

# Gender Equity Self-Assessment Tool

## COMMUNITY SPORT & PHYSICAL ACTIVITY PROVIDERS

This self-assessment tool is designed for use by community sport and physical activity providers (municipal recreation departments, boys and girls clubs, Ys, etc.) to assess whether their programs, services and facilities meet an acceptable standard of gender equity. Results will help organizations actively engage women and girls as participants and leaders.

### Self-Assessment Areas

This tool is divided into four areas:

#### • QUALITY PROGRAMS

Assesses the extent to which women and girls have a variety of participation, skill and knowledge development opportunities in a fun, safe and inclusive environment.

#### • POLICIES

Identifies formal policies and ingrained practices that may enhance or create barriers for the active engagement of women and girls. Creating policy is not the end, but the beginning – it is important to have implementation as well.

#### • LEADERSHIP

Supports recruiting, retaining and re-engaging women and girls as assets to your organization and important role models for all – from involvement in program planning and decision making to formal leadership roles as board members, program leaders, coaches and officials.

#### • ENVIRONMENT

Examines the social and physical environments, including facilities and equipment.

The tool integrates concepts from Canadian Sport for Life and Long-term Athlete Development (CS4L/LTAD). As a movement to improve the quality of sport and physical activity in Canada, CS4L supports the creation of optimal conditions and systems that will support women and girls at all stages of participation, competition and leadership, contributing to outcomes relating to the health and athletic excellence.

### Instructions:

1. Gather people in your organization who are familiar with the checklist areas.
2. Review the standards and use the scoring scheme to rate the extent to which your organization meets each standard.
3. Add up your score and review the Next Steps at the end of this tool.
4. Integrate findings into your organization's short and long-term planning. Set specific goals with action plans for 6, 12 and 18 months. Contact CAAWS for ideas or support.
5. Make a public declaration about what you're doing to actively engage women and girls.
6. Tell CAAWS about it! Send your completed tool, goals and action plans to CAAWS to contribute to the national discussion.

### SCORING SCHEME:

There are five ratings to the tool.  
As an organization, we:

- ① NEVER THOUGHT ABOUT IT
- ② THOUGHT ABOUT IT, BUT DON'T HAVE THE CAPACITY TO ADDRESS IT
- ③ THOUGHT ABOUT IT AND HAVE STARTED TO DO THIS
- ④ DO THIS OCCASIONALLY
- ⑤ DO THIS REGULARLY / CONSISTENTLY

# Quality Programming

**GENDER EQUITY STANDARD:**

**SCORE 1-5:**

1. We consult with women and girls in our community to develop programs that meet their needs, interests and experiences including activities, day of the week, time of day, and session frequency.
2. We provide diverse ideas and suggestions on programming, as women and girls may not be familiar with the opportunities available.
3. We offer female-only programs that provide an opportunity for women and girls to participate who may require or prefer gender-segregated programming.
4. We consider the stage of participants and focus on Fundamental Movement Skills (such as catching, jumping, running, swimming, throwing) and building physical literacy but are aware of the variation in women's and girls' experiences across the lifespan.
5. We individualize learning and provide encouragement and recognition for improvement and effort (in addition to ability).
6. We use instructional methods to teach, evaluate and motivate women and girls that emphasize the fun, pleasure and challenge of participation.
7. We accommodate the unique needs of women and girls based on cultural and religious beliefs.
8. We hold discussions on relevant topics, during or in addition to regular programming, that provide an opportunity for women and girls to connect and share their experiences, and to build their skills, knowledge and competence (e.g. bullying, self-esteem, media awareness, being a healthy role model, goal-setting, nutrition, training methods).
9. We encourage women and girls to reflect on all outcomes of their participation, including new skills and increased self-esteem, increased social support, decreased stress, better sleep, etc., and to value what their bodies can "do" rather than "how they look".
10. We use a variety of measures to evaluate program success, such as skill development, participant and/or parent satisfaction, subsequent registration in other programs, and participant and community benefits.

**TOTAL:** \_\_\_\_\_

# Policy Approaches

**GENDER EQUITY STANDARD:**

**SCORE 1-5:**

11. We subscribe to the Canadian Sport for Life movement to benefit from the evolution of programming ideas and lessons related to quality programming, especially ideas related to improving the environments for women and girls.
12. We have a gender equity policy and implementation plan.
13. We recognize that women and girls are a marginalized group that requires additional time, human and financial resources to engage effectively, and value their participation and contribution, especially in leadership roles.
14. We have a policy that supports equitable access and investment for women and girls with respect to financial resources, programs, facilities, equipment, quality program leadership, leadership opportunities, and media coverage.
15. We have human resources policies to support pay equity, scheduling flexibility, job/role sharing, caregiver arrangements and extended absences for personal or family reasons.
16. We evaluate programs and services to enhance future programming by identifying success factors and possible barriers to participation, as part of our commitment to continuous improvement.
17. We have policies that permit diverse dress and privacy, such as full clothing in the pools, gender-specific practice/training times.

