

**BWF EQUALITY MATTERS:**  
HOW CAN WE ACHIEVE GENDER EQUALITY  
AND BEYOND IN OUR ORGANISATIONS?

**BWF**

*(Guidelines for Gender Equity, Diversity & Inclusion)*





REPUBLIC OF TURKEY  
MINISTRY OF EDUCATION,  
YOUTH AND SPORTS



# **BWF EQUALITY MATTERS:** HOW CAN WE ACHIEVE GENDER EQUALITY AND BEYOND IN OUR ORGANISATIONS?

*(Guidelines for Gender Equity, Diversity  
& Inclusion)*

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## More Information

The resource can be downloaded from the Policies section of the BWF website: [corporate.bwfbadminton.com/about/gender-equity/](http://corporate.bwfbadminton.com/about/gender-equity/)

## Badminton World Federation

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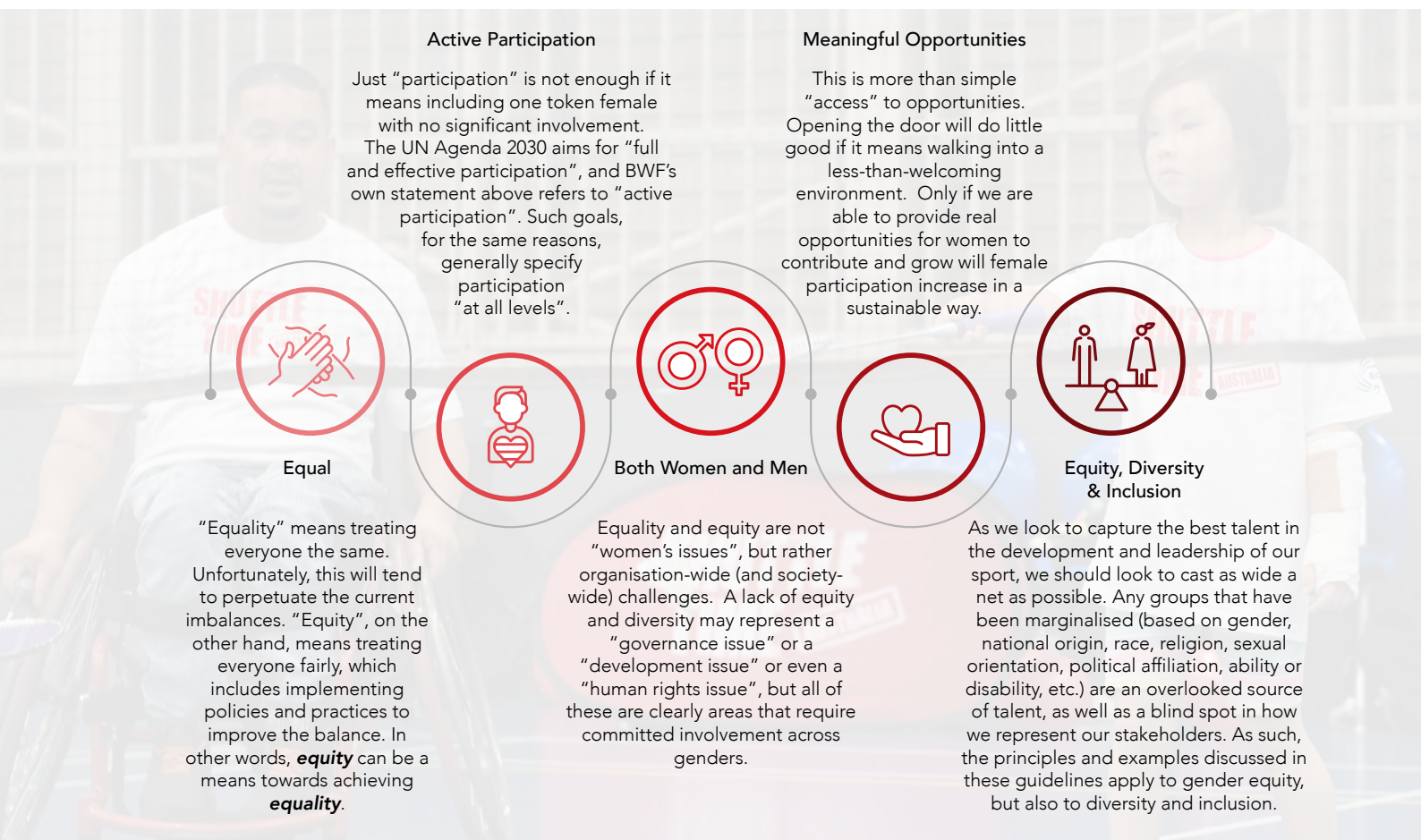
## 1. SETTING THE STAGE

### BWF (Badminton World Federation)

In the BWF constitution, the principle of Equal Opportunity asserts that “(t)he Federation supports the active participation of women in badminton at all levels and the representation of both women and men in the affairs of the Federation beyond the field of play.”

However, while it should be recognised that the BWF has achieved solid gender balance in terms of events, media coverage, and prize money, this is not always reflected beyond the field of play. Representation in **governance and leadership, coaching, technical officials, and staff positions** (particularly senior-level positions) still tends to be predominantly male. This imbalance is unlikely to change unless deliberate and targeted actions are taken to involve more female talent at all levels.

In order to make the above Equal Opportunity principle a reality, there are a few key elements of the principle that must be examined further. These will necessarily underpin any authentic efforts towards achieving true equality and balanced representation:



The BWF’s stance on gender equity and diversity is further laid out in our [Gender Equity & Diversity Policy](#), which seeks to raise awareness and remove barriers for not only women, but also other underrepresented groups. These aims are operationalised by the Gender Equity & Diversity (GEDI) Commission, under the Development & Sport for All Committee.

See also [Appendix #1](#) for our *Gender Equity Principles for BWF Activities*.



### **IOC (International Olympic Committee)**

Gender equality, diversity & inclusion is also an area of high priority for the IOC. There is a clear expectation that International Federations (IFs) will take measures to address the challenges within their structures. This means we still have the opportunity to choose the strategies that best suit us, before policies are imposed upon us.

