

APPENDIX LIST

		For use by/in
1	Terms of reference for the steering group	Steering group
2	Disclosure protocol and ethical behaviours guide	Facilitators and mentors
3	Example Rural Challenge information booklet	Pre-workshops – during the engagement and recruitment stages
4	Pre- and post-evaluation forms	Workshops 1 and 5
5	Key messages for the Rural Challenge project	Workshop 1
6	Educate Yourself – handout for participant	Workshop 1
7	Support information for participants	Workshop 1
8	What men can do – White Ribbon Australia	Workshop 2
9	Male privilege checklist	Workshop 2
10	Sample member survey	Workshop 3
11	Gender equality action plan template	Workshops 3, 4 and 5
12	List of guiding questions for mentors	Mentors
13	Rural Challenge participant's information pack template	Workshop 5

APPENDIX 1: TERMS OF REFERENCE FOR THE STEERING GROUP

THE ★ RURAL ★ CHALLENGE PROJECT

Rural Challenge Project Steering Group

Terms of Reference

DATE

Purpose

To actively support the design and delivery of the Rural Challenge project in ...

Member Responsibilities

- Attend Project Steering Group meetings
- Support the promotion of the project amongst networks and media opportunities
- Input into project design and delivery including:
 - Identifying members of Women's Advisory Panel
 - Reviewing Expressions of Interest
 - Contributing to the design of engagement forums
 - Identifying possible workshop facilitators
 - Identifying possible workshop mentors
 - Supporting the development of protocols/communications documents
 - Engaging with CFA and football communities
 - Reviewing individual club/brigade Action Plans
- Participate in any evaluation exercises related to the Rural Challenge project

Membership

The membership of the Project Steering Group is as follows:

-
-
-
-

Meeting Structure

- A representative from ... will chair the meeting
- Meetings will be held in ... approximately every ... weeks/months
- Communication between meetings will be via email
- Secretariat support will be provided by ...

Confidentiality

Where confidential information is discussed, members are expected to respect and maintain confidentiality.

APPENDIX 2: DISCLOSURE PROTOCOL AND ETHICAL BEHAVIOURS GUIDE

THE ★ RURAL ★ CHALLENGE PROJECT

Disclosure protocol and ethical behaviours during the Rural Challenge workshops

*This document must be read by all **workshop facilitators and mentors** before running or attending Rural Challenge workshops.*

When facilitating workshops about gender inequality and violence against women, people may disclose that they have or are experiencing or perpetrating violence.

While many of the facilitators of the Rural Challenge workshops are not experts in violence against women and do not have counselling skills, they do have a role to ensure a participant's safety and to refer them to an appropriate service. Facilitators and mentors have an ethical obligation to provide a participant with information or services that can help their situation.

Disclosures must be handled with great care and respect and you should be prepared in advance to offer support (**but not counselling or advice**) and to make a referral to an organisation that can provide assistance.

All the information must be treated with the highest level of confidentiality.

WORKSHOPS ARE SAFE SPACES

Workshops must be treated as safe spaces, and facilitators should clearly communicate the standards and rules of this space. At the beginning of workshops, facilitators should be clear about what is appropriate to share in the group space and what should be saved for disclosure to the support worker in a private setting. A disclosure policy is put in place to ensure the protection of all the participants, facilitators and mentors.

At the beginning of the project, Rural Challenge participants will be given a list of services they can access for assistance, and pamphlets for Centre for Non Violence and Men's Referral Service will be at the back of the room at each workshop. All bathrooms (regardless of gender) at the workshop venues will also have posters with the numbers of Centre for Non Violence and Men's Referral Service.

The workshops do not (and should not) call for participants or facilitators to disclose their own experiences with violence. Rather, where discussions of violence occur, it uses the notion of protective distancing. Protective distancing means providing generic examples and scenarios for the workshop activities. Facilitators should advise participants to also use generic examples and scenarios when discussing certain topics.

PROTECTIVE INTERRUPTING STRATEGY

There may be circumstances where the facilitator needs to use the technique of protective interrupting if they think a participant is about to make an inappropriately timed disclosure.

Protective interrupting is a strategy that facilitators/mentors can use to interrupt participants who begin to disclose private information (about themselves or others) in an assertive and respectful way. Protective interrupting protects both the participant telling the story and the other participants from distress at hearing the disclosure. This may also protect clubs and brigades if the participant was about to share information that would adversely affect one of their members (eg. disclosure of a past assault at a club or brigade).

In some of the workshops there will be more sensitive information being discussed (workshops 1 and 2) and for these the Rural Challenge organisers have hired support workers who are trained to handle disclosures.

At the beginning of the workshop, facilitators should inform participants that the support worker is available for consultations at any point during or after the workshops

Facilitators should practice protective interrupting and advise the participant that they may consult with the support worker immediately or after the workshop. You may for example say: *'Thank you ... it sounds as though you have something important to talk about. The support worker ... is available to talk to you now or after the session'*.

DISCLOSURES

You may not have the opportunity to use protective interrupting strategies and a participant may disclose information about themselves or others to you. A person who discloses experiencing violence needs to feel believed and be supported compassionately and not judged. It is important to reassure them that their feelings are valid, whatever they are.

Convey these messages:

- They are in no way responsible for the abuse or violence against them,
- They can be supported in any choices they make about what to do and they have strengths they bring to the decision-making process
- The abuser is responsible for the abusive behaviour

Provide this information to people who disclose violence:

If you or someone you know is impacted by sexual assault, domestic or family violence, call the Centre for Non Violence 1800 844 038 or Safe Steps Family Violence Response on 1800 015 188. In an emergency, call 000.

If the disclosure is from a perpetrator:

Please refer them to the Men's Referral Service (MRS) - 1300 766 491 or <http://mrs.org.au>. MRS provides anonymous and confidential telephone counselling, information and referrals to men to help them take action to stop using violent and controlling behaviour.

APPENDIX 3: EXAMPLE RURAL CHALLENGE INFORMATION BOOKLET



Rural Challenge information pack

This is a template for the Rural Challenge information pack that will be developed at the beginning of the community engagement stage. The information below can be adapted and designed to tailor the information pack to your local area/project.

Front cover:

Rural Challenge logo

Logos of Rural Challenge supporters

Inside cover:

If you or someone you know is impacted by sexual assault, domestic or family violence, call the Centre for Non Violence 1800 844 038 or Safe Steps Family Violence Response on 1800 015 188. In an emergency, call 000.

Men impacted by family violence can also call the Men's Referral Service on 1300 766 491.

The Rural Challenge logo was designed by Design Democracy
www.designdemocracy.com.au

WHAT IS THE RURAL CHALLENGE?

The Rural Challenge project is a community leadership program that will work with leaders from CFA brigades and football-netball clubs in

The aim of the project is to support leaders to develop action plans to make their organisation more female friendly and equal. Clubs and brigades that promote and foster a culture of equality are more likely to attract members, volunteers and funding.

Research has shown that gender equality is also linked to the prevention of violence against women. The CFA and football clubs are influential in their communities and are key locations for prevention of violence against women work. They are not places where violence against women occurs more frequently than anywhere else, but where strong leaders can drive change.

The program is open to any leaders from football-netball clubs and CFA brigades (committee, brigade management team, coaches, captains) or interested members. The program will provide a series of workshops for men and women to build their knowledge and skills around gender equality and promoting female friendly clubs and brigades.

Following this, brigade management teams and club committees will be mentored by experts who work with football-netball clubs and CFA brigades to develop action plans. The Rural Challenge program will then assist clubs and brigades to initiate the plan with the support of

WORKSHOPS

We invite all men and from the clubs/brigades to attend the workshops and welcome all people interested in learning more and contributing to this project. If you would like to attend the workshops but can't because of caring responsibilities please contact to discuss alternative arrangements.

