



Little Athletics Australia & Athletics Australia

National diversity & inclusion project consultation

Report & Recommendations

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This report has been prepared by **WOODS Sport** on behalf of *Athletics Australia and Little Athletics Australia.*

TABLE OF CONTENTS

INTRODUCTION	4
SUMMARY OF RECCOMENDATIONS	4
MEMBERSHIP ANALYSIS.....	6
<i>Why collect demographic information?</i>	<i>6</i>
<i>National participation data</i>	<i>7</i>
<i>Issues and challenges</i>	<i>9</i>
<i>Recommendations</i>	<i>17</i>
INCLUSION AND DIVERSITY FRAMEWORK.....	20
<i>Background.....</i>	<i>20</i>
<i>Foundations of the athletics for all framework</i>	<i>20</i>
<i>Why a new framework?.....</i>	<i>21</i>
<i>Recommendations</i>	<i>22</i>
POLICIES, PROCEDURES AND STRUCTURES	24
<i>Athletics Australia Policies.....</i>	<i>24</i>
<i>Little Athletics Australia Policies.....</i>	<i>24</i>
<i>The gender diversity & transgender issue</i>	<i>24</i>
<i>Recommendations</i>	<i>25</i>
ACTIVITIES, PROGRAMS AND STRATEGIES	26
<i>Recommendations</i>	<i>28</i>
COACH ACCREDITATION REVIEW	29
<i>Reccomendations.....</i>	<i>30</i>
APPENDICES	32
<i>APPENDIX A: Membership data tables</i>	<i>32</i>
<i>APPENDIX B: Sample Market Segment Data Collection Questions</i>	<i>34</i>
<i>APPENDIX C: Adaptation methods templates</i>	<i>36</i>
<i>APPENDIX D: Coach Accreditation Course Review Actions</i>	<i>39</i>

INTRODUCTION

Athletics Australia (AA) and Little Athletics Australia (LAA) are peak bodies responsible for the governance of athletics in Australia separately and as in the case of this project together for the benefit of the sport. AA and LAA seek to grow inclusion and diversity outcomes for both organisation and the sport as a whole.

Throughout 2016 LAA conducted an extensive review of the current status across the country. This review highlighted opportunities exist both nationally and within state associations for improvement and further growth in relation to inclusion and diversity. Meanwhile AA has and continues to undertake significant work in this area, particularly in relation to Para-athletics and indigenous engagement.

Both organisations recognise that further progression in relation to inclusion and diversity within athletics is required and particularly have identified the need for a more cohesive, collaborative and strategic approach.

In July of 2017 Woods Sport was engaged as a contractor to assist AA and LAA to achieve their collective goals for inclusion and diversity. In broad terms the objective was to assist AA and LAA deliver and implement programs that align with AA and LAA's strategic plans relating to targeted population groups which include people with disability, indigenous Australians, people from culturally and linguistically diverse backgrounds and the LGBTIQ community.

This report summarises the work completed and provide key recommendations for the ongoing achievement of AA and LAA's inclusion and diversity goals.

SUMMARY OF RECCOMENDATIONS

RECOMMENDATION ONE:	Implement nationally consistent data collection
RECOMMENDATION TWO:	Implement nationally consistent reporting framework
RECOMMENDATION THREE:	Appoint a National Diversity and inclusion manager
RECOMMENDATION FOUR:	Implement national workforce training package
RECOMMENDATION FIVE:	Appoint Inclusion Officers in each member association
RECOMMENDATION SIX:	Establish a clear National Gender Diversity Policy
RECOMMENDATION SEVEN:	LAA to implement a national member protection policy
RECOMMENDATION EIGHT:	Join and promote key campaigns and initiatives
RECOMMENDATION NINE:	Implement improvements to athletics coach accreditation

REPORT OF ACTIVITIES

MEMBERSHIP ANALYSIS

In the context of achieving improvements in relation to diversity and inclusion within any sport setting the ultimate goal should be to ensure that those involved in the sport reflect the diversity of the community. That is to say, do athletics clubs and centres reflect the local community and does the sport's overall membership reflect the broader Australian population. So, does athletics reflect the Australian population? The short answer to this question is simply, we don't know. Anecdotally the answer is probably not.

There is insufficient data to provide a clear picture of the demographic make-up of membership and participation within the sport as a whole. While it is possible to account for members within some individual organisations in the athletics stakeholder network, this is restricted primarily to people with a disability and Aboriginal and Torres Strait Islanders but even still the data is problematic. Further, stakeholders have expressed little confidence in this data.

There is a lack of consistency in both the type of information collected and the systems and processes used to collect and report it. This makes accurately accounting for existing figures of members within the target populations groups extremely difficult.

The first step toward addressing this challenge is to implement systematic processes for collecting and reporting on key demographic attributes of individual members. With this in place it will be possible to establish a clear baseline of the current membership among targeted population groups among the athletics participant and member base. From here it will then be possible to evaluate the impact of key strategic interventions aimed at addressing inclusion and diversity within the sport.

Why collect demographic information?

Demographics are the key characteristics of a population. In the context of this project this includes Indigenous, disability, cultural, gender and sexuality attributes. Other typical examples of demographic information include age, marital status, occupation, income level etc.

In collecting demographic information, it is important to establish the purpose and use of the information. Collecting demographic information on members and participants enables the following;

- 1. Quantifying rates of engagement for specific groups**
By asking members to identify demographic attributes it is possible to track the rates of engagement for specific groups within the member population.
- 2. Measuring the impact of activities**
With the ability to track rates of engagement you can then analyse data further to determine if particular activities, strategies or interventions have an impact on the number of people engaged in a particular group. Where an intervention is delivered an increase in membership validates the effectiveness of such activities.
- 3. Establishing geographic demands and trends**
By comparing demographic data with geographical data such as post code, it is possible to understand where people of particular groups are located and thus determine levels of demand for certain activities. This then enables a more strategic and targeted approach to service and activity delivery.
- 4. Establishing comparative measures**
Comparing demographic data to community demographic data (such as that provide though the National Census or local government profiles) can show whether the member

community is reflective of the local community. This can be an important measure of effectiveness especially at a local level.

5. Validating business cases and funding applications

All the previous items above can be combined to provide validation for the need for investment, support or strategic focus. They can also be used to validate the effectiveness of funded activity both internally and to funding partners.

For the collection of data to be effective it is vital to establish what demographic information is most critical to achieving inclusion and diversity objectives. Ultimately the information collected needs to enable actionable and meaning activity that informs and supports better decision making.

National participation data

Participation in Athletics

According to the AusPlay Survey Athletics, track and field (including running and jogging) is the third most popular sport activity undertaken by adults, with an estimated 3 113 027 people taking part annually (15.8% of the population). For children participating in sport outside of school hours, athletics ranks 10th with an estimated 203 873 children’s participating (4.4%).

When it comes to participating in athletics within a club setting the AusPlay Survey ranks athletics much further down the list compared to other sports as Table 1 shows.

	Club sport (Adults and Children combined) Top activities	Population estimate	Per cent of population	Per cent of club sport population
1	Football	1 086 986	4.5%	18.8%
2	Golf	685 732	2.8%	11.9%
3	Australian Football	635 627	2.6%	11.0%
4	Netball	625 721	2.6%	10.8%
5	Tennis	585 751	2.4%	10.1%
	⇓			
11	Athletics, track and field	238 084	1.0%	4.1%

Table 1 Club Sport (Adults and Children Combined) Top Activities¹

Priority population groups in focus

AusPlay Survey data has also been analysed to determine the rate of engagement in Athletics, track and field (including running and jogging) by specific demographic subsets. Chart 1 below details the rate of participation by selected demographic groups, split by age groups Adult (15 years and over) and Children (5 to 14 years).

¹ AusPlay Participation data for the sport sector Summary of key national findings (2016), Australian Sports Commission

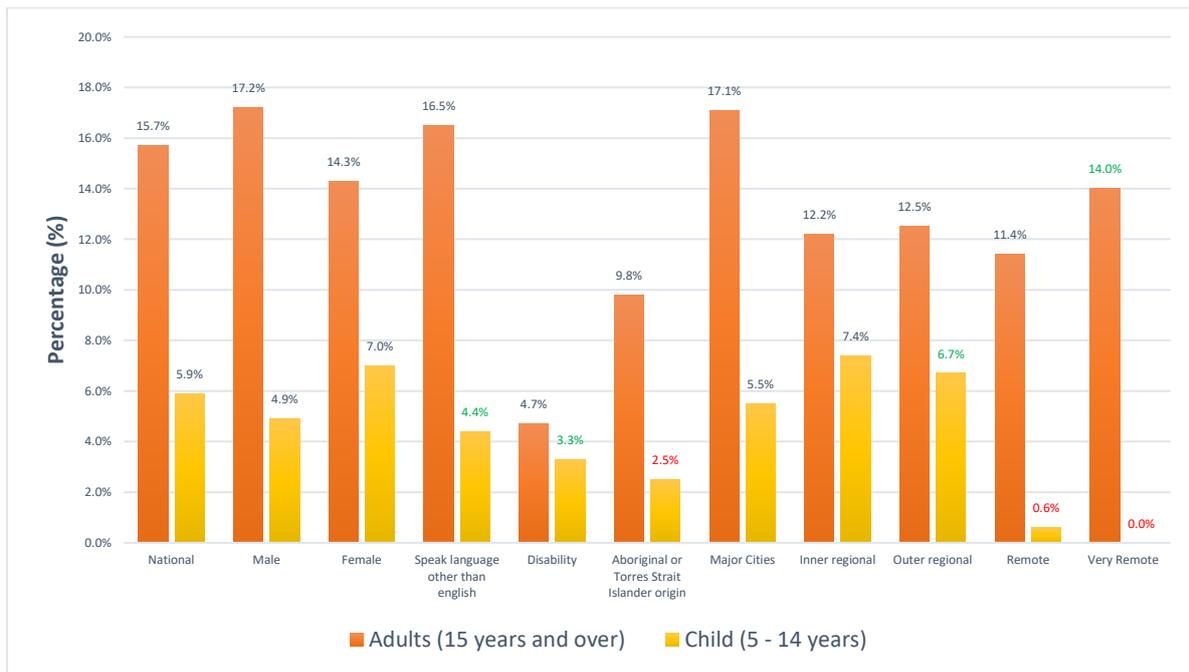


Chart 1 Participation rate (at least once per year) by demographics - Athletics, track and field²

A note on AusPlay Data: AusPlay results are based on a sample and are therefore subject to sample error. Data estimates in green have a relative margin of error between 50% and 100% and should be used with caution. Data estimates in red have a relative margin of error greater than 100% and is considered too unreliable to use.

Current membership data

Given the current data collection and reporting methods is it not possible to provide an accurate indication of membership by targeted population group for athletics as a whole.

In some cases, it is possible to provide organisation specific data as detailed below:

	PWD	ATSI	CaLD	LGBTQI
Athletics Australia ³	186 ⁴	313 ⁵	480 ⁶	0 ⁷
Little Athletics ACT ⁸	92	?	?	?
Little Athletics Qld ⁹	23	?	?	?

² AusPlay Survey NSO Charts (April 2017), Australian Sports Commission

³ Based on Membership Report provided on 14/11/2017

⁴ "Are you a Para-athlete?"

⁵ "Are you Aboriginal/Torres Strait Islander?"

⁶ "Are you from a non-English speaking background?"

⁷ "Do you identify as a member of the LGBTIQ Community?"

⁸ Refer to Data Tables in Appendix A.

Issues and challenges

A disconnected system. Who asks what?

While it is not in the scope of this report to provide analysis or recommendations on the structure of membership systems in athletics, it is clear that the database ecosystem across the sport is highly complex with significant disconnect among the current database systems, data collection and reporting practices.