For further details, see the [2018 IOC Gender Equality Review Project](#), which offers 25 concrete recommendations covering five key themes (Sport, Portrayal, Funding, Governance, and Human Resources).

In addition, the [Gender Equality & Inclusion Report 2021](#) and the [Gender Equality and Inclusion Objectives 2021-2024](#) provide an idea of the advances made and build on the recommendations for an inclusive approach to the promotion of women in sport.

Finally, in the interest of balancing the number of female coaches reaching the highest levels of sport, in October 2025, the IOC published a collection of [Good Practices to Encourage Women Coaches in International Federations](#). This resource showcases how different IFs have tackled their challenges, as well as providing some useful checklists for establishing and promoting coaching opportunities for women.

### **BIGGER PICTURE**

Beyond simply being good practice, gender equality and diversity have proven to be beneficial for organisations. They ensure more representative decision making by taking into account a greater range of perspectives, which also increases the probabilities of uptake and success.

## 2. CONSIDERING THE CONTEXT

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In order to bring about sustained progress, the issue of **gender equity, diversity & inclusion (GEDI)** needs to be addressed both at a big-picture policy level and in the context of day-to-day practices.

### STRATEGIC LEVEL

If GEDI is to be achieved at BWF, Continental Confederation (CC), and Member Association (MA) levels, it must be reflected in the respective strategic plans. The guidelines established therein serve as a reminder, as well as clarifying the importance of taking GEDI into account across different areas and different activities of the organisation.

In addition, the inclusion of corresponding KPIs ensures that concrete steps are taken and that results are measured and monitored. This shifts GEDI from a “nice to have” to a key priority that should little by little become second nature and part of everything we do.

### POLITICAL LEVEL

This area is of utmost concern, as it is where policies are formed and decisions are made. For example, without diverse representation on such bodies, not only will the ongoing issue of GEDI potentially not be addressed, but neither will there be a sufficiently diverse range of viewpoints, ideas, and opinions on topics in general.

Of course, elected positions represent a challenge, as there is less control over the process and many factors come into play. BWF's 2020 changes to the election procedures are an example of a solid interim step to foster more diverse representation – taking into account both gender and geography. This is one way to jumpstart the process of moving towards equity and, eventually, equality.

Other means to do this include ensuring that diverse points of view are represented on commissions (beyond gender equity commissions!) – as members, Chairs, or Deputy Chairs. Women or candidates from other underrepresented groups can also be co-opted onto Boards or Commissions, whether due to a unique skillset or to gain experience.

### OPERATIONAL LEVEL

If we are to meet KPIs and fulfil strategic goals as mentioned above, GEDI will also need to be taken into consideration at the operational level. For this to be effective, equity cannot be an afterthought but must be an integral part of our practice.

Of course, our collective ability to achieve greater gender balance and diversity depends to a large degree on having qualified candidates identified and involved, not only at BWF, but also at CC and MA levels. Recruitment and selection are key to achieving and maintaining a qualified, dedicated, diverse workforce. This applies to players, coaches, technical officials, and to courses and scholarships, as well as to staffing and human resources.

Whether we are promoting a course, looking for tournament volunteers, or hiring for a new staff position, it is vital to purposefully attract diverse candidates. If we get to the closing date and realise, for example, that no females have applied, we have limited options. We can either play catch-up to “find some”, or we can promise ourselves that we will “do better next time”. Of course, worse yet would be that we don't even notice if our applicant pool is all male!

As such, keeping our intended audience in mind throughout the promotion stage will help us avoid potential pitfalls, by taking a solid look at:

◀ **where** and **how** the information is disseminated

◀ the language that is used

◀ the images that are incorporated

This can help reduce any potential bias in which the information is more likely to be read by and resonate with a certain profile of candidates – whether that be *male* candidates, *able-bodied* candidates, *affluent* candidates, candidates of a certain age, nationality, ethnic group, etc.

### EXERCISE: THE IMPORTANCE OF PERCEPTION

Consider this poster for an upcoming coaching course:

## COACHING COURSE NEXT MONTH APPLY NOW!



- ◀ What assumptions do you make about the course?
- ◀ Is the course only open to women? It doesn't say that anywhere!
- ◀ If you are a man, how would you feel about signing up for this course? Would you question if the course is meant for you? Would you wonder if you will be the only man on the course?
- ◀ Think about how it would affect perception if the people in the poster were all male. Or all in wheelchairs. Or all over 70.
- ◀ How does what we show make people feel welcomed or excluded? And how does whether you are part of the dominant group affect your comfort level in joining a group where you are "the other"?

## THE TALENT PIPELINE

Attracting and retaining the dedicated and passionate people we need can be a challenge, whether at political or operational levels. To build a diverse pool of talent, those in positions of influence (coaches, managers, board members, etc.) should be aware of:

- ◀ who they encourage to apply for selection processes or put themselves forward for office
- ◀ who they tend to recommend or endorse
- ◀ whose name(s) they tend to mention in conversations

To ensure that recruitment policies are as balanced as possible, selection committees should include both men and women, and selection criteria should be clearly stated and applied as objectively as possible.

Finally, achieving a reasonable gender and diversity balance also involves being aware of:

- ◀ who applied
- ◀ who participated
- ◀ who was selected
- ◀ who put themselves forward for election
- ◀ who got elected

Do we actually monitor how diverse our applicant pool is? Are we aware if we are attracting and selecting a variety of qualified people? This can help us determine where progress has been made and what adjustments may still be needed. (See **Appendix #2** for an easy-to-follow flowchart on *Gender Balance: Step by Step*).

This step is easy to overlook, but without this data, it is difficult to know what is working and what isn't. Without adequate monitoring and follow-up, we may continue to leave it to chance to see who turns up, probably lamenting (or even justifying) that "no women applied" or insisting that "there just aren't any female candidates out there".

