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An ethnographic exploration of the experiences of asylum seekers within direct provision undertaking a local cricket training course.

Diekololaoluwa Prophecy Amujo

CARL Research Project
in collaboration with
Cricket Ireland

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University College Cork, Ireland

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Date completed:	April 2021

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- create equitable and supportive partnerships with civil society organisations;
- enhance understanding among policymakers and education and research institutions of the research and education needs of civil society, and
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An ethnographic exploration of the experience of asylum seekers within direct provision undertaking a local cricket training course.

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Thesis presented as part of the requirements for the B.A. (Honours) Degree in Applied Psychology,

University College, Cork

Dr Angela Veale

April 2021

Abstract

Background: Recent literature has identified that sport plays a major role in the lives of asylum seekers. Findings from academic studies indicate that sports participation by asylum seekers enhances social relationships, bonding, social inclusion and connections with people in society. Several studies have been conducted on the negative impact of Direct Provision on asylum seekers in Ireland. However, there is a paucity of research on cricket participation and the impact on asylum seekers in Direct Provision in Ireland.

Aims: The aim of this research study is to explore the impact of cricket participation on asylum seekers living in Direct Provision centre. Also, to examine the experiences of the asylum seekers that participated in a 'Cricket Connects' training programme implemented by Cricket Ireland. The Cricket Connects intervention was implemented by Cricket Ireland in partnership with Cork Sports Partnership as a social inclusion strategy for asylum seekers living in Direct Provision.

Methods and Procedures: The researcher conducted ethnographic research to examine the experiences of the participants. In addition, semi-structured interviews were employed for data collection, while thematic analysis method was used for data analysis.

Outcome and Results: Four findings emerged from thematic data analysis. 1. *continuous participation in cricketing* and Cricket Connects programme of Cricket Ireland. 2. the participants played cricket for the purpose of *avoidance and psychological escape* from stressful lifestyle and depressive moods. 3. Cricket participation promoted *social connections and networks* between the asylum seekers and people in Irish society. 4. The final was *building a bridge to a new future* to access opportunities in Ireland through cricket connects.

Conclusion and Implications: Positive benefits were derived from cricket participation and Cricket Connects. Longitudinal studies should be conducted to investigate the impact of cricket participation on asylum seekers in Direct Provision over prolonged periods of time.

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Introduction

The aim of the study is to explore the impact of cricket participation on asylum seekers living in Direct Provision centre in Kinsale Road, Ballyphehane, Cork and also, to examine their experiences in participating in the 'Cricket Connects training programme implemented by Cricket Ireland to address the problems of social exclusion of asylum seekers in Ireland. The Cricket Connects' intervention was implemented as an online training programme by Cricket Ireland in partnership with Cork Sports Partnership. This project was designed as a social inclusion strategy for asylum seekers living in Direct Provision centre in Kinsale Road, Ireland. The Cricket Connects social inclusion strategy was based on the fact that some scholars such as Gibbs & Block (2017) argue that sports participation by asylum seekers enhances social relationships, bonding, social inclusion, and promote social integration for refugees and asylum seekers (Mohammadi, 2019; Abur, 2016).

Asylum seeker refers to a person who is seeking international protection from persecution or serious harm in their own country in another country other than their own with individualized procedures for processing their claim which is still under consideration for a final decision by the host country in which he/she has submitted an application (United Nations High Commissioner for Refugees, 2006 cited by the International Organisation for Migration, 2021). Asylum seekers often leave their countries of origin for many reasons; among the causes for their leaving are the prevalence of civil wars, religious conflicts, extreme poverty, and political and religious persecutions (Neumayer, 2005). They plan for a safe migration from their countries of origin hoping to escape the torment and trauma they experienced. The literature describes the migration journey as one that is arduous which involves three major types of transition: pre-migration, migration, and post-migration (Bhugra & Jones, 2001; Khawaja et al., 2008; Giacco, 2019; Kirmayer et al., 2011). The pre-migration stage frequently involves war, poverty, conflict, religious and/or political persecution, including the disruptions of life

of asylum seekers. The migration stage involves the physical transition process. The post-migration stage involves the arrival of the asylum seeker in the host country.

Upon arrival in the host country, asylum seekers are in a greater state of vulnerability because they might have experienced trauma before and during their travel that could exacerbate distress and mental health problems (Nickerson et al., 2017), including poor psychological and social well-being of the asylum seekers (Satinsky et al., 2019). They must cope with the difficulty of starting up a new life by adapting to their new social and cultural backgrounds (Gangamma & Shipman, 2018). Due to their movements, they encounter significant life changes such as the loss of culture, language, community, and social networks that often bring about stress and adversely impact on their ability to successfully integrate into the host society (Eisenbruch, 1991).

Direct Provision system used in Ireland to accommodate asylum seekers searching for international protection (Ní Chiosáin, 2016) began on 10 April, 2000. Before the year 2000, asylum seekers arriving in Ireland were placed in emergency accommodations provided to them by the local regional health board (Ní Chiosáin, 2019). The costs of housing skyrocketed towards the end of the year 1999 and it became difficult to provide housing to almost 1000 new asylum seekers arriving monthly. Subsequently, it was decided that new arrivals would be dispersed to other locations across Ireland; therefore, the policy of Direct Provision was introduced. The Fine Gael/Labour Party government in office between 2011 and 2016 stated that Direct Provision was the most cost-effective living facility for the government to accommodate asylum seekers (Ní Chiosáin, 2016), meets their basic needs while their applications for international protection are being processed (Oireachtas Library and Research Service, 2020). The system provides accommodation for asylum seekers for up to 14 days in Balseskin Reception Centre, Dublin. The applicants are then dispersed to Direct Provision centres throughout the country. During this process, applicants have no input into the locations they are sent to. Therefore, due to the Irish policy of dispersal to different Direct Provision centres, asylum seekers find

themselves residing in a range of urban and rural areas. While assessing the impact of asylum policies in Europe between 1990 and 2000, Zetter et al. (2015) argue that the dispersal of asylum seekers to areas that lack established ethnic and community support results in the breakdown of social connections and support mechanisms they once had resulting in adverse psychological, health and social wellbeing problems.

Academic studies conducted by Healy, Dunbar & Walker (2008) and other scholars showed that from the inception of Direct Provision in Ireland on 10 April 2000, the system has been criticised for its human rights abuse, health difficulties and social problems. Fanning (2002) argued that successive Irish governments employed Direct Provision to foster social exclusion of asylum seekers from participation in Ireland. The government did not allow asylum seekers in Direct Provision to further their education and they are, until recently, prevented from accessing work permits to seek employment (Thomas, 2019). When they make attempts to get jobs, many of them face discrimination from employers who may end up exploiting them or offer them low-paid jobs. They government prevents asylum seekers from obtaining a driver's licence and insurance policy which meant they could not take up employment opportunities in places further away (Kenny, 2021). The Free Legal Advice Centres (2009) have consistently highlighted cases of poverty among asylum seekers in Direct Provision. Combat Poverty Agency (2005) revealed that pregnant women, adults and children living in Direct Provision centres were suffering from malnutrition due to poor food quality. Against this background, the Irish government established the National Action Plan for Social Inclusion 2007-2016 to promote social integration of marginalised people and asylum seekers. Recently, the government has marginally addressed poverty among asylum seekers by increasing their weekly allowance from €19.10 to €38.74 for adults, while it rose from €9.60 to €29.80 for children (Houses of the Oireachtas, 2019). In May 2017, the Supreme Court in Ireland unanimously decided that the government's ban on asylum seekers from seeking employment was unconstitutional (Carolan, 2017). Following this decision, the asylum

seekers have been granted the right to work (Maillot, 2018). Despite these efforts, it is doubtful if asylum seekers are wholly socially integrated into Irish society because many of them still suffer racial discrimination (Free Legal Aid Centres, 2021).

There is a direct correlation between the long period of inactivity in Direct Provision and mental health problems of asylum seekers in Ireland (O'Connell et al., 2016). The HSE commented that the delays associated with processing asylum applications in the State cause substantial stress to the asylum seekers with correlated adverse effects on their physical and mental health (HSE, 2008). Additionally, Doras, The Irish Refugee Council & Nasc (2011) confirmed that asylum seekers in Direct Provision spent long periods in demoralising inactivity which usually led to health problems such as depression, social isolation and poverty. Studies conducted by Green & Eagar (2010); Robjant, Hassan & Katona (2009) revealed that overstay in Direct Provision by asylum seekers often led to depression, psychological stress as well as mental health issues, while Thornton (2007) discovered significant physical problems, abject poverty and abuse of human dignity among asylum seekers in Direct Provision in Ireland. Free Legal Aid Centres (2003) showed that Direct Provision centres in the State are stressful and insecure leading to post-traumatic stress disorder, mental health disorder due to prolonged search for protection and delays in processing their applications (Free Legal Advice Centres, 2009).

Some scholars implied that subsequent to arrival in Direct Provision in Ireland, mental health problems of asylum seekers often developed and/or increased (Toar et al., 2009). Similarly, Dr Philip Crowley, the Deputy Chief Medical Officer of the Department of Health and Children, declared in his address at the national conference organised by the HSE Western region that the mental health of asylum seekers in Ireland was usually negatively impacted by social isolation, pre-and post-arrival trauma, culture shock, including fear of being deported and poverty (Crowley et al., 2006). Recently, Haith-Cooper et al. (2018) contend that asylum seekers in Direct Provision experiencing sedentary

lifestyle might suffer health problems such as stroke, heart attacks and obesity. The Department of General Practice at the Royal College of Surgeons in Ireland conducted confirmed that mental health predicaments of asylum seekers often developed and/or increased subsequent after they arrived in the State due to post-migration stress and lack of coping strategies for associated psychological and psychiatric problems (Toar et al., 2009). Furthermore, sedentary and long stay in Direct Provision by asylum seekers often caused physical inactivity, increased boredom, stress and rising anxiety due to long delays in processing of their protection applications (Ploeg & Hillsdon, 2017). Asylum seekers in Direct Provision are often depressed due to long institutionalization, loneliness, and social isolation exacerbating underlying trauma and psychological problems (Casey, 2008). However, it is observed that the government offered medical card to asylum seekers (Citizens Information, 2017) to access free healthcare services in public in-patient and out-patient hospitals, including General Practitioner, dental, optical as well as aural services. Also, they have free access to maternity and infant healthcare services, including some grants to obtain psychological services (Free Legal Aid Centres, 2009). Problems continue to exist in spite of the fact that, in 2016 the Irish Parliament enacted the International Protection Act 2015 on a Single Application Procedure for asylum seekers (Lentin, 2018) to prevent long delays in making decision on their applications and its associated health difficulties (Sheridan, 2017).