Table 2 provides a matrix of all systems known to be in operation across all athletics stakeholders.

Stakeholder	Gender	PWD	ATSI	CaLD	LGBTQI	System
Athletics Australia	✓	*	✓	✓	*	STG (New)
↳ Athletics ACT	✓	*	✓	✓	?	
↳ Athletics NSW	✓	*	✓	✓	?	
↳ Athletics Qld	✓	*	✓	✓	?	
↳ Athletics SA	✓	*	✓	✓	?	
↳ Athletics Tas	✓	*	✓	✓	?	
↳ Athletics WA	✓	*	✓	✓	?	
Athletics Victoria	✓	?	?	?	?	Miriad
AA Coaches	✓	✗	✗	✗	✗	STG + iCoach
AA Officials	✓	?	?	?	?	Canopi + STG (Old)
AA Rec Runners	✓	?	?	?	?	STG (Old)
Little Athletics ACT	✓	✓	✓	✗	✗	ResultsHQ
Little Athletics NSW	✓	✓	✗	✗	✗	SportsTG
Little Athletics Qld	✓	✗	✗	✗	✗	SportsTG
Little Athletics SA	✓	✓	✓	✗	✗	?
Little Athletics Tas	✓	✗	✗	✗	✗	SportsTG
Little Athletics Vic	✓	✓	✓	✓	✗	SportsTG
Little Athletics WA	✓	?	?	?	?	ResultsHQ
Park Run	✓	✗	✗	✗	✗	Parkrun

Table 2: Membership systems used in Athletics. *Refer to section 'A lack of clarity. Who are we asking about?' below for commentary on PWD member data.

⁹ Refer to Data Tables in Appendix A

An inconsistent approach. How do we ask?

The way questions are asked of members is as important as whether we ask in the first place. Table 2 below highlights examples of how key demographic information is asked of members in the registration process. It is evident that there is inconsistency in how these questions are asked. This is a particular issue given that each member association in both Athletics Australia and Little Athletics Australia manage their own member databases separately. This presents a significant challenge to the sport as it limits the ability to effectively collect, report and analyse data in an accurate and consistent way.

	Question	Response/Option
PWD	<i>"Are you a Para-athlete?"</i>	Yes, No
	<i>"Does the athlete have a disability/special needs?"</i>	Yes, No (required)
	<i>"Disability"</i>	Yes, No (required)
	<i>"Please specify any disabilities."</i>	Open response
	<i>"Does the athlete have an impairment? (physical, intellectual, behavioral)"</i>	Yes, No (required)
ATSI	<i>"Are you Aboriginal/Torres Strait Islander"</i>	Yes, No (required)
	<i>"Aboriginal/Torres Strait Islander"</i>	Yes, No (required)
	<i>"Does the athlete identify as indigenous?"</i> <i>"Does the athlete identify as Torres Strait Islander?"</i>	Yes, No (required) Yes, No (required)
CaLD	<i>"Are you from a Non-English-speaking background?"</i>	Yes, No (required)
	<i>"Is English the main language spoken at home?"</i>	Yes, No (required)
Gender	<i>"Gender"</i>	Male, Female (required)
LGBTQI	<i>"Do you identify as a member of the LGBTIQ Community?"</i>	Yes, No

Table 3 Examples of demographic questions currently used in athletics

A lack of clarity. Who are we asking about?

In determining how best to identify demographic market segments among members and participants it is first important to set clear definitions and parameters for each group. This brings

reliability to the data plus provides the individual (member or participant) clarity to confidently self-identify their attributes in the most accurate way.

In addition, the words we use can have a significant impact on a person's identity, self-perceptions and dignity. Using inclusive, acceptable and consistent terminology can positively influence a person's willingness and comfort to engage in athletics and remain involved by acknowledging and empowering them. Establishing consistency and clarity in terminology will also assist in the more effective measurement and visibility of issues related to key demographic groups.

A. People with disability

Defining disability presents a significant challenge in a sport setting. Sport offers additional complexity when trying to define, measure and then service people with disability as a segment of the market as rules, regulations and even roles in sport will influence if and how a person might be identified as a member or participant with disability.

To date there is mixed understanding of disability and indeed how to best define this group within the context of athletics participation. This is borne out in the current approaches to collecting this information through existing membership processes. Establishing an agreed definition and method of identifying this demographic group is needed.

According to the World Health Organisation disability is used as an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

Disability then, rather than just being an indicator of a health problem, is part of a person's life experience. It encompasses physical and functional attributes of a person's body as well as interactions with society, including interactions within sport settings.

Further delineation of terminology relating to members and participants with disability should be actioned, supplementary to the definition used for identification of people with disability.

A note on Disability status and its relationship to competitive members.

The Athletics Australia and some Little Athletics State Association membership processes ask questions relating to Para-athletics classification. In the case of Athletics Australia, members can select their sport class from a pre-populated drop-list for both Track and Field sport classes. Little Athletics South Australia offer a similar option of a pre-populated drop list however it is noted that not all options provided are recognised sport classifications, examples include "mental health", "back brace" and "intellectually delayed with mild autism". Little Athletics New South Wales offers a free text field for "Disability Classification (if known)". While it is recognised that aligning classification information to membership records may support conduct of Multi Class and other disability competition it does not necessarily serve to quantify the number of members who might identify as a person with disability. A further consideration is the accuracy of such self-reported information.

While it is not the purpose of this report to provide recommendations on management of classification data it would be prudent to examine the purpose and usefulness of collecting such data from members during the membership registration process. Also considering that AA manage the central Athletics Classification Master list as the official record of all sport classes issued to track and field Athletes in Australia.

While collecting disability status information is relevant to participating in disability sport options (i.e. Multi Class or Para-athletics) it is important to recognise the importance of collecting disability status information from the perspective of all members and participants. For example, coaches, officials, volunteers and people not competing in Multi class or Para-athletics options

may identify as having disability. Furthermore, the definition of disability applied for the purpose of identifying this market segment may extend beyond that of sport specific rules and regulations of athletics classification. As such it is important to consider differentiating a “member with disability” and a “Multi Class” or “Para-athletics” participant both in the data collection and reporting process.

B. People from Aboriginal and Torres Strait Islander origin

Indigenous status is collected consistently by Athletics Australia using the question “Are you Aboriginal/Torres Strait Islander?”. On the other hand, Little Athletics Australia’s stakeholders do not collect this information across the board. Little Athletics ACT, SA & Victoria do collect this information however the method differs slightly.

It is widely acknowledged that sport offers opportunities for indigenous Australians to excel and achieve positive recognition. Further sport can provide a pathway to improving social and economic wellbeing for indigenous communities. These aspects are expertly summarised by Oliver (2014)¹⁰.

However, in considering the identification of people from Aboriginal and Torres Strait Islander origin within sport memberships it is important to acknowledge the historical context and important recognise that issues of racism and discrimination persist in Australian sport.

Furthermore, there are a range of barriers to participation including:

- the difference and diversity of geographical location
- the exclusiveness of the current structure of some sports
- lack of financial resources
- lack of role models working in and playing the game
- lack of information and knowledge about the game, and
- the need for respect.

In the collection of ATSI status information it is important to consider how this information will support and assist the provision of improved opportunities and pathways and reduction of barriers.

C. People from culturally and linguistically diverse backgrounds

Athletics Australia consistently collects data relating to CALD communities compared to Little Athletics Australia where it is not. AA collects data relating to language only, specifically, whether the individual identifies as someone from a “non-English speaking background”.

Defining the culturally and linguistically diverse (CALD) market segment involves several facets. Cultural identity can be defined through an individual’s language(s) spoken (as is current practice in Athletics Australia), country of birth, their parent’s country of birth and religious practise. Further it encompasses the concepts of nationality – generally defined as the status of belonging to a particular nation, and ethnicity – generally defined as belonging to a social group that has a common national or cultural tradition.

Another consideration might include the length of time in Australia following immigration. Research suggests the length of time in the country influences an individual’s understanding of systems. The longer an individual resides in the country the better they understand conventions and process for getting involved in community activities plus the more connections they have outside of their cultural group.

¹⁰ P. Oliver, The Power of Sport Building social bridges and breaking down cultural barriers (2014)

This is an important consideration as those with less time in the country may require greater and more direct support to access athletics options, while those residing longer may require less direct support.

D. People from the LGBTIQ community

Currently LGBTIQ status is not asked of Athletics members. Within the Athletics Australia member data set a question relating to LGBTQI status does exist however it is unclear at what organisational level it is asked and regardless there it is not populated with data. As such consideration of whether this information should be collected going forward is the primary issue.

The Australian Human rights commission provide the following definitions for common terminology relating the LGBTIQ community¹¹.

LGBTI: An internationally recognised acronym which is used to describe lesbian, gay, bisexual, trans and intersex people collectively. Many sub-groups form part of the larger LGBTI movement.

Sexual orientation: The term 'sexual orientation' refers to a person's emotional or sexual attraction to another person, including, amongst others, the following identities: heterosexual, gay, lesbian, bisexual, pansexual, asexual or same-sex attracted.

Sex: The term 'sex' refers to a person's biological characteristics. A person's sex is usually described as being male or female. Some people may not be exclusively male or female (the term 'intersex' is explained below). Some people identify as neither male nor female.

Gender: The term 'gender' refers to the way in which a person identifies or expresses their masculine or feminine characteristics. Gender is generally understood as a social and cultural construction. A person's gender identity or gender expression is not always exclusively male or female and may or may not correspond to their sex.

Gender identity: The term 'gender identity' refers to a person's deeply held internal and individual sense of gender.

Gender expression: The term 'gender expression' refers to the way in which a person externally expresses their gender or how they are perceived by others.

Intersex: The term 'intersex' refers to people who have genetic, hormonal or physical characteristics that are not exclusively 'male' or 'female'. A person who is intersex may identify as male, female, intersex or as being of indeterminate sex.

Trans: The term 'trans' is a general term for a person whose gender identity is different to their sex at birth. A trans person may take steps to live permanently in their nominated sex with or without medical treatment.

ACON provide additional resources relating to terminology [here](#).

The National LGBTI Health Alliance provide an inclusive language guide [here](#).

A way forward - What to ask

This section provides some data collection methodologies and standards for consideration plus examples of practise from other National Sport Organisations. It is important to recognise that in some cases there is not a clear consensus on the most appropriate or accepted methods of identification. It should be the intention to ensure that whatever approach is employed in the

¹¹ Australian Human Right Commission, Section 3 – A note on terminology – Addressing sexual orientation and sex and/or gender identity discrimination: Consultation report (2011). <https://www.humanrights.gov.au/publications/section-3-note-terminology-addressing-sexual-orientation-and-sex-andor-gender-identity>, accessed 24/11/2017.

gathering of individuals various attributes that this be as inclusive as possible and offer the opportunity for self-identification and non-disclosure where possible.

Furthermore, clear justification should be established for the collection of such information. For example, the following questions should be asked in relation to the collection of information:

- Is the data essential to the achievement of the Athletics diversity and inclusion objectives?
- What is the purpose of collecting the data?
- How will the data be used?
- How will the data be protected and are there any legal restrictions in relation to collection, storage of the data?

Standardised questions

A. People with disability

The Australian Government Australian Institute of Health and Welfare publish the [Standardised Disability Flag: data collection guide \(2016\)](#). The Standardised Disability Flag is a set of questions intended for use by all mainstream services in their data collections to identify people with disabilities or long-term health conditions who experience difficulties and/or need assistance in various areas of their life.

The Australian Bureau of Statistics apply the [Disability Variables 2006](#) framework in the collection of census data. It addresses the following variables: 'Severity of disability' and 'Core activity need for assistance'.

