Respect and Equality: Working together to prevent gender-based violence

Intersectionality in Practice: A guide for TAFE, VET and dual sector institutions



RESPECT AND EQUALITY

Our Watch

Preventing violence against women

Acknowledgements

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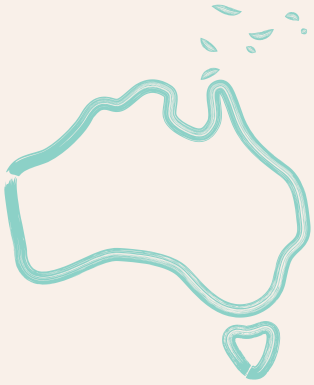
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Acknowledgement of Country

Our Watch acknowledges the Traditional Owners of the land across Australia on which we work and live. We pay respects to Elders past and present and recognise the continuing connection Aboriginal and Torres Strait Islander people have to land, culture, knowledge, and language for over 65,000 years.

As a non-Aboriginal organisation, Our Watch understands that violence against Aboriginal and Torres Strait Islander women and children is an issue for the whole community. As highlighted in Our Watch's national resource Changing the picture, the evidence clearly shows the intersection between racism, sexism, and violence against Aboriginal and Torres Strait Islander women.

Our Watch has an ongoing commitment to the prevention of violence against Aboriginal and Torres Strait Islander women and children, who continue to suffer from violence at a significantly higher rate than non-Aboriginal women. We acknowledge all Aboriginal and Torres Strait Islander people and organisations who continue to lead the work of sharing knowledge with non-Indigenous people and relentlessly advocate for an equitable, violence-free future in Australia.



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Introduction

Purpose of this guide

This guide is for Respect and Equality working group members and is designed to be used as a supplementary resource to *Respect and Equality: Working together to prevent gender-based violence National Guide*. It contains the information you need to implement the Respect and Equality in TAFE model with an intersectional lens.

What is intersectionality, and why is it important?

Gender inequality is not experienced in the same way by all people, as it often intersects with other forms of structural and systemic discrimination. When multiple forms of discrimination intersect, this is referred to as 'intersectionality.'

Intersectionality shows that there are not only inequalities between women, men, and gender-diverse people, but also between different groups of women, men, and gender-diverse people (see Figure 1). Inversely, intersectionality also considers how categories of privilege can overlap.

It is important that staff leading on Respect and Equality work are able to consider intersectionality in their planning to ensure that their initiatives meaningfully support the communities they intend to serve.

Figure 1 (overleaf) illustrates that gender-based violence occurs in the context of multiple intersecting forms of oppression, discrimination and privilege.

Origin of intersectionality

The concept of intersectionality was developed by Professor Kimberlé Crenshaw in 1989. For more on how the term was developed, refer to the Simply Psychology website.

For more on the definition of intersectionality, refer to page 14 of the *Respect and Equality National Guide*.

EXAMPLE

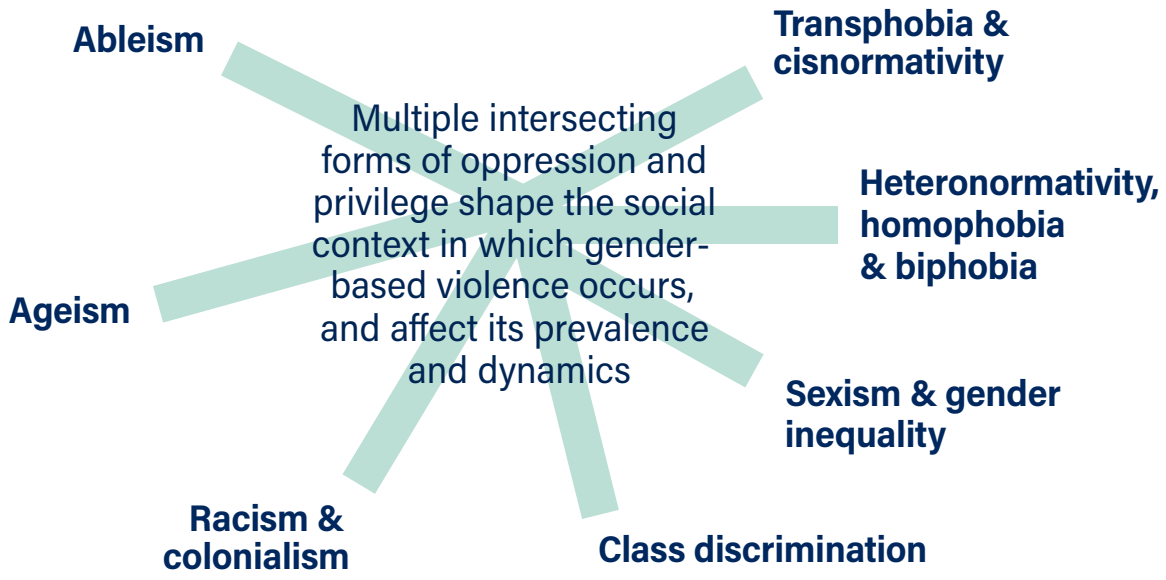
An Anglo-Australian, able-bodied woman is likely to have a vastly different experience of sexism in the workplace than a recently arrived refugee and/or a woman living with a disability.

A note on language

This document will for the most part use the terms 'technical and further education (TAFE)' and 'vocational education and training (VET)' interchangeably to refer to VET, TAFE, and dual-sector institutions.

Figure 1. Gender-based violence occurs in the context of multiple intersecting forms of oppression, discrimination, power and privilege

Refer to alternate text for Figure 1 on page 20.



Intersectionality in TAFEs: The business case

TAFEs are unique as places of learning, workplaces and community hubs as they operate as mini ecosystems where attitudes and norms are produced and reproduced.[1] They also reach audiences that may have more limited connections with other settings, such as international students, recent migrants and refugees, young adults with disabilities, and Aboriginal and Torres Strait Islander communities.[2]

It is important to take an intersectional approach to your Respect and Equality initiatives because these intersecting factors influence the prevalence, dynamics and impacts of gender-based violence, and can also limit the consequences for the use of violence.[3] Taking an intersectional approach will allow you to foster positive outcomes for everyone at TAFE.

EXAMPLE

Aboriginal women and Torres Strait Islander women experience disproportionate rates of violence, and the violence itself is often more severe and more complex in its impacts. This can be explained by the intersections of the ongoing impacts of colonisation as well as racial discrimination and gender inequality.[4]

Intersectionality also recognises that a person can experience both power and oppression simultaneously, because there are many forms of each – they can experience power and privilege in some contexts, and oppression in others.[5]

EXAMPLE

Where white women experience privilege based on their race, they may at the same time experience disadvantage based on their gender.

The Diversity Council Australia's Inclusion@Work Index, which surveys over 3,000 working Australians, shows that inclusive organisations have improved performance and innovation, better customer service, more satisfied and secure staff, and less harassment and discrimination.

Some of the benefits of taking an intersectional approach to Respect and Equality include:

- Enhancing the institution's business reputation through tackling the intersecting sources of discrimination experienced by some of your staff and students.[6]
- Becoming an employer and learning institution of choice, which influences the recruitment and retention of staff and students.[7]
- Saving money and increasing profits – gender and cultural diversity correlate with profitability.[8]

For more information on how Respect and Equality benefits individuals, TAFEs and the wider community, refer to the *Respect and Equality National Guide*, page 16.

Principles of intersectionality in Respect and Equality

Applying intersectional principles to your Respect and Equality initiatives will help you identify where to focus your efforts to ensure the work addresses norms, practices and structural forms of discrimination affecting particular groups of women.[9]

Begin with critical reflection

Start by determining what's working in your institution to identify areas for development or change. In addition to considering how power and privilege are related to gender inequality in your institution, it is also necessary to reflect on whether other forms of discrimination are occurring.[10]

- Reflect on your and others' individual experiences of power and privilege and identify which groups of people within your institution do and do not benefit from different types of privilege.
- Consider the discrimination that distinct groups of people experience, recognising that some groups are likely to be subjected to multiple forms of discrimination.
- Be comfortable with the discomfort that comes during critical reflection and don't allow it to paralyse you and your work.[11]
- Remember that making change is long-term work. It's better to do this steadily, and within your resource limits, rather than trying to do everything at once and achieving little.

ACTION

Reflect on whose voices are missing in the working group and what actions you can take to ensure these voices have an opportunity to be heard and to meaningfully participate in discussions. This may include inviting people or organisations representing specific communities to consult on specific projects.

Allow adequate time, resourcing, and room for continuous learning

Allow sufficient time in your initial planning stages to develop an effective intersectional approach. Luckily, an intersectional approach can be applied without significant funding or resources.[12]

- To avoid being overwhelmed by this work, start small. Begin by focusing on developing one or two initiatives that target the intersections of up to three identity groups. Then slowly expand the reach of your work.
- Be prepared to go through multiple cycles of testing and amending to find an intersectional approach that best suits your institution. You're not expected to get it right on the first go.[13]

The task of critically reflecting on the power dynamics in your working group is not dependent on financial resources, but time.[14]

Develop and maintain partnerships and networks

Reach out and develop relationships with peak bodies, industry partners or community organisations to support you in developing a whole-of-institution approach. For more information refer to the *Respect and Equality National Guide*.

How to navigate power dynamics with partners and stakeholders

Reflect on the power dynamics within the working group and the broader TAFE community, and how these affect people's safety and ability to meaningfully participate in discussions.

- Create a Terms of Reference for the Respect and Equality Working Group and any supplementary groups, to ensure all members have a shared understanding of the purpose and structure of the group.
- Emphasise the shared goals and build collegiality through achieving these.
- Communicate clearly regarding individual roles and responsibilities. From the outset, consider who will be responsible for the action plan and who will be the lead communicator.
- Reflect on who is taking up more space during discussions and which voices are not being heard. The person leading the conversation should manage these dynamics and provide opportunities for everyone to share.
- During workshops or activities, find alternative ways for members to share their ideas so that everyone feels comfortable to do so – for example, in writing, or brainstorming in smaller groups.
- Ensure that people from all backgrounds and of all identities feel safe within the group (and if in doubt, find an appropriate way to ask group members).
- Review existing processes for providing feedback and consider whether they are suitable for navigating power imbalances – for example, do current feedback forms allow for anonymity?

EXAMPLE

A newly appointed Communications Officer who is a woman of colour may not feel comfortable honestly sharing their experiences in a team meeting environment with their white, male Marketing and Communications Director present.

Consider how to support the Communications Officer to navigate these power dynamics.

Working with diverse stakeholders

Work with specialist organisations, such as disability, multicultural, Aboriginal and Torres Strait Islander and/or LGBTIQA+ organisations to assist you in your planning and reflective processes. These organisations bring a breadth of experience and expertise to issues of diversity, inclusion and intersectionality and are useful to engage, particularly if you're feeling overwhelmed or unequipped to manage this work. You're not expected to have all the knowledge in-house and should reach out to experts for support as needed.

Developing and maintaining genuine partnerships with community organisation requires a range of considerations. The following strategies will assist you:

- Share responsibility and ownership with external partners during the planning and implementation, to facilitate effective engagement.[15] This may vary from sharing responsibility for the project to co-owning the work.
- Build trust and appreciate the value of the lived experiences and abilities of community members and organisations. Irrespective of whether your potential partners have knowledge about the primary prevention of gender-based violence, provide opportunities for them to develop and share knowledge as part of the relationship-building process.[16]
- Set expectations and communicate clearly throughout the partnership. You might choose to set expectations for specific projects through a Memorandum of Understanding, but it's important to be aware that such formal structures may not work for all your partner organisations, and you should be open to finding a middle ground.

EXAMPLE

When working with diverse groups, if you consult with only one or two people it is not likely to be representative of that group. Working across groups/communities helps to ensure diverse perspectives are heard. For example, a staff member who has a visual impairment would not necessarily be able to offer advice on how an employee with a mobility disability experiences the workplace.[17]

Additionally, asking one or two employees from a particular group to constantly act as experts places the burden of representation on these individuals. Where possible, paid external consultants should be engaged for work that requires extensive efforts and any engaged employees should be appropriately remunerated for any work beyond the scope of their role.

Make sure your initiatives are accessible

Ensure that your Respect and Equality initiatives are accessible to your target audience.

- Consider all areas that could be made more accessible and inclusive, such as use of gendered language in course curricula, teaching techniques that suit different learning styles, placement assessments that cater for different abilities and consideration of caring responsibilities, etc.
- Engage with your staff and students to identify their needs and how you can meet them.

EXAMPLE

To provide women with a hearing impairment with the same opportunities in the workplace as employees without a disability, you need to ensure that proper infrastructure and support is available. This might require consulting with a disability specialist organisation as they can identify barriers to inclusion that might not be obvious and suggest ways to overcome them.[18]

Use inclusive messaging and representation

Images, messages and actions should include positive representations of different people within the community, including, but not limited to, people with a disability, people belonging to the LGBTIQA+ community and people of diverse cultural backgrounds. For example:

- Avoid stock images as they often feel less authentic or unrelatable to the audience.[19]
- Reflect on whether the language resonates with the audience you're speaking to, ensuring that it doesn't reinforce harmful stereotypes.

EXAMPLE

The use of a stock image of a rainbow flag on your TAFE's social media platforms during Pride Month might not feel authentic to members of the LGBTIQA+ community. Instead, use photographs from any past TAFE events which celebrate the LGBTIQA+ community, or share the ways your TAFE is making LGBTIQA+ students and staff feel safer on campus.

Tailor each initiative to its audience

Not every prevention of gender-based violence initiative needs to reach everyone. Rather, different kinds of initiatives need to be tailored to specific audiences and contexts.

- Consider the needs, knowledge and experiences of the intended audience; the specific local or national context; any audience-specific issues related to gender inequality and other forms of oppression; and any previous prevention work undertaken with that audience.[20]
- Tailor messaging to ensure it is relevant and speaks to your target audience.
- Avoid universal programs as although they may reach a larger audience, they are unlikely to be inclusive and relevant for everyone.

EXAMPLE

A TikTok video campaign on gender stereotypes is less likely to reach older audiences. If your primary target audience is older students, then you might opt to do some research on which social media platform these students are likely to be using and conduct your campaign on that platform.

Apply special effort for people affected by multiple forms of disadvantage and discrimination

Some groups of people experience multiple intersecting forms of inequality, in the workplace and in society in general.

- Use more specialised approaches and increased resources when working with people or groups affected by multiple forms of discrimination and inequality.
- Target the factors that drive discrimination and disadvantage for women experiencing multiple intersecting forms of inequality.[4]

EXAMPLE

If your initiative is targeting a woman of colour with a visual impairment who lives in a remote town, you will need to be considerate of her experiences and needs based on the intersections of her identities, including gender, race, disability status and location.

Examples of intersectionality in TAFE

These tables provide examples of intersectional approaches to Respect and Equality initiatives across the five domains (for more information on the domains, refer to the Respect and Equality National Guide.)

You will also find example actions (noting that this list is not exhaustive) and a description of how you might evaluate the outcome.



Table 1.
Examples of an intersectional approach to Respect and Equality initiatives within the Workplace domain.



Example of an intersectional approach	Action	Indicators
Ensure that staff at all levels of the institution receive training on gender equality, gender fluidity, disability inclusiveness and cross-cultural awareness.	A compulsory gender equality training session for all staff. A compulsory training on disability inclusivity, cross-cultural awareness and accessibility.	Proportion of attendees who report an increased understanding of the importance of gender equality. Change in attendee understanding on how to increase workplace accessibility for staff with a visual impairment.
Promote anti-discrimination of all types in your organisation, including developing and reviewing anti-discriminatory student and staff policies and practices in consultation with students and staff from diverse identities.	Create an anti-discrimination working group to review policies and processes in addition to the Respect and Equality working group. Working group members should belong to diverse communities. A review workshop of current anti-discrimination policies with students and staff belonging to diverse communities in attendance.	Number of working group meetings conducted in a calendar year. Number of internal staff and student campaign awareness-raising initiatives. Level of student and staff satisfaction with revised anti-discrimination policies.
Embed the principle of gender equality and intersectionality in staff recruitment, remuneration and promotion processes to build a more diverse workforce at all levels of leadership.	Multiple workshops to review current hiring processes, in which people belonging from diverse communities are invited to attend and share their experiences in a safe space. Create a women in leadership mentoring program for TAFE staff. The program should aim to appeal and cater to the needs of women belonging to diverse communities.	Identification of key barriers in current hiring practices that prevent women of colour from applying for leadership roles. Number of mentors belonging to diverse groups e.g., number of mentors belonging to the LGBTIQA+ community.

Table 2.
Examples of an intersectional approach to Respect and Equality initiatives within the Student domain.



Example of an intersectional approach	Action	Indicators
Review student enrolment processes to identify barriers in accessing and participating in training at TAFE, including for Aboriginal and Torres Strait Islander students, international students, culturally and linguistically diverse students, people with a disability, and LGBTIQA+ students.	Conduct a survey to learn about the accessibility and ease of navigating the enrolment process for students belonging to diverse communities. Initiate research to understand the reasons for attrition in students belonging to diverse communities.	Level of ease of navigating the enrolment portal for students with a visual disability. Identification of the main barriers resulting in attrition among Aboriginal and Torres Strait Islander students.
Ensure the student code of conduct makes clear that sexist, racist and discriminatory language, comments, gestures and images are unlawful and unacceptable.	Conduct a bi-annual review of the student code of conduct in consultation with students and staff and external consultants (if needed) belonging to diverse communities. This could be led by the anti-discrimination working group.	Level of student and staff satisfaction with current student code of conduct.
Provide safe and inclusive opportunities for students to enhance their leadership skills by determining which lived experiences are missing in the room, e.g. seeking migrant student representation in a women in trades working group.	Develop a policy calling for 30% of the students who participate in any working group, advisory board or professional development program to identify as belonging to diverse communities. Consult with and remunerate students belonging to diverse communities to develop strategies to increase student representation in existing leadership programs.	Number of advisory groups/ committees where this policy has been met. Level of change in representation of diverse communities in existing student leadership programs.

Table 3.
Examples of an intersectional approach to Respect and Equality initiatives within the Teaching and Learning domain.

Example of an intersectional approach	Action	Indicators
Identify and create opportunities to increase all students' understanding and awareness of gender inequality, intersectionality, and prevention of gender-based violence.	Include gender equality and violence prevention training as part of the student induction process. Work with specialist organisations to conduct an internal review of course curricula to identify the use of any gender, sexuality and racial stereotypes. Create course curricula guidelines to support educators in avoiding harmful gendered and racial stereotypes in the classroom and course material.	Proportion of students who report an increased understanding of gender inequality and its impacts on people of all genders Number of course curriculum documents reviewed. Proportion of TAFE educators who find the guidelines to be a helpful resource to avoid perpetuating harmful gendered and racial stereotypes.
Reinforce the importance of respectful relationships and challenging sexism, classism, racism, homophobia, and heteronormativity, while modelling equitable practices, both in the formal learning environment and outside the classroom.	Conduct annual training for educators on respectful relationships in the classroom. Provide educators with a suite of resources on how to model respectful relationships and equitable practices in the classroom.	Proportion of educators who report an increased understanding of how to model respectful relationships in the classroom. Number of educators who use these resources at least once a month.

Table 4.
Examples of an intersectional approach to Respect and Equality initiatives within the Communication domain.



Example of an intersectional approach	Action	Indicators
Ensure key forms, messages and documents are written in accessible plain English, are available in a variety of languages and use inclusive language when referring to people of all genders and sexualities.	Train communications staff on accessibility in written resources such as forms, information booklets and brochures. Conduct training for staff on gender fluidity and how to correctly use pronouns.	Increased staff understanding on how to make information booklets more accessible to those with a learning disability. Change in staff confidence in using pronouns during verbal communication.
Establish guidelines to prevent campaigns from reinforcing racial stereotypes, gendered stereotypes and/or blaming attitudes.	Conduct a review of past and current campaigns with a focus on assessing the use of racial and gendered stereotypes and blaming attitudes.	Number of campaigns reviewed for use of racial and gendered stereotypes and blaming attitudes.
Create opportunities for students with diverse lived experiences to have active input into social marketing and violence prevention campaigns.	Create an online forum where students can give anonymous feedback on social marketing and violence prevention campaigns.	Amount of feedback given via the anonymous forum.

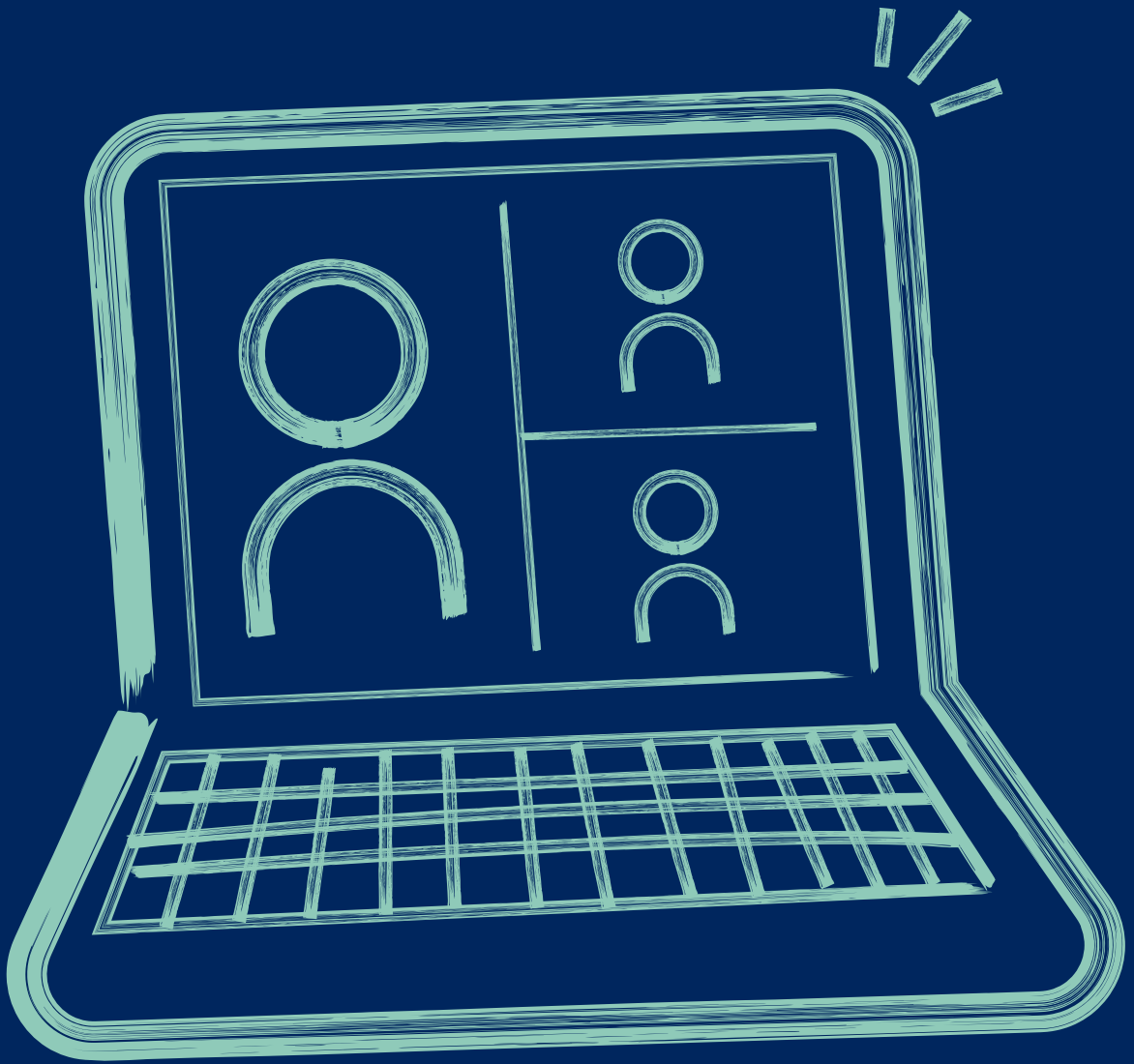
Table 5.
Examples of an intersectional approach to Respect and Equality initiatives within the Industry and Community domain.



Example of an intersectional approach	Action	Indicators
Invite diverse industry partners to be part of the Respect and Equality working group.	Create guidelines for the working group to ensure there is diverse industry representation, regarding both identity and type of industry. For example, 30% of industry representatives on the working group must belong to at least one diverse community.	Percentage of working group members who identify as belonging to at least one diverse community.
Support industry to recruit and support student placements and apprenticeships including those in non-traditional gendered work, those with a disability, or those whose second language is English.	Create a placement buddy program for students with a disability. Create guidelines for industry partners on how to support students from a migrant or refugee background. Review placement contracts and make amendments so that it is gender neutral and gives scope for students to complete assessment tasks in a range of ways, such as by accommodating for caring responsibilities.	Number of students with a disability who participate in the placement buddy program. Number of times the guidelines are accessed during the placement period. Identification of the number and types of amendments required to make placement contracts gender neutral.
Establish partnerships with local services that provide family violence support, prevention of gender-based violence, and gender equality programs to diverse communities.	Reach out to local support services, including those who provide support to specific community groups such as migrants, Aboriginal or Torres Strait Islander women, LGBTIQA+ communities, etc.	Number and quality of partnerships with local support services.

Case studies

These case studies are fictional examples that dive deeper into the principles of intersectionality and demonstrate how you might take an intersectional approach in specific circumstances.



CASE STUDY 1

Addressing sexism and transphobia

Wattlebark TAFE is the largest higher educational provider in its region, and a significant staffing pipeline for the region's various trades. However, apart from their childhood learning qualifications, the TAFE struggles to attract women to the rest of its courses as either students or teachers.

Recent events had not helped. The Building and Construction course coordinator – one of the TAFE's most senior women and a woman of colour – had recently resigned after her department went through a restructure while she was away on parental leave, and she was left with half the staff but twice the workload. Her request to return to work part-time was rejected so she resigned within a week of her return. She cited feeling sick of being talked over and ignored in meetings as a contributing factor for leaving.

At the same time, an Indigenous student posted a video online in which they complained about discrimination from their construction class teacher, claiming that the teacher would constantly misgender the student by referring to them as a 'young lady' when they are non-binary.

After this incident, a working group was established to identify opportunities to encourage more diverse women and non-binary people into the TAFE's male-dominated courses.

In this scenario, here are some potential actions your institution could take to address these issues:

Staff retention

- Develop a committee who reflect on how current parental leave policies affect all staff, and work towards creating flexible return-to-work processes for new parents, to support them in the transition back to work.

Policy and processes

- Create processes via which students and TAFE leadership can call out sexist behaviours in the workplace and on campus without fear of repercussions – for example, an anonymous reporting portal.
- Develop systems to allow for a consistent approach to sharing and using pronouns within a classroom setting – for example, by wearing name tags with pronouns.
- Create a practical toolkit for TAFE educators with strategies on how they can make the classroom a safe and inclusive space for students belonging to the LGBTIQ+ community.

Training and capacity building

- Enforce mandatory training for all staff on gender fluidity, to increase understanding of why and how they should use gender pronouns.

Student support

- Consult with a diverse group of students on the development of a student association for trades, with the aim of making the trade school in TAFE a safe and accessible environment for all.

Marketing campaign

- Build a social marketing campaign that increases awareness of and normalises gender-diverse. Engage people who identify as gender fluid in the design and execution of this campaign and ensure they are appropriately remunerated.

CASE STUDY 2

Collaborating with key stakeholders

Bramwell Institute, a dual sector, is setting up an Intersectionality Committee with the aim of ensuring that the institute is a safe and inclusive space for all people, including students and staff. Registration for the committee was open to all staff, and a considerable number of junior staff signed up to be members. Some ideas that were discussed during the committee's inaugural meeting included a social media campaign to highlight people in non-traditional sectors, such as women in construction or men in the aged care sector.

Bramwell Institute's executive leadership team were also interested in seeing an improvement in student satisfaction and feeling of safety in the classroom, particularly for marginalised groups, including people with a disability and people in the LGBTIQ+ community. While these ideas have been informally discussed, it is up to the members of the committee to identify and implement initiatives. The committee will be well-funded to ensure that a lack of financial resources is not a constraint in developing effective initiatives.

Here are some steps that Bramwell Institute could take to demonstrate good practice in implementing the Intersectionality Committee:

Representation and remuneration

- Gain formal support and commitment from the senior leadership team to provide legitimacy to the work. This includes having a representative from the senior leadership team on the committee. For more on why this is important, refer to the *Respect and Equality National Guide*.
- Create a committee sign-up form which asks demographic questions to identify which communities' members belong to. When asking such questions, explain that you require this data only to ensure diverse representation, so that members feel safe to provide answers.

QUESTION

If the committee is lacking in diversity, reflect on why this might be. Has the committee been advertised across multiple channels? Has clear, simple language been used to describe the purpose of the committee?

- Engage students and remunerate them for their time and effort in participating in the committee.
- Develop strategies to ensure that the committee sign-up process is accessible to all people – for example, ensure that the sign-up form is easy to navigate, uses plain English, and that any student-facing informational material is available in multiple languages.

Inclusivity, accessibility and safety

- Create a Terms of Reference with committee members to ensure roles, responsibilities and expectations are clearly communicated.
- Design activities to build collegiality, emphasise shared goals and discuss power dynamics as a group.
- Create a safe space to discuss power dynamics within the group. In a committee that consists of staff and students, such power dynamics will be inevitable, and discussing this upfront will allow all staff and students to feel safe to participate.
- Develop strategies and processes to ensure that participation in the committee is accessible and inclusive for everyone. This may include providing childcare support for any mandatory in-person meetings or ensuring any tools that are used are accessible, such as being readable by a screen reader tool. Speak with your committee members to identify their needs and avoid making assumptions.

External stakeholders

- Engage with paid specialist consultants to fill any knowledge gaps. This could vary from an external organisation delivering a training session on a specific topic, to collaborating with them more deeply to co-design and co-deliver an initiative. For more information on how to build a meaningful relationship with external stakeholders, refer to the section Develop and maintain partnerships and networks.

Appendix 1

Intersectionality resources

The following is a list of resources to support intersectionality and Respect and Equality practice.

Resources explaining intersectionality:

- TED Talk by Kimberlé Crenshaw: The urgency of Intersectionality
- Our Watch: *Putting the prevention of violence against women into practice: How to Change the story*.

Resources on preventing violence against and working with Aboriginal and Torres Strait Islander communities:

- Our Watch 'The weight of inequality' video here: https://www.youtube.com/watch?v=b3weEXrvcoA&list=PLhYJKPIYOtD8QwI6tx7c8eKrCkDv4WGhJ&index=5
- Anti-violence toolkit: Intersectional lens https://www.youtube.com/watch?v=_DiSddx3mL4&list=PLhYJKPIYOtD8QwI6tx7c8eKrCkDv4WGhJ&index=8
- What is intersectionality? https://www.youtube.com/watch?v=O1islM0ytkE&t=30s
- Our Watch: *Changing the picture: A national resource to support the prevention of violence against Aboriginal and Torres Strait Islander women and their children*
- Djirra resources (formerly Aboriginal Family Violence Prevention & Legal Service Victoria)
- ANROWS: *Existing knowledge, practice, and responses to violence against women in Australian Indigenous communities: State of knowledge paper*.

Resources on tailoring prevention strategies and intersectionality:

- Our Watch: *Changing the landscape: A national resource to prevent violence against women and girls with disabilities*
- Rainbow Health Victoria: *Pride in Prevention: A guide to primary prevention of family violence experienced by LGBTIQ communities*
- Kimberlé Crenshaw: *Mapping the margins: Intersectionality, identity politics, and violence against women of color*
- AMES: *Violence against women in CALD communities: Understandings and actions to prevent violence against women in CALD communities*
- Multicultural Centre for Women's Health: *On her way: Primary prevention of violence against immigrant and refugee women in Australia*.

Supporting resources

- Australian Human Rights Commission: *Leading for Change: A Blueprint for Cultural Diversity and Inclusive Leadership Revisited*
- Australian Human Rights Commission: *Let's talk race: A guide on how to conduct conversations about racism*
- Victorian Government: *LGBTIQA+ Inclusive Language Guide*

Training

- Multicultural Centre for Women's Health: Intersectionality 101: An introduction.

Alternative text for figures

Figure 1

Infographic showing multiple intersecting forms of oppression and privilege that shape the social context in which gender-based violence occurs, and affect its prevalence and dynamics. The illustrated intersecting forms of oppression and privilege are ableism, ageism, racism and colonialism, class discrimination, sexism and gender inequality, heteronormativity, homophobia and biphobia, and transphobia and cisnormativity.

Return to Figure 1 on page 3.

Endnotes

1 Our Watch. (2021). *Change the story*.

2 Our Watch. (2021). *Change the story*.

3 Our Watch. (2021). *Change the story*.

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17 Our Watch. (2017). *Workplace Equality and Respect practice guide: Equality and respect for all women – an intersectional approach*.

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