

# 'HOLLAND NO ABI TIFI MAAR AI BETI':

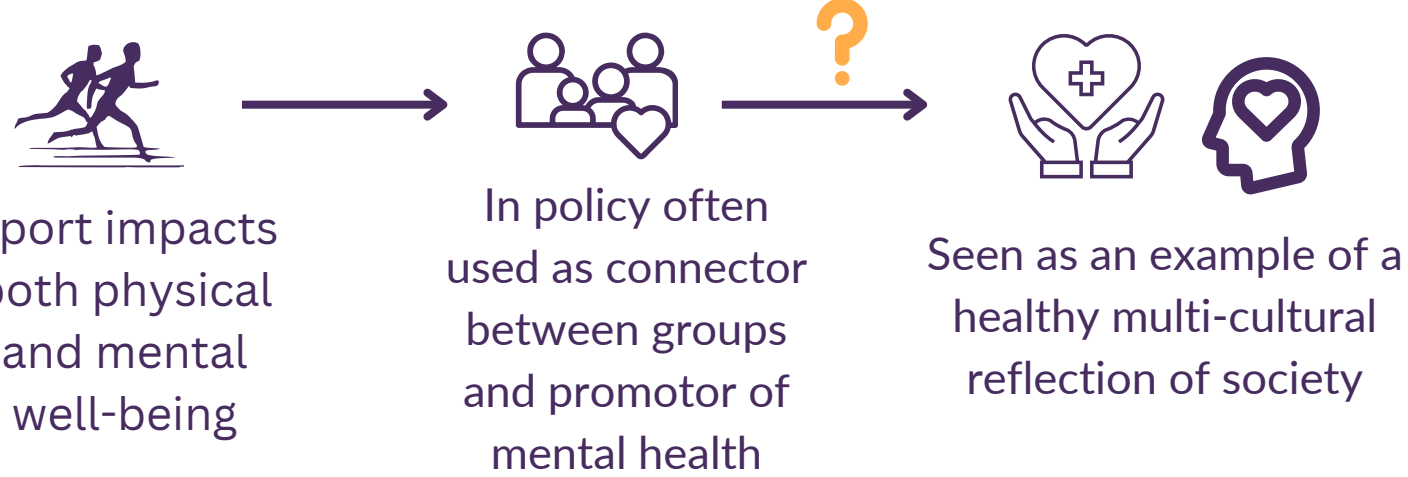
HOLLAND DOES NOT HAVE TEETH BUT SHE DOES BITE

## SPORTS HEROES AND THE SENSE OF BELONGING OF YOUNG ADULT ATHLETES WITH A SURINAMESE AND DUTCH CARIBBEAN BACKGROUND IN THE NETHERLANDS

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### INTRODUCTION & BACKGROUND<sup>1</sup>

- Impact of Dutch colonial past & slave trade
- 25% of Surinamse and Dutch-Caribbean people feel discriminated against based on ethnicity and/or skin color
- Social inclusion is one of the social determinants of health



### Sport heroes<sup>2</sup>

- Narrative constructs that become a source of national belonging and community building
- Shape perceptions of worth and define inclusion and exclusion criteria



