treat as equals**
Diverse community leaders and members understand when they are being treated as equals and when they are being spoken down to. Engagement should be a reciprocal exchange of knowledge and skills.

1. SPIRIT OF CRICKET



1. SPIRIT OF CRICKET

Cricket is a game that owes much of its unique appeal to the fact that it is played not only within its laws but within the 'Spirit of the Game'.

Historically the game of cricket has been symbolised by etiquette, manners and fair play.

The 42 Laws of cricket clearly explain the expectations of participant behaviour and is applied across all countries and cultures.

The Laws also include a section on 'The Spirit of Cricket' designed to discourage negative and anti-social behavior on and off the field.

Cricket is the only game in the world to have a 'Spirit of the Game' enshrined in its Laws, a fact participants and administrators take great pride in.

Captains and coaches are bestowed with responsibility of ensuring that the Laws are adhered to and the game is played in the right spirit.

Every player is expected to make a contribution to play the game in good spirit and fairness.

Any action which is seen to jeopardise this spirit causes injury to the game itself.

The Spirit of the Game involves RESPECT for:

- Your opponents
- Your own captain and team
- The role of the umpires
- The game and its traditional values

"When considering the stature of an athlete, I place great store on certain qualities which I believe to be essential in addition to skill. They are that a person conducts his or her life with dignity, with integrity, with courage and perhaps most of all modesty. These virtues are totally compatible with pride, ambition, determination and competitiveness." - Sir Donald Bradman AC

"When you talk about the Spirit of Cricket you are talking about not just the game, but a way to live your life; you are talking about embracing the traditions of the game and sharing your experiences with friends and cricket lovers alike." - Tony Greig, MCC Spirit of Cricket Cowdrey Lecture, 2012



1.1 A SPORT FOR ALL – TIPS FOR FOSTERING THE SPIRIT OF CRICKET

Tips vary, depending on the age of participants. Below are some ideas to encourage and foster the Spirit of Cricket.

1. The Responsibility of Captains and Coaches

The Captain or Coach is responsible at all times for ensuring that play is conducted within the Laws and Spirit of Cricket.

Tip: As an association, hold a pre-season session for Umpires, Team Managers, Captains and Coaches on neutral ground. Think about incentives to get high attendance (e.g. work with your State body, to invite a high ranking current or past player or coach). Use the time to shape how the association will hold teams to account and equip clubs to host their own Spirit of Cricket sessions to spread the word. Think about mid-season follow-up, and also consider that leadership may be shared amongst individuals in youth teams. As a club, ensure the Spirit of Cricket is addressed at season launch by the Club President and leading into the first game of the season by Club Captains/Coaches.

2. Team Accountability

Establish a Spirit of Cricket framework, so that everybody is accountable to uphold the Spirit of Cricket – when an individual is in breach, the whole team is responsible.

Tip: Download, refer to and display around your club the Spirit of Cricket signage using the following template: clubassist.cricket.com.au/insurance-and-policies/spirit-of-cricket

3. Opposition Team Welcome

As the home team, clearly mark the opposition's area of change rooms and make an effort to provide an overview of facilities. Place signage specifically welcoming the opposition and where appropriate translate in language.

Tip: Appoint someone in a non-playing role, with the specific task of greeting the opposition team, giving them a quick run-down on facilities and acting as a general team liaison.

4. Post-Game Gathering

Tip: Home team captain to invite opposition captain and team for an appropriate post match gathering to facilitate positive reflection on the game and the development of friendships and understanding of others.

5. Umpire Integration

Do not segregate umpires from participants. Umpires are trained to know when it is appropriate to be in the vicinity of participants. Make an effort to involve them in pre-match, tea breaks, drinks breaks, post-match – and let them make a judgement when to be isolated (do not isolate them through your actions).

Tip: Include the umpire/s in any after match presentation. Offer them the opportunity to say a few words.

6. Support Staff and Spectators

Coaches, administrators, parents, teachers and spectators should respect the nature of the game, and accept that it is the responsibility of umpires and the team captains to conduct a match in the appropriate manner.

Tip: Communication from the boundary should only be in recognition of good performance or effort.

Tip: Messages to players should be delivered via the 12th player at drinks breaks, or when teams leave the field. They should not be yelled from beyond the boundary.

7. Reward Behaviour

Tip: At the post team gathering invite the umpires to nominate a player(s) from the home team and opposition who have exemplified the Spirit of Cricket. Where resources allow, present the players with an appropriate award which could be sourced from local businesses or a memento or souvenir. The umpire can present the award on behalf of the competing clubs.

If a reward per match is not feasible, consider instituting a coaches' award within the team/club on a monthly basis, culminating in an overall Spirit of Cricket award at your annual presentation night.

8. Use Local Role Models

If your club chooses to host a Spirit of Cricket session, use role models to deliver your message.

These could include the following:

- Leading local cricketer
- A current female or male State/Territory or International cricketer
- A former player accessed through the Australian Cricketers Association Past Player Program. Requests for players under this program should be made through your local, State and Territory cricket associations via your Regional Cricket Manager



1.2 A SPORT FOR ALL

SPIRIT OF CRICKET ETIQUETTE

1. Toss of the coin

- Captains should always introduce themselves and shake hands prior to the toss.
- The toss of the coin should be on the pitch with the umpires present.
- The home team captain tosses the coin, the opposition captain calls.

2. Entering the playing field for commencement of play

- Umpires are always the first to enter the playing field.
- The fielding side then takes the field, led by their captain.
- The two batters enter after the fielding team.

3. During play

- The batting team should support the batters and/or warm up in preparation for batting.
- It is normally the responsibility of the batting side to keep the score board up to date.

4. Leaving the field

- The batters are always first to leave the playing field.
- The fielding team follows the batters.

5. 12th player

- The 12th player must be dressed in playing apparel.
- If there are only 11 cricketers in a team, the batting side should have someone in playing apparel at all times who can act as a substitute fielder for the opposition should the need arise.
- Players performing 12th player duties must be prepared e.g. know when drinks are to be taken, be alert to requests from players for sun-screen, jumpers, towels, ice, first aid, etc.

6. Bowlers' and fielders' ground marking

- When marking their run-up, bowlers should refrain from damaging the surface as a sign of respect for those responsible for preparing the surface. The same applies to fielders who mark the ground to indicate their position on the field (markers or paint should be used).

7. Acknowledgment of milestones

- Fielding teams should always acknowledge 50s and 100s by opposition batters (by clapping or sincere verbal acknowledgement).
- All players should acknowledge bowling achievements such as five wickets and hat-tricks (by clapping or sincere verbal acknowledgement).

8. After the game

- After the game, ALL players should acknowledge the opposition and match officials by shaking hands.



"It is the responsibility of all those that play the game (the custodians) to leave the game in a better state than when they first became involved". - Sir Donald Bradman

CASE STUDY: SYDNEY JUNIOR WINTER CRICKET ASSOCIATION (SJWCA)

Background: The Sydney Junior Winter Cricket Association is a Sydney-wide T20 competition that started in 2004 with 33 players and has grown to over 1,000 players. This growth has been underpinned by a strong focus on the Spirit of Cricket.

CASE STUDY TIPS

- ① The Spirit of Cricket is embedded as a formal section in Association rules, not just as a preamble to the rules.
- ② Collective Responsibility – To encourage collective responsibility for breaches of the Spirit of Cricket (protests, citings, disputes), a whole of team approach is taken to penalties.
- ③ Clear Communication of Penalties – Penalties are articulated in the printed rules, verbally communicated at Team Manager/Coach/Officials briefing sessions and constantly emphasised through regular communications e.g. e-newsletters.
- ④ Code of Conduct – Every player signs a Code of Conduct upon registration so each player is aware of her or his responsibilities regarding on and off field behaviour.
- ⑤ Transparent Process to deal with Breaches – Breaches of the Spirit of the Game or complaints are dealt with by an independent sub-committee.
- ⑥ Reward Good Behaviour – Each season, the SJWCA presents the Brian Booth Spirit of Cricket Award to a player in each team who has exemplified the Spirit of Cricket.
- ⑦ Use Local Role Models – Brian Booth MBE is a Sydney-based former Australian captain who played 29 Tests and is known for his sportsmanship and in fostering this in players and teams he coached post his playing career.

SPIRIT OF CRICKET RESOURCES

www.playcricket.com.au/what-is-cricket/spirit-of-cricket

2. GUIDE TO INCLUSION



2.1 SIX STEPS TO INCLUSION



STEP ONE

Look Inwards: Educate + Create A Welcoming Environment

STEP TWO

Build Understanding and Competence in Leaders



STEP THREE

Know Your Local Community



STEP FOUR

Look Outwards: Partner + Communicate



STEP FIVE

First Engagement

STEP SIX

Retain + Champion



2.1.1 STEP ONE: LOOK INWARDS: EDUCATE & CREATE A WELCOMING ENVIRONMENT

WELCOMING AND INCLUSIVE FACILITY

Audit your facilities and venues to create more welcoming and accessible environments.

A checklist includes:

- Are club facilities accessible? (e.g. Wheelchair accessible?)
- Is signage clear?
- Are facilities clean? (e.g. Toilets, kitchen, general areas, carpark)
- Are there separate toilets for girls and women?
- Are there insensitive posters on the walls?
- Are there inclusive posters on the walls?
- Are your inclusion and anti-discrimination policies displayed?
- Local club advertisements
- On-screen content pre/during/post game
- Commentating standards – are these encouraging inclusive language?
- Facebook/Twitter official accounts

Safe-spaces Resources:

guide.womenwin.org/ig/safe-spaces

www.ausport.gov.au/data/assets/pdf_file/0005/526064/33004_Workplace_Safety_Guide_web.pdf

WELCOMING AND INCLUSIVE PEOPLE

Member Protection Officer (MPO) / Member Protection Information Officer (MPIO)

Depending on the size of your club, you could consider appointing a designated Member Protection Officer to be the central contact for any concerns or information about harassment, sexual abuse and/or inappropriate behaviour.

A Member Protection Officer would ensure your club handles complaints in an appropriate and consistent manner. They do not investigate complaints but help the person with the concern to deal with what has happened and that procedure is followed.

Appointing someone in the role who is approachable, knowledgeable, accessible and able to maintain confidentiality, ensures people in your club have someone supportive to go to with their concerns and to access information from.

ASC Resource: www.ausport.gov.au/supporting/clubs/resource_library/managing_risks/member_protection

MPIO Workshops: www.playbytherules.net.au/mpio

Welcoming Officer

The role of the Welcoming Officer(s) or equivalent is to make new and potential members, volunteers, and their networks feel welcome at the club and to support them to integrate into the team environment. This will be achieved through induction, events, formal introductions, and the provision of club related information.

The Welcoming Officer is a key point of contact for parents and if a member ceases their involvement with the club without explanation, a Welcoming Officer can make contact to establish the reason.

Resource: www.clubhelp.org.au/welcoming-everyone/welcoming-helpful-resources

Buddy System

Under this system, an established and/or confident participant is assigned to befriend and nurture the new participant(s). There are many variants to the system, including buddies of same age, gender, different age (senior and junior participants), same/different communities, same/different geographies.

EDUCATION – BUILD CHAMPIONS FOR INCLUSION AND DIVERSITY

It is important that all club members and volunteers lead by example in demonstrating understanding of diversity and inclusion through model behaviour.

To support this, ensure all club, centre and/or program volunteers, staff and players are familiar with this guide and have undertaken and passed the *A Sport For All* online assessment.

Diversity and Inclusion Competence tips include:

Be sensitive to diversity – Telling new members to ‘harden up’ on cultural or gender issues will create an unwelcoming environment. Show sensitivity to privacy, customs and how gamesmanship translates across communities.

Seek advice – Constantly refer to community leaders for advice and information.

Get involved – Attend festivals and events, celebrate days, i.e. international Women’s Day, NAIDOC Week, Refugee Week, International Day of People with a Disability, Mardi Gras, Spring Out.

Avoid jargon – Avoid technical terms, slang, acronyms, and abbreviations as they make communication more difficult and create barriers.

Get serious – Police all forms of discrimination, harassment, bullying, derogatory humour and accents. “Just joking” and “Boys will be boys” are not an acceptable defence.

Food – Food remains one of society’s greatest success stories in engaging people of diverse cultures.

CASE STUDY: MOORABBIN CRICKET CLUB

In 2008, Moorabbin Cricket Club, 16km south of the Melbourne CBD, set up a small cricket program for some individuals with All Abilities. The first All Abilities cricket training session had more coaches than players. The second session, a few weeks later, wasn’t much better. By the time of the first State Carnival, it could only manage to field seven (7) players in the ‘Ten Over Tonk’.

Leading into the second season, to the club’s surprise, numbers quickly swelled to about 15 players. It was obvious that word had spread that the Moorabbin Cricket Club was doing well as more players started to turn up and join the program. Leading into its sixth season, the club anticipates over 50 players being a part of the all abilities program.

“We’ve been asked many times, “what is the key to your program’s success?” The answer is very simple: establish a program that genuinely focuses on inclusive practices and attitudes and is supported by all levels of the club.” - Steve Lefebvre, Moorabbin CC, All Abilities Coordinator

CASE STUDY TIPS:

- 1 Make your All Abilities sports program integrated in the framework of the club and not a separate, standalone program.
- 2 Establish an All Abilities subcommittee and encourage players’ parents to take on specific roles and areas of responsibility, i.e. Secretary, Treasurer, sponsorship, registration, communications (website, newsletters etc.). An All-Abilities player representative must also feature on the subcommittee.
- 3 Offer multiple formats for varied levels of ability, e.g. Super League and Ten Over Tonk. Super League caters for higher functioning players and focuses on competition whilst Ten Over Tonk is designed for less able bodied players, with the focus on participation.
- 4 Seek out local council or Disability Services about disability-orientated training courses (e.g. specialised communications strategies, Autism awareness) and offer these to coaches and program assistants to equip them with the necessary skills to manage the program.
- 5 Work with your local council or state/territory cricket association to identify special schools (junior and senior) in your area to recruit program participants.
- 6 Sponsorship is critical to the success and sustainability of an All Abilities program. Local Banks and businesses are often a good source of funding and they are very supportive of community sports programs.
- 7 Run occasional Super League or high functioning training sessions alongside your mainstream senior training sessions. This will help integrate All Abilities players with mainstream cricketers with the aim to them playing in the club’s senior teams.
- 8 All Abilities players should be invited to attend all club social functions as this is one of the key indicators of a truly integrated and successful All Abilities program.

Further info: moorabbin.vic.cricket.com.au/content.aspx?file=451%7C35097x

CASE STUDY: FEMALE ADMINISTRATORS REBUILDING BARRON RIVER CRICKET CLUB

Two years ago Barron River Cricket Club faced extinction with more than \$17,000 in debt.

With its 21-year history at stake, president Narelle Emery set about rebuilding the club.

Narelle has helped the club gain vital grants to lead the club out of debt, overseeing all aspects of the rebuild, from installing a new pitch to shoring up the club’s finances and recruiting volunteers.

The rebuild has been in part due to the female focus of the club. The club had a female secretary and treasurer during the rebuild, and has been involved in T20 and Under 14 competitions dedicated to girls.

There are plans afoot to introduce more female participation opportunities, beginning next season.

The rebuild of Barron River Cricket Club shows the power what can be achieved with strong leadership, the tireless support of volunteers and creative sourcing of funding.

CASE STUDY TIPS:

- 1 Have a well-balanced committee who can bounce off one another and make the right decisions for the club.
- 2 Listen to your members, their needs, their opinions, their suggestions.
- 3 Utilise the resources available to your club. Look inside your club’s walls (members, parents, players) before looking externally.
- 4 Search widely and secure all sponsorship opportunities, whether they are big, small or in-kind.
- 5 Have a long term vision for the club that includes plans for the ground, facilities and structure of administration.
- 6 Define clear roles within the club. Give each role set responsibilities.
- 7 Support your members, whether it be players, volunteers, or members in a significant role, always support their role and never knock them for trying.
- 8 Foster enjoyment. If everyone within the club enjoys what they are doing then this will set a great future for your club.



To view video footage of this case study and learn more, please visit community.cricket.com.au/a-sport-for-all

CASE STUDY: ACTION INDOOR SPORTS SALISBURY

Action Indoor Sports Salisbury in South Australia runs a competition for adults with intellectual disabilities alongside its “mainstream” programs.

The program is supported by SACA and Inclusive Sports SA but is maintained by the centre. Four teams compete in two seasons per year. Each season culminates in finals.

Community Cricket Ambassador Daniel McKay has taken on the programming to ensure that people with intellectual disabilities have access to sporting opportunities in his local community, offering the program at a reduced rate and ensuring an inclusive environment for participants.

CASE STUDY TIPS:

- ① Working in partnership is vital:
 - a. Action Indoor Sports Salisbury concentrates on running a quality indoor cricket experience.
 - b. Inclusive Sports SA assisted with providing a “Coordinator” to support the competition i.e. player payments, player personal details, communication etc.
 - c. The SACA coordinates the successful ‘skill sessions’.
- ② Run the competition with limited modifications to maintain the integrity of the sport, but encourage maximum participation.
- ③ Coordinate competition alongside ‘regular’ competitions to demonstrate the available pathway.

CASE STUDY: SUNSHINE HEIGHTS CRICKET CLUB

Background: The Sunshine Heights Cricket Club (SHCC) was formed in 1954 by the predominantly Anglo community that resided in the City of Sunshine at the time. The club competed against other local teams in what was the Sunshine Cricket Association. The mid 60s through to the 70s saw an influx of Europeans immigrating to the area.

