

Fair Access Self-Assessment Tool

This template is designed to support **Step 2** in relation to **Fair Access Action 1: Assess opportunities and identify actions for implementing fair access**

The City's Fair Access Policy and Action Plan aim to increase participation in sport and active recreation for everyone, in particular women, girls and under-represented groups. The intent of the Self-Assessment Tool is to help you find ways to reach more people by making more people feel welcome and safe to participate. Everyone's experiences are different, and this tool will help you identify what your organisation is doing well, where you can be more inclusive and get ideas of actions you can try. It is considered good practice to do the Self-Assessment Tool every 2 years.

BENEFICIAL STEPS	
Survey	Step 1 Survey community or members
ESSENTIAL STEPS	
Assess	Step 2 Complete the Fair Access Self-Assessment Tool
Communicate Actions	Step 3 Fill out the Fair Access Action Plan Template
	Step 4 Seek endorsement of the Action Plan through your organisation's committee/board
	Step 5 Share your organisation's Fair Access Action Plan publicly

If your organisation can, it is beneficial to also:

- Survey your members prior to completing the Self-Assessment Tool to have a better understanding of what members value, and
- Prepare an Action Plan after to make your organisation's direction clear to everyone.

Visit the [City's website](#) for further information, templates and the Self-Assessment Tool.

Self-Assessment Tool steps

- 1** Identify a sub-committee to undertake the assessment. This should include a few committee members as well as some people from the broader organisation to capture diverse experiences and opinions (e.g. people of different genders, ages, cultural backgrounds, abilities, religions and sexual orientations). To reduce burden on existing volunteers, try promoting this process to all members and asking for expressions of interest to lead or be on the sub-committee, emphasising the need for diverse experiences and opinions.
- 2** Designate a person to get participation data for the participation summary.
- 3** Ask the sub-committee members to review the self-assessment tool individually before meeting together.
- 4** Set a meeting, and as a sub-committee, work through the Self-Assessment Tool. The meeting may take around two hours if members of the group have read through the Self-Assessment Tool before the meeting.

Organisation name:

Date:

Participation Summary

This section is to record the number and gender breakdown of players, volunteers and staff in key roles. This can help identify the different roles that different genders currently play within your organisation and areas to target for improvement.

Roles	Women/Girls	Men/Boys	Gender Diverse /Non-Binary
Committee executive positions			
Other committee members			
Coaching			
Team management			
Officials (e.g. scorers referees/umpires)			
Senior players (18+)			
Junior players			
Social members			
Other roles (please state e.g. canteen manager)			

Checklist

This checklist includes a range of opportunities to address common participation problems, along with examples of actions you could try to increase inclusion and equity. These examples are the ideas that sport and active recreation organisations and community members suggested during engagement for the development of the Fair Access Policy and Action Plan.

There are a lot of opportunities and examples listed, but you don't have to do all of them.

You are only asked to provide one example/ comment and one action per section.

Organisations should prioritise actions within your means, and to best increase inclusion and equity.

Think about improvement rather than perfection:

- You don't have to do everything
- Be honest about where your organisation is at
- Be respectful and open to different opinions

**Against each opportunity,
score your organisation:**

2

Yes, we do
this well

1

Yes, but we
could improve

0

No, we don't
do this yet

For each section provide:

- One example or comment on what your organisation is already doing, and
- One action your organisation can try to:
 - improve on what you're already doing, or
 - celebrate and promote what your organisation is doing well
- You can list more examples and actions if you want to



1. Governance and culture

1.1 Standards of behaviour

Having standards of behaviour creates a shared understanding of expectations, and provides a mechanism for enforcement when there are inappropriate behaviours. There can be resistance from members when practices are changed. Education and open discussions can help people work through their concerns.

Empowering leaders and putting measures in place to become genuinely welcoming and safe sets the organisation up for success when encouraging women, girls and under-represented groups to participate. All members need to be supportive of inclusion because it can take just one person to make an organisation or facility feel unsafe. Men play an important role as an active bystander and ally in stopping discriminatory behaviour towards women.

Opportunity	Score
1.1.1 Establish and communicate expected standards of behaviour through a code of conduct or policy for all members	
<p>Examples: Set expectations early through a code of conduct or policy for all members, including the Fair Play Code and other relevant rules, including:</p> <ul style="list-style-type: none"> a) zero tolerance of violence, discrimination, harassment, sexual harassment, and sexism. b) unacceptable language, jokes, comments, verbal abuse, sledging, images and materials. c) regarding gender, sexuality, age, religion, race or disabilities. d) action to be taken if the policy is violated. 	
1.1.2 A feedback process is available and members are encouraged to use it to enable improvements to how safe, equitable, welcoming and inclusive the organisation is	
<p>Examples:</p> <ul style="list-style-type: none"> a) To review how equal, safe, welcoming and inclusive the organisation is. b) To identify areas for improvement. c) To report instances of discrimination, harassment or inappropriate behaviour, in a safe and confidential process. d) To enable action on concerns raised and for feedback to be provided to those involved. 	