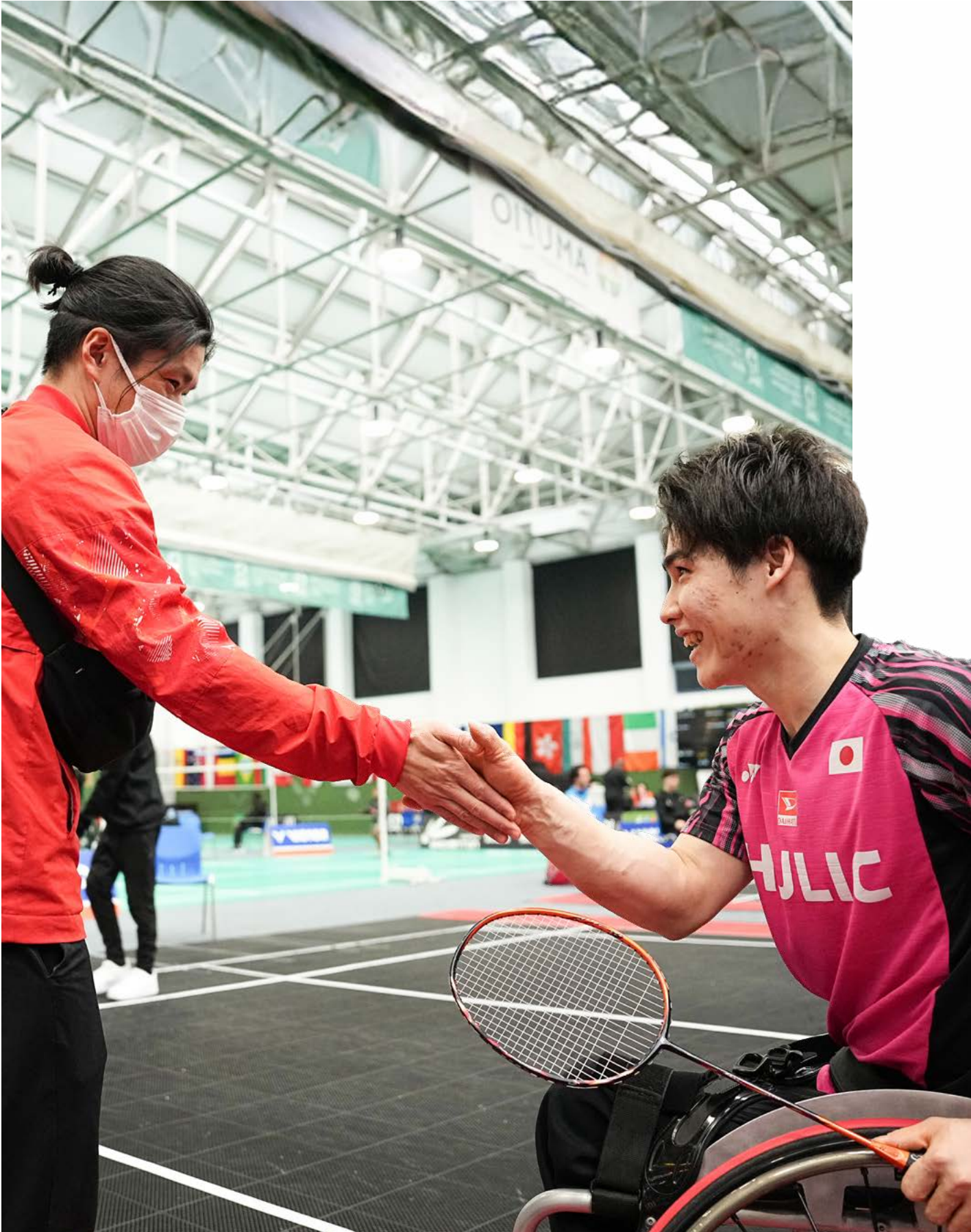
While there are a lot of elements to consider, it is also important to keep in mind that, as with any undertaking, one of the most difficult parts is getting the initial traction. If the current organisational climate may seem to suggest that playing, coaching, tutoring, officiating, etc. are male-dominated areas, it will be more difficult to attract female candidates. However, as more diverse

candidates get involved and progress to higher levels, it will become progressively easier to broaden the candidate pool, as they will be more readily able to imagine themselves in the role. (See **Appendix #3** for suggestions on *Growing our Talent Pool: How do we Attract and Retain a Diverse and Inclusive Workforce?*)

**“You can't be what you can't see.”**

It is worth mentioning that as part of the drive to ensure a sustainable flow of talent within the leadership of badminton at all levels, the BWF is launching, in conjunction with World Academy of Sport, the BWF Leaders Pathway. This is designed to develop leadership skills at all levels, from clubs, to national federations, to Continental Confederations, on up to the BWF. The Pathway starts out with an introductory online level, allowing anyone with interest in sports leadership to explore key concepts along with their own personal strengths and interests. Subsequent levels include further courses, experiences, and projects to help participants apply their learning. Through targeted selection and mentoring processes, this process will ensure that GEDI principles are taken into account as we nurture the future generation of badminton leaders.

The next section of these guidelines dives deeper into the day-to-day aspects of equity and equality, along with the role of organisational culture in fostering the conditions for this to happen.



### 3. PUTTING IT INTO PRACTICE

As mentioned previously, our ability to appropriately represent ALL our members depends on adequate balance in terms of gender equity, diversity and inclusion. To achieve this, relevant strategies, policies and procedures towards greater balance will need to be adopted and implemented not only across the various roles (including coaches, technical officials, governance, staff, etc.), but also at the different levels of organisations.



Somewhat tailored approaches will likely be required by role and by region, depending on the particular challenges in question. However, the operational guidelines below should help you take concrete steps to advance GEDI initiatives within your organisation. These are divided into four sections:

**3.1. GEDI NEEDS TO BE FELT**

**3.2. GEDI NEEDS TO BE PLANNED FOR**

**3.3. GEDI NEEDS TO BE FUNDED**

**3.4. GEDI NEEDS TO BE MEASURED**

The first section has to do with the overall stance your organisation takes towards GEDI and how this is reflected in everyday actions. It outlines simple inclusive principles aimed at helping make GEDI an integral part of everything you do rather than just another item on the “to do” list.