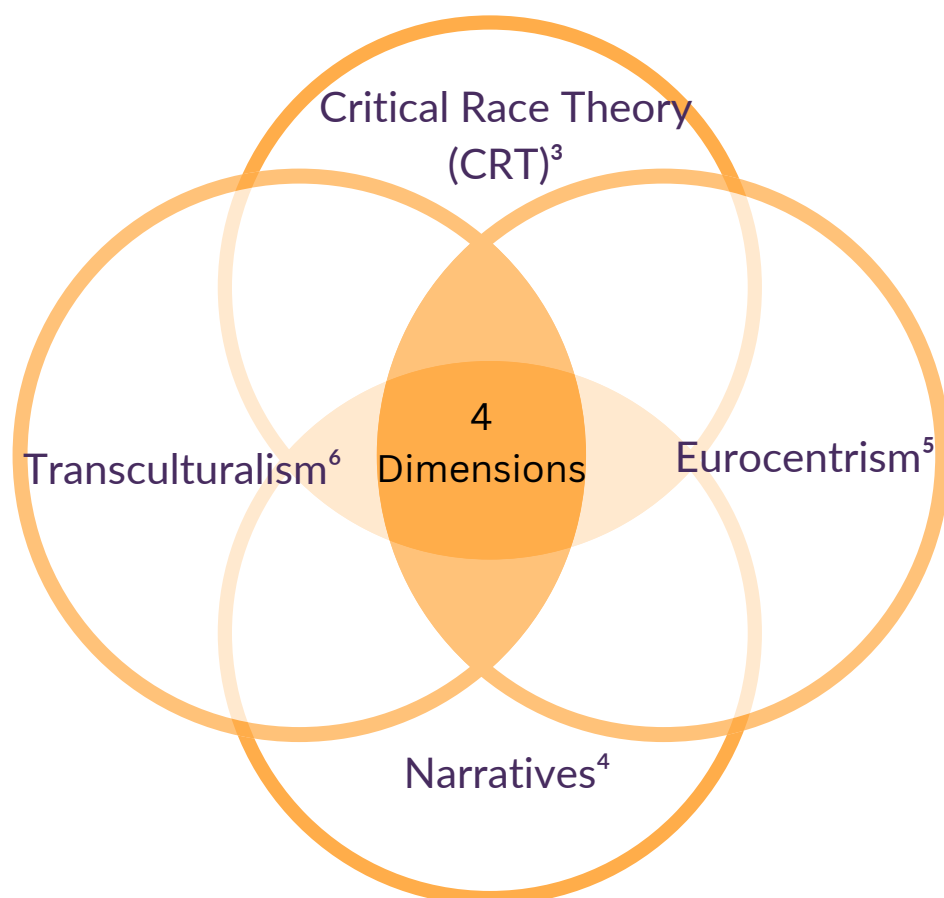
**Aim:** Examine how the sense of (non)belonging in sports and sports heroes (as an influential narrative structure), influences the well-being of post-colonial descendants.

**RQ:** How do sports heroes contribute to the sense of belonging among post-colonial athletes between the age of 18 and 25?

### THEORIES

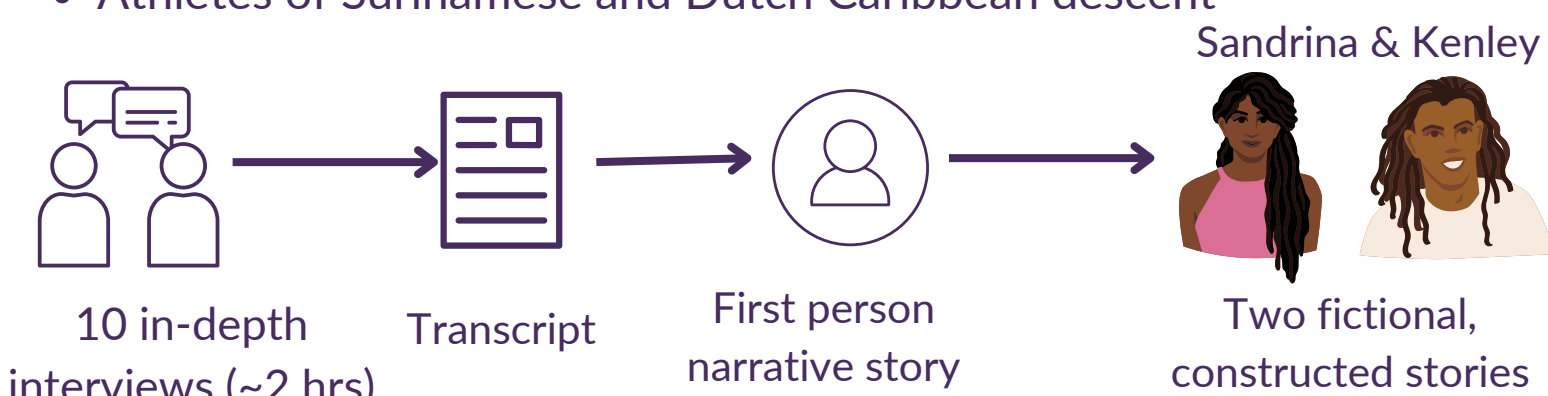
4 Dimensions for understanding community belonging<sup>7</sup>:

1. Being seen
2. Being heard
3. Being read
4. Being close



### RESEARCH DESIGN

- The critical narrative approach empowers participants to articulate their experiences with belonging from their unique perspectives<sup>8</sup>
- Young adults (age 18 to 25), a transitional life period
- Athletes of Surinamese and Dutch Caribbean descent



### RESULTS

Someone once told me to 'go back to my own country,' I got angry and sad but I was also horrified. I didn't quite get it and thought, 'huh, but this is my own country, isn't it?'