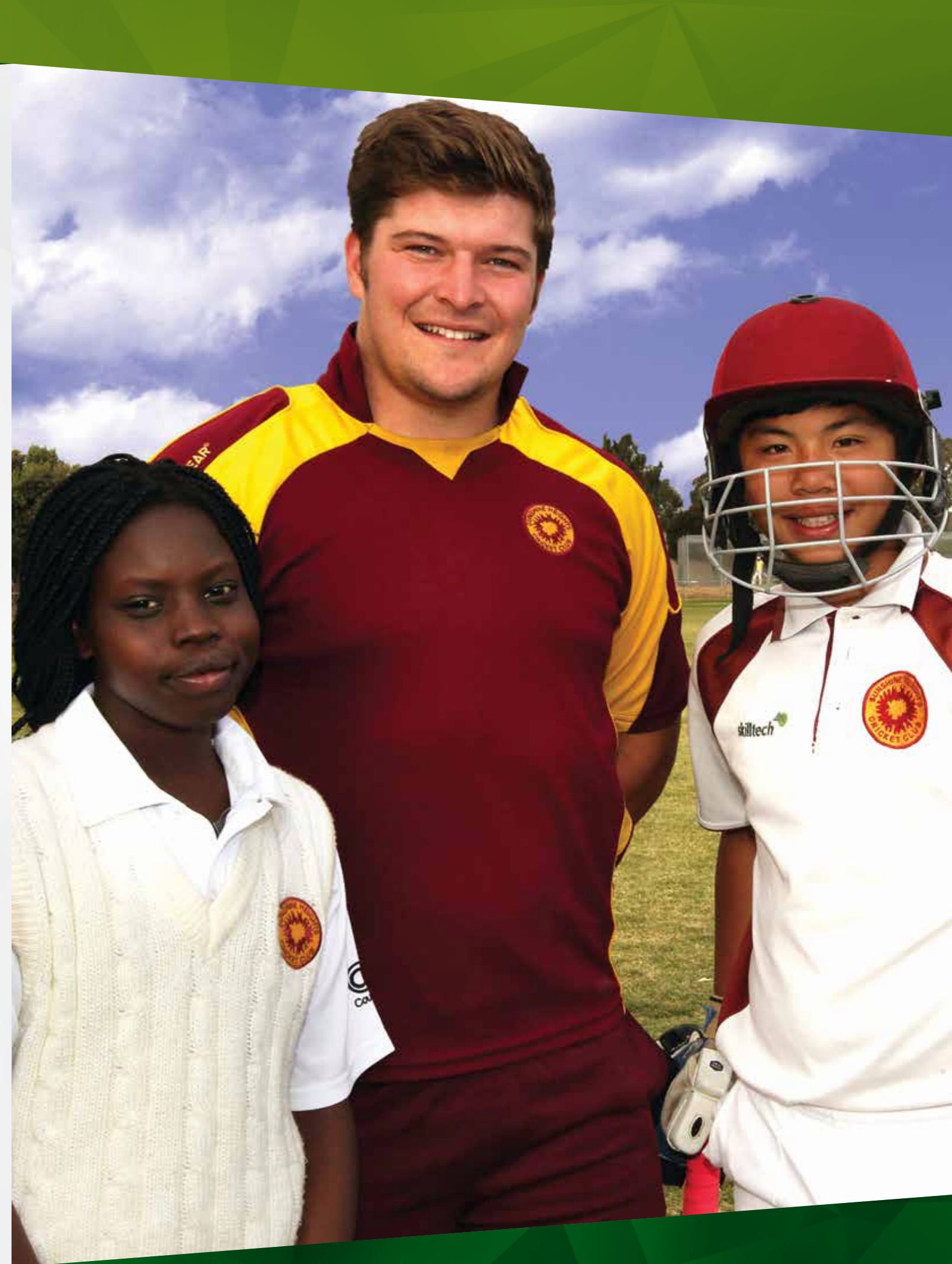
The SHCC committee undertook to embrace these new migrants and welcomed them into the club. This was a positive step as it highlighted to everyone that the SHCC was an all-inclusive club. The club has successfully integrated later immigrating groups including South Asian, Vietnamese and African.

Best Practice Tips:

- Ensure sincere club welcomes through formal Welcoming Officer, new player pack and induction program.
- Nurture new members – Once in the team use the Buddy system to assist integration. Make club cap presentation into a major ceremony involving coach and captain.
- Deal positively with barriers including applying for grants for groups with special requirements.
- Celebrate achievements of all club members.
- Provide leadership opportunities for all groups including captain/vice captain, committee roles and event management.
- Ask, include, share, announce – bring new members into decision making process.
- Work closely with Local Council including appointing a council liaison officer with regular tabled correspondence. Invite Local Council reps to be involved in events.
- Establish close school relationships – visit schools, assist with clinics, build relationships with key influencers including PE teachers, principals and P&C.
- Maintain a positive culture – reinforce this regularly from initial induction to monthly meetings, events and games.

Further Info:

Scroll to the bottom of - clubassist.cricket.com.au/community-engagement/diversity-and-inclusion
http://www.ausport.gov.au/participating/all_cultures/resources/videos/sunshine_heights_cricket_club



2.1.2 STEP TWO: BUILD UNDERSTANDING AND COMPETENCE IN LEADERS

Building relationships with community leaders is crucial for achieving diversity and inclusion goals. Community leaders can bridge, link, mediate between different communities to promote an activity, produce change and reduce misunderstandings.

In identifying your community leaders the key characteristics are:

- a) Trust and respect of the community.
- b) Knowledge of values, beliefs, customs, social and political factors.
- c) Knowledge of any current community issues impacting participation.

The community leaders you select to work with must understand the benefits of involvement in sports and must understand, or be interested in learning about cricket.

Seek recommendations to identify community leaders from community leaders, local councils, youth groups, existing community groups, migrant resource centres, settlement services, land councils and organisations such as Blind Cricket, AusRapid, Special Olympics and Deaf Cricket.

A SPORT FOR ALL TIPS FOR ENGAGING COMMUNITY LEADERS:

- **Work with leaders to identify barriers to participation** – see Table on p.84. The best way to build knowledge and trust is to spend time having “a yarn” with local community leaders. Building strong networks through consistent interaction builds trust and maintains consistency.
- **Support Community events** – community leaders often run community events, open days, functions and celebrations and mourning days and supporting them are a great way to build rapport.
- **Community protocols** – understand dietary preferences, dress, religious days, good days for sport, preferred modes of communication. Specific information on each community group can be found under the Diversity Guide early in this resource.
- **Know the Calendar** - Develop calendar of key community events, times of year, days of week to work with or avoid when scheduling. Community leaders can work with you to ensure your events are on appropriate dates. Calendars of multicultural dates can usually be obtained from your state multicultural offices.

Cater for:

- a. **Language** - For multicultural and Aboriginal and Torres Strait Islander communities, work with community leaders to establish what languages are spoken and if translation is desired.
- b. **Gender** - For girls, know the ins and outs of mixed-sex participation:
www.playbytherules.net.au/got-an-issue/team-selection/girls-playing-in-boys-teams
- c. **Remote Indigenous** - For remote Aboriginal and Torres Strait Islander Communities, understand the permit system:
 - Top End (NT): www.nlc.org.au/articles/info/frequently-asked-questions/
 - Central Desert (NT): www.clc.org.au/articles/cat/visiting-aboriginal-land/
 - WA: www.daa.wa.gov.au/en/entry-permits/about-entry-permits/
 - APY Lands (SA): www.anangu.com.au/permits.html
 - Torres Strait Island (Qld): www.tsirc.qld.gov.au/sites/tsirc.qld.gov.au/files/information_sheet_117.pdf
- d. **Disability:**
 - Australian Sports Commission: www.ausport.gov.au/participating/disability/resources/factsheets/adapting_and_modifying_for_people_with_disability_-_part_one
 - www.ausport.gov.au/participating/disability/resources/factsheets/creating_a_postive_environment_and_communicating_effectively_with_people_with_disability
 - http://www.ausport.gov.au/participating/disability/resources/games_and_activities

www.ausport.gov.au/participating/disability/resources/factsheets/inclusion_in_sport

- Blind Cricket Australia: <http://blindcricketaustralia.com.au/about-us/>
- Cricket Victoria: <http://www.cricketvictoria.com.au/support/coaching-resources>
- Deaf Sports Australia: <http://www.deafsports.org.au/sports/factsheets.htm>
- Little Athletics New South Wales: http://sitedesq.imgstg.com/customdata/index.cfm?fuseaction=display_image_listing&CategoryID=4214&itemLayout=1&headerselector=3&OrgID=3666
- Vision Australia: <http://www.visionaustralia.org/business-and-professionals/tips-for-businesses>

Specific requirements:

Keep your word – maintain good communication and always follow through on agreements or decisions.

Be patient – do not rush. Community groups may not work to your deadlines and they may also have other important demands on their time that you may not be aware of. Sometimes early engagement activities may not be well supported if trust is not in place. Be flexible and allow sufficient time for the engagement.

CASE STUDY: APY LANDS / ABORIGINAL CRICKET OFFICER SA

Members of the SACA North West Regional Team travelled to the APY Lands in June 2014 with the SANFL to deliver cricket to four remote Aboriginal communities.

Over the course of four days, approximately 100 children were involved in the program. The trip laid the foundations for the establishment of the Aboriginal Cricket Officer role at the South Australian Cricket Association, which will lead the strategy and delivery of cricket across regional and remote South Australia.

CASE STUDY TIPS:

- ① Work with organisations who are already engaged with communities.
- ② Be patient with processes.
- ③ Be prepared to travel to remote locations.
- ④ Be respectful. Ask questions and learn about the community.
- ⑤ Be flexible and adapt with all aspects of program delivery.
- ⑥ Deliver with the support of key stakeholders/leaders in the community.
- ⑦ Maintain contact and communication with communities beyond program deployment.

ENGAGEMENT BARRIERS AND STRATEGIES :

BARRIER	STRATEGIES
Level of Awareness	<ul style="list-style-type: none"> • Value + Understanding – it is essential that a community’s ways of knowing, doing and being are valued. • Awareness goes two ways. It is equally important that members of diverse communities are aware of the cricket community’s values. • Highlight and use role models. • Meet with community leaders and Elders.
Cost	<ul style="list-style-type: none"> • Pay as you go - Offer casual participation options (i.e. pay as you play). • Grants programs – Be aware of all grants programs to subsidise playing costs at local council, state and federal level. • Club equipment - Have free team kit available for use.
Time (Capacity)	<ul style="list-style-type: none"> • Alternate scheduling and pathways. • Offer programs in the 3 hour “Entertainment Window”, with flexible commitment levels.
Competence (Skill + Confidence)	<ul style="list-style-type: none"> • Offer “fun” and mixed competitions, non-competitive versions - everybody is guaranteed to have a bowl and a bat. • Provide introductory materials in language and instructional DVDs.
Cultural Appropriateness	<ul style="list-style-type: none"> • Translate essentials into key languages or alternative communication forms such as Braille or audio. Ensure translators are suitably qualified; poor translations can create major misunderstandings or ridicule. • Offer planning and design of social activities opportunities to diverse communities. • Sensitive food/beverage selection. Ask about preferences. Explain the ‘bring a plate’ custom. • Provide opportunities for participant feedback on club environment inclusivity and any gaps to be addressed. • Strictly policed member protection policies, transparent dispute resolution procedures.
Logistics (Equipment, Facilities, Transport)	<ul style="list-style-type: none"> • Have clean equipment available for use/loan. • Make tracksuit pants/modest uniforms allowable. • Appropriate design and fit out of facilities. e.g. separate change facilities with level of privacy, disability access. • Local Council bus partnership, car-pooling, select centrally located venues, use schools after hours. • Help communities create their own environment. e.g. Girls bringing their own music - can ease tension, create talking points and commonalities.
Safety	<ul style="list-style-type: none"> • Reiterate that Cricket is a non-contact sport. • Working With Children / police checks – Ensure all key club members have current checks completed. • Membership Protection Officer – Ensure your club has a dedicated Membership Protection Officer who is the point of contact if any issues occur. • Insurance – Have club insurance summary available and send to prospective parents and players. • Physical Safety – well lit facilities, First Aid training, defibrillators. • Physical injury - Develop and communicate safety guidelines.
Staffing / Volunteers	<ul style="list-style-type: none"> • Engage with communities to explain nature and benefits of volunteering. • Create fun/simple/quick volunteering entry point. • Offer committee membership opportunities to diverse communities. • Explain gender equality in Australian society to males from cultures with strong gender separation customs. Males from such culture smay be uncomfortable taking instructions from girls and women or working with girls and women as equals. • Provide a ‘female friendly’ environment and programs – female coaches, staff, volunteers and umpires.



FAWAD AHMED
AUSTRALIAN SPIN BOWLER

2.1.3 STEP THREE: KNOW YOUR LOCAL COMMUNITY

It is crucial to build knowledge about your target groups and local communities. Knowledge can be built through delivery tools available to Regional Cricket Managers, research, working with local councils, health groups and engaging community members who may be champions of sport/cricket.

Highly useful information to obtain includes:

Size of the community in your catchment

Use ABS Census as a guide, appreciating some communities may be under-reported. Community leaders, local non-governmental organisations (NGOs), Local Councils, Aboriginal Land Councils and Community media are also a good guide.

Migrants

Using Australian Bureau of Statistics data, this link (www.sbs.com.au/news/map/where-australias-migrants-were-born) reveals the top three birthplaces for migrants in suburbs and towns across Australia. You can also access a map revealing birthplaces excluding English and New Zealand migrants.

Cultural and lifestyle preferences

Know what your target community's preferences are and provide an environment that caters for these needs.

Current sport preferences

Engage and establish if there is existing demand for cricket in your target community.

Familiar venues

Shortlist venues familiar to the community.

Identify existing cricket champions, key influencers and potential early adopters

Are there current members of the community interested or playing cricket?

Community networks

Develop a database of key community networks/brokers to access and involve.

Traditional custodians

Know the name of the traditional custodians of the land you play on - www.abc.net.au/indigenous/map/. Aboriginal people also refer to themselves and their 'mob' by their nation name.

STATE	EXAMPLE ABORIGINAL GROUPS / NATIONS / MOBS
NSW	Koori/Goorie/Koorie/Coorie/Murri
NT	Yolngu/Anangu/Arrernte
QLD	Murri
SA	Nunga/Nyungar/Nyoongah
Tas	Palawa
Vic	Koori
WA	Nyungar/Nyoongar

2.1.4 STEP FOUR: LOOK OUTWARDS: PARTNER + COMMUNICATE

PARTNERS

Engaging with partners brings extra resources and knowledge and assists building trust with parents and children. Develop mutually beneficial working relationships and partnerships with a range of organisations including Regional Cricket Manager (RCM), Youth Centres, Migrant Resource Centres, Girl Guides, Aboriginal Land Councils, Community Ambassadors, Club and School Ambassadors and religious groups.

Local Councils can be crucial partners in engaging communities as a source of validated community leaders, grants, facilities and discretionary funding.

COMMUNICATION

For communities who have previously been exposed to cricket, there is a lower need for education on the fundamentals of cricket but more of a need to communicate details of local clubs, centres and programs and the benefits of structured cricket.

For communities with little knowledge or prior engagement with cricket, communication needs a more careful and planned approach, using various strategies.

Communication tips include:

- Community information session on education and awareness programs at "soft entry points" natural community gathering points such as schools, language schools and community centres.
- Clear messaging - where appropriate, shift from words to pictures in describing the game.
- Focus on social benefits - Promote the benefits that come from engaging with cricket such as team work, making new friends and networks, building confidence, skill development, regular exercise and integration with the wider community.
- Ensure anything written is in plain language and easy for people from non-cricket communities to understand.
- Encourage youth participants to take anything about the game home with them.
- Conduct sessions out of normal business hours.
- Involve community leaders.
- Provide food and incentives.
- Select friendly venues – female friendly areas, language schools, community centres, schools.
- Provide translated materials on the fundamentals of cricket.
- Use diverse images in materials.



MERV HUGHES
FORMER AUSTRALIAN TEST BOWLER

2.1.5 STEP FIVE: FIRST ENGAGEMENT

TARGETING COMMUNITY MEMBERS

Communication strategies include:

- Posters in community points of presence such as community centres, migrant resource centres.
- Social media, Facebook posts and engagement.
- Council communications.
- Place advertisements and editorial content local Government media.
- Place advertisements and editorial content in Community media, radio, websites.

FIRST ENGAGEMENT TECHNIQUES

Engagement tips/ options include:

- Come and Try day – link to community days. Select a venue that is accessible and familiar.
- Avoid scheduling conflicts with cultural and religious dates, and set in consultation with cultural brokers.
- Promote the benefits that come from engaging with cricket such as team work, making new friends, building confidence, skill development, regular exercise and integration with the wider community.
- Run “sampling” programs during existing events such as community festivals, clinics, carnivals.
- Offer modified rules formats to provide short, inclusive and non-competitive experiences.
- Use role models to attract new participants.
- Link potential players with grants – assist them in applying.
- Ensure clean appropriate equipment is available.
- Don't use slang, raise your voice, talk too slowly, mumble or try to match accents – speak clearly and pronounce words clearly.
- Make it fun.
- Have a flexible dress code.

STRONG FOLLOW-UP

Where engagement triggers interest to a cricket pathway, it is crucial these early adopters of the game have a positive experience from the outset.

Some tips to aid this are:

- Ensure access to Welcome Officer.
- Have buddies under the 'Buddy System' ready to go.
- Ensure the follow-up extends beyond the player to their parents/guardians.
- Host an induction event to welcome new participants and develop sense of belonging.

CASE STUDY: ASIAN COMMUNITY CRICKET AFFILIATION (CRICKET VICTORIA)

Cricket Victoria adopts five (5) models of affiliation into its participation structures.

They are:

- ① Adopt a Team
- ② Adopt a Club
- ③ Adopt a Grade
- ④ Create a Club; and
- ⑤ Create an Association.

These flexible options for affiliation have been well received by organisers of social cricket competitions.

The social cricket community indicates that affiliation provides several benefits, including:

- Feeling welcomed by Cricket Victoria and the greater Victorian community.
- Receiving incorporation support and advice to newly formed clubs, (e.g. national insurance program).
- Gaining access to MyCricket, fixturing and recording the history of player statistics and performances.
- Improving access to grounds and relationships with councils.
- Maintaining control the clubs' and associations' own management, within the affiliate structure.

Other stakeholders reported;

- Better management of ground hire in the winter and summer, including the involvement of councils that have solved issues around ground hire and ground availability.
- Improved connections between; clubs, associations, community groups and Cricket Victoria.
- Cricket events can link as many as 30-45 families from the same cultural group.
- Improved relationships with new and emerging culturally diverse communities.
- Improved access for girls, women and children to participate in sport.

During the 2013/14 season, 45 new cricket clubs of Asian social cricket origin became affiliated, comprising more than 50 teams and over 700 participants. One new competition was created (Jags Premier League) and one new association (North West South) became affiliated with the Victorian Metropolitan Cricket Union (VMCU).

<http://www.cricketvictoria.com.au/get-involved/south-asian-communities>

CASE STUDY: TAKE ON T20 HUME

Hume City in Melbourne's West is a highly multicultural region where cost is often a barrier to participation in sport.

Cricket Victoria joined forces with Hume City Council and Sport and Recreation Victoria to offer Hume residents the chance to sign up for MILO T20 Blast for free.

The program attracted 100 children from 21 schools, well beyond expectations of the organisers.