Add details of the workshops

Men's workshops:

Date	Time	Topic	Venue
		Gender equality, barriers to participation and preventing violence against women This workshop explores gender equality and barriers to women's participation in the CFA and football-netball clubs	

		<p>Gender norms and masculinities</p> <p><i>This workshop will discuss gender norms and how we think about men, and how that can affect and shape all of us.</i></p>	
		<p>What does gender equality look like in brigades and football-netball clubs</p> <p><i>This workshop explores the good work already being done in clubs and brigades, and asks what else can be done.</i></p>	

Women's workshops

Date	Time	Topic	Venue
		Gender equality, gender stereotypes and preventing violence against women	
		Gender norms and masculinities	
		What does gender equality look like in brigades and football-netball clubs	

Action planning workshops

Date	Time	Topic	Venue
		<p>Action planning part 1</p> <p><i>Clubs and brigades will draft their action plans with the assistance of expert mentors.</i></p>	
		<p>Action planning part 2</p> <p><i>Clubs and brigades will finalise their action plans and discuss challenges and strategies to implementing them.</i></p>	

WORKSHOP FACILITATORS:

Add details about the facilitators

EXPRESSION OF INTEREST

Please return this form to by [date]. Space in these workshops is limited and organisations will be chosen based on their desire and capacity to be involved.

AFL or CFA? (circle)

Name of the club or brigade:

Who from the club/brigade's executive level (committee, management team, coaches, captains) will participate? (Name and position in organisation)

Are the male leaders or members attending from the club/brigade available for ALL of the workshop dates including both the action planning workshops? (It is essential that at least one of the men attending is from the brigade management team or executive committee)
YES/NO

Are the female leaders or members attending from the club/brigade available for ALL of the workshop dates including both the action planning workshops?
YES/NO

Why does your club/brigade want to participate in this project?

APPENDIX 4: PRE- AND POST-EVALUATION FORMS

THE ★ RURAL ★ CHALLENGE PROJECT

Pre-evaluation

We are interested to hear your responses and they will help us to run the workshops. There are no right or wrong answers. Please be assured your confidentiality will be maintained.

What is the name of your club or brigade:

What is your gender:

Please read the following statements and choose the answer that best applies:

	Strongly agree	Agree	Disagree	Strongly disagree
On the whole, women in Australia have achieved equality with men				
Men are naturally better leaders than women				
The majority of leaders in a community should be men				
Women should expect to have the same rights or opportunities as men				
There is a link between gender inequality and violence against women				

Please tell us why you joined this program:

THE ★ RURAL ★ CHALLENGE PROJECT

Post-evaluation

There are no right or wrong answers. Please be assured your confidentiality will be maintained.

What is your gender:

Please read the following statements and chose the answer that best applies:

	Extremely useful	Useful	Not useful	Not useful at all
In your role as a community leader, how useful have these workshops been?				
For you personally, how useful have these workshops been?				

What was the best thing about the Rural Challenge?

What did you like least about the Rural Challenge?

What, if anything, has been the most significant change for you personally due to your involvement with this program?

How likely are you to work to implement the action plan in:

	Very likely	Likely	Unlikely	Very unlikely
The short-term (under a year)				
The long-term (a year or longer)				

Where do you need support in implementing your plan?

Is there any other feedback you'd like to give us?

APPENDIX 5: KEY MESSAGES FOR THE RURAL CHALLENGE PROJECT

THE ★ RURAL ★ CHALLENGE PROJECT

Key messages for the Rural Challenge project

1. Violence against women is a serious problem in Australia and it is unacceptable.
2. Violence against women is preventable. Preventing violence against women must be a shared effort, with everyone working together.
3. Gender inequality is at the core of violence against women. Individuals (both men and women) who do not believe men and women are equal, and/or see them as having specific roles or characteristics, are more likely to condone, tolerate or excuse violence against women.
4. Violence against women is everyone's issue. Men have a key role in working to address it. Prevention work needs to occur at every level of society: individual, organisations and community.
5. Institutions like the CFA and football-netball clubs are key locations for gender equality and preventing violence against women work because of their influence and standing in the community. They are strong leaders in the community and value family friendly environments. They are not places where violence against women occurs more frequently than anywhere else, but they are excellent places to introduce and model change.
6. While most men do not commit acts of violence, in situations of family or domestic violence, women are overwhelmingly the victims and men more likely the perpetrators.
7. Violence is not excused by poor mental health, alcohol, stress, poverty, provocation or background.
8. Violence against women isn't just physical. It also includes sexual, emotional, cultural/spiritual violence and financial abuse.
9. Violence prevention involves strengthening communities and fostering respectful and equal relationships. It involves activities that build skills in the community to prevent violence against women and their children before it starts.

APPENDIX 6: EDUCATE YOURSELF – HANDOUT FOR PARTICIPANTS

THE ★ RURAL ★ CHALLENGE PROJECT

Educate yourself through websites and resources such as:

Everyday sexism

In this fascinating talk, founder of the award-winning EverydaySexismProject, Laura Bates, talks about her inspiring initiative. The EveryDaySexism is an ever-increasing collection of over 50,000 women's experiences of gender imbalance. The stories come from women of all ages, races and sexual orientations, disabled and non-disabled, employed and unemployed, religious and non-religious.

<https://www.youtube.com/watch?v=LhjsRjC6B8U&feature=youtu.be>

Run like a girl

Using #LikeAGirl as an insult is a hard knock against any teenage girl. And since the rest of puberty's really no picnic either, it's easy to see what a huge impact it can have on a girl's self-confidence. The #LikeAGirl campaign, hopes to turn a phrase that has become an insult into an empowering message.

<https://www.youtube.com/watch?v=XjJQBjWYDTs>

Inspiring the Future – Redraw the Balance

This powerful short film provocatively captures how, early on in their education, children already define career opportunities as male and female. When asked to draw a firefighter, surgeon and a fighter pilot, 61 pictures were drawn of men and only 5 were female.

<https://www.youtube.com/watch?v=qv8VZVP5csA>

The Excuse Interpreter

Discover the hidden meanings of common expressions that can excuse disrespectful behaviour towards girls. Reflecting on our own attitudes, which might excuse disrespect, and being aware of the things we say to young people is the first step towards making a change.

<https://www.respect.gov.au/wp-content/uploads/2016/03/Excuse-Interpreter.pdf>

Our Watch

Our Watch has been established to drive nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children.

<https://www.ourwatch.org.au/>

Violence against women – it's a men's issue

Domestic violence and sexual abuse are often called "women's issues." But in this bold, blunt talk, Jackson Katz points out that these are intrinsically men's issues — and shows how these violent behaviours are tied to definitions of manhood. A clarion call for us all — women and men — to call out unacceptable behaviour and be leaders of change.

https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue

Six strategies to maintain and defend men's privilege

Dr Stephen Fisher, from the Australian Catholic University, identifies six ways men maintain their privilege in the workplace. This video was prepared for the gender and disaster POD run by Women's Health Goulburn North East.

<https://www.youtube.com/watch?v=q1dUS3xNDbQ>

APPENDIX 7: SUPPORT INFORMATION FOR PARTICIPANTS

THE ★ RURAL ★ CHALLENGE PROJECT

SUPPORT INFORMATION FOR RURAL CHALLENGE PARTICIPANTS

Thank you for being part of this project. We will be talking about sensitive topics (such as family violence) that may affect you negatively. It is important you seek help or advice if needed.

This handout provides details of useful services and organisations that you can contact for advice, support or to pass onto others who may need assistance. These services and organisations can provide further information about family violence and violence against women.

1800 RESPECT

1800RESPECT telephone counselling is available 24/7, whether you're seeking help for yourself, a friend or relative, a colleague or a client. Professionals are also encouraged to use 1800RESPECT for support with secondary referrals or vicarious trauma.

Phone: 1800 737 732.

Website: <https://www.1800respect.org.au/>

Men's Referral Service (MRS)

MRS provides anonymous and confidential telephone counselling, information and referrals to men to help them take action to stop using violent and controlling behaviour.

