

Exploratory tour/user journey of the Pride in Sport Index (PiSi)

Catherine Anderson-Karena (Test-Ed) 16/11/2020

Background:

On the 23rd October 'Play by the Rules' ran a panel discussion ("2020 Diversity and Inclusion in Sport Forum, Ensuring inclusion and diversity in sport thrive in this changing world") that highlighted the needs, particularly after the time of COVID to be inclusive of all and accommodate diversity. The panel discussion included a person representing women in sports, lesbians in sport, disabilities in sport and LGBTQIA in sports. It interested me that at the end of the discussion, that the PiSi⁰ was held up as an effective tool and the first of its kind, an index audit to promote inclusion of the LGBTQIA.

This approach jarred with me first off, because solving a problem with a tool that focused on one sector of the community instead of all, seems to be a design flaw when you are promoting inclusion for all. It seems to be a continuation of a pattern that I see doesn't work for integration between diverse peoples, i.e. people with disability and people who do not have a disability, non-indigenous people with indigenous, LGBTQIA with non-LGBTIA etc. I agree with Dr Ben Gauntlett, (Discrimination Commissioner at the Australian Human Rights Commission) when he said:

"In Australia, at the moment we really do have a segregated model for the treatment of people with disability, unfortunately, we have segregated education, we often have segregated workplaces, often we have segregated sports clubs."

It's a model my company rejects. We work with disadvantaged youth (18-22) across a range of mental and physical disadvantage; autism, bi-polar, high anxiety, migrants, poverty, gay, occasional trans, physical disabilities etc.

Each course, each class we run is a mixed bag of disadvantage. I don't segregate those with Autism, out from those who have a history of suicide, high anxiety, live in poverty, etc. These problems are what knit our immediate Test-Ed community together and through our need that motivates and invites the participation of larger communities to be involved, to guide and assist us.

So I collaborate with tech and IT start-up communities and companies like Atlassian to train these youth in 3-4 months and have placed all of them in tech jobs in companies like Fairfax, Channel 9, Tyro, Qantas, Suncorp etc. The first pilot trainees competed with IT Engineering graduates from the University of Technology of Sydney, at Suncorp, double the number of job offers went to our trainees over the University graduates. It's typical now for the trainee's first jobs to start at 60-72K in their first year, jobs won from competing against University graduates with usually 2 plus more years of experience.

A minor challenge has been removing barriers, so their limitations don't impede them in navigating work, home and social environments to belong in our tech' communities as well prove they bring value due in part to different perspectives and capabilities.

Our tools, our methodology has been used to navigate diversity with Fairfax (now a part of Channel 9) to make their digital platforms and products accessible to all and compliant with WCAG 2.0¹ guidelines. Which involved humanly enrolling their people to experience first-hand the advantages of working with a team of differently abled young people in delivering an accessibility project in 4 days rather than the usual 4-5 weeks the standard way of working takes. ([Channel Nine reference](#))

At first glance, I was concerned that I didn't see in the Pride in Sport Index (PiSi) anything that could remotely achieve similar outcomes, the design appeared exclusionary, clunky, focused on one small interest group at the expense of all, didn't seem to have researched the communities that they were targeting which people on the panel described as time-poor, money poor and in my everyday experience, people are not audit friendly.

Given that I'm time poor myself, I decided to use two approaches from my test community to check my assumptions regarding this tool: "2021 psi Submission document – community sports club – v.10" (PiSi):

Approach:

The two approaches I used to explore the PiSi were:

- An Exploratory tour of the tool
- A User journey to discover friction points

These are used to discover if the tool has sufficient merit to proceed with a formal empirical investigation, which would involve using surveys to research the target group, getting a representative sample, creating personas, and applying user journeys with a larger sample of the target audience. As well as searching for information stakeholders involved would need to make informed decisions in making this tool more effective in achieving its aims.

1. In testing², an **"Exploratory Tour"** is an exploration of a system/product/document that is organized around whatever themes seem pertinent.

Tours are excellent for surfacing a collection of ideas that you can then further explore in-depth one at a time. They provide a structure on the way they go about exploring a system /product / document, so they can have a particular focus on each part and not overlook a component. The structure is combined with a theme of the tour, which provides a base for the kind of questions to ask and the type of observations that need to be made. In this case I, the tester am going through the document end to end and asking questions to find out; **"What is the problem Pride in Sport (PiS) is trying to solve? , "Does it deliver on its aim?" "What would be the blockers for its adoption by clubs, if this tool is useful?"**

In the course of conducting this tour, I am looking for anything that is detracting from the quality² of the tool. Questioning the design it's chosen to solve the problem/s it's trying to solve, raise questions, uncovering patterns that are consistent or supportive of its stated intent and looking at questionable features of the document all based on the theme of the tour being performed.

Essentially this is the first journey through the document collecting 'low hanging fruits' of irritation. I ask questions of each section when the points conflict with a range of heuristics, or government guidelines, law or regulation.

Exploratory tours result in either doing a full empirical investigation to discover information that provides pertinent information for stakeholders to make informed decisions or the tool/product is dismissed as unworkable.

See the Appendix for Heuristics

See Appendix for User Journey & Exploratory tour of the PiSi document

See Appendix for relevant legislation, statutes and regulations

2. A 'User Journey to discover Friction Points' typically is recording the responses to each section of the document with a person who reflects one or more common persona of an Australian sporting club's administrator, the stated target for this PiSi. When we review each section, I'm noting their first impressions. Can they understand what is asked of them? Is it actionable? Does the completion of this PiSi bring value to the participant?

I go through the document with a participant and get them to select one of 4 options of each section of the document; friction-less, unclear, blocked or quit. If the section is plain to the understanding, clear and easy to act on and makes sense to the user, they'll choose **Friction-less**. **Unclear** if it's confusing or ambiguous. **Blocked** they understand but can't perform the actions requested or they **Quit**; disengage with the whole process. This approach helps one discover some obvious document flaws as well as areas of confusion.

Unfortunately, both participants wanted to quit, one at section one and the other at section six. With a larger sample size, we would move on to another person, but we persisted to get feedback on the following sections.

The Users

I interviewed a white mother from WA with 10 plus years' experience as a Footy club volunteer (🟡) and an Indian Australian mother (🟠) in the inner city, with experience in charities but limited experience in volunteering for sporting organisations, and who has a 13 year old daughter in a basketball club.

0 % of participants were able to successfully complete all tasks	100 % of participants were unable to complete all tasks	0 % of participants enjoyed this specific experience
100 % of participants complained about this specific experience	100 % of participants had difficulty using specific aspects of the tool	0 % of participants would continue using this tool

sections	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<i>ease</i>	🟡	🟡	🟡									🟡						
<i>unclear</i>		🟡	🟡	🟡	🟡													
<i>blocker</i>					🟡	🟡		🟡	🟡	🟡	🟡		🟡	🟡	🟡	🟡	🟡	🟡
<i>quit</i>	🟡					🟡	🟡	🟡	🟡	🟡	🟡	🟡	🟡	🟡	🟡	🟡	🟡	🟡

Number of Issues

I had 128 issues with this document, that doesn't include 30+ issues of basic grammar and WCAG 2.0³ Accessibility violations (I haven't included those bugs in this report as I assume it's not in the stakeholder (Claire Chandler's office's interest). Accessibility⁴ is the concept of whether a product or service can be used by everyone—however they encounter it. Hence why it's relevant to inclusion and diversity.

(Incidentally, because the document contained links to the PiS website I ran a quick automation script over the first page for its accessibility score for the disabled, it reported 29 major issues on the first page alone, 4 JavaScript vulnerabilities and the lack of 5 security headers to stop common hacker attacks. This is an unexpected result for an organisation promoting inclusion if those with disability needs are not taken into consideration, particularly as they are 4.1 million of our Australian population.)

Key impressions / Findings

- Substantial time was spent in determining the meaning of the words PiS used, they were contradictory, confusing, ambiguous, and not typical of everyday language. Few references to legal definitions of key terms that the document pivoted on; LGBTQ, man, woman, sex, gender, 'diverse sexualities' although in Australian law I found a lack of definition there also. I found key terms left undefined I found some of the language disrespectful to the wider Australian population, are men to be called AMAB/DMAB? Or women AFAB/DFAB? Why is the language of one small sector used to define the wider population? How is that inclusive or respectful when the language that the wider population has for itself, is ignored?
- On the topic of language, the request for pronouns was offensive to the Indian Australian woman, as it was against her culture's norms. And it was not defined what list of pronouns were expected? According to the LGBTQIA resource centre there at least an additional 50 pronouns for example instead of his, her or their you have cos, ens, eir, hir, yos, zir and ver. Instead of herself you can have coself, ensself, emself, hirself, yosself, zirself and verself. You can end up with a sentence like; "Ze reminded zirself to pick up zir umbrella before going outside". This language contradicts three accessibility heuristics around language: readability, semantics, and meaningful information. Accessibility is specifically about the language of inclusion and I have frequently noted guidelines on that are ignored.
- If the LGBTQ benefit from the PiSi, it was undetermined who they were. There are possibly at least 20 to 33 genders if PiS and Australian Sex Survey respectively are to be believed. If you can't identify them how do you effectively target or serve the people of those genders? And still I come back to the question; what is gender?
- There is a difference in promoting LGBTQ inclusion (if 'inclusion' is removing barriers of entry, that term was undefined) and the promotion of PiS itself, or PiS ideology. I would argue that 11 of the 18 questions involved specifically promoted Pride in Sport or the LGBTQIA ideology which is not consistent with LGBTQ inclusion. It could cause resentment and Participant 1, a gay woman, insisted it would paint a target on their back. A few of the requirements were asking the clubs to be the advertising arm of PiS, in one section the recommendation for the purchase of a digital signage board (these come at \$3000+) and are not in the scope of sporting interest, could be accommodated in a club's budget or specifically provide value to the local community's whose first interest is sport.
- Compliance with the demands of this document would take substantial time and substantial money to complete.
 - 5 policy documents which would require the user of lawyers.
 - Website page creations, poster creation, broadcast email and SMS.
 - Training expenditure for all LGBT inclusion training, or the need to hire PiS ambassadors or train PiS ambassadors, whereas any training expenditure is usually based in first aid. Some of the material was free and online, but still time-consuming.
 - Time spent to prepare material to deliver speeches to audiences on LGBT inclusion between games.
 - Time spent to market directly companies to be more LGBT inclusive.
 - Time spent to fill in the documentation, provide over 18 reports. To regularly report. To fill in surveys of indeterminate length.
 - With my 20 plus years in corporate and government training I would estimate that for a club to meet these demands it would elicit the need for training consultants, which therefore assists PiS's revenue stream but is likely to be well outside a typical club's budget.