Wayne Schultz, Junior Participation Specialist for the region, built a network of promotion for the program through the participating PE teachers.

The success of the program was in large due to the support of School Sports Victoria and local PE teachers who helped run the programs.

To view video footage of this case study and learn more, please visit community.cricket.com.au/a-sport-for-all

CASE STUDY TIPS:

- ① Start the program at relatively quiet period in the school year, e.g. three weeks into first term.
- ② Start the program at 4.30pm to allow parents to attend and while kids are still present after school.
- ③ Identify proactive and passionate PE teachers or School Sport District Coordinators to assist with the program.
- ④ Attend school cluster PE teacher meetings to educate and engage PE teachers.
- ⑤ Work on building strong relationships between all parties involved. e.g. Cricket Australia, state/territory association, teachers, principals, local council, government and local cricket clubs.
- ⑥ Start with FREE Come and Try sessions at schools and in the community.
- ⑦ Keep speaking the language i.e. it's super fun, social, engaging and about skill development for girls and boys.
- ⑧ Allow months of planning and communication with all involved. It won't happen overnight!

2.1.6 STEP SIX: RETAIN + CHAMPION

Once community members are involved as members, the key is to ensure they stay involved and that their community views the game as a genuine option. Once established in the club the participant can become a champion – a voice for promoting the game to their friends and family.

Some key techniques to help retain diverse participants include:

- Leadership development – Support development of diverse committee members, volunteers, coaches, referees, scorers.
- Clear and transparent selection procedures – in a competitive structure, transparent selection processes will help ensure any real or perceived selection matters are about the participant's skills, and never their background.
- Offer the community your facility to hold community meetings to increase environment familiarity.
- Celebrate the community across their annual calendar. Reference them on club's website / newsletters / Facebook posts etc.
- Put on a community friendly night; e.g. Ladies night, Diwali night.
- Make the club family friendly – create roles for other family members.
- Ambassadors – evolve participants to be club, community and/or school ambassadors.



3. GUIDE TO DIVERSITY



The following content areas provide information on and in the engagement of diverse communities.

Girls and Women

Multicultural

- Advanced Cricket Communities (South Asian)
- Non-Traditional Cricket Communities
- Refugee and Humanitarian Migrant Communities
- Multicultural Girls and Women

Aboriginal and Torres Strait Islander

Disability

- Deaf
- Blind
- Intellectual Disability

Lesbian, Gay, Bisexual, Transgender, Intersex (LGBTI)

It is important to note that people are not only defined by categories such as these but are complex individuals with multiple layers of identity. We are all influenced by many other factors including our family, school and religious upbringing as well as our personalities, philosophies and occupations. Whoever we are interacting with, we need to see each other as unique individuals with diverse backgrounds.

3.1 GIRLS AND WOMEN

Cricket for Girls and Women is the fastest growing area of Australian Cricket.

Inspired by the world champion Commonwealth Bank Southern Stars, girls and women of all ages are getting involved in cricket.

GIRLS AND WOMEN - FAST FACTS

- Participation by Girls and Women in cricket has more than doubled over the past six years.
- Girls and women make up 24% of cricket's total participation.
- In the 2015 Australian Cricket participation census, 293,566 girls and women played cricket across entry level, school and club programs.

GIRLS AND WOMEN - CRICKET ADVANTAGES

- Customised female programs have been designed specifically for female preferences.
- Increased profile of the Commonwealth Bank Southern Stars and State players as role models.
- Competitive and social options are available.
- Clear pathway to State and National representation with professional playing contracts.
- Cricket is being offered with more flexible scheduling and in shorter forms.
- The game is social at all levels with high adherence to the Spirit of the Game.
- Uniforms are culturally appropriate for conservative participants.
- There is no physical contact, with lower concussions and injury rates than contact sports.
- Indoor cricket negates exposure to unfavourable weather.

GIRLS AND WOMEN - FOCUS TO INCREASE PARTICIPATION

- Girls and women coming from a "cricket family" background.
- Multicultural – South Asian communities that have cricket embedded in their culture.
- Aboriginal and Torres Strait Islander women – increase participation over existing preferred sports: softball, basketball, netball and touch football.
- Low socio economic – overcome barriers of time, cost and relevance.



GIRLS AND WOMEN - A SPORT FOR ALL TIPS FOR BETTER ENGAGEMENT

CONSIDERATION	TIPS
<p>1. Time "Cricket goes forever!" "I can't give up my weekends!"</p>	<p>New Modified Versions Offer modified versions of the game spanning no longer than 1-3 hours, scheduled on midweek and weekends. MILO T20 Blast is perfect for the time poor. (go to playcricket.cricket.com.au).</p> <p>Entertainment Window To engage girls and women, initially offer versions in the "Entertainment Window" - no more than 3 hours.</p> <p>Flexibility Offer fun, unstructured "pick-up" versions in which any player can join without fixed weekly commitment or formal registration process.</p>
<p>2. Awareness "Do Girls even play cricket?" "My daughter isn't going to play cricket"</p>	<p>Quote Statistics Cricket is one of the fastest growing sports for girls and women in Australia. Since 2010, female participation in Australia has more than doubled.</p> <p>Highlight and use Role Models The Commonwealth Bank Southern Stars and State female players make regular community appearances. Players can be booked through State and Territory associations to support programs.</p> <p>Communications Use social media, your website and local newspapers to build awareness of your programs and successes. Adapt communications to girls and women in Indigenous and multicultural communities (See Sections 2.2 and 2.3).</p> <p>Formalise Include 'participation by Girls and Women' as an agenda item for monthly and annual meetings.</p>
<p>3. Knowledge "I don't understand the rules." "Why should I play?"</p>	<p>Customised Collateral Access and distribute online and printed materials focused on building girls and women's knowledge of the rules of the game: www.playcricket.com.au/what-is-cricket/glossary</p> <p>Sell the Benefits Highlight the benefits of participating in cricket – fun, social, fitness, networks.</p>

CONSIDERATION	TIPS
<p>4. Personal involvement “I don’t want to stand around in the field and watch other people bat.” “How else can I get involved?”</p>	<p>Modified versions Engage participants using MILO T20 Blast, designed so everybody is guaranteed to have a bowl and a bat.</p> <p>Simple volunteering entry point Provide simple non-time consuming opportunities for girls and women to be involved e.g. Skills zones in MILO T20 Blast is a great way to engage and retain girls and women in a volunteering experience.</p>
<p>5. Low Competence (skill + confidence) “I’ll never be able to pick up the skills.”</p>	<p>Social cricket Offer Social Cricket tailored for girls and women to learn the game in a fun environment.</p> <p>Focus on strengths Provide opportunities for the players to practice what they are good at in a game/activities environment (as opposed to a traditional ‘net session’). Encourage the players to hit the ball into the gaps to score runs as opposed to play a particular shot. The players will work out the best way to achieve this! Allow the players to celebrate their successes, no matter how small. A player making her first run/taking her first wicket is a huge achievement, be sure to acknowledge this.</p>
<p>6. Weather “I don’t want to stand around in the sun or the rain.”</p>	<p>Modified formats Indoor Cricket is perfect if players want to stay out of the elements and offers a less exposed cricket experience. Twilight cricket is also an option.</p>
<p>7. Male Dominated Environment “It’s a bit too blokey” “Cricket Clubs are full of sexist dinosaurs”</p>	<p>Female friendly environments & Seek feedback Ask girls and women to provide feedback in how to create female-friendly club environments. Provide structured and unstructured opportunities (e.g. surveys, evaluation forms, forums for feedback on club environment inclusivity) to identify gaps that need to be addressed.</p> <p>Welcoming Officer Appoint a dedicated “Welcome Officer”, tasked with ensuring a welcoming and inclusive club environment for girls and women.</p> <p>Female committee members Female committee members at clubs are crucial in creating inclusive environments. Identify committee roles to match skills of female members/parents.</p> <p>Inclusive social events Ensure that girls and women are included in planning and design of social activities for clubs.</p> <p>Mixed cricket To build trust and increase female engagement, offer fun mixed cricket options for one-off social events or on a regular basis.</p> <p>Change Facilities Girls and women require separate change room facilities to men.</p>

CONSIDERATION	TIPS
<p>8. Cost “The cost of living is going up – how can I afford to play cricket?”</p>	<p>Low cost versions Develop low cost and subsidised versions of the game at entry level. Commercial Partners are key in providing sustainable programs.</p> <p>Pay as you go Offer casual participation options (i.e. pay as you go).</p> <p>Grants programs Identify grant opportunities to subsidise playing costs at local council, state and federal level. (e.g. State Sport and Recreation departments).</p> <p>Club equipment Have a free team kit of equipment available for use. Ensure it is clean and of appropriate weight and size, particularly for young girls where body image and self-image are important.</p>
<p>9. Safety “Is my girl safe playing your sport?”</p>	<p>Non-contact Promote the fact that cricket is a safe and non-contact sport.</p> <p>Working With Children / Police checks Ensure all key club members have current checks completed.</p> <p>Membership Protection Officer Ensure your club has a dedicated Membership Protection Officer who is the point of contact if any issues occur. www.playbytherules.net.au/mpio</p> <p>Transport planning Develop a plan to ensure transport needs of all players are identified and addressed including transit together to facilities, pickup and drop off at public transport station, carpooling and use of a local council bus.</p> <p>Insurance Have club insurance summary available and send it to prospective parents and players.</p> <p>Physical safety Communicate all safety information to parents from the number of First Aid trained club members to medical infrastructure including defibrillator and First Aid kit. Develop and communicate safety guidelines to ensure best practice if physical injury occurs.</p>
<p>10. No personal link to the club “I’m new to the area and don’t know anybody in the club”</p>	<p>Buddy system For all new players, implement a ‘buddy system’ in which an established or confident team member is assigned to befriend and nurture the new team member and help integrate them into the team.</p> <p>Welcome event Host a special event to welcome new players and develop a sense of belonging.</p>
<p>11. Perception “No girls are interested in playing cricket”</p>	<p>Statistics</p> <p>Role Models Highlight likely instances of current informal participation (e.g. backyard cricket).</p> <p>Target daughters of participants 85% of current underage female state representatives were introduced to the game by a male influence. Target sisters of current junior participants. Current underage female state representative players are twice as likely to have a brother.</p>

3.1 GIRLS AND WOMEN (CONTINUED...)

ROLE MODEL: MEL JONES

Mel Jones has been deeply involved in all aspects of female cricket over the past two decades.

As a player, she represented Australia in five Tests and 61 One-Day Internationals, including two winning World Cup and Ashes teams.

Though her playing career ended in 2010, Mel maintains a strong relationship with cricket through media, management, and administrative work.

Commentary duties with Sky Sports UK, ESPN Star Sport and Channel 9 have entrenched her as a leading voice of female cricket, and she works with female cricket's brightest talents in a management and career development capacity.

Away from cricket, Mel is an Ambassador for Red Dust, an organisation focused on the betterment of Indigenous community health.

CASE STUDY: CRICKET NSW BREAKERS JUNIOR CRICKET LEAGUE

Background: After a successful pilot program (Little Breakers League – modified cricket) on Sydney's North Shore in 2013, where the number of players in 'girls-only' competitions effectively doubled in Sydney metro in one season, it became apparent that the 'next step' – junior club cricket – was not sufficiently prepared to welcome the influx of new players and families.

Issues included unclear age groups (8-year-olds playing with 17-year-olds), hard ball-only cricket, inconsistent rules between regions as well as having no girls-only clubs located in Greater Western Sydney, despite boasting a population of more than two million people.

A survey was sent to all girls and families who were involved in girls-only club cricket in the 2013/14 season, as well as the new 'Little Breakers'. Questions included asking girls and families if they were interested in having an option to play hard ball cricket, preferred formats and rules, which time of the year/day of the week/time of day was preferred, if quality of grounds was an issue previously, and more.

- Spring Season (Oct – Nov) over 8 weeks.
- Summer Season (Jan-Mar) over 8 weeks.
- 8-a-side T20 Competition.
- One-off team fee per season.
- 2 x Zones – North East and South East metro, expanding to NW and SW metro and targeted regional centres in 2015/16.
- 3 x Divisions - U15 Division 1 (12-14yrs), U15 Division 2 (12-14yrs – to commence Summer season), U18 Division 1 (15-17yrs).
- In the first year, there are three independent girls' schools who play in the competition.
- Stand-alone website that acts as a competition management tool, communication hub as well as primary contact point for players and families.
- Representative cricket pathway – the Breakers Junior Cricket Carnival is the rebranded representative carnival for girls, operating as a 1-week tournament (January 19-23, 2015).

Following the launch of the Women's Big Bash League (WBBL) the 2015/16 the Breakers Junior Cricket League has been rebranded to align with the Sydney based WBBL teams. Cricket NSW sees a clear alignment with the objectives of the WBBL and have worked closely with the Sydney Sixers and Sydney Thunder teams to filter that down to the junior girls competition. Go to <http://www.sydney-sixers-girls-cricket.com.au/> and <http://www.sydney-thunder-girls-cricket.com.au/>



CASE STUDY TIPS:

- ① Create a clear vision – write a strategic plan which clearly articulates your direction.
- ② Consult with the community – seek advice about the barriers to participation.
- ③ Surround yourself with people who are willing and able to execute – including staff and community volunteers.
- ④ Create a sustainable model – seed funding may be necessary, and seek sponsorship to allow sufficient resources.
- ⑤ Customise materials specifically for girls with high quality resources and presentation – website, promotional video, collateral.

CASE STUDY: SOCIAL 6ERS PERTH WOMEN'S COMPETITION

Background: The Twilight 6ers Ladies Social Cricket is a six-week female competition based at Perth Cricket Club.

Held on Friday evenings throughout January and February, the program is designed to encourage girls and women of all abilities to get involved in cricket in a highly social setting.

A 12-over, non-traditional format is used to give all participants equal opportunity to get involved. Matches are followed by a barbecue and social gathering.

Sixteen teams participated in a highly successful first year of the program.



To view video footage of this case study and learn more, please visit community.cricket.com.au/a-sport-for-all

CASE STUDY TIPS:

- ① Identify a ground/club who has a keen interest in assisting the program (E.g. supplying volunteers, free use of grounds, access to facilities).
- ② Spread the word throughout the entire cricket community in your area:
 - Local junior/senior community clubs
 - District/Premier Grade cricket clubs
 - Schools
 - Opposing sporting codes/clubs
 - Key stakeholder groups
- ③ Utilise social media:
 - Tag friends in program posts
 - Share posts
 - "Boost" post to maximise exposure
- ④ Apply an affordable cost to the program to ensure team commitment for duration of the program.
- ⑤ Keep the season short, between 4-8 weeks.
- ⑥ Simplify rules and use a format that maximises involvement.
- ⑦ Consider changing the format week-to-week to maintain engagement (e.g. extend/reduce number of overs or include super overs).
- ⑧ Constant communication with teams via email, phone, text and social media.
- ⑨ Make it a social atmosphere with music, BBQs, pizza nights, a quiz night.

3.1 GIRLS AND WOMEN (CONTINUED...)

CASE STUDY: WACA GIRLS' COMPETITION

Background: The WACA girls' competitions has seen positive growth over the last couple of years. The modified U15 girls competition is a hybrid version of MILO T20 Blast and traditional cricket combining the best aspects of each. Teams of eight play an engaging, fun and short 16-over game, played on hard wickets or hockey synthetic pitches. All players bat, bowl and field with modified rules in place to allow players to develop their skills. The competition runs for 6-7 weeks and includes a finals series, with teams made up from schools and community clubs. Traditional T20 hardball competitions for U15s and U18s are also offered.

CASE STUDY TIPS:

- ① Modify the rules to suit the conditions/skill level/environment.
- ② Have good equipment and good facilities to play cricket.
- ③ Engage parents who will take on roles as scorers, team managers and coaches.
- ④ Provide positive umpires who are keen to see the girls develop.

RESOURCES FOR INCLUDING GIRLS AND WOMEN

guide.womenwin.org/ig/safe-spaces

www.playbytherules.net.au/got-an-issue/team-selection/girls-playing-in-boys-teams

ROLE MODEL: HOLLY FERLING - FEMALE CRICKET AMBASSADOR FOR MILO

Holly Ferling is an Australian cricketer who made her debut for the Commonwealth Bank Southern Stars in 2013.

"I had always played backyard cricket against my younger brother Lane and dad. Sometimes I would go to Lane's junior cricket trainings and have a bowl but I wasn't really that interested in cricket. It wasn't until a Monday night when I was playing touch football and I had a girl in my team ask me to come and trial for the district school girls team. I had no idea there was such a thing as women's cricket until then. Within a couple months of making that district team, I made the state school girls cricket team.

Being from a rural area, the only time I played in a girls team was when I went away to the National Youth Championships with the Queensland team, but that was only once a year. Every other time, I played against – and with – boys and men. I played my first men's match when I was 13 and actually ended up taking a hat-trick off the first 3 balls I bowled. I took another wicket later that over and had figures of 4-0 off my first over. I enjoyed playing against the boys and the men. They taught me exactly where to bowl and I guess it was always good to say you bowled the boys out."

CASE STUDY: PARA DISTRICTS WOMEN'S COMPETITION

Background: The Para District Women's Competition was created in the 1997 with six teams to respond to a community demand for a social competition for women in the northern suburbs of Adelaide.

Spearheaded by Elaine Figallo, the competition routinely caters for 16-20 teams each season. Teams are made up of 8-9 players, and groups are encouraged to form their own teams. The competition focuses on having fun and creating a family atmosphere within the clubs and offers a range of grades catering for various skill levels.

The competition runs on Monday nights for two hours. Matches are played over consecutive Monday nights, with 32 overs bowled each week. All players except the wicketkeeper must bowl at least one over and batters must retire on 30.

The strength of the competition comes from its community focus. The competition is heavily supported by both players and volunteers, including husbands, fathers, grandfathers and friends who assist with the running of the competition. The women and girls involved range from school age to women in their fifties.

To view video footage of this case study and learn more, please visit community.cricket.com.au/a-sport-for-all

CASE STUDY TIPS:

- ① Use non-traditional playing times, such as Monday evenings.
- ② Keep competition short, less than three hours.
- ③ Include social activities, such as BBQs to create a social atmosphere.
- ④ Involve friends and families of players in the running of programs.
- ⑤ Create a structure that caters for varying levels of competence.

CASE STUDY: VALLEY DISTRICT CRICKET CLUB

Background: Valley District Cricket Club introduced a women's 2nd grade cricket team for the 2014-15 cricket season.

To ensure a steady flow of players, a pathway of junior participation was necessary to produce the next wave of players.