2 Yes, we do this well 1 Yes, but we could improve 0 No, we don't do this yet

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1.1.3 Enforce a clear set of standards of behaviour

- Examples:
- a) Have a process for all members (including, players, parents, volunteers, and officials) to agree to follow the set standards of behaviour at the beginning of each season.
 - b) Organisation leadership (including senior players) lead by example and have the knowledge and confidence to respond to inappropriate behaviour.
 - c) Organisation leaders are supported with training to respond to inappropriate behaviour, e.g. bystander training, resistance training, unconscious bias training.
 - d) Organisation's that don't have experience with disciplinary processes can seek support from other organisations that do.

1.1.4 Provide training and education for volunteers, staff, parents and players to support respectful and inclusive behaviour

- Examples: Training and information sharing with members to increase understanding of respectful and inclusive behaviour to women, girls and under-represented groups, including:
- a) Discuss changes with entire playing group
 - b) Consider how to introduce changes to minimise resistance
 - c) Encourage members to support all parts of the organisation and all activities
 - d) Provide an easy read/ easy English version of documents
 - e) Provide inclusion information to support expected standards of behaviour. This should be repeated to capture changing membership. Inclusion information may include building awareness in:
 - i. how to respond to inappropriate behaviour as a bystander,
 - ii. cultural safety,
 - iii. gender equity,
 - iv. LGBTQIA+,
 - v. all abilities.
 - f) Consider formal training for particular roles or for all members as appropriate.
- Some inclusion information and formal training options are available on the [City's website](#).

2 Yes, we do this well **1** Yes, but we could improve **0** No, we don't do this yet **Total:**

Comments or examples of what your organisation are doing

Example: Our club has adopted our own/our State Sporting Association's code of conduct.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Provide reminders about our code of conduct on our social media and get players and parents of juniors to sign a document at the start of each season agreeing to follow the code of conduct.

1.2 Demonstrate an equity focus

People may not consider joining an organisation that does not outwardly represent them or commit to equitable practices. Effective communication enables everyone to have a shared understanding of what is expected and valued. Getting feedback from the full diversity of the community can help decisions and practices to better reflect the values and needs of the community.

Opportunity	Score
1.2.1 The organisation's constitution and name are inclusive	
<p>Examples: Including removal of gender dominance in names:</p> <ul style="list-style-type: none"> a) E.g. if the football and netball clubs have amalgamated, the netball team is represented in the club's name. b) Language used in the organisation's constitution is inclusive, e.g. the pronoun used for committee positions is 'they' rather than 'he/she', and Chairperson is used instead of Chairman. 	
1.2.2 Communicate commitment to diversity and inclusion to organisation members and community through a forum and with language that is easily accessible	
<p>Examples:</p> <ul style="list-style-type: none"> a) Organisation has a policy or statement showing its commitment to diversity and inclusion. b) Planning documents are shared with the community and are readily available, e.g. on organisation website. c) Planning documents are available in an easy read/ easy English version, or other languages as appropriate. 	
1.2.3 Engagement is undertaken with members for planning and decision making to capture diverse perspectives	
<p>Examples: Through survey, interview and/or focus groups with players, coaches, parents and other members as appropriate.</p>	
1.2.4 Money raised by organisation is spent in a fair and equitable manner	
<p>Examples: If your trivia night raises \$1,000, it is spent to benefit all members.</p>	
1.2.5 Seek relevant funding and grants to support implementation of fair access requirements	
<p>Examples:</p> <ul style="list-style-type: none"> a) For organisation building activities and resources. b) To engage a consultant to help with planning. c) For training for players, volunteers, leaders or paid positions. 	
<p>2 Yes, we do this well 1 Yes, but we could improve 0 No, we don't do this yet Total:</p>	

Comments or examples of what your organisation are doing

Example: Our club's constitution/rules use gender inclusive language e.g. 'they' and 'chairperson'.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Promote our organisation's policy/action plan on fair access/diversity/inclusion on our social media.

1. Governance and culture total

1.1

+

1.2

=

out of 18

2. Leaders, volunteers and paid positions

2.1 Inclusive and equitable leadership

Fair and equal pay, influence in decision making and ability to access information and support should not be determined by aspects of a person's identity. We all have biases based on our personal experiences, so diversity in decision making roles can lead to better and more inclusive practices. Two-way communication and making people feel supported can enable people to take on more, and maximise what they get out of the experience too.