Phone: 1300 766 491

Website: www.mrs.org.au

MensLine Australia

MensLine Australia is a national telephone and online support, information and referral service for men with family and relationship concerns. Available 24 hours, 7 days a week.

Phone: 1300 78 99 78

Website: www.mensline.org.au

Blue Knot Foundation

Provides telephone counselling, information and support for adult survivors of child abuse and referral to professionals and agencies. Provides workshops for survivors, family members, partners and friends.

Phone: 1300 657 380

Website: www.blueknot.org.au

APPENDIX 8: WHAT MEN CAN DO – WHITE RIBBON AUSTRALIA

What men can do



To end men's violence against women, we need to change attitudes and behaviour – this will take time.

Here are some practical steps men can take every day to help end men's violence against women:



LISTEN

Ask a woman who trusts you about violence and abuse and how it has affected her life. If she feels comfortable to talk, just listen and learn from her experiences. Women who have survived or are surviving violence and abuse will provide valuable and experiential insights.



LEARN ABOUT THE PROBLEM

Many people think violence is committed in public places by strangers, but women who are at risk of violence are more likely to experience it in their own homes and from men they know. Visit the White Ribbon website to get more information. Watching the news, reading articles on the topic and seeking information will help you understand the impact of violence and abuse on women and the community.



LEARN WHY SOME MEN ARE VIOLENT

Men are not naturally violent. Violent and abusive behaviours are learnt. For them, violence is a way of expressing their masculinity. It is intentional behaviour to gain power and control.



DEVELOP RESPECTFUL RELATIONSHIPS WITH WOMEN

Be an example to other men: treat women with respect and as equals. Be mindful of how language as well as actions can be disrespectful and abusive. Healthy relationships help create gender equality. Express your feelings directly and in non-violent ways e.g. express your appreciation of your partner or have disagreements in well managed and thought through words.



WEAR A WHITE RIBBON OR WRISTBAND

We can create the change. Show your commitment to ending men's violence against women by wearing a white ribbon or wristband. Use it as a starting point to talk with your friends, family and colleagues about men's violence against women. Be proud to stand up, speak out and act to prevent men's violence against women.



CHALLENGE SEXIST LANGUAGE AND JOKES

Sexist language and jokes help create the impression that women are inferior to men, are “objects”, and work to legitimise violence against women. They are part of abuse that objectifies women, meaning that women are viewed as a possession. Point this out when you hear sexist language or sexist jokes and encourage others to be respectful towards women.



IDENTIFY AND OPPOSE SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Unwanted sexual comments and behaviour reflect power inequalities between men and women. Oppose sexual harassment by supporting initiatives to create respectful and healthy environments.



TAKE ACTION IF YOU SEE VIOLENCE HAPPENING

Call the police – never assume someone else has. Ensure you do something to stop the violence, but do not use violence yourself or put yourself in danger. Do not remain silent: stand up, speak out and act to stop men's violence against women.



SUPPORT LOCAL WOMEN'S PROGRAMS AND SERVICES

Women's refuges, rape crisis centres, counselling and legal services, support women experiencing violence and are vital for women escaping violence. These services need support and financial backing.



EXAMINE YOUR OWN BEHAVIOUR

If you have been physically violent against a woman, committed sexual assault, threatened or tried to control their lives, get help today. Do not wait for it to happen again. Call MensLine on 1300 78 99 78 for support and advice.



BE A ROLE MODEL

Be a role model to other men, women and children. Teach them that violence is unacceptable and talk about ways to manage negative feelings that could result in conflict or violence.



YOU CAN GET INVOLVED IN WHITE RIBBON

White Ribbon is a global social movement to end men's violence against women. There are many ways for you to get involved: host a White Ribbon event, become an Ambassador or volunteer. Visit our website for more ideas.

From Kaufman, M. (2000). The White Ribbon Campaign: breaking men's silence to end men's violence – statement of principles.

Michael Kaufman. Retrieved from: <http://www.michaelkaufman.com/2000/the-white-ribbon-campaign-breaking-mens-silence-to-end-mens-violence-statement-of-principles/>

 **White Ribbon**
Australia

APPENDIX 9: MALE PRIVILEGE CHECKLIST



Male privilege checklist*

On a daily basis as a male person...

1. My odds of being hired for a job, when competing against female applicants, are probably skewed in my favour. The more prestigious the job, the larger the odds are skewed.
2. If I fail in my job or career, I can feel sure this won't be seen as a black mark against my entire gender's capabilities.
3. I am far less likely to face sexual harassment at work than my female co-workers are.
4. If I do the same task as a woman, and if the measurement is at all subjective, chances are people will think I did a better job.
5. If I choose not to have children, my masculinity will not be called into question.
6. If I have children and a career, no one will think I'm selfish for not staying at home.
7. My elected representatives are mostly people of my own gender. The more prestigious and powerful the elected position, the more this is true.
8. When I ask to see "the person in charge," odds are I will face a person of my own gender. The higher-up in the organization the person is, the surer I can be.
9. As a child, chances are I was encouraged to be more active and outgoing than my sisters.
10. As a child, chances are I got more teacher attention than girls who raised their hands just as often.
11. If I'm careless with my financial affairs it won't be attributed to my gender.
12. If I'm careless with my driving it won't be attributed to my gender.
13. Even if I sleep with a lot of women, there is no chance that I will be seriously labelled a "slut."
14. I do not have to worry about the message my wardrobe sends about my sexual availability or my gender conformity.
15. My clothing is typically less expensive and better-constructed than women's clothing for the same social status. While I have fewer options, my clothes will probably fit better than a woman's without tailoring.
16. The grooming regimen expected of me is relatively cheap and consumes little time.

17. If I'm not conventionally attractive, the disadvantages are relatively small and easy to ignore.
18. I can be loud with no fear of being called a shrew. I can be aggressive with no fear of being called a bitch.
19. I can be confident that the ordinary language of day-to-day existence will often include my gender. "All men are created equal," mailman, chairman, spokesman, etc.
20. My ability to make important decisions and my capability in general will never be questioned depending on what time of the month it is.
21. I will never be expected to change my name upon marriage or questioned if I don't change my name.
22. The decision to hire me will never be based on assumptions about whether or not I might choose to have a family sometime soon.
23. If I have a wife or live-in girlfriend, chances are we'll divide up household chores so that she does most of the labour, and in particular the most repetitive and unrewarding tasks.
24. If I have children with a wife or girlfriend, chances are she'll do most of the childrearing, and in particular the most dirty, repetitive and unrewarding parts of childrearing.
25. If I have children with a wife or girlfriend, and it turns out that one of us needs to make career sacrifices to raise the kids, chances are we'll both assume the career sacrificed should be hers.
26. Magazines, billboards, television, movies, pornography, and virtually all of media are filled with images of scantily-clad women intended to appeal to me sexually. Such images of men exist, but are rarer.
27. In general, I am under much less pressure to be thin than my female counterparts are. If I am overweight, I probably suffer fewer social and economic consequences for my body shape than fat women do.
28. On average, I am not interrupted by women as often as women are interrupted by men.
29. I have the privilege of being unaware of my male privilege.

*The male privilege checklist is based on the work of Peggy McIntosh who wrote an essay called "White Privilege: Unpacking the Invisible Knapsack".

APPENDIX 10: SAMPLE MEMBER SURVEY

THE ★ RURAL ★ CHALLENGE PROJECT

SAMPLE MEMBER SURVEY

(Change the wording to suit your club or brigade)

Our club/brigade is undertaking the Rural Challenge project to make the culture more inclusive and equal for all. We're keen to hear your ideas and opinions about how we can improve the club/brigade.

Please complete the survey by [DATE]. After the survey is completed we will develop a gender equality action plan to make our organisation more gender equal. The gender equality action plan will consider areas such as leadership, policies, culture, facilities, education, roles/jobs available, fundraising, and social activities.

The survey is anonymous and you are not required to give your name or provide any identifying information.