With the support of Queensland Cricket, the club established an eight-week girls-only MILO T20 Blast program with the first 96 offered fully-funded positions in the program. Forty-five girls signed up for the first year of the program.

To complete the pathway for girls from junior participation to senior competition, Valley DCC created a girls Super 6s program. Thirty MILO T20 Blast program participants graduated to the Super 6s program – a 66% retention rate from MILO T20 Blast to Super 6s.

CASE STUDY TIPS:

- ① Create a pathway that maintains participation and encourages progress.
- ② Use modified, shortened versions of cricket such as MILO T20 Blast to minimise time commitment.
- ③ Attend – and sell program at – a Junior Committee Meeting, emphasising to the club that there is no risk in setting up the program.
- ④ Use the stress-free MILO T20 Blast environment – no need to provide a coordinator, no financial stress or need to locate a ground – as an easy introduction for the club.
Engage senior players as volunteers and role models.
- ⑤ Seek support from state/territory cricket association, in particular the support of female state players as inspiration to reach the elite level.
- ⑥ Supporting the club after the T20 Blast program has finished to create a pathway into which the girls can progress.
- ⑦ Provide girls with an introduction to the club. This shows the girls and parents that the club is inclusive and they are a valued member of it.
- ⑧ Ensure there is a passionate and dedicated Junior Management Committee in place to support girls programs and ensure the sustainability of pathways.

3.2 MULTICULTURAL

MULTICULTURAL – DEFINITION

There are a number of definitions of Multicultural including:

- **Australian Bureau of Statistics (ABS) Census** – one or more parents born overseas.
- **CALD** – Culturally and linguistically diverse communities (not Anglo Celtic and Aboriginal and Torres Strait Islander backgrounds).
- **NESB** – Non-English speaking background.

For this diversity guide the primary focus is on NESB communities.

Cricket Australia uses the ABS Census definition for measuring multicultural participation for club, centre and entry level programs and NESB for school programs.

MULTICULTURAL – KEY MESSAGE

In response to Australia's rapidly changing society, cricket must engage with new and emerging communities to ensure it remains Australia's favourite sport. Greater inclusion of multicultural communities will attract more talent into the game, increase volunteering and audience participation and will help build a socially cohesive society.

At all levels of Australian Cricket, everyone must recognise and value an integrated and inclusive cricket community in which diversity is recognised and celebrated.

Valuing diversity will ensure cricket's long-term growth and make the game accessible to all Australians.

MULTICULTURAL – FAST FACTS

- 24.6% of registered club cricket participants identify as having one or more parents born overseas.
- 46% of Australians have one or more parents born overseas.
- 28% of Australians were born overseas.
- Over 50% of the residents of Sydney, Melbourne and Perth have one or more parent born overseas.
- 1 in 8 Australians have Asian ancestry.
- South Asian communities are among Australia's fastest growing communities.
- Punjabi is the fastest growing language in Australia. The number of Punjabi speakers in Australia has grown by 207% since 2006 from 23,164 to 71,229 speakers.
- The next fastest growing languages spoken are Hindi (70,008 speakers in 2006 to 111,351 speakers in 2011 – 59% increase) and Mandarin (220,604 speakers in 2006 to 336,410 speakers in 2011 – 52.5% increase).
- There are now an estimated 1 million Australians of Chinese ancestry.
- There are an estimated 800,000 Australians of South Asian ancestry.

MULTICULTURAL – CRICKET ADVANTAGES

- Cricket is an international game played in over 100 countries.
- The South Asian communities have the highest passion levels for the game of any segment in the Australian community.
- Cricket has an image as a safe, non-contact sport compared to other traditional Australian sports.
- Cricket has an increasingly diverse offering of modified versions of the game – indoor, social cricket, T20 Blast, twilight etc.
- Cricket is a vehicle to participate in the broader Australian community.
- KFC Big Bash League is more attractive and accessible to new migrants as fans.
- Successful European migrant role models – Lenny Pascoe, Simon Katich, Michael Kasprovicz, Moises Henriques.
- Successful South Asian migrant role models – Usman Khawaja, Lisa Sthalekar, Gurinder Sandhu, Ashton Agar.

MULTICULTURAL – FOCUS GROUPS TO INCREASE ENGAGEMENT

- Girls and Women of all backgrounds:
- South Asian (Bangladeshi, Indian, Sri Lankan, Pakistani, Afghanistani and Nepalese);
- Chinese; and
- New migrants (arrived in the previous five years, with a focus on refugee and humanitarian entrants).

MULTICULTURAL – A SPORT FOR ALL TIPS FOR BETTER ENGAGEMENT

CONSIDERATION	TIPS
<p>1. Low Awareness about cricket, sport and systems “I don't know the rules or have any knowledge of the game!”</p>	<p>Education and awareness programs</p> <ul style="list-style-type: none"> • Identify bilingual brokers who can reach the community and/or who understand cricket. • Customised promotional materials - Translate materials, use diverse images, make it youth friendly (Cricket Australia provides translated and template versions of promotional materials including for MILO in2CRICKET and MILO T20 Blast in Hindi and Mandarin). • Set up information sessions with the community to explain benefits, processes and systems. • Select familiar venues, i.e. language schools or community centres. • Provide information on Club/Centre values and participation policies. <p>Targeted promotion Multicultural media, local council media and multicultural networks e.g. Migrant Resource Centres.</p> <p>Clear messaging Where appropriate, shift from words to pictures in how to describe the game. Ensure anything written is in plain language and easy for people from different cultural backgrounds to understand. Encourage youth participants to take materials about the game home with them.</p>
<p>2. Timing “I can't play that day” “My family does other things on weekends”</p>	<p>Plan ahead Understand each participant's commitment limitations in context of their culture and lifestyle and plan accordingly.</p> <p>Be flexible Use rotation policies and have larger squads.</p> <p>Long term focus Focus on long term engagement of the participant and their family instead of their week to week commitment.</p>
<p>3. Low Family Engagement with Cricket “I have no connection with cricket” “Family is my priority”</p>	<p>Family-friendly Making events family-friendly and promoting the educational benefits of getting involved will assist in engaging people from multicultural backgrounds.</p> <p>Promote social benefits Promote the benefits that come from engaging with cricket such as teamwork, making new friends, building confidence, skill development, regular exercise and integration with the wider community.</p> <p>Involve parents Create opportunities for the whole family to be involved, e.g. umpiring, scoring.</p> <p>Reassure parents Speak to parents personally and consistently to address queries. Explain ways in which the Spirit Of Cricket fosters mutual respect and care for others.</p>

CONSIDERATION	TIPS
<p>4. Low Competence (skill + confidence) “This game is foreign to us”</p>	<p>Offer multiple skill levels Offer different divisions based on skills rather than age.</p> <p>Offer modified versions e.g. MILO T20 Blast (a simpler format of the game).</p>
<p>5. Cost “We can’t afford to pay to play” “There are more important things to pay for”</p>	<p>Individual funding support For some new migrant communities, particularly humanitarian refugees, the cost of participation is prohibitive. Be aware of local government grant opportunities, state government sports participation vouchers and other funding.</p> <p>Subsidise Offer discounted memberships to suit the situation. Have club equipment kits available for loan.</p> <p>Club funding support Be aware of external funding opportunities for clubs through Sport and Recreation departments, Ethnic Affairs Councils and Local Councils.</p>
<p>6. Cultural Appropriateness “This club doesn’t understand me or my cultural needs”</p>	<p>Customs, Faiths and Values Specific information on each cultural group can be found under “Advanced Cricket Communities”, “Non-Traditional Cricket Communities” and “Refugee and Humanitarian Migrant Communities” sections of this guide.</p> <p>Understand the Community Obtain community profiles from local council and/or Regional Cricket Managers. Get to know your community through attendance and participation in community festivals and events.</p> <p>Accommodate faith / culture Get to know national, cultural and religious calendars. Take account of religious and cultural festivals, holy days and practices such as fasting when planning training sessions, activities and games. Reference them on club websites / newsletters / social media etc.</p> <p>Reference importance of providing & highlighting separate change facilities for boys and girls.</p>
<p>7. Safety “My child may get hurt” “I’m not familiar with training / playing facilities”</p>	<p>Non-Contact Promote the fact that cricket is a safe and non-contact sport.</p> <p>Schools Use facilities familiar to parents and children after hours e.g. schools.</p>

CONSIDERATION	TIPS
<p>8. Transport “We can’t get to training or games”</p>	<p>Public Transport Some newly arrived communities use public transport – selected facilities need to be accessible and centrally located where possible.</p> <p>Use Partners Engage youth services, councils, schools for access to community buses.</p> <p>Car pooling With responsible adults for child safety purposes.</p>
<p>9. Staffing / Volunteers “I have no connection with cricket”</p>	<p>Communicate volunteer obligations As part of the induction process, provide clear communication that the club is run by volunteers and all parents are encouraged and expected to join the volunteer community.</p> <p>Explain the nature of volunteering. As the concept of volunteering is not well understood in many cultures, explain the differences between formal and informal volunteering.</p> <p>Communicate full range of available roles Clearly communicate the range of roles available for parents including canteen, event organising, fundraising committee, etc.</p> <p>Use skills Find out what parents do for a living and align roles with any existing skill sets, e.g. website maintenance accountant, hospitality, plumber, builder, healthcare.</p>
<p>10. No link to the club “I don’t know anyone”</p>	<p>Strong induction processes Once you have invited a community/family into your club, you must make sure they feel involved and engaged immediately.</p> <p>Welcome / Induction Night A dedicated welcome / induction night is a proven strategy to build a sense of belonging, learn about club values and communicate club culture. Parents can also be inducted into the club to build family engagement.</p> <p>Buddy System For all new players, implement a ‘buddy system’ in which an established or confident team member is assigned to befriend and nurture the new team member and integrate them into the environment.</p> <p>Extend the Welcome Expand the ‘buddy system’ to parents, guardians and wider circle of youth participants.</p>

RESOURCES FOR INCLUDING THE MULTICULTURAL POPULATION

sports.culturemate.com.au/
www.about.com/religion
www.playbytherules.net.au/got-an-issue/discrimination/racial-discrimination
www.ausport.gov.au/participating/all_cultures/about

3.2.1 ADVANCED CRICKET COMMUNITIES (SOUTH ASIAN)

Cricket has a clear advantage over other sports in engaging South Asian communities due to:

- Understanding and passion for the game both as players and fans.
- Existing strong participation levels in club and indoor cricket.
- Strong growth opportunities through unaffiliated social cricket, community leagues and tournaments such as:
 - Jags Premier League (wynndhamjags.com.au/).
 - Ausian Community Cricket Association.
- a growing pool of South Asian elite player role models and talent in pathways.
- Major fan growth in the KFC Big Bash League.

Barriers:

- Access.
- Perceived or actual racism.
- Non-inclusive clubs and associations.
- The lack of familiarity with structured cricket and Australian cricket pathway.
- Lack of existing connections or networks with established clubs and associations.



SOUTH ASIAN ROLE MODELS:

HERITAGE	PLAYER	ACHIEVEMENTS
India	Gurinder Sandhu	Australian ODI Bowler
India	Lisa Sthalekar	Australian Test all-rounder
India	Bhavisha Devchand	WA State player
Pakistan	Usman Khawaja	Australian Test batsman
Pakistan	Fawad Ahmed	Australian ODI bowler
Pakistan	Clive Rose	Australia Under-19, Vic / Tas all-rounder
Sri Lanka	Dav Whatmore	Australian Test batsman and coach
Sri Lanka	Ashton Agar	Australian Test bowler

SOUTH ASIAN COMMUNITY AND CULTURAL PROFILES:

COMMUNITY	AUSTRALIAN COMMUNITY	DIET	MAIN RELIGIONS	MAIN LANGUAGES	KEY HOLIDAYS / CELEBRATION DAYS
Indian	500,000	Hindu – No Beef Muslim – No Pork; halal meat General – Vegetarian options	Hindu, Muslim, Sikh	Hindi, Punjabi, Bengali, Gujarati, Tamil, Telegu, Malayalam, Kannada	26 January – Republic Day 15 August – Independence Day 2 October – Mahatma Gandhi's Birthday
Sri Lankan	150,000	Hindu Tamils – No beef Vegetarian	Buddhist, Hindu	Sinhalese and Tamil	15 January – Tamil Thai Pongal Day 4 February – National Day 14 April – Sinhala & Tamil New Year Day 1 May – May Day
Bangladeshi	35,000	No Pork Halal meat	Muslim	Bengali	21 February – Language Martyrs' Day 17 March – Father of the Nation's Birth Anniversary 26 March – Independence Day 14 April – Bangla New Year's Day 1 May – May Day 15 August – National Mourning Day 16 December – Victory Day
Pakistani	35,000	No Pork Halal Meat	Muslim	Urdu	5 February – Kashmir Solidarity Day 23 March – Pakistan Day 1 May – Labour Day 14 August – Independence Day 6 September – Defence Day 11 September – Death Anniversary of Quaid-e-Azam 27 October – Kashmir Black Day 9 November – Iqbal Day 25 December – Birthday of Quaid-e-Azam
Nepalese	30,000	No Beef Vegetarian options	Hindu	Nepali	19 February – Prajatantra Diwas (Democracy Day of Nepal) 8 March – International Women's Day 14 April – Navabarsha (Nepalese New Year) 24 April – Loktantra Diwas (Democracy Day of Nepal) 1 May – Majdur Diwas (International Labour Day) 29 May – Ganatantra Diwas (Republic Day – Nepal)
Afghanistani	30,000	No pork halal meat	Muslim	Pashto, Dari	15 February – Liberation Day 21 March – New Year's Day 28 April – Mujahideen Victory Day 19 August – Independence Day

3.2.1 ADVANCED CRICKET COMMUNITIES (SOUTH ASIAN) (CONTINUED...)

SOUTH ASIAN - BACKGROUND:

The South Asian community refers to India, Pakistan, Bangladesh, Nepal and Sri Lanka, and can also be called the Indian subcontinent. While there are many commonalities among South Asian cultures, the countries and people of the region differ in significant ways. There is also great diversity of regional cultures and languages within countries. The following information broadly addresses subcontinental communities.

Customs and Values

- Cricket is the most popular sport in India, Pakistan, Bangladesh and Sri Lanka.
- Societies greatly value and respect hierarchy, status and religious beliefs.
- Subcontinent communities are family oriented.
- Subcontinent people may not be comfortable wearing shorts or tight fitting clothes and may avoid public change-rooms.
- Men and women avoid physical contact in public, can be uncomfortable being alone with the opposite sex and often prefer same sex groups and coaches.
- Modesty is one of the most important virtues for men and women and includes behaviour, speech and dress.
- Food is celebrated and is an important part of social life.
- Fasting is practiced by followers of several religions including Hinduism, Jainism, Islam and Buddhism.
- Muslims require a short break for prayer during lunch-time, late afternoon and at sunset with longer prayer times at Friday lunchtime and during Ramadan.

Communication Styles:

- A smile is a sign of friendship that is used when greeting someone and saying good-bye.
- An indirect communication style is preferred to direct comments, particularly regarding disagreements or problems.
- Many men and women are uncomfortable shaking hands. It is best to wait for them to initiate a hand shake.
- When beckoning someone, a downward motion of the hand, fingers towards you is preferred. Using the index finger is considered offensive.
- “Yes” does not always mean “Yes”, especially in problematic situations and where face-to-face is involved.

ROLE MODEL – USMAN KHAWAJA

Usman Khawaja is the 419th Australian to pull on the baggy green and the first of Pakistani heritage. Born in Punjab, Pakistan, Usman moved with his family to New South Wales as a child.

An elegant left-hand batsman, Usman became the first Muslim to play for Australia when he made his Test debut against England in the 2010-11 Ashes Series following his high scoring feats for NSW and in underage Australian teams.

A current member of the Sydney Thunder and Queensland Bulls, Usman broke new ground in his ascent to the Australian national side.

USMAN KHAWAJA
AUSTRALIAN TEST PLAYER



CASE STUDY: SUPER SIKHS SPORTS CLUB

Super Sikhs began in 2010 to cater for sporting and cultural passion within the Sikh community in Sydney. The multisport organisation began a cricket program in 2012, producing three junior teams and two senior teams. Now in its third year, the cricket program has grown into a MILO in2CRICKET centre, an extensive junior program and five senior teams. Super Sikhs organiser Balraj Ougra shares his tips for running a program within a diverse community:

CASE STUDY TIPS:

- 1 Clearly communicate program benefits i.e. A healthy and active lifestyle, new friends, and an inclusive environment.
- 2 Run a junior program, e.g. MILO in2CRICKET, and engage the youth to build up a foundation of respect in the community.
- 3 Be willing to put in an investment of time, effort and resilience to build up a junior program.
- 4 Start with a MILO in2CRICKET centre to create a foundation for junior participation.
- 5 Put an emphasis on female participation.
- 6 Engage with community leaders. Educate them about your programs and results and get them involved in program delivery.
- 7 Build up a reliable volunteer base. Volunteers are critical to programs running successfully on a weekly basis. Ask friends, family and community leaders to be involved.

CASE STUDY: EILDON PARK CRICKET CLUB – AVI + RONNIE SINGH TOLD BY THEIR MOTHER, MANPREET SINGH

Manpreet moved to Australia in 1991 from India. She tells first-hand how cricket has influenced her family's life in Australia.

“As a family, we didn't get involved in club cricket until our older son Avi joined the MILO program in 2001 when he was just three years old. We've been with Eildon Park Cricket Club (EPCC) ever since.

My younger son Ronnie joined EPCC and cricket has always played an integral part in our lives. I began scoring for Avi's games when he was in under-11s and I have probably scored all of his games since, and most of Ronnie's too.

As a family, we've enjoyed many weekends together during the summer, and shared wonderful experiences of wins, losses and premierships at cricket grounds around our district.

Apart from the fact the boys have made lasting friendships and learnt wonderful sporting skills over the years, the best thing about playing club cricket is that we have an extended cricket family out there.

Avi and Ronnie's friends are like sons to me, and the same is true for other parents who treat my boys as their own. We've always felt at home at EPCC. My boys were perhaps the only turbaned players at the club, barring one or two players who joined later, but my boys have never felt out of place.

Rowville, where EPCC is located, is a highly multicultural area. It's been great to see many different backgrounds represented in EPCC teams, including Indian, Sri Lankan, Pakistani, Chinese and Malaysian. Many of them have captained their teams as well.

The best thing EPCC has done for us as a family is to treat us “normally”, like we are not outsiders. That is critical for any club to be successful - to be inclusive without making it look like it's an effort. Avi was named player of the season in 2013 – his name is painted in gold letters on the board in the club rooms, which will ensure that EPCC will always remain “our” club.