Opportunity	Score
2.1.1 Pay for paid positions is fair and equal for the same role	
Examples: Different people (including different genders) receive equal pay for the same role, e.g. players, coaches, administrators, and other game day officials/staff.	
2.1.2 There is equitable representation in roles, including decision making roles, to capture diverse perspectives	
Examples: a) Audit who is in executive, committee, coaching, officiating and other leadership roles. b) Recruit for diversity in roles such as representation of different genders, ages, abilities and cultural backgrounds. c) Set targets such as at least 40 per cent of committee members are women.	

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Opportunity	Score
2.1.3 Leaders of the organisation are fair and approachable Examples: Leaders and facilitators need to be fair and approachable to everyone. Where interpersonal skills are important for a role to function, this should be carefully considered in the appointment of a person to this role.	
2.1.4 Designate a role to focus on inclusion Examples: <ul style="list-style-type: none"> a) Have an inclusion support officer to focus on welcoming newcomers, making sure they have what they need and follow up on how they are progressing. b) Have a development officer to focus on making sure those that take on a role are supported to get to where they want to be, including wellbeing, development opportunities, and matching ability of, e.g. referee with appropriate matches. c) Have an overarching volunteers coordinator to fairly assign duties, coordinate shared roles and to minimise loss of continuity. 	
2.1.5 Promotes roles to all members, including support and development available Examples: <ul style="list-style-type: none"> a) Publicly advertise opportunities. b) Tell the target demographic that they are wanted for the role. c) Promote what support and development opportunities will be available. d) Promote benefits of taking on roles, such as allowing people to participate in an organisation and benefit from social connections, without needing to play. 	
2.1.6 Encourages women, girls and people from under-represented groups to take up roles Examples: <ul style="list-style-type: none"> a) Encourage, welcome and support participation by all members in any direction they are interested in pursuing. b) Breakdown stereotypes in allocation of roles, e.g. don't just have women in the canteen and men in the bar. c) Identify people with passion or an interest, tap appropriate people on the shoulder and encourage them to apply. 	
2 Yes, we do this well 1 Yes, but we could improve 0 No, we don't do this yet Total:	

Comments or examples of what your organisation are doing

Example: Our committee has 40% women and some of the women hold executive positions.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Have a volunteer coordinator to support volunteer development and wellbeing.

2.2 Reducing barriers to involvement in club roles

People can feel that volunteering is a lot of work, that the job is bigger than it is. By providing position descriptions, every member can understand the responsibilities for each organisation role. Increasing the flexibility or reducing the commitment of roles allows the workload to be shared by more people, and once people get experience with something small, they may be willing to take on more. Our biases and attitudes are formed by what we experience. By exposing children to diverse leadership and positive attitudes to that diverse leadership, the organisation can influence intergenerational cultural, attitudinal and behavioural change.

Opportunity	Score
2.2.1 Position descriptions for all roles are developed using inclusive language and shared to all members	
<p>Examples:</p> <ul style="list-style-type: none"> a) Use inclusive language when promoting roles e.g. pronoun used for committee positions is 'they' rather than 'he/she', Chairperson is used instead of Chairman, seniors and juniors instead of boys or girls. b) Provide information about what roles involve, how to get involved and time commitment. c) Have positions descriptions for organisation roles available in a publicly accessible location. 	
2.2.2 Roles are made more appealing by increasing flexibility or reducing the commitment of roles	
<p>Examples:</p> <ul style="list-style-type: none"> a) Split larger roles and allow sharing of leadership positions (two people can be president or coach) or part time roles. b) Bigger roles are made easier by people that want to help a little. Separate off smaller duties that are more manageable for new people or those that can help a little. c) Display a job board that is visually appealing and identifying who is helping to publicly acknowledge those who help. d) Hold helper days or working bees. e) Have a rotating chore roster. f) Provide online options for meetings. g) Consider outsourcing some responsibilities, e.g. paying an administrator. h) Consider incentives, such as subsidising or waiving registration fees, and have other small incentives, such as a club meal, financial contributions for subscriptions and apparel, to attract and retain volunteers. i) Use a name other than volunteer because some people will avoid 'volunteer' roles for fear of the workload. j) Promote mechanisms and variations available to reduce workload and that you are open to making adjustments. 	
2.2.3 Develop a culture of support for leaders and volunteers	
<p>Examples:</p> <ul style="list-style-type: none"> a) Actively manage the game day environment, so parents, spectators and parents are supportive of those filling roles, especially women, girls and those from under-represented groups. b) Expose children to coaches and officials that are women, girls or from under-represented groups to positively influence the children's perceptions towards women, girls and people from the under-represented groups in these roles. c) Encourage parents to display positive attitudes towards women, girls and under-represented groups in coaching and officiating roles through equal and visible promotion, acknowledgement and recognition of coaches and officials. 	
2 Yes, we do this well 1 Yes, but we could improve 0 No, we don't do this yet Total:	

Comments or examples of what your organisation are doing

Example: Our club has position descriptions for all roles on our website with information about how to get involved.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Identify smaller duties that can be allocated separately of larger roles, and encourage sharing of these duties on a jobs board.

