



# ARC Study: Social Cohesion Through Football

The research is made possible through collaboration between University of NSW, Blacktown District Soccer Football Association, Community Relations Commission, Evans Intensive English Centre, Football United, Liverpool Migrant Resource Centre, Miller Intensive English Centre, Sydney Football Club, Sydney West Area Health Service, Sydney South West Area Health Service, SydWest Multicultural Services, Transcultural Mental Health Centre

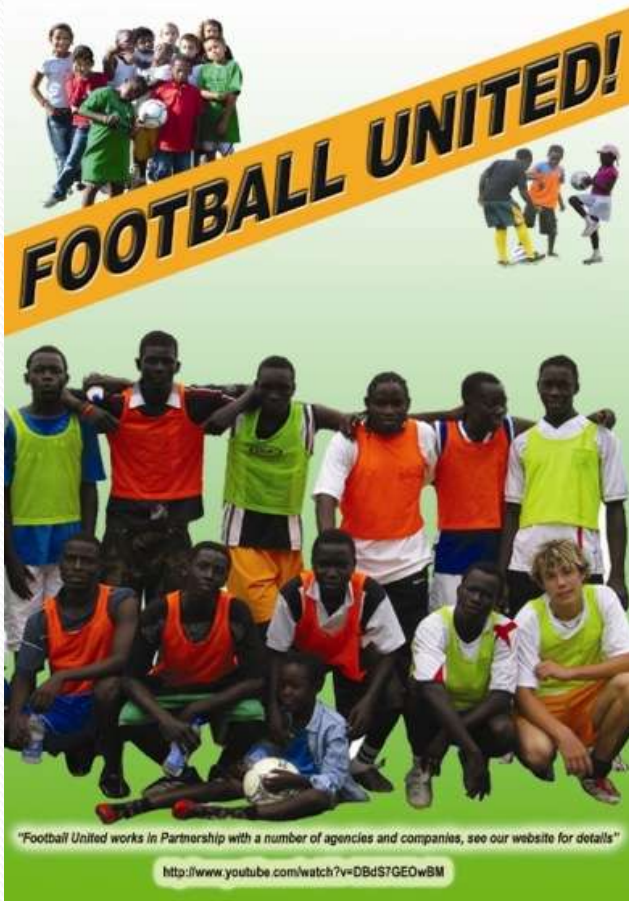
This research was supported under Australian Research Council's *Linkage Projects* funding scheme (project number LP0989930)

# Why are you here today?

To update you and seek some initial input

- a) Football United re-cap
- b) Research approach
- c) Governance structure
- d) Research Aims
- e) Hypotheses and Study design
- f) Staff recruitment
- g) Ethics approvals
- h) Literature review
- i) Instruments to be used
- j) Next steps and your involvement
- k) Feedback from you & questions

# Football United Recap:



- Background: Football United Program
- Football United program structure
- ARC research development

# Approach

- Contextual
- Participatory
- Multi-strategic
- Dynamic
- Multidisciplinary
- Practical
- Non-threatening/safe
- Sustainable



# Football United

Executive Director: Anne Bunde-Birouste

Business Development Manager: Brad McCarroll, Football Development Director: Aytek Genc

Project Officer: Tun Aung Shwe

Football United-ARC  
Intervention sites  
UNSW Research team

Other Football United sites

Program Advisory Group  
Research Reference Group

Lurnea IEC

Granville South  
High School

Football in the  
Park  
Blacktown  
In partnership  
with SydWest  
Multicultural  
Services.

Futsal  
Blacktown  
In partnership  
with SydWest  
Multicultural  
Services.

Special Events:  
Holiday Camps  
Leadership programs  
Football for Hope  
Tournament 2010

Miller IEC

Head Coach: Simon  
Bell

Coordinators: Nicholas  
Bull, Amel Mekho  
Assistant coaches

Evans IEC

Head coach: Abraham  
Ajok

Coordinator:  
Mohamed Bangao  
Assistant coaches

## Football United ARC Research



### Aims

- To determine the impact of Football United (FUUn) on participants' personal development, physical, emotional, and mental health, resilience and other 'life skills'.
- To determine the impact of Football United (FUUn) on community capacity and social cohesion.
- To investigate issues arising from implementation.