When it comes to collection of data relating to disability status in the context of organised sport provision it is not necessary to collect data to the extent described in the above standards. However, applying a definition consistent with the underlying principles of these standards and in line with the WHO definitions described earlier in this report should be considered.

In addition, the requirements of the sport will also play a role in determining the methods employed in data collection. Applying an understanding of the options and pathways available in athletics for participants with disability will influence the questions asked during data collection. For example, addressing the specific impairment types eligible for inclusion in Multi Class and Para-sport will assist in collection of relevant attributes of people with disability which in turn will assist provision of services and supports relevant to their participation.

B. Aboriginal and Torres Strait Islander origins

The Australian Institute of Health and Welfare *National best practice guidelines for collecting Indigenous status in health data sets (2010)* presents a recommended national approach for collecting and recording indigenous status in the health services sector.

The guidelines provide a standard approach for establishing the indigenous or non-indigenous status of individuals. This standard is summarised over page. This same approach can easily be applied in the sport setting and adopted as part of a nationally consistent approach for Athletics stakeholders.

The standard Indigenous status question

The following question should be asked of all clients to establish their Aboriginal and/or Torres Strait Islander or non-Indigenous status:

'Are you [is this person] of Aboriginal or Torres Strait Islander origin?'

The standard response options

Three standard response options should be provided to clients to answer the question:

- No
- Yes, *Aboriginal*
- Yes, *Torres Strait Islander*

For clients of both Aboriginal and Torres Strait Islander origin, both 'Yes' boxes should be marked.

Alternatively, a fourth response category may also be included if this better suits the data collection practices:

- Yes, *both Aboriginal and Torres Strait Islander*

If the question has not been completed on a returned form, this should be followed up and confirmed with the client.

C. Culture, language and origins

In building a better understanding of this market segment it is important to define which aspect of cultural identity are most relevant to building the understanding of their needs and how best to service them.

There is no nationally consistent standard for the collection of data relating to this demographic group. However, the Centre for Multicultural Youth suggests recommended methods for collecting data relating to cultural identity. Below are suggested questions to include.

Country of Origin

This includes the place of birth and/or the place of the individual's parents birth. This question should allow the individual to self-identify. Then provide further qualifying sub questions to gain further detail.

My country of birth is _____.

↳ If you were born overseas, how many years have you lived in Australia?

- 0-2 years
- 2-5 years
- 5-10 years
- 10-15 years
- Over 15 years

↳ If you were born in Australia, what country was your mother born?

↳ If you were born in Australia, what country was your father born?

Cultural background
<p>This includes how the individual identifies themselves and might include national, religious and ethnic identity. Due to the diverse range of options individuals should be allowed to self-identify.</p> <p><i>My cultural background is _____.</i></p>
Language spoken
<p>This includes the language(s) spoken by the individual and/or their parents. Due to the diverse range of options individuals should be allowed to self-identify.</p> <p><i>My preferred language is _____.</i></p> <p><i>My parents preferred language is _____.</i></p>

D. Sex, sexuality and gender identity

Collection and reporting of data relating to sex, sexuality and gender identity is a complex and evolving area. Below is a list of resources and information on the topic of collating information relating to this issue:

- ACON - [Recommended Sexuality and Gender Indicators](#)
- OII Australia – [Including intersex in research studies and surveys](#)
- The Australia Bureau of Statistics – [Standard for Sex and Gender Variables, 2016](#)
- Australian Government – [Guidelines on the Recognition of Sex and Gender \(July 2013, updated November 2015\)](#)

In the absence of clear and consistent standard for the collection of data relating to the LGBTIQ community it would be prudent to consult with relevant organisations to seek advice and guidance on the best practice approaches.

E. Examples of practice form National Sports Organisations

CRICKET AUSTRALIA¹²

Preamble	<p>Why do we collect this information?</p> <p><i>As cricket is a sport for all, we are committed to being accessible to all Australians. Collecting this information about our participants will allow us to communicate with you about cricket events or opportunities you might be interested in, to increase participation in cricket programs and to assist us with the development and delivery of those programs across the community including indigenous, multicultural and all-abilities participants.</i></p>	
	Question	Response/Option
ATSI	<i>Do you identify as Aboriginal and/or Torres Strait Islander?</i>	Yes, No, I do not wish to provide this information (required)
PWD	<i>Do you have any type of disability?</i>	Yes, No, I do not wish to provide this information (required)
	<i>Please advise the type of disability</i>	Drop list options (if yes)
CaLD	<i>Were either of your parents born overseas?</i>	Yes, No, I do not wish to provide this information (required)
	<i>Where was your mother born?</i>	Drop list options (if yes)
	<i>Where was your father born?</i>	Drop list options (if yes)
Gender	<i>Gender</i>	Male, Female (required)

¹² Source: <http://playcricket.com.au/junior-competition/club-cricket>

NETBALL AUSTRALIA¹³

Preamble	<i>This information keeps netball inclusive for all.</i>	
	Question	Response/Option
ATSI	<i>Do you identify as Aboriginal and/or Torres Strait Islander?</i>	Yes, No, Undisclosed (required)
PWD	<i>Do you have a disability?</i>	Yes, No, Undisclosed (required)
CaLD	<i>Are there any languages other than English spoken at home?</i>	Yes, No, Undisclosed
	<i>If yes, then what other languages are spoken?</i>	Drop list options (if yes)
Gender	<i>Gender</i>	Male, Female (required)

ENGLAND ATHLETICS¹⁴

Preamble	<i>Inclusivity is a core value of Athletics and we aim to make everything we do accessible to all of society. Therefore, by providing this information we will have a better understanding of our Athletes needs in the future.</i>	
	<i>The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.</i>	
	Question	Response/Option
PWD	<i>Do you have a long-term illness, health problem or impairment that limits your daily activities?</i>	Yes, No, Prefer not to say (required)
CaLD	<i>Ethnicity</i>	Drop list options
	<i>Religion</i>	Drop list options
	<i>Nationality</i>	Drop list options
Gender	<i>Gender</i>	Male, Female (required)
	<i>Gender at birth</i>	Male, Female

Recommendations

RECOMMENDATION ONE: Implement nationally consistent data collection

A. Define target market segments to be collected

The following demographic market segments should be considered for tracking by AA, LAA and Member Associations.

- People with a disability (PWD)
- People of Aboriginal and/or Torres Strait Islander (ATSI) Origin
- People from Culturally and Linguistically Diverse (CaLD) backgrounds
- People who identify as Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and/or other (LGBTQI+)
- Sex and Gender

All program participants and formal members (including athlete and non-athlete member types) should be offered the opportunity to self-identify according to their own inherent attributes. In considering which market segments to track the purpose, relevance and use of data should be

¹³ Source: <http://my.netball.com.au/common/pages/public/clubfinder.aspx>

¹⁴ Source: <http://www.englandathletics.org/library-media/documents/User%20guide%20for%20the%20myATHLETICS%20Portal.pdf>

taken into account.

B. Nationally consistent method of questioning

Key questions should be universally and consistently implemented across all member registration platforms. The questions should aim to be as inclusive as possible and reflect standards of best practice. Further the opportunity for individuals to self-identify with the choice not to disclose should they so choose should also be offered.

The structure of data collection should include the following elements:

A Preamble: The preamble provides justification for collecting the information and invites members to self-identify. It acts as the first act of welcoming people to the member community.

The Questions: The questions adhere to current recognised inclusive terminology and reflects the specific needs of the sports data collection requirements that build an understanding of the diversity within the member cohort.

Help Information: The information items act as further justification and explanation for each individual question. It also draws attention to key information relative to the question if required. These should be implemented as pop up boxes in the member registration systems.

Response Options: The response/options aim to be specific while offering appropriate choice for the member to self-identify as accurately as possible. They should all require a mandatory response.

Refer to Appendix B for a matrix of proposed questions for use in implementation.

RECOMMENDATION TWO: Implement nationally consistent reporting framework

By implementing a consistent data gathering methodology it becomes possible to establish a reporting framework across the whole sport stakeholder network. The reporting framework should consist of scheduled reporting timeframes, establishment of key metrics and communication plan.

A. Reporting Schedule

It is recommended that demographic data be analysed and reported minimum twice annually. Ideally aligned to existing membership reporting schedules and which considers the impact and timing of membership and registration seasons.

B. Key Metrics

Specific reporting metrics should be established to provide a snap shot of progress at any point in time. These metrics should be broken down by stakeholder and filterable by other factors such as age, location, member type etc. Establishment of such metrics will enable the setting of benchmarks and comparative measures across reporting periods. The following are suggested for consideration:

- Total number per demographic group
- Percentage of total membership per demographic group
- Percentage change per demographic group compared to previous reporting period
- Churn rate per demographic group

C. Communication

A communication plan should be established to publish the reporting data both within and

external of the Athletics stakeholder network.

- Internal – make available the current and historic reports to stakeholders and members
- External – Publish an annual report card highlighting the key metrics for the reporting period

INCLUSION AND DIVERSITY FRAMEWORK

A key output of this project was the development of a national framework for addressing inclusion and diversity for athletics as a whole. This section provides some background and summary of the proposed framework and key recommendations associated with its delivery.

The Framework and associated resources have been provided to AA and LAA separate to this report.

Background

The national inclusion and diversity framework, provisionally titled Athletics for All, is the national framework for achieving diversity and inclusion in athletics. It aims to set out how Athletics Australia and Little Athletics Australia will ensure athletics at all levels is welcoming and inclusive and is free from discrimination for everyone.

The goal of the Athletics for All Framework is to ensure athletics reflects the diversity of the Australian community. It does this by focusing on the common things that lead to inclusion regardless of who we seek to involve in athletics. It also addresses the habits that dictate success, the things we do day to day in our centres, clubs and organisations that either enables or prevents inclusion.

Importantly this framework provides practical supportive tools, resources and approaches that can be put into practice by centres, clubs and organisations – leading to meaningful action towards inclusion and increased diversity.

To achieve this, the framework highlights four critical areas:

1. Defining the commonalities of inclusion
2. Working towards cultural change
3. Implementing support systems
4. Measuring our impact

Further detail is provided in the proposed framework document.

Foundations of the athletics for all framework

The Athletics for All Framework takes a ‘helicopter’ view of inclusion. Using the 7 Pillars of Inclusion developed by Play by the Rules it emphasises the common drivers that contribute to successful inclusion and achieving diversity. While the focus is on what is common, the framework also acknowledges that there are differences between targeted populations when it comes to barriers to participation and therefore differences in how these groups can be included. Recognising the differences is important but devising strategies to address the common factors that influence inclusion will provide the common language, direction and context for achieving diversity at all levels of athletics.

An important attribute of the framework is its focus on translating strategy into meaningful and impactful action. This is achieved through provision of resources and supports that enable continuous improvement in planning and practice.