1. Gender:
2. Age range: [younger than 15, 15-30, 31-50, 50+]
3. How would you describe the *culture* of the club/brigade?
4. What do you think are the best aspects of the club/brigade?

5. In terms of leadership and the running of the club/brigade, what is done well and what could be done better?
6. Thinking about gender equality, what improvements or changes could the club/brigade make?
7. Is there anything else you can think of that would we make the club/brigade more inclusive for women?
8. Would you recommend this club to women? ☐ Yes ☐ No
9. If no, could you please tell us why not?

HOW TO DISTRIBUTE THE SURVEY:

1. Choose how to distribute your survey – either online or hardcopies or both. See below for more details.
2. Email all members with the details of how to complete the survey and the end date for returning their surveys.
3. Include in the email some details about the Rural Challenge project. Eg. “Our club/brigade is undertaking the Rural Challenge project to make the culture more inclusive and equal for all. We’re keen to hear your ideas and opinions about how we can improve the club/brigade. Please complete the survey by [DATE]. After the survey is completed we will develop a gender equality action plan to make our organisation more gender equal. The gender equality action plan will consider areas such as leadership, policies, culture, facilities, roles/jobs available, fundraising, and social activities.”

Online:

Survey Monkey: You can sign up to the BASIC plan on Survey Monkey (<https://www.surveymonkey.com/>) for free¹. You can create and send a survey with up to 10 questions and view up to 100 responses per survey. For more options you will need to upgrade to a paid account but the basic features may be suitable for your needs (depending on the number of members your club/brigade has).

Send an email to all members with the Survey Monkey link and the end date for returning the survey. Be clear in the email that their opinions are valued and needed, and their responses are anonymous.

Hardcopy survey:

Place a box and paper copies of the survey in a common area such as the club social rooms or brigade meeting room. Announce in a BMT/executive meeting that you are undertaking the Rural Challenge project to improve gender equality at your club/brigade.

Send an email to all members with the details of where the survey box is located and the end date for returning the survey. Be clear in the email that their opinions are valued and needed, and their responses are anonymous.

If you are handing out a hard copy of the survey be sure to leave a lot of space for answers when formatting the document.

¹ CFA members have free access to the CFA Survey Monkey account – contact your catchment team for information.

APPENDIX 11: GENDER EQUALITY ACTION PLAN TEMPLATE

THE **RURAL** ★ **CHALLENGE**

PROJECT

RURAL CHALLENGE ACTION PLAN TEMPLATE

Brigade/Club snapshot

(only fill in the sections relevant to your club/brigade)

Membership	Number
Total members	
Players	
Women	
Men	
Over 18 years	
Under 18 years	

What do you want your gender equality action plan to achieve?

Volunteers	Number
Total	
Women	
Men	
Committee/Brigade Management Team (men vs. women)	

The areas listed in ‘areas to consider’ is not an extensive list but examples of what to think about when developing actions.

Area	GOALS	Actions	Progress	Timeframe	Who is responsible?	Who/what can help us?
GOVERNANCE & LEADERSHIP	Areas to consider include policies and protocols; board/executive/brigade management team composition; and strengthening individual knowledge and skills					

Area	GOALS	Actions	Progress	Timeframe	Who is responsible?	Who/what can help us?
FACILITIES	Areas to consider include changing rooms; lighting; spaces for parents; spaces for children (eg. Play area, children's books); child change facilitates that both men and women can access; breastfeeding spaces; and clean, accessible, toilets					

Area	GOALS	Actions	Progress	Timeframe	Who is responsible?	Who/what can help us?
PARTICIPATION OPPORTUNITIES	Areas to consider include the roles offered to women and girls; are there role models; consultation with participants/ members					

Area	GOALS	Actions	Progress	Timeframe	Who is responsible?	Who/what can help us?
VOLUNTEERS	<p>Areas to consider include the roles offered to women and girls; the roles offered to men and boys; the roles people are actively encouraged to do; the procedure for welcoming new members/ volunteers</p>					

Area	GOALS	Actions	Progress	Timeframe	Who is responsible?	Who/what can help us?
PROMOTION & MEMBER RECRUITMENT	Areas to consider include the club/brigade's website; Facebook, Twitter and other social media					

Area	GOALS	Actions	Progress	Timeframe	Who is responsible?	Who/what can help us?
WELFARE, EQUITY & INCLUSION	Areas to consider include strengthening individual knowledge and skills; alignment with and promotion of important dates (i.e International Women's Day)					

Area	GOALS	Actions	Progress	Timeframe	Who is responsible?	Who/what can help us?
FUNDRAISING & SOCIAL ACTIVITIES	Areas to consider include Safety, inclusion and respect in the planning and running of social activities; Safety, inclusion and respect in the planning and running of fundraising;					

APPENDIX 12: LIST OF GUIDING QUESTIONS FOR MENTORS

THE ★ RURAL ★ CHALLENGE PROJECT

MENTOR QUESTION GUIDE FOR WORKSHOP 4 AND 5

First question: What do you want your gender equality action plan to achieve?

Second question: Why do people join brigades and clubs? Why do they stay? → Can we emphasis these strengths in our action plan/statement of commitment/set of values and make sure we are strengthening these? Your club/brigade's members, history, culture and community will offer a lot of strengths you can build on.

GOVERNANCE & LEADERSHIP

Governance and leadership relates to strengthening and educating the leadership team to ensure commitment to gender equality; policies related to making the club/brigade inclusive, safe and fair; and increasing the numbers of women in leadership. Strong leadership and governance is crucial for driving a gender equality action plan.

Participants need to consider a range of actions including those related to women's leadership, developing a set of values or code of conduct, developing a policy for managing disrespectful and aggressive behaviour, succession plans and reviewing member's development and skills, education for the leadership group, and developing a policy on children and the club or brigade, as well as any other actions specific to their club/brigade.

Questions for both the CFA and AFL:

- Do you have strategies to actively support women's leadership and strengthen leadership skills?
 - Does your women in leadership training lead to the opportunity for leadership positions? (eg. Do you have a succession plan?)
- How do you review your member's development and skills?
- Have you documented and endorsed your commitment to gender equality?
- Do you have a set of values/code of conduct? You could develop this from the CFA's or AFL's values
- Do you have a gender equality policy? Could you have a statement on preventing gender-based violence in your gender equality policy?
- Do you have a policy for managing disrespectful and aggressive behaviour?

- Are your policies and code of conduct/set of values accessible, visible and regularly promoted to all volunteers?
- Do you check regularly for grants and opportunities for women's leadership courses?
- Will your leaders take responsibility for planning and implementing activities to promote gender equality?
- Does the BMT or executive role model and promote equal and respectful relationships? Has the leadership team discussed and agreed what these behaviours are?
- Do you want to act as community leaders and educators in the prevention of violence against women in your community?
- Do you have a policy on children and the brigade/club? When are they welcome at the station/club? Has this been made clear to everyone including in new member's induction?

CFA specific questions:

- Is there an opportunity for brigade leaders to discuss gender in their catchment groups to learn from each other?
- Does your brigade conduct exit interviews with all members who resign from the brigade?

FACILITIES

Facilities need to be responsive to and respectful of the needs of women and men. Analyse your club or brigade in terms of lighting, change-rooms, toilets and equipment. Consider who uses the spaces and how; what might be stopping others from using the spaces; and what might make it easier for people to access the space (eg. adding a children's play area).

Participants need to consider actions such as toilets, change facilities, lighting, spaces for children, and sanitary products and disposal, as well as any other actions specific to their club/brigade.

- Have you got adequate lighting in the car park?
- Have you got a sensor/security light out the front of the club/brigade for when people enter or leave after dark? Is it left on all the time?
- Have you got baby change area accessible by men and women?
- Are there a policy about breastfeeding? Do you need one?
- Are there appropriate signage for the toilets?
- Are there female change facilities?
- Are there female showers?