Ireland's Direct Provision system violates asylum seekers' rights to proper standard of living and less quality food which often caused health problems for them (Breen, 2008). Poor quality of the dietary and inadequate food intake of asylum seekers living in Direct Provision Centres are not in doubt (Barry, 2014). Asylum seekers in Direct Provision usually experience inadequate cooking facilities and low quality nutrition (Healy, Dunbar & Walker, 2008). Dr Bernard Ruane, a General Practitioner working in Kerry, stated in March 2008 at the annual conference of the Irish Medical Organisation that he had informed some colleagues and they understood that about 90 percent of the cases of depression

identified among asylum seekers who had been in Direct Provision in Ireland for a period of six months, actually developed some medical conditions because of their cramped living conditions without privacy and dignity (Barry & Nasc, 2014) and exclusion from seeking employment (Donnellan 2008). The Fine Gael/Labour Party government in office between 2011 and 2016 carried out a review and improvement of the system (Working Group on the Protection Process, 2015). Following the recommendations of the Working Group, the government has introduced self-catering system and in-house shopping facilities for asylum seekers to enhance the quality of their nutrition, promote healthy living and quality of life (Thornton, 2019; Donegal News, 2021; Free Legal Advice Centres, 2021). Nevertheless, the effects of food insecurity and its impact on health and well-being of asylum seekers in Ireland continue to be highlighted (Murphy & Vienten 2020).

Whilst there have been numerous studies conducted on the impact of Direct Provision on asylum seekers in Ireland (Chiosain, 2016; Fanning et al., 2001; Hewson, 2014), studies investigating the impact of Cricket participation and the Cricket Connects programme in fostering social inclusion for asylum seekers is under researched in the Irish context. Despite the fact Ireland has a long history of cricket game and numerous cricket clubs such as Cork County Cricket Club and others, cricket participation has not been used extensively in Ireland to promote social inclusion for asylum seekers. In order to accomplish this study, this research was carried out in collaboration with Community Academic Research Links (CARL), University College, Cork that linked the researcher with Cricket Ireland which organised Cricket Connects intervention to foster social inclusion of asylum seekers in Ireland. CARL is an initiative in University College Cork which provides a variety of supports to civil society organisations in conducting research related to their practice by partnering with students who are researching social issues in Ireland.

Cricket Ireland is “the national governing body for the cricket sport in Ireland responsible for setting the strategic direction and administration of cricket in the country” (Cricket Ireland, 2019, p.1). One of

the strategic programmes of Cricket Ireland was Cricket Connects targeted at asylum seekers in Direct Provision centre, Kinsale Road, Cork. The objective of Cricket Connects was to promote social inclusion and wellbeing of people and groups that are not currently involved in the mainstream of Irish society. Cricket Connects programme was designed as an avenue to accessing cricketing opportunities available in Ireland in order to be socially connected to the Irish society by expanding cricket playing, volunteering as well as coaching of cricket sport. In addition, Cricket Connects offered training activities that were built around promoting communication, awareness, leadership skills and integrating to the wider Irish community (Nolan, 2021).

Also, it is pertinent to discuss a brief overview of cricket sport in Ireland. Cricket Ireland is the national governing body for the sport of cricket in Ireland. Its formal organisational structure can be traced back to the formation of the Irish Cricket Union in 1923. It organized a national squad and arranged some fixtures against the Scots, the English MCC and English Counties' teams (Cricket Ireland, 2021a). In 1980, it began proper competitive national fixtures afterwards featuring the English Gillette Cup. Following the successful coaching activities of Mike Hendrick and Ken Rutherford, Irish Cricket Union employed Adrian (Adi) Birrell to coach the team (Cricket Ireland, 2021b). In the 2000s, the Irish cricket team recorded some success such as obtaining 10-wicket victory over Zimbabwe in 2003 and in 2004, the cricket team beats Brian Lara's West Indies, finished as the runners-up to Scotland in the ICC Trophy 2005, and qualified for the World Cup in 2007 (Cricket Ireland (2021a).

In view of the above background, it is important to review academic literature on sports participation and cricketing game. Recent literature has identified that sport plays a major role in the lives of asylums seekers. Participation in sports in the host country has significant benefits for asylum seekers. Gibbs & Block (2017) analysed the sport participation of youths with refugee backgrounds in Australia in a qualitative research. Findings of the study indicate that sports participation by asylum seekers enhances social relationships, bonding, social inclusion and connections with people in society.

International research studies have shown that sports have the capacity to promote well-being, integration and facilitate many forms of social inclusion for refugees and asylum seekers (Mohammadi, 2019; Abur, 2016; Spaaij et al., 2019; Spaaij, 2012). In the same vein, Collins & Volunteer Ireland (2019) contend that sports provide good opportunities for asylum seekers by boosting their physical and mental health as well as well-being. Chonaill, Football Association of Ireland & National Sports Campus (2020) argue that asylum seekers confirmed physical benefits and psychological benefits in improving their wellbeing, reducing stress and enhancing their mental health. Sports offer mental toughness necessary to maintain success and sustain excellence in sports, promote psychological well-being, improve healthy living (Ní Raghallaigh et al., 2016; Allender et al., 2006; Răzvan et al., 2019; Coalter, 2005), and facilitate social integration into their new communities (McDonald et al., 2019; Dukic et al., 2017).

Similarly, Chonaill, Football Association of Ireland & National Sports Campus (2020) argue that asylum seekers confirmed that sport participation in Ireland helped them to experience the feeling of being valuable and important which often increased their happiness and self-worth. Sports are generators of social capital (Irish Sports Council, 2010), feeling of belonging and community (Delaney & Keaney, 2005), and offer social capital for individuals to connect with other people (Eigenschenk et al., 2019). Also, Tonts (2005) argues that sports social capital in rural Australia facilitated bridging role between individuals and diverse ethnic backgrounds, age, class, and status groups; sports provided community cohesion (Meir & Fletcher, 2019; Nathan et al., 2010), and social connectivity across boundaries defined by social status, religious and ethnic background (Gasparini & Cometti, 2010). Notwithstanding these positive social effects of sports participation on asylum seekers, in Irish society asylum seekers are not wholly socially integrated through sports as many of them still suffer racial discrimination (Free Legal Aid Centres, 2021). Additionally, Collins, Volunteer Ireland (2019) observed that popular routes into sports volunteering, the process of recruitment, including national

sports culture (i.e. sports played) as well as club culture in Ireland are daunting challenges preventing asylum seekers form social integration in the State.

Besides the benefits of sports participation analysed above, it is imperative to review academic studies on the benefits of cricket to its players and society. The International Cricket Council (ICC) states that 105 countries around the world play the sport (ICC, 2020). Kelleher (2019) observed that asylum seekers in Direct Provision in Kinsale Road, Cork had reported some benefits of cricketing. They stated that they were passionate about cricketing in Ireland because it helps to lift their spirits instead of experiencing stress, long and arduous isolation on a daily basis. Cricket Ireland (2021c) and Thompson (2020) contend that cricket provides great mental and physical health, and improves the wellbeing of people across Ireland. Cricket provides wellbeing benefits for participants (Sheikh et al., 2013) and enhances physical fitness, stamina, and endurance (Johnstone & Ford, 2010; Noakes, & Durandt, 2000; Jooste et al., 2013; Khoo et al., 2014). Also, Larson (2018) argues that cricket requires mental and physical strength and its boost mental capabilities and analytical skills of players to plan attack strategies. Larson adds that cricket increases players' heartbeat to assist in preventing blood vessels from clogging, helps the lungs to draw in more oxygen to supply the brain to function well and prevent stress, high blood pressure and stroke. Cricket helps people struggling with mental health problems and disorders (Swann, Telenta & et al., 2018).

At this juncture, it is essential to stress that asylum seekers experience barriers such as financial barriers, cultural barriers, language, club culture, lack of culturally appropriate programs, and discrimination in sports participation in Ireland (Free Legal Aid Centres, 2021; Collins & Volunteer Ireland, 2019) and other places (Haith-Cooper et al., 2018; Spaaij et al., 2019; Abur, 2018).

Most people who are seeking asylum have little to no income; they strive to achieve the most basic living requirements (Liebling et al., 2014). Consequently, the high costs of participating such as the membership fees , costs of equipment and sporting facilities are usually not in close proximity of

asylum seekers, therefore making sports inaccessible to them due to public transport problems and travel expenses (Haith-Cooper et al., 2018; Gibbs & Block, 2017).

Asylum seekers often experienced cultural barriers in Ireland in term of poor language competence, culture shock, sport culture and club culture (Collins & Volunteer Ireland, 2019) because they come from a wide range of countries with distinct cultural needs, traditions and expectations which are usually in contrast to the traditions and culture of the host country. Drawing on the example of women whose religious beliefs and traditions provide guidelines they must adhere to, including aspects of their faith, dress code requirements and the societal religious restrictions imposed on women from some cultural backgrounds may pose barriers to their participation in sporting activities (Spaaij et al., 2019).

In addition, language barrier is a factor which can act as a barrier to sport participation (Spaaij et al., 2019). Language constitutes a means of communication and it is evident in the literature that asylum seekers often face language barriers. Considering that most asylum seekers often arrive with little to no English, the language barrier may possibly affect their ability to participate in sports. Evidently, Toar et al. (2009), HSE (2006) and Free Legal Aid Centres (2009) underscored language barriers that asylum seekers always encountered in Ireland.

Asylum seekers in Ireland usually encountered lack of inclusiveness. Olliff (2008) noted that there were limited opportunities for asylum seekers to participate in socially inclusive and culturally appropriate sporting activities. Additionally, many sporting groups and clubs in Ireland have little cultural knowledge about their local culturally diverse communities, therefore are unable to provide appropriate sporting opportunities due to their sports culture that emphasized some sports that might be foreign to asylum seekers (Collins & Volunteer Ireland, 2019).

A major factor which poses significant barrier to sport participation by asylum seeker is discrimination (Spaaij et al., 2019; Olliff, 2008). While sport is used as a vehicle for promoting social inclusion (Dukic et al., 2017) and can contribute to breaking down social and cultural barriers

(McDonald et al., 2019), nevertheless, Schwenzer (2016) pointed out that asylum seekers in Ireland faced discrimination in sports due to their legal status in the country.

Given the fact that studies such as (Meir & Fletcher, 2019; Dukic et al., 2017; Nathan et al., 2010; Gasparini & Cometti, 2010) have found sports to be powerful intervention strategies for promoting social exclusion, Cricket Ireland designed Cricket Connects intervention to promote social inclusion and wellbeing of asylum seekers in Direct Provision centre that are not currently participating in the mainstream Irish society. Cricket Connects programme was designed to get them socially integrated into the Irish society, enhance their mental health and physical wellbeing and prevent boredom and loneliness by getting actively involved in cricketing during the Covid-19 lockdown. Cricket Connects training sessions were run online by a professional cricketing coach who trained 7 asylum seekers in Direct Provision centre in Kinsale Road, Cork city. The coaching sessions were conducted virtually online without face-to-face, physical interaction due to the Covid-19 lockdown restrictions in Ireland. The training sessions were held on every Thursday between 6pm to 8pm in the evening for a period of 5 weeks and the Cricket Connects coaching ended on 11 February, 2021. The participants were awarded certificates of participation by Cricket Ireland.

In conclusion, all these barriers discussed above often posed significant cultural and social roadblocks to social inclusion of asylum seekers in participating and integrating into the mainstream of Irish society.

Research questions

Qualitative research questions enable a researcher to explore or describe a phenomenon. Agee (2009) contends that clearly stated overarching questions in qualitative or ethnographic study give direction for the study design, data collection and analysis. Against this backdrop, the researcher formulated the research questions below to explore this study.