The following three sections address key elements in implementing GEDI initiatives, including:

- ◀ How to determine where you are, where you want to be, and how to get there
- ◀ What resources you will need (whether financial or human)
- ◀ What kind of monitoring and reporting will be carried out



Photo credit: UAE Badminton Federation.



Photo credit: Qatar Badminton Association.

### 3.1. GEDI NEEDS TO BE FELT

The following inclusive principles will be helpful in making gender equity (or gender equality) and diversity a natural part of the day-to-day decisions and activities at any level of organisation, from local badminton clubs up to the BWF. While **equity** and **equality** are similar terms, there are some important differences, which are illustrated in the sidebar.

Achieving GEDI is a task for **everyone**.

For example, gender equity is not a “women’s issue”, but rather a “human issue”. It should not entail marginalised meetings by groups of women, but rather strategic discussion by all those involved.

The same principle applies to any underrepresented group. In all cases, it is especially important to involve those with the greatest power to influence the status quo and bring about the necessary change(s).

GEDI should be **visible**.

It is much easier for players or volunteers from underrepresented groups to imagine their own pathway within the sport when they see diverse coaches, technical officials, presidents, and board members.

Published materials, reports, social media, etc. are also pervasive ways to ensure the visibility of our diverse community in a variety of capacities. Purposefully featuring women, people from diverse ethnic groups, people with disabilities, and people of different ages sends a powerful message.

In the end, what you (do or don’t) highlight says a lot about your true position and about your organisation’s priorities and values.

GEDI should be **audible**.

Diverse voices need to be heard (at meetings, on courses, on panels, etc.), which may require increased awareness of differences in communication patterns and styles. For example, whether a comment is perceived as “confident” versus “aggressive” (or “respectful” versus “insecure”) can depend on gender, culture, etc. (of the speaker and of the listener!).

We also need to be aware of the subtle but pervasive influence in our use of language. We probably don’t mean to, but does the way we talk about presidents, coaches, technicals officials, etc. tend to suggest that they are male? Or able bodied? Can we use neutral language or vary the gender to be more inclusive?

GEDI may imply some changes in **organisational culture**.

We naturally tend to feel most comfortable in groups of people who are like us (gender, race, religion, social class, age, etc.). We can relate to them and they “understand” us. We may even find ourselves (whether consciously or unconsciously) recruiting them into our organisations. However, “easier” does not necessarily mean “better”.

In order to create effective teams capable of challenging the status quo, we need people with diverse backgrounds and different sets of experiences. The resulting interaction may initially take a little more effort and open-mindedness but should be infinitely more productive.

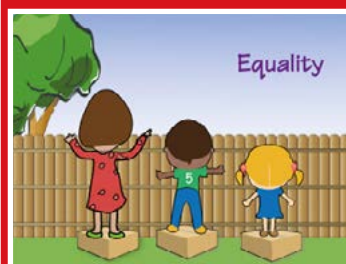
## EQUALITY VS EQUITY

While **equality** means treating everyone the same, **equity** means ensuring the same access to opportunities. For this reason, equity often involves treating people differently, such as actively identifying and promoting opportunities for underrepresented groups.

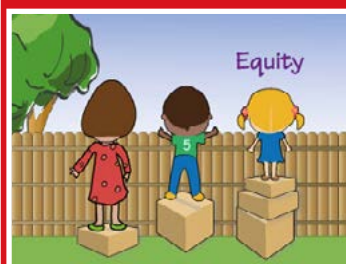
Ideally, once balance is achieved (through equity), the prevailing norm should be equality, without the need for targeted policies and practices. In short, equity can serve as an intermediate step towards equality.

In the illustration below, it can be easily seen that treating everyone the same may not be as “fair” as we think and will probably not bring about the desired impact.

### EQUALITY



### EQUITY



### 3.2. GEDI NEEDS TO BE PLANNED FOR

#### A) WHY HAVE A PLAN

If equality were going to happen by itself, it would have happened already! Equity or equality (depending on where you are in the process), needs to be an integral part of your strategic plan. If it is just an isolated paragraph added on in order to fulfill a requirement, this is almost certainly how it will be dealt with in practice.

GEDI as a big-picture issue in strategic planning offers a consolidated view of what equity should look like in your organisation. *Will it be entrenched in everything you do, or is it a vague statement that was tagged on at the end out of obligation?*

The stance towards gender equity in the strategic plan colours whether it is seen as a core value or simply a politically correct box to be ticked. From a strategic planning standpoint, there need to be clear and specific outcomes if action is to be taken. Ambiguous statements like “ensure equality” or “promote greater number of female *whatevers*” mean different things to different people, and more importantly they **do not** inspire concrete action.

While the inclusion of GEDI in your strategic plan can help guide the overall efforts of your organisation, this must also translate into clear and specific outcomes in operational planning, with responsibility and accountability for said outcomes. In order for concrete action to occur, people need to know:

- ◀ **what exactly** is going to happen in different areas
- ◀ **when** it is going to happen
- ◀ **how** it is going to happen
- ◀ **what resources** will be available to make it happen
- ◀ **who** is going to make it happen