- It can be argued that the above demands suggest extraordinarily little to no research was done in the needs of the voluntary sporting organisations. No good solution for a user can come out of a lack of knowledge of that target market. That's a serious flaw in process or tool design consideration.
- Section 5 requested that the user state being in support for a 'zero tolerance policy' which included in that definition they were against 'transphobia' the exclusion of one sex having the use of the opposite sex's toilets and implying any exclusion of the opposite sex to those spaces would be 'transphobic'.

This is particularly problematic, the idea of males who identify as females or vis-versa going into women's spaces. There are issues of legal risks for the president and administrators of the club, risks of safety for women and girls. And there are issues around complete lack of consultancy with women on a policy making level, as well as the concerns of women and girls participating in the clubs their needs, input and considerations of respect and inclusion.

- It's problematic the wording of this document. It has the clubs make declarative statements, rather than ask them to post a stance of anti-bigotry around LGBTQ, it asks you to voice it in a particular way. 'We are this... we are that.' The languaging is not consistent with the government style guide or historically how these documents are usually worded.

Indoctrination is the process of teaching a person or group to accept a set of beliefs uncritically. This document reflects that type of language and it demands that you give compliance outside of the norm and gives no explanation as to why, other than it's 'transphobic'. The whole document takes it as a given that the PiSi is the legitimate reference to best practice in inclusion. It asserts Acon, its own authority as the authority to reference, i.e. this is right because I say so.

- I was curious to know who received the rewards of Bronze, Silver and Gold tier recognition I Boolean searched for 'awards' and got <https://www.prideinsport.com.au/2020-winners/> and 2019 winners I notice that these winner are substantially large national organisations and interestingly include those organisations that served as an advisory group for this PiSi and are represented among both year's winners, prominently highlighted across the [site](#) and featured in other award ceremonies for partial completion of the PiSi, i.e. ..." it was developed alongside an advisory group that includes representatives from the National Rugby League (NRL), the Australian Football League (AFL), the Australian Rugby Union (ARU), Football Federation Australia (FFA), Cricket Australia, Swimming Australia, Water Polo Australia, Basketball Australia and Golf Australia."

Cynically as it may be, I could argue that the PiSi primarily serves large sporting organisations that can meet the demand of time and money and benefit from meeting Corporate Social Responsibility aims and public benefits of virtue signalling. Given that the needs of your local sporting club run by volunteers cannot meet those requirements, the PiSi is not geared towards their needs. The benefit to PiS is prestige associated with these organisation and revenue stream for it's services.

Conclusion

"The Pride in Sport Index™ is the first and only benchmarking instrument specifically designed to assess the inclusion of people with diverse sexualities and genders within Australian sporting organisations and codes more broadly. Participating in the index will allow Australian sporting organisations to not only assess their own practice, but determine that which constitutes good practice, along with the ability to benchmark their own initiatives against an external measure and other sporting organisations."

There are 27 issues I have with that introductory statement, see “User Journey & Exploratory tour of the PiSi document” in the Appendix. In short though to answer these questions:

What is the problem Pride in Sport (PiS) is trying to solve?

I believe it's increasing revenue stream, visibility and prestige and pushing a LGBTQIA ideology without discourse or discussion with all parties interested in that discussion.

Does it deliver on its aim?

Of inclusion of your local sporting club LGBTQIA, no, there is little evidence they actually researched that groups requirements. Of increasing their revenue stream and publicity yes, I think this is a highly effective vehicle for that.

“What would be the blockers for its adoption by clubs, if this tool is useful?”

For local clubs many blockers, see “User Journey & Exploratory tour of the PiSi document” below.

Bugs & Issues

Issues, I or participants encountered during this exploration are written in *blue italicised* ink under each section the sections number 1-18. Small bugs are marked with an X in a grey box i.e. **x**, more serious bugs are marked with an X in a brown box. i.e. **x**

Disclaimer

Several factors may have affected the results of this cursory look into the document

1. The sample size is not representative of all people that may use this tool but afforded me sufficient insight in developing an understanding of local sporting clubs concerns. There is at least 2 weeks of work I can do on this document, to answer many unanswered questions I've raised. But for purposes of following up on our conversation Jim, this will have to be sufficient. If you however wish to use this document, I need those two weeks to triple check, go deeper, wordsmith and polish it.
2. It's not common to use software testing principles in interrogating documents although the best in our industry do serve as expert witnesses on documentation around technology or industry policy. Hence, I had some colleagues review the document for potential bias I might hold.
3. Human error and misinterpretations of qualitative feedback are always going to affect results to slight but varying degrees. If the PiSi was to my opinion a useful tool, this document would be followed up with a formal empirical investigation. In my opinion it isn't sufficient quality to warrant that effort.

Appendix

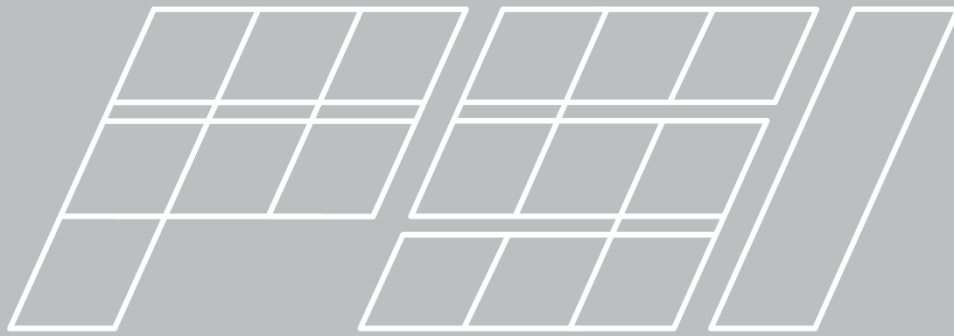
Notable Quotes

- “So, my club has a ... strict no, racism and, and those things. And it would probably include, um, homophobia or anything like that. But transphobia is most certainly not going to be specified in that. [\[Look at definition of transphobia \]](#) ...That's why that's a huge fucking problem because that's also sex discrimination. If a man is allowed to use a woman's change room or toilets so ... being the person that's supposed to be filling out this form? That's a problem big time.
- “I would quit.... because first of all, the person that's filling out this form is a volunteer that is already dedicating endless hours to the club and the players and the teams and the volunteers that they are, that they are responsible for. So, they're sitting down and asking them to fill in an overly complicated form. It's for nothing. This isn't for their benefit. It's for the Pride's benefit”

Documentation

See immediately below, pages 6-23.

2021 PRIDE IN SPORT INDEX (PSI)
COMMUNITY SPORTS CLUB
SUBMISSION DOCUMENT



PRIDE IN SPORT INDEX

What is the Pride in Sport Index™?

The Pride in Sport Index is an initiative of the **Australian Human Rights Commission** and the **Australian Sports Commission** and a legacy of the **Bingham Cup, Sydney**. Following the release of the Out on the Fields study in May 2015, the largest international study examining homophobia in sport, these organisations commissioned the development of a Pride in Sport Index.

The Pride in Sport Index™ is the first and only benchmarking instrument specifically designed to assess the inclusion of people with **diverse sexualities** and **genders** within Australian sporting organisations and **codes more broadly (??)**. Participating in the index will allow Australian sporting organisations to not only **assess their own practice**, but **determine that which constitutes good practice**, along with the ability to **benchmark their own initiatives** against an **external measure** and other **sporting organisations**.

Exploratory Tour and User journey for friction points

1. My main questions are:

What is the problem Pride in Sport Index (PiSi) is it trying to solve? Does it deliver on it's aim with this tool? What would be the blockers for its adoption by clubs if this tool is useful?"

a. A sporting organisation can:

- i. assess their own practice with this tool (*how?*)
- ii. determine that which constitutes good practice (*as given by Pride in Sport presumably*)
- iii. ability to benchmark their own initiatives against an **external measure** (PiSi) and other sporting organisations (*graded on a ranking tier of compliance with PiSi?*)

2. What's an index?

- a. The definition of an index is a guide, list or sign, or a number used to measure change.

3. What are definitions of 'diverse sexualities' and 'genders'?

- a. ❌ The terms aren't defined in the PiSi.

- b. From <https://www.prideinsport.com.au/terminology/> the definition of 'Gender identity' is: *Gender identity is defined in the Act as 'the gender-related identity, appearance or mannerisms or other gender-related characteristics of a person (whether by way of medical intervention or not), with or without regard to the person's designated sex at birth'. For example, a person's birth certificate may include a marker which indicates that the person's designated sex is female when that person identifies as a man (in other words, their gender identity is that of a man).*

- i. ❌ The URL refers to 4 documents none of which are the Act, this quote comes from "Guidelines for the inclusion of transgender and gender diverse people in sport • 2019 • 13" 3 of those 4 documents come from Acon their parent group, hence they're referencing the authority of themselves. i.e. 'This is right, because I say so' This is not typical referencing practice.
- ii. 'gender identity means the gender-related identity, appearance or mannerisms or other gender-related characteristics of a person (whether by way of medical intervention or not), with or without regard to the person's designated sex at birth.
' (Sex Discrimination Act 1984)

- c. ❌ From <https://www.prideinsport.com.au/terminology/> the definition of 'diverse sexualities' aren't defined.