1. What is the impact of cricket participation on the lives of asylum seekers in direct provision?

2. What is asylum seekers' motivation for and experience of taking part in the Cricket Connects' social inclusion pilot intervention?

Method

Participants

The participants for this research study were selected through convenient sampling technique from asylum seekers from DP in Kinsale Road in Cork, who signed up to participate in the Cricket Connects programme implemented by Cricket Ireland. Lavrakas (2008) argues that convenience sampling technique refers to a form of non-probability sampling method in which specific study population is sampled and some participants are selected from the population simply because the participants are convenient sources of data collection for a researcher. The researcher used convenient sampling technique to recruit 3 participants who are readily available and accessible (Frey, 2018) for this study through a professional contact in Cricket Ireland out of a total of 7 participants who registered for Cricket Connects. The four other participants attended the training sessions but decided not to take part in the research. Consequently, this was the group with whom the researcher began the research process and established rapport with over the duration of the study. Convenience sampling helped the researcher to gather data quickly from them and began data analysis within a short time (Wright & Sim, 2002), and it assisted in extrapolating generalized or specific ideas and experiences from the data (Given, 2008). The 3 participants were all males with their ages ranging from 17 to 35 years old.

Procedure

To study the experiences of the asylum seekers who participated in the Cricket Connect programme, the researcher decided to perform an online ethnographic research (Williams, 2013) to study the participants while playing cricket online. Ethnographic research is a form of qualitative research

method (Fine, 1993) which enables a researcher to collect observations as well as conduct interviews to obtain a comprehensive account about an event (Reeves et al., 2013). Virtual ethnography or online ethnography involved the use of digital tools of the Internet, computer-mediated-communications and digital technologies to study online community or culture over a spatially dispersed geographic site for a period of time (Williams, 2013). The researcher participated in the online Cricket training sessions with the coach and the 7 participants as an observer over some weeks. This allowed her to obtain rich insights concerning participants' actions, perspectives, opinions, experiences and the environment of the social setting where the phenomenon took place (Hughes, 1992; Hammersley, 1985). Through participant observation (Dewalt, 2010), the researcher was able to deeply immersed herself in the game in order to understand the activities of the Cricket Connect and participants' experiences in the Cricket Connects programme.

The researcher kept a fieldnote journal (Emerson, Fretz & Shaw, 1995), where observations of the participants' behaviours and interactions during the online cricket training sessions were recorded. Documentation began the moment the researcher was introduced to the participants of Cricket Connects. The researcher fostered relationships and developed familiarity with the participants through taking part in the online cricket training sessions of Cricket Connects and other volunteer activities such as demonstration of cricketing skills and answering questions during each weekly session. It is through participating with others that ethnographers better understand lived experiences and sensed emotional worlds of the participants (Watson & Till, 2010).

The main data gathering method was pre-semi-structured schedules and post-semi-structured interviews (Kvale, 1996) with participants. These were conducted to gain a detailed understanding of the participants' experiences in order to examine the subsequent impact of sport and the Cricket Connects programme on their lives in Direct Provision centre. This data collection method was chosen for its flexibility as it allowed participants to express themselves freely.

The pre- and post- interviews were conducted with 3 participants and lasted between 20-30 minutes. The pre-interviews focused on gaining insight into the lives of asylum seeker participants in Direct Provision. In addition, it provided the opportunity for the participants to give details of their Direct Provision experiences, the role of cricket in their daily life during the time of the Covid-19 lockdown, including their motivation for participating in Cricket Connects. The post interviews focused on the overall impact the Cricket Connects programme had on the participants and in specific relation to the research question. It enabled the researcher to gain insight into the role cricket programme in promoting social inclusion for asylum seekers in Direct Provision.

The interviews were conducted with the help of an interview guide (Kvale, 1996) which contained open-ended questions to elicit more detailed responses from the participant. In addition, questions on the interview guide were often revised through the research process as responses from the participants brought new matters of interest. It is important to note that all online ethnographic interviews took place in compliance with the Irish government Covid-19 guidelines without face-to-face contact with the participants. All interviews were digitally recorded using Microsoft Team Meeting and transcribed verbatim.

Materials

As early discussed, the researcher conducted semi-structured interviews the participants. The researcher developed interview guides/schedules (McGrath et al., 2019; Kvale, 1996) consisting of 10 main questions and more than 30 follow-up questions on the impact of cricket participation on asylum seekers and the experiences they acquired participating in the game. The follow-up questions were used to probe the participants, get more depth and better understanding of the ideas, opinions and experiences of the interviewees (Rubin & Rubin, 2005). The questions enabled the participants to give account of the impact of cricket participation on them and the experiences they gained through their involvement in Cricket Connects programme of Cricket Ireland. The interview data were digitally

recorded using Microsoft Team Meeting and transcribed verbatim. A copy of the interview guides/schedules used for the semi-structured interviews, including the transcribed interviews and a table of thematic data analysis showing the codes, categories and themes that emerged from the text data, were included in the Appendix section.

Data analysis

Thematic analysis method was chosen to analyse the data collected to identify codes, categories and themes within the data. The researcher followed the six-phased thematic analytic process as outlined by Braun and Clarke (2006), which consists of "(1) familiarizing data (2) generating initial codes (3) searching for themes (4) reviewing themes (5) defining and naming themes (6) write up of report" (p.87). According to Nowell et al. (2017), the purpose of using thematic analysis method is to take a researcher deeper into the meaning of the texts by helping to explore the themes that emerged from data analysis and identifying some patterns that underlie those themes (Attride-Stirling, 2001). Thematic analysis allowed for an exploration into the unique experiences of the asylum seekers in Direct Provision that participated in Cricket Connects.

Ethical considerations

This study was granted ethical approval by University College Cork's Ethics Committee of the School of Applied Psychology. All participants of this study were provided with information sheets which outlined the purpose of the study and to seek their consent in participating in the study, and to guarantee their anonymity (Byrne, 2001). Informed consent was presented verbally and in written form for the interviews to be recorded after the researcher provided an explanation of confidentiality and the secured storage of data collected.

Prior to commencing the interviews, it was clarified to the participants that if they felt any sense of discomfort and did not want to divulge any information during the interview, they were not obligated to

give a response (Aluwihare-Samaranayake, 2012). Following Kaiser's (2009) advice on confidentiality, participants were informed that their participation in the interview was entirely voluntary and their information would remain strictly confidential to all except the researcher and her supervisor. In addition, information which could disclose the identities of participants were removed from the transcript to ensure the identity of all participants remained anonymous (Saunders, 2015). Also, the researcher prevented any influence that might create distortion and bias in the outcomes of the study (Polit & Beck, 2014).

Results

Data was analysed using thematic analysis method. The thematic analysis of the data corpus was guided by the framework proposed by Braun & Clarke (2006). A number of sub-codes, codes, sub-categories, categories, sub-themes and themes (Gibbs, 2007) emerged that highlighted the experiences of asylum seekers in Direct Provision and their motivation in participating in the Cricket Connects programme. For clarification, Weber (1990) viewed a code as part of the text data that are abstracted and coded by the researcher, while Feeley and Gottlieb (1998) defined a code as a phrase written in the transcript. Krippendorff (1980) conceived a category as a descriptive level of expression concerning the manifest/open content of the text data. van Manen (1990) defined a theme as an aspect of the structure of experience in the transcript.

It is pertinent to describe how the author of this study conducted thematic data analysis to generate codes, categories and themes as suggested by Graneheim & Lundman (2004) and Maguire & Delahunt (2017). After reading through the transcript over and over to familiarize with the data, the researcher actively observed the manifest meanings and patterns that appeared across the data set. Also, she created a set of initial sub-codes which represented the meanings and themes identified in the data and recorded them. She grouped the sub-codes together and revised them to form 4 main codes. The codes abstracted, distilled and reviewed further to generate sub-categories that represented the

descriptive manifest contents of the data. The sub-categories were abstracted, distilled and sorted into 4 main categories. Thereafter, the author of this study reviewed the 4 categories and condensed them into meaning units to form some sub-themes. The sub-themes were revised showing the core meanings streaming through the condensed text data. They sub-themes were further condensed to form 4 main themes that described parts of the structure of experiences of the participants (Graneheim & Lundman, 2004). The researcher used the main codes, categories and themes to write the narrative of this study by telling a coherent story on the impact of cricket participation on the asylum seekers and the experiences they gained in the Cricket Connects intervention. She selected vivid quotes from the data to help her illustrates her narrative. Below is Table 1 of the thematic data analysis.

Table 1: Thematic Analysis of Semi-Structured Interview Data

No	Code	Category	Theme
1	Sporting events	Involvement in sports	Continuous participation in cricket
2	Avoidance of stress	Preventing emotional stressors	Avoidance and psychological escape
3	Social interaction	Building social networks	Developing social connections and inclusion
4	Pursuing dreams	Accessing opportunities	Building a bridge to a new future.

Table was developed by the researcher based on the qualitative text data.

Research question 1: What is the impact of cricket participation on the lives of asylum seekers in direct provision?

Continuous participation in cricket

The first main theme that emerged from thematic data analysis is the *continuous participation in cricket*. Besides this main theme, two sub-themes such as "*cultural activity*" and "*cultural resource*" equally emerged. The main theme *continuous participation in cricket* describes the reasons why the participants (asylum seekers) in Direct Provision continuously engaged with cricket and Cricket Connects activity of Cricket Ireland. To engage in cricket participation continuously indicates that they

derived joy, happiness and had interest in the game. This has positive impact on their psychological wellbeing. While examining the reasons why asylum seekers continued to engage in cricket in Direct Provision, the majority of the participants discussed how playing cricket was the common cultural activity in their countries of origin and they had interest playing the game.

Furthermore, upon arriving in Direct Provision, participants emphasised the detrimental effects the Direct Provision system had on their psychological health. However, the sub-themes "*cultural activity*" and "*cultural resource*" were useful to the participants as they engaged in cricket participation as a *cultural activity* they knew in their countries which served as a *cultural resource* they leveraged on in Direct Provision to boost their psychological wellbeing and enhance their healthy living. These sub-themes are discussed in-depth below.

Cultural activity

Sport is a significant part of culture. For the participants in this study, playing cricket was viewed as a cultural norm in their countries of origin. Also, it served as a culturally acceptable resource for social expression for the participants whilst they were in their home countries. Since the Cricket Connect promotes cricket participation in Cork, participants interacted in the form of online community with one another where they learned cricketing skills. The participants reported that they began playing the sport continuously and thoroughly as they enjoyed the experience and developed interest in the game. Across all interviews, participants emphasized how cricket was not only a sport for them, but the sport was a part of their collective identity and boosted their healthy living as they happily interacted with their team members online. For instance, Participant A states:

"uh cricket is like my family game…some people likes the rugby so this is what it's like for me cricket so because we grows up in that kind of atmosphere which is kind of cricket oriented like a more focused kind of popular game first game so we grew up in that atmosphere so from there I enjoy the cricket I get the interest about cricket."

In addition, Participant C declares:

"well I'm from Bangladesh you know Southeast Asia is very popular for cricket playing matches and cricket is kind of like our main sport back home."