- Do the showers have curtains or screens for privacy? (men's and women's showers)
- Are there female toilets?
- Is there a sanitary bin? Is it emptied regularly?
- Are there a children's play area with books and toys for children?

CFA specific questions:

- Does your welfare kit have sanitary products?

PARTICIPATION OPPORTUNITIES

Participation opportunities involve considering what roles are available to men and women in your organisation. Identify barriers to men and women's full participation in all roles and develop strategies or actions to remove barriers. Consider also what opportunities there are for member consultation and the opportunities members have to voice their ideas and concerns.

Participants need to consider the roles available to men and women, how to actively challenge gender stereotypes, actively promoting the range of roles available to all members and future members, and developing a rostering system to implement change, as well as any other actions specific to their club/brigade.

- Are there even opportunities for all to participate?
- Are there some roles that the brigade/club think only men can do?
- Are there some roles that the brigade/club think only women can do?
- What are the opportunities for challenging gender stereotypes in your brigade/club?
- What opportunities are there for the leadership team to actively challenge these stereotypes by fulfilling some of the traditionally gendered roles?
- Can you develop a roster to make sure this continues to occur?
- Do members see role models in different areas? If there aren't any women, is there a different strategy to demonstrate to members and prospective members that these roles are available to women?
- Who cleans the facilities? Could a roster be put in place for cleaning including men's and women's toilets?
- What are the opportunities for consultation with your members?
- Are there strategies you could employ for including and supporting people with carer responsibilities so they can fully participate in activities (noting that the majority of primary carers are currently women)? Timing, location, are children welcome at the group/brigade/club meetings, is there space for children?
- Do you encourage women to have a go?
- Do you encourage/enforce the men to have a go (kitchen, cleaning, cooking rosters)?

CFA specific questions:

- Do you have a women's auxiliary? Can you change this term to brigade support team? (While also acknowledging the great work the women's auxiliary have done in the past)

VOLUNTEERS

Volunteers are crucial to clubs and brigades and need to feel welcomed, supported and appreciated. This includes volunteers having a clear idea of their role, and understanding and committing to the culture of equality when they join.

In this area the participants should consider the induction of new members and what the process is for inducting and supporting new members, and how they deal with and manage enquiries about joining, as well as any other actions specific to their club/brigade.

- What is the welcoming protocols for new members?
- Whose job is it to do the induction? Are they aware of the barriers to women's participation?
- Do you explain to new members what the culture of the brigade/club is?
- Is it someone's job to greet people who walk in off the street? Are they aware of the barriers to women's participation?
- Could you use the set of values as an informal interview?
- Who supports new members (all new members not just women)?
- Do you explain to new women members what the roles are? Do you let them know they will be supported in whatever role they chose? If there are no women in leadership it may need to be said that they will be supported to be in these roles if they chose to be.

PROMOTION & MEMBER RECRUITMENT

The club/brigade should be equitable in all its promotion and recruitment material including social media, newsletters and advertising. Men and women should be equally represented and materials should be respectful and not perpetuate stereotypes.

In this area the participants should consider advertising in a range of places, ensure equal representation of men and women in all promotion and social media, and consider the timing of their recruitment sessions, as well as any other actions specific to their club/brigade.

- Does your advertising material include both men and women in different roles?

- Have you reviewed your representation of men and women on social media? Is there an even number of men and women represented?
- Could you re-share new and diverse news from your area? (Eg. District 2 news of Female Fireys bringing home gold <http://news.cfa.vic.gov.au/news/female-fireys-bring-home-gold.html>)
- Do you advertise in a range of areas? (online, in the media and in local places – eg. cafes, gym, council foyer, library, neighbourhood house)
- Do you hold ‘come and try’ days?
- Do you use inclusive language when you recruit for new members?
- What local organisations (eg. the Lions’ Club) could you join with to hold a community or social event? This might make community members feel more willing to approach the brigade/club to join and would be a good opportunity to let people know what the brigade does.
- Do connect with new residents and new families by providing contact detail of local brigade/club? You could do this via the local council.
- Could you launch your statement of commitment/set of values/action plan intentions on social media?
- Could you contact local media to launch your plan (as a way to encourage new members)? There will be a media release template handed out in workshop 5.
- Is your brigade/club’s logo welcoming and gender neutral?
- Can you develop a range of new promotional products (flyers, videos etc.) that reflect your gender inclusiveness?

CFA specific question:

- Do you time the recruitment sessions at a time that suits the people you want to recruit? (for instance if you want day time responders run the session during the day)

WELFARE, EQUITY & INCLUSION

Welfare, equity and inclusion address the culture of the club/brigade. While it is good to recruit more women, this will not be sustainable unless the club/brigade has a positive and respectful culture. There should be an agreement as a club/brigade as to what it means to be inclusive, equal and welcoming for all. Consider what actions can be taken to ensure this culture is maintained on a day-to-day basis.

In this area the participants should consider education for their members/player (this may be Bystander Action Training or gender awareness education), developing and enforcing an alcohol policy, promoting important days (such as International Women’s Day), and for brigades, having an awareness of the CFA peer support team and their role, as well as any other actions specific to their club/brigade.

- Have you undertaken education sessions/workshops to help with the brigade/club's culture? Clubs/brigades may want to undertake bystander action training for example.
- Could you run formal mentoring with new members?
- Does alcohol play a large role in your brigade/club culture? The leadership team could create a new alcohol policy
- Do you need someone to perform a gender audit of your brigade?
- Do you make links to the partners of new members?
- Do you promote important days (eg. International Women's Day)? Your education sessions/training might correspond with these days
- Have you reviewed and updated communications and resources and checked for references to gender stereotypes or assumptions about capability based on gender?
- Do you include information about domestic violence at your brigade/club? (eg behind toilet doors)
- Would you know what to do/who to talk to for advice if one of the volunteers had a restraining/intervention order against a former partner?

CFA specific questions:

- Do you formally thank businesses when they release staff during fires?
- Do you know what support the peer support team can offer?
- Do you have a post-emergency support plan for brigade members? Evidence shows that men are often reluctant to seek formal counselling which can lead to mental health problems, and in some cases exacerbate gender-based violence. Can you investigate ways of increasing counselling/mental health services and support to men in the post-emergency period? Plan to link up with your local community health service now rather than after the emergency. Link up and chat to local domestic violence workers so you know what to do post-emergency.

SOCIAL ACTIVITIES & FUNDRAISING

Fundraising and social activities should be respectful and not perpetuate stereotypes or sexist practices. All members should feel safe and welcomed at all brigade/club events. Money raised from fundraising should be distributed in an equitable and fair way.

In this area the participants should consider developing a checklist to ensure inclusion in fundraising and social activities, developing a mechanism for ensuring that the money raised spent an equitable and fair way, and ensuring the fundraising and social activities aren't reinforcing gender stereotypes (eg. high tea for ladies day and a night at the pub for men), as well as any other actions specific to their club/brigade.

- Are your social activities and fundraising activities inclusive of all members?
- Do you have a checklist to ensure this occurs?
- Are you careful not to make assumptions based on gender when planning fundraisers and social activities? Eg. a high tea for women or night at the pub for men
- Is the money raised spent equitably?

APPENDIX 13: RURAL CHALLENGE PARTICIPANT'S INFORMATION PACK TEMPLATE

THE ★ RURAL ★ CHALLENGE PROJECT

Participant Information Pack

This is a template for the Rural Challenge participant information pack that will be handed out at the end of workshop 5. The information below can be adapted and designed to tailor the participant information pack to your local area/project.

The Rural Challenge participant information pack will help initiate the implementation of your Rural Challenge gender equality action plan.

It includes:

- Definitions of ideas and concepts discussed during the workshops.
- Statistics and figures about gender equality in your area.
- Where to find support and help to implement your action plans.
- Answers to questions that were asked throughout the workshops.
- Suggestions of what men can do to support gender equality (White Ribbon Resource).
- Support services/referrals for anyone affected by violence.
- A handout of useful clips and websites for learning more about gender equality.