- i. It may refer to the 8 categories under '[Sexual Orientation](#)'; *Aromantic/aro, Asexual/ace, Bisexual, Gay, Heterosexual, Lesbian, Pansexual, Queer* . But the also have another 10 'Gender identities' listed under Bodies, Gender and Gender Identities. I'm assuming they're not excluded. Although they make a significant distinction between 'sex' and 'gender' without defining 'sex' ❌

And some of these Gender identities listed actually describe one's SEX on your birth certificate not 'gender' i.e.

1. ❌ AFAB/DFAB - Assigned female at birth/Designated female at birth.
2. ❌ AMAB/DMAB - Assigned male at birth/Designated male at birth.

a. ✘ What is the definition of female? What is the definition of male? What is the definition of sex?

✘ There was no reference to what 'sex', 'female' or 'male' there's an unstated and assumed definition in the document.

i. ✘ There's a major concern at this point, there doesn't seem to be a definition of sex, man, or woman in the law, although various Acts, even those that have 'sex' in their title leave that core concept undefined. Exploration of this issue at Appendix A, 1.

ii. However, we generally expect the government documents to be consistent with guidelines around writing government documentation, e.g. the Government style guides is the guide for government, and I would think government funded organizations to follow. According to the government style guide: "Sex' refers to the legal status that was initially determined by sex characteristics observed at birth. 'Sex characteristics' are a person's physical sex features, such as their chromosomes, hormones and reproductive organs."

<https://www.stylemanual.gov.au/>

✘We expect the present definition of words to be consistent with current definitions in the general public. I've noticed a language creep into schools and government organisations of this type of terminology pushed I presume by lobby groups, without discussion with the general public. But any pub test or survey of the general public, we observe that a 'man' or 'women' relate to sex. That's reflected in the general assumptions in all the legal documents that we in the last decade took to be a 'given', that in society male and female relate to biological sex. (Nb, if the definition of sex was removed, all documents prior would have used that definition)

The language of 'assigned' or 'designated' male or female and describing a male as AMAB/DMAB or female as AFAB/DFAB are not terms in current usage around sex or gender. The term was created by and for the transgender/nonbinary community to describe the gender they were assigned at birth. Date of creation unknown. Popularized in 2014 by Laverne Cox during an interview with Gayle King according to Urban Dictionary. Pride in Sport is generalising these terms to the non-transgender/nonbinary community without input from that larger community that they don't represent, which suggests a type of policy capture?

4. Who are Pride in Sport? I am curious who Pride in Sport are and what are their general goals/drivers, given the goal of this index as given at the 23/10 panel discussion was a promotion of 'inclusion' for all. There seems to be implicit language that puts the wider public below the demands of PiS goals for the LGBTQ community.

a. Pride in Sport is an arm of ACON (<https://www.acon.org.au/who-we-are-here-for/tgd-people/>)

* Charity established in 1980s to combat the AIDS crisis

* Repositioned themselves as lobbyists for trans and gender diverse (transhub.org and Gender Centre)

* Receive annual funding from NSW Health of \$10 million with another \$10 million in corporate donations

* Fundraisers sponsored by many large corporates, including government departments, ASIO sponsored the coffee-cart at the last lunch

- b. Save Women's Sport lawyer Katherine Deves lists several issues with the organisation:
- * ACON is a publicly-funded charity
 - * They are not elected, nor do they have parliamentary or legislative oversight
 - ✗* Yet, they have directed and influenced these guidelines, presented to the community as a fiat accompli, effectively removed sex as a relevant characteristic in sport and have replaced with gender identity. This raises significant issues in relation to safety and fairness for women and girls with males being able to self-identify into their competitions.
 - ✗* This was done without any public awareness or debate, parliamentary oversight, or media scrutiny. All scientific evidence that males have significant biological advantage over females has been ignored (Rugby Australia has completely dismissed World Rugby Guidelines)
 - ✗* No women or girls groups, parenting groups, or safeguarding groups were consulted, only gender identity advocates or gender diverse competitors
 - ✗* No equality or safety impact assessment undertaken
 - ✗* This contravenes Commonwealth statutory obligations under Sex Discrimination Act s 42 and the Schedule, and to our international treaty obligations under UN Convention for Elimination of Discrimination Against Women
 - ✗* The guidelines allow males (competitors, managers, coaches or umpires) with a self-declared gender identity to use the change room, toilets and overnight accommodation of their choice, any fellow competitor or parent raising an objection is sanctioned
5. How do PiS define 'inclusion' and inclusion in relation to these 'diverse sexualities' and 'genders'?
- a. ✗ Although a request is made for a sporting body to be compliant to 'LGBTQ inclusion' 25 times, the document doesn't define what LGBT inclusion is, even when it asks the sporting organisation to make a LGBTQ inclusion policy. It just says you must be compliant.
If you search the PiS website i.e. Put this phrase in google search box: site:prideinsport.com.au "LGBTQ inclusion" It gave 449 incidents of that term being used, not one of which included a definition. If you have a goal, in sports you need to know where that goal is and how to shoot for it. The goal of "LGBTQ inclusion" is undefined.
6. What oracles or heuristics are they referencing for these terms?
- a. ✗ Thus far 3 of the 4 documents that are referenced for 'gender' are from Acon the parent arm of PiS.
7. Does this Index in any way negatively weight the needs of LBGT over Non-LBGT? Are those people who do not have 'diverse sexualities' and 'genders' equally accommodated?
8. ✗ Diverse sexualities, the terms undefined, but sexuality usually references male, female and maybe non-specific? Therefore, are women and men included/excluded in these terms? As a term it's ambiguous.
9. How many genders are there? And how do they differentiate one gender from another?
- a. According to the Australian Sex Survey <https://www.australiansexsurvey.com.au/> there are 33 genders in Australia.
And news.com.au 'defines' them here: <https://www.lifehacker.com.au/2020/03/explained-the-33-gender-identities-recognised-by-the-2016-australian-sex-survey/>
- b. Woman and Man are included in that survey, does PiS recognise the needs of women and men in their inclusion goals?
- c. Is this non-inclusive to only recognise LGBTQ? and not the 28 other genders?
- d. Are there standard genders that other genders deviate from? If so, what is a standard gender? And have they measured deviation from the norm?
- i. ✗ This term gender is ambiguous in the context of defining criteria used in an index.
10. ✗ Does the document consider that those of 'diverse sexualities' and 'genders' also may have physical & mental disabilities, indigenous, immigrants, and concerns outside of issues around 'diverse sexualities' and 'genders'?
- a. No
11. What does inclusion look like for the president, secretary, and players? Has PiS surveyed the sporting clubs of Australia for their needs and wants?
12. What are the relevant Acts, statutes, and regulations around this?

- a. Australian Human Rights Commission (2015) Sex discrimination
- b. Australian Human Rights Commission (2019) About sexual orientation, gender identity and intersex status discrimination
- c. Sex Discrimination Act 1984 (Cth) s 42,
- d. Anti-Discrimination Act 1977, NSW s38
- e. CEDAW Art. 10(g).

13. Does this document violate any Act?

- a. The 'transphobia' section disregards the rights of all pupils to safety, privacy and dignity in single sex spaces and disregards the rights of teenage girls to compete in sports on a level playing field as per Sex Discrimination Act 1984 (Cth) s 42, Anti-Discrimination Act 1977, NSW s38 and CEDAW Art. 10(g).

14. How are the results of the PiSi going to be used?

15. Is this index voluntary or compulsory?

16. How do they distribute this form? Do they or can the track those who state they'll fill in, those who don't/do?

17. What was their process in producing this report?

18. Is the 'benchmark' the ranking tier system?

19. **"Community/Local sporting club, association, or equivalent, run predominantly by volunteers."**

Who are they? What's the typical composite pictures of the people in these roles – pains/gains/needs etc.

- a. Typically, the people filling in this document if they do so they would be the President or Secretary overseen by the President. The president more commonly are middle-aged white guys, not particularly pc or internet savvy.

Unpaid, usually the kids are doing the stuff online.

All volunteer work unpaid. They work long hours, volunteer, take abuse from parents, stop fights 'tween parents and 'tween kids, go early to practice no matter the weather, most are time-poor and money-poor.

Only time they'd talk to corporates is for requests to sponsor. Their type of club members/players are dependent on the clubs location, the demographic of the club e.g. poorer WA, race, lower economic group, indigenous etc. Issues for that would be racism, fee assistance because of poverty, if no trans no accessibility issues due to sexuality.

The main issues around inclusion for the typical club are physical or mental disabilities and abilities, racism, sex and lack of money. (Jessica White, 10 years Sporting Club volunteer)

20. What do the sporting clubs gain from PiSi Compliance?

- a. They receive public recognition at an award ceremony.
- b. Ranked as either a bronze, silver, or gold tier (?)
 - i. Those that are bronze, silver, or gold get listed in their awards PDF at the end of the year.

21. What currency is in that recognition or being a * tier?

22. Is there a downside to that recognition?

23. How much time and/or money is there involved in filling in this form?

- a. It would depend on the length of the policy documents, but for those who don't have professional skill, it usually averages 5-8 hours per A4 page.

24. Are there particular skills required above that the typical president would have to have to fill the form?

25. How does this reward work as a sales incentive?

26. "and codes more broadly" Unclear what the author is talking about, bad sentence construction.

27. "All work in this submission relates to activity within the 2020 calendar year only." The clubs work on tax year.

Completing your document

1. Read each question and the evidence that is required, carefully.

2. Ensure that every question you answer is addressed as if for the first time, and with articulate detail (Independent Markers may not know anything about your club – so articulate your answers as such).
3. **All work in this submission relates to activity within the 2020 calendar year only.**

Need some support?

