



Australian Government
Australian Sports Commission

Roadmap:

An **all inclusive** approach to governance and leadership in Australian sport



CASE STUDY 2

Gender Audits in Sport: An intersectional lens

Acknowledgment: We thank the Crash the Boards Program Team for generously contributing the Gender Audit Tool to be included as a case study in this project.

The Gender Audit Tool below forms part of the Crash the Boards Program. This audit tool forms part of a series of activities leading to the development of a Gender Equality Action Plan.

Crash the Boards is a partnership of basketball associations across Victoria who implement a suite of interventions targeting key change makers such as coaches, players, committee members and parents to address and prevent gendered based violence. The Crash the Boards program design is guided by Sport and Recreation Victoria's Preventing Violence Through Sport Guidelines and Our Watch Change the Story framework, with content underpinned by prevention research and evidence, and specifically adapted to the basketball context.

The program consists of eight [non-linear] phases that each participating basketball association commits to completing, with ongoing implementation support provided by Crash the Boards program staff:

1. Gender Equity workshop – an education session with Association Committee/Board
2. Gender Audit Report – a tool and report that helps identify priorities, gaps, and opportunities in line with organisation strategic priorities and readiness
3. Gender Equality Action Plan (GEAP)
4. Awareness raising of messages
5. Junior coaches workshop
6. Junior player brief intervention
7. Active bystander training
8. Parent workshop

Applying an intersectional lens to the Gender Audit Tool

Work undertaken to improve gender equality in sport is integral to progressing the sport sector to be all-inclusive. This remains true for all under-represented groups based on attributes. Applying an intersectional lens helps us to ensure attribute specific responses are inclusive of the diversity of individuals who identify with the specific attribute. Often, this requires us to reflect on who we are not considering when we focus on attribute specific efforts. The last column in the table below offers some additional questions that could be applied as an intersectional lens to the gender audit tool.



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Intersectionality is like layers and layers, and it's a tapestry of colours. For me, it shows the beauty of us as humans.

Irena Farinacci
National Diversity & Inclusion
Coordinator, Tennis Australia



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Category	Question	What would we ask by applying an intersectional lens?
Practices	The club gives the same trophies to women's/ girls' and men's/boys' teams and there are equal displays of pictures, trophies and awards of all the teams.	<p>Are women/girl athletes from diverse backgrounds represented in awards and displays?</p> <p>Has the club sought feedback from members of diverse backgrounds to ensure recognition practices are inclusive?</p>
Practices	Our club provides equal allocation to the best facilities, to prime playing and training times and trainers/first aid to the women's/girls' and men's/ boys' teams.	<p>Are accommodations provided to ensure that all women/girl players have equal access, including those with disabilities?</p> <p>Are gender-diverse and non-binary athletes included in the allocation of resources?</p>
Practices	Our club annually reviews how equal, safe, welcoming and inclusive our club is for women, girls and gender diverse people via an anonymous member survey and identifies areas for improvement.	<p>Does the survey include questions addressing the experiences of women/girl players from diverse backgrounds?</p> <p>Are non-binary and gender-diverse players specifically included in the survey questions?</p>
Practices	Our club takes practical steps to allow people with parental responsibilities to participate, e.g. providing a secure space for children with books and toys, and scheduling games and training sessions at suitable times.	<p>Are the provided spaces and schedules accommodating for all types of carers, including single carers and LGBTIQ+ families?</p> <p>Are the facilities accessible to carers and children with disabilities?</p>

Category	Question	What would we ask by applying an intersectional lens?
Practices	Our car park has disability parking or parking for people with prams/young children and facilities wheelchair friendly.	<p>Are the parking facilities accessible and inclusive for people with disabilities and families with young children?</p> <p>Is the signage for parking inclusive and easy to understand?</p>
Practices	There is enough lighting in the car park for everyone to feel safe when using the facilities after dark.	Is the lighting distributed to ensure there are no dark spots, particularly for those with mobility issues or visual impairments?
Practices	Our facility has all-gender toilets available for the public to use.	<p>Are the all-gender toilets fully accessible to individuals with disabilities?</p> <p>Are safety and privacy measures adequate for everyone using the all-gender toilets?</p>



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Policies	When sexist behaviour occurs (such as sexist or disrespectful language, or unfair treatment based on gender), the club leaders would know how to take action and are confident to do so.	<p>Have the club leaders received training on recognising and addressing harmful behaviour, including intersecting forms of discrimination?</p> <p>Are there accessible mechanisms for reporting harmful behaviour that account for barriers faced by marginalised groups?</p> <p>Are the processes for addressing harmful behaviour transparent and accountable, ensuring that members from all backgrounds trust and feel safe using them?</p>
Policies	Our club values and/or code of conduct communicates using strong language our support of gender equality and zero tolerance of: sexist language, jokes and comments; verbal abuse; online misconduct; sexual harassment; and offensive or inappropriate images	<p>Is the language in the code of conduct inclusive and specific in addressing various forms of discrimination?</p> <p>Are there clear procedures for enforcing the code of conduct to ensure accountability?</p> <p>Has the club sought feedback from members of diverse backgrounds in the development and ongoing revision of the code of conduct to ensure it addresses their specific needs and concerns?</p>
Policies	All members (including parents, officials and volunteers) are required to sign the Code of Conduct at the start of each season and the club values are referred regularly	<p>Does the Code of Conduct include protections against various forms of discrimination?</p> <p>Are there measures to ensure all members understand the Code of Conduct?</p> <p>How does the club actively promote its values throughout the season to ensure they are regularly referred to and embodied by all members?</p>