Also, Participant B adds:

"I used to play cricket in my own country…and I was happy when I came here there was still people who got me into cricket."

Therefore, for the participants, playing cricket in their home countries was a simple and natural process as cricket was a part of their cultural experience and an outlet for fun and enjoyment. When participants made a habit of engaging in cricket activities because they had enjoyed cricketing in their home countries, spending time with their team mates made them happy. The sense of happiness, enjoyment and fun they derived in continuous participation in cricketing provided them with some increasingly positive benefits that offered some therapeutic resource that could lower stress, improve positive feelings, developed coping abilities, and facilitated social relationships in their Direct Provision centre.

Cultural resource for coping

As previously discussed, living in Direct Provision can be very difficult for asylum seekers. Many spend long periods of time in demoralising inactivity. They still have to deal with the ambiguity and boredom of remaining in limbo; and for many, this is accompanied with loss and traumatic experiences. Once again, as formerly highlighted such circumstances led to depression, social isolation, and health problems for asylum seekers in Direct Provision. However, using cricket as a cultural resource was vital to the participants in sustaining interest. Participant C stresses:

"The first few years in my direct provision life it was very stressful because when you move from different country in Ireland to sitting in direct provision for a good long time, you just lose your hope you just lose your concentration and you get frustrated. But I was lucky I got introduced to some good

cricket players. Then I started playing cricket and got introduced to clubs and all that and uh since then I didn't find it very hard for me to uh live in direct provision because I was regularly practicing crickets."

For the participants in this study, since playing cricket was an activity which they were familiar with in their home countries, it became a cultural resource for coping with life which they leveraged on once they arrived in Direct Provision. The cricket cultural resource for coping enhanced the quality of their mental health as cricketing helped them to avoid stress, anxiety, depressive moods and loneliness that they experienced when they initially got to the Direct Provision centre. Thus, playing cricket game regularly made them happy to think of forming their own cricket team. The participants discussed how those who had interest in playing cricket came together within Direct Provision centre. Despite the various challenges they were all experiencing, they created their own cricket team within the centre which helped them to lift up their spirits instead of experiencing stress, loneliness, and disheartening isolation on a daily basis. Therefore, playing cricket in a team would have increased training with each other, offered opportunities for humour, conversations, and maintaining positive focus.

Moreover, Participant B declares:

"I met few other players from Pakistan Bangladesh and India and uh because we are all from same parts of the world we love to play cricket back home so we were thinking to start our own team."

Participant A equally adds:

"yes within direct provision we are our own team like people who lives here they have them."

Participant C says:

"well, I have been in direct provision since 2015 and life is not like a regular person outside…But I say for me it's wasn't that hard since I came to direct provision in Kinsale Road, I been engage with lots of charity works and lots of organisations and I found a cricket team in Kinsale Road accommodation. Since we form the club in Kinsale Road accommodation centre last year not last year

2019, we've playing cricket unofficial cricket matches with eh UCC, Harley Quinns and Cork County Club and so far it's going OK yeah and we are happy"

Avoidance and psychological escape

The second theme that emerged from the thematic analysis is *avoidance and psychological escape*. This served as their intrinsic motivation for participating in Cricket Connects. The participants stated that they were engaged in Cricket Connects because they were looking for activities that provided *avoidance and psychological escape* from distressing experiences as asylum seekers living in Direct Provision due to long period of waiting for decision on their applications. Consequently, asylum seekers frequently feel dejected because of endless, psychological draining in waiting for the decision on the asylum applications. The participants of this study reported how many of them were regularly looking for activities to engage in order to solve the problems of frustration and unhappiness they constantly faced. Playing cricket with the team mates they had created within Direct Provision provided an opportunity to avoid anxiety and psychological escape from the stressors they encountered daily. By keeping themselves busy and active, they were able to temporarily divert their focus from anxiety, stress, and loneliness associated with living in Direct Provision and waiting endlessly for decision on their applications. For example, Participant B says:

"it's good as well in getting out of the room in DP and playing a bit of cricket like it's good for mental health as well it had a huge impact on me just getting out in DP playing a game with ball or a tennis ball out there like you know."

Also, Participant A adds:

"it helps me mentally for example you take it like this way we person sitting in a whole white room everyday it's better for I goes for any sports it help a lot sports activity."

Another point which was brought up by the participants that the researcher found remarkable was the positive effects they experienced through participating in cricket games in cricket clubs outside of the Direct Provision centre. Participant A reveals:

"My first club outside Direct Provision I joined in West Cork was Harley Quinns and I'm still playing with them."

For some of the participants, engaging further with cricket outside of the centre was viewed as a temporary relief from anxiety and avoidance of the stressful space within Direct Provision. This type of avoidance and relief away from daily depressing realities was of great importance. This explains the reason why most of the participants spoke about cricket participation as a *psychological escape* for them. It enabled them to take a break from regular stressful lifestyle which was needed given the level of adversities they encountered daily.

Developing social connections and networks

The third theme that emerged from the thematic data analysis is *developing social connections and networks*. As previously noted in the review of the literature, it is evident that a number of asylum seekers had been transferred away from areas where they had established social networks and connections with people from their national and other ethno-cultural backgrounds due to having no power to determine locations they are dispersed to (Ní Chiosáin, 2016; Kinlen, 2011; Watt, 2001). This transition carries considerable complications for the well-being of the asylum seekers. In this case, they were also more likely to experience feelings of isolation in their new location. In relation to the participants in this study, they expressed the difficulty they had in adapting to the new life and feelings of loneliness and isolation they initially experienced when they were transferred to Direct Provision. For example, Participant B reveals:

"Yeah to be honest em cause when I came here in the beginning I felt very lonely like I felt like I was very alone and it was kind of hard for me to settle in DP but when I got into cricket playing team here

and got into my school everything is just helping me less lonely and my mental health and just help me so much with all this stuff in DP 'cause when I play cricket I just enjoyed so much like I said something I really like love to do yeah."

In addition, Participant B stresses further:

"oh the ones on the course they are just em, they live here with me so they few people, I remember when I came here first time eh they were the only people who play cricket you know I was just playing with the ball alone and they just came and join and we just talked and we know them well we close. So we just play together and we know each other very well now you know."

The quotes above captured the typical adjustment issues many asylum seekers faced on arrival in Direct Provision. As reflected on the extracts above, participation in cricket activities assisted them in overcoming settlement challenges they faced because they were able to develop social connections and bonded with their mates from the same racial and religious backgrounds. Furthermore, the feelings of loneliness and isolation which they initially experienced were alleviated through their participation in cricket games with other residents of the Direct Provision centre. Consequently, confirms the capability of sports in breaking loneliness and social isolation and creating new connections for asylum seekers. This finding is further supported by the works of (Block & Gibbs, 2017; Spaaij, 2012; Abur, 2016; Dukic et al., 2017; Olliff, 2008). When prompted during the interviews to further elaborate on the benefits brought about while playing cricket in Direct Provision, the chance to make new friends and the opportunity to get introduced to new people was a factor which they constantly brought up. Accordingly, Participant A stresses further:

"I remember when we came here in DP first time we have no bat we have no ball and you were just playing with we broke a wood and we start playing without you know people saw us and they start saying there are people playing cricket out there you know and then they just came and join then we

just we had a chat about it and then we play and then we impress each other with our own game like you know so yeah that's how we make friends."

In addition, Participant B adds:

"like I always like all the people who are in direct provision they always know about cricket because we play almost everyday you know. And I would love to get more people because there was a new guy from Afghanistan and he he's good at playing cricket and then we got him like few days ago and he was playing well and we introduce ourselves to him and he join In like it keep building our community."

More importantly, the participants highlighted meeting and developing social relations with people from distinct cultural and geographical backgrounds from their own, which boosted their social and cultural life by uniting them with diverse communities. This was illustrated by Participant A as follows:

"there is people who always come from South Africa, Pakistan, Bangladesh like and then even so we just try to get them into our community into cricket, help them around like it bring us together."

Moreover, Participant B reveals:

"I love making new friends you know like like eh if there's like in our accommodation centre if there is new people coming and especially from Pakistan, India, Afghanistan where they always play cricket like I will always go and introduce myself and talk to them, tell them about our cricket team and invite them to the game stuff like that. It is our community."

These findings were to be expected considering the literature on asylum seekers, refugees and sports has frequently emphasized the ability of sport in increasing social networks and social connections for asylum seekers and refugees (Dukic et al., 2017; Spaaij et al., 2019).

Research question 2: **What is asylum seekers' motivation for and experience of taking part in the 'Cricket Connects' social inclusion pilot intervention?**

Building a bridge to a new future

In addition, *a bridge to a new future* was another theme which emerged from the thematic data analysis and related to the motivation of the participants in participating in the Cricket Connects programme. Two sub-themes that surfaced were *pursuing dreams* and *door of opportunity*. The participants said they engaged with cricket game in the Direct Provision centre because they were motivated by the numerous benefits such as building a bridge with Irish people for a new future in Ireland. The researcher also discovered that most participants aspired to be successful cricket players and cricket coaches. The participants reported that the Cricket Connects provided them with the opportunity to get closer to actualizing their aspirations, which served as a motivation or driving force for them to play the game.

Pursuing dreams

Life in Direct Provision is quite challenging for asylum seekers. There are many talented and hardworking asylum seekers living in Direct Provision but as shown in the literature review, many are stuck in the system for years. This makes it difficult for them to move forward in actualising their life's goals and aspirations and make good use of their lives. The participants of this study had a strong passion for and talent in cricket. The participants recognized that their expertise in cricket could make their dreams become a reality, which gave them hope to be happy about the brighter future ahead of them. For example, Participant A states:

"I want to participate in this society to share my experience, what I know about cricket skills to the other Irish people…in the future if I get my kind of stay here in this country I try to I wanna become a proper professional coach."

Participant B recounts:

"I always really wanted to be a cricket player you know and I want to as everybody know I want to play for Ireland and that's my dream as well yeah it was my passion and my goal you know… that's my dream and I want to see Ireland playing big matches in the future like and winning the game that's the most important thing."

Participant C recounts:

"well honestly I'd like to be I want to share my experience and my skills to other person as well, cricket connect give me that opportunity to uh learn the actual structural basis of the coach so I think I'll try to be a good coach and pass my experience to my knowledge to young lads so they can play cricket and they can go on."

Door of opportunity

The participants believed Cricket Connects opened doors to gain access to more sporting opportunities. The participants reported that they gained additional cricketing skills, which are useful for them as most want to venture into cricket coaching in future. They have also been able to utilize these skills in their games in Direct Provision and are looking forward to engaging in more cricket coaching and playing opportunities outside Direct Provision. For instance, Participant B highlights:

"yeah the online course was great first of all we had lots of time because we were in lock down and it was something enjoyable doing online and stand a bit busy like you know and talking to different people learning more about cricket and skills it was great… I would not have been aware of these sporting opportunities if I am not involved with Cricket Connects".

Furthermore, Participant C reveals:

"yeah definitely because since I joined this course I realize uh I didn't know lots of things before so let's say about the safety awareness sort of thing and the multi-cultural awareness how should I approach a person who is from maybe a cricket playing nation or from other parts of the world how I

get to introduce him and how I get to pass my comments and how I get to share my skills to them so it was really helpful and I really learn lots of things from cricket connect".