To help you with your submission, Pride in Sport has put together a dedicated support page on our website. On this site you will have access to:

- Key terms and definitions
- How to record and submit evidence as attachments
- Additional work ideas
- And more...

For additional support, please visit www.prideinsport.com.au/psi-support

Submitting instructions



Deadline

The deadline for both hard copy and soft copy PSI submissions is **no later than 9:00am Monday 8 February 2021.**



No extensions

Benchmarking requires a strong adherence to the same timeline of all submitting organisations. As such, there is no possibility for extensions. This is to ensure the equitable and fair opportunity for all organisations to have the same deadline. Every organisation is given the same opportunity to complete submissions before the above deadline. Any submission received after the above deadline will not be considered.



Submit

Send your completed submissions to:

Hard Copies

POST TO: PSI Submissions, Pride in Sport, 414 Elizabeth Street, Surry Hills NSW 2010.

Soft Copies

EMAIL TO: psi@prideinsport.com.au

Soft copies include, but are not limited to; dropbox, google docs, parcelpost, Microsoft OneDrive or any other internally approved large file transfer system

(If needing to provide access to share drive documents, please add bnewell@acon.org.au and wreilly@acon.org.au)



Need Help Submitting?

If you require support or have any queries when submitting your document, please send an email to – psi@prideinsport.com.au

Organisation details

Sporting Entity Name: Please enter name as you would like it to appear on certificates or any awards	
Are you:	<input type="checkbox"/> To be eligible to complete this document you must be a Community/Local sporting club, association, or equivalent , run predominantly by volunteers.
Organisation size (turnover):	<p>Please delete those not relevant (for potential benchmarking):</p> <input type="checkbox"/> Category CT1: <\$100,000 <input type="checkbox"/> Category CT2: \$100,001 - \$250,000 <input type="checkbox"/> Category CT3: \$250,001 - \$500,000 <input type="checkbox"/> Category CT4: \$500,001>
Organisation size (registered membership):	<p>Please delete those not relevant (for potential benchmarking):</p> <input type="checkbox"/> Category CM1: <1,000 registered members <input type="checkbox"/> Category CM2: 1,001 – 3,000 registered members <input type="checkbox"/> Category CM3: 3,001 – 5,000 registered members <input type="checkbox"/> Category CM4: >5,001 registered members
State of Submitting body:	<p>Please delete those not relevant (for potential benchmarking):</p> <input type="checkbox"/> Australian Capital Territory (ACT) <input type="checkbox"/> New South Wales (NSW) <input type="checkbox"/> Northern Territory (NT) <input type="checkbox"/> Queensland (QLD) <input type="checkbox"/> South Australia (SA) <input type="checkbox"/> Tasmania (TAS) <input type="checkbox"/> Victoria (VIC) <input type="checkbox"/> Western Australia (WA)
Sporting Code Please identify the sport/s covered by the submitting entity	

28. Why do they want to know how much money they are making?

29. On a web a document typically, we use the is used to click. Here they use it as decoration ask people to delete everything except their answer. People found that confusing.

Contact Information

**All fields must be answered*

Primary Contact	Name:	
	Position:	
	Postal Address:	
	Email:	
	Phone:	
Secondary Contact	Name:	
	Position:	
	Email:	
	Phone:	

Index Participation and acknowledgement

Please select participation identification level (Name and Tier recognition only, no scores): <i>Please delete those not relevant</i>	<input type="checkbox"/> Happy to be identified as Participating tier or higher <input type="checkbox"/> Only identify us if we reach Bronze tier or higher <input type="checkbox"/> Only identify us if we reach Silver tier or higher <input type="checkbox"/> Only identify us if we reach Gold tier <input type="checkbox"/> Do not identify us at all – anonymous (this option revokes any opportunity for public award recognition)
<p>30. What value is there in a public award recognition for the sporting organisations? a. Given the cost, time and money involved, there's little justification for the local volunteer run club.</p> <p>31. What value is there in a public award recognition for Pride in Sports? a. PiSiSelf-Promotion (1)</p> <p>32. What does the public award recognition look like and who pays for it? a. https://www.prideinsport.com.au/2020-winners</p> <p>33. Who does this award recognition best serve? What's its agenda? a. Looking at https://www.prideinsport.com.au/2020-winners/, the winners aren't community sports clubs, they're big organisations, that coincidentally happen to be supporters of PiSi</p>	

Negative press / complaints disclosure

- We have received negative press that has impacted our reputation as being LGBTQ inclusive sport/club
- We have had formal complaints lodged against us for LGBTQ discrimination, bullying or harassment (Fair Work Ombudsman, Human Rights Commission, Sex Discrimination Act)

In relation to the above (maintaining required confidentiality), please broadly outline the negative press or complaint, your course of action or response/outcomes of any complaints lodged:

Comment:

- 34. Why would clubs continue to fill in the form if this is true of them?
- 35. If they fill in this form, what will PIS do with a list of organisations who have received negative press? How will they use this information?

Section 1: Governance & Strategy

1. Strategic Commitment	2 points	FOUNDATION
<p>LGBTQ inclusion has been documented within a form of formal governance (e.g. Strategic Plan, Inclusion Strategy), and has clearly articulated goals/plans/action items and accountability associated with it.</p> <p><i>Please provide a copy of the document that supports this question, with a clear reference to the section/s of the document that are relevant.</i></p>	<p>1 Point = A copy of the document that identifies LGBTQ inclusion as a specific targeted area.</p> <p><i>Plus</i></p> <p>1 Point = for clearly articulated goals/plans/action items and related accountability.</p>	
<p>36. Boolean search Inclusion Strategy” on the following website resources: https://www.prideinsport.com.au/content/uploads/2019/06/Trans_and_Gender_Diverse_Guidelines_2019.pdf (52-page document) or www.prideinsport.com.au/psi-support (note, poor accessibility score against WCAG 2.0)</p>		
<p>37. <input checked="" type="checkbox"/> There are no examples of ‘inclusion strategy’ or ‘strategic plan’ provided on these sites. For volunteers, with no serious documentation skills there’s no assistance. If the previous websites are resources, that would require significant time to translate the information to policy. Why would they, they are not paid to do this?</p>		
<p>38. How many documents need to be filled in as part of this PIS index? (strategic plan, inclusion strategy, Member Protection Policy, a formal Position Statement / Declaration signed by an executive, and/or a dedicated policy [preferred]., at least 5)</p>		
<p>39. <input checked="" type="checkbox"/> Would any part of this process require lawyers? And therefore, cost the sporting clubs? a. Checked with a lawyer – yes.</p>		
<p>40. Participant 1: <i>“I would quit.... because first of all, the person that's filling out this form is a volunteer that is already dedicating endless hours to the club and the players and the teams and the volunteers that they are, that they are responsible for. So, they're sitting down and asking them to fill in a very complicated form. It's for nothing. This isn't for their benefit. It's for the Pride's benefit...”</i></p>		
<p>41. Participant 2: <i>“Blocker? ... Ease? Because I understand that this is what needs to be done.”</i></p>		

2. Strategic Promotion	1 point	FOUNDATION
<p>Our documented LGBTQ inclusion strategy (as evidenced in Q1) has been communicated to our staff/volunteers/members within the calendar year.</p> <p><i>Please provide a copy of push communication (e.g. email) that supports your answer. Website/intranet stories are not acceptable.</i></p>	<p>1 Point = A copy of at least one form of push communication promoting the relevant document within the calendar year.</p>	

<p>42. <input checked="" type="checkbox"/> If 'email' is what you mean by "push communication" then referencing heuristics of accessibility you use 'email, avoid idiosyncratic or exclusionary language?</p> <p>43. How do the players typically get their messaging?</p> <p>44. Def "Push communication refers to any message that is sent from a sender to a receiver. Push is a broadcast. The sender is in control, determining who receives the communication, how they receive it, and when. Push communications are used to communicate interesting, important, or time-sensitive announcements. This is information that needs to be communicated immediately and directly. Email blasts, posters and digital billboards, push notifications (digital alerts sent from a mobile app), SMS, and voicemails are all examples of push communications."</p> <p>45. <input checked="" type="checkbox"/> Who can afford digital billboards? Who would use them, they're not direct or immediate? Who are you alerting with a billboard that would not be directly going to club members but the broader community? Does this serve the organisation or Pride in Sports? (PiSi Self-Promotion 2)</p>
<p>46. Participant 1: "Because also, usually the president is going to be a middle-aged man or older, and they tend not to do good with technology, Especially the president. I'm pretending to be, he's awful he gets his two sons to do all of the tech work for him because he can't. Can't be bothered. Yeah. Yeah."</p> <p>47. Participant 2: "Yeah, Okay? Ease?"</p>

3. Reporting	2 points	INTERMEDIATE
<p>We report on the progress of our LGBTQ inclusion strategy (as set out in Q1).</p> <p><i>Please provide a copy of such report that supports your answer. Example: reports can be internally and/or publicly.</i></p>	<p>2 Points = A copy of at least one report which includes progress/completion data of items within the LGBTQ strategy, within the calendar year.</p>	
<p>48. How often are these reports?</p> <p>49. Is this a redundant requirement, if it's at least one report, you do that when you hand the final report in.</p> <p>50. If you are wanting more reports on progress, are there expectations of milestones along the path?</p>		
<p>51. Participant 1: "So, they're not only asking if we just have policies and guidelines, and not only asking, if we talk to our, uh, United staff or volunteers or whatever, but if we regularly do the report about it. Yeah. Oh, OMG. No, I don't. I don't have the time or the patience."</p>		
<p>52. Participant 2: "Reporting on what we did? That makes sense. Ease."</p>		