2.3 Training and development for roles

More teams require more resources, but more teams also increase the potential pool of volunteers – friends and family of new players. Women, girls and under-represented groups may not have enough experience with the activity to feel confident to take on roles, so additional support may help them build capacity and confidence, e.g. In historically male sports, mums may not want to coach their daughter's team if they haven't played before.

Opportunity	Score
2.3.1 Equity is demonstrated in how leaders, volunteers and people in paid roles are developed:	
a) Sharing opportunities and encouraging	
Examples: a) Continually sharing upskilling opportunities as they arise, so that everyone knows about them. b) Encouraging women, girls and people from under-represented groups to pursue upskilling opportunities.	
b) Upskilling spectators and supporters	
Examples: a) Encouraging and upskilling parents, friends and other family of new members to take on small volunteer roles, e.g. teaching some parents how to score for their kids game.	
c) Mentoring	
Examples: a) Offering shared roles for mentor, e.g. co-coaching. b) Bringing someone in as the assistant coach, to be mentored by the head coach. c) Offer up and coming coaches the opportunity to shadow a higher level coach.	

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Opportunity

Score

d) Supporting skill development incrementally, with manageable steps	
<p>Examples:</p> <ul style="list-style-type: none"> a) Giving someone who shows promise a young/easy team to coach. b) Sharing roles, splitting large roles between multiple people, e.g. splitting coaching into attack, defence and mid. c) Finding a coach for lower grades from players who have been in the A grade team at club for a while. 	
e) Organisation subsidises or pays for training for	
<p>Examples:</p> <ul style="list-style-type: none"> a) Coaching accreditation. Where the coaching role is a paid position, the club may pay for coaching accreditation in exchange for a certain period of free coaching. b) Governance and committee roles, e.g. promotion, grant writing, leadership. c) Facilitators to build skill and awareness of how to modify activities for people with disabilities. d) Facilitators on motivation and training techniques to foster a safe, inclusive and welcoming environments. e) Coaches to understand what success looks like, when participation rather than winning is the objective. 	
f) Providing targeted development opportunities for women, girls and under-represented groups	
<p>Examples:</p> <ul style="list-style-type: none"> a) Encouraging high school students to participate in an officiating program/accreditation. b) Women specific training, so coaching can be more attractive for women. c) Youth leadership program, e.g. 14-18 year old females. d) Offer women, girls and under-represented groups additional training opportunities to work towards leadership roles, e.g. training in administration or governance. 	
<p> 2 Yes, we do this well 1 Yes, but we could improve 0 No, we don't do this yet Total: </p>	

Comments or examples of what your organisation are doing

Example: Our club uses the assistant coach role to mentor those who need it.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Be more targeted in offering training to women, girls and under-represented groups for organisation roles.

2. Leaders, volunteers and paid positions total

2.1	+	2.2	+	2.3	=		out of 30
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3. Participation

3.1 Opportunities and pathways for everyone

People participate in sport and active recreation for different reasons e.g. socialising, opportunities to make friends, health and fitness; and a lot of people aren't driven by competition. Playing against people of a similar skill level can be more enjoyable for all participants. Judgement and competition within a team or organisation can lead to people not feeling good enough and not registering or trying out for teams. Sharing positions and game time can create a more positive playing environment and increase development opportunities.

Opportunity	Score
3.1.1 Participation opportunities are provided for all skill levels	
Examples: a) Offer enough teams and low enough grades so that people don't miss out and there are pathways for beginners. b) Increase team sizes and allow for additional rotations/substitutions, giving all players game time and sharing positions between different people.	
3.1.2 A supportive culture is fostered to prioritise participation over winning	
Examples: a) Reduce emphasis on try outs and opt for a come and try session. b) Allow friends to play together in teams. c) Provide opportunities for teams within a club to get to know each other, to reduce anxieties should players move between teams. d) Enable greater connection between different grades, e.g. combined training. e) Use training techniques that foster a safe, inclusive and welcoming environment, e.g. not singling a player out for poor performance or regularly using one player for demonstrations to avoid feelings of judgement.	
3.1.3 Appropriate grading is provided to match individuals or teams of similar abilities	
Examples: a) Providing different grades or group people of similar skill levels. b) Provide a level up/down grade system so teams within grades are of a similar level. c) Handicap system. d) Stopping more experienced players using lower grades as practice for harder grades. e) Being transparent about requirements and the level of activities. f) Provide new age groups, grades or groupings. g) At a participation level (e.g. social competition), group people by skill, rather than age, ability or gender where appropriate.	
2 Yes, we do this well 1 Yes, but we could improve 0 No, we don't do this yet Total:	

Comments or examples of what your organisation are doing

Example: Our club offers a range of grades so that people of all skill levels can participate.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Run a few combined training sessions each season for similar teams.