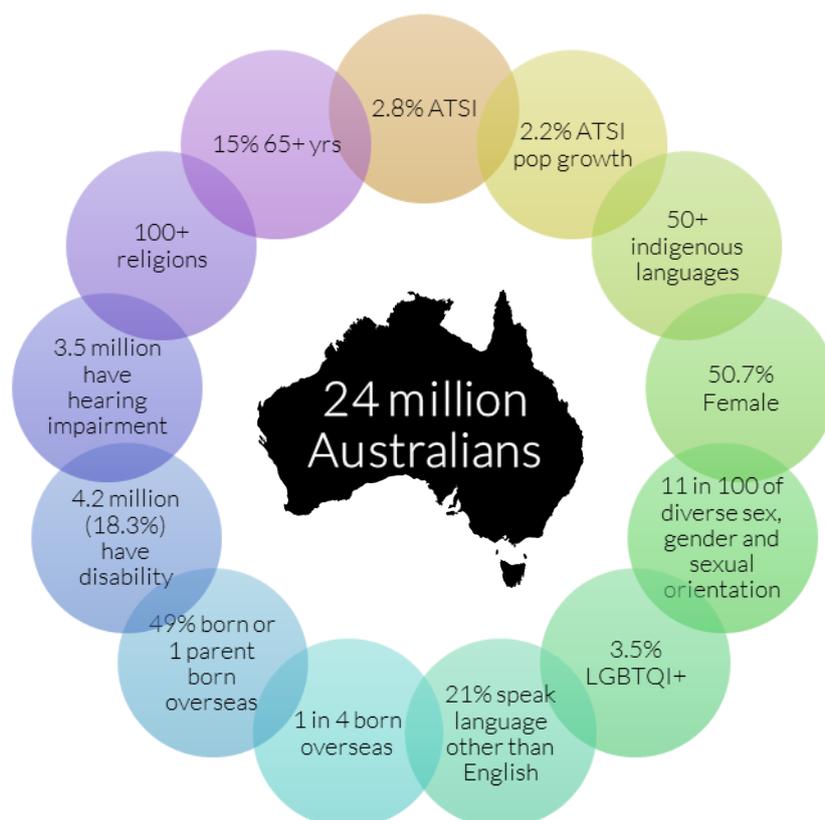
Ultimately the Athletics for All Framework aims to empower the athletics community to shift from “good intention” to “good practice” when it comes to inclusion. In other words, helping everyone in athletics to not only understand and value inclusion but to also take action so that athletics reflects the diversity of the Australian community.

The 7 Pillars of Inclusion

Play by the Rules has developed the 7 Pillars of Inclusion. Each pillar represents the common aspects of inclusion—the things that are similar regardless of who we seek to involve in sport. Importantly the 7 Pillars focusses on habits, the things we do, that either enable inclusion or don't. By identifying these habits, we can begin to make changes that enable and promote inclusion. In this way the 7 Pillars provide a starting point for achieving diversity and can be used to address the 'how to' of achieving inclusion. The 7 Pillars of Inclusion are: Access, Attitude, Choice, Partnerships, Communication, Policy and Opportunities. The 7 Pillars of Inclusion provide the foundation for the Athletics for All Framework and will help to guide how, collectively, athletics addresses inclusion. More information is available at [Play by the Rules](#).

Why a new framework?

The Australian population is diverse and is becoming more diverse. The demographics of our communities are changing, and sport will play an important role in connecting, empowering and strengthening our communities now and into the future. Athletics can play its part by promoting inclusion, non-discrimination and health and well-being for everyone in the community. According to research 1 in 3 people choose a sport based on how safe, fair and inclusive it is.¹⁵ As a sport we need to acknowledge that our diverse community is seeking options that are welcoming, make people feel like they belong and provide opportunities to contribute in a meaningful way. But inclusion doesn't just happen. To be inclusive we need to take action.



16

¹⁵ Oliver, P., The power of sport: Building social bridges and breaking down cultural barriers, 2014.

¹⁶ Sources: ABS Census of Population and Housing, 2016. Disability, Ageing and Carers, Australia: Summary of Findings, 2015. General Social Survey: Summary Results, Australia, 2014.

Barriers to inclusion

Research has shown that certain groups within our community face barriers and challenges when it comes to getting involved in sport¹⁷. Groups who face barriers include people with disability, people from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander people, people from low socio-economic circumstances and people who are female. Some of these barriers include:

- High cost and inflexible payment options
- Lack of accessible and safe transport to venues
- Lack of diverse role models and little diversity in all aspects of the sport (i.e. coaches, players, administrators, volunteers)
- Inflexible uniforms
- Inflexible timetables and scheduling
- Family, religious, or cultural communities/activities may take priority over sport
- Lack of understanding of sport
- Language barriers
- Actual or potential negative attitudes, harassment and discrimination
- Emphasis on winning and competition

The benefits of inclusion

There are many benefits for sports to include a broad range of people, these include:

- More members and participants
- More players
- More volunteers
- Access to a wider network of community, family and friends
- More expertise in officiating, coaching and administration
- Greater social connections
- Closer engagement with the wider community, businesses, and potential sponsors
- Good, positive stories to share
- A fresher, more vibrant and innovative organisation

The business case for diversity and inclusion is compelling. If people are choosing sporting codes based on diversity and inclusiveness this becomes a critical factor in growing participation, engagement and commercial opportunities at all levels of athletics, ensuring on-going commercial viability.¹⁸

Recommendations

RECOMMENDATION THREE: Appoint a Diversity and inclusion manager

A national leadership position should be created to oversee the roll out, development and monitoring of the National Inclusion Framework. This role should sit across both AA and LAA.

¹⁷ Australian Human Rights Commission (AHRC), the Australian Sports Commission (ASC), and the Settlement Council of Australia (SCOA)

¹⁸ Clearing House for Sport, Cultural Diversity in Sport, URL: https://www.clearinghouseforsport.gov.au/knowledge_base/organised_sport/sport_and_government_policy_objectives/Cultural_Diversity_in_Sport Accessed: 22/06/2018

Key objectives for this role are:

- Develop and implement key strategies to address the ongoing growth in relation to inclusion and diversity outcomes.
- Oversee implementation of the recommendations outlined in this report
- Monitor and report on the impact of inclusion activities nationally
- Advocate and source funding to increase capacity and reach
- Provide ongoing national leadership, direction and advice to AA, LAA and MA's

RECOMMENDATION FOUR: Implement national workforce training package

To inform and empower all LAA and AA workforces involved in the achievement of inclusion and diversity outcomes a national education program should be devised. Suggested topics could include:

- Principles of inclusion
- About the Athletics for all framework
- How to create an inclusive environment
- Adapting and modifying activities
- Dealing with discrimination

RECOMMENDATION FIVE: Appoint Inclusion Officers in each member association

To ensure momentum and national consistency in delivery each member association should nominate or appoint an employed staff member to coordinate state-based inclusion and diversity activity.

Suggested prerequisites:

- PBTR MPIO
- PBTR Discrimination & Harassment course
- Qualifications or equivalent experience in sport development and/or community development and/or diversity/social inclusion
- Encourage people from diverse backgrounds

Suggested objectives:

- Provide leadership and advice to MA's centres and clubs
- Coordinate delivery of inclusion and diversity related activities
- Support centres and clubs in completion of the self-assessment tool and inclusion action plans

POLICIES, PROCEDURES AND STRUCTURES

Athletics Australia Policies

Member Protection Policy

Athletics Australia has a robust Member Protection Policy and associated procedures. This policy includes the following policies relevant to the achievement of its inclusion and diversity objectives:

Anti-discrimination & Harassment Policy

This policy clearly outlines its position in relating to discrimination and harassment in relation to all groups defined in the Federal Discrimination Legislation and offers a clear procedure for dealing with complaints associated with discrimination or harassment.

Gender Identity Policy

This policy clearly outlines AA's position relating to the discrimination based on an individual's identified gender however the policy wording does not clearly define the parameters for nominating or acknowledging an individual's gender identity.

It also refers to the overriding effect of any IAAF/AA rules for competition however the policy wording does not clearly delineate in which contexts these rules could or should apply. For example, no distinction between competitive and non-competitive activities is offered and in the case of competitive activities the level of competition where the overriding effect of IAAF/AA would apply is not defined. Further, it does not refer to other existing policies and by-laws associated with Transgender participation such as the Transgender Policy and By-laws governing eligibility of athletes who have undergone sex reassignment. This may prove problematic in understanding the full implications and application of this policy.

Transgender Policy

This policy establishes a framework for the determination of the eligibility of athletes who have undergone male to female sex reassignment to compete in International Competitions (as defined in IAAF Rules) and in competitions held under the jurisdiction of AA in the female category. This policy was approved by the AA board in February 2016.

By-laws governing eligibility of athletes who have undergone sex reassignment

These By-Laws establish a framework for the determination of the eligibility of athletes who have undergone male to female sex reassignment to compete in International Competitions (as defined in IAAF Rules) and in competitions held under the jurisdiction of AA in the female category. It is unclear when this policy was approved and implement as the dates on the published policy are incomplete.

Little Athletics Australia Policies

Little Athletics Australia does not have in place a national member protection policy or any other policy which sets out its position in relation to discrimination or harassment in relation to groups defined under the Federal Discrimination Legislation. It is understood that a draft policy has been developed however it is unclear at this stage what is required to progress the delivery of this policy.

The gender diversity & transgender issue

It was highlighted by AA and LAA that addressing the policy requirements associated with gender identity and transgender was a priority. There have been reported case of Transgender and

gender diverse athletes participate in activities offered by both AA and LAA, so a clear policy position is required.

What does the law say?

It is against the law to discriminate against someone based on their sexual orientation, gender identity and intersex status under federal law. In some cases, this is re-enforced by state legislation. Both state and federal laws apply however there may be differences to consider. So, it's important to understand both federal and state laws.

It is also against the law to discriminate against a person based on sex. You should consider a person's sex to be what they say it is, whether or not it aligns with their sex as recorded at birth.

The way forward

It is important to acknowledge that the Australian Sports Commission is currently undertaking work to establish clear national guidelines in relation to this issue. As such it is the general recommendation that further work on sport specific policy for AA and LAA proceeds in close alignment to the work of the ASC.

However, for this report the following views are offered for consideration in the ongoing work to develop policy in this space:

- Ensure such policy provides clear definitions of Transgender, gender diverse and other related terms
- Policy positions are aligned with relevant legislation including Sex Discrimination Act and Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013
- For all non-competitive activities participants should be allowed to compete in the self-nominated gender
- In competitive activities it should be made clear at which levels or competition and or which specific competitions any overriding effect of IAAF/AA rules relating to gender identity and or transgender are to be applied

Recommendations

RECOMMENDATION SIX: Establish a clear National Gender Diversity Policy

AA and LAA to work with ASC in developing a clear national Gender Diversity Policy in line with work being undertaken by ASC, relevant legislation, and community expectations.

RECOMMENDATION SEVEN: LAA to implement a national member protection policy

LAA to implement a national Member Protection Policy which includes clear policy and procedure relating to Anti-discrimination and harassment in line with relevant legislation and community expectations.

ACTIVITIES, PROGRAMS AND STRATEGIES

Within the athletics community of stakeholders there are several activities that address the inclusion of people from diverse backgrounds in athletics. Some are of a general nature aimed at increasing participation (such as IAAF Kids Athletics and Active Aths) or servicing recreational participants (such as iRun and parkrun). While others are designed to target a specific demographic cohort (such as Multi Class athletics and Athletics for the Outback).

Other more strategic initiatives have been undertaken by Athletics Australia in particular, which aim to address a particular diversity issue. For example, the development of a Reconciliation Action Plan (RAP) seeks to acknowledge the contribution of Aboriginal and Torres Strait Islander peoples to athletics and address the accepted disparity in engagement, health, education and employment outcomes for this population group. This also brings the organization into line with several other NSO's who have established RATs within their respective organisations.

Further AA has undertaken to address issues relating to the LGBTI community through its involvement in the inaugural Pride in Sport Index. Indeed, the related challenges associated with participation of gender diverse athletes in athletics competition is at the forefront for both AA and LAA.

Below is a list of activities and initiatives delivered by stakeholders within the athletics community that address in full or in part the increased participation by people from diverse communities and backgrounds.

General

IAAF Kids Athletics

IAAF Kids' Athletics is a highly engaging participation-based program delivered in three skill levels - beginner, intermediate and advanced - to cover all age groups and abilities at primary school. The program is delivered as part of the ASC's Sporting Schools Program and is fully aligned with all relevant school curriculum competencies. There are resources available for teachers delivering the programs including a manual for each skill level.