Discussion and Conclusion

One of the objectives of this study is to explore the impact of cricket participation on the lives of asylum seekers in Direct Provision in Kinsale Road, Cork. In addition, the study examined the motivation of asylum seekers and their lived experience in taking part in the Cricket Connects designed as a social inclusion pilot intervention for asylum seekers in Direct Provision. Cricket participation was the particular focus of this study as the sport is gradually regaining popularity in Ireland and has become prominent sport among asylum seekers in Direct Provision. There are no known previous research studies undertaken on the impact of cricket on asylum seekers living in Direct Provision in Ireland prior to this study.

It is pertinent to discuss the summary of the findings of this study at this juncture. The first finding that emerged from thematic data analysis was that the asylum seekers enjoyed *continuous participation in cricketing* programme of Cricket Connects of Cricket Ireland. The second finding of the study was the participants asserted that they played cricket for the purpose of *avoidance and psychological escape* from stressful lifestyle and depressive moods. The third finding that emerged from the thematic data analysis was *developing social connections and networks* between the asylum seekers and people in Irish society. Finally, the fourth finding of the research was *building a bridge to a new future* to access opportunities in Ireland.

Literature review in this study (Healy, Dunbar & Walker, 2008); Fanning, 2001; Thomas, 2019; The Irish Refugee Council, 2001; The Free Legal Aid Centres, 2009; Combat Poverty Agency, 2005) revealed that the experiences of asylum seekers in Ireland were distressing and characterised by poor living conditions, deterioration of healthy living and mental health challenges. However, the finding of the thematic analysis of data collected for this study, confirmed that asylum seekers enjoyed *continuous*

participation in cricketing programme of Cricket Connects. This implies cricket participation has a positive impact on their lives in Direct Provision. This finding appears to confirm Kelleher's (2019) argument that asylum seekers in Direct Provision in Kinsale Road, Cork had reported some benefits of cricketing. The finding illustrates Chonaill, Football Association of Ireland & National Sports Campus's (2020) observation that asylum seekers leveraged sport participation to increase their happiness and self-worth.

In addition to the physical benefits derived from their cricket participation, asylum seekers reported the positive therapeutic effects of cricketing, especially on their mental well-being. The participants gained psychological benefits which improved their wellbeing, reduced their stress, anxiety, and enhanced their mental health. The study supports the findings of previous research by Cricket Ireland (2021c) and Thompson (2020) that contend that cricket game offered mental and physical health benefits to people in society and improved the wellbeing of its players in Ireland. The finding appears to confirm the argument of Larson (2018) that cricketing boosted mental capabilities and analytical skills of players as they were often involved in critical thinking, decision-making to translate their game strategies into victory. Additionally, the finding resonates with Murphy, Sweeney & McGrane's (2020b) finding that higher frequencies of sports participation were positively associated with the lowering symptoms of anxiety, depression, and mental illness.

Another major finding was the value the participants of this study placed on cricket participation in Ireland. Overall, cricket participation was seen as important in providing psychological benefits to them, particularly in relation to the uncertainty relating to their long stay in Ireland and monotonous feelings of remaining in a state of limbo. Such circumstances lead to mental health issues, traumatic experiences, social isolation, and physical health problems for some of the participants in Direct Provision. The finding appears to confirm the findings of studies conducted by (Allender et al., 2006; Răzvan et al., 2019; Coalter, 2005) that sports offered mental toughness necessary to promote

psychological well-being and improve healthy living. The finding echoes the findings of Walsh (2011); Eigenschenk et al. (2019) that sports participation alleviated feelings of isolation, loneliness and facilitated social inclusive in participation in society. Also, the finding agrees with Cotterill & Barker's (2013) opinion on how psychological strength assisted cricket players and teams to build confidence, motivation, and concentration to ensure effective coping with game pressures and control their emotions.

This study also showed that social inclusion and participation in Cricket Connects carried out by Cricket Ireland was successful and effective. The aim of the Cricket connects programme was to provide cricket training to asylum seekers in Direct Provision with the hope that it would increase sporting opportunities for them to be socially integrated and involved in Irish community. The finding of the study appears to conform to the aims of the Cricket Connects programme to promote social integration, participation and involvement in the Irish society. The finding resonates with the outcomes of studies conducted Gibbs & Block (2017); Mohammadi (2019); and Abur, 2016) that stressed sports participation and cricket games helped asylum seekers to build social relationships and bonding, foster social inclusion, connection, and integration into the Irish society. Furthermore, evidence from the study confirmed the outcomes of Spaaij et al. (2019) and Spaaij (2012) that by engaging in the Cricket Connects programmme, asylum seekers were able to create cricketing communities within the Direct Provision center and utilize the cricketing skills and knowledge imparted to them to create social bonding. Also, the finding resonates with the argument of Cricket Ireland (2019, p.1) that through the Cricket Connects programme, asylum seekers were able to build social relationships, promote social inclusion and wellbeing of people and groups that are not currently involved in the mainstream of Irish society. The finding further illustrates the opinion of Nolan (2021) quoting Ted Williamson, who supported the launch of Cricket Connects programme, that the cricketing intervention was designed for "Providing a social inclusion opportunity like Cricket Connects to people who might not have access

but are interested in the sport and interested in getting more involved in local life is something that I see value in and something I hope adds value to the lives of the participants." (p.1). Thus, Cricket Connects helped asylum seekers to build future bridge for accessing sporting opportunities such as coaching and cricket participation outside of the Direct Provision center. Also, it assisted the participants to engage in active exercise during the Covid-19 restrictions as they were involved in demonstrating the cricketing skills they acquired during the training sessions, which helped them to ease boredom and inactivity associated with the Covid-19 lockdown regulations.

Importantly, there were practical implications for this study. As this study has provided a number of insights into the scope of cricketing in helping asylum seekers in Direct Provision to boost their psychological wellbeing, promote their physical fitness, enhance their mental health, and promote social inclusion, further longitudinal studies (Caruana et al., 2015) employing continuous measures to investigate the impact of cricketing on psychological wellbeing of asylum seekers in Direct Provision over prolonged periods of time is recommended. Also, cross-section research (Kesmodel, 2018) involving collection of data about a variety of factors from a sample of asylum seekers population at a given point in time should be conducted to explore the impact of cricketing on mental health of asylum seekers in Ireland living in Direct Provision.

Finally, despite the fact that the research was carried out meticulously and systematically by the researcher, the study has some limitations. First, the number of the participants in this study was small as only 3 asylum seekers volunteered to participate in the study out of 7 asylum seekers that were involved in Cricket Connects programme. Although Malterud, Siersma & Guassora's (2015) concepts of saturation (see Glaser and Strauss, 1967) and information power in qualitative research stress that the more information participants in a study hold, the lower the number of participants needed for data collection. The 3 participants possessed ample information on the subject. Nevertheless, if the entire 7 samples that participated in Cricket Connects intervention had volunteered for this study, they would

have been large enough to meet the sample size criterion of Creswell (1998) who proposed between 5 and 25 samples, Morse (1994) who recommended at least 6 participants, while Boyd (2001) suggested between 2 and 10 participants. Getting large data from 7 participants would have given richer perspectives to sufficiently give in-depth meaning to Cricket Connects intervention under study and efficiently address the research questions. While the researcher guarded against bias that could distort the results of a study due to smaller samples (Polit & Beck, 2014), additional samples would possibly offer robust perspectives to enrich the outcomes of the study. Also, the Covid-19 pandemic prevented participants from engaging in face-to-face semi-structured interviews with the researcher; face-to-face interviews might have helped to drive home more sub-questions on Cricket Connects. Additionally, the inability to conduct face-to-face interviews might have prevented exploring questions that should have precisely addressed situation and context of Cricket Connects programme and give more meaningful insights to the conditions of the asylum seekers in their centre at Kinsale Road, Cork. Moreover, another noticeable limitation was the participants dwelled more about cricket participation that were carried out through online training sessions than Cricket Connects programme. This development accounted for limited data provided on Cricket Connects in the study.

With the benefit of hindsight, having acquired reasonable experience in carrying out the study, mixed methods, longitudinal and cross-sectional studies may be useful for conducting further study on the research problem. Overall, the study reinforces the opinion that community sports interventions targeted at asylum seekers could be an important initiative for promoting social inclusion and healthy living among asylum seekers in Direct Provision centres in Ireland.

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Appendix

Pre-Interview Guide

Direct Provision

How long have you been in Direct Provision in Ireland?

- **Probe**-Can you explain how your experience has being in living in Direct Provision?
- How did you find settling into DP?
    - Could you talk me through a normal day (routine) for you in Direct Provision?
    - Probe- Do you have any sporting activities that keep you occupied?

Cricket Connects

Have you played cricket before?

Probe- Why do you like playing cricket? What do you enjoy about it?

Probe if relevant- You mentioned that you used to play cricket in your own country. Can you explain if it is difficult for you to participate in cricket in Ireland?

Probe- Can you explain if you play cricket outside of Direct Provision?

What motivated you to participate in cricket programme?

Probe- What are the benefits you hoping to get from participating in Cricket Connects programme?

Probe- What kind of skills are you hoping you to gain from the Cricket Connects programme?

Probe-Is there anything specific you hope will change about your life in Direct Provision through this cricket programme?

Probe- How does participation in cricket sport help you or support you in terms of your mental well-being?

Probe- Can you explain how Cricket Connects may help you fulfil your dreams of coaching and playing?

Post-interview

Experience in Direct Provision

Could you describe to me your experience of when you were first moved to DP?

- ***How did you find resettling and adjusting to life in DP (***
- ***How did living in DP make you feel?***
- ***How did you feel the first couple weeks/months? (would you have had many social connections)***

How did you find having to adapt to a new society?

- ***What was it like for you having to adapt to the new Irish culture?***

When you first arrived in DP did you feel welcomed in your new community?

- ***Immediate community- Did you feel welcomed in DP (were you able to easily fit in***
- ***Wider community- did you feel welcomed in your wider community in the Kinsale (area) surroundings?***

The experience of being an asylum seeker and living in direct provision is really tough, how did that experience impact on your well-being?

- Mental
- Social

Sport (Participation in cricket)

How long have you been playing cricket?

When you moved to direct provision, was cricket a big part of your life?

Where does cricket fit into your regular daily life in DP and how important is it for you?

- **Probe – how about now during Covid?**

What benefits did you gain from playing cricket in DP

- ***New relationships? (Did you develop new relationships while playing cricket?)***
- ***Impact on well-being? (Did it improve your well-being, if so how?)***
- ***Distraction from struggles of DP?***
- ***Influence on integration and resettlement? Impact on identity and sense of belonging?***
- ***Did playing cricket make you happy?***

Are there any barriers for you as an asylum seeker preventing you from increasing your participation in sports?

Cricket connects

Overall, how did you find the cricket connects programme?

- **Probe – what did you enjoy most about the programme?**

How did you feel about the online delivery of the course (Did it meet your expectations?, did it impact on your enjoyment of the programme?)

Since cricket connects has been over, has getting involved in the programme helped your daily experience in DP? (please explain).

What skills did you gain from crickets connects (what did you learn)?