3.2 Activity formats

Alternative formats can help to address the different motivators of participation:

- Lower time commitment and flexibility can increase the appeal of activities that are typically more structured in the time required
- Activities with a more social focus, may be more appealing to those that are not driven by competition
- Accessible/gentle activities can be for everyone, e.g. a walking version of a sport can be for anyone with lower mobility or fitness including people with a disability or injury
- Under-represented genders may lack pathways if activities become gendered after a particular age

Opportunity	Score
3.2.1 Provide modified, social or lower commitment opportunities to encourage participation of women, girls and under-represented groups	
Examples: a) Social and casual opportunities. This may include competitive and non-competitive options. b) Ask participants, and modify activities based on what would be appealing. c) Permit regular substitutions (rolling substitutions), allowing for greater variation in team sizes, and more people getting game time and trying more positions. d) Playing music, providing food and encouraging a fun community environment. e) Shorter time commitment, e.g. so that the activity can be completed in 1 hour, or fewer rounds so that the season is finished in a shorter number of weeks. f) Offer formats with reduced minimum team sizes, so that it takes fewer people to enter a team. g) Mid week day or night programs. h) Pay as you go rather than an upfront team fee. i) Fill-in system, or larger teams to accommodate players not participating every week. j) Offer team entries or for individuals to be connected with a team.	

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3.2.2 Provide integrated participation opportunities for people of all abilities

- Examples:
- a) Ask your women, girls and under-represented groups how they would like to participate.
 - b) Welcoming all abilities players into all activities where possible.
 - c) Provide modified or participation-based programs to attract people of all abilities, e.g. a walking version of sport for anyone with lower mobility.
 - d) Support those with injuries to remain in the club in less physical roles, e.g. volunteer role.
 - e) Provide opportunities that support those that are neurodiverse, including:
 - those that are anxious about starting something new;
 - opportunities to build social skills or improve physical capabilities at a pace that suits their needs;
 - those sensitive to noise.

3.2.3 Participation opportunities and pathways are provided for all genders

- Examples:
- a) Providing gendered and non-gendered activities as appropriate at different skill levels. Consider if an activity needs to be gendered.
 - b) Providing opportunities and pathways for under-represented genders including gender diverse participants.
 - c) Contact State Sporting Association or other support agencies for ideas on gender inclusion.
 - d) Discuss with participants of under-represented genders including gender diverse participants, how they would be most comfortable participating in gendered or non-gendered activities.

2 Yes, we do this well **1** Yes, but we could improve **0** No, we don't do this yet **Total:**

Comments or examples of what your organisation are doing

Example: Our club offers a regular social match with smaller team formats offered when there is lower attendance.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Set up a survey to understand how our club's women, girls and under-represented groups would like to participate.

3.3 Reducing barriers

Reducing barriers can make participation more accessible:

- Pathways to learning or playing an activity can include coaching, equipment, uniform, travel, membership, game fees or insurance, and the cost can be prohibitive
- Alternative communication methods can enable a person who is deaf or hard of hearing or who use English as a second language to participate
- It is important to understand in what situations women, girls and under-represented groups may prefer to participate separately or with privacy to reduce feelings of judgement or discomfortable with people watching
- Well-fitting uniform and appropriate equipment can make participants more comfortable and increase confidence

Opportunity	Score
3.3.1 Provide or promote affordable and low-cost options for membership, equipment and activities	
<p>Examples:</p> <ul style="list-style-type: none"> a) A pool of club equipment and protective gear, including second hand donations, and grants for new equipment. b) Fundraising and sponsorship to reduce costs to members. c) Payment plans, reduced cost or free memberships. d) Low-cost opportunities, e.g. casual or social activities. e) Providing a low-cost beginner/skills development option. f) Carpooling to training and matches. g) Membership vs pay as you go. h) Promote any current voucher programs for low-income members, such as the Victorian Government voucher program. i) Encourage members to explore their NDIS plan to see if they can get assistance. j) In-kind contributions instead of paying membership, e.g. helping with maintenance. k) Having a meal night to support healthy eating. l) Connecting with schools and other supporting organisations to offer more support to disadvantaged players. 	
3.3.2 Provide alternative communication methods for people who speak English as a second language and those with a hearing impairment	
<p>Examples:</p> <ul style="list-style-type: none"> a) Interpreter, translator, live captioning or notetaker for activities or events. b) Written information or videos in different languages. 	
3.3.3 Enable privacy while maintaining passive surveillance in participation opportunities	
<p>Examples:</p> <ul style="list-style-type: none"> a) Scheduling compatible groups and activities together. b) Provide workout spaces free from mirrors or that have physical separation or barriers from spectators. c) Smaller group sizes. d) Consider the need for passive surveillance for safety. e) Provide private sessions for women, girls and under-represented groups that may prefer or require privacy due to body consciousness or for religious reasons, e.g. a women's swimming session or gym space. 	