# Hypotheses



- Participants in the Football United Program will have significantly better mental health, higher levels of physical activity, and feelings of social inclusion than those who do not participate at all or who only participate minimally in the program.
- The Football United Program will contribute to building community capacity and social cohesion in communities with high refugee settlement.

# Study design



- Comparing those with no intervention (at a single point in time) with those with lower or higher levels of intervention (intervention = Football United)
- The research team will specifically follow one after school program in two LGAs, as well as a Football United Leadership Development pathways and training program.

# Groups and Locations to be compared



- *Intervention group:* Participants in Football United Program in 2 Intensive English Centre Schools (Blacktown and Liverpool) - allocated to low or high level participation
- *Control group:* Recent arrivals to Australia attending a non-participating IEC or attending Migrant Resource Centres in another LGA (2 control schools needed)



What have we been doing?

# Hiring staff



- Tun Shwe, Project Officer  
MPH and MHM from UNSW. Formerly worked with Red Cross as an organisational development coordinator. Interest in health promotion and project management.
- Dr Julie MacKenzie, Research Associate  
PhD in Gender and Cultural Studies. Research interests include the intersection of gender and multiculturalism. Joined the team as Project Officer, now Research Associate for the project.
- Dr Jane Simon Research Assistant  
PhD in Gender and Cultural Studies. She has worked as a researcher on a number of ARC funded interdisciplinary projects concerning youth, ethnicity and gender.

# Obtained Ethics Clearance



- Ethics approval is now in place from the UNSW HREC and the NSW Department of Education (State Education Research Approval Process).
- HREC 07194
- SERAP 2009059

# Ethical issues identified

- Ensure benefits to the participants and communities
- Contribution to DET goals and strategies
- Minimisation of risk or harm and duty of care  
eg. reporting requirements for child at risk, counselling support (via MRCs & other partners or School counsellor) if research causes distress
- Ensuring meaningful informed consent and confidentiality issues
- Recruitment & disruption to class time
- Involvement of stakeholders & partners in research conduct and piloting for effectiveness & acceptability
- Working with Children screening
- Impacts on the researchers

# Literature Review



- International and comprehensive
- Any similar research internationally? Key Findings?
- Significance and difference of *this* research eg. How this model of evaluation differs to others?
- Key findings out of literature review:
  - a) What to measure: Mental health, resilience, 'life skills', feelings of social inclusion
  - b) How to measure: Methodological approaches and tools
  - c) Ethical issues to consider

# Instrument selection



- Conceptual foundations – what it measures? eg. emotional symptoms, resilience, ethnic identity and has it been tested? – validity and reliability
- Length (number of items)
- Use of language (Is it appropriate for young audience? Is language likely to translate well and retain same meaning?)
- Translations available? -> leaning towards English version only with bi-lingual worker/translator support
- Cost to use?
- Availability of comparative data, especially Australian data