Have you used the skills you gained from crickets connect? **(with people outside DP, with people in DP, used the skills to improve your games in DP?)**

- **Who have you been in contact with or who have you talked with since the end of the programme? (for example, people inside or outside of the centre. Do you talk more about cricket)?**

What is your relationship with your fellow cricket activators now?

How did you feel being around people who enjoyed learning about cricket?

Did cricket connects help to further connect with other individuals who are also into cricket?

How do you feel about your partnership with cricket Ireland? Do you feel they have opened the doors for you to access more sporting opportunities through this programme?

- ***For example, volunteering, coaching. Would you have been aware of these opportunities had you not been involved with cricket connects?***

Coded Transcript

D: how long have you been in Direct Provision in Ireland?	
M: it's been more than five years now, five years three months to be specific.	
D: so, can you give us some insight into how yourexperience with direct has been.	*Distinction made between life as an asylum seeker and as a normal person.*
M: well, I have been in direct provision since 2015 and life is not like a regular person outsidebut as I live with my 4 year old daughter and my wife in Kinsale road accommodation center it's not the same as a normal person living outside. But I say for me it's wasn't that hard since I came to direct provision in Kinsale Road, I been engage with lots of charity works ad lots of organisations and I found a cricket team in kinsale road accommodation. (Friend), (Friend) and other kids they play in the same team so basically it was good. Since we form the club in Kinsale Rd accommodation centre last year not last year 2019, we've playing cricket unofficial cricket matches with eh UCC, Harley quinns and cork county club and so far it's going OK yeah.	*Life in DP is made easier when asylum seeker is engaged and preoccupied.* *Having a team to play with, eased the struggles of living in DP.* *Cricket is a big part of their lives in DP.* *They have their own unofficial club within DP.* *Opened opportunities to integrate with wider society.* *Cricket was very popular in his home country.*
D: So what motivated you to engage with the cricket program	*Feeling of emptiness (very hard for him doing nothing, sitting around)* *Limbo.*
M: well I'm from Bangladesh you know Southeast Asia is very popular for cricket playing matches and cricket is kind of like our main sport back homeand I used to play cricket when I was 16 or 17 I started playing cricket for my school then I played cricket for college and University as well. And uh when I moved to UK I didn't play cricket for a good 4-5 years and after that I moved to Ireland in 2015 and then in direct provision center it was very hard for me like doing nothing sitting around in the center then then i met some of the player people from Pakistan, Afghanistan, South Africa and some African countries. And they were very keen to play cricket within a small place and then we started our club crack 11 and then we met lots of individual group really that wanted to play cricket as well so now at the moment we have about 15 or 16 players who want to play cricket within our club and then we started it and then we played a few games with different clubs and all that and now kind of we have good support from cricket Ireland. andlast year me and our club manager	*Cricket helped them to form a little community of players within DP, which alleviated distress.* *Social capital- made friends, improved social well-being, social connections. Met people from similar background. Improved sense of belonging and identity.* *Similar activities- keen to play cricket.* *Cricket Ireland supported their enthusiasm to increase participation in cricket.*

she was attending a meeting with cricket Ireland and from there we discussed how to integrate	

cricket with Irish community and maybe within the direct provision centre where we have lots of previous cricket enthusiasts who want to play for Ireland and all that then we started the you know	*Asylum seekers want to be a part of wider society.* *Sport as a tool to bridge the gap between host community and asylum seekers.*
D: so personally for you what were you hoping to get from being involved in this program like skills any benefits	
M: well uh I was uh thinking because I'm getting older maybe if I can do this course like going through this training maybe I can share my skills and uh and how I played and pass through my experience to others maybe that's why I uh start doing this training and it gives me lots of like uh like uh what do you say uh opportunity honestly to integrate into the irish community and teach the young wants to play cricket and uh get them involved in the cricket.	*Cricket connects- opportunity to increase sport participation for asylum seekers.* *Opportunity to achieve goals of becoming cricket coach* *Opportunity for integration into wider Irish society.* *Something to do rather than stay in the centre daily.*
D: has participation in this program supported you in any way in terms of your mental well being	
M: yeah definitely because before I was in uh started playing cricket in the direct provision for the first few years in my direct provision life it was very stressful because when you move from different country in Ireland to sitting in direct provision for a good long time you just lose your hope you just lose your concentration and you get frustrated but I was lucky I got introduced to some good cricket players like (Friend), like (Friend) then others. Then I start playing cricket and get introduced to clubs and all that and uh since then I didn't find it very hard For me to uh living in direct provision because I was regularly practicing crickets and I was involved in cricket for good 3-4 years now in Ireland and I met new people as well from different clubs and this cricket connect program it was very helpful it's good to get connected with cricket Ireland and all that you know.	*Engagement in Cricket connects improved mental health.* *Before participation in sport, life in DP was isolating and frustrating.* *Migration from home country to host country is arduous* *Participation in cricket improved overall life as an asylum seeker living in DP.* *Playing sports positively impacted on asylum seeker's life.* *Improved well-being.* *Participation in sports improved social well-being. Opened the doors to develop relationships with host community- new people from different clubs.* *Cricket connects increased social networks.*
D: so one final question before I hand you over to tom, do you think this course can help you fulfill your dream of being a coach or at least set you up in the right direction	

M: yeah definitely because since I joined this course I realize uh I didn't know lots of things before so let's say about the safety awareness sort of thing and the multi-cultural awareness how should I approach a person who is from maybe a cricket playing nation or from other parts of the world how I get to introduce him and how I get to pass my comments and how I get to share my skills to them so it was really helpful and I really learn lots of things from cricket connect	*Cricket connects increased knowledge of cricket sport.* *Cricket connects Lessons on multicultural interrelations.* *Cricket coaching skills*
T: thanks (Participant) thank you very much. Uh (Participant) you mentioned that team you had with your friends I think you said it was uh crack 11	
M: yes crack 11 so crack stands for kinsale Rd accommodation centre.	
T: excellent so could you tell me more about crack 11 maybe and just some of the players that are involved	*Cricket community within DP*
M: well crack 11 when 2015 I came kinsale Rd accommodation with my wife so that time it was summer time, no it was end of summer so like in 2016 there was a guy he was like he was from Bangladesh as well so I saw him playing cricket on his own he was throwing the ball on the wall I'm trying to do some shots and we started a small group of players who would like love to play cricket in the evening in the afternoon time within our kinsale road accommodation premises we started playing cricketin a small basis basically so that time we didn't have the club. But in 2018 or 2017 I met (Friend), (Friend) and few other players from Pakistan Bangladesh and India and uh because we are all from same parts of the world we love to play cricket back home so we were thinking to start our own team. rose she's like our the club manager so we talked to her and because that time we didn't have the proper equipment to play cricket because we talked to her and she put her tweet out a tweet on the twitter that uh people in direct provision centre they want to play cricket and they need some help from irish community to buy equipment and then we got lots of support lots of encouragement from Irish community from UCC from cricket Ireland in 2019 we got a grant	*Cricket community within DP* *Social connections* *Lack of cricket equipment- barrier* *Connection with Irish community* *Received help for equipments*

from cork city county To buy equipment and that's how we started our team	

T: well that's amazing that's very interesting and so do you feel more connected with that local Irish community through your participation in cricket and cricket connect program	
M: well since we started the KRAC 11 we've been introduced to many other teams as well like ucc, Cork County cricket and Harley quinns. And then yeah we got introduced to many other people as well and I've been in contact with cricket Ireland for about two years now and yeah after starting our club we've been integrated more in Irish community than before.	*Social connections* *Cultural resource*
T: and what might you like to do in the future with the skills you learn from the course	
M: well honestly I'd like to be I want to share my experience and my skills to other person as well, cricket connect give me that opportunity to uh learn the actual structural basis of the coach so I think I'll try to be a good coach and pass my experience to my knowledge to young lads so they can play cricket and they can go on.	*Wants to share experience-skills* *Motivation for cricket connects engagement* *Ambitious to be cricket coach*
T: great excellent thank you very much, (Participant). Is there anything else you would like to add about cricket connect or your experience with direct provision anything else you might like to tell us.	*Thankful for cricket connects programme* *Support from Irish community* *Motivation to engage people within DP integrate with Irish community*
M: well I would like to say thank you to cricket connects and cricket Ireland because since we started playing cricket in kinsale Rd accommodation I got lots of support from UCC cricket Ireland and then we had that meeting in ribley hotel about how to improve those skills in the direct provision center. And from there we got that idea to train people in the direct provision centre to be a good player to be a good coach so we can share our views our thoughts and our skills to Irish community and to other people in their provisionand it was really great to get help from everyone and we're really grateful to everyone who supported our team and in future we want to extend our crack 11 team actually and our whole team and we want to spread out forward to other direct provision	*Grateful for Irish support* *Dp cricket team want to play outside DP*

centres and we want to get integrated into Irish community and Irish clubs as well	

T: wonderful thank you and my last question so the skills that you've learned how do you think they will benefit you in the context of direct provision do you think that the course and participating in cricket has helped the feeling in direct provision make you happier or more sad. M: well in direct provision kind of different than a normal person living outside as I told you already before because in direct provision centres you have lots of restrictions you cannot do lots of things as you can do in your normal lifechildren basically are stuck in a situation where their parents are waiting for their status so there are lots of children who are really keen to adapt to new situations and get integrated into new sports and all that and cricket is a good example of integrating people to especially young people to new communities basically because when you play in a team you will introduce two other people to new communities and so yeah I think cricket gives that opportunity for people living in direct provision to get more involved in the community or in the local community than sitting around then doing nothing you know so I hope people in direct provision center will be beneficially we can spread it to all direct provision and if we can get more people involved in this kind of cricket connect program you know.	*Gained skills through cricket connects programme* *Restrictions in DP as a barrier to utilising skills from cricket connects* *Sports integrate communities* *Bridges the gap between asylum seeker community and local community*

Ref.No._____

ETHICS APPLICATION FORM

School of Applied Psychology UCC

(adapted from UCC Social Research Ethics Committee documentation)

Introduction

UCC academic staff and postgraduate research students who are seeking ethical approval should use this application form.

APPLICANT DETAILS

Name of applicant(s)	Diekololaoluwa Prophecy Amujo	**Date**	09/12/2020
Department/School/Unit, & Supervisor's Name	Applied Psychology Angela Veale	**Phone**	021 4904509
Correspondence Address	School of Applied Psychology, CEC, North Mall, UCC	**Professional Email**	118342333@umail.ucc.ie
Title of Project	An ethnographic exploration of the experience of asylum seekers within Direct Provision undertaking a local cricket training course.		

Authorisation

Date when this research was considered by the Ethics Committee of the School of Applied Psychology

Result (please check one):

Approved	
Approved with minor comments (resubmission is not required)	
Approved pending clarification (a list of sections and required clarifications must be made below or appended)	
Approved pending approval from external body (the body or bodies from which approval is pending must be specified)	

Not approved	
Referred to Social Research Ethics Committee (SREC)	
Other	

Feedback for the applicant:

Reviewers' signatures: VS.V. 

Date: 12.12.20

Application Checklist

This checklist includes all of the items that are required for an application to be deemed complete. In the event that any of these are not present, the application will be returned to the applicant without having been sent to review. Please ensure that your application includes all of these prior to submission. Thank you.