Active Aths

The Active Aths program is designed for secondary school students in Year 7 and 8 to develop their competence and capability to confidently engage in sport and a healthy lifestyle. The focus is on fun, fitness and increased competence rather than gaining sport specific skills. Engaging all participants with a variety of basic athletics movements of run, jump and throw through team-based activities.

iRun

iRun.org.au is an initiative of Athletics Australia, aimed at continually promoting recreational running in Australia. The iRun brand was created in 2011, to foster a community of recreational runners in Australia. As the face of Running Australia, established in 2001, iRun provides professional support and insurance to race directors and a running community for race participants and the recreational running community.

Little Athletics

Little Athletics is offered across the country under the banner of 'Family, Fun and Fitness'. Little Athletics caters for athletes of all abilities as young as 3 years of age and offers training and competition for more than 100,000 young Australians up to the age of 17. Activities include modified track and field competition from local centers up to Australian championships. LAA is an independent National Sport Organisation and is affiliated to AA.

parkrun

parkrun is an international franchise company that organises free, weekly, 5km timed runs in local parks and community settings. They are open to everyone, free, and are safe and easy to take part in. The Australian franchise is affiliated to AA and is responsible for parkrun activities across the country. People of all abilities and back grounds are welcomed and additional support are available, such as guide runners.

Disability

Multi Class Athletics

Athletics Australia endorses an all-inclusive competition pathway. All events run by Athletics Australia and its Member Associations cater for athletes with disability using a modified competition format called Multi Class Athletics. Competition opportunities include the Australian All Schools (secondary schools nationals), Australian Junior Championships and Australian Open Championships. Local athletics clubs & associations, School Sport Australia and Little Athletics Australia also offer a growing number of opportunities for athletes with disabilities in the Multi Class format.

There are a range of disability groups eligible to compete within the Australian athletics system. These disability groups are separated into varying classifications to ensure fair competition. Each disability group has a set of minimal disability criteria that an athlete must meet to be eligible to compete in Multi Class competition. Athletes must undergo specific Athlete Evaluation or Eligibility processes to obtain a classification.

Multi Class athletics caters for athletes with the following impairments:

- Physical impairment
- Visual impairment
- Intellectual impairment
- Hearing impairment
- Transplant recipients

Athletes with disabilities can progress through the Athletics competition pathway from club level up to the Paralympic Games, INAS Global Games, Deaflympic Games, Transplant World Games and other international level competitions.

Para-athletics High Performance Programs

Athletics Australia, in conjunction with the Australian Institute of Sport, Australian Paralympic Committee and National Coaches, invests in developing and preparing Para-athletes for high performance competition. The Para-athletics Junior High-Performance program identifies and develops the newest cohort of young para-athletes. While the senior High-Performance program prepares established para-athletes to excel at the next World Para Athletics Championships and Paralympic Games.

Aboriginal & Torres Strait Islander

Athletics Australia Reconciliation Action Plan

Athletics Australia has been working to develop a National Reconciliation Action Plan. At the time of this report the RAP is currently with Reconciliation Australia. Pending acceptance by Reconciliation Australia the RAP is intended for delivery in 2018.

Athletics for the outback

Athletics Australia's Athletics for The Outback reaches Indigenous Australians in towns and municipalities throughout Australia via a combination of activities including in-school coaching clinics, recreational running events and leadership and education initiatives. The program aims to

provide equitable opportunities for Indigenous Australians of all ages and abilities to participate in and celebrate athletics in community.

Raise the Bar Academy

Raise the Bar Academy is a partnership between Athletics Australia and the University of Melbourne providing a pathway Academy for Australian Indigenous secondary school students (Years 10, 11 and 12) who aspire to participate in athletics and study at university. The goal of Raise the Bar Academy is to ensure participants return to community determined to continue their education beyond secondary school; participate in athletics as a life-long pursuit; be proud about their cultural heritage and excited about their potential.

LGBTI community

Pride in Sport Index

The Pride in Sport Index (PSI) is the world's first LGBTI diversity and inclusion measuring tool developed and implemented by peak sporting organisations and clubs. Athletics Australia participated in the PSI survey in its foundation year, 2017, and again in 2018.

AA's PSI rating for 2018 was 17 out of a possible score of 100, an improvement from the previous year. For context the rating for participating organisations ranged from 10 to 49 with the best performing NSO achieving a rating of 43.

More information and the 2017 PSI Report can be found [here](#).

Recommendations

RECOMMENDATION EIGHT: Join and promote key campaigns and initiatives

A. *Pride in Sport*

AA to maintain involvement and actively promote and contribute to the PSI program.

AA to continue participation in the annual PSI index working on increasing standards. A clear target score should be set for 2019 and beyond with key activities built into strategic and operational planning.

LAA to consider joining the PSI index in 2019.

B. *Companion Card*

AA and LAA to register as an affiliate and promote the program for major events and venues.

C. *Racism it stops with me*

AA and LAA register as a supporting organisation and promote

D. *Other campaigns*

AA and LAA to recommend and promote the following campaigns and associated resources to MA's, centres, clubs and wider athletics community:

- [You can Play](#)
- [No to homophobia](#)
- [Fair Go Sport](#)
- [Let kids be kids](#)

COACH ACCREDITATION REVIEW

Upon reviewing the Athletics Australia (AA) and Little Athletics Australia (LAA) Coach Accreditation materials it is clear that inclusive practice is addressed across the coach education system. This report seeks to highlight areas for improvement so that AA and LAA may better achieve their objectives related to increasing engagement of people from targeted population groups and to better support a sport pathway that is accessible to all.

Positively, the AA accreditation courses offer competencies relating to inclusive practice across all levels of accreditation and for the most part make use of contemporary best practice models and approaches. As such the focus of this review is around quality of content, reference materials and validation of competencies.

It is understood that LAA broadly relies upon the AA coaching framework for the accreditation of coaches engaged in its system. However, an additional entry point to coach education has been developed to provide accessible fundamental skills to volunteer coaches that fulfil an important role delivering activities in its centres. In this context the LAA Introduction to coaching course is developed as a workshop rather than an accredited course. While referring to involvement of people with disability, the materials do not sufficiently provide learners with skills and resources to understand and apply inclusive practice. Given that LAA has a significant focus on participation it is important that coaches are equipped with the capability to provide a welcoming and inclusive experience in the broadest sense. As such the focus of recommendations relating the LAA coach education materials is to ensure that inclusion is positioned as a fundamental aspect of the role of a coach in the LAA context. This requires information and materials related to inclusive practice to be imbedded in the learning materials and that learners not only understand inclusive practice but are able to put it into practice.

It is acknowledged that inclusion and inclusive coaching practice should address inclusion in its broadest sense. Coaches should be offered the opportunity to demonstrate their understanding of key inclusive practice particularly as they relate to other target groups who may face disadvantage, barriers or who have lower rates of participation compared to the general population (for example CaLD, LGBTIQ+, ATSI etc).

It is also acknowledged that athletics provides a strong pathway and opportunities for athletes with disability and this is certainly reflected in the course content and reference materials. However, given the practicalities of the course framework addressing certain elements of Para-athletics is not possible. This is certainly not a criticism but rather highlights an opportunity to further educate on the nuances, technical requirements and pathways for Para-athletics specifically. As such additional learning opportunities should be considered to ensure coaches have access to targeted learning that promotes and develops the coaching of Para-athletes in support of Paralympic high-performance outcomes. An important consideration however is to ensure that any Para-specific coach education is positioned not as a pre-requisite for coaching of an athlete with disability but rather as an opportunity to extend and refine knowledge and skills to advance the development and success of talented athletes in the Paralympic pathway.

Another key aspect of coach accreditation delivery is the accessibility of the training itself. Ensuring that the opportunity to undertake and complete coach education is accessible and appropriate to everyone is as important as ensuring inclusion is addressed in competencies. As such materials were reviewed in consideration of accessibility by a range of potential learners. Key considerations include how learners access and interact with learning materials, how learning is assessed and how individual needs of learners are considered in delivery and assessment.

The table below summarises the outcomes of the review.

● = sufficient ● = needs work ● = not sufficient

Course	Inclusion competencies	Learning content	Learning tasks	Learning resources
Level 1 Community Athletics Coach	1-CAC-1	●	●	●
Level 2 Intermediate Coach	2-ICC-1	●	●	●
Level 2 Advanced Coach	2-AEGS-5	●	●	●
Level 1 Recreational Run leader	1-RRL-1	●	●	●
Level 2 Intermediate Recreational Running Coach	2-IRR-1	●	●	●
IAAF Kids Athletics upskilling course	KA-1	●	●	●
Introduction to Coaching Course	●	●	●	●

All things considered, major modifications or additions to the competency framework are not required. It is evident however that minor refinements and updates to course materials and delivery will assist in maximising the transfer of skills to coaches and improve the quality of learning outcomes across the accreditation pathway. It is these refinements that the following recommendations seek to address.

Recommendations

RECOMMENDATION NINE: Implement improvements to athletics coach accreditation

A. Refine course materials

To maximise impact and quality of learning and to ensure demonstration of key competencies relating to inclusive coaching it is recommended AA and LAA implement the suggested actions detailed in the Course reviews provided in Appendix X.

B. Implement Para-athletics advanced coach education

AA to consider development of additional learning to offer specialist education for coaches of sub-elite and elite Para-athletes adding to the depth of knowledge and capabilities of coaches with a specific focus on Para-athletics. This module could supplement the other event specific modules provided in the Level 2 Advanced Coach package or as stand-alone professional development opportunities.

Importantly, this education should be clearly positioned as an extension of learning for coaches seeking to progress talented athletes in the high-performance Para-athletics pathway but not as a pre-requisite for the intake of athletes with disability or for involvement or progression of coaches in Para-athletics programs, activities or teams.

Two methods are suggested.

Method 1 – AA to develop bespoke module

In this scenario it would be recommended that AA rely on the expertise of elite Para-athletics coaches and other experts to determine and validate the course content and competencies.

Suggested units might include:

- Para-athletics classification
- Para-athletics rules and regulations
- Para-athletics competition and events
- Sprints and distance running (including wheelchair racing)
- Jumps
- Throws
- Impairment considerations in high performance training

Method 2 – Adopt the World Para-athletics Coach Course

This would entail adopting the WPA course into the AA coach education structure. In this scenario it would be recommended that AA rely on the expertise of elite Para-athletics coaches and other experts to validate the appropriateness and effectiveness of the course content and competencies for the Australian context.

C. *Improve accessibility of learning materials*

The following suggestions will ensure all coaching materials are more accessible and user friendly to those who may, due to a range of factors, not be able to consume the learning materials in the same way as others. (For example, due to hearing impairment, English language limitations, environment/location or personal preference).

i. Implement closed captioning:

Ensure all video's in online modules and other use cases have closed captioning (subtitles). In addition, transcripts should also be provided. This will ensure accessibility to people with hearing impairment, language comprehension difficulties and make the material more user friendly in environments where audio is not viable.

ii. Offer AUSLAN interpreters:

Providing and promoting the option to have AUSLAN interpreters for face to face course delivery will allow coaches with hearing impairment the opportunity to participate fully.

iii. Offer support/assistants to people with learning difficulties:

Some people face challenges in learning environments for example due to intellectual impairment, dyslexia, literacy, numeracy or language limitations, however this does not necessarily mean they are unable to attain the required competencies. As such enabling and promoting the ability for the learner to have an assistant (such as a scribe, teaching assistant or carer) during training will increase access and learning outcomes for those who require it.