# Core instruments selected

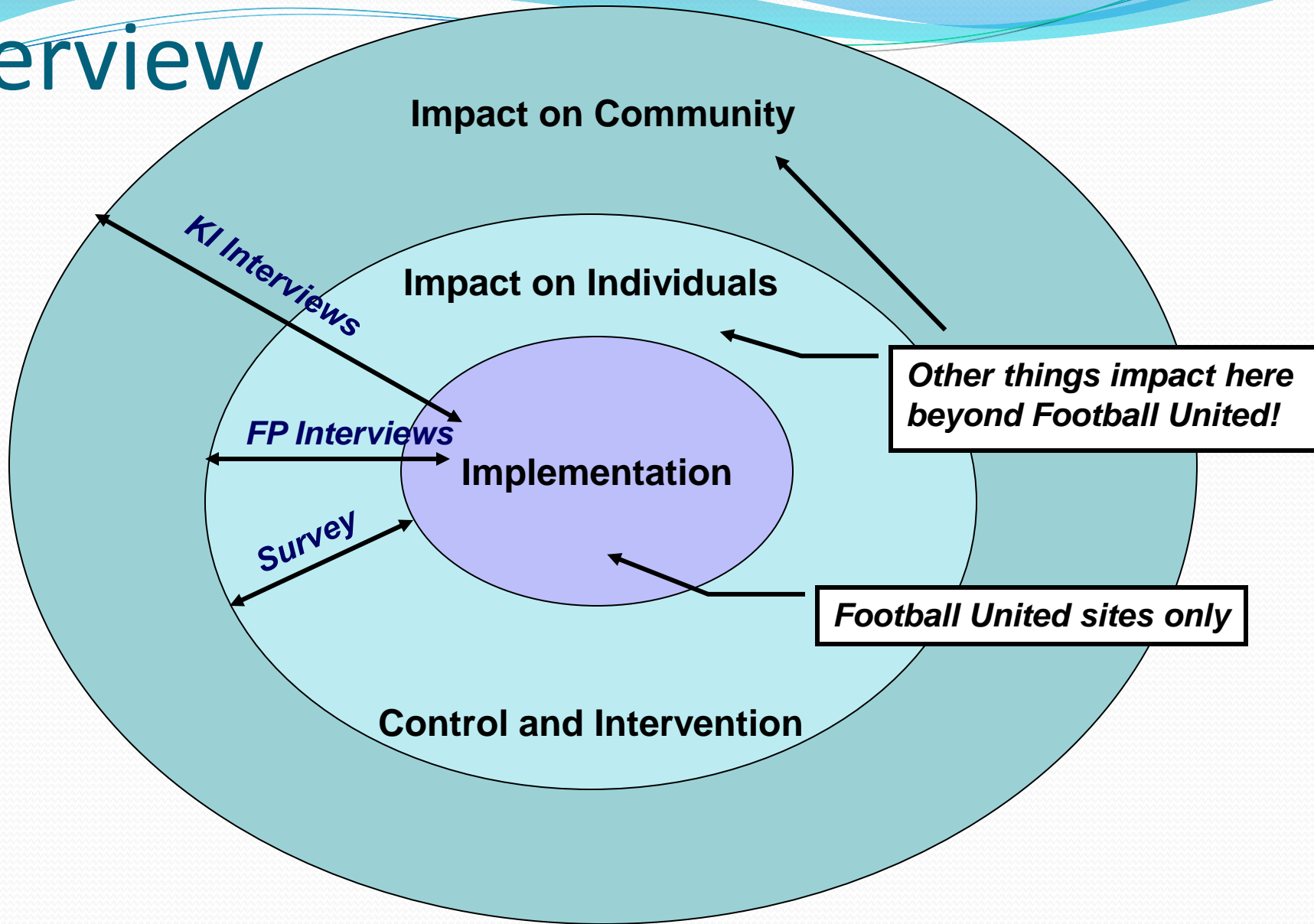


- 3 core instruments to measure psychosocial aspects:
  - Strengths and difficulties eg. emotional symptoms, peer issues, social behaviour
  - Resilience ie personal qualities that assist in dealing with adversity
  - Ethnic identity – sense of belonging and engagement with ‘own’ and other groups
- Small number of questions measuring social inclusion and community participation
- Friendship pair interviews - best practice identified
- Participant observation - best practice identified
- Scrapbook/Journal - best practice identified
- Key informant interviews - best practice identified



Still to pilot and seek input from RRG

# Overview



# Next steps



- Piloting instruments and refine approach in first term 2010
- Data collection to begin in term 2, 2010

# What we need from you...



- Confirmed nominations for RRG and PAG
- Input via the RRG to the recruitment protocol and final instrument decisions
- Practical support for survey/interview conduct:
  - Physical space at schools for survey and interviews
  - Identify suitable school times for research to take place (three data collection points for 2010 from Aug to Dec)
  - Possible translator/bi-lingual worker support during data collection
- Notification of any relevant projects or research you come across
- Input via PAG to intervention sites
- Ongoing feedback!

# RRG and PAG meetings

- **RRG** – meet Mon 8 February, 12-1.30pm, UNSW
- **PAG** – meet Mon 15 February, 12-1.30pm, UNSW

# Ways to keep connected...

- Via the PAG and RRG
- A Calendar for each year that will detail FUn program and key research activities
- A designated space on the Football United BaseCamp site that you can log onto when you want to check in with any recent developments and provide input. Also a place where the RRG and PAG can meet!
- Annual Report and face to face meeting to update and discuss progress
- Get in touch directly – see contacts at end of partner briefing document
- Other ways? ...



Other information or support  
you need at this point?

Feedback ...