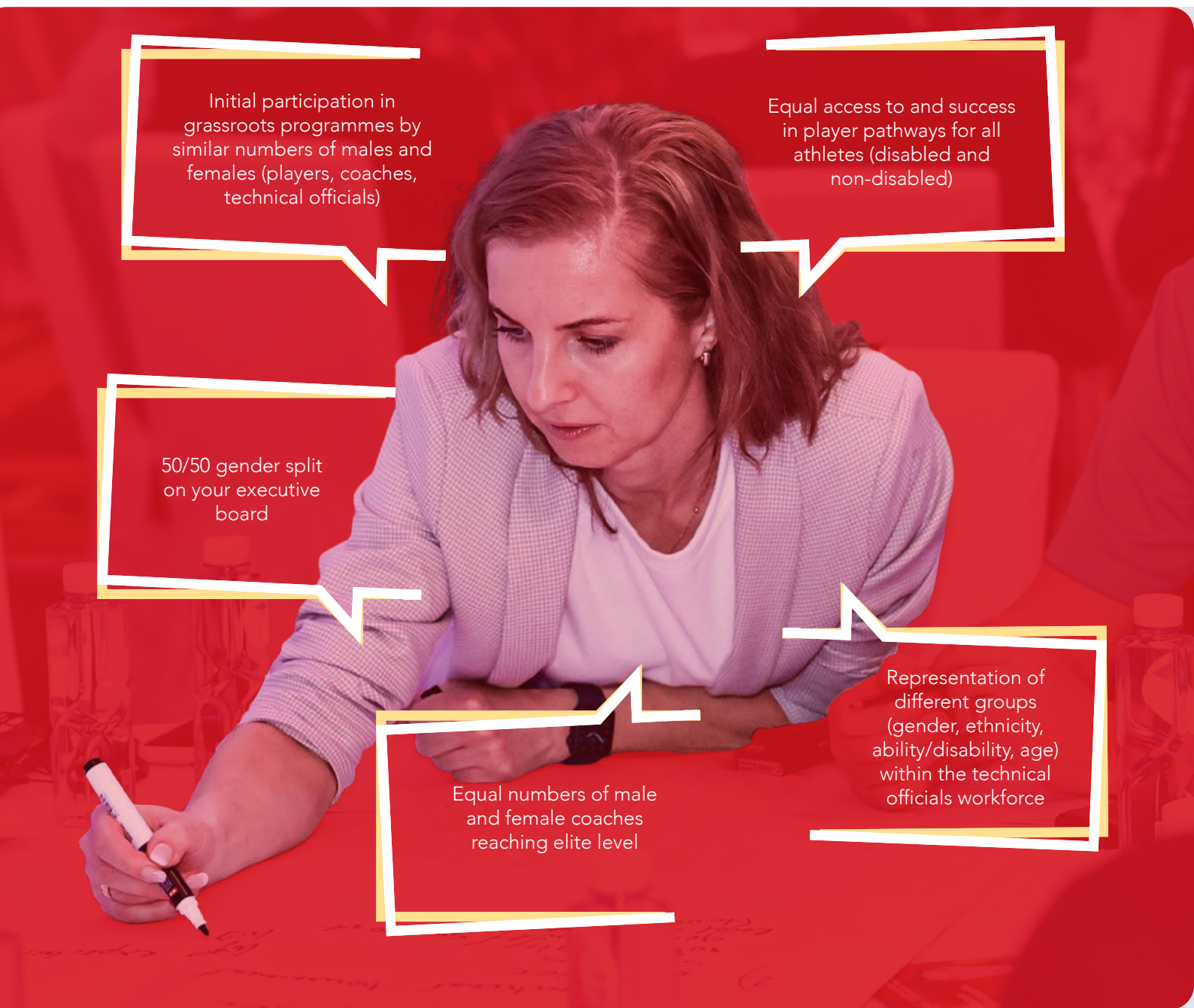
A specific statement linked to a key performance indicator (KPI) can help unify expectations, guide the actions or steps that need to happen, and clarify who is responsible for making them happen.



## B) A PLAN FOR WHAT

Start by imagining your ideal scenario, and don't be afraid to dream big!

In an ideal world, what would your programmes look like? This may include things like:



Reaching that desired end-goal will require a clear route detailing what needs to happen to get from where you are now to where you want to be.

Once the steps are identified, reasonable timeframes and necessary resources (human and material) can be identified. These can then be articulated into a clear proposal – which upon approval becomes a plan with expected outcomes, allocated resources, responsible parties and clear deadlines.

### C) DRAFTING A PLAN

Of course, plotting a pathway to where you want to go means being aware (and realistic) about where you are now.

If, for example, you are aiming for similar numbers and levels of male and female technical officials (TOs), you need to take an honest look at what your current team looks like. Consider the three different scenarios below:

ORGANISATION	CURRENT SITUATION
A	35% female technical officials, with varying levels of experience and credentials
B	50% female technical officials, but all the senior-level officials (who are involved in international competition and training of new technical officials) are male
C	Only one female technical official on the team

Depending on your current situation, your challenges may lie in:



**recruiting new female candidates**



**developing those you already have**

Therefore, you may need to consider the following points:

- ◀ **How many female technical officials do you need in order to achieve a balanced team?**

  - » Where might you be able to identify and recruit potential female candidates?
  - » What kind of training and experience will new female candidates need in order to reach the required levels of competence?
  - » How long will this process take? What is a reasonable timeframe to achieve balance?
  - » Do you have any inactive female technical officials that could be reactivated? (And if they cannot, it is crucial for your current and future situation to consider *why not*.)
- ◀ **How can you improve the level of balance between your current male and female officials in terms of *involvement, experience and credentials*?**

  - » What are the steps that newer officials need to take in order to raise their level of experience and/or credentials? Are these equally accessible to male and female candidates?
  - » Do you have currently active female technical officials that could be upskilled (through greater experience and/or training opportunities)?
  - » How long will this process take? What is a reasonable timeframe to achieve greater balance?
- ◀ **How can you make your programme more gender neutral (rather than “female friendly”, which can suggest “inherently male”)?**

  - » If your current team is currently predominantly male, it is important to ask yourselves WHY this is the case. Does this have to do with the **recruiting** process? With **selection** for training? With **success rates** on training programmes?

- » What can you do to **retain** female candidates? If quality female candidates are recruited and trained, only to get frustrated and drop out, a lot of effort will be expended without achieving your desired outcomes. Even worse, it can also pre-dispose the team against future efforts to recruit new female candidates, since “they always end up dropping out”. Naturally every person is different, but if there is a trend where female candidates are dropping out at higher rates than male candidates, it will be in everyone’s best interest to find out why. For example, is the working environment less-than-inviting for females? Are schedules not conducive to balancing family and TO duties?
- » What can you do to **promote** female candidates? Are women getting involved without progressing beyond entry level? Again, if this seems to be a tendency, it is important to look at WHY they are not moving up in the ranks. Are they not ready – and if so, how can they get greater experience? Are they ready but not being recognised as such? If so, how can the process be improved? Consider the following points:
  - What does the appointment process for important events or further promotion look like?
  - Are candidates nominated or do they need to apply?
  - Are women putting their names forward as readily as men do?
  - Are women being chosen as often as men?

With these questions answered, some concrete steps can be identified towards improving the necessary numbers (of female technical officials in general, or of females reaching senior levels).

These might include:

 <p><i>Identifying recruitment avenues for interested female candidates (university programmes, sporting organisations, volunteer organisations, local clubs, personal contacts, etc.).</i></p>	 <p><i>Drafting a plan to attract female candidates into training programmes.</i></p>
 <p><i>Conducting the necessary training course(s) to prepare new candidates.</i></p>	 <p><i>Getting feedback from new female candidates to monitor their experience on training courses and programmes.</i></p>
 <p><i>Working with newly approved technical officials to identify their aspirations and outline a potential pathway for them to gain the necessary experience and credentials (for all officials, both female and male, as a matter of general good practice).</i></p>	 <p><i>Interviewing current female technical officials to learn if they are interested in progressing further (to greater involvement, higher-level tournaments, a higher level of credential, trainer level, etc.).</i></p>
 <p><i>Rotating opportunities for top assignments to ensure a distribution of experience and motivation among team members with potential to progress.</i></p>	 <p><i>Assessing the progress of technical officials along the pathways outlined and identifying any barriers. Of course, this should be done with both males and females, but with female officials it may offer important insights with regard to obstacles or enablers.</i></p>

## D) EXAMPLE PLANS

Outlining a simple plan might start from the present forward, to provide a realistic expectation of when and how gender balance can be achieved, as in the example below.

This could keep you on track to project a balanced number of male and female technical officials within two years.

Months 1-3	Months 4-6	Months 6-12	Months 13-23	Month 24
Recruitment plan drafted	Female candidates recruited	<ul style="list-style-type: none"> <li>Initial training course(s) carried out</li> <li>Personal development plans drafted</li> </ul>	<ul style="list-style-type: none"> <li>New female TOs strategically assigned to appropriate competitions to gain experience</li> <li>Mentoring process put in place for support</li> <li>Progress of new female TOs monitored</li> </ul>	<ul style="list-style-type: none"> <li>Balanced number of male and female TOs achieved</li> <li>Progress of all TOs and team balance to be monitored moving forward</li> </ul>

Alternatively, your situation might be such that at your regional games in three years, you aim to send a qualified and experienced technical officials team, comprised of equal numbers of men and women.

This could lend itself to working backwards through the steps to determine the necessary numbers, processes and timeframes to reach this goal.

	36 months prior	32 months prior	27 months prior	24 months prior	18 months prior	12 months prior	
Initial planning process	Plan signed off and stakeholder buy-in achieved	Key organisations and individuals identified to help recruit female candidates	"X++" number of female candidates identified for training process <i>(more than the final number needed)</i>	"X+" number of female candidates begin initial training process <i>(assuming some attrition along the way)</i>	"X" number of female candidates complete national training programme	Equal numbers of male and female TOs available to officiate at national championships <i>(as trial run for games)</i>	Games!!

These are a couple of simple examples to get you started. Naturally, you will be able to adapt the goals and processes to your own context. The important thing is that the planning process outlines what needs to happen, in a way that works for your organisation and that allows all those involved to understand the steps and expectations. This will increase the likelihood of stakeholder buy-in and eventual success.

A specific plan as laid out above can help determine if the organisation is on track to meet the desired outcome, as it explains who needs to do what by when. It allows for monitoring along the way to see if the plan is working or needs to be adjusted.

Furthermore, concrete plans keep us from falling into the trap of vague statements such as:

- ◀ "Improve the number and level of female technical officials"
  - » To what level?
  - » How many?
  - » By when?
  - » How?

Or even more ambiguous:

- ◀ "Provide opportunities for female technical officials"
  - » What opportunities?
  - » How will we know if they have been "provided"?
  - » If they are "provided" but not "taken advantage of", will any concrete result be achieved?
  - » What are the expected outcomes of these opportunities?



### 3.3. GEDI NEEDS TO BE FUNDED

Many of the actions to be carried out as part of the operational plan will require some level of funding, and so this also needs to be taken into account as part of the planning process. If actions are clearly outlined, but there is no funding to support them, they will likely not get done. An absence of funding also signals a low level of importance, which again goes back to showing what your organisation values and what it prioritises.

As such, the steps outlined as part of the process should also provide a clear indication of the budget required and the source of these funds (for example, Member Association operating budget, financed by participants, special grant for female participation, etc.).

Of course, not every action in the operational plan will require (significant amounts of) budgetary resources. Additionally, some of the actions require **financial** resources, while others require **human** resources, which, depending on the nature of your organisation, may involve staff or volunteer time. These should also be taken into account as part of the process.

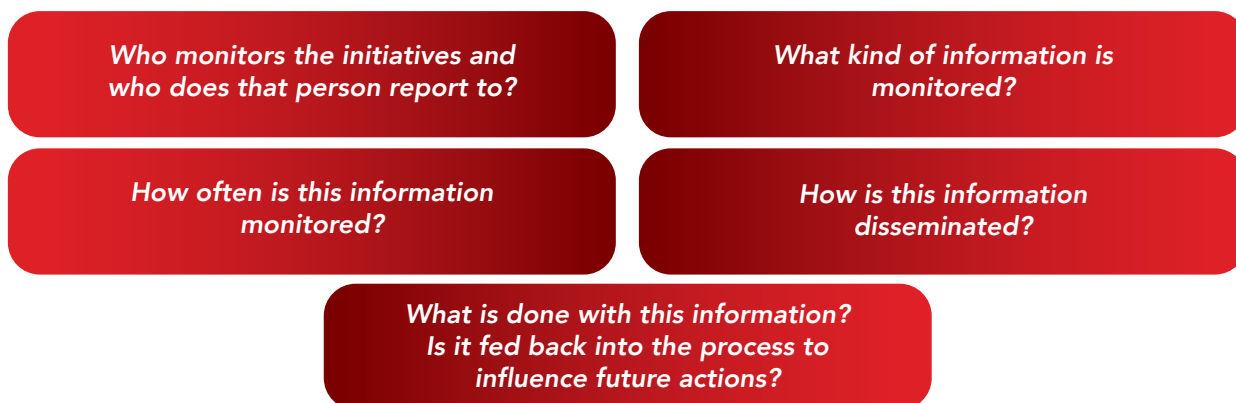
It is worth having a look at the possible list of actions above to consider which might require financial resources (such as running a course) versus which will require human resources (such as making organisational contacts or drafting a professional development plan for new technical officials). The most important thing is that these needs are clearly articulated within the planning process outlined above.

### 3.4. GEDI NEEDS TO BE MEASURED

There is an old saying that “what gets measured gets done”. Although simple measurement does not guarantee a positive outcome, it does keep it on the list of priorities. As mentioned above, plans need to include expected outcomes/KPIs, as well as someone responsible for **monitoring** progress and **measuring** outcomes. This helps keep us on track towards meeting our goals, as well as identifying where the potential obstacles lie.

When each of these steps in our plan has the name of a responsible party attached to it, it is clear who we can ask about progress and completion. Another way to look at this is, “what no one is directly responsible for gets done by no one”. This of course does not mean that the person responsible needs to do all the work himself/herself, but that s/he is responsible for coordinating and keeping actions on track and on time.

For GEDI initiatives to have the greatest impact possible, it is important to think about these key questions around monitoring progress:



While there may be different people in charge of the steps within specific projects (such as the example above related to technical officials), it is most effective if there is someone appointed to keep track of the progress of GEDI within your organisation.

## 4. CONCLUSION

The previous sections of these guidelines have:

- ◀ outlined the positions of the BWF and the IOC regarding gender equity and diversity
- ◀ explained how GEDI needs to be addressed at strategic, political, and operational levels
- ◀ described some of the aspects of organisational culture which can help promote GEDI
- ◀ examined some concrete examples of what this looks like in practice

The transition to equity (and eventually, equality) requires not only a solid understanding of the issues but also sustained effort and commitment. However, it is one that holds significant and long-lasting benefits for the organisation and those they serve.

It is our hope that the principles, examples, and tools in these guidelines will help make your transition smoother and more widely embraced by all your stakeholders.

While some of the GEDI examples in these guidelines have focused specifically on gender equity, it should be obvious that the same principles apply to strengthening the participation of any underrepresented group. GEDI gives us access to 100% of our talent pool and improves our ability to fairly represent all our members. Along the same lines, regardless of *<insert characteristic\*>*, all of our stakeholders deserve the conditions mentioned in the introduction:

- ◀ equal opportunity
- ◀ active participation
- ◀ meaningful opportunities

*\*gender, national origin, socioeconomic status, race, religion, age, ability or disability, or any other division that could lead to marginalisation*



In short, the BWF vision does not refer to every *male* child, every *rich* child, every *white* child, every *non-disabled* child, but rather to “Giving **every child** a chance to play badminton for life”.



Photo credit: Federation Nigerienne de Badminton.

## **APPENDIX #1: GENDER EQUITY PRINCIPLES FOR BWF ACTIVITIES**

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**1. Gender-balanced participation should start from grassroots levels on up.**

*(Rationale: There is no talent pipeline if we don't have gender balance at the initial stages.)*

- » If there are few female Level 1 coaches, there will be even fewer candidates for a Level 2 course.
- » If there are few female TOs at the national level, it will be almost impossible to send female TOs for continental certification (much less BWF certification).

**2. Gender-balanced participation must aim to reflect our human talent pool.**

*(Rationale: Our societies are evenly split across genders, so surely our talent cannot come almost exclusively from only one of those genders.)*

- » If we run a course (coaching, umpires, administration, etc.) where the candidates are mainly of one gender, we have effectively overlooked half of our potential talent.

**3. Gender balance should be a standard component across all activities.**

*(Rationale: We are not a men's sport or a women's sport, so our activities should reflect balanced participation.)*

- » Running activities that are mainly composed of men and then running an extra "women's activity" does not effectively address the root issue.
- » If our activities tend to attract only one gender, this should raise some red flags and will probably require certain fundamental questions to be explored.

**4. Gender balance must be contemplated at all stages of activity planning.**

*(Rationale: Authentic balance is not achieved by adding a few token participants at the end to fulfil a quota.)*

- » In order to achieve balanced participation on activities, it is important to take into account the design of promotional material, how the information is disseminated, what networks and recommendations can be tapped, what the selection process looks like, etc.

**5. Gender balance must be planned for in an intentional and progressive manner.**

*(Rationale: If it were going to happen by itself, it would have happened already.)*

- » Gender balance needs to be actively considered, implemented, monitored and assessed at all levels of our organisations.
- » There need to be clear strategies in place to recruit, retain and promote candidates from underrepresented groups (gender and other) in order to strengthen their participation.

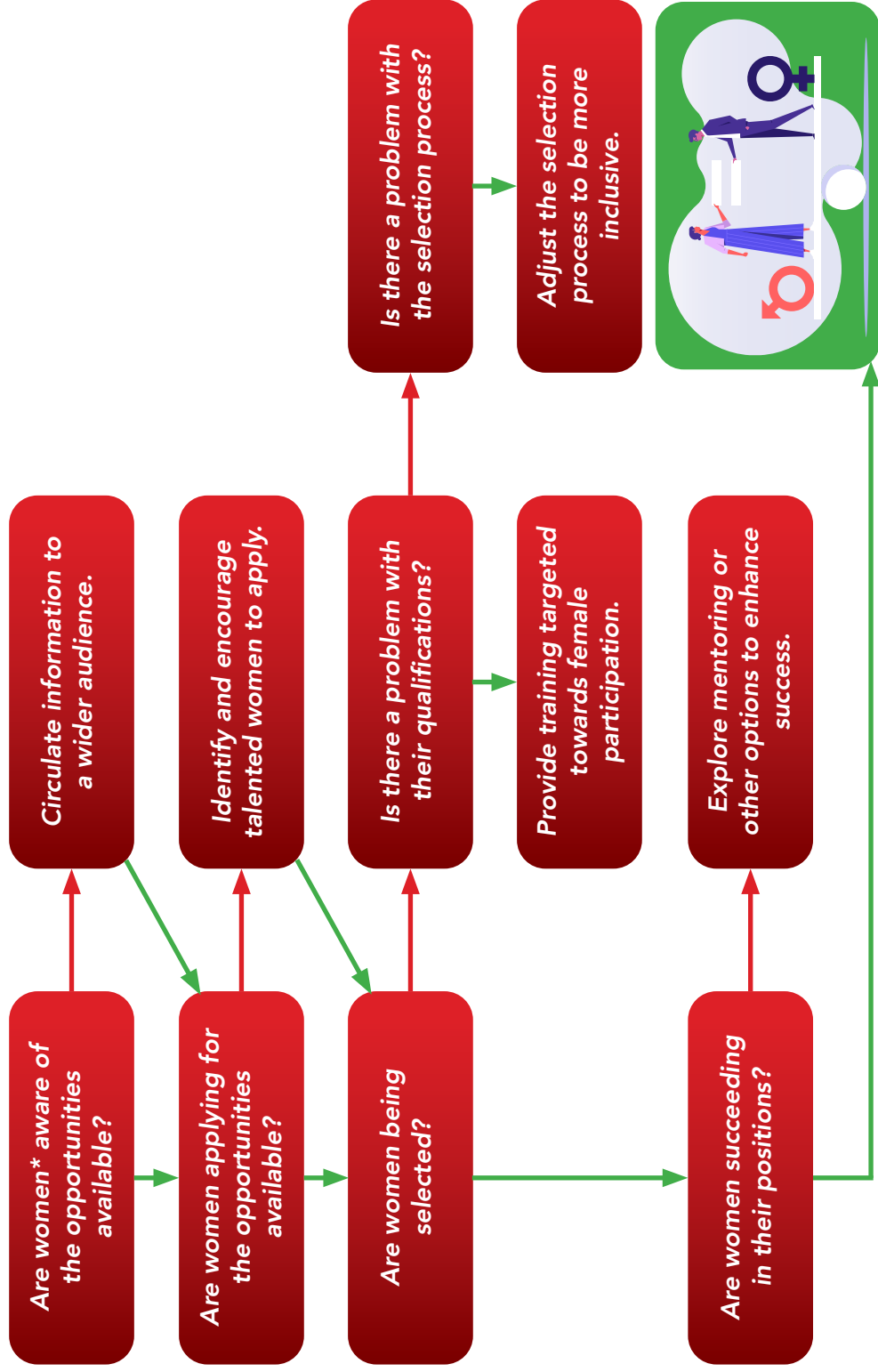
**6. Gender balance depends on everyone in the organisation.**

*(Rationale: Beyond policy and enforcement, it is really about how we promote our sport at the most basic level.)*

- » Gender equity goes from Shuttle Time teachers equally encouraging both boys and girls, to the Secretary General ensuring equitable HR practices, to the Council drafting and approving decisions that promote greater equality.

[Note: These principles were originally published with regard to Gender Equity, but as mentioned in these Guidelines, the same principles apply to gender, national origin, socioeconomic status, race, religion, age, ability or disability, or any other division that could lead to marginalisation.]

# Gender Balance: Step by Step



\* or other underrepresented group

**APPENDIX #3: GROWING OUR TALENT POOL: HOW DO WE ACHIEVE A DIVERSE & INCLUSIVE WORKFORCE?**

STAGE	WHAT SHOULD BE DONE BY THE...?			POTENTIAL SUPPORT (BWF, CC, MA)
	CANDIDATE	FACILITATOR/ ASSESSOR	ORGANISATION	
<b>RECRUITMENT</b>	<ul style="list-style-type: none"> <li>Express interest</li> <li>Explore own strengths and experience</li> <li>Be committed</li> <li>Be willing to take a risk</li> </ul>	<ul style="list-style-type: none"> <li>Welcome ALL new candidates</li> <li>Assist ALL in strengthening their development areas</li> <li>Point out ALL as examples of their particular strengths</li> </ul>	<ul style="list-style-type: none"> <li>Make information widely available</li> <li>Ensure inclusive selection process</li> <li>Encourage diverse candidates to participate</li> </ul>	<ul style="list-style-type: none"> <li>Promotional materials on "getting involved" (career exploration)</li> <li>Self-analysis guide</li> <li>Introduction to communication skills and styles</li> </ul>
	<b>RETENTION</b>	<ul style="list-style-type: none"> <li>Develop relevant skills</li> <li>Be vocal</li> <li>Strengthen network</li> <li>Get more involved</li> </ul>	<ul style="list-style-type: none"> <li>Help identify areas for development</li> <li>Help personnel specialise (find their niche)</li> </ul>	<ul style="list-style-type: none"> <li>Create structures and environment for further career development and specialisation</li> </ul>
<b>PROMOTION</b>	<ul style="list-style-type: none"> <li>Seek further opportunities</li> <li>Actively connect to relevant network</li> <li>Build on strengths</li> <li>Continue to build skills</li> </ul>	<ul style="list-style-type: none"> <li>Take ALL candidates into account</li> <li>Look at broader skill sets and experience</li> <li>Discuss career paths with ALL candidates</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate advancement opportunities</li> <li>Make criteria for advancement public</li> <li>Encourage diverse candidates to move up</li> <li>Facilitate mentor relationships</li> </ul>	<ul style="list-style-type: none"> <li>Formal mentoring or coaching programme</li> <li>Workshops on Leadership Skills:                             <ul style="list-style-type: none"> <li>Communication skills</li> <li>Leadership styles</li> <li>Negotiation</li> <li>Planning</li> <li>Networking</li> <li>Career path</li> </ul> </li> </ul>
	<b>INSPIRATION</b>	<ul style="list-style-type: none"> <li>Be a mentor</li> <li>Become an advocate for other diverse candidates</li> </ul>	<ul style="list-style-type: none"> <li>Encourage all to become mentors or leaders</li> </ul>	<ul style="list-style-type: none"> <li>Implement a mentor programme</li> <li>Recognise successful mentors</li> </ul>