4. Individual Accountability	2 points	INTERMEDIATE
<p>We have an individual (official/staff/committee member) who has 'LGBTQ inclusion' as a specific part of their formal position description and/or role responsibilities.</p> <p><i>Please provide a copy of such position description and/or role responsibilities, referencing/highlighting the specific location of the component asked.</i></p>	<p>1 Point = A copy of at least one position description (or role responsibilities) document which clearly articulates LGBTQ inclusion as a component of that role.</p> <p><i>Plus</i></p> <p>1 Point = for an additional portfolios position description (and/or role responsibilities) which clearly articulate LGBTQ inclusion as a component of that additional role.</p>	
<p>53. Is this a common expectation that you have an official member to handle 'LGBTQ inclusion' or any other 'inclusion' ? (Publicity3)</p> <p>54. How formal are formal position descriptions / and or role responsibilities?</p> <p>55. If they took on this role, what expectations of training are there? (Look at their training courses)</p>		
<p>56. Participant 1: "No, no, no, no, no, no, no, no, we can barely get people to run water during games -- oh my god"</p>		
<p>57. Participant 2: "You mean I've got to create this role. Yeah. Um, well, what is the role for it's a role to, um, promote LGBTQ inclusion? I'm not sure whether I should say it's unclear, because I would say is, go with unclear. Okay... it's just that I, I guess, I don't know. What does it, what does it involve? Yes. Okay. What is it? What are you committing to?"</p>		

5. Zero Tolerance Policy	4 points FOUNDATION
<p>We have a Zero Tolerance Policy specifically addressing homophobia, biphobia, and transphobia within our sport.</p> <p><i>Please provide a copy of such documentation, referencing/highlighting the specific location of the component asked.</i></p> <p><i>Note: documentation could include a mention within the Member Protection Policy, a formal Position Statement / Declaration signed by an executive, and/or a dedicated policy [preferred].</i></p> <p><i>Also, in lieu of Interphobia; the adoption of the Darlington Statement will also be considered for point allocation.</i></p>	<p>1 Point = For clear articulation of "Homophobia" [lesbian/gay].</p> <p><i>Plus</i></p> <p>1 Point = For clear articulation of "Biphobia".</p> <p><i>plus</i></p> <p>1 Point = For clear articulation of "Transphobia".</p> <p><i>Plus</i></p> <p>1 Point = For clear articulation of "Interphobia" OR evidence promoting the adoption of the Darlington Statement.</p>
<p>58. The transphobia definition: "Transphobia refers to negative beliefs, prejudices and stereotypes that exist about transgender/trans and gender diverse people. You may have heard transphobic language like 'tr*nny' or seen restrictions on the way that people are allowed to express their gender. Things like which uniform you're allowed to wear or toilets you can use. Transphobia can also include abusive threats or actual physical violence, sexual harassment and deliberately excluding someone because of their gender."</p> <p>59. <input checked="" type="checkbox"/> Is this asking for compliance in breaking a law/statute/regulation?</p> <ol style="list-style-type: none"> It ignores single-sex exceptions contained in the Sex Discrimination Act 1984 (Cth); It fails to meet basic safeguarding requirements by promoting mixed sex changing rooms and residential accommodation. It disregards the rights of all pupils to safety, privacy, and dignity in single sex spaces. Are they talking about males playing against girls? If so it disregards the rights of teenage girls to compete in sports on a level playing field as per Sex Discrimination Act 1984 (Cth) s 42, Anti-Discrimination Act 1977 NSW s38 and CEDAW Art. 10(g). <p>60. Who will take the responsibility for that?</p> <p>61. What risks does the club take?</p> <p>62. Has this been discussed with parent?</p> <p>63. The https://www.prideinsport.com.au/psi-support/ refers to female/male as gender and female/male as a sex, the latter is 'assigned' rather than observed. What a 'male' or 'female' gender is undefined. The definition of 'male' or 'female' is confusing, 'assigned' suggests gender not sex.</p>	
<p>64. Participant 1: "So, my club has a ... strict no, racism and, and those things. And it would probably include, um, homophobia or anything like that. But transphobia is most certainly not going to be specified in that. [Look at definition of transphobia] ...That's why that's a huge fucking problem because that's also sex discrimination. If a man is allowed to use a woman's change room or toilets so ... being the person that's supposed to be filling out this form? That's a problem big time."</p>	
<p>65. Participant 2: "Right. Okay. I'll select blocker because it's like, as you said, it's a very, um, it's a mixed bag. Yeah. In an ideal world, they should be just setting up a third toilet and a third change room for transgender. Yeah. Because you don't know who, would their purpose really is whether they're really being honest about who they are or are they being dishonest and, uh."</p>	

6. Policy Promotion	1 point FOUNDATION
<p>Our Zero Tolerance Policy (as evidenced in Q10) has been communicated to our staff/volunteers/members within the calendar year.</p> <p><i>Please provide a copy of push communication that supports your answer. Website/intranet stories are not acceptable.</i></p>	<p>1 Point = A copy of at least one form of push communication promoting the relevant document within the calendar year.</p>
<p>66. Wasn't this question asked at point 2? (No: "Our documented LGBTQ inclusion strategy (as evidenced in Q1) has been communicated to our staff/volunteers/members within the calendar year." What's the difference between a LGBTQ inclusion strategy and a Zero Tolerance policy they would both condemn bigotry?" But it begs the question how many of these announcements need to be made?")</p>	

67. And if none of your club members are LGBTQIA etc. what's the value of announcing them at all?
68. If a LGBTQIA should join and in reality, the only messages 'pushed' out are about him/her what does that say about that person's status/value/etc to the rest of the members; physically challenged, indigenous, women etc? What would be the negative impact on that LGBTQIA etc.?
69. Participant 1: <i>"It would be a lot easier to share them in emails. And you're sharing probably information when you share an email, but you are sharing anyone's email address that's involved and, and the depth that's creepy. Yeah. That, that I feel like that's an invasion of, because especially people that are filling out this form, aren't up to speed on tech and stuff like that. They could be sharing EME kind of information in that email. Yeah. That's, that's not cool. Um, not only is it hard to understand what to do and annoying for someone that's doing this out of the kindness of their hearts that already does hundreds of hours a week out of the kindness of their hearts, pretty no money at all, but that's an invasion of privacy. And again, misleading because you don't understand exactly what you're getting there and what do you going to be providing to them?"</i>
70. Participant 2: <i>"Blocker."</i>

7. Support Services	3 points	INTERMEDIATE
<p>We have publicly accessible contact information (on our website) for LGBTQ people who may seek additional support and/or guidance within our organisation or for welfare/wellbeing matters.</p> <p><i>This includes:</i></p> <p>a) A Member of Staff / Club Official b) An Athlete c) External provider</p> <p><i>These can be LGBTQ specific or an ally. At a minimum, these must include;</i></p> <p>For an individual:</p> <ul style="list-style-type: none"> - Name - Pronouns - Phone and/or email <p>For an organisation/service provider:</p> <ul style="list-style-type: none"> - Entity Name - Phone and/or email - Website <p><i>Please provide the direct website URL and/or screenshot of where this information can be found.</i></p>	<p>1 Point = For clear information of a Member of Staff / Club Official.</p> <p><i>plus</i></p> <p>1 Point = For clear information of an Athlete.</p> <p><i>plus</i></p> <p>1 Point = For clear information of an External Provider (e.g. EAP or counselling service).</p>	
71. I see some security/privacy/ issues with the above with providing personal details online.		
72. Does this practice suggest the clubs need to have specific people to handled other 'inclusion' groups? Women, men, indigenous, youth, different disabilities; mental and physical?		
73. Does the club have a right for people to conform to preferred gender pronouns when these may not comply to their ideological, religious, or spiritual views?		
74. Is it the responsibility of the sporting club to provide 'guidance within our organisation or for welfare/wellbeing matters.'? Isn't this outside of the scope of a sporting club's goals?		
75. Comment in passing: Is the languaging of this document consistent with typical guidelines? The 'we statement's the 'the parroting'. Indoctrination is the process of teaching a person or group to accept a set of beliefs uncritically. This languaging is consistent with that. Is this typical of government funded language?		
76. Participant 1: <i>"We don't have any specific context on those issues. You just contact the president. Like what the bloody hell."</i>		
77. Participant 2: <i>"It's a bit annoying because like, for instance, I know this girl, who's now a boy and I call him, I just say 'he', but then somebody keeps correcting me going. "They", and I'm going, 'why the hell?' I said. 'Bullshit', I said, you know, they've changed themselves physically, even, even though I'm female in Indian culture, feminine, feminine, masculine exists in all of us. Yeah. So if you want to go, if you take what's inside you and go, I want to physically, because I feel I've got more male qualities and I want to sexually change myself to be a man. Yeah. That's none of my business. You're still like, 'he', as far as I'm concerned, okay. You change yourself, then 'man', then be prepared to be called " he".</i>		

I'm just going to go and start telling all these people I'm Shiva and Shivani. So, you, don't call me 'they', because Shiva and Shivani in Indian philosophy is 'him' and 'her' and they're 'one'. You can call me "one" actually not even 'they". (So is this inclusive opinions? I don't think so.) Culturally inappropriate because you may be doing it for your sexual reasons, but it's culturally inappropriate, inappropriate in my culture, which is Indian."