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3.3.4 Allow for variations with uniform and equipment to support participation

Examples:

- a) Implement a flexible uniform policy and strategies that listen to what members want.
- b) Uniform that suits different body types and permit modifications, e.g. for modesty or religious reasons.
- c) Allow modifications, equipment or provide opportunities that can support participation, e.g. smaller or lighter equipment for smaller women and girls, audible ball or sighted helper for low vision participants, bionic arm to remove need for bending.

3.3.5 Provide a child friendly environment for parents with caring responsibilities

Examples:

- a) Encourage parents to return to the sport/activity.
- b) Providing a kids activity at or around the same time as the parents activity.
- c) Allocate a safe space for children to play while parents participate.
- d) Provide supervision of children while parents participate.
- e) Consider child safe standards when providing for children.

3.3.6 Provide and encourage activities for parents/carers while children participate

Examples:

- a) Supporting their kids activity as a volunteer.
- b) Providing an opportunity for parents/carers to learn the sport/activity at the same time as their kids activity.
- c) Identify activities that are completely separate from their kids activity, e.g. identifying a walking circuit that parents can do.

2 Yes, we do this well **1** Yes, but we could improve **0** No, we don't do this yet **Total:**

Comments or examples of what your organisation are doing

Example: Our club offers payment plans to members and teams organise carpooling to matches.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Implement a flexible uniform policy that allows for modifications.

3. Participation total

3.1	+	3.2	+	3.3	=	<div style="border: 1px solid black; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center;"></div>	out of 24
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4. Promotion and recruitment

4.1 Communications, marketing and events to show commitment to equity

The image presented by the organisation and information publicly shared about the organisation can help individuals to find which groups, clubs, and facilities are inclusive, safe, and accessible to them, and best represent aspects of their identity and values.

Bringing women, girls and under-represented groups to the forefront can help them to feel valued. People have a greater sense of belonging and what they can aspire to when they see peers or leaders that they can identify with, showing what they can achieve. Organisations can be leaders in changing societal attitudes – valuing and showcasing members of different grades, abilities, fitness levels, genders, cultural backgrounds.

Opportunity	Score
4.1.1 The image put forward by the organisation is inclusive, positive and appropriate; representing the diversity of the community	
<p>Examples: An inclusive image will represent the diversity of the community, including:</p> <ul style="list-style-type: none"> a) Voices we hear, e.g. including female commentators. b) Language used is inclusive, e.g. referring to junior and seniors rather than genders. c) People we see, e.g. women's showcase match or women and girls round so all the focus is on them. d) Website and social media presence, e.g. photos and promotion of activities showing diversity. e) Signs at the facility welcome different under-represented groups, e.g. a sign saying welcome in different languages, different country flags, Acknowledgement of Country sign. f) Organisation memorabilia, e.g. showing diversity, or tailoring content for target audience with a slideshow on TV screen or removable flags or banners. 	

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4.1.2 Organisation shares information about how it is inclusive and how people can get involved

Examples: Organisation to provide information about their activities and inclusion online, including the **CONNECT Greater Bendigo website**:

- a) In simple/easy English.
- b) Outlining it's values and identity.
- c) Expressing it's openness to women, girls and under-represented groups joining.
- d) On how it is inclusive and/or how accessible it is, e.g. for people with a disability, they may look for information about accessible toilets, parking, if they will need help navigating the facility.
- e) Explaining how to join and participate.
- f) Promoting the benefits of participating, e.g. physical health, fitness and wellbeing.

4.1.3 Organisation promotions are inclusive and accessible

- Examples:
- a) In promotional material, on websites and across social media platforms showing diversity.
 - b) Considering who you are trying to attract with the promotion, e.g. promotions in simple English or another language.
 - c) Promoting where the target audience go, or where there are lots of people, e.g. offering showcase matches or come and try experiences at Bendigo Easter Festival or Zinda Festival.
 - d) By partnering with other sports to cross promote.
 - e) Campaigns to breaking down stereotypes of who participates, e.g. different ages/genders.
 - f) Providing information to local community, e.g. through newsletters of schools or neighbourhood houses.
 - g) Work with schools to have a family sports days to bring parents and kids together with sport, e.g. international sports day.

4.1.4 All organisation events (social, official etc.) are inclusive of all members and developed with input from diverse perspectives

- Examples:
- a) Inclusive of all members, e.g. family-friendly events and diversity awareness rounds.
 - b) Developed with the input of different demographics including women, girls and under-represented groups for balance.
 - c) Do not reinforce gender stereotypes.