This pack can also be taken to the brigade or club and shared with people who did not participate in the program.

What is the Rural Challenge?

The Rural Challenge project is a community leadership program that works with leaders from CFA brigades and football-netball clubs in The aim of the project is to support leaders to develop action plans to make their organisation more female friendly and equal. Clubs and brigades that promote and foster a culture of equality are more likely to attract members, volunteers and funding.

The program was open to leaders from football-netball clubs and CFA brigades. The program provided a series of workshops for men and women to build their knowledge and skills around gender equality and promoting female friendly clubs and brigades.

Following this, brigade management teams and club committees were mentored by experts

who worked with football-netball clubs and CFA brigades to develop action plans (gender equality road maps).

Definitions

Gender equality: Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It is not the belief that men and women must be the same – eg. act, dress and behave the same. It is the belief that they are of equal value and deserve the same rights and opportunities. The interests, needs and priorities of both women and men need to be taken into consideration, recognising the diversity of different groups women and men.

Gender: Gender refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. While most people are born either male or female, they are taught appropriate norms and behaviours – including how they should interact with others of the same or opposite sex within households and families, communities and work places. Gender changes in all societies and across time. For example how women or men were expected to behave in Australia 40 years ago is different to the social norms associated with women or men today.

Gender stereotypes: Gender stereotypes are simplistic generalisations about the roles of men and women. They are images, beliefs, attitudes or assumptions about certain groups of women and men. While most people realise that stereotypes are untrue, we often still make assumptions, often unconsciously, based on gender. Stereotypes can have positive or negative connotations but they rarely communicate accurate information about others (or at the very least tell the full story). When people automatically apply gender assumptions to men or women they are reinforcing gender stereotyping.

Gender roles: Refers to what males and females are expected to do (in the household and family, community and workplace) in a given society.

Sex: Sex is the term used to describe the biological and physiological differences between the bodies of males and females. It is different from gender. Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. While sex remains the same, gender changes depending on the place and time.

Primary Prevention: Primary prevention is a term used to describe the work done to prevent a problem before it occurs. An example of primary prevention is the education campaign in Australia in the past 4 decades to prevent smoking.

Working towards gender equality is primary prevention of violence against women. It seeks to prevent violence from happening in the first place. Primary prevention works by identifying the deep underlying causes of violence – including gender inequality – and acting across the whole population to change this, not just address the behaviour of perpetrators.

Violence against women: Violence against women is defined by the United Nations Declaration on the Elimination of Violence against Women (1993), as any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life. This definition encompasses all forms of violence that women experience (including physical, sexual, emotional, cultural/spiritual, financial and others) that are gender-based.

Privilege: Privilege is the idea that some groups of people have advantages relative to other groups, even when they don't choose to have these advantages. Privilege is the other side of oppression. It is often easier to identify oppression and discrimination than it is to identify privilege.

Society grants privilege to people because of certain aspects of their identity. Aspects of a person's identity can include race, class, gender, sexual orientation, language, geographical location, ability, and religion, to name a few. For example by being born male you may have advantages – more pay for example – that you may not approve of or think you are entitled to, but that you gain anyway because of your status as a man.

An example of privilege is male privilege but there is also white privilege, social class privilege, and age privilege.

Benefits of gender equality in your clubs and brigades

There are a number of reasons why gender equality is beneficial to your clubs and brigades. These include:

- Fairness.
- Increasing the participation of women.
- New skills, thinking, innovation and capability.
- Cultivating a culture of gender equality in your clubs and brigades improves the overall culture. This may increase the participation of men and also different types of men. A more equal and welcoming culture will be beneficial for everyone.
- A club or brigade that is gender equitable will be more family friendly and attract more volunteers.

There are also numerous benefits to broader society. Research shows that men living in highly gender equal societies have better quality of life than men in less gender equal societies.

Research has also shown that gender equality is also linked to the prevention of violence against women. The CFA and football clubs are influential in their communities and are key locations for prevention of violence against women work. They are not places where violence against women occurs more frequently than anywhere else, but where strong leaders can drive change.

Add the photo of the 'Why are we here?' brainstorm from Workshop 1

Add some statistics about gender inequality in your local area.

Barriers to women's participation

Barriers to women joining the CFA

Research shows that a number of factors discourage women from joining the CFA. These include:

- Limited knowledge of the roles available to women in the fire servicesⁱ
- Concerns about the physical demands of the jobⁱⁱ
- Competing time commitments of family and workⁱⁱⁱ
- Gender stereotypes about the job and the dominant view of firefighters as men^{iv}

Some of these factors are expanded on below.

“Firemen” and gender stereotypes

Research published by the Bushfire Cooperative Research Centre and the Australasian Fire and Emergency Services Authorities Council argues that with modern equipment women are more able to take on operational roles and their under-representation is due in large part to traditional gender-based stereotypes and perceptions of firefighters as “firemen”^v. The data drawn upon was from women in country and regional areas from women who were not currently or had never been members of their local firefighting agencies.

Family commitments and child care

Child care responsibilities are a significant barrier to women volunteering, reinforced by stereotypical views about women's roles in families^{vi}. McLennan and colleagues conducted individual interviews with 20 CFA career staff from various regions across Victoria about their observations of ways that families of volunteer firefighters were affected by fire service volunteer activities and how family responsibilities may act as a barrier to recruiting or retaining women^{vii}. One of the themes to emerge from the interviews was that for some women volunteers, child care responsibilities imposed considerable limitations on their ability to participate fully in firefighting activities. Traditional views of women's roles in families were also noted as a reason some women did not volunteer.

Barriers to women remaining in the CFA

Beatson and colleagues^{viii} drew upon a number of other studies to summarise the factors that discourage women from continuing to volunteer. The factors include:

- The rejection of women's ability as firefighters by a small but vocal minority of male firefighters.
- Difficulties with the shape and size of personal protective equipment (PPE) – eg. pants or uniform too long.
- Equipment being heavy, awkward to use or stowed too high on trucks.

Dissatisfaction with brigade leadership is also apparent in the literature. Analysis of 396 exit survey returns from former volunteers found that reasons contributing to resigning were:

Work/ Family needs, 51%; Moved from the area, 38%; Age/Health issues, 28%; Dissatisfaction with the volunteer role, 25%. A major contributor to dissatisfaction with the volunteer role was poor brigade leadership^{ix}. Evidence of this dissatisfaction with leadership can be found in the work of Parkinson and colleagues commissioned by the Department of Environment, Land, Water and Planning Victoria^x. Parkinson and colleagues undertook research with more than 500 people (both men and women) involved in the fire and emergency sector. One third of women involved agreed that men in leadership positions fail to pay attention and listen to what women say.

Barriers to women's participation in sports

Numerous studies show off-field factors linked to lower participation rates include harassment, cultural and social pressures and social stereotyping^{xi}. There are a broad range of barriers to women participating in sport that can be divided under three headings - practical barriers, personal barriers, and social and cultural barriers.

Practical Barriers include:

- Lack of time & lack of childcare
- Lack of money
- Lack of transport
- Lack of flexibility
- Personal safety
- Funding
- Access to facilities

Personal barriers include:

- Body image
- Clothing and equipment
- Lack of self-confidence
- Parental and adult influence

Social and cultural barriers include:

- The male-dominated culture of sport
- Attitudes and prejudices about sexuality
- Attitudes and prejudices about disability
- Attitudes and prejudices about ethnicity
- Sexual harassment and abuse
- Female invisibility – media representations and lack of role models in sport

Barriers to culturally and linguistically diverse women and girls participating in sports

There may be more difficulties for women and girls from multicultural, migrant and refugee backgrounds to participate in sport due to barriers they may experience from within sporting environments or from within their own communities. These include:

- Lack of familiarity with the structure of sporting clubs and associations
- Language barriers

- Lack of priority given to sport by parents
- Lack of transport
- Fear of racism or discrimination
- Cost
- Lack of culturally appropriate venues and facilities.