APPENDICES

APPENDIX A: Membership data tables

Little Athletics Australia - Annual National Total Membership by Age (2012-17)

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5 yr olds	8940	8496	8009	14626	-
6	12502	12758	10849	10267	-
7	13057	11369	11102	10862	-
8	13022	12777	11202	10884	-
9	12734	11285	11178	10185	-
10	11402	10543	9742	9378	-
11	10187	8684	8633	7412	-
12	8123	7335	6988	5788	-
13	5751	5350	5021	4001	-
14	4036	3841	3513	2714	-
15+	4308	3828	3822	3145	-
TOTAL	104062	96266	90059	89490	94631

Little Athletics Australia - Annual State Association Total Membership by Age (2012-13)

State	ACT	Qld	TAS	Vic	NSW	SA	WA	All
5 yr olds	0	1136	209	0	4765	1395	1435	
6	581	1549	318	2735	5466	897	956	
7	509	1847	361	3341	5325	798	876	
8	458	1842	338	3519	4987	866	1012	
9	464	1869	322	3092	4789	856	1342	
10	373	2007	287	2857	4267	737	874	
11	303	1907	288	2492	3756	673	768	
12	258	1517	213	1945	2789	645	756	
13	195	1122	139	1385	1978	365	567	
14	140	664	118	900	1478	268	468	
15+	170	870	68	817	1678	443	262	
TOTAL	3451	16330	2661	23083	41278	7943	9316	104062

Little Athletics Australia - Annual State Association Total Membership by Age (2013-14)

State	ACT	Qld	TAS	Vic	NSW	SA	WA	All
5 yr olds	0	1053	177	0	4602	1234	1430	
6	540	1555	232	2803	5793	823	1012	
7	385	1633	308	2745	4620	846	832	
8	415	1720	292	2982	5556	834	978	
9	337	1762	291	2658	4448	765	1024	
10	354	1708	272	2559	3893	712	1045	
11	276	1700	214	2262	2986	607	639	
12	205	1390	215	1841	2527	512	645	
13	159	1091	137	1273	1799	327	564	
14	135	694	88	852	1433	223	416	
15+	169	842	84	799	1256	389	289	
TOTAL	2975	15148	2310	20774	38913	7272	8874	96266

Little Athletics Australia - Annual State Association Total Membership by Age (2014-15)

State	ACT	Qld	TAS	Vic	NSW	SA	WA	All
5 yr olds	0	1166	212	0	3957	1287	1387	
6	520	1406	276	2235	4647	830	935	
7	406	1568	297	2673	4427	886	845	
8	411	1609	343	2803	4196	828	1012	
9	379	1680	316	2782	3949	785	1287	
10	323	1690	291	2450	3452	704	832	
11	298	1564	256	2242	2894	614	765	
12	251	1342	196	1768	2181	505	745	
13	183	1037	171	1330	1414	320	566	
14	134	652	107	892	1031	232	465	
15+	189	895	69	869	1164	380	256	
TOTAL	3094	14609	2534	20044	33312	7371	9095	90059

Little Athletics Australia - Annual State Association Total Membership by Age (2015-16)

State	ACT	Qld	TAS	Vic	NSW	SA	WA	All
5 yr olds	494	2388	456	2036	7639	1097	516	14626
6	376	1474	299	2312	4184	813	809	10267
7	410	1521	342	2537	4254	807	991	10862
8	359	1564	351	2470	4218	825	1097	10884
9	333	1540	312	2408	3799	734	1059	10185
10	289	1490	283	2135	3454	672	1055	9378
11	238	1190	211	1670	2704	596	803	7412
12	184	912	151	1192	2184	469	696	5788
13	140	619	113	809	1443	331	546	4001
14	97	433	76	555	940	245	368	2714
15+	95	441	0	209	1609	331	460	3145
TOTAL	3014	13568	2594	18672	36,324	6920	8398	89490

Little Athletics Australia - Annual State Association Total Membership by Target Population Group (2016-17)

State	ACT	Qld	TAS	Vic	NSW	SA	WA	All
PWD	92 ¹⁹	23 ²⁰	-	-	-	-	-	-
ATSI	58 ²¹	-	-	-	-	-	-	-
CaLD	-	-	-	-	-	-	-	-
LGBTQI	-	-	-	-	-	-	-	-

¹⁹ Includes: 'Physical' (59), 'Intellectual' (14) and 'Behavioural' (19)

²⁰ Based on AWD entries at Queensland State Championships

²¹ Includes: 'Aboriginal' (52) and 'Torres Strait Islander' (6)

APPENDIX B: Sample Market Segment Data Collection Questions

Preamble

Athletics Australia/Little Athletics Australia does not discriminate on the basis of your identity, attributes or expression. To ensure we consider the needs of all members and help us track our effectiveness in providing a welcoming and inclusive environment please respond to the following questions.

Question	Helpful Information	Response Options
What is your sex at birth?	<p>The term 'sex' refers to a person's biological characteristics. A person's sex is usually described as being male or female and assigned at birth. Some people may not be exclusively male or female or may identify as neither male nor female.</p> <p>We use this information to understand and support our member community better.</p>	<ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other (please describe): _____ <input type="radio"/> Prefer not to disclose
What is your Gender?	<p>The term 'gender identity' refers to a person's deeply held internal and individual sense of gender.</p> <p>We use this information to understand and support our member community better.</p> <p>If you compete we also use this information to determine whether you participate in Male or Female competitions.</p> <p>Note: If your gender identify is different to your sex at birth please refer to our Transgender Policy.</p>	<ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other (please describe): _____ <input type="radio"/> Prefer not to disclose
Do you identify as a member of the LGBTQI community?	<p>An internationally recognised acronym which is used to describe lesbian, gay, bisexual, trans and intersex people collectively. We recognise that many sub-groups form part of the larger LGBTQI movement.</p> <p>An ally is someone who supports or advocates for the LGBTQI community.</p> <p>We use this information to understand and support our member community better.</p> <p>Note: If your gender identify is different to your sex at birth please refer to our Transgender Policy.</p>	<ul style="list-style-type: none"> <input type="radio"/> Yes <ul style="list-style-type: none"> ↳ <input type="checkbox"/> Lesbian <input type="checkbox"/> Gay <input type="checkbox"/> Bisexual <input type="checkbox"/> Transgender <input type="checkbox"/> Queer <input type="checkbox"/> Intersex <input type="checkbox"/> Other (please describe): _____ <input type="radio"/> No <input type="radio"/> No, but I identify as an ally <input type="radio"/> Prefer not to disclose

<p>Do you identify as Aboriginal and/or Torres Strait Islander?</p>	<p>We acknowledge the traditional owners of the lands on which we run, jump throw and roll and recognised the important contribution of indigenous people to the history of our sport.</p> <p>We use this information to understand and support our member community better.</p>	<ul style="list-style-type: none"> o No o Yes, <i>Aboriginal</i> o Yes, <i>Torres Strait Islander</i> o Yes, <i>both Aboriginal and Torres Strait Islander</i> o Prefer not to disclose
<p>Do you identify as a person with a health condition causing permanent impairment (disability)?</p>	<p>We use this information to understand and support our member community better and identify opportunities for participation in Multi Class and Para-athletics.</p> <p>Note: If you wish to compete in multi class competition please refer to our Classification Policy.</p>	<ul style="list-style-type: none"> o Yes <ul style="list-style-type: none"> ↳ <input type="checkbox"/> Physical Impairment ↳ <input type="checkbox"/> Visual Impairment ↳ <input type="checkbox"/> Intellectual Impairment ↳ <input type="checkbox"/> Hearing Impairment ↳ <input type="checkbox"/> Other (please describe): _____ o No o Prefer not to disclose
<p>Are you or one or more of your parents born overseas?</p>	<p>We use this information to understand and support our member community better.</p>	<ul style="list-style-type: none"> o Yes <ul style="list-style-type: none"> ↳ My country of birth is _____ ↳ If you were born overseas, how many years have you lived in Australia? <ul style="list-style-type: none"> <input type="checkbox"/> 0-2 years <input type="checkbox"/> 2-5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> 10-15 years <input type="checkbox"/> Over 15 years ↳ If you were born in Australia, what country was your mother born? ↳ If you were born in Australia, what country was your father born? o No o Prefer not to disclose
<p>What is your cultural background?</p>	<p>We use this information to understand and support our member community better.</p>	<p>Please describe: _____</p> <ul style="list-style-type: none"> o Prefer not to disclose
<p>Do you or one or more of your parents speak a preferred language other than English?</p>	<p>We use this information to understand and support our member community better.</p>	<ul style="list-style-type: none"> o Yes <ul style="list-style-type: none"> ↳ My preferred language is _____ ↳ My parents preferred language is _____ o No, my preferred language is English o Prefer not to disclose

APPENDIX C: Adaptation methods templates

ADAPT AND MODIFY WITH TREE

<p>T <i>How can you change the teaching (or coaching) style?</i></p>	<p>R <i>How can you change the rules & regulations (or way you do things)?</i></p>
<p>E <i>How can you change the environment?</i></p>	<p>E <i>How can you change the equipment</i></p>

ADAPT AND MODIFY WITH STEP

S *How can you change the space?*

T *How can you change the task?*

E *How can you change the equipment?*

P *How can you change the way people are involved?*

ADAPT AND MODIFY WITH CHANGEIT

C *How can you change your coaching style?*

H *How can you change the way you score?*

A *How can you change the area of play?*

N *How can you change the number of players?*

G *How can you change the games rules?*

E *How can you change the equipment?*

I *How can you ensure everyone participates?*

T *How can you change the use of time?*

APPENDIX D: Coach Accreditation Course Review Actions

TRACK AND FIELD		LEVEL 1 COMMUNITY ATHLETICS COACH	1-CAC
Competencies			
<p>1-CAC-1 Provide an environment for a club, squad or school level athlete that is inclusive, enjoyable, safe and fosters maximum participation</p> <p>1-CAC-2 Cater for the social and physical capabilities of individual participants</p> <p>1-CAC-3 Assess and manage the risks associated with athletics coaching.</p> <p>1-CAC-4 Plan and organize a variety of activities that develop the fundamental movement skills of running, jumping and throwing.</p> <p>1-CAC-5 Plan and implement a training session</p> <p>1-CAC-6 Reflect on a training session and be able to make appropriate modifications.</p> <p>1-CAC-7 Be introduced to effective communication methods and begin practicing effective and positive feedback</p> <p>1-CAC-8 Understand the structure of athletics in Australia so as to best support athletes' involvement in the sport.</p>			
Learning content			
Unit	Learning Content/Tasks	Applicable Competencies	Suggested Actions
Unit 1	Coach and athlete pathway	1-CAC-8	Include information about Multi Class and Para sport pathways in participant manual.
Unit 2	Introduction to Training Beginning Athletes	1-CAC-1, 1-CAC-2	<p>Update source reference in facilitator resource (link broken). Suggested alternatives:</p> <ul style="list-style-type: none"> - http://inclusivesportdesign.com/tutorials/how-to-adapt-and-modify-your-sport-activities-to-include-all/ - https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-what-can-you-do/people-with-disability - https://www.ausport.gov.au/participating/coaches/tools/coaching_specific_groups - https://www.sportingschools.gov.au/resources-and-pd/schools/sports-ability <p>Add this to facilitator and participant resources:</p> <p>TREE or STEP or CHANGEIT summary and template</p> <p>Things to consider</p> <ul style="list-style-type: none"> - Changes do not have to be permanent – some may be phased out over time as skills and confidence increase.