4.1.5 Role models and leaders reflect diversity of the community

- Examples:
- a) Role models that reflect the diversity of the community are invited to be present or to speak at game/events, training sessions, social occasions or to speak to junior teams.
 - b) This may include senior club captains, professional, elite or sub-elite sportspeople, coaches and successful sport administrators.
 - c) Role models that are relatable to women, girls and under-represented groups should be prioritised.

4.1.6 Celebrate diversity in organisation including all grades, abilities, fitness levels, genders and cultural backgrounds

- Examples:
- a) Celebrate teams at all grades, abilities, fitness levels, genders, cultural backgrounds.
 - b) Celebrate how organisation is inclusive.

4.1.7 Reward and recognition is fair and equal for all participants

Examples: a) The reward and recognition (including trophies, awards, prizes) of players, members, and volunteers is fair and equitable.

2 Yes, we do this well **1** Yes, but we could improve **0** No, we don't do this yet **Total:**

Comments or examples of what your organisation are doing

Example: Promotional material and photos on our websites and across social media platforms show diversity.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Promote matches, celebrate match milestones and wins for teams and players of all genders and grades.



4.2 Targeted recruitment for equity

Being clear about your target audience in recruitment can help that group to know they are welcome.

It can be hard to attract and keep one person from an under-represented group, because people like to feel like they fit in. Hosting targeted recruitment events or encouraging people to try new activities with their family or a group of friends may make it more likely for people to attend and continue participating.

People may leave an organisation due to commitments such as work or education. Sport and active recreation give these people a way to connect back with community if they are relocating or once their other commitments ease.

Opportunity	Score
4.2.1 Provide a junior's program	
Examples: a) Partner with schools to start exposure at school, to avoid the need for busy parents to transport kids between school and activities. b) Before and after school programs where possible, and weekend activities. c) Social media can be good to engage youth (e.g. TikTok) showing young people participating.	
4.2.2 Target women, girls and under-represented groups with recruitment	
Examples: a) Promote inclusion days and target the group you want to attract in promotion, e.g. mother/daughter day. b) Link event with important dates for your target audience, e.g. International Women's Day or This Girl Can Week for women. c) Provide information about how to participate in different languages, use simple English or provide in-language videos. d) Offer a bridging program for those that are excited by the professional league, to maintain interest until the next local season commences.	
4.2.3 Encourage people to return to sport who have left in the past	
Examples: a) Welcome players returning to your sport or activity of all ages. b) Create partnerships with organisations in other areas to facilitate the movement of participants between organisations if the person relocates.	
2 Yes, we do this well 1 Yes, but we could improve 0 No, we don't do this yet Total:	

Comments or examples of what your organisation are doing

Example: Our club provides information about how to play on our website in simple English.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Offer a mother/daughter social match.

4.3 Introductory or beginner opportunities

Most beginner opportunities are for young children. There are limited opportunities for people to learn how to participate and develop skills once they are older. Adults or older children that haven't played before or of a lower skill level may feel that they aren't good enough to participate with those that are more experienced. This can be compounded by:

- Being self-conscious of making mistakes in front of others
- Having trouble understanding instructions
- Not knowing anyone

Opportunity	Score
4.3.1 Provide free or inexpensive introductory options	
<p>Examples:</p> <ul style="list-style-type: none"> a) Offer Come and Try events: <ul style="list-style-type: none"> i. approach an organisation that is trusted by or that supports women, girls or the under-represented group you are trying to attract. ii. Build understanding in the organisation of how to ensure a safe, inclusive and welcoming environment for target group. iii. Co-design come and try sessions with the organisation trusted by your target group – minimum 4 sessions to build skills. Consider the need for an interpreter. iv. Promotion of sessions should be through the organisation trusted by your target group, identify which group the sessions are targeting, in language if target group is culturally and linguistically diverse. v. Provide food for social opportunity after come and try sessions. Offer food options that reflect the cultural diversity of community. vi. Offer membership, sponsorship or cost-effective pathway for participants to continue developing skills. Consider also cost of equipment and providing assistance with any registration paperwork. vii. Offer mentoring for committee positions or other roles. b) Hold an exhibition game with players that your target audience can identify with, then hold a clinic afterwards, even better if this is somewhere your target audience feel safe. c) Be prepared for participants to not know etiquette or have correct uniform. Be flexible. d) Encourage people to come with friends for confidence. e) Provide an information night, written information in simple English or other common languages or a video on the basics of how to participate. f) Highlight how new members can practice and develop skills independently and build confidence. g) Provide club equipment. 	
4.3.2 Provide beginner opportunities for adults and children of all ages to gradually bring beginners up to speed	
<p>Examples:</p> <ul style="list-style-type: none"> a) Have opportunities for beginners of a low skill level including less-competitive or low-commitment activities. b) Training/skill development of new women, girls or people from under-represented groups to get them up to speed before participating with established members, e.g. pre-season skills development. c) Provide a supportive and encouraging environment. d) Consider modified rules to focus on skill development and learning the activity. e) Provide beginner opportunities for all ages, e.g. open age category. 	