My tip for other families is to get involved and to volunteer. People who come from overseas are not aware that cricket clubs here rely a lot on the voluntary work put in by parents. Whether it's canteen duties, scoring, umpiring or managing the team, just put your hand up and get involved. It's the most rewarding experience for the children and the parents.”

CASE STUDY: BANGLADESHI MILO in2CRICKET INDOOR CENTRE

Members of the Bangladeshi community, with the support of Western Australian Cricket Association Community Ambassadors, have established an indoor MILO in2CRICKET centre specially targeted at the Bangladeshi community.

Co-ordinated by community member Shakil Ahmed, the program is run indoors on Saturday night to fit with the needs and availability of the Bangladeshi community.

The Bangladeshi Australia Association of Western Australia receives funding from the WA Department of Sport and Recreation to subsidise the program and remove cost as a barrier.

The success of the program has seen the group aligned with regional cricket clubs and has spawned a second, advanced indoor program for children to progress into.

CASE STUDY TIPS:

- 1 Acknowledge the needs of multicultural communities, especially timing, and establish a specialised program to meet these.
- 2 Partner with established multicultural community groups.
- 3 Think beyond the cricket ground to run programs, e.g. indoor cricket centre.
- 4 Cater for all levels of competency by using the MILO in2CRICKET program.
- 5 Setup online payment and registration via the MyCricket website.
- 6 Assist centre coordinators/parents for the first few sessions and send them as many resources as possible.
- 7 Make cricket gear available to community groups to ensure successful delivery of program.
- 8 Link program with club(s) to ensure opportunities to continue participation.



To view video footage of this case study and learn more, please visit community.cricket.com.au/a-sport-for-all

3.2.2 NON-TRADITIONAL CRICKET COMMUNITIES

Cricket is played at a test level by the following full member ICC countries:

- **Australia**
- **England**
- **New Zealand**
- **South Africa**
- **West Indies**
- **Bangladesh**
- **India**
- **Pakistan**
- **Sri Lanka**
- **Zimbabwe**

Migrants from communities outside the above are unlikely to have cricket embedded in their culture. They can be considered “Non-traditional cricket communities”.

Non-traditional cricket communities can be broken into four groups.

- ① Asian migrants (excluding subcontinent).
- ② Middle Eastern and North African migrants.
- ③ European migrants.
- ④ Humanitarian refugee migrants (excluding Sri Lankan Tamil and Afghan).

ASIAN MIGRANT GROUPS (EXCLUDING SUBCONTINENT)

COMMUNITY	AUSTRALIAN COMMUNITY	MAIN RELIGIONS	MAIN LANGUAGES	KEY HOLIDAYS/CELEBRATION DAYS
Chinese	870,000	Shenism, Buddhism, Confucianism, Taoism	Mandarin, Cantonese	Jan/Feb - Chinese New Year
Arabic	350,000	Islam, Christianity	Arabic	June – Ramadan July – Eid al-Fitr September – Eid al-Adha
Filipino	230,000	Catholic	Tagalog / Filipino	April – Araw ng Kagitingan May – Philippine Labour Day May/June – Philippine Independence Day July – Eid al-Fitr September – Eid al-Adha November 30 – Benifacia Day December - Rizal Day
Vietnamese	220,000	Catholic, Buddhism	Vietnamese	Jan/Feb - Têt
South Korean	90,000	Christianity	Korean	October - Gojoseon

Key engagement programs include:

- Junior Entry Level programs, MILO in2CRICKET and MILO T20 Blast.
- School-based programs – MILO in2CRICKET Schools program delivered in high Non-English Speaking background schools.
- KFC T20 Big Bash League game experience.
- Multicultural media and marketing campaign.
- Scholarships and talent development.
- Community activations (e.g. Come and Try days, festival and event engagement).
- International cricket exchange programs with China.

CHINESE COMMUNITY - BACKGROUND:

People of Chinese ethnicity come from diverse countries of origin with different religions, languages and cultural practices. Australia’s Chinese population mainly originates from China, Hong Kong, Malaysia and Singapore.

While there are many commonalities among people of Chinese heritage, such as those listed below, rapid changes in the areas of migration, international business, travel and study abroad mean that not all Chinese people adhere closely to these customs and styles.

The most common language is Mandarin followed by Cantonese. Chinese people may practice Buddhism, Confucianism, Taoism, Christianity or Islam.

Customs and Values:

- Family life is extremely important to Chinese culture. The immediate family is viewed as the core unit followed by the extended family which then branches out to the community.
- Traditionally the family structure is hierarchical and patriarchal. The eldest adult male is typically the primary decision-maker in family matters.
- Youth are expected to be respectful and loyal to their elders.
- Chinese families place a high value on education and children are expected to work hard for future achievements.
- Chinese place great emphasis on ‘saving face’ to avoid public embarrassment or bringing shame to their family.
- Chinese families are often private and reluctant to discuss family issues or conflict with non-family members.
- Emotional self-control is considered essential to minimize arguments or disagreements.
- While individual achievement is valued, maintaining the harmony of the group is considered very important.
- Chinese people prefer to show gratitude through practical gifts or food.

Communication styles:

- The oldest, most senior person or head of the family is always greeted first.
- Chinese people seldom display their emotions; kissing or embracing in public is considered inappropriate.
- Lack of eye contact, shyness and passivity are cultural norms and in some cases assertiveness may be interpreted as aggressiveness or hostility.
- Some Chinese may avoid saying ‘no’ directly as a sign of respect. They may instead answer ‘yes’ to acknowledge they are listening even though they may disagree with what is being said.
- Elderly Chinese people consider touching someone’s head to be offensive. Some other offensive gestures include pointing the index finger (use an open hand instead), using the index finger to call someone and finger snapping.
- Silences during meetings or conversations indicate polite consideration of what has been said and thinking before responding.
- An indirect communication style is generally preferred to direct comments, particularly regarding disagreements or problems.
- It is considered important to avoid public disagreements, particularly with others in more senior positions.
- Silence is often used to diffuse a difficult or embarrassing situation. Rather than assuming agreement, a question met with silence in a group often means that further discreet one-on-one exploration with a few people is required.

3.2.2 NON-TRADITIONAL CRICKET COMMUNITIES (MIDDLE EASTERN AND NORTH AFRICAN MIGRANTS)

ARABIC COMMUNITY - BACKGROUND:

The Arabic community is a cultural group defined by a common Arabic language and a shared history and heritage.

People in the Arabic community come from 22 different Arabic countries including Iraq, Egypt, Sudan, Lebanon, Jordan, Palestine, Syria and Algeria. Arabic people originate from three geographic areas: the Middle East, Gulf countries and North Africa.

While there are many commonalities among Arabic people, these countries differ in significant social and political ways. There is also great diversity of cultures and religions within countries. The following information broadly addresses Middle Eastern and North African communities.

People of Arabic background predominantly practice Islam but a minority adhere to Christianity and there are also those of other faiths.

Customs and Values:

- Family relationships between the immediate and extended family are very important and family is central to life.
- Elderly members of the family have a strong role in family decision making.
- Personal relationships are very important to build trust with other people.
- Social life revolves around family and religious events.
- Arabic people will offer guests food and drink as an essential part of their hospitality.
- Gender issues can affect relationships with the wider community and should be considered when engaging girls in cricket. Families may need to have their daughter/s coached by a female coach.

Communication Styles:

- Arabic people generally express their emotions quite openly. They may not use the word 'please' when they are asking for a favour but will show their politeness in their tone.
- Social gatherings are usually divided into gender groups in traditional communities.
- It is normal for people of the same sex to shake hands and kiss on the cheek.
- Muslim women who wear a hijab (traditional Islamic clothing) and are accompanied by Muslim men may be reluctant to shake hands with the opposite sex. It is best not to initiate the move and leave it to individuals to decide.
- Arabic people are very sociable and family visits and gatherings are common.
- Arabic people might show their appreciation for a service provided to them by expressing lots of blessing.

CASE STUDY: ISLAMIC COLLEGE OF SOUTH AUSTRALIA

Islamic College of South Australia (ICOSA) had never had cricket as part of its curriculum. Most of the students at ICOSA hail from non-traditional cricket backgrounds and had never experienced the game.

In 2014, newly appointed PE teacher Kylie Munn introduced the MILO in2CRICKET Skills program to the students, with the support of the South Australian Cricket Association.

Almost 400 students participated in the four-week program which culminated in two MILO T20 Blast Intra-School Cups and a school visit to the ICC Cricket World Cup 2015 at Adelaide Oval.

The program demonstrates how entry level cricket programs can be used to engage new cricket participants, no matter how little they know of the game.

CASE STUDY TIPS:

- ① Use MILO in2CRICKET skills program to introduce the game to newcomers.
- ② Include cricket as part of school curriculum, even if only for four weeks.
- ③ Not having an oval is no obstacle; use any space available, e.g. basketball court.
- ④ Speak to state/territory cricket association about available support.
- ⑤ Understand cultural differences of participants and deliver programs that accommodate these.
- ⑥ Keep participants engaged at all times with fast-paced, fun activities.



To view video footage of this case study and learn more, please visit community.cricket.com.au/a-sport-for-all

3.2.2 NON-TRADITIONAL CRICKET COMMUNITIES (EUROPEAN MIGRANTS)

EUROPEAN COMMUNITIES

Since the Second World War, migrants from all European countries have settled in Australia. The many post-war migrants, mainly from Mediterranean, Baltic and Balkan countries, have established themselves firmly in Australian society. Many of their offspring have embraced cricket, producing numerous role models for their communities.

CASE STUDY: PREVIOUS DIVERSITY SUCCESS - EUROPEAN POST-WAR MIGRANTS

- Cricket has made significant progress in engaging European migrants.
- Although still under represented in participation at grassroots level, European communities have still had a number of Australian Test and One Day representatives over the years.

ROLE MODELS - EUROPEAN BACKGROUND

COMMUNITY	PLAYER	ACHIEVEMENTS
Macedonia	Len Pascoe	Australian Test bowler
Croatia	Simon Katich	Australian Test batsman
Poland	Michael Kasprowicz	Australian Test bowler
Italy	Michael Veletta	Australian Test batsman
Italy	Elyse Villani	Australian Test Batter
Czech/Poland	Jason Krejza	Australian Test bowler
Latvia	Andrew Zesers	Australian ODI bowler
Portugal	Moises Henriques	Australian Test all rounder
The Netherlands	Dirk Nannes	Australian ODI bowler
Poland/Austria/Jewish	Julien Wiener	Australian Test and ODI batsman
Greek	Theo Doropoulous	WA / SA all rounder

MICHAEL KASPROWICZ
AUSTRALIAN TEST BOWLER

ELYSE VILLANI
AUSTRALIAN TEST BATTER

SIMON KATICH
AUSTRALIAN TEST BATSMAN

3.2.3 REFUGEE & HUMANITARIAN MIGRANT COMMUNITIES

Refugee and Humanitarian Migrant communities face considerable barriers to playing cricket - even those from countries with a cricket tradition.

Barriers to playing cricket may include:

- Sport is often a lower priority than work, study and family.
- Low English proficiency.
- Minimal understanding of cricket.
- Cost of playing and joining a club or cricket program.
- Small pool of cricket role models.
- Lack of parental support because the game is not known to them.
- Little experience with structured sport.
- Competing family / cultural obligations.
- Mental health issues from trauma or torture.

REFUGEE TARGET GROUPS: TRADITIONAL CRICKET COUNTRIES

Refugees from traditional cricket countries may have:

- Existing good understanding on fundamentals of cricket.
- Grassroots, domestic and international role models from their community.
- Existing competitions outside the cricket system.

REFUGEE TARGET GROUPS: TRADITIONAL CRICKET COMMUNITIES

COUNTRY/GROUP	AUSTRALIAN COMMUNITY	MAIN LANGUAGES	MAIN RELIGIONS	KEY DAYS
Afghanistan	20,000	Pashto, Dari (Persian)	Islam	March – Afghanistan New Year's Day March – Nowruz (Persian New Year) June – Ramadan July – Eid al-Fitr September – Eid al-Adha September 9 – Massoud Day October/November – Muharam (Islamic New Year)
Sri Lankan Tamil	est. 30,000	Tamil, English	Hinduism, Christianity	January – Tamil Thai Pongal February 4 – Sri Lankan Independence Day April 14 – Sri Lankan New Year
Pakistan Hazara	est. 10,000	Persian (Hazaragi)	Shia Islam, Sunni (minority)	March – Nowruz (Persian New Year) July – Eid al-Fitr September – Eid al-Adha
Nepal	35,000	Nepali	Hinduism	March – Holi April – Navavarsha (Nepal New Year)
Bhutan	est. 2,500	Dzongkha	Buddhism	February – Losar June 15 – Parinirvana of Buddha November - Lhabab Dochen December 17 – National Day

MIGRANT TARGET GROUP: NON-TRADITIONAL CRICKET COUNTRIES

Non-traditional refugee countries are the hardest to reach because, in addition to the barriers listed above;

- Other sports are culturally embedded.
- Higher investment is required in education for non-cricket refugee communities to embrace cricket.

COUNTRY/GROUP	AUSTRALIAN COMMUNITY	MAIN LANGUAGES	MAIN RELIGIONS	KEY DAYS
Iranian	35,000	Persian, Gilaki	Islam	March – Norooz (Persian New Year) April – Islamic Republic Day July – Eid al-Fitr (Eid-e-Fetr) September – Eid al-Adha (Eid-e-Ghorban) October – Eid-al-Ghadir October – Ashura December – Arbaeen
Iraqi	80,000	Arabic, Kurdish	Islam	March – Nowruz (Persian New Year) May 1 – Labor Day July – Eid al-Fitr September – Eid al-Adha October 3 – Iraqi Independence Day October – Islamic New Year
Somali	15,000	Somali, Arabic	Islam	May 1 – International Labor Day June – Independence from the United Kingdom July – Independence Day from Italy July – Eid al-Fitr September – Eid al-Adha October – Islamic New Year October - Ashura
South Sudanese	20,000	Various	Christianity	May 1 – International Labor Day May – SPLA Day July – Independence Day July – Eid al-Fitr September – Eid al-Adha
Burma/ Myanmar	est. 22,000	Various	Buddhism	January – Independence Day March – Peasants Day April – Water Festival (Maha Thingyan) April - Myanmar New Year May 1 – International Labor Day July 19 – Martyr's Day November – National Day
Eritrean	est. 2,800	Tigrinya, Tigre, Arabic	Islam/ Orthodox Christianity	May 1 – International Labor Day May – Independence Day June 20 – Martyrs Day July – Eid ul-Fitr September – Eid al-Adha
Ethiopian	7,000	Oromo, Amharic	Islam/ Orthodox Christianity	January 7 – Ethiopian Christmas Day March 2 – Adwa Victory Day May 1 – International Labor Day July – Eid al-Fitr September – Eid al-Adha September – Ethiopian New Year
Congolese	est. 2,600	Congolese	Christianity	May 1 – May Day May 17 – Liberation Day June 30 – Independence Day

Building fan and player participation in non-traditional refugee communities is challenging due to the need to educate on the basics of cricket and the lack of role models or parental understanding.

These community groups generally live in clusters in familiar locations in both metropolitan and regional areas, which may include public housing.

Engagement over a long period is required to build trust, identify specific barriers and achieve participation outcomes.

Customising programs to meet community needs is crucial as non-traditional cricket communities are reluctant to change their existing recreation preferences for a sport that is not culturally embedded.

Partnerships with local councils, schools and refugee settlement service providers are crucial for sustaining the long term engagement required to build participation in these communities.

There are small and large funding opportunities for cricket at all levels to increase engagement and grow participation with these groups.

School based programs, Come and Try days and subsidised entry level programs are the priority for this group.

School, Community and Club Ambassadors have had success integrating humanitarian community members into many Australian clubs.

Cricket can form a part of the immediate and on-going settlement process, creating a network of local contacts.

3.2.3 REFUGEE & HUMANITARIAN MIGRANT COMMUNITIES

AFRICAN COMMUNITY - BACKGROUND:

Africa comprises over 50 countries and is home to a vast number of ethnic, regional and tribal groups displaying a wide range of social, religious and political diversity.

There are from 1200 to 2000 languages spoken in Africa, around 100 of which are widely spoken and used for inter-ethnic communication. These include Amharic, Arabic, Bantu, Berber, Fulani, Swahili and Yoruba.

The African community is religiously diverse with 40% of the population following Christianity and Islam, while the remainder follow traditional African religions. There are also small Jewish and Hindu groups.

Custom and Values:

- Respect for elders is an important part of African culture.
- Gratitude for food and dining room manners are important.
- Africans have a strong sense of community and brotherhood. The community is the custodian of an individual socially, judicially and religiously. All people are considered part of an extended family.
- Trustworthiness, respectfulness and self-control are some of the qualities that raise one's status in the community.

Communication Styles:

- Elders should be allowed to speak first and eat first during meal times. They are the primary decision makers.
- Greetings are important to establish positive first impressions.
- Pointing with the index finger is offensive.
- Food is most often eaten with the right hand.
- It is good to share it with others and not doing so can be interpreted as rude.
- Silence is not considered awkward. Speaking when necessary is the norm.