For more information on barriers and best practice ideas for best practice for working with multicultural women and girls look to this website:

<http://www.activemoreland.com.au/activity-providers/Resources-for-Moreland-sports-clubs/Active-Moreland-endorsement-resources/how-to-attract-new-participants/cald-fact-sheet/>

Your gender equality action plan

The action plan template is designed to help the participating groups highlight areas of inequality or conscious or unconscious bias, and identify areas that may need to be strengthened. The gender equality action plan template has a number of different areas to focus on:

- **The goal.** This requires the leadership team consider why they want to make their organisation more gender equal and fair.

- **Governance and leadership.**

Governance and leadership relates to strengthening and educating the leadership team to ensure commitment to gender equality; policies related to making the club/brigade inclusive, safe and fair; and increasing the numbers of women in leadership. Strong leadership and governance is crucial for driving a gender equality action plan.

Participants need to consider a range of actions including those related to women's leadership, developing a set of values or code of conduct, developing a policy for managing disrespectful and aggressive behaviour, succession plans and reviewing member's development and skills, education for the leadership group, and developing a policy on children and the club or brigade, as well as any other actions specific to their club/brigade.

- **Facilities.**

Facilities need to be responsive to and respectful of the needs of women and men. Analyse your club or brigade in terms of lighting, change-rooms, toilets and equipment. Consider who uses the spaces and how; what might be stopping others from using the spaces; and what might make it easier for people to access the space (eg. adding a children's play area).

Participants need to consider actions such as toilets, change facilities, lighting, spaces for children, and sanitary products and disposal, as well as any other actions specific to their club/brigade.

- **Participation opportunities.**

Participation opportunities involve considering what roles are available to men and women in your organisation. Identify barriers to men and women's full participation in all roles and develop strategies or actions to remove barriers. Consider also what opportunities there are for member consultation and the opportunities members have to voice their ideas and concerns.

Participants need to consider the roles available to men and women, how to actively challenge gender stereotypes, actively promoting the range of roles available to all

members and future members, and developing a rostering system to implement change, as well as any other actions specific to their club/brigade.

- **Volunteers.**

Volunteers are crucial to clubs and brigades and need to feel welcomed, supported and appreciated. This includes volunteers having a clear idea of their role, and understanding and committing to the culture of equality when they join.

In this area the participants should consider the induction of new members and what the process is for inducting and supporting new members, and how they deal with and manage enquiries about joining, as well as any other actions specific to their club/brigade.

- **Promotion and recruitment.**

The club/brigade should be equitable in all its promotion and recruitment material including social media, newsletters and advertising. Men and women should be equally represented and materials should be respectful and not perpetuate stereotypes.

In this area the participants should consider advertising in a range of places, ensure equal representation of men and women in all promotion and social media, and consider the timing of their recruitment sessions, as well as any other actions specific to their club/brigade.

- **Welfare, equity and inclusion.**

Welfare, equity and inclusion address the culture of the club/brigade. While it is good to recruit more women, this will not be sustainable unless the club/brigade has a positive and respectful culture. There should be an agreement as a club/brigade as to what it means to be inclusive, equal and welcoming for all. Consider what actions can be taken to ensure this culture is maintained on a day-to-day basis.

In this area the participants should consider education for their members/player (this may be Bystander Action Training or gender awareness education), developing and enforcing an alcohol policy, promoting important days (such as International Women's Day), and for brigades, having an awareness of the CFA peer support team and their role, as well as any other actions specific to their club/brigade.

- **Fundraising and social activities.**

Fundraising and social activities should be respectful and not perpetuate stereotypes or sexist practices. All members should feel safe and welcomed at all brigade/club events. Money raised from fundraising should be distributed in an equitable and fair way.

In this area the participants should consider developing a checklist to ensure inclusion in fundraising and social activities, developing a mechanism for ensuring that the money raised spent an equitable and fair way, and ensuring the fundraising and social activities aren't reinforcing gender stereotypes (eg. high tea for ladies' day and a night at the pub for men), as well as any other actions specific to their club/brigade.

Your CFA or sporting club may already have a range of these strategies in place, while you may not consider others. The aim of the Rural Challenge was to help you decide what to focus on next or where to begin.

How to develop and implement your gender equality action plan

1. Read through each section and think about what your brigade or club currently does well and what it could do better. Decide on an overarching goal for your gender equality action plan. What do you want this plan to achieve and why? Also consider why you think women don't join or stay in the brigade/club. Consult with other members about what they think about the culture of the club including its strengths and weaknesses.
2. Your gender equality action plan should initially be focused on club/brigade leaders and governance. Without a strong and united front at committee or brigade management level (who are appropriately educated as to why this is occurring) there will be no long-term sustainability.
3. Clubs and brigades should evaluate where they are at now so that they can gain baseline data to assist them with their future evaluations. It could include observation of how many people are attending training, functions, match day, what the gender spread is (roughly), if more families are attending events etc. Observation is a valid form of evaluation and often overlooked. These observations will help you re-evaluate your plan in a year's time (or 5 years' time!). Write down your observations and keep a record of them.
4. In each area consider your goals for your organisation. Your goals may be small or large. When developing your goals use the SMART method - Specific, Measurable, Achievable, Realistic and Timely.
5. Consult with your members. It is important that your goals are developed or discussed as a group to ensure they are supported by the majority of members.
6. Once you've decided your goals, think of the strategies or actions you will need to take. Decide how you will put the action in place by considering who will be responsible, when you want it implemented and who can help you to implement the action.
7. Decide as a team what the priority action areas are for your organisation. We suggest starting with a few small things that you think will work well for your brigade or club. Remember, you don't need to do everything at once and many of your actions will be long term actions.
8. You should do a gender audit of your brigade before you begin implementing your action plan. Asking someone with expertise in gender equality assist you will support and strengthen your action plan. We recommend you contact your local women's health organisation or local council for suggestions of who is best positioned to help you with this work.
9. Have a go at implementing your chosen strategy.

10. Monitor the actions to make sure they are still working well and adjust the strategy if you need.

11. Regularly consult your action plan as well as your members to see how your brigade or club is changing. As you successfully implement and maintain strategies, choose another one that builds on the work you've done so far.

12. Add the gender equality action plan to the agenda of each meeting. Nominate a person or two people to provide an update on the action plan and implementation at each meeting. Review the action plan annually.

Help and resources to implement the action plan

We have provided resources and contacts to help you implement your action plan. You are not alone and there are a number of people who can assist you with your goals. Local council, local sporting associations (such as Sports Focus) or your governing body (CFA or AFL) will have resources and ideas that will help you. You may also want to talk to other brigades or clubs to learn what strategies have worked for them.

Contacts

Provide a list of key contacts

Existing toolkits and resources

Everybody Wins toolkit

The Everybody Wins Toolkit from Vichealth aims to assist Victorian community sports clubs to build healthier sporting environments that are more inclusive and welcoming of everyone in their community, particularly women, girls, Aboriginal people and people from culturally diverse communities.

Everyone Wins provides practical tools and resources to help Victorian community sports clubs become more inclusive and welcoming of everyone in their community. While it is directed at sports clubs, the CFA brigade leaders may also get useful ideas and practical ps.

https://www.vichealth.vic.gov.au/media-and-resources/publications/everyone-wins_clubs

Club Help

There are a large number of templates and resources available for the clubs via the Club Help website such as meeting agendas, role descriptions etc. While this website is targeted at sporting club CFAs may also find it useful.

<http://www.clubhelp.org.au/>

Gender and Disaster Pod

The Gender and Disaster Pod website has a range of resources to support an increased understanding of the impact of gender on disaster, and to provide practical strategies and tools to incorporate gender considerations into emergency management policy, planning, decision-making and service delivery.