Completed Application Checklist	x☐
Completed Ethical Approval Self-Evaluation	x☐
Completed Description of Project	x☐
Information Sheet(s)	x☐
The Consent Sheet(s) are GDPR Compliant	x☐
Psychometric Instruments (citation) / Interview / Focus Group Schedules	x☐
I have consulted the UCC *Code of Research Conduct* and believe my proposal is in line with its requirements	x☐
If you are under academic supervision, your supervisor has approved the wording of and co-signed this application prior to submission	☐

CLINICAL RESEARCH SELF-EVALUATION

If the research project is clinical in nature, then it must be referred to the Research Ethics Committee of the Cork Teaching Hospitals (CREC).

The requirements of CREC are set out in the Committee's manual, which is freely available from the secretariat (crec@ucc.ie). In broad terms, prior approval is necessary where the research methodology involves:

		YES	NO
1	Therapeutic interaction with a human participant		No
2	A clinical trial of, inter alia, a medical device, medicinal product or clinical technique as stipulated under relevant legislation		No
3	Development of diagnostic techniques using human participants		No
4	Access to, or utilisation of, human tissue and body fluids		No
4	Access to, or utilisation of, identifiable medical data concerning individuals (such as clinical records) by parties not directly concerned in the provision of care to these individuals		No
5	Interaction with / observation of individuals in a healthcare contact or setting		No
	If yes to any of the above, consider whether your ethical application needs to be referred to the CREC. If you judge that it falls under the jurisdiction of the School of Applied Psychology, please justify this decision http://www.ucc.ie/en/research/ethics/		

SECONDARY DATA ANALYSIS

If this data is not sensitive and there is minimum risk of disclosure of the identity individuals, then the data may be used without ethical clearance.

		YES	NO
1	Do you consider that this data is sensitive and /or there is a risk of disclosure of the identity of individuals?		No
2	Did the original study receive ethical approval, if YES, please attach documentation confirming that.	Yes	
3	Will the data provided to you will be completely anonymous?	Yes	
4	Will it be impossible to identify participants from resulting reports?	Yes	
6	Will the use of the data not result in any damage or distress?	Yes	
7	Was consent secured for the original data collection and were participants asked if they were willing to have their data archived and made available?	Yes	
8	Does the analysis focus on potentially sensitive personal data? Please specifiy the nature of the data to be analysed in the description of the research*	Yes	
9	Is the data protected by legislation or particular archival restrictions?	Yes	
10	Is your use of the data GDPR compliant?	Yes	

*

This could include, but not be restricted to: ethnic or racial origin, political views or religious beliefs, membership of organisations, such as trade unions, physical or mental condition, family life, sexual life, offence history, legal proceedings. Racial/ethnic origin of the participant
Political opinions
Religious or other beliefs
Physical or mental condition
Sexual or family life
Commission or alleged commission of any offence.
Any proceedings for any offence committed or alleged to have been committed and the disposal of such proceedings or the sentence of any court in such proceedings.

ETHICAL APPROVAL SELF-EVALUATION

		YES	NO
1	Do you consider that this project has significant ethical implications?		X
2	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	X	

3	Will participation be voluntary?	X	
4	Will you obtain informed consent in writing from participants?	X	
5	Will you tell participants that they may withdraw from the research at any time and for any reason, and (where relevant) omit questionnaire items to which they do not wish to respond?	X	
6	Will data be treated with full confidentiality / anonymity (as appropriate)?	X	
7	Will data be securely held for a minimum period of ten years after the completion of a research project, in line with the University's Code of Research Conduct?	X	
8	If results are published, will anonymity be maintained and participants not identified?	X	
9	Will you debrief participants at the end of their participation (i.e. give them a brief explanation of the study)?	X	
10	Will your project involve deliberately misleading participants in any way?		X
11	Will your participants include children (under 18 years of age)?		X
12	Will your participants include people with learning or communication difficulties?		X
13	Will your participants include patients?		X
14	Will your participants include people in custody?		X
15	Will your participants include people engaged in illegal activities (e.g. drug taking; illegal Internet behaviour)?		X
16	Is there a realistic risk of participants experiencing either physical or psychological distress?		X
17	If yes to 16, has a proposed procedure, including the name of a contact person, been given? (see no 25)		
18	If yes to 11, is your research informed by the UCC Child Protection Policy? http://www.ucc.ie/en/ocla/policy/		
19	The Consent form(s) are GDPR compliant	X	

DESCRIPTION OF THE PROJECT

19. Aims of the project

This project emerged from a collaborative venture between Cricket Ireland and the local Direct Provision centre (DPC) in Cork. The research intends to explore asylum seeker's experience of being part of a 20-hour cricket programme offered by Cricket Ireland. The programme will be delivered online and is one week in duration. Upon completion of the course, participants are empowered to deliver cricket coaching to the surrounding community as 'activators.' The researcher (Diekololaoluwa Prophecy Amujo) will employ an online ethnographic approach, where the participant's experience will be investigated through observation and semi-structured interviews.

Recent literature has identified sport participation in the destination country as having significant benefits for asylum-seekers. Gibbs and Block (2017) qualitatively analysed the sport participation of refugee-background youths in Australia, concluding that participation has the capacity to support a number of domains of inclusion.

The current study's sport intervention will allow participant's to become cricket coaches, potentially increasing integration by facilitating assimilation through cricket. The presence of Cricket Ireland and their access to local sport partnerships (LSPs) may provide networking for participants in Direct Provision. Integration into mainstream clubs has the additional capacity to promote the development of bridging social capital with consequent greater potential impact (Gibbs & Block, 2017). The proposed research question is: What is the experience for asylum-seekers of taking part in an online 20-hour cricket coaching course called 'Cricket Connect'?

20. Brief description and justification of methods and measures to be used.

Qualitative methods will be used in order to obtain the lived experience of the participants completing the cricket intervention. The researcher will employ two methods for collecting data: ethnographic participant observation and semi-structured interviews. This study is carried out completely online and does not involve face-to-face contact with participants.

Participant observation

Participant observation involves the researcher (Diekololaoluwa Prophecy Amujo) being present in the online social environment of the DPC and engaging with the research participants throughout the process. The research participants will be taking part in a week-long online

training course. Periodically, the researcher will take field notes on the participants. With an ethnographic lens the researcher aims to capture (while being present in the online social setting) the processes taking place within participants and within the overall group setting. These processes will be recorded through descriptive observations and used to contextualise the lived experience of the participants completing the programme. Despite not having a particular focus, the descriptions will contain information such as the group of people participating in the cricket course, what they do and how they negotiate their abilities and skills. The atmosphere and emotional tone of the group will be captured. There is no use of audio-recording or transcription in this stage.

Semi-structured interviews

The second method of data collection is semi-structured interviews. The interviews will take place before and after the 20-hour intervention, which ensures flexibility in the response-gathering process. Interviews were chosen in order to capture the asylum-seekers' lived experience, specifically information pertaining to their engagement with the cricket course. An interview protocol (Appendix 1) was devised to be used a guide in the interviews. Due to constraints that emerged from a global pandemic, the interviews will take place over a meeting platform such as Microsoft Teams.

21. Participants: recruitment methods, number, age, gender, exclusion/inclusion criteria, detail permissions

The participants are 12 members of displaced communities currently residing in the Cork DPC enrolled on Cricket Ireland's 'Cricket Connect' programe..

22. Concise statement of ethical issues raised by the project and how you intend to deal with them

The researcher will adhere to the rules and regulations as laid out in the UCC Research Code of Conduct (2017) and PSI Code of Ethics. Considering the multicultural and diverse backgrounds and the vulnerabilities of participants as migrants, refugees and/or asylum seekers, the researcher practice will be informed by the multicultural ethical guidelines as suggested by the American Psychological Association (2017). This is to ensure the researcher follows an appropriate and competent understanding of the multicultural background of participants, the

complexity and sensitivity of their circumstances, and considers the intersectionality of individual's social context.

Voluntariness and informed consent

Participation in the study will be voluntary. All participants will be made aware that they are not under any obligation to take part in this study. Should a participant not wish to participate, no information about that participant will be recorded in ethnographic participant observation fieldnotes, nor will the participant be requested to engage in an interview. Written informed consent will be sought for use of any participant observation fieldnotes that may relate to an individual in a personal capacity if they are to be included in their thesis or subsequently for publication. Before individual semi-structured interviews, participants will be provided with an information sheet. Verbal permission will be sought to use an audio recording device in the interview. Participants will be informed that they can withdraw from the study at any time, during the interview, prior to the interview and two weeks following the interview. Under data protection and GDPR guidelines participants will be informed of their right to make complaint about the handling of personal data. Participants will be informed that the audio recordings will be destroyed following transcription of the data. The transcribed data will be held on a secure password protected and encrypted UCC server for ten years and participants will be informed of this. The transcribed data will be stored in a password protected file on the researchers laptop which will be encrypted.

Confidentiality and anonymity

All data pertaining to individuals will be kept confidential and anonymised. Participants name, any identifying information, and identifying information relating to individuals mentioned during the community walk or dialogue will not be recorded in any fieldnotes. All fieldnotes are anonymised. Fieldnotes and interview transcripts will only seen by the researcher and her supervisor. For example, they will not be shared with DPC personnel.

Ensuring confidentiality and anonymity with a small group population **–**Confidentiality and anonymity will be assured by ensuring no identification material, including country or continent of origin, will be mentioned in any write up. If a document is produced for submission for publication, this will be shown to participants so they can ensure confidentiality and anonymity has been maintained. Should DPC participants request any change to the document based on their input or material, these changes will be made prior to submission.

Participants who are interested in part taking in semi-structured interviews will be asked to provide their mobile number in case any information needs to be clarified at the point of

transcription. This information will be destroyed 6 weeks after the interviews are held. For this six weeks, this detail will be stored separate to the audio and transcription data.

Do no harm

Although it is not anticipated that participation in the research will cause distress, it is recognised that there is a potential that topics that arise may be distressing for participants to talk about.

Based on the PSI Code of professional ethics (Swain, 2000): Section 3.3 of the "Avoidance of Harm" when selecting participants, it is important for the researcher to be vigilant about doing no harm.

Section 2.2 "Limits of Competence" article 2.2.1 states that the researcher; "Be aware of how their own experiences, attitudes, culture, beliefs and values influence their interactions with others, and integrate this awareness into all efforts to benefit and not harm others." This requires the researcher to have carefully thought through her own competence before entering into dialogue, identifying ways to ensure her presence is part of a safe and supportive environment for all participants.

It is not anticipated that the research will result in disclosure of a risk of harm to self, information in relation to current or historic child protection concerns or undocumented criminal activity. The Cricket Ireland trainer is present at all group workshops. All participants will be made aware of the limits of confidentiality before engaging in individual interviews with the researcher. The procedure regarding breaching confidentiality will also be outlined as follows: If the researcher believes a breach of confidentiality is necessitated, they will be communicated with her supervisor who will determine a course of action. All such communication will be documented, dated and signed

It is possible that some things may come up in conversation that are sensitive in nature.