			<ul style="list-style-type: none"> - Try as much as possible to include all the members of your group in the game. Be conscious of keeping all participants challenged. - Engage individuals in modifying the activities when appropriate, as they will be your best source of solutions. - It may not be necessary to modify the game's rules or equipment for everybody just to include one person, it may only require a change for that one person. - There are situations where including everybody all the time may not be possible. Safety considerations are always a priority for each individual and the entire group. Use your common sense. - Always maintain the integrity of the game – do not modify a game so much that it no longer resembles the game you were playing at the outset. <p>Add question to learning task:</p> <p><i>What can you do to ensure your sessions are more inclusive of athletes with diverse abilities and backgrounds?</i></p>
Unit 3	Introduction to Warm Up and Cool Down (Theory and Practical)	1-CAC-1, 1-CAC-2, 1-CAC-3, 1-CAC-4	Ensure facilitator addresses adapting and modifying techniques during the demonstration of the warm up or by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.
	Games (Practical)	1-CAC-1, 1-CAC-2, 1-CAC-3, 1-CAC-4, 1-CAC-5, 1-CAC-6, 1-CAC-7	<p>Ensure facilitator addresses adapting and modifying techniques during the demonstration of the activities or by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.</p> <p>Add scenario for each group in learning task:</p> <p><i>How would you ensure inclusion of a participant:</i></p> <ul style="list-style-type: none"> - <i>with physical impairment?</i> - <i>with limited English skills?</i> - <i>with learning or comprehension difficulties?</i>
Unit 4	Long Term Athlete Participation (Theory Module)	1-CAC-1, 1-CAC-2, 1-CAC-8	Nil
Unit 5	Working Together (Theory Module)	1-CAC-1, 1-CAC-2, 1-CAC-7	<p>Add scenario to learning task:</p> <p><i>A new child in your group has recently immigrated to Australia, they have limited spoken English skills. The child is shy and understanding instructions and feedback is difficult.</i></p>

Unit 6	Fundamental Movement Skills (Practical Module)	1-CAC-1, 1-CAC-2, 1-CAC-3, 1-CAC-4, 1-CAC-5, 1-CAC-6, 1-CAC-7	Add question to template in learning task: <i>How could the module be modified to cater for different ability levels?</i>
Unit 7	Introduction to Leading a Session (Theory Module)	1-CAC-1, 1-CAC-2, 1-CAC-3, 1-CAC-6, 1-CAC-5, 1-CAC-7	Remove from learning task: "How could I keep participants with a physical impairment such as vision, amputee, hearing or Cerebral Palsy involved in this activity?" Add adapting and modifying scenarios to the learning task: <i>Use the TREE or STEP or CHANGEIT template to show how you would adapt and modify your session to include a participant:</i> <ul style="list-style-type: none"> - with hearing impairment - who uses a wheelchair - with a wrist injury - with low vision In addition to, or alternative to, predefined scenarios the facilitator could decide on appropriate scenarios or the student could nominate scenarios they have encountered or heard of and use those instead.
Additional suggested actions			
<ul style="list-style-type: none"> - Unit numbers do not match between facilitator manual and participant manual - Add to pre-course work: PBTR Harassment and Discrimination Course: https://www.playbytherules.net.au/online-courses/harassment-and-discrimination-online-course - Add to additional resources: PBTR inclusion scenarios: https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-examples - Add to additional resources: PBTR, Let kids be Kids mini-course: https://www.playbytherules.net.au/online-courses/mini-courses/let-kids-be-kids - Add to additional resources: ASC, Yulunga Traditional Indigenous Games: https://www.sportingschools.gov.au/resources-and-pd/schools/yulunga - Add to additional resources: Centre for Multicultural Youth, Sport and Game Plan resources http://www.cmy.net.au/sport 			

TRACK AND FIELD	LEVEL 2 INTERMEDIATE COACH	2-ICC
COMPETENCIES		
2-ICC-1: Monitor and adapt the training environment to ensure inclusive, enjoyable, challenging and safe activity for athletes who have established the fundamental skills in running, jumping and throwing.		
2-ICC-2: Evaluate and identify appropriate activities in accordance with the physical, emotional and social maturation of the athletes in their program.		

2-ICC-3: Vary training activities to maintain a stimulating and engaging training environment.

2-ICC-4: Provide suitable feedback on performance, for groups and individuals during training sessions.

2-ICC-5: Communicate effectively in group and individual situations.

2-ICC-6: Use appropriate methods, drills and activities to instruct appropriate technical models to athletes who have established the fundamental skills in running, jumping and throwing, across the following event groups:

- Sprints and Starts – including Block Starts
- 4 x 100 Relays
- Sprint Hurdles
- Middle & Long Distance up to 5000m
- Jumps – Long Jump, Triple Jump and High Jump
- Throws – Discus, Shot Put and Javelin
- Race Walking

2-ICC-7: Plan and evaluate a training session.

2-ICC-8: Plan and implement a variety of activities that will develop the “components of fitness” into training sessions.

LEARNING CONTENT

Unit	Learning Content/Tasks	Applicable Competencies	Suggested Actions
Unit 1	Developing the skills of the coach	2-ICC-4, 2-ICC-5	Consider adding 2-ICC-1 to this unit’s key competencies given the materials cover providing a welcoming environment in this unit. Refer to inclusion resources provided in additional resources add TREE, STEP, CHANGEIT templates in appendix for distribution with learning task.
Unit 2	Warm up cool, down and circuits	2-ICC-5, 2-ICC-7	Ensure facilitator addresses adapting and modifying techniques during the theory and practical delivery by validating understanding of learners using questioning e.g. how could the activity cater for different abilities, needs etc
Unit 3	Planning effective training sessions	2-ICC-4, 2-ICC-5	
Unit 4	Sprints, starts and relays	2-ICC-1, 2-ICC-4, 2-ICC-5, 2-ICC-6	
Unit 5	Sprint hurdles	2-ICC-1, 2-ICC-4, 2-ICC-5, 2-ICC-6	
Unit 6	Middle & long distance	2-ICC-1, 2-ICC-4, 2-ICC-5,	

		2-ICC-6	
Unit 8	Long jump	2-ICC-1, 2-ICC-4, 2-ICC-5, 2-ICC-6	
Unit 9	Triple jump	2-ICC-1, 2-ICC-4, 2-ICC-5, 2-ICC-6	
Unit 10	High lump – scissors & introduction to high jump	2-ICC-1, 2-ICC-4, 2-ICC-5, 2-ICC-6	
Unit 11	Shot put	2-ICC-1, 2-ICC-4, 2-ICC-5, 2-ICC-6	
Unit 12	Discus	2-ICC-1, 2-ICC-4, 2-ICC-5, 2-ICC-6	
Unit 13	Javelin	2-ICC-1, 2-ICC-4, 2-ICC-5, 2-ICC-6	
Learning Task	Planning a Training Session	2-ICC-1, 2-ICC-4, 2-ICC-5, 2-ICC-6	<p>Add adapting and modifying scenarios to the learning task:</p> <p><i>Use the TREE or STEP or CHANGEIT template to show how you would adapt and modify your session to include a participant:</i></p> <ul style="list-style-type: none"> - <i>with hearing impairment</i> - <i>who uses a wheelchair</i> - <i>with a wrist injury</i> - <i>with low vision</i> <p>In addition to, or alternative to, predefined scenarios the facilitator could decide on appropriate scenarios or the student could nominate scenarios they have encountered or heard of and use those instead.</p>
Additional recommendations			
<ul style="list-style-type: none"> - Add to additional resources: PBTR inclusion scenarios: https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-examples - Add to additional resources: Yulunga Traditional Indigenous Games: https://www.sportingschools.gov.au/resources-and-pd/schools/yulunga - Add to additional resources: Centre for Multicultural Youth, Sport and Game Plan resources http://www.cmy.net.au/sport - Provide link to Para-athletics rules, classification and implement details in further resources online 			
Observations			
<ul style="list-style-type: none"> - In unit 3 competency codes are written as 2-CC-#, requires correction 			

TRACK AND FIELD		LEVEL 2 ADVANCED COACH Part A	2-AEGS
<p>2-AEGS-1: Display behaviours and standards expected of a coach and self-evaluate to improve their coaching performance.</p> <p>2-AEGS-2: Develop and review a coaching plan for the season.</p> <p>2-AEGS-3: Manage the safety requirements of coaching</p> <p>2-AEGS-4: Demonstrate a range of coaching methods and communication techniques.</p> <p>2-AEGS-5: Adapt their coaching program to include and cater for a range of individual needs.</p> <p>2-AEGS-6: Assist athletes to develop and improve skills.</p> <p>2-AEGS-7: Develop activities to improve an athlete's physical abilities.</p> <p>2-AEGS-8: Recognise structures and movement of the body in order to analyse performance.</p> <p>2-AEGS-9: Take into account growth and development considerations when coaching a range of athletes.</p> <p>2-AEGS-10: Assist athletes to use nutritional strategies for sports performance.</p> <p>2-AEGS-11: Use basic psychological training skills to assist athletes prepare for sports performance.</p> <p>2-AEGS-12: Advise athletes regarding anti-doping issues.</p>			
Unit	Learning Content/Tasks	Applicable Competencies	Suggested Actions
Unit 1	The essence of coaching	2-AEGS-1	Nil
Unit 2	Inclusive Coaching	2-AEGS-5	<p>In addition to the <i>Why be inclusive?</i> discussion have the facilitator ask learners to raise other reasons to be inclusive, look for responses such as:</p> <ul style="list-style-type: none"> - Increase membership - Increase in revenue through membership fees - Increase volunteer base by involving extended networks - Improve coaching practice - Access additional competitive pathways such as Para-athletics - Increase connection with local community - More vibrant and diverse club or squad <p>Consider providing additional scenarios that address other target markets:</p> <ul style="list-style-type: none"> - LGBTIQ – e.g. handling discrimination against an openly gay athlete - Multi-cultural – e.g. handling limited English

			<ul style="list-style-type: none"> - ATSI – e.g. handling “sorry business” Refer to inclusion resources provided in additional resources and add TREE, STEP, CHANGEIT templates in appendix for distribution with learning task.
Unit 3	Conditioning	2-AEGS-7	Ensure facilitator addresses adapting and modifying techniques during the theory, practical and learning task delivery by validating understanding of learners using questioning e.g. how could the activity cater for different abilities, needs etc
Unit 4	Planning	2-AGES-2	Ensure facilitator addresses adapting and modifying techniques during the learning task by validating understanding of learners using questioning e.g. how could the activity cater for different abilities, needs etc
Additional suggested actions			
<ul style="list-style-type: none"> - Add to additional resources: PBTR inclusion scenarios: https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-examples - Ensure learners demonstrate competency of 2-AEGS-5 in assessment task(s) For part B event specific modules: <ul style="list-style-type: none"> - Ensure facilitator addresses adapting and modifying techniques during the theory, practical by validating understanding of learners using questioning e.g. how could the activity cater for different abilities, needs etc. - Provide link to Para-athletics rules, classification and implement details in further resources online - No need for additional assessment for 2-AEGS-5 in part B as learners are deemed competent in Part A. 			