<http://www.genderanddisaster.com.au/>

Courageous Conversations - Sporting Clubs Handbook 2016

This fantastic handbook will guide and support clubs to promote an equal and respectful culture, and to enable them to take action on disrespectful behaviour that may occur. Whilst

this handbook can be applied to and is appropriate for any sporting club, it has been designed with an interest on rural football and netball clubs, due to their popularity and place in rural Victoria community life. Many of the conversations in this handbook will be relevant for the CFA setting also.

<http://courageousconversations.org.au/>

Equal Footing Toolkit

Equal Footing is a toolkit for workplaces to promote gender equality and respectful relationships. The Equal Footing toolkit is a practical guide for leaders, teams and individuals to drive change in their workplace – for instance in the CFA brigades. The first booklet describes the steps you can take to start the Equal Footing program and includes all the materials you will need to start the conversations. The second booklet puts the latest tip-sheets and resources at your fingertips.

<https://www.vichealth.vic.gov.au/media-and-resources/publications/equal-footing-toolkit>

Champions of Change

Change does not happen without leadership and long-term commitment. Leadership teams are elected because people believe they are capable of influencing and directing the brigade or club's future. They are responsible for setting the values and role modelling good behaviours. However the leadership team will need support from the members in working towards changing the culture of the organisations. These are 'champions of change'. Work closely with the members most receptive to the work and they will help the leadership to educate other members. There may be people who are resistant to gender equality and change but they may often leave or change as the cultural changes.

Other brigades and clubs who participated in the Rural Challenge

Add a list of the participating brigades and clubs

Participants can contact other brigades and clubs to swap ideas or receive (or give) advice throughout the implementation process. You also may want to work together on events or activities.

Grants

Add Grants and a short summary of the grant. Aim to have a mix of general grants and ones specifically for the CFA and AFL, including:

Foundation for Rural and Regional Renewal

Small Grants for Rural Communities

Small Grants for Rural Communities is the longest running and broadest program FRRR offers, opening twice per year. Grants of up to \$5,000 are available for projects and activities that offer clear public benefit for communities in rural, regional or remote Australia. Priority

is given to communities of 10,000 or fewer.

Focus is one the following:

- Strong Leadership & Community Capacity
- Sustainable Community Infrastructure
- Equitable Access to Opportunities
- Vibrant Local Economies

Opens: twice a year. Check FRRR website.

<http://www.frrr.org.au/>

Domino's Give for Good

Give for Good is an annual program offering rural, regional and remote Australian communities grants of up to \$5,000, for community-led projects that respond to one of these three impact areas:

- Education and youth initiatives
- Leadership and entrepreneurship
- Skills, knowledge, and networks needed to prepare and recover from natural disasters

Closes: approx. September

<https://www.dominos.com.au/inside-dominos/corporate/in-the-community>

ANZ Seeds of Renewal

The program focuses specifically on supporting education and employment initiatives that support local economies in rural, regional and remote areas, with consideration given to projects that benefit communities with a population of fewer than 15,000 people.

Closes: approx. August

Department of Social Services Volunteer Grants

The Volunteer Grants, of between \$1000 and \$5000, enable small community organisations to purchase much-needed equipment, training, transport and background screening.

Opens: approximately November. *Closes:* December

<https://www.communitygrants.gov.au/grants>

Victorian Women's Trust

Our grants help women and girls thrive. We are one of Australia's few grant-makers dedicated solely to women. Each year, we give to high impact initiatives through our Community Grants Program, reaching women and girls across Victoria.

Closes: approx. March.

<https://www.vwt.org.au/>

VicHealth

VicHealth award a range of grants related to sports and gender throughout the year. Subscribe to their newsletter to hear about future grants

<https://www.vichealth.vic.gov.au/media-andresources/vichealth-letter>

Active Club Grants

In 2016–17, VicHealth’s Active Club Grants provided funding to increase the opportunities Victorians have to participate in community sport clubs.

The funding prioritised two outcome areas: Female participation and Participation in social and modified forms of sport. VicHealth funding is available to get more women and girls involved in sport. Funding is awarded to clubs looking to establish new female teams or to deliver new activities, programs or competitions.

Opens: February

<https://www.vichealth.vic.gov.au/funding/activeclub-grants>

Club Help

There are a large number of grants and fundraising activities listed on the Club Help website.

<https://www.clubhelp.org.au/club-finances/grants>

Community Sports Infrastructure Fund

The Community Sports Infrastructure Fund is a Victorian Government funding program that helps provide high quality, accessible community sport and recreation facilities across Victoria by encouraging a range of activities including increased female participation. Community organisations can only seek access to support from the fund through the Minor Facilities, Cricket Facilities and Female Friendly Facilities categories by submitting an Expression of Interest Form for Community Organisations directly to their local council. Community organisations are advised to contact their local council about timelines for expressions of interest.

Closes: Wednesday 7 June 2017

<http://www.sport.vic.gov.au/grants-and-funding/our-grants/community-sports-infrastructure-fund>

Emergency Management Victoria

The VESEP (Volunteer Emergency Services Equipment Program) is an ongoing program funded by the Victorian Government, which provides local emergency services volunteer group’s access to grants for operational equipment, vehicles, trucks, tankers, watercraft, trailers and minor facility improvements.

The 2017–18 program offers grants up to a maximum of \$100,000 excluding GST. The VESEP will contribute \$2 for every \$1 of funding contributed by the local volunteer group.

<https://www.emv.vic.gov.au/vesep>

Frequently asked questions

Add a list of questions that were asked throughout the workshops (and their answers).

Handouts

Attach all of the handouts given out during the workshops. These should be (plus any other handouts you gave the group):

- Key messages for the Rural Challenge project (workshop 1)
- Educate Yourself - handout for participants (workshop 1)
- Support information for participants (workshop 1)
- What men can do (workshop 2)
- Sample member survey (workshop 3)

Endnotes

ⁱ Beatson, R., McLennan, J. & Birch, A. (2008). Recruiting and retaining women fire service volunteers. *Fire Note*, Issue 23, September.

ⁱⁱ Ibid

ⁱⁱⁱ Ibid

^{iv} Ibid

^v Ibid.

^{vi} McLennan, J., Birch, A., Beatson, R., & Cowlshaw, S. (2007). Volunteer firefighting: A suitable job for a woman? Paper presented at the *Tassie Fire Conference*: Hobart.

^{vii} Ibid.

^{viii} Beatson et al. (2008). Recruiting and retaining women fire service volunteers.

^{ix} McLennan et al. (2007). Volunteer firefighting: A suitable job for a woman?

^x Parkinson, D., Duncan, A. & Hedger, E. (2015). *Women in fire and emergency leadership roles: how can we improve the gender balance?* A research report commissioned by the Department of Environment, Land, Water and Planning. November 2015.

^{xi} Richards, R. (2017). *Women's Sport*. Clearinghouse for Sport, Australian Sports Commission. Retrieved 7-6-17 from: https://www.clearinghouseforsport.gov.au/knowledge_base/organised_sport/sport_and_government_policy_objectives/womens_sport

THE ★ RURAL ★ CHALLENGE PROJECT

Example media release for the Rural Challenge

This media release can be sent to local media outlets or the template can be used for social media or newsletters.

[INSERT BRIGADE NAME] has recently completed the Rural Challenge project run by [INSERT NAME OF THE ORGANISATION RUNNING THE RURAL CHALLENGE] and supported by [eg. AFL, CFA, local council, etc].

The Rural Challenge project is a community leadership program that works CFA brigades and football-netball clubs in rural and regional areas to make their organisation more female friendly, equal and gender inclusive. The program provided a series of workshops for men and women to build their knowledge and skills around gender equality and promoting female friendly clubs and brigades.

[INSERT BRIGADE NAME] is committed to being an inclusive and gender equal brigade and has developed a gender equality action plan to support this goal. [BRIGADE NAME] has begun to implement changes and is looking for new members who are also committed to a culture of respect and equality.

For more information contact: [INSERT BRIGADE/CLUB CONTACT HERE]

NOTES

NOTES



THE
★ RURAL ★
CHALLENGE
PROJECT