I'm constantly reminded of the fact that I'm an immigrant so I will never fully belong here, I'm a guest.

I felt constantly rushed, which eventually manifested itself in mental and physical complaints such as eczema.

There is this stereotype about Caribbean sprinters that they always perform the best. The idea that my performance depends on my ethnicity adds even more pressure.

### 2 types of sports heroes



#### 1. The publicly known hero

- Social media
- Followed from a young age
- Great athleticism
- POC criticized in media



#### 2. The acquaintance who became a hero

- Similar ethnic/cultural background
- Personal connection
- Similarity of context
- Notion of pride and togetherness

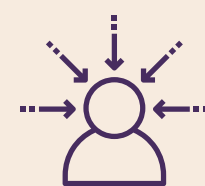
### DISCUSSION

#### (Non) belonging and well-being



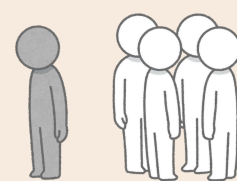
- Elite athletes are always under pressure and high stress levels
- Minority stress adds an extra layer
- Unequal standards require more effort for POC
- The cycle of intense performance pressure and stress leading to diminished enjoyment and poorer performance brings back the performance pressure and stress

#### Hypervisibility and feeling othered



- Racialized ethnic disparities are embedded in all our systems as sports (CRT & Eurocentrism)
- Implicit and explicit exclusion through racism, discrimination, and microaggressions
- Stereotypes in sports

#### Belonging solely under specific circumstances



- Formal vs experienced belonging
- Social identities are mainly based on respondents' marginalized group
- Efforts to be socially included constantly diminished

### CONCLUSION

- The results conflict with the ideology of Dutch sports being color-blind and meritocratic
- (Non) belonging depends on the dominant ethnic group
- Reclaiming the 'allochtoon' narrative
- More attention to the relationship between migration and well-being (SDH)

#### References:

1. Centraal Bureau voor de Statistiek. (2023, January 3). Hoeveel inwoners hebben een herkomst buiten Nederland. Centraal Bureau Voor De Statistiek. <https://www.cbs.nl/nl-nl/dossier/dossier-asiel-migratie-en-integratie/hoeveel-inwoners-hebben-een-herkomst-buiten-nederland>; 2. Parry, K. D. (2020). The formation of heroes and the myth of national identity. *Sport in Society*, 24(6), 886-903. <https://doi.org/10.1080/17430437.2020.1733531>; 3. Hylton, K. (2010b). How a turn to critical race theory can contribute to our understanding of 'race', racism and anti-racism in sport. *International Review for the Sociology of Sport*, 45(3), 335-354. <https://doi.org/10.1177/1012690210371045>; 4. Crang, M., Morley, D., & Robins, K. (1996). Spaces of Identity: Global Media, Electronic Landscapes and Cultural Boundaries. *Transactions of the Institute of British Geographers*, 21(4), 713. <https://doi.org/10.2307/622399>; 5. Wintle, M. (2020). Eurocentrism. In *Routledge eBooks*. <https://doi.org/10.4324/9781003014461>; 6. Mansouri, F., & Al-Deen, T. J. (2023). Acts of transcultural belonging and social empowerment among migrant youth. *Ethnic and Racial Studies*, 46(10), 1997-2019. <https://doi.org/10.1080/01419870.2023.2174811>; 7. Hudson, K. D. (2015). Toward a Conceptual Framework for Understanding Community Belonging and Well-Being: Insights from a Queer-Mixed Perspective. *Journal of Community Practice*, 23(1), 27-50. <https://doi.org/10.1080/10705422.2014.986595>; 8. Chase, S. E. (2003). Learning to listen: Narrative principles in a qualitative research methods course. In *American Psychological Association eBooks* (pp. 79-99). <https://doi.org/10.1037/10486-005>