REFUGEE & HUMANITARIAN ENTRANT RESOURCES

www.humanrights.gov.au/publications/face-facts-2012/2012-face-facts-chapter-3

www.humanrights.gov.au/publications/asylum-seekers-and-refugees

COUNTRY/GROUP	AUSTRALIAN COMMUNITY	MAIN LANGUAGES	MAIN RELIGIONS	KEY DAYS
All Countries		N/A		25 May – Africa Day 18 July – Nelson Mandela International day
South African	145,700	English, Afrikaans, Zulu, Xhosa	Christian	21 March – Human Rights Day 27 April – Freedom Day 1 May – Workers' Day 16 June – Youth Day 9 August – National Women's Day 24 September – Heritage Day 16 December – Day of Recognition
Egyptian	36,500	English, Arabic	Islam	25 January – Revolution Day 25 April – Sinai Liberation Day 1 May – Labour Day 23 July – Revolution Day 6 October – Armed Forces Day

COUNTRY/GROUP	AUSTRALIAN COMMUNITY	MAIN LANGUAGES	MAIN RELIGIONS	KEY DAYS
Zimbabwean	30,000	English, Shona, Sindebele	Christian	18 April – Independence Day 1 May – Workers Day (Labour Day) 25 May – Africa Day 2nd Monday in August – Heroes' Day 2nd Tuesday in August – Defence Forces Day 22 December – Unity Day
Mauritian	23,300	French, English, Mauritian Creole	Christian	1 & 2 January – New Year 1st February – Abolition of Slavery 12 March – National Day 1 May – Labour Day 2 November – Arrival of Indentured Labourers
Kenyan	14,000	English, Swahili	Christian	1 May – Labour Day 1 June – Madaraka Day 20 October – Mashujaa Day 12 December – Jamhuri Day
Ethiopian	8,500	Amharic, Oromo	Christian, Muslim	19 January – Epiphany 2 March – Victory at Adwa Day 28 March – Day of Lament 1 May – Labour Day 5 May – Patriots' Day 28 May – Derg Downfall Day (National Day) 11 September – Enkutash (New Year's Day) 27 September – Meskel (Finding of the True Cross)
Somalian	5,700	Somali, Arabic	Islam	1 May – Labour Day 26 June – Independence of British Somaliland 1 July – Independence Day
Zambian	5,500	English, Bemba, Nyanja	Christian	9 March – Women's Day 12 March – Youth Day 1 May – Labour Day 25 May – African Freedom Day 1st Monday in July – Heroes' Day 1st Tuesday in July – Unity Day 1st Monday in August – Farmers' Day 24 October – Independence Day
Nigerian	4,500	English, Yoruba, Igbo	Islam, Christian	1 May – Worker's Day 29 May – Democracy Day 1 October – Independence Day
South Sudanese	3,500	Dinka, Arabic, English	Christian, Islam	9 January – Peace Agreement Day 9 July – Independence Day 28 December – Republic Day

3.2.4 MULTICULTURAL GIRLS AND WOMEN

Women and girls from multicultural backgrounds are under-represented at all levels of Australian cricket from grass roots to the elite.

While they come from all of the cultural backgrounds described above, these women and girls face several common obstacles to participating in cricket.

Many of the issues and considerations for female participation in cricket in general, discussed in Section 2.1, are also experienced by girls and women from culturally diverse backgrounds.

Strategies for engaging multicultural girls and women include:

- Developing community champions.**
- Modified Programs** – gender specific with female coaches, event staff, volunteers.
- Timing** – Hold programs at a separate time to men’s programs and delivered at appropriate times based on availability.
- Facilities** - Female-friendly facilities and environment that is well lit and easily accessible.
- Fun** – Run programs that have low structure, high participation and are fun.
- Team Focus** – Run programs that are team focussed including friendship building activities.

Barriers to playing cricket:

- Sport may be considered culturally or religiously inappropriate for girls and women.
- The costs of uniforms and equipment.
- Time commitments.
- The timing of practices and games may conflict with work and domestic duties.
- Work and domestic commitments take priority.
- Within families, males may be given preference for involvement in sport.

ROLE MODEL: LISA STHALEKAR

Lisa Sthalekar is the former Vice-Captain of the Australia’s Women’s national team, the Commonwealth Bank Southern Stars.

Born in Pune, India, Lisa moved to New South Wales with her adopted parents as a young child, later representing her adopted state before making her debut for Australia in 2001.

Over her eight-year international career, Lisa became one of cricket’s leading all-rounders. She became the first woman to score 1,000 runs and take 100 wickets in One-Day Internationals in a career that included World Cup and World Twenty20 triumphs.

Lisa continues her involvement with cricket through coaching and media roles.



MULTICULTURAL – FEMALE, A SPORT FOR ALL TIPS FOR BETTER ENGAGEMENT

COMMUNITY NEED/PREFERENCE	DETAILS	MODIFICATION
1. Communication	Different communities have different communication channels	<ul style="list-style-type: none"> • Use bilingual cultural brokers • Use social media • Easy to read, jargon-free, highly visual and translated materials • Access multicultural media including radio, TV, newspapers and magazines
2. Prayer	Muslim Communities pray 5 times a day potentially at training or during a game	<ul style="list-style-type: none"> • Establish a clean quiet prayer area in your facility • Do not mock if praying in public
3. Food	Various communities have dietary requirements	<ul style="list-style-type: none"> • Hindu participants do not eat beef • Muslim participants require meat to be halal • Jewish participants require meat to be kosher • Ensure Vegetarian and Vegan food options are available
4. Alcohol	Migrant communities may not be from drinking cultures	<ul style="list-style-type: none"> • Serve alcohol free alternatives • Follow responsible serving of alcohol guidelines
5. Modesty	Some conservative cultures prefer to change in private	<ul style="list-style-type: none"> • Encourage participants to change clothing with discretion, in change rooms
6. Uniforms	Some cultures prefer modest clothing (female)	<ul style="list-style-type: none"> • Be flexible in uniforms required to play
7. Personal contact	Less personal contact in some cultures	<ul style="list-style-type: none"> • Take guidance from female participant whether it is appropriate to shake hands, touch on the head, kiss on the cheek, point and make any personal contact with girls
8. Eye contact	Viewed differently in some cultures	<ul style="list-style-type: none"> • Do not consider low eye contact as disrespectful or that they are not listening
9. Parent Crucial	Parents are the key decision maker	<ul style="list-style-type: none"> • Education sessions • Translated materials • Use community brokers
10. Community Knowledge	Building programs around key community days	<ul style="list-style-type: none"> • Plan community events around calendar of cultural and religious events of your community
11. Transport	Some migrants/parents will not have a car	<ul style="list-style-type: none"> • Work with school transport • Run program at school or accessible facility • Explore community buses/migrant resource centre transport

3.3 ABORIGINAL AND TORRES STRAIT ISLANDER

ABORIGINAL AND TORRES STRAIT ISLANDER – DEFINITION

The term Indigenous is used to refer to Australian Aboriginal and Torres Strait Islander people. According to the most widely adopted definition of Aboriginal or Torres Strait Islander (the ‘Commonwealth working definition’):

“An Aboriginal or Torres Strait Islander is

- a person of Aboriginal or Torres Strait Islander descent,
- who identifies as being of Aboriginal or Torres Strait Islander origin and
- who is accepted as such by the community with which the person associates”.

This definition was developed during the period 1967 to 1978 and is now widely accepted by Commonwealth and other government agencies.

ABORIGINAL AND TORRES STRAIT ISLANDER – KEY MESSAGE

Cricket Australia acknowledges that Aboriginal and Torres Strait Islander communities are diverse and dynamic and that each community has different customs, protocols, languages and interrelationships. In seeking to increase engagement, Cricket Australia seeks to offer the sport in line with community needs and preferences.

ABORIGINAL AND TORRES STRAIT ISLANDER – FAST FACTS

- 1.8% of registered club cricket participants identify as Aboriginal and Torres Strait Islander.
- The Aboriginal community is one of the fastest growing communities in Australia with 20% population growth recorded over the 2006-2011 ABS Census period.
- More than 600,000 Australians identify as Aboriginal or Torres Strait Islander.
- In 1868 the first Australian cricket team to tour overseas was a Victorian Aboriginal team made up of stockmen who learnt cricket on cattle stations.
- Jason Gillespie, Faith Thomas and Daniel Christian are Aboriginal and Torres Strait Islander cricketers who have played for Australia.

ABORIGINAL AND TORRES STRAIT ISLANDER – CRICKET’S ADVANTAGES

- Existing National Aboriginal and Torres Strait Islander competition and high performance programs.
- Community carnivals such as the Imparja Cup and Rainforest Cup have a strong footprint in communities.
- Growing pool of elite role models – Daniel Christian, Josh Lalor, Sally Moylan, Lain Beckett, Ashleigh Gardner, D’Arcy Short, Ben Abbatangelo, Jonte Pattison.
- Cricket Australia’s partnership with the Clontarf Foundation reaches 3,000 school boys.
- Quality modified programs now being delivered e.g. Cricket Victoria’s Noogal Toengorrt Tani program.

ABORIGINAL AND TORRES STRAIT ISLANDER – FOCUS GROUPS TO INCREASE PARTICIPATION

- Urban Metropolitan communities
- Regional communities
- Girls and women
- Remote communities

ROLE MODEL: JASON GILLESPIE

Jason is the great-grandson of a Kamilaroi warrior. The Kamilaroi or “Gamilaroi” are a Koori people who are from the area which extends from around Singleton in the Hunter Valley through to the Warrumbungle Mountains in the west.

Jason represented Australia in 71 Tests. His fearsome fast bowling gained him 259 wickets at 26.13, with best bowling figures of 7 for 37. No slouch with the bat, he amassed 1218 runs at 18.73 during his career, including a memorable 201 not out.

Jason also represented Australia in 97 ODIs, claiming 142 wickets at 25.42, with best bowling figures of 5 for 22. Most recently, Jason became coach of the Adelaide Strikers.



ROLE MODEL: FAITH THOMAS

Faith Thomas, née Coulthard, is a former Australian cricketer and hockey player. Her mother, Ivy, was a traditional Adnyamathanha woman. After being introduced to cricket by a colleague at Royal Adelaide Hospital, she soon made the State women’s team. In 1958 she was selected for the Australian national team, and in a Test against England became the first Aboriginal person to represent Australia in a Test Match.

To view video footage of this case study and learn more, please visit community.cricket.com.au/a-sport-for-all

CASE STUDY: TENNANT CREEK

Tennant Creek, 500 kilometres north of Alice Springs in the Northern Territory, has a population more than 3000 people.

The town hasn’t had a cricket competition for over 20 years: junior cricketers make a 1000 kilometre round-trip each week to play club cricket in Alice Springs.

Despite these challenges, the children of Tennant Creek have become more involved in cricket. In 2015 the town will have its first representative team in 20 years, which will compete in the NT Cricket junior pathway carnival.

Vital to the rejuvenation of cricket in Tennant Creek has been using engaging cricket environments, such as MILO T20 Blast.

CASE STUDY TIPS:

- ① Short sharp games – no more than about 20 overs per game.
- ② Batters have a set number of overs to bat regardless of the amount of times they get out.
- ③ Smaller team numbers of 6-8 to maximise engagement and involvement of participants.
- ④ Small boundaries to encourage big hitting.
- ⑤ Target zones to achieve bonus runs.
- ⑥ Music to create atmosphere.



JASON GILLESPIE
FORMER AUSTRALIAN TEST PLAYER

3.3.1 ABORIGINAL AND TORRES STRAIT ISLANDER

Cricket has made progress in engaging Aboriginal and Torres Strait Islander communities but there remain barriers to participation. The National Indigenous Cricket Strategy and the Australian Cricket Reconciliation Plan seeks to address these barriers.

A SPORT FOR ALL TIPS FOR BETTER ENGAGEMENT

CONSIDERATION	TIPS
1. Acknowledgement and Respect for 'Country'	<p>Acknowledge that the concept of 'Country' or land and environment is fundamental to Aboriginal and Torres Strait Islander culture and is the core of community spirituality.</p> <ul style="list-style-type: none"> • Belonging to 'Country' is crucial in the way the community identify themselves i.e. saltwater people, freshwater people.
2. Engagement with Elders	<ul style="list-style-type: none"> • Seek to engage with Elders - Elders and leaders hold community knowledge and heavily influence community activities. • Aunties and Uncles - Elders and leaders are often acknowledged as "Aunty" or "Uncle" as a sign of respect, regardless of actual relationship. • Treat Elders as dignitaries - Always consult Elders and treat with the respect and courtesy shown to other dignitaries. • Referring to an Elder or Leader as 'Aunty' or 'Uncle' may not be appropriate for an outsider unless a strong relationship has been established. • Refer to Elders by the title, Mr, Mrs or Miss.
3. Extended Family	<ul style="list-style-type: none"> • Understand Kinship - Acceptance and knowledge of Aboriginal kinship ties is important. • Understand Extended Family Structure - Aboriginal communities operate under the extended family structure as opposed to the nuclear structure common in Anglo-Saxon society. Under the extended family structure, the raising, care, education and discipline of children are the responsibility of the community. • Death and the Extended Family - The closeness of the extended family can mean that the death of a cousin or uncle carries the same impact as passing of a sibling or parent. • Disconnection - The closeness of the extended family structure and 'Country' can lead to homesickness when community members are away from family / homelands. Practicing culture strengthens identity and spirituality.
4. Being Aboriginal or Torres Strait Islander is not skin colour but about culture	<ul style="list-style-type: none"> • Colour - Under no circumstances should you mention to an Aboriginal and Torres Strait Islander person that they don't look Aboriginal. • Questioning Aboriginality is an insult - Saying "I would not have picked you as an Aboriginal or Torres Strait Islander" can be insulting. • Accept participants' identity - If a person identifies as an Aboriginal or Torres Strait Islander, then this should not be questioned.
5. "Men's and Women's Business"	<ul style="list-style-type: none"> • Be Aware of "Men's & Women's Business" - In certain communities, men and women separate for consultations, meetings and some activities. Be mindful of this and check if it applies. • Gender Considerations - For first engagement, match the gender of coaches/volunteers with the gender of the participants.
6. Modesty	<ul style="list-style-type: none"> • Reserved Attitudes - Aboriginal and Torres Strait Islander athletes can be reluctant or shy to be singled out for achievement or recognition. • Eye Contact - In Aboriginal and Torres Strait Islander Culture younger community members do not have extended eye contact with Elders as a sign of respect.
7. Punctuality	<p>A relaxed attitude to punctuality is prevalent in many cultural groups, including Aboriginal and Torres Strait Islander communities. Be flexible. Turning up late may not be a sign of disrespect. However, while respecting legitimate reasons for lateness, discretely discuss the importance of punctuality to running team practices, meetings and games.</p>

RESOURCES FOR INCLUDING ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE.

www.humanrights.gov.au/publications/face-facts-2012/2012-face-facts-chapter-1

National Indigenous Cricket Strategy:

<http://www.cricketaustralia.com.au/about/diversity-and-inclusion/~media/3752EECB75804FEC9AB1D37A8056750B.ashx>

Australian Cricket Reconciliation Action Plan:

<http://www.cricketaustralia.com.au/about/diversity-and-inclusion/reconciliation-action-plan>



3.3.2 ABORIGINAL AND TORRES STRAIT ISLANDER - *A SPORT FOR ALL* COMMUNICATION TIPS

It is important to consider the language used (written, verbal and non-verbal) when communicating with Aboriginal and Torres Strait Islander people.

WRITTEN COMMUNICATION

- Don't directly ask if someone can read or write English, which can cause embarrassment.
- Ask "Do you identify as an Aboriginal or Torres Strait Islander?", rather than "Are you Aboriginal...?".
- Capitalise the words 'Aboriginal' and 'Torres Strait Islander'.
- Understand that if a written language issue is respectfully and sensitively approached, in most cases an Aboriginal person will ask for assistance.
- Work with community members to fill-in application forms.

VERBAL COMMUNICATION

- Use clear, uncomplicated language. Do not use jargon where possible.
- Don't use the abbreviations 'Abo', 'Aborigine' or the words ATSI or Indigenous.
- Use the words 'Aboriginal' or 'Torres Strait Islander' person, people or community.
- Don't use outdated terms such as half-caste, quarter caste, full blood.
- There may be several different ways of spelling an Aboriginal or Torres Strait Islander nation's name, so if you come across a different spelling, do not automatically think it is an error.
- Some English words can take on a different meaning/use by Aboriginal and Torres Strait Islander people e.g. the standard English meaning of Deadly is of something that can cause death, whereas Deadly, to Aboriginal or Torres Strait Islander people, can mean that something is/was great/excellent/fantastic.
- When referring to a young male(s) it is advisable not to refer to him as a boy. Young Aboriginal and Torres Strait Islander males can be known within their community as a man at an early age. The useful reference words can consist of brother (individual reference) or team/mob (group).
- Silence is often used to diffuse a difficult or embarrassing situation. Rather than assuming agreement, a question met with silence in a group often means that further discreet one-on-one exploration with a few people is required.

NON-VERBAL COMMUNICATION

- Younger athletes may avoid eye contact because it can be considered a sign of disrespect.
- Do not stare at an Aboriginal person for extended periods as this may be culturally discomforting for the individual.
- Respect silence and don't mistake it for misunderstanding a topic or issue.
- At first meeting do not be offended if a handshake is not returned.



3.3.3 ABORIGINAL AND TORRES STRAIT ISLANDER PROTOCOL TIPS

EVENT PROTOCOLS

WELCOME TO COUNTRY

A 'Welcome to Country' is a respectful way to pay respect to – and involve – the local Aboriginal and Torres Strait Islander community in a significant event in which elders of the traditional owners of the land welcome other people to their land.

A 'Welcome to Country' should occur as the opening item in the set event and organised directly with your local Aboriginal and Torres Strait Islander Land council.

Protocols involved with performing of a "Welcome to Country" ceremony are wide and diverse and can vary according to region and locality.

A 'Welcome to Country' can include a combination of speech, didgeridoo, song, and dance performances.

Most Traditional Owner groups or representative groups will require a nominal fee to cover the cost of conducting the 'Welcome to Country' ceremony. A 'Welcome to Country' that includes a traditional dance or smoking ceremony will generally involve a higher payment.

Individual State Governments provide policy advice on 'Welcome to Country' protocols, and different means to find a local Elder to perform (visit your state government website for more information). A good example is the NSW Department of Premier and Cabinet Guide. www.dpc.nsw.gov.au/data/assets/pdf_file/0016/781/Indigenous_Ceremony.pdf

ACKNOWLEDGEMENT OF TRADITIONAL OWNERS AND ELDERS

An 'Acknowledgment of Country' is a strong and meaningful way to show respect for Aboriginal and Torres Strait Islander culture and heritage and build trust with your local community.

'Acknowledgment of Country' should take place at the start of an event, meeting or function and the emcee, chair or speaker should acknowledge the traditional owners of the land in which the event or meeting is taking place.

'Acknowledgment of Country' can be performed by anyone, and there is no cost involved.

Examples of 'Acknowledgment of Country' scripts are provided below.

Example 1.

I would like to pay my respect and acknowledge the traditional custodians of the land on which this meeting takes place, and also pay respect to Elders both past and present.

Example 2.

I would like to Acknowledge the _____ people who are the traditional custodians of this land. I would also like to pay respect to Elders both past and present of the _____ nation and extend that respect to other Aboriginal people present.

AUSTRALIA DAY

Australia Day (January 26) is not a day of celebration for some Aboriginal and Torres Strait Islander people, who may refer to it as 'Survival Day'. Consult with community members if planning any activities for this day.

FLAGS

In July 1995 the Aboriginal (with black at the top) and Torres Strait Islander flags were proclaimed official flags under the Flags Act 1953. Official flag order at events (from an audience perspective) is from left to right the Australian or state, the Aboriginal flag and Torres Strait Island flag.