Section 2: Visibility

8. Days of Significance	4 points	FOUNDATION
<p>Within the assessed calendar year, we have celebrated and promoted LGBTQ <u>Days of Significance</u> while providing staff, members, volunteers, officials, and/or supporters with an understanding of why these days (respectively) are important (this can be in the form of a e-news to subscribers, social media posts, intranet or website story, or other related means of promotion).</p> <p><i>Please provide:</i></p> <ol style="list-style-type: none"> a) a list of LGBTQ <u>Days of Significance</u> that were celebrated throughout the assessed year b) a 1-2 sentence description of each event (maximum 6 events please) c) relevant supporting evidence for each event <p><i>If you have celebrated more than six LGBTQ <u>Days of Significance</u>, please add to the ADDITIONAL WORK section at the bottom of this submission.</i></p>	<p>1 Point each = per day of significance (max 4pts)</p>	
<p>78. Again, is it the scope of a sporting club to be promoting the ideology of Pride in Sports? The scope of sporting clubs is centred on their sport, not religion specifically, or indigenous pursuits, or womanly/manly interests specifically not on LGBTQ celebrations?</p> <p>79. Do clubs promote other significant days? Mother's Day, Father's Day, Halloween, Bank Holiday, (these are real holidays:) International Hummus Day, World Toothache day, Invasion Day?</p> <ol style="list-style-type: none"> a. No, why should one small sector of the population days be celebrated, when the larger ones are not? b. Isn't this a form of elitism that only one sector of the population should be celebrated, what's the impact on all other groups. <p>80. PiSi Promotion of LGBTQIA 3</p>		
<p>81. Participant 1: <i>"So, the club I volunteer for is a predominantly indigenous club Knee guards in WWI. We don't even recognize Naidoc or any of that. Yeah. Like we, I can barely get them to acknowledge indigenous round in AFL on the same day in our late or a competition. This is insane. This is absolutely insane. Oh my God... Right. We need that visual, you know, um, barriers, barriers, barriers, and then not in like, oh well, but you don't even recognize like Mother's Day and Father's day when they're called on, uh, on a sporting round. So, they're asking for recognition of days, most people don't even know exist. Right. If you don't even recognize the ones that everyone knows exists. So, no."</i></p>		
<p>82. Participant 2: <i>"Blocker, I understand but I can't afford."</i></p>		

9. Leadership	2 points	INTERMEDIATE
<p>Our most senior leader/executive (e.g. President, Chairperson, or equivalent) has communicated their stand against homophobia/transphobia/biphobia in sport internally and/or externally, within the assessed calendar year.</p> <p><i>Please provide a copy of this communication, with a clear reference to the person, their role, and the date of publication.</i></p> <p><i>(Note: Clear messaging on your leaders stand against homophobia/transphobia/biphobia is vital to receive points for this question. If your leader/executive communicated their stand using more positive forms of language [i.e. doesn't use any 'phobia' or 'anti-phobia' terminology], please add to the ADDITIONAL WORK section at the bottom of this submission for consideration)</i></p>	<p>2 Points = A copy of at least one form of communication within the calendar year, which shows your most senior leaders stand against homophobia/transphobia/biphobia.</p>	

83. Is this not the 5th time thus far, that there is a requirement for a 'public stand' to be made for PiS agenda/ideology of an organisation whose primary focus is sport and an agenda to remove barriers to playing sport for all?
84. <input checked="" type="checkbox"/> The number of times this type of activity is requested, excluding any mention of other areas of disadvantage seems to be an exclusionary approach?
85. Could we argue there is an elitism around LGBTQIA etc. over the needs of others?
86. PiSi Promotion of LGBTQIA 4 ideology (transphobia)
87. Participant 1: <i>"There would be a mass Exodus from our club. If all this were true. Yeah. But honestly, parents would be like, what the is going on? Yeah. What do you do? And they'd leave, they go to the next club next, over, over wherever."</i>
88. Participant 2: <i>"This transphobia thing...Yeah. It's a hard one. I mean, jeez, like, I don't know if you're going to have people going around changing the sex, then they should just go have a third toilet. Yeah. I mean, there is, there are a lot of... Seeing about the whole physical thing? Anyway? I don't understand. Like in India, men wear the sarongs around their bloody, um, down in the South of India, they, they don't wear pants, they wear sarongs but they're still men. Yeah. They go fishing some, some in some, uh, uh, communities, the men it's the matriarch that rules the clan. Yeah. So, what is this physical business? I don't get the whole sexual change thing. No, I mean, I mean, although having said that there are eunuchs in India, but I think that was nearly, I think it was almost forced upon them."</i>

10. Ambassador/s	6 points INTERMEDIATE
<p>Within the assessed calendar year, we have appointed a Pride in Sport Ambassador within our sport for the purposes of LGBTQ inclusion</p> <p><i>Please provide evidence of at least one Ambassador that clearly outlines:</i></p> <p>a) Ambassador name b) Pronouns c) Connection with the sport</p> <p><i>in addition to:</i></p> <p>d) <i>If appointed within the assessed calendar year; a form of push communication announcing the ambassador.</i> OR e) <i>If already appointed; a form of push and/or pull communication showing what they have done in the assessed calendar year to improve LGBTQ inclusion in Australian sport.</i></p>	<p>2 Points = for an 'Out' Ambassador who identifies as sexuality or gender diverse.</p> <p><i>Plus</i></p> <p>1 Point = if they have done something within the assessed calendar year to improve LGBTQ inclusion in sport.</p> <p>-----</p> <p>2 Points = for a Straight Ambassador who identifies as an ally.</p> <p><i>Plus</i></p> <p>1 Point = if they have done something within the assessed calendar year to improve LGBTQ inclusion in sport.</p>
<p>89. <input checked="" type="checkbox"/> Is this appropriate for PiS to directly ask a club to allocate a member to be an ambassador and promotor of Pride in Sport?</p> <p>90. How does this serve any interest other than PiS? Particularly given the requirements asked already around allies and support people?</p> <p>91. How would having an ambassador for 'LGBTQIA inclusion' actually serve inclusion of all?</p> <p>92. PiSi Promotion of PiS 5</p>	
<p>93. Participant 1: <i>"Nope. I hadn't had already given up on this form. I'd be given up right now. ... they seem to not understand that club volunteers are the rarest thing in the world, right? Every club struggles like a grassroots community clubs, struggles for volunteers because nobody gets petty and it's moving volunteer work. And you get, especially if you're a junior club, you're getting up at 6:00 AM to get to a 7:00 AM game. Many times, in the winter, pouring rain, freezing cold. You deal with parents that have bad attitudes dealing with parents that abused their kids. Oh wow. You're with kids that are BS. You, you know, it's, it, it is not rainbows and sunshine. It is quite awful. Really to be in a club in here, you only do it. If you really enjoy the, the tiny bits of good to get out of it, you know what I mean? And here they are asking if we have all these specifics, man shot off packing Don July, you know, we've got volunteers pulling eight different roles throughout the club."</i></p>	

94. Participant 2: "Right. So, I can't do anything about that. So, blocker, I can't pay them. Yeah."

11. Dedicated Page on Website	2 points	FOUNDATION
<p>We have a dedicated section of our public website that clearly shows our support and stance on LGBTQ inclusion within sport.</p> <p><i>Please provide a URL (website address) that shows your organisations dedication to LGBTQ inclusion in sport.</i></p>	<p>2 Points = for an organisation that has a dedicated page on their public website that shows their commitment to LGBTQ inclusion within their sport / organisation.</p>	
<p>95. If that section is only on LGBTQ inclusion it would suggest the club is exclusive, wouldn't it?</p> <p>96. I think there are issues around the T and Q, relating to attire and expectations from club members that need exploring, in the interest of full inclusion that they be a part of discussions centred around inclusions for all, not just one sector of the community.</p> <p>97. PiSi Promotion of PiS 6</p> <p>98.</p>		
<p>99. Participant 1: "So, jeez. No, no. This may come as a surprise to them, but we're not a club for gay people. We're a city club, you know, we're not an LGBT club. We're a footy club."</p>		
<p>100. Participant 2: "That you support LGBT inclusion....Uh, sure. Ease? Okay."</p>		

Section 3: Education

12. Resources	4 points	INTERMEDIATE
<p>We have resources, videos, publications and/or information publicly available through pull communications as to how people can promote LGBTQ inclusion within sport and other relevant topics.</p> <p><i>Please provide copies of these resources, and/or a link to where they can be publicly accessed. Note: this can be external material but must be accessible through your organisations pull communication channels (e.g. website, intranet, internal networking platforms etc).</i></p> <p><i>If you have undertaken work above and beyond these areas, please add further examples to the ADDITIONAL WORK section at the bottom of this submission.</i></p>	<p>1 Point = For resources dedicated to Lesbian, Gay & Bisexual (LGB)</p> <p><i>Plus</i></p> <p>1 Point = For resources dedicated to Trans & Gender Diverse</p> <p><i>Plus</i></p> <p>1 Point = For resources dedicated to Allies</p> <p><i>Plus</i></p> <p>1 Point = For hyperlinks to at least two external LGBTQ related websites.</p>	
<p>101. PiS is asking for time to be spent on their agenda, the argument can be made that the marketing and advertising of PiS is not in the scope of sporting clubs?</p> <p>102. PiSi Promotion of PiS 7</p>		
<p>103. Participant 1: "Take a look at my face' [I haven't added a picture of that face, but the face wasn't happy]."</p>		
<p>104. Participant 2: "But if you're a charity, you don't have much money to do all that."</p>		

13. 101 Training (Internal)	2 points	INTERMEDIATE
<p>We have provided <u>Board Members, Committee Members, Officials, Coaching Staff, Athletes and/or other members of our club</u> with a form of face-to-face and/or online LGBTQ Training (e.g. Awareness / 101 / Inclusion / Ally etc) throughout the assessed calendar year (this can include any training conducted via video conference technologies).</p>	<p>2 Points = For evidence if all five (5) items requested, for at least one specific training session throughout the assessed calendar year.</p>	

<p><i>In order to achieve points for professional learning; please provide evidence of one such training that clearly outlines:</i></p> <p>a. Trainer/Video name b. Length of training c. Number of attendees d. Evidence of push communication promoting the training e. Copy of presentation or outline/agenda of training covered.</p> <p><i>If you have undertaken work above and beyond, please add further examples to the ADDITIONAL WORK section at the bottom of this submission for consideration.</i></p>	
<p>105. Given the training material – I’m calling this PiSi Promotion of PiS 8</p> <p>106. What are the special needs of LGBTQ over and above all other disadvantaged groups?</p> <p>107. Does it warrant such investment of time, given the number in the population? Given courtesy, respect etc and other values serve all?</p>	
<p>108. Participant 1: <i>“We don’t do training for anything. We haven’t brought medics and that’s done by St. John or the ambulance, first aid.”... Yeah. There’s no, we don’t even need working with children’s checks to be volunteers or coaches or anything like that. Now there might be some clubs that require that, but it’s definitely not like a state sanctioned requirement or anything like that. ... Yeah. So, you would be looking at your junior vivi (?). I see. I see your junior sporting associations. Um, but yeah, it never, it never wants to, if I ever been asked to do a working with children’s check or police checks or anything like that. Yeah.”</i></p>	
<p>109. Participant 2: <i>“Blocker. I mean, who has time for all this ? One more thing to add to your bloody pile of work.”</i></p>	