**TOTAL:** \_\_\_\_\_

# Leadership

**GENDER EQUITY STANDARD:**

**SCORE 1-5:**

- 18. We have a strategy to recruit, retain and train women program leaders from among participants and proactively implement it, to maximize the time investments made by participants. We provide for “on-ramps” to re-engage women, as they transition between different types of involvement.
- 19. Our gender equity policy and implementation plan identifies specific goals and strategies to engage specific numbers of women leaders at all levels (e.g., minimum 30% female representation on our boards of directors, as program chairs, as conference speakers, etc.).
- 20. We recognize the contributions, skills and expertise of women athletes and leaders in award and recognition programs.
- 21. We offer professional development and mentorship opportunities for all women staff, educators and volunteers to increase their skills, confidence, and networks.
- 22. We recruit staff who reflect the diversity of our community, in terms of ability, culture, sexual orientation, etc.
- 23. We train all program leaders on how to engage female participants, and ensure they understand the variations in motivation, social dynamics, skill level, maturation, and demands in their personal lives.
- 24. We encourage men to be allies in achieving gender equity and actively engaging women and girls as participants and leaders, recognizing that addressing these issues isn’t only a “women’s issue” – we all have a role to play.

**TOTAL:** \_\_\_\_\_

# Environment (Social and Physical)

**GENDER EQUITY STANDARD:**

**SCORE 1-5:**

- 25. We have policies and action plans to address gender equity relating to:
  - Creating a welcoming environment
  - Safety concerns
  - Transportation issues
  - Facility allocation
  - Equipment purchase and allocation, e.g., we take into account women and girls’ interests and body sizes when acquiring equipment, e.g., all weights, or steps, equipment for girls’ games, programs, etc.
  - Financial resource allocation
  - Human resource allocation
- 26. We use inclusive language and images and avoid discriminatory language and images in all our communications and promotional material.
- 27. We create an inclusive environment that is respectful of diversity in gender, race, ethnicity, culture, ability, body size and sexual preference in our programs, and within our facility.
- 28. We address negative dynamics proactively such as cliques or toxic organizational cultures, within programs or leadership teams that discourage involvement and has other potentially damaging consequences for participants, staff, volunteers and others.
- 29. We profile female participants and leaders as role models for everyone and focus on their skills, achievements and contributions.

**TOTAL:** \_\_\_\_\_

# What is your score?

**ADD UP SCORES:** \_\_\_\_\_

SCORE:	ANALYSIS:
35–69	<ul style="list-style-type: none"><li>• The fact that you are taking this quiz is a positive sign.</li></ul>
70–99	<ul style="list-style-type: none"><li>• Limited capacity can be a challenge; but it can also be a reason to get motivated and be creative.</li></ul>
100–129	<ul style="list-style-type: none"><li>• Serious steps have been taken and you are moving in the right direction.</li></ul>
130–159	<ul style="list-style-type: none"><li>• Fantastic news – you are farther ahead than most other sport and physical activity organizations.</li></ul>
160–175	<ul style="list-style-type: none"><li>• You are a role model for other sport and physical activity organizations.</li></ul>

# Next Steps

It is likely that all organizations will have some work to do. Here are some actions for your organization to consider: choose or prioritize 2-3 items from each assessment area, set goals appropriate for those standards, identify who will be responsible for implementation, within what timeframe. Below are some specific steps you can take:

## FOR STANDARDS WHERE YOU SCORED:

### ① CONSIDER THIS:

- Identify steps to take action this month, this year, 18 months and two years from now. Integrate these actions into your strategic or operational plan.

### ② CONSIDER THIS:

- Pick one standard from each area (Programs, Policy, Leadership, Environment), and identify someone in your organization to drive planning and action.

### ③ CONSIDER THIS:

- Action is good. Once you have taken steps on this one standard, you are on your way to developing a template approach to other standards.
- Use the template to design approaches to at least one other standard within each area, where you can do work in the next six months.

### ④ CONSIDER THIS:

- Gather your leadership team (staff and volunteers) and identify the barriers to doing this more than occasionally.
- Can “occasionally” be moved up to “regularly/consistently” over the next six months? What would need to take place for this to happen?

### ⑤ CONSIDER THIS:

- Gather together your leadership team (staff and volunteers) and identify what barriers there are to doing this more than regularly or consistently and also intentionally.
- Can “regularly/consistently” be moved up to “always” over the next six months? What would need to take place for this to happen, intentionally?

## About CAAWS

CAAWS is a national non-profit organization dedicated to creating an equitable sport and physical activity system in which girls and women are actively engaged as participants and leaders. For more information about consultation services, workshops and publications visit [www.caaws.ca](http://www.caaws.ca) or email [caaws@caaws.ca](mailto:caaws@caaws.ca).



## Recommended Resources

- For more information about gender equity and the psychosocial factors that impact women and girls' participation and leadership download CAAWS' Actively Engaging Women and Girls publication, a supplement to the CS4L foundation documents – [www.caaws.ca/CS4L](http://www.caaws.ca/CS4L).
- For more information about Canadian Sport for Life and Long-Term Athlete Development visit [www.canadiansportforlife.ca](http://www.canadiansportforlife.ca).