DEATH PROTOCOLS

SORRY BUSINESS

Following the death of a family or community member, the mourning process includes whole families, affects sporting commitments and can last for days. If a community is dealing with 'Sorry Business' it is advisable and respectful not to engage until advised by the community.

NAMING DECEASED PEOPLE

Following a death in some communities, people may find it disrespectful to say the deceased person's name. Where this occurs, different names may be used to refer to the deceased person.

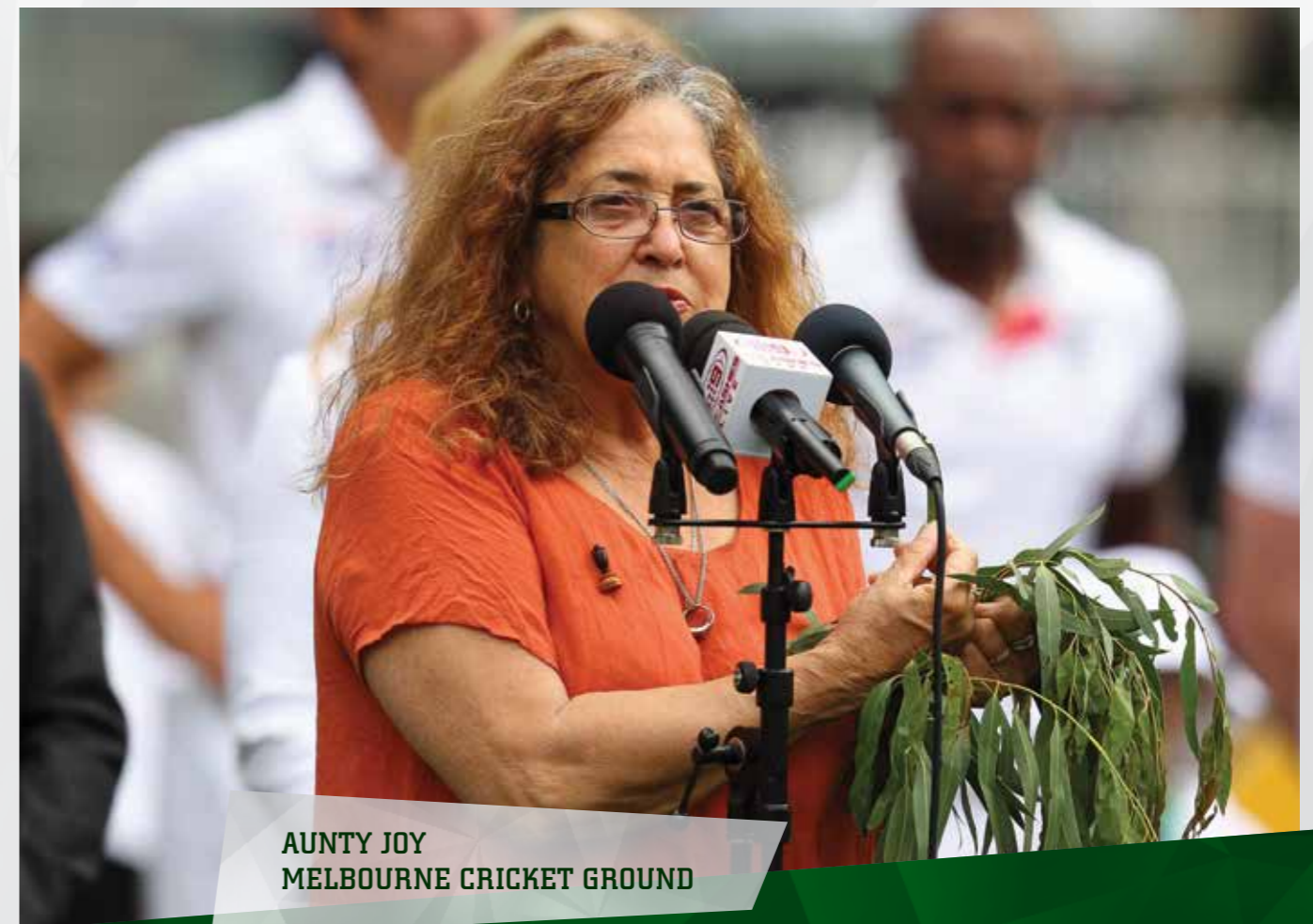
This practice may last for months or even years, until all relevant ceremonies have been concluded.

IMAGES

It may be considered disrespectful to display images or pictures of deceased people without permission from the family and/or local community.

If you intend to display an image, the following warning should be displayed at the beginning.

"WARNING! This Video/Presentation/Book contains names and images of Aboriginal and Torres Strait Islander people now deceased".



AUNTY JOY
MELBOURNE CRICKET GROUND

3.3.4 ENGAGING ABORIGINAL AND TORRES STRAIT ISLANDER WOMEN

For Aboriginal and Torres Strait Islander girls and women, a range of personal circumstances have been identified as influencing their ability to engage in sport and physical activity programs – including the role of family obligations and cultural conflict (e.g. in some clans, not being object of a public gaze).

Some women may not be comfortable sharing information in the presence of men or being coached by men.

Key strategies include:

- Developing community champions
- Involving women and girls of all ages in programs
- Gender-specific programs with female coaches, event staff, volunteers
- Programs held at a separate time to men's programs
- Female-friendly facilities and environments that are well lit and easily accessible
- Programs that are fun, with low structure and high participation
- Team-focused programs, including friendship-building activities
- Programs delivered at appropriate times
- Flexible uniform policy

CASE STUDY: VICTORIA FEMALE IMPARJA CUP TEAM

Background: In 2012, Cricket Victoria's Noogal Toengorrt Tani Indigenous cricket program developed an action plan to establish the first Women's Victorian Indigenous Cricket Team. Finding a squad of female Indigenous cricketers was not without its challenges: only about 1,000 women played senior club cricket and with an Indigenous population of one percent in Victoria, Cricket Victoria (CV) calculated that there may only be as few as nine Indigenous women playing club cricket in Victoria.

The pursuit of Indigenous female cricketers started with Senior Wurundjeri elder Auntie Joy Wandin-Murphy who was known to have a granddaughter playing club cricket. Through word-of-mouth and speaking to male players already playing within Noogal Toengorrt Tani, CV started to discover more relatives and friends who were aware of young Indigenous cricketers. CV deployed advertising for the program, however the attraction of the young women to identify as an Aboriginal cricketer came through their family associations with Noogal Toengorrt Tani.

In the 2012/13 season, Noogal Toengorrt Tani identified three young female cricketers. Without any senior women to guide and captain the young group, two mentors were brought into the program: Treahna Hamm, a current member of the Victorian Indigenous Cricket Advisory Committee, and Fiona Hale, a mother of one of the young Aboriginal cricketers, Merinda Hale. A squad of five was formed in the first year.

Cricket Victoria and Noogal Toengorrt Tani's ambition was to send a women's team to the Imparja Cup in February 2013. Through early discussions with Cricket Australia, Queensland Cricket, Cricket Tasmania and Cricket ACT, it was possible to form an invitational team to allow the Victorian girls to participate. The experience of the tournament had the women returning to Victoria hungry to develop a uniform that represented Victoria. The success and pride in the Victorian cricketers formed an unsolicited recruitment process by both males and girls and women associated with Noogal Toengorrt Tani.

By the 2014 Imparja Cup, Cricket Victoria sent both a Victorian Men's and Women's Imparja Cup Team to Alice Springs in February 2014. That female team included genuine talents such as:

- **Natalie Plane** – Victorian Under 18 representative cricketer and Under 18s Development Squad.
- **Jacinta Goodger-Chandler** – Victorian Under 15 female cricket and Under 18s Development Squad.
- **Merinda Hale** – School Sport Victoria representative cricketer.
- **Renee Melton** – Former member of Commonwealth Bank VicSpirit.

CASE STUDY TIPS:

- ① Word of mouth through Indigenous networks was much more successful than public advertising.
- ② The players want to represent their state and their community. This was evident in the pride they showed in their Cricket Victoria/Noogal Toengorrt Tani uniform.
- ③ While the girls were recruited to represent cricket, the promotion and education of Aboriginal culture and family connectedness kept them returning and recruiting more members to the Noogal program.
- ④ Parents, elders, friends and family are invited to attend training and matches. The attendance and pride in family generates word-of-mouth and growing interest in Noogal Toengorrt Tani.



3.4 DISABILITY

DISABILITY - WHO DEFINITION

"Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations." (World Health Organisation (WHO), no date.)

Disability cricket is for participants with any type of disability. People can also play mainstream cricket where appropriate.

DISABILITY - KEY MESSAGE

Cricket Australia is committed to enabling access to sport for all Australians regardless of ability.

CRICKET AUSTRALIA'S RELATIONSHIP WITH INDUSTRY SECTOR LEADERS:

Cricket Australia has long standing partnerships with several disability partners and is forging new relationships with others.

AUSRAPID is a national organisation established in 1986 to increase the sporting and recreational opportunities for all people with an integration disability within Australia. AUSRAPID have been a key partner since 2004. The organisation has helped Cricket Australia make cricket accessible to people with an intellectual disability as well as playing a vital supporting role in creating an Australian team for cricketers with an intellectual disability. AUSRAPID also played a major part in the creation of the Lord's Taverners Shield.

The Australian Team for cricketers with an intellectual disability has provided an opportunity for cricketers with an intellectual disability to travel overseas and compete in the Inas Tri Nations Series in England, South Africa and also here in Australia. AUSRAPID has also played a key role in the running of the Lord's Taverners Shield, an indoor cricket national championships for cricketers with an intellectual disability. Cricket Australia is working closely with AUSRAPID and Special Olympics Australia (SOA) to sign an MOU which aims to grow participation and increase high performance opportunities for cricketers with an intellectual disability.

Special Olympics Australia, a new partner of Cricket Australia, has recently been working to grow participation at a grassroots level and also helped organise the Inas Tri Nations Series held in Melbourne in March 2015.

The Lord's Taverners Australia has been a long-term partner of Cricket Australia and a significant supporter of cricket in Australia for many years. The aim of the Lord's Taverners Australia is to raise money for people with disabilities to assist them to participate in sport, predominantly cricket. They have supported many Australians to participate in the Lord's Taverner's Shield and the Inas Tri Nations Series as well as many other cricket tournaments such as the Deaf and Blind Cricket World Cups and other international tournaments.

Blind Cricket Australia has had a developing relationship with Cricket Australia for several years. CA is working closely with Blind Cricket Australia to further develop this relationship to grow participation as well as support national competitions such as the National Disability Championships and support the Australian Blind Cricket Team. CA is working with Blind Cricket Australia to sign an MOU that will formalise the partnership between the organisations.

Similarly, Deaf Cricket Australia, Deaf Sports Australia and Cricket Australia are working closely on a joint MOU to formalise their relationship. Deaf Cricket Australia has recently released a new strategy which is aligned with Cricket Australia's strategy and will ensure the sustainability of deaf cricket for years to come.

DISABILITY - FAST FACTS

- People with a disability represent approximately 20% of the Australian population.
- 2% of club cricketers are people with a disability.

DISABILITY - FOCUS GROUPS TO INCREASE PARTICIPATION

Australian Cricket's focus disability segments, as outlined in the National Strategy, are:

- Deaf and hard of hearing;
- Blind and vision impaired; and
- People with an intellectual disability.



DAVID HEMP
AUSTRALIAN TEAM
(FOR CRICKETERS WITH AN
INTELLECTUAL DISABILITY)
HEAD COACH

GAVAN HICKS
AUSTRALIAN TEAM
(FOR CRICKETERS WITH AN
INTELLECTUAL DISABILITY)
CAPTAIN

3.4.1 DISABILITY PARTICIPATION SPECTRUM

There are five variations of cricket available to participants with a disability:

- 1. No modifications**
e.g. An athlete with an intellectual disability may train and compete with athletes in traditional formats at a local cricket club;
- 2. Minor modifications**
e.g. An umpire using agreed hand signals with a batsman who is deaf or hard of hearing;
- 3. Major adaptations for people with disability**
e.g. A cricketer with a disability competing under separate rules using modified equipment against other athletes with a disability in a league or carnival (e.g. www.cricketvictoria.com.au/news/article/showcasing-all-abilities-cricket);
- 4. Re-designed for people with disability**
e.g. Blind cricket; and
- 5. Non-playing role**
e.g. People with a disability can be officials, coaches, club committee members, volunteers and fans.

Link to The Inclusion Spectrum factsheet on the ASC website.
[http://www.ausport.gov.au/data/assets/pdf_file/0003/480072/1 - Inclusion in Sport Factsheet.pdf](http://www.ausport.gov.au/data/assets/pdf_file/0003/480072/1-Inclusion_in_Sport_Factsheet.pdf)



THE TREE MODEL

In the TREE model, there are four essential elements of cricket that can be modified to make it more inclusive:

- Teaching style.
- Rules.
- Equipment.
- Environments.

TEACHING STYLE

Teaching style refers to the way cricket is communicated to participants. Techniques you may use include:

- Being aware of all the participants in your group.
- Ensuring participants are correctly positioned (for example, within visual range).
- Using appropriate language for the group (for example, if you are speaking with a person that is deaf or hard of hearing, you need to consider signing. When speaking with someone with an intellectual disability, speak in simple sentences).
- Using visual aids and demonstrations.
- Using a buddy system.
- Using appropriate physical assistance — guide a participant's body parts through a movement.
- Keeping instructions short and to the point.
- Confirm activity comprehension.

RULES

Rules may be simplified or changed and then reintroduced as skill levels increase. Techniques you may use include:

- Allowing for more bounces in a game (e.g. when bowling or when fielding).
- Having a greater number of players on a team to reduce the amount of activity required by each player.
- Reducing the amount of players to allow greater freedom of movement.
- Regularly substituting players.
- Allowing substitute runners or shortening the distance the batter needs to run to be safe.
- Reducing or extending the time to perform actions.
- Allowing different point scoring systems.
- Varying bowling styles: overarm throw, rolling or underarm toss.
- Reducing competitive elements.

EQUIPMENT

Strategies you may use include:

- Using lighter bats and/or shorter handles.
- Using lighter, bigger and/or slower bouncing balls, or balls with a rattle inside.
- Using equipment that contrasts with the playing area — white markers on grass, fluorescent balls.

ENVIRONMENTS

Strategies you may use include:

- Reducing the size of the playing area.
- Using a smooth or indoor surface rather than grass.
- Using zones within the playing area.
- Minimising distractions in the surrounding area.

3.4.2 DISABILITY

A SPORT FOR ALL

COMMUNICATION TIPS

When referring to people with a disability, there are a few accepted terms that can help to break down potential social stigmas associated with disability.

It is appropriate, as a general rule, to use the words and expressions that put a person ahead of their disability.

The table below offers some tips.

PHRASES TO AVOID	ALTERNATIVE(S)
Abnormal, subnormal - negative terms that imply failure to function 'normally'	Specify the disability
Cripple, crippled - these terms convey an image of an ugly and twisted body	A physical disability or a mobility disability
Confined to a wheelchair, wheelchair bound - a wheelchair provides mobility not restriction	Uses a wheelchair or a wheelchair user
Afflicted with or suffers from - most people with disability do not see themselves as afflicted or suffering	The person has [specify disability]
Mentally retarded, moron, retarded – highly offensive and inaccurate	Person with an intellectual disability or person with a learning disability
Defective, deformed - degrading terms	Specify the disability
The blind	Person who is blind or person with a vision impairment
Mongol - outdated and derogatory	Person with Down Syndrome
Spastic - offensive and inaccurate term used (most often) in reference to a person with cerebral palsy	Person with a disability
Invalid	Person with a disability
Insane, lunatic, maniac, mental patient, neurotic, psycho – outdated and derogatory	Person with a psychiatric disability or person with a mental illness or person with (specify the condition)

TIPS

- Speak to the person in an age-appropriate manner. For example, if the person is an adult, speak to them using the same tone you would use when normally addressing an adult.
- Speak to the person, not their coach, friend or assistant. Assume that people can speak and listen for themselves.
- If you want to know what help or assistance a person with disability needs, ask them! They are best qualified to tell you. If they can manage by themselves, they will soon let you know.

NON-VERBAL COMMUNICATION

- Remember, people with a disability may not always communicate using speech. Some people write messages and/or use computerised systems, symbols, sign language, gestures and eye movements.
- Approach the individual — they will guide you if they use a non-verbal form of communication.
- Watch a person's body language and try to respond to any non-verbal cues.
- Begin and end conversations just as you would with anyone else.
- Use all of your communication skills — visual and verbal — and back these up with positive body language and facial expressions. A smile relaxes both you and the person with whom you are communicating.

RESOURCES FOR INCLUDING PEOPLE WITH A DISABILITY

www.humanrights.gov.au/publications/disability-rights

www.ussport.gov.au/participating/disability/resources

www.dsr.nsw.gov.au/assets/pubs/industry/youre_in_the_game.pdf

www.sportingwheelies.org.au/our-services/sport/sports-a-z/cricket



3.4.3 DISABILITY – DEAF

There are degrees of hearing loss that include mild, moderate, severe or profound; and it is not uncommon for someone to have more than one degree of hearing loss. The key message is to understand to what degree participants can hear, and to agree on the most effective ways to carry out participation.

DEAF PARTICIPANTS – A SPORT FOR ALL COMMUNICATION TIPS

Gain attention

Attract the person's attention before speaking to them or else they may not realise you are talking to them. A tap on their shoulder from the front or a wave in their peripheral vision is acceptable.

Effective positioning

Communication with a person that is deaf or hard of hearing will be enhanced if you ensure that you are standing where they can clearly see your face. This will help if they use lip-reading to support their communication. Avoid standing with the sun or a bright light behind you; it throws your face into shadow. In group situations, encourage the deaf athlete/s to position themselves where they feel most comfortable such as in front of the coach and at the front of the group.

Generally a deaf person will advise on access requirements when asked. For example, "Can you lipread?" "It depends on the person but if I can't understand, I will use pen and paper" or "no, I need an interpreter", etc.

Verbal communication

Once positioned effectively, it is fine to speak clearly without shouting and with normal inflection. Be polite and patient – do not rush the conversation.

Use demonstrations

Where possible, demonstrate techniques or corrections rather than rely on verbal explanations. In order to conduct effective demonstrations, coaches should present one or two key points of a skill at a time and use athletes where possible to demonstrate.

Visual aids

Display information visually wherever possible, such as whiteboards during team meetings/ change of innings, written game plans and instructions before games/training. This type of communication is best practice and will benefit all in the team. Visual aids for scoring should be used at all times such as electronic scoreboards or whiteboards/blackboards.