14. 101 Training (External)	2 points	INTERMEDIATE
<p>We have provided Public Facing Training (e.g. Spectators, Supporters, Parents/Guardians) with a form of face-to-face and/or online LGBTQ Training (e.g. Awareness / 101 / Inclusion / Ally etc) throughout the assessed calendar year (this can include any training conducted via video conference technologies).</p> <p><i>In order to achieve points for professional learning; please provide evidence of one such training that clearly outlines:</i></p> <p>a. Trainer/Video name b. Length of training c. Number of attendees d. Evidence of push communication promoting the training e. Copy of presentation or outline/agenda of training covered.</p> <p><i>If you have undertaken work above and beyond, please add further examples to the ADDITIONAL WORK section at the bottom of this submission for consideration.</i></p>	<p>2 Points = For evidence if all five (5) items requested, for at least one specific training session throughout the assessed calendar year.</p>	
<p>110. PiSi Promotion of PiS 9</p> <p>111. Could the promotion of training, that consists of what you should think or do around LGBTQIA ideology targeted to the broader community be outside the agenda of sports clubs?</p> <p>112. Are sporting clubs the advertising arm of PiS?</p>		
<p>113. Participant 1: <i>“Yeah. They’re literally the only ones that get any ground and drain, um, coaches and managers for your teams. They will come to a club meeting and they will get a handbook from the league. So, this would be the AFL, um, for, for us. And, and that is the only thing we get. That’s our rules, the three rules and every day, um, in that book and that’s all we get. So, um, there’s no training whatsoever except for first aiders. And that’s done by.”</i></p>		
<p>114. Participant 2: <i>“Again, blocker because I understand, but I don’t know if I’ll have the time or the bandwidth or the, I mean, people let alone. Yeah. As you said, how many volunteers do you get to actually, see?”</i></p>		

Section 4: Engagement

15. Advocacy at a sporting event	2 points	FOUNDATION
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<p>We have been responsible for the promotion of anti-homophobia, transphobia, and/or biphobia message during at least one sporting event/match/game/trial/tournament within the assessed calendar year.</p> <p><i>Please provide a copy of at least one form of pull or push communication and highlight a clear connection between the communication and your contribution towards it.</i></p> <p><i>Note: Examples of advocacy can be in the forms of ground announcements, scoreboard messaging, leaflets, signage at the venue, advertisements within video streaming etc.</i></p>	<p>1 Point = For advocacy at/during a sporting event in the form of strength-based [positive] language (e.g. "We are an inclusive environment and all people, including those with diverse genders or sexualities").</p> <p>Plus</p> <p>1 Point = For advocacy at/during a sporting event in the form of zero-tolerance based language (e.g. "We have a zero tolerance of or for any form of homophobia, biphobia and transphobia")</p>
<p>115. PiSi Promotion of PiS 10</p> <p>116. Observations the same as previously, this is the promotion of PiS it's unlikely to be in scope.</p> <p>117. It's not workable even if the requirement was in scope, given point 118.</p>	
<p>118. Participant 1: <i>" We don't do anything in our sporting events except for play the game. Just play the game. Well, again, they're out of touch with reality. Um, any oval where an outside sport is quite, we'll have multiple games scheduled on the same day. So you run a very tight schedule when you end the game, the umpires or the next game, or ushering you off saying here that I will because the next day needs to get set up and got it. Yeah. So, there is absolutely. And then once the juniors are over the senior teams, come in and play there again. Yeah. That's why the junior starts so early in the morning because you really bought. Cause we have [inaudible], which is like your four-year olds all the way up through high school. You have teams for every single one of those years. If you're a healthy club and it's summer away, some are home. So you've got just, it, it is organized chaos, fairly organized chaos that that's a sporting season and they're wanting us to do special promotions at games yet not the umpires because somethings I get the off the table. Right. Because the umpires are the only ones that get paid."</i></p>	
<p>119. Participant 2: <i>"But again, I mean, again, like if my, my experience with charities and community and any voluntary, uh, body is that they they're very time poor and they don't have enough people doing things. And when they do, they can only do the bare minimum. I don't think they have extra time and bandwidth to do all this extra stuff. What's that then? Blocker."</i></p>	

<p>16. Call to Action</p>	<p>3 points FOUNDATION</p>
<p>We can show evidence of push communication to an external organisation of any kind that encourages them to undertake work within the LGBTQ inclusion space, in their own right</p> <p><i>Please provide a copy of at least one form of push communication (e.g. email, letter), showing this call to action from your sporting organisation.</i></p> <p>Communication may be to any of the following (but not limited to these examples):</p> <ul style="list-style-type: none"> a) <i>To an International Sports Federation, encouraging them to update their trans inclusion policies.</i> b) <i>To a National Sporting Organisation (NSO), encouraging them to partner with LGBTQ subject matter experts.</i> c) <i>To State Sporting Organisation (SSO), encouraging them to increase their visibility of LGBTQ inclusion.</i> d) <i>To Local / Grassroots Organisation, encouraging them to deliver a pride themed round (e.g. Pride Cup).</i> e) <i>To a Government Organisation (Local, State or Federal), advocating for the need of LGBTQ inclusion funding for sports.</i> <p><i>If you have undertaken work above and beyond, please add further examples to the ADDITIONAL WORK section at the bottom of this submission for consideration.</i></p>	<p>3 Points = for evidence clearly articulating a 'call to action' to an external organisation to undertake work within the LGBTQ inclusion space for athletes, members, volunteers and/or supporters in sport (Only one piece of evidence is required).</p>
<p>120. PiSi Promotion of PiS 11</p> <p>121. Is the scope of sporting organisations to be the advertising arm of Pride in Sports?</p>	

122. Participant 1: "Okay. So, the only time we approach outside organizations is to sponsor us because we barely stay afloat every year. Like not there's absolutely no way we are going to approach outside businesses or people or agree. Tragic course beliefs on them. Are you insane? People gone. Are they, are they trying to just destroy community sport and one guy? Yeah."
123. Participant 2: "Again, blocker, seriously."

Section 5: Research

17. PSI Survey		4 points	INTERMEDIATE
<p>We are participating in the 2021 PSI National Survey.</p> <p><i>Evidence is not required for this question, as Pride in Sport facilitate the survey at the organisations request.</i></p> <p><i>To participate in the survey, please contact the Pride in Sport office.</i></p> <p>Remember: Your sporting organisation can choose the cohort the survey is shared with (e.g. all staff, athletes, volunteers, officials etc).</p> <p><i>Please note: the more respondents you have, the more substantial data you will receive. The purpose of the PSI Survey is to provide you with significant information on the impact of your inclusion initiatives and allow you to benchmark against the national dataset.</i></p>		<p>2 Points = for participating in the PSI National Survey, with evidence showing that the survey has been shared through the form of a push communication.</p> <p><i>Plus</i></p> <p>1 Point = If the survey exceeds 10 responses.</p> <p>or</p> <p>2 points = if surveys exceed 20 responses.</p>	
<p>To participate in the PSI National Survey, please request a survey link at - www.prideinsport.com.au/psi</p>			
<p>124. How does this serve the clubs, is the question I keep coming back to?</p> <p>125. Has PiS seriously thought through the responses this survey would elicit in particular on top of all other demands?</p>			
<p>126. Participant 1: "No, gawd no, they're operating under a whole different calendar year too..."</p>			
<p>127. Participant 2: "Should I quit again?"</p>			

Section 6: Additional Work

This section allows you to describe and provide evidence for any additional work completed throughout the assessed calendar year that

- (a) has not already been included within this year's index submission, or
- (b) you believe is significantly over and above what the index is asking for.

Visit our [PSI Support page](#), on our website, to see a list of other potential pieces of work you can consider.

18-22. Additional Work		6 points	ADDITIONAL
<p>If referencing significant work over and above in relation to one of the questions or topics within the index, please state question number or index topic here and then provide evidence to the right.</p> <p>IMPORTANT: PLEASE COMBINE ALL RELATED INDEX WORK INTO ONE ROW. For example, if you wish to claim for significant training/education, list all LGBTQ training within one row under the Item Name of "Training." Only 1 point is available for all work pertaining to a particular topic/area – do not split similar areas of index activity over multiple rows.</p>		<p>1 Point = For each sufficient piece of additional work, as considered by the judging panel (max 6 points).</p>	
18	[Enter Title]	ANSWER: [Insert response, here. Remember to Indicate name of attached evidence file(s)]	
19	[Enter Title]	ANSWER: [Insert response, here. Remember to Indicate name of attached evidence file(s)]	

20	[Enter Title]	ANSWER: [Insert response, here. Remember to Indicate name of attached evidence file(s)]
21	[Enter Title]	ANSWER: [Insert response, here. Remember to Indicate name of attached evidence file(s)]
22	[Enter Title]	ANSWER: [Insert response, here. Remember to Indicate name of attached evidence file(s)]
128. Participant 1: <i>“That is mind numbingly stupid. And so out of touch, like, Oh my God. And any club that actually went through this, I would be disgusted with. Cause I guarantee you; they have not jumped through this many hoops for their girls or for their blacks, you know, uh, volunteers or members or sports wires or disabled players. Because how the are you going to have a girl in a wheelchair place living? Well, nobody wants to think of that. Nobody even wants to have that discussion. God like just, Ugh. Yeah.”</i>		

Accuracy Statement

We confirm that at the time of submission, details provided for all questions identified within the three submission documents are true and accurate. We understand that should any claims be found to be false; points and rankings will be adjusted accordingly.