- All participants will be informed they can withdraw from the study at any time if they feel uncomfortable. Participants will be informed they have the right not to answer any question. If a participant becomes upset, the interview will be stopped and the participant will be given the choice to continue or withdraw from the study. In case of withdrawal, all data pertaining to that participant will be destroyed. Participants will have a list of other contact numbers of migrant support organisations.

- The researcher will strive to be sensitive with nature of questions and use of language.
- Reflective supervision if distress is experienced by the student researcher will also be available. This will be provided by the students supervisor. The researcher will recognise and understand historical and contemporary experiences with power, privilege, and oppression.

23. Arrangements for informing participants about the nature of the study (cf. Question 3 above). Participants will be verbally informed of the nature of the study. This information will be elaborated in an information sheet, following the General Data Protection Regulation GDPR criteria (see Appendix 2) that will explain participants the research goal; the data protection measures; their confidentiality and anonymity rights; how long will their data be stored; how will their data be treated; their right of withdrawal; and their voluntary participation. The researcher will ensure that participants have read the information provided in relation to the research purpose, she will further encourage participants to raise questions, until they have fully comprehension of the study aims and what their participation involves.

24. How you will obtain Informed Consent (cf. Question 4 above).

The consent form (Appendix 3) will be used to obtain informed consent from participants should face to face interviews go ahead. Verbal informed consent will be obtained should the interviews be online.

25. Outline of debriefing process (cf. Question 9). If you answered YES to Question 16, give details here. State what you will advise participants to do if they should experience problems (e.g. who to contact for help).

Each participant will be debriefed after the interview. The researcher will give a verbal explanation of the research aim, subsequent analysis of the data, and future research direction. Debriefing will not include deception as participants will have been informed regarding the study aim before consenting to share their data and take part in the interviews. The researcher will remind participants of their right to withdraw from the study up to two weeks after the interview. Participants will be informed of their rights to lodge a complaint with the Data Protection Commission. All participants will have the information sheet that has the researcher

contact details and supervisor contact details in the event they decide to contact the researcher for further queries or withdrawal decision.

26. Positive Ethics: What are the benefits of this research: how will in contribute to theory and/or practice, how will it be disseminated, etc

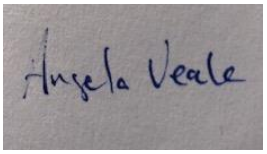
This current research intends to add to the literature regarding life in Direct Provision in Ireland. The novel intervention of cricket will be tested qualitatively through an ethnographic lens. Should cricket coaching prove to be an effective mechanism of change for asylum-seekers in the DPC in Cork, this research paper will be disseminated with recommendations for similar programmes across the country. It is hoped the findings will assist the Direct Provision centres in the development of future support for asylum-seekers.

27. Estimated start date and duration of project

Start date: November 10th Duration: 3 months

Signed _____ Date

Applicant



Signed _____ _____ Date

13/Nov/2020

Research Supervisor/Principal Investigator (if applicable)

Please submit this form and attachments to adminapsych@ucc.ie, with the words ethics application (followed by your full name) in the subject line). Please include a scan of the signatures required. No hard copies are required.

This form is adapted from pp. 13-14 of Guidelines for Minimum Standards of Ethical Approval in Psychological Research (British Psychological Society, J 2004)

Last update: March, 2019

GDPR Compliance		
Participants own their data and they need to give explicit consent to as how their data is used. Participants have legal recourse should the data be used in ways that they have not agreed to. Any breaches of GDPR must be reported to the Data Controller.		
Do your consent forms contain the following information?	**YES**	**NO**
The contact details of the Data Controller.	x	
The contact details of the Data Protection Officer.	x	
Who is collecting the data? (e.g. School of Applied Psychology, UCC	x	
Why the data is being collected.	x	
Whether explicit participant consent being relied upon as the legal basis for processing the data?	x	
How the data will be processed.	x	
How long the data will be retained.	x	
Who the data will be disclosed to.	x	
The rights participants have in relation to their own data outlined.	x	
The right to lodge a complaint with the Data Protection Commission.	x	
The existence of study specific automated decision making (e.g. randomized allocation).		x
Based on this, are all of the consent forms for this study GDPR compliant?	x	

APPENDIX 1.

Interview schedule

1. Could you please tell me a bit about your routine/experience in direct provision before you got involved with this programme?

2. Are there opportunities and activities in the centre that keep you engaged?

3. Do you have any prior or background knowledge on the cricket sport?

4. As an asylum seeker are there barriers that prevent you from being involved in sporting activities?

5. Why did you choose to engage with this programme? Please explain?

6. How did you feel about the cricket programme?

a. Positives?

b. Negatives?

7. Has engaging with this programme had any positive or helpful impact on your life in any way? Please explain?

8. In what way has engaging with this programme helped you socially? (Interactions with other participators? facilitated inclusion? Recreational benefits?). Please explain?

9. Was there anything you were unsatisfied with while you were participating in this programme? Please explain?

10. Has getting involved with this programme helped your daily experience in DP? Please explain?

11. In your opinion, did the program provide you with skills you can use in the future?

12. Is there anything else about your experience I have not asked you that you would like to include?

APPENDIX 2.

Information Sheet

Thank you for considering participating in this research project. The purpose of this document is to explain to you what the work is about and what your participation would involve, so as to enable you to make an informed choice.

The purpose of this study is to understand the if a programme implemented by Cricket Ireland in partnership with Kinsale Road Accommodation Centre called 'Cricket Connect' can help support social and psychological wellbeing and social inclusion for asylum-seekers that take part in 'Cricket Connect'. The research asks 'What is the experience for asylum-seekers of taking part in an online 20-hour cricket coaching course called 'Cricket Connect'?

Ethnographic research is a method whereby the researcher participants in the activities of the study group. In the case of this study, Diekololaoluwa Amujo, a final year psychology student, will participate in the online Cricket Ireland training in order to observe how it is implemented, the social interactions of the participants in the training and she will interact with the group to develop a deeper understanding of the 'Cricket Connect' Programme. The aim of the research is to investigate the lived experience of the participants. The researcher will observe and interview a group of migrant/refugee/asylum seeker's who will undergo a week long online cricket training programme. The researcher will conduct semi-structured interviews which will be audio recorded and transcribed. The interviews are expected to take 15 minutes to complete.

Participation in this study is completely voluntary. There is no obligation to participate, and should you choose to do so you can refuse to answer specific questions or decide to withdraw from the interview. Once the interview has been concluded, you can choose to withdraw your details at any time in the subsequent two weeks.

All of the information you provide will be kept confidential, anonymised, and will be available only to the researcher and her supervisor, Dr Angela Veale. The only exception is where information is disclosed which indicates that there is a serious risk to you or to others, in which case this will be discussed with you before discussing with the research supervisor. Once the

interview is completed, the recording will immediately be transferred to an encrypted laptop and wiped from the recording device. The interview will then be transcribed by the researcher, and all identifying information will be removed. Once this is done, the audio-recording will also be deleted and only the anonymized transcript will remain. This will be stored on the University College Cork OneDrive system and subsequently on the UCC server. The transcribed anonymised data will be stored indefinitely in a data repository at UCC, so that data can be subsequently used in future research. The information you provide may contribute to research publications and/or conference presentations. It is hoped the findings will assist the Direct Provision centres in the development of future support for asylum-seekers.

We do not anticipate any negative outcomes from participating in this study. At the end of the interview, I will discuss with you how you found the experience and how you are feeling. Should you experience distress arising from the interview, the interview will be stopped and you will have the choice to withdraw or continue. If you withdraw, all data relating to you will be destroyed. Contact details for support services are provided below may be of assistance.

This study has obtained ethical approval from the UCC School of Applied Psychology Ethics Committee.

If you have a concern about how we have handled your personal data, you are entitled to this raise this with the Data Protection Commission. https://www.dataprotection.ie/ Should the researcher become aware of a breach of personal data the researcher must report this to the data controller at the School of Applied
Psychology, Prof. John McCarthy. T 353 21 4903000 E: john.mccarthy@ucc.ie

Additionally, the contact details of the Data protection Officer are provided below: Data protection Officer: Caitriona O'Sullivan, Information Compliance manager, University College Cork. T +353 21 4903949 E foi@ucc.ie

If you have any queries about this research, you can contact my research supervisor at: Dr Angela Veale a.veale@ucc.ie

If you agree to take part in this study, please sign the consent form overleaf.

APPENDIX 3.

Consent Form

I……agree to participate in Diekololaoluwa Prophecy Amujo's research study.

The purpose and nature of the study has been explained to me in writing.

I am participating voluntarily.

I give permission for my interview with Diekololaoluwa to be audio-recorded.

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that I can withdraw permission to use the data within two weeks of the interview, in which case the material will be deleted.

I understand that anonymity will be ensured in the write-up by disguising my identity.

I understand that disguised extracts from my interview may be quoted in the thesis and any subsequent publications if I give permission below:

I understand that I will have the opportunity to see any fieldnotes that may relate to me on a personal basis if they are proposed to be included in the dissertation or any publication before publication. I will have to give my written informed consent for the inclusion of such information in any publication.

(Please tick one box:)

I agree to quotation/publication of extracts from my interview ☐

I do not agree to quotation/publication of extracts from my interview ☐

Signed: ……. Date: ……..

PRINT NAME: …….

Debrief Sheet

Project Title: An online ethnographic exploration of the experience of asylum seekers within Direct Provision
undertaking a local cricket training course, ‘Cricket Connect’ implemented by Cricket Ireland.

Name of Researcher: Diekololaoluwa Amujo

Thank you for taking part in this research study. The debriefing sheet will provide you with the full details of the research study in which you participated.

The purpose of this study is to understand if the programme implemented by Cricket Ireland in partnership with Kinsale Road Accommodation Centre called ‘Cricket Connect’ can help support social and psychological
wellbeing and social inclusion for asylum-seekers that take part in ‘Cricket Connect’.

The research aims to investigate the lived experience of the participants. The researcher will observe and interview a group of migrant/refugee/asylum seekers who will undergo a week-long online cricket training programme.

Thank you again for taking part in this research study. If there is anything that you would like to talk over, which is related to this research study, please feel free to do so by making contact with the researchers.

Name of Researcher: Diekololaoluwa Amujo

Email: 118342333@umail.ucc.ie

If you feel psychologically distressed by participation in this study or find that some questions or aspects of the research study were upsetting, discussing with a qualified clinician or counsellor may help. If you feel you would like support, please contact the following services.

Contact details for support services

Phone, Email and Text Support

Samaritans

24-hour emotional support helpline. Emotional support to anyone in distress or struggling to cope. Freephone 116 123 every day 24 hours a day

Visit www.samaritans.org for more information

Mental Health Ireland

Information and support for people who experience mental health difficulties

Information line 01 284 1166 from 9am to 5pm Monday to Friday

Visit mentalhealthireland.ie

info@mentalhealthireland.ie

Grow Mental Health Recovery

Weekly online peer support groups—podcasts, practical resources and information.

Visit grow.ie

info@grow.ie

Information line 1890 474 474

Text 50808

A free 24/7 text service, providing services from a comforting chat to immediate support for people going through mental health or emotional crisis.

Text HELLO to 50808 at any time, day or night.

Visit www.text50808.ie for more information.

Thanks again for your participation