Check for understanding

If a deaf person does not reply or seems to have difficulty in understanding, rephrase what you just said/demonstrated before moving on. A deaf person will usually confirm they understand by a nod of the head and conversely you should do the same. Vice versa, don't pretend to understand – let the person know you are having difficulty.

Develop pre-agreed signs

There are a number of simple cricket specific signs that a deaf athlete can teach members of your sporting club to assist with communication during matches and training.

Involve everyone

It will be useful to discuss the general hints described above with squad members, parents and/or assistants prior to or shortly after the deaf athlete joining the team. The coach/manager can also educate umpires about what can be done to assist the athlete.

ROLE MODEL: MICHAEL PARREMORE

Background: Michael Parremore is a keen cricketer who was born profoundly deaf and grew up not knowing about the deaf cricket community. Having learnt about the Deaf Cricket World Cup in 1996, he contacted the Victorian Deaf Society who referred him to the Jolimont Square Social Club for deaf people. The Social Club introduced him to the Kew Deaf Cricket Club and Melbourne Deaf Cricket Club. Michael entered the pathways, representing Deaf Cricket Victoria at the Australian Deaf Games. His participation led to committee roles and he became President of the Melbourne Deaf Cricket Club, leading to life membership in 2012. Michael represented Australia in the Deaf Ashes and Deaf World Cup and he took up a role as an administrator with Deaf Cricket Australia. Michael met his wife through the Deaf Social Club and his involvement with cricket has changed his life.

CASE STUDY TIPS:

- ① Be aware of the various existing pathways, communities and programs for cricketers of all abilities.
- ② Support representative aspirations of all abilities players.
- ③ Identify and develop players who are enthusiastic to be involved on committees and coaching.
- ④ Develop successful players as mentors to inspire and provide role models for new members.

DEAF CRICKET RESOURCES

files.pitchero.com/counties/1/1409738269.pdf

www.deafcricquet.com.au/

www.cricketvictoria.com.au/get-involved/deaf-cricket

<https://www.facebook.com/MelbDeafCC>



3.4.4 DISABILITY – BLIND

There is considerable variation in terms of the degree and timing of vision impairment. The key message is to understand to what degree participants can see, and to agree on the most effective ways to carry out participation.

BLIND PARTICIPANTS – A SPORT FOR ALL COMMUNICATION TIPS

Announce yourself

Let the player know when you and anyone else have entered or are leaving a room, or conversation. When meeting the player, address them by name and always give your name (don't assume they'll recognise your voice even if you have met them before). When talking in groups, address people by name. Speak naturally and clearly in your normal speaking voice.

Accurate and specific language

If you are giving directions, visual instructions supported by clear verbal information may be useful. Don't talk about 'here' and 'there'. Use accurate and specific language (e.g. "the kit bag is on your left", rather than "the kit bag is over there"). In a dangerous situation, say "stop" rather than "look out". Provide the player with clear and concise instructions about participating in the activity. Be patient, as a player with vision impairment may take longer to master an activity.

Manage surrounding environment

Make sure the player is aware of their surroundings by using verbal descriptions. Familiarise the player with the specific activity. Allow them to touch and feel the equipment and surrounding surfaces. Do not move objects without telling the player. Avoid situations where there is competing noise. Be aware that the player may be disadvantaged by not seeing what's going on. Describe what is happening (e.g. "I am going to pass you a new bat to try now").

Ask

Always ask first to see whether help is needed. It is OK to ask players how much they can see. Most people with vision impairment have a degree of vision — only a small minority are totally blind. Standing in a particular position (e.g. directly in front of them or to one side) may suit their visual range and/or acuity. If a player with a vision impairment requests manual guidance, wait for them to take your arm or elbow and then walk beside them but slightly in front, so they can sense changes in direction. As you move, give verbal information about the surface you are walking on (e.g. steps or slopes, gaps or doors) ensuring that the player you are assisting has time to react to the changes.

Facility signage

Use symbols, a large, simple font and ensure good colour contrast.

Brochures and pamphlets

Use a simple font, the highest possible contrast colour, wide-spacing between letters, upper and lower case letters, as well as symbols and illustrations.

Online

Ideally exchange information online, where accessibility settings and programs can be customised.

CASE STUDY: BLIND CRICKET

- An audible ball is used. The ball rattles/rings when moving. (note: ball is of similar size and weight to a conventional cricket ball).
- Sides are composed of players with different levels of vision. A side is generally made up of four totally blind players (B1 – no sight up to the ability to see the difference between light and dark), three poor sighted/partially blind players (B2 – from the ability to be able to distinguish the shape of an object held in front of their face, up to, a sight acuity of 2-60. This means that they can see at a range of only two metres, what a fully sighted person can see at 60 metres. Or, they have a field of vision of less than five degrees) and four partially sighted players. (B3 – an acuity of 6-60. They can see at six metres what a full sighted person can see at 60 metres. Or, a field of vision of less than 20 degrees). Each sight category has a 12th man (14 players in total, eleven players and three 12th men).

- All bowling is underarm and the ball must bounce at least twice before reaching the batter. Before delivering the ball B1 players receive a direction call from the wicketkeeper to find the correct line to bowl. B1 players must bowl a minimum of 40 per cent of the overs in an innings.
- Totally blind players have a runner when batting and are credited with two runs for every run scored off the bat.
- The stumps are painted yellow or orange to make them easier to see.

ROLE MODEL: VARUN JAIN

27-year-old Varun Jain plays cricket for Enfield, 13km south-west of the Sydney CBD. He migrated from the town of Zira, in Punjab, to Australia in 2007. He is blind, having lost his sight six years ago through tuberculosis meningitis. Varun had no sight in one eye and approximately five per cent in the other. Varun returned to Zira for two years, and was in a wheelchair for seven months before he had the confidence to walk. In 2010, he returned to Australia, and in 2013 he took up blind cricket.

BLIND CRICKET RESOURCES

blindcricketaustralia.com.au/

www.vbca.org.au/

www.blindcricket.com/

qbca.org.au/

www.blindcricketsa.org/

www.wadsa.org.au/index.php?option=com_content&view=article&id=43:wa-cricket-club-blind&catid=11:member-clubs&Itemid=227

blindcricket.act.cricket.com.au/



3.4.5 INTELLECTUAL DISABILITY

DISABILITY - WHO DEFINITION

“Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.”
(World Health Organisation (WHO), no date.)

DISABILITY - KEY MESSAGE

The key message is to understand what strengths and limitations participants have, and to agree (with participant and/or carer) on the most effective ways to carry out participation.

PARTICIPANTS WITH AN INTELLECTUAL DISABILITY – A SPORT FOR ALL ENGAGEMENT TIPS

Understand the player

It is essential to acknowledge that each person is very much an individual, with specific strengths, weaknesses and overall abilities. It is important to gather background information on the level of their intellectual disability, and any associated conditions that could impact on training and development. Speak with the athlete and parents/guardians about associated conditions, relevant medical history and ensure that an emergency action plan is in place where appropriate.

Delivery of instructions

Keep instructions simple, brief and to the point. Talk to people using age-appropriate tone of voice and language. Simplifying the language you use does not mean treating adults like children. Use short and simple sentence structure. Use repetition, create established routines and provide structure. Be flexible, break skills/tasks down into smaller parts and adapt if needed, set clear rules and boundaries, supervise where necessary. Provide visual examples.

Check for understanding

Don't presume that all players understand your instruction, comments and questions – regularly check that the players understand. A useful strategy is to ask players to repeat instructions back to you. You should also make sure you understand the player. Ask them to repeat themselves if you do not understand. Do not guess; it is more embarrassing when you get it wrong.

Involve others

Everyone involved with the player (e.g. parents, guardians) should be made aware of details such as the times and locations of training and games, progress of the player, and developmental plans. In situations where there is a mix of players with and without a disability, find out the prior experiences that other team members have had with players who have a disability. This will help in creating a more positive and welcoming environment.

Patience

Patience, consistency and tact are the key factors necessary to ensure a sensitive and practical understanding of the player with a disability. Extra time will generally be required when introducing/implementing new skills or drills. Extra time may also be needed to develop the concept of “team” performance.

Match ability

Set realistic goals that match players' physical ability and skill proficiency. Remember not to set expectations too low. Players may have previously experienced a lack of opportunities to participate in sports and physical activity. As a result they may have reduced fitness and lower motor skill development than their peers. Players may have some unexpected and/or adverse reactions to pressure situations. Some players may not have a sense of danger or fully understand the consequences of certain behaviours. Positively stated rules such as “stay with the group” and close supervision are the first steps in minimising risks.

CASE STUDY – LORD'S TAVERNERS INDOOR SHIELD

Background: The best state-based indoor cricketers with an intellectual disability come together to compete in a week long Annual Indoor Cricket tournament that is fully integrated - the same venue, draw, umpires and resources - Australian Open Championships, the major annual indoor tournament for indoor cricket.

Through a 20-plus year relationship between AUSRAPID and Indoor Cricket (Cricket Australia), the integrated competition has been a template for AUSRAPID to work with various other sports over the years.

CASE STUDY TIPS:

- ① Work closely with the state indoor cricket body and the local Lord's Taverners Australian branch to ascertain what promotion / support is available.
- ② Work with AUSRAPID to ensure that a person participating in a local competition is eligible to compete in The Lord's Taverners Shield based on the eligibility criteria.
- ③ Establish pathway opportunities in the State/Territory to help inspire local participation.

INTELLECTUAL DISABILITY RESOURCES

www.idrs.org.au/education/about-intellectual-disability.php

www.adifferentbrilliant.org.au/

www.downsyndrome.org.au/



3.5 SEXUAL ORIENTATION: LESBIAN, GAY, BISEXUAL, TRANSGENDER AND INTERSEX

LESBIAN GAY BISEXUAL TRANSGENDER INTERSEX (LGBTI) – DEFINITION

When engaging individuals with diverse sexual orientation and identity, it is correct to use the collective term LGBTI (Lesbian, Gay, Bisexual, Transgender and Intersex).

Not all people who are not heterosexual or cisgender will identify under/within the LGBTI acronym.

- **Lesbian:** A female whose primary emotional and sexual attraction is towards other females.
- **Gay:** A person whose primary emotional and sexual attraction is towards people of the same sex. The term is most commonly applied to males, although some females use this term.
- **Bisexual:** A person who is emotionally, sexually attracted persons of the same and opposite sex.
- **Transgender:** Transgender (sometimes shortened to “trans”) is an umbrella term used to describe a wide range of gender identities that differ from the perceived norms aligned to biological sex. Transgender is a term that may be used to describe someone whose gender identity does not match their birth gender, someone who identifies as both genders, neither gender or a third gender.
- **Intersex:** Intersex people are born with physical, hormonal or genetic features that are neither wholly female nor wholly male, or a combination of female and male.
- **Cis or Cisgender:** A term used to describe when a person’s gender identity matches social expectations for their sex assigned at birth; the opposite of transgender. It is unclear how this term relates to people with intersex variations, if at all.

LESBIAN GAY BISEXUAL TRANSGENDER INTERSEX (LGBTI) – FAST FACTS

- The LGBTI population is estimated between 10% and 20% of the Australian population.
- According to the ACT Inclusive Sport Survey 2014 - Nearly 40% of its respondents had not disclosed their sexual orientation or gender identity to teammates or club administrators.
- According to the Out on the Fields Survey 2014 – Nearly 50 percent of LGBTI sportspersons in Australia had been a direct target of homophobic vilification, threats, bullying, violence or exclusion.



<http://outonthefields.com/>

3.5.1 LGBTI – A SPORT FOR ALL TIPS FOR BETTER ENGAGEMENT

Have zero tolerance to homophobia in all its forms, e.g.

- Thinking you can “spot one”.
- Using words like “poof”, “dyke”, “fag”, “gay”, “lezzo” as an insult, regardless of the intent or meaning.
- Thinking that a same-sex attracted friend is trying to “pick you up”, if they are friendly towards you.
- Making unnecessary or rude comments about, or feeling repulsed by public displays of affection between same-sex partners - not possible to detect. Stick to outward notions that can be disciplined.
- Assuming that everyone you meet is heterosexual.
- Not confronting a homophobic remark for fear of being labelled as gay.
- Raise awareness - address “coming out” at welcome / induction events, club training and in club communications. Conduct discussion groups, or engage an external expert. Contact Cricket Australia’s Senior Manager Community Engagement for details of an appropriate expert.
- Referencing Cricket Australia’s inclusion policy that will be available in 2015.
- Develop an inclusion policy, emphasising equality regardless of sexual orientation and encourage club leaders to take action on sexuality discrimination.
- Establish a confidential complaint procedure (see Creating MPIO in Section 3.2.2).
- Challenge derogatory or demeaning statements, pointing out the harm that these cause (e.g. comments like “That’s so gay” or anti-gay jokes). Words that don’t mean much to some people, can deeply hurt and offend others.
- Don’t expect change to happen overnight - be patient with and show respect to those with different views.
- Being an educator to others – not only respecting different views but helping to educate others on these issues, i.e. WHY gay slang is inappropriate, and causes offence, NOT JUST accepting that some people are going to say it/hold that view – being an agent for change.

ASC resource: fulltext.ausport.gov.au/fulltext/2000/ascpub/homo_sexuality.pdf

CASE STUDY: ANTI-HOMOPHOBIA & INCLUSION FRAMEWORK FOR AUSTRALIAN SPORT

Cricket Australia (CA) is a signatory of the Anti-Homophobia & Inclusion Framework for Australian Sport, led by the organisers of the Bingham Cup Sydney 2014 (Gay Rugby Tournament):

<http://binghamcup.com.au/about/anti-homophobia-and-inclusion-framework/>

Referencing Cricket Australia’s inclusion policy that will be available in 2015, each cricket association, club and alternate delivery channel can determine the form of their own inclusion policy. For example, it may be part of a broader diversity and inclusion policy or may be a standalone policy. The Anti-Homophobia & Inclusion Framework helps guide the development of the policies and the matters that are addressed by them.

Materials for display throughout facilities and distribution to participants will accompany the CA policy.

The Anti-Homophobia & Inclusion Framework does not deal with discrimination on the grounds of gender identity or intersex status. While many of the issues surrounding discrimination on these grounds may be similar on occasions to those concerning discrimination on the basis of sexual orientation, there are important differences as well. In particular, gender diverse people may face questions about recognition of their gender identity and intersex people may face questions about recognition of their legal sex.

RESOURCES FOR INCLUDING THE LGBTI POPULATION

www.humanrights.gov.au/publications/sexual-orientation-sex-gender-identity

youcanplay.com.au/resources/

www.playbytherules.net.au/got-an-issue/discrimination/homophobia

workingitout.org.au/homophobia.html

www.vu.edu.au/sites/default/files/Come%20Out%20To%20Play%20May%202010.pdf

www.glaad.org/publications

www.eqlsf.info/download/Guidance/prideinsport-best_practice_guidance.pdf

www.transcendsupport.com.au/

3.5.1 LGBTI - A SPORT FOR ALL

TIPS FOR BETTER ENGAGEMENT

ROLE MODEL: ALEX BLACKWELL

Alex was first selected to play for the Commonwealth Bank Southern Stars' One Day International team in the 2002-2003 season and made her Test cricket debut shortly after. Alex captained Australia in 2010 and is the Australian women's team's current Vice-Captain. Alex Blackwell has played cricket for NSW since 2001, and has also played in New Zealand's State League and County cricket in England.

"I don't feel my sexuality has impacted my sporting career or my love for cricket. It's the other way around. The focus I had for my sporting and academic life created a distraction for me. From an early age I became aware of the public perception that there are a lot of lesbians in sport and that for some reason this was not a good thing. I was not comfortable feeding this public perception as a young athlete and as a result my own sexual identity and expression was stunted for a while."

"There have been times I have been hurt by words or behaviours. Overall I feel a great deal of support regarding my sexuality from my teammates and the people I work closely with, within cricket. What is most hurtful is the casual homophobia that I witness at times. Small comments that are intended to be funny can be received as homophobic."

"I came across the Athlete Ally [not-for-profit organization to end homophobia and transphobia in sports and educate athletic communities to stand up against anti-LGBT discrimination.] at a time when I had recently experienced homophobia at a cricket event. This particular incident totally crushed me. A very small off-hand comment I witnessed at this event made me feel worthless and made me question if my sport actually wanted someone like me in it. This incident highlighted to me the undercurrent of homophobia that exists in sport and the detrimental impact this has on individuals."

"Sports should adopt an all-encompassing inclusion policy that encourages their athletes, staff and supporters to treat all people with respect and dignity. I think now is the right time to expand current policies to include sexuality and gender, not just racial and religious differences. Players and administrators within sports should receive education around sexuality and hear some personal experiences that may help highlight the need for inclusion."

www.athleteally.org

ROLE MODEL: STEVEN DAVIES

Steven is an English cricketer; a wicket-keeper-batsman who currently plays for Surrey. He is a left-handed batsman who opens the batting in both first-class and limited-overs cricket. In 2011, he became the first international cricketer to state publicly that he is gay. He had come out to his family five years earlier.

"I'd tell any young guy who knows they are gay and is considering a career in professional sport that times are changing and things are getting a lot easier. First and foremost you have got to come out at the right time for you. You shouldn't be forced to do it. If you are happy to, then express yourself and tell people. The support I got was overwhelming. I have honestly had no problems."

"I don't know why sport is different to the rest of society. I guess it's a macho all-male environment. Dressing room culture tends to be full of banter and mickey-taking. That makes it difficult for people, especially young people, who want to fit in."

ALEX BLACKWELL
COMMONWEALTH BANK
SOUTHERN STARS VICE-CAPTAIN



CONTENT DEVELOPED IN COLLABORATION WITH



STATE AND TERRITORY CONTACTS

NSW/ACT

JULIE STAFFORD
COMMUNITY ENGAGEMENT LEADER
CRICKET NSW

Phone: (02) 8302 6028
Email: Julie.Stafford@cricketnsw.com.au

QUEENSLAND

PAUL FREDERICKSON
COMMUNITY ENGAGEMENT MANAGER
QUEENSLAND CRICKET

Phone: (07) 3292 3109
Email: paulf@qldcricket.com.au

TASMANIA

STUART SCHULTZ
COMMUNITY ENGAGEMENT LEADER
CRICKET TASMANIA

Phone: (03) 6282 0411
Email: ssschultz@crickettas.com.au

VICTORIA

COMMUNITY PROGRAMS
CRICKET VICTORIA

Phone: (03) 9653 1100
Email: communitycricket@cricketvictoria.com.au

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