RECREATIONAL RUNNING	Level 1 Recreational Run leader	1-RRL
<p>1-RRL-1: Provide an environment for a recreational runner that is inclusive, enjoyable, safe and fosters maximum participation.</p> <p>1-RRL-2: Cater for the social and physical capabilities of individual runners.</p> <p>1-RRL-3: Assess and manage the risks associated with being a run leader.</p> <p>1-RRL-4: Observe and understand the fundamental movement skills of running.</p> <p>1-RRL-5: Plan and implement a warm up and cool down.</p> <p>1-RRL-6: Demonstrate the key principles of effective communication methods and begin practicing effective and positive feedback.</p> <p>1-RRL-7: Understand the structure of Recreational Running in Australia so as to best support runner's involvement in the activity.</p> <p>1-RRL-8: Understand the Accredited Recreational Running Coach Framework.</p> <p>1-RRL-9: Adhere to the requirements of the Accredited Athletics Coach, including registration, member protection, and codes of conduct.</p>		

Unit	Learning Content/Tasks	Applicable Competencies	Suggested Actions
Unit 1	Warm Up and Cool Down (Theory and Practical)	1-RRL-1, 1-RRL-2, 1-RRL-3, 1-RRL-5	Ensure facilitator addresses adapting and modifying techniques during the demonstration of the warm up/cool down or by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.
	Introduction to Run Leading (Practical)	1-RRL-1, 1-RRL-2, 1-RRL-3	<p>Add to Inclusiveness dot point in facilitator materials:</p> <p>..., <i>adapt and modify for individual needs.</i></p> <p>Ensure facilitator addresses adapting and modifying techniques during the run/walk activity or by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.</p>
Unit 2	Introduction Training Runners		<p>Provide source reference. Suggested alternatives:</p> <ul style="list-style-type: none"> - http://inclusivesportdesign.com/tutorials/how-to-adapt-and-modify-your-sport-activities-to-include-all/ - https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-what-can-you-do/people-with-disability - https://www.ausport.gov.au/participating/coaches/tools/coaching_specific_groups - https://www.ausport.gov.au/participating/coaches/tools/coaching_specific_groups - https://www.sportingschools.gov.au/resources-and-pd/schools/sports-ability <p>Add this to facilitator and participant content:</p> <p><i>TREE or STEP or CHANGEIT summary and template</i></p> <p><i>Things to consider</i></p> <ul style="list-style-type: none"> - <i>Changes do not have to be permanent – some may be phased out over time as skills and confidence increase.</i> - <i>Try as much as possible to include all the members of your group in the game. Be conscious of keeping all participants challenged.</i> - <i>Engage individuals in modifying the activities when appropriate, as they will be your best source of solutions.</i> - <i>It may not be necessary to modify the game's rules or equipment for everybody just to include one person, it may only require a change for that one person.</i> - <i>There are situations where including everybody all the time may not be possible. Safety considerations are always a priority for each individual and the entire group. Use your</i>

			<p>common sense.</p> <p>Add to learning task:</p> <p><i>Statement 11: There are no barriers to anyone joining a running group. It's as simple as turning up and joining in no matter who you are.</i></p> <p><i>Discussion point: Research shows that people with a disability, Aboriginal and Torres Strait Islanders peoples, people from multi-cultural backgrounds, women and girls and people from the LGBTIQ community face barriers, discrimination and disadvantage when it comes to participating in sport. The role of a run leader is to ensure everyone can participate in the way and at the level they choose. You need to be proactive by understanding and catering for individual needs.</i></p>
Unit 3	Long Term Participation	1-RRL-1, 1-RRL-2, 1-RRL-6	Nil
Unit 4	Fundamentals of Run Training	1-RRL-1, 1-RRL-2, 1-RRL-3, 1-RRL-4	Ensure facilitator addresses adapting and modifying techniques during session presentations or by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.
Unit 5	Introduction to Leading a Session	1-RRL-1, 1-RRL-2, 1-RRL-3, 1-RRL-4, 1-RRL-5, 1-RRL-6	Ensure facilitator addresses adapting and modifying techniques during session presentations or by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.
Unit 6	Working Together.	1-RRL-1, 1-RRL-2, 1-RRL-6	<p>Add scenario to learning task:</p> <p><i>A 16-year-old boy with mild cerebral palsy arrives at training to join your running group.</i></p>

Additional suggested actions

- Add to pre-requisites PBTR Harassment and Discrimination Course: <https://www.playbytherules.net.au/online-courses/harassment-and-discrimination-online-course>
- Refer to/recommend PBTR Inclusion scenarios: <https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-examples>
- Refer to/recommend PBTR Let kids be Kids mini-course: <https://www.playbytherules.net.au/online-courses/mini-courses/let-kids-be-kids>
- Refer to/recommend Yulunga Traditional Indigenous Games: <https://www.sportingschools.gov.au/resources-and-pd/schools/yulunga>
- Add to **additional resources**: Centre for Multicultural Youth, Sport and Game Plan resources <http://www.cmy.net.au/sport>

RECREATIONAL RUNNING	Level 2 Intermediate Recreational Running Coach	2-IRR
2-IRR-1: Monitor and adapt the training environment to ensure inclusive and safe activity that is both enjoyable and challenging for recreational runners in clubs, squads, groups and individual training situations.		

2-IRR-2: Evaluate and identify appropriate activities in accordance with the physical, emotional and social maturation of the recreational runners in their program.

2-IRR-3: Vary training activities to maintain a stimulating and engaging training environment.

2-IRR-4: Provide suitable feedback on performance, for groups and individuals during training sessions.

2-IRR-5: Communicate effectively in groups and individual situations.

2-IRR-6: Use appropriate methods, drills and activities to instruct appropriate technical models to recreational runners.

2-IRR-7: Plan and evaluate a training session and make appropriate adjustments to subsequent sessions.

2-IRR-8: Plan and implement a variety of activities that will develop the 'components of fitness' into training sessions

Unit	Learning Content/Tasks	Applicable Competencies	Suggested Actions
Unit 1	Coach pathways	nil	Include information about Para pathways
Unit 2	The skills of coaching	2-IRR-4, 2-IRR-5	<p>Given welcoming and supportive environment is addressed consider adding 2-IRR-1 to key competencies for this unit</p> <p>Add this to facilitator and participant content:</p> <p><i>TREE or STEP or CHANGEIT summary and template</i></p> <p><i>Things to consider</i></p> <ul style="list-style-type: none"> - <i>Changes do not have to be permanent – some may be phased out over time as skills and confidence increase.</i> - <i>Try as much as possible to include all the members of your group in the game. Be conscious of keeping all participants challenged.</i> - <i>Engage individuals in modifying the activities when appropriate, as they will be your best source of solutions.</i> - <i>It may not be necessary to modify the game's rules or equipment for everybody just to include one person, it may only require a change for that one person.</i> - <i>There are situations where including everybody all the time may not be possible. Safety considerations are always a priority for each individual and the entire group. Use your common sense.</i> <p>Provide source reference. Suggested options:</p> <ul style="list-style-type: none"> - http://inclusivesportdesign.com/tutorials/how-to-adapt-and-modify-your-sport-activities-to-include-all/ - https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-what-can-you-do/people-with-disability

			<ul style="list-style-type: none"> - https://www.ausport.gov.au/participating/coaches/tools/coaching_specific_groups - https://www.ausport.gov.au/participating/coaches/tools/coaching_specific_groups - https://www.sportingschools.gov.au/resources-and-pd/schools/sports-ability <p>Add to self-reflection questionnaire – “Do I adapt and modify my coaching to cater for my runner’s individual needs (e.g. disability, age, culture, language)?”</p>
Unit 3	Principles of training		No corresponding content in facilitator manual
Unit 4	Components of fitness		No corresponding content in facilitator manual
Unit 5	Running economy and warm ups	2-IRR-1, 2-IRR-4, 2-IRR-5, 2-IRR-6, 2-IRR7	Page 20 – Broken link http://www.athletics.com.au/community/awd_community replace or provide alternate
Unit 6	Endurance running		Ensure facilitator addresses adapting and modifying techniques during session presentations and practical activities or by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.
Unit 7	Planning sessions and programs	2-IRR-2, 2-IRR-3, 2-IRR-5, 2-IRR-7, 2-IRR-8	Ensure facilitator addresses adapting and modifying techniques during session presentations and practical activities or by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.
Unit 8	Race day considerations		No corresponding content in facilitator manual
Additional suggested actions			
<ul style="list-style-type: none"> - In the Coach in action learning task ensure 2-IRR-1 is assessed. Suggestion: for each scenario ask the group to show how the training session could be modified for e.g. a wheelchair athlete, an athlete with hearing impairment, intellectual impairment, limited English skills etc. Use TREE, STEP, CHANGEIT to assist if needed. - Ensure facilitator addresses adapting and modifying techniques during session presentations and practical activities or by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc. - Add to additional resources: PBTR inclusion scenarios: https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-examples 			
Observations			
<ul style="list-style-type: none"> - Some competency codes in Facilitators manual do not match (Section 2 they are 2-IRR-# while in units 1 & 2 they are 2-ICC-#) - Units in participant manual do not fully match the facilitators manual. 			

LITTLE ATHLETICS		Introduction to Coaching Course	ITCC
N/A			
Unit	Learning Content/Tasks	Applicable Competencies	Suggested Actions
N/A	Coaching young athletes	N/A	Ensure facilitator addresses adapting and modifying techniques by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.
N/A	Warm-up	N/A	
N/A	Running including starts	N/A	
N/A	Middle distance	N/A	
N/A	Hurdles	N/A	
N/A	Relays	N/A	
N/A	Race walking	N/A	
N/A	Long jump	N/A	
N/A	Triple jump	N/A	
N/A	High jump	N/A	
N/A	Shot put	N/A	
N/A	Discus	N/A	
N/A	Javelin	N/A	
N/A	Cool down	N/A	
N/A	Conclusion	N/A	
N/A	Coaching young athletes with a disability	N/A	Move to within section Coaching young athletes Refer to AA Para-athletics information
Additional suggested actions			
<ul style="list-style-type: none"> - Recommend adding topic "Inclusive coaching" after Welcome. Suggested content: <i>Little Athletics Australia and its member associations are committed to providing a sport that is welcoming and inclusive of everyone. When it comes to participation in athletics one of the most important contributors to successful inclusion is adapting things to suit the needs of individual participants, and the coach plays an important role. It's important to recognise that you don't need to be an expert on all things inclusion because good coaches are by their nature inclusive coaches. This is because they take the time to understand their athlete's individual abilities, needs and goals then adapt their activities to maximise participation, skill development and</i> 			

enjoyment. However, inclusion doesn't just happen, it takes a little bit of planning. Coaches can benefit from having a method of making appropriate adaptations and modifications to sport activities.

TREE or STEP or CHANGEIT summary and template

Things to consider

- Changes do not have to be permanent – some may be phased out over time as skills and confidence increase.
 - Try as much as possible to include all the members of your group in the game. Be conscious of keeping all participants challenged.
 - Engage individuals in modifying the activities when appropriate, as they will be your best source of solutions.
 - It may not be necessary to modify the game's rules or equipment for everybody just to include one person, it may only require a change for that one person.
 - There are situations where including everybody all the time may not be possible. Safety considerations are always a priority for each individual and the entire group. Use your common sense.
-
- Then throughout the course content the facilitator should reinforce adapting and modifying techniques by validating understanding of learners by using questioning e.g. how could the activity cater for different abilities, needs etc.
 - Refer to suggested inclusion resources:
 - <http://inclusivesportdesign.com/tutorials/how-to-adapt-and-modify-your-sport-activities-to-include-all/>
 - <https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-what-can-you-do/people-with-disability>
 - https://www.ausport.gov.au/participating/coaches/tools/coaching_specific_groups
 - https://www.ausport.gov.au/participating/coaches/tools/coaching_specific_groups
 - <https://www.sportingschools.gov.au/resources-and-pd/schools/sports-ability>
 - Refer to/recommend: PBTR Inclusion scenarios: <https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-examples>
 - Refer to/recommend: PBTR Harassment and Discrimination Course: <https://www.playbytherules.net.au/online-courses/harassment-and-discrimination-online-course>
 - Refer to/recommend: PBTR Let kids be Kids mini-course: <https://www.playbytherules.net.au/online-courses/mini-courses/let-kids-be-kids>
 - Refer to/recommend: Yulunga Traditional Indigenous Games: <https://www.sportingschools.gov.au/resources-and-pd/schools/yulunga>
 - Refer to/recommend: Centre for Multicultural Youth, Sport and Game Plan resources <http://www.cmy.net.au/sport>