Category	Question	What would we ask by applying an intersectional lens?
Policies	Practices from all cultures are respected and welcomed in the club, and our club communicates that all offensive comments and jokes about gender, sexuality, age, religion, race or disabilities are not tolerated.	<p>Are club members trained on cultural awareness and the importance of respecting diverse practices?</p> <p>How does the club communicate its zero-tolerance policy on offensive comments and jokes?</p> <p>Are there culturally responsive conflict resolution processes in place?</p>
Policies	Our club is familiar with the Member Protection processes for complaints and has a Member Protection Officer to support members with issues and concerns and to protect their best interests in the event of an issue.	<p>Has the Member Protection Officer received training on intersectionality (how various forms of discrimination and bias can intersect and impact members differently)?</p> <p>Are the Member Protection processes culturally responsive and respectful of diverse backgrounds?</p> <p>Does the club collect and analyse data on complaints to identify patterns of intersectional discrimination and take proactive measures to address these issues?</p>



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Category	Question	What would we ask by applying an intersectional lens?
People	Men, women and gender-diverse people are paid the same to do the same roles, including playing, coaching and other game day staff/officials.	Does the club ensure pay equity across other intersecting identities such as ethnicity and disability? Is there a mechanism for providing feedback on pay equity?
People	The club has targets to increase gender diversity in leadership in the future and there is a plan to recruit, train and retain women and gender-diverse people for leadership roles such as president, board/committee member, and coach.	Do the gender diversity targets consider other identities? E.g. ethnicity, disability etc., Are there specific strategies to retain leaders from diverse backgrounds? E.g. Are there mentorship programs in place that consider the unique challenges faced by women and gender-diverse people from various backgrounds?
People	Our club officials actively encourage women and gender-diverse people to join the committee each year.	Does the club address specific barriers that diverse women and gender-diverse people may face in joining the committee? Are there support programs like mentorship for diverse women and gender-diverse people?
People	The club has mentors to assist women, girls and gender-diverse people to move into leadership or coaching roles.	Do mentors receive training on intersectionality and cultural competence? How does the club evaluate the effectiveness of the mentoring program?

Category	Question	What would we ask by applying an intersectional lens?
People	When recruiting for leadership positions, 50 per cent of the selection panel are women and/or gender-diverse people.	<p>Does the 50% representation reflect diversity in ethnicity, disability etc.</p> <p>Have the selection panel received training on unconscious bias and cultural competence?</p> <p>Is the composition of the selection panel transparent to promote trust in the recruitment process?</p> <p>Are the criteria for leadership positions inclusive and considerate of the diverse experiences and skills that individuals may bring?</p> <p>How does the club ensure that the selection panel's diversity goes beyond gender?</p>
People	Volunteer and paid positions in our club do not reinforce gender stereotypes, e.g. only women are in the canteen or men are coaches.	<p>Are roles and responsibilities flexible to accommodate diverse skills and backgrounds?</p> <p>Does the club monitor the distribution of roles to ensure diversity?</p>
People	Our club has the commitment to increasing the gender diversity of coaches and ensures that people underrepresented in coaching positions know about the support it provides to them to become accredited coaches, e.g. subsidising coaching courses for women.	<p>Does the commitment include other underrepresented groups?</p> <p>Are the support programs designed to address barriers faced by diverse individuals?</p>



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Category	Question	What would we ask by applying an intersectional lens?
Participation	Our club looks for opportunities for mixed-gender participation on the field or in training/social events where appropriate.	<p>Does the club consider other diverse characteristics when organising mixed-gender participation events?</p> <p>Are cultural sensitivities considered in planning these events?</p>
Participation	Our club consults with women and gender-diverse people to ask how best to support them to become committee members.	<p>Does the club also consult with diverse women and gender-diverse people from various backgrounds?</p> <p>Are there targeted training and resources to help them become committee members?</p> <p>How does the club ensure a safe and welcoming environment for women and gender-diverse people, particularly those from marginalised communities, to voice their needs and concerns?</p>
Participation	Our club ensures women, girls and gender-diverse people are actively involved in all planning and decision-making.	<p>Are diverse women, girls, and gender-diverse people included in planning and decision-making processes?</p> <p>Are there training and support mechanisms in place for them?</p> <p>How does the club ensure that cultural differences are respected and incorporated into the planning and decision-making processes?</p>

Category	Question	What would we ask by applying an intersectional lens?
Participation	The club provides opportunities and pathways for women, girls and gender-diverse people to participate at all levels of the sport, including as players, coaches, umpires, volunteers, members or on the committee.	<p>How does the club ensure its recruitment efforts reach diverse women, girls, and gender-diverse people?</p> <p>Are there policies in place to support their inclusion and advancement?</p> <p>Does the club seek feedback from women, girls, and gender-diverse people about their experiences and use this feedback to improve pathways and opportunities?</p>
Participation	Transgender or gender non-binary people (including young people and children) are given the option of which team they want to play/train with and are supported in their choice.	<p>Does the club have explicit policies supporting transgender and gender non-binary individuals?</p> <p>Are there dedicated support systems in place for them?</p>
Participation	Everyone participates equally in the organising and cleaning up of club functions.	<p>Are tasks distributed equitably to avoid burdening marginalised communities?</p> <p>How does the club recognise and appreciate contributions from all members?</p>



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Category	Question	What would we ask by applying an intersectional lens?
Participation	Our club uses strategies to recruit women, girls and gender-diverse people, such as 'come and try days', 'bring a friend days' or offering a 'buddy' to new members.	<p>Are these recruitment strategies accessible to individuals with disabilities and those who speak different languages?</p> <p>How does the club communicate these events to ensure they reach a diverse audience?</p>
Participation	We ask women and gender-diverse people about feelings of safety at our facilities in our member survey.	<p>Does the survey address different aspects of safety for diverse women and gender-diverse people?</p> <p>How does the club follow up on survey results to address safety concerns?</p>





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