Name of person signing off accuracy:	
Position within organisation:	
Contact Email:	
Contact Phone:	

By completing the above accuracy statement, you are indicating that the content and evidence, including any attachments, are a true and accurate record for consideration in your index submission.

Heuristics

Heuristic are experience-based techniques that help in problem solving, learning and discovery. A heuristic method is particularly used to rapidly come to a solution that is hoped to be close to the best possible answer, or 'optimal solution'. Heuristics are "rules of thumb", patterns, educated guesses, intuitive judgments, or simply common sense.

There are hundreds of heuristics in Test, but these are the most basic. I used the following to determine meaning and intent. Normally used for systems and software, I've mentally contextualised these to the documentation (as it's still a tool designed for a purpose), as I've questioned it:

- **“Familiarity.** *We expect the system to be **inconsistent** with patterns of familiar problems.*
i.e. We look for problems that are known about this type of product, or type of product from this brand. Things that everyone is familiar with or it's common knowledge about this product.
- **Explain-ability.** *We expect a system to be understandable to the degree that we can articulately explain its behaviour to ourselves and others. i.e. We expect a product to make sense; we can understand what it's doing. If we can't explain it, what impact therefore does that have on users, stakeholders, or systems?*
- **World.** *We expect the product to be consistent with things that we generally know about or can observe in the world.*

- **History.** We expect the present version of the system to be consistent with past versions of that system. We expect functions of new versions of products to act the same way as the older versions did, otherwise the user might be impacted by having to learn new things, the cost of learning or old data gets skewed in new systems, or feel frustration, confusion etc.
- **Image.** We expect the system to be consistent with an image that the organization wants to project, with its brand, or with its reputation. Every company has an image, or brand if this product doesn't fit that image; we say it's inauthentic, dishonest, inconsistent, unprofessional etc.
- **Comparable Products.** We expect the system to be consistent with systems that are in some way comparable. This includes other products in the same product line; competitive products, services, or systems; or products that are not in the same category, but which process the same data; or alternative processes or algorithms. We expect products to work in a similar way to similar types of products. For example, Indeed.com or Seek.com.au, Microsoft Excel or Apple Numbers.
- **Claims.** We expect the system to be consistent with things important people say about it, whether in writing (references specifications, design documents, manuals, whiteboard sketches...) or in conversation (meetings, public announcements, lunchroom conversations...) or the pitch the salespeople make to potential clients. We expect the product to do what the brand/product or company says it will do.
- **Users' Desires.** We believe that the system should be consistent with ideas about what reasonable users might want or expect. E.g. Periscope that it records audio and visual for all systems, or if an audio icon needs to be pressed it changes colour to represent audio is working. E.g. iTunes some people have to buy an application to move single songs from iTunes to iPhone, they desire to use iTunes only to do that.
- **Product.** We expect each element of the system (or product) to be consistent with comparable elements in the same system. E.g. if an icon or symbol means something in one part of the system it means the same thing in another.
- **Purpose.** We expect the system to be consistent with the explicit and implicit uses to which people might put it.
- **Statutes.** We expect a system to be consistent with laws or regulations that are relevant to the product or its use. Anything that breaks laws or regulations is a problem e.g. Android App store requires you not to provide racist content, can't encourage violence etc.

Accessibility Heuristics

I took the accessibility heuristics Test-Ed developed based on WCAG 2.0 and a Canadian company; deQue's work and then used on the Fairfax project. I mentally contextualised them to apply on the PiSi document.

Heuristics	Heuristic Checkpoints
1. Navigation and wayfinding Users can easily navigate, find content, and determine where they are at all times within the system.	<ul style="list-style-type: none"> ● Means are provided to jump straight to the main content ● Links remain meaningful even when taken out of context ● Interactive elements have clear and visible focus states ● Organization of navigational elements facilitate wayfinding
2. Structure and semantics of pages: Users can make sense of the structure of the content on each page and understand how to operate within the system.	<ul style="list-style-type: none"> ● Hierarchical headings are used to organize content ● Navigation menus are structured using lists ● Form controls are assigned meaningful text labels ● Tabular data is structured using tables with header cells

<p>3. Colour contrast and legibility Text and other meaningful information can be easily distinguished and read by users of the system.</p>	<ul style="list-style-type: none"> ● Text has sufficient contrast against its background ● Meaningful graphic elements have sufficient contrast ● Link text has sufficient contrast against surrounding text ● Colour is not used as the only way to convey information
<p>4. Language and readability Content on the page can easily be read and understood by users of the system.</p>	<ul style="list-style-type: none"> ● Plain language principles are applied to content ● Labels and headings are worded to be meaningful ● Text passages in different languages are identified as such ● Sufficient padding and leading makes text easier to read
<p>5. Error prevention and error states Interactive controls (i.e. form elements, widgets, etc.) have persistent, meaningful instructions to help prevent mistakes, and provide users with clear error states which indicate what the problems are – and how to fix them - whenever errors are returned.</p>	<ul style="list-style-type: none"> ● Mandatory form controls are clearly identified as required ● Instructions are provided to help prevent errors ● Form inputs have persistent and meaningful labels ● Inline error messages provide suggestions to fix errors
<p>6. Predictability and consistency The purpose of each element is predictable, and how each element relates to the system as a whole is clear and meaningful, to avoid confusion for the users.</p>	<ul style="list-style-type: none"> ● Repeated navigation patterns are consistently presented ● Recurrent functionalities are consistently identified ● Changes of context are not unexpectedly triggered ● Changes are clearly announced before they take place
<p>7. Alternatives for visual and auditory content Purely visual or auditory content that conveys information has text-based alternatives for users who can't see or hear.</p>	<ul style="list-style-type: none"> ● Meaningful alt text is provided for informative images ● Purely decorative images are provided with empty alt text ● Synchronized captions are provided for video content ● Text transcripts are provided for audio and video content ● Text-based content is used instead of images of text
<p>8. Account for multiple interaction methods Users can efficiently interact with the system using the input method of their choosing (i.e. mouse, keyboard, touch, etc.).</p>	<ul style="list-style-type: none"> ● Interactions are not designed to be mouse-specific ● Functionalities are built to be keyboard compatible ● Equivalent touch input methods are accounted for ● Call to actions are labelled for voice recognition navigation
<p>9. Provide enough time and preserve information Users are given enough time to complete tasks and do not lose information if their time (i.e. a session) runs out.</p>	<ul style="list-style-type: none"> ● Ways to extend or turn off time limits are provided ● Upcoming session timeouts are clearly identified ● Data recovery after re-authentication is accounted for ● Options to postpone or suppress interruptions are offered
<p>10. Control of movement and flashing Elements on the page that move, flash, or animate in other ways can be stopped, and do not distract or harm the users.</p>	<ul style="list-style-type: none"> ● Content does not flash more than three times per second ● Content that moves can be stopped on demand ● Video and audio files are not set on auto-play ● The rate at which content is auto-updated can be controlled

Terms

⁰**PiSi**, Although PiSi is an unfortunate sounding short hand for Pride in Sport Initiative, it's consistent with the rule that Acon had established with Pride in Diversity (PiD) and Pride in Health +Wellbeing (PiHW), that includes the 'i' in the acronym.

¹**WCAG 2.0**, 1. Under the Disability Discrimination Act 1992, Australian Government agencies are required to ensure information and services are provided in a non-discriminatory accessible manner. 2. WCAG 2.0 is a technical standard developed under the Web Accessibility Initiative of the World Wide Web Consortium (W3C).

It is being upgraded to Double A compliance over time. In some cases, content will be accessible to Level Triple A. Australia.gov.au is currently compliant to Level A of the Web content accessibility guidelines version 2.0 - external site

²**Quality** definition: Quality is value to some person(s) who matter(s). Meaning, decisions about quality start with decisions about whose values matter, what they value, and how that value might be threatened.

³**Accessibility** is really important to the Australian Government. In support of the of the National Disability Strategy and as a signatory to the UN Convention on the Rights of Persons with Disabilities the Australian Government has been actively involved in providing accessible information and online services. It also covers accessibility outside the digital world, for examples ramps, cuts in kerbs for wheelchair access, beeps at crosswalks for blind people etc.

Since 2000, it's been a requirement in every e-Government Strategy that all government agencies including federal, state and territory provide accessible digital content. Which PiSi falls under.

⁴**Testing.** We assess quality and determine value by testing the product or service. What does 'testing' mean? Here are a few of the most notable definitions:

"Questioning a product in order to evaluate it." – James Bach

"Gathering information with the intention of informing a decision." – Jerry Weinberg

"A technical, empirical investigation of a product, done on behalf of stakeholders, with the intention of revealing quality-related information of the kind that they seek." – Cem Kaner

I take the above definitions into account, but for this document the working definition has been 'Applied critical thinking on whether a product solves the problem the creators state it solves and meets the needs of the stakeholders'. In this case the stake holders are the sporting organisations primarily made of volunteers and PiS's stated aim.

Final Thoughts

As a founder of a program that has a significant portion of my trainees suffering mental health issues, this PiSi would make my program undeliverable if I bought into the lack of thinking, separation from material reality that this language and ideology espouses.

Poor mental health for a lot of these kids is derived from an expectation of certainty in the world, and stress when they find that there is none. They're right, we work in conditions of uncertainty. So, in Test-Ed we train them to ask questions to discuss and gain clarity around uncertainty and with that clarity effectively navigate their world. We ground our mental activity in facts, reality, truth, critical thinking, and attitudes of empathy and compassion towards each other as we fail often, learn, and succeed in a continually fast changing world.

This type of thinking that Pride in Sport (PiS) espouses, I say doesn't embrace a reality-based mindset and gives me grave concerns for the mental health of youth in general.

Catherine Anderson-Karena

Director of Test-Ed.

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