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4.3.3 Provide ongoing support to new participants

- Examples:
- a) Have a person onsite as the point of contact to welcome newcomers and to help them through learning how to participate.
 - b) Have an inclusion support person at organisation.
 - c) Catch up with new participants after their experience to find out if they had any difficulty.
 - d) Check in with how each individual is progressing on a regular basis.

2 Yes, we do this well 1 Yes, but we could improve 0 No, we don't do this yet **Total:**

Comments or examples of what your organisation are doing

Example: Our club offers pre-season training to help bring people up to speed.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Offer a come and try program over four consecutive weeks to help people build skills.

4. Promotion and recruitment total

$$\boxed{4.1} + \boxed{4.2} + \boxed{4.3} = \boxed{} \text{ out of 26}$$





5. Facilities and resources

5.1 Managing facilities for equity

How a facility is managed can affect how safe and welcoming it feels. Where multiple clubs or other organisations share a facility, there is a shared responsibility to identify and manage facilities to enable access and use by all people. Refer to the **Maintenance and servicing guidelines** for responsibilities regarding City of Greater Bendigo (Council) owned/managed facilities.

Opportunity	Score
5.1.1 Manage facilities to enable access and use by all people: a) Keeping paths, ramps and doorways clear	
Examples: Keep accessible pathways, ramps and doorways clear at all times, so people in wheelchairs or using prams are able to use the front door and fully access all the facilities and buildings.	
b) Making baby change and feeding areas accessible to everyone who needs them	
Examples: Baby change and feeding areas are accessible by everyone who needs them, including people of all genders, and are kept clean and tidy.	
c) Lighting facility and car park until everyone has left	
Examples: Lights in the car park and around the facility are working, and used until everyone has left after games and trainings.	
d) Changerooms/showers and toilet facilities accommodating all people that need them	
Examples: The change rooms/shower and toilets facilities: a) Have signage to indicate the user. b) Where gendered, support individuals to use the facility of their choice. c) Are clean, tidy, sufficiently stocked, have sanitary bins available in every cubicle and have lockable doors. d) Are equitably allocated to all genders of players, umpires and coaches when scheduling games, events and training. e) Include public toilets available to all genders, and members are educated on gender and sex for implementation of all gender bathrooms.	

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Opportunity	Score
e) Having clear signage	
Examples: Have clear signage, including universal symbols for low literacy, and considering people with low vision.	
2 Yes, we do this well 1 Yes, but we could improve 0 No, we don't do this yet Total:	

Comments or examples of what your organisation are doing

Example: Our toilets are clean, tidy and sufficiently stocked.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Leave lights on in the car park and around the facility until everyone has left after games and trainings.

5.2 Allocation of facilities, times and organisation resources

It is important to consult participants to understand their needs when allocating facilities, resources and times of use. What one team prefers may be different to others, and considering all teams needs shows that they are valued. Giving woman a smaller or inferior area e.g. 1/3 of a field when sharing because they don't kick as far, can limit opportunities for development and lead to a feeling of being second rate.

Opportunity	Score
5.2.1 Ensures equity, including gender equity, in allocating facilities and organisation resources	
Examples: a) Organisation should consider equity in allocating the best facilities, equipment, trainers, first aid, toilets/change rooms/shower facilities.	
5.2.2 Consult with players, coaches and parents to understand the needs of participants before allocating facilities and times	
Examples: a) Asking target audience what would work best for them. b) Encouraging carpooling to training and matches to support participation of children of time-poor parents.	

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5.2.3 Schedule activities to enable participation of women, girls and under-represented groups

- Examples:
- a) Organisation should consider equity in allocating prime playing and training times.
 - b) Providing activities during the day or outside business hours considering your target audience.
 - c) Partnering with other similar organisations to deliver a variety of times for participation opportunities.
 - d) Providing more flexibility.
 - e) Considering who is missing from your activities and whether changing the time would help them work around their other commitments.
 - f) Considering timing of other activities, e.g. to avoid overlapping seasons, or to partner with other activities to attract more participants.
 - g) Online options for those isolating at home.
 - h) Providing all-abilities options in peak times (after 5pm weekdays and on weekends), people with disabilities can work standard office hours.

2 Yes, we do this well **1** Yes, but we could improve **0** No, we don't do this yet **Total:**

Comments or examples of what your organisation are doing

Example: We ask the women's team what time and facility would best suit them for matches and training.

What actions can your organisation take to improve on, or celebrate and promote what's done well?

Example: Consider equity in allocating the best facilities, prime playing and training times, equipment, trainers, first aid, toilets/change rooms/shower facilities.

5. Facilities and resources total

$$\boxed{5.1} + \boxed{5.2} = \boxed{} \text{ out of 16}$$