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

A National Guide for TAFE, VET and dual sector institutions



RESPECT AND EQUALITY

Our Watch

Preventing violence against women

Acknowledgements

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.

Five Victorian TAFEs participated in the Respect and Equality in TAFE pilot from 2019 - 2021, which resulted in the development and publication of the first iteration of this guide published in 2022:

- Bendigo Kangan Institute
- Chisholm Institute
- Melbourne Polytechnic
- SuniTAFE
- Swinburne University of Technology.

Five further TAFEs and dual sectors nationwide participated in testing and refining the suite of Respect and Equality resources, published in 2025:

- Batchelor Institute of Indigenous Tertiary Education
- Canberra Institute of Technology
- Charles Darwin University
- TAFE SA
- TasTAFE.

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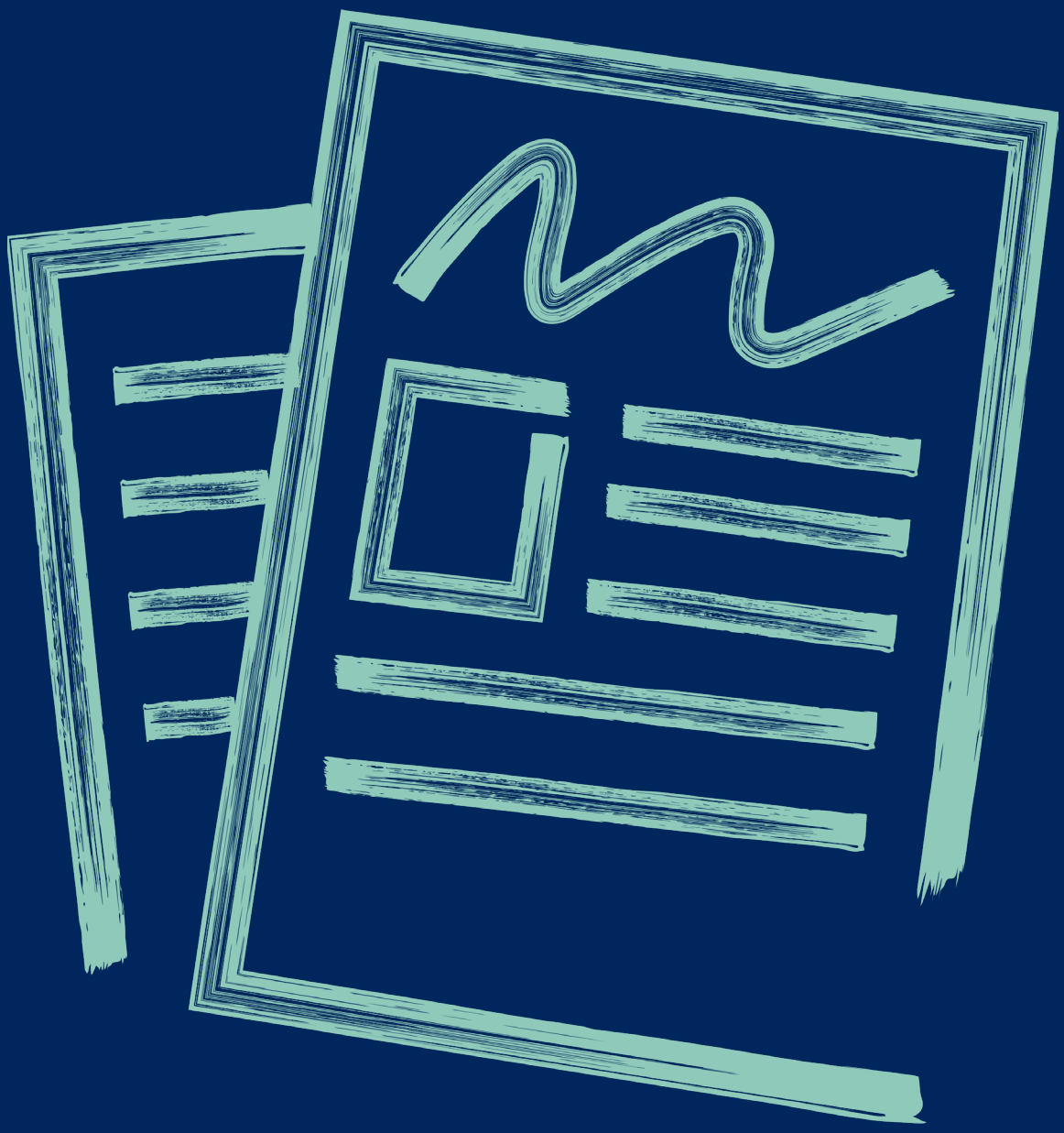


Australian Government

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Executive Summary



Introduction

TAFE is key to Australia's social and economic success. As such, TAFE has a vital role to play in creating a society which is respectful, equitable and free from violence.

This executive summary gives a brief introduction to the Respect and Equality in TAFE model, which supports VET institutions to build environments where staff and students feel safe, respected and valued.

Violence is preventable

Gender-based violence in Australia is a national epidemic. One in three women[1] have experienced physical violence and on average, one woman is murdered every 9 days by her current or former partner[2]. However, it is not an inevitable social problem. Rather, it is the product of complex social and environmental factors. Put simply, gender-based violence is preventable.

Preventing gender-based violence involves changing the society and culture in which individuals develop attitudes and behaviours related to gender, power and violence.

International and Australian research clearly demonstrates that gender-based violence, including violence against women, is driven by gender inequality. The four expressions of gender inequality, called 'gendered drivers', increase the likelihood of gender-based violence occurring. To stop gender-based violence, we need to take action on each of these drivers.

By challenging all four gendered drivers overleaf, we can improve gender equality in all elements of everyday life and prevent gender-based violence.

One in three women have experienced physical violence and on average, **one woman is murdered every 9 days** by her current or former partner.

Multiple forms of inequality

People do not belong to just one group, but comprise many and varied personal identities and social positions. The drivers of gender-based violence are often experienced in combination with other forms of structural inequality and discrimination such as racism, classism, cissexism, and heteronormativity amongst others.

This helps explain why there are different rates and types of violence experienced by different groups of people. People who face multiple forms of discrimination and oppression may have violence perpetrated against them more frequently, or of greater severity.

TAFEs are unique as places of learning, workplaces and community hubs which 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.

Therefore, it is important for TAFEs to consider the multiple intersectional forms of systemic inequality and discrimination to foster positive outcomes for everyone at TAFE.

The drivers of gender-based violence are often experienced in combination with other forms of structural inequality and discrimination such as racism, classism, cissexism, heteronormativity amongst others.

1 Australian Bureau of Statistics (2017). Personal Safety, Australia.
2 Calculated from Bricknell S 2023. Homicide in Australia 2020–21. Statistical Report no. 42. Canberra: Australian Institute of Criminology.

The four gendered drivers of gender-based violence:

Driver 1.

Condoning gender-based violence

TAFE Example

Victim-blaming by encouraging female students to not walk in the car park alone at night.

Driver 2.

Men's control of decision-making and limits to women's independence in public and private life

TAFE Example

Parental leave policies differing for men and women, which places the expectation on women to take on the burden of care.

Driver 3.

Rigid gender stereotyping and dominant forms of masculinity

TAFE Example

Promotion of men into trades careers and women into caring roles.

Driver 4.

Male peer relations and cultures of masculinity that emphasise aggression, dominance and control

TAFE Example

Male-dominated industries such as the trades not feeling safe for women and gender-diverse people.

The four essential actions to help address the four drivers of gender-based violence:

ESSENTIAL ACTION 1

Challenge the condoning of gender-based violence

TAFE Example

Leadership make public statement challenging victim blaming.

ESSENTIAL ACTION 2

Promote women's independence and decision-making in public life and relationships

TAFE Example

Flexible parental leave policies for all staff.

ESSENTIAL ACTION 3

Build new social norms that foster personal identities not constrained by rigid gender stereotypes

TAFE Example

Social media campaign to encourage men into caring professions.

ESSENTIAL ACTION 4

Strengthen positive, equal and respectful relations between and among people of all genders

TAFE Example

Workshops for young men on healthy masculinities.

If we all work together, as educators, as employers and as a community, we can change this picture of gender inequality in Australia and stop gender-based violence before it starts.

Every TAFE has a role to play in achieving the vision of an Australia free from violence.



A whole-of-organisation approach

Within TAFE institutions everyone has a role to play in promoting gender equality, from boards, CEOs and senior executives, to managers, Human Resources staff, educators, Student Services and students, and industry and community partners.

The approach has been divided into five key domains:

- **Workplace**
- **Students**
- **Teaching and Learning**
- **Communications**
- **Industry and Community.**

Taking action in each of the domains can support institutions to build a culture of respect and equality across the entire institution.

The five key domains of the Respect and Equality in TAFE model



Steps for implementation

There are four key steps to operationalise Respect and Equality.

STEP ONE

Connect and Align

- Gain Leadership buy in.
- Appoint a Project Sponsor and a Project Lead to lead this work.
- Create a Respect and Equality Working Group to drive this work.
- Align Respect and Equality work to existing organisational strategies.

STEP TWO

Self-Assessment

- Gather information about gender equality at your institution.
- Complete the self-assessment tool.

STEP THREE

Respect and Equality Action Plan

- Develop a Respect and Equality action plan.
- Develop a monitoring plan to understand progress and guide any adaptions needed.
- Develop partnerships with TAFE staff and externally with industry and community to support implementation of the action plan.

STEP FOUR

Implement the action plan

- Monitor and review the action plan based on monitoring data.

This guide includes an overview of:

- the role of TAFE in preventing gender-based violence
- a whole-of-organisation approach to preventing gender-based violence
- where to start your prevention work
- where to focus your work
- how to implement a whole-of-organisation approach
- tools and resources to support implementation.



Introduction

This guide outlines the Respect and Equality in TAFE model, which supports TAFE and VET institutions to build environments where staff and students feel safe, respected and valued.

Research and evidence tell us that gender-based violence can be reduced by increasing gender equality in everyday life.[1] By engaging with the Respect and Equality in TAFE model, your institution can help prevent gender-based violence by actively promoting and modelling gender equality.

This guide recognises that everyone at TAFE has a role to play in promoting gender equality, from boards, CEOs and senior executives, to managers, Human Resources staff, educators, Student Services and students, and industry and community partners.

A note on language

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

It has been designed to support the staff or departments who are assigned to lead respect and equality work.

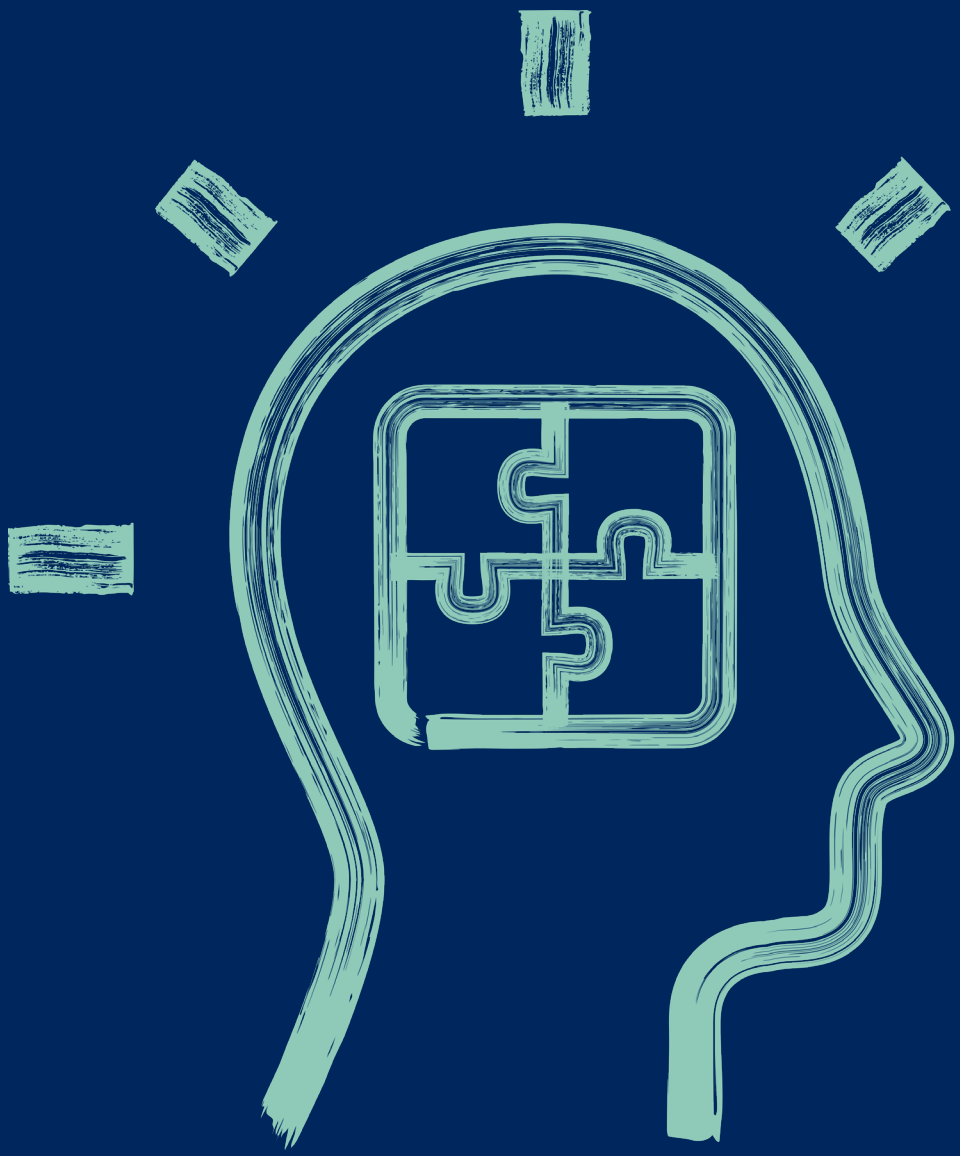
The Respect and Equality in TAFE model has been divided into five key domains: **workplace, students, teaching and learning, communications**, and **industry and community.** Taking action in each of the domains can support institutions to build a **culture** of respect and equality across the entire institution.

Dual sector institutes may prefer to use dual sector specific templates, which include a Research domain in addition to those listed here. Please see the Our Watch website to download these templates as well as to consult Educating for Equality, Our Watch's primary prevention guide specifically for Universities.

Below: The five key domains of the Respect and Equality in TAFE model.



Part 1
Understanding gender-based violence



What we currently know about gender-based violence

Violence is preventable

Gender-based violence in Australia is a national epidemic. The evidence clearly demonstrates that gender-based violence is widespread and impacts all communities in Australia. Statistics are available here. However, it is not an inevitable or intractable social problem. Rather, it is the product of complex yet modifiable social and environmental factors. Put simply, gender-based violence is preventable.

Preventing gender-based violence involves more than just changing people's minds. It's about changing the societal structures and culture in which individuals develop attitudes and behaviours related to gender, power and violence.

International and Australian research clearly demonstrates that gender-based violence is driven by gender inequality.[2] The four expressions of gender inequality (see page 9), called 'gendered drivers', increase the likelihood of violence occurring. To stop gender-based violence, we need to take action on each of these drivers.

By challenging all four gendered drivers, we can improve gender equality in all elements of everyday life and prevent gender-based violence.

In Australia, on average one woman is killed by a current or former partner every 9 days.

Reference: Calculated from Bricknell S 2023. *Homicide in Australia 2020–21. Statistical Report no. 42.* Canberra: Australian Institute of Criminology.

Multiple forms of inequality contribute to gender-based violence

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. Inversely, intersectionality also considers how categories of privilege can overlap.

The intersectional approach embedded in this model is one that recognises that violence and gender inequality exist in relation to multiple and intersecting systems of sexism; racism; colonialism; classisim; heteronormativity; cisnormativity; homo-, bi- and transphobia; ablesim and ageism; and their corresponding systems of power and privilege. These intersections create systems of structured inequality, characterised by the unequal distribution of power, wealth, income and social status.[3]

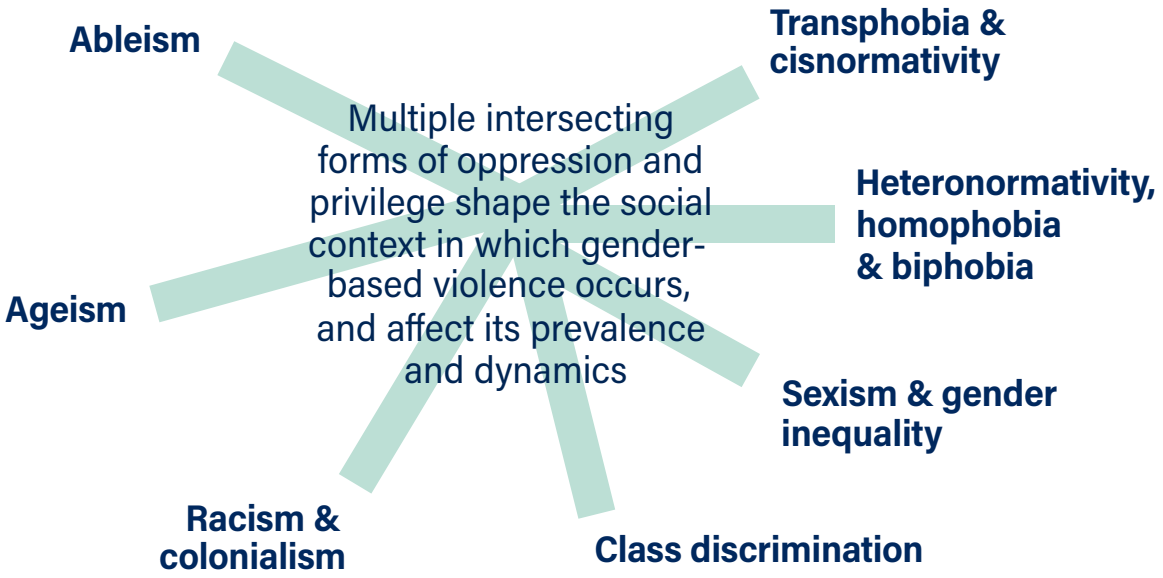
Power, privilege and oppression are reinforced by social systems and structures such as health, education, welfare and legal systems.

Gender inequality is a necessary condition for gender-based violence to occur and to be so prevalent. But it is not the only, or the most prominent, factor to influence violence in every context.

Resources

- *Intersectionality Matters: A new resource for preventing violence against women - Multicultural Centre For Women's Health* (Multicultural Centre for Women's Health resource)
- *Changing the landscape: A national resource to prevent violence against women and girls with disabilities* (Our Watch resource)
- *Changing the picture: A national resource to support the prevention of violence against Aboriginal and Torres Strait Islander women and their children* (Our Watch resource)
- *Men in focus practice guide: Addressing masculinities and working with men in the prevention of men's violence against women*. (Our Watch resource)
- *Putting the prevention of violence against women into practice: How to Change the story* (Our Watch resource)
- *Pride in prevention: A guide to primary prevention of family violence experienced by LGBTIQ communities* (Rainbow Health Resource)

Below: Systems and structures of oppression and discrimination can affect people differently.



THE PROBLEM

Gender-based violence is serious, prevalent and driven by gender inequality

GENDERED DRIVERS OF GENDER-BASED VIOLENCE

Driver 1.
Condoning of gender-based violence

Driver 2.
Men's control of decision-making and limits to women's independence

Driver 3.
Rigid gender roles and stereotyped constructions of masculinity and femininity

Driver 4.
Male peer relations and culutres of masculinity that emphasise aggression, dominance and control

UNDERLYING SOCIAL CONTEXT FOR GENDER-BASED VIOLENCE

Gender inequality and other forms of oppression
such as racism, ableism, ageism, classism, cissexism and heteronormativity

FACTORS THAT REINFORCE GENDER-BASED VIOLENCE

REINFORCING FACTOR 1.	REINFORCING FACTOR 2.	REINFORCING FACTOR 3.	REINFORCING FACTOR 4.
Condoning of violence in general	Experience of, and exposure to, violence	Factors that weaken prosocial behaviour	Resistance and backlash to prevention and gender equality efforts

These drivers and reinforcing factors play out at every level of society:
from individual attitudes and behaviours, to social norms, organisational cultures and practices, policies, laws, and institutions.

THE SOLUTION

Gender-based violence is preventable if we all work together

ESSENTIAL ACTIONS TO ADDRESS THE GENDERED DRIVERS

ESSENTIAL ACTION 1.	ESSENTIAL ACTION 2.	ESSENTIAL ACTION 3.	ESSENTIAL ACTION 4.
Challenge the condoning of gender-based violence	Promote women's independence and decision-making in public life and relationships	Build new social norms that foster personal identities not constrained by rigid gender stereotypes	Support men and boys in developing healthy masculinities and positive, supportive male peer relationships

ESSENTIAL ACTIONS TO ADDRESS THE UNDERLYING SOCIAL CONTEXT

ESSENTIAL ACTION 5.	ESSENTIAL ACTION 6.	ESSENTIAL ACTION 7.	ESSENTIAL ACTION 8.
Promote and normalise gender equality in public and private life	Address the intersections between gender inequality and other forms of systemic and structural oppression and discrimination, and promote broader social justice	Build safe, fair and equitable organisations and institutions by focusing on policy and systems change	Strengthen positive, equal and respectful relations between and among people of all genders, in public and private spheres

SUPPORTING ACTIONS TO ADDRESS THE REINFORCING FACTORS

SUPPORTING ACTION 9.	SUPPORTING ACTION 10.	SUPPORTING ACTION 11.	SUPPORTING ACTION 12.
Challenge the normalisation of violence and aggression as an expression of masculinity	Reduce the long-term impacts of exposure to violence, and prevent further exposure	Strengthen prosocial behaviour	Plan for and actively address backlash and resistance

These 12 actions need to be implemented at every level of society:
using legislative, institutional, policy and program responses; by governments, organisations and individuals; in settings where people live, work, learn and socialise; in ways that are tailored to the context and needs of different groups.

What does this mean for the prevention of gender-based violence?

The drivers of gender-based violence are often experienced in combination with other forms of structural inequality and discrimination. This helps explain why there are different rates and types of violence experienced by different groups of people. Those who face multiple forms of discrimination and oppression may experience violence more frequently, or of greater severity.

Through the implementation of the Respect and Equality in TAFE model there are opportunities to consider and address:

- other forms of inequality and discrimination that can intersect with gender inequality to exacerbate violence. See the Respect and Equality: *Intersectionality in practice guide* for more;
- the need to partner with community organisations to ensure you have the specialist knowledge and advice you need to do prevention work effectively;
- the attitudes, behaviours and systems that drive other forms of inequality so that we can create gender equality for all; and
- how to deal with resistance and backlash.

Engaging men and boys in this work

The drivers of violence impact everyone, no matter your gender. Men are negatively impacted by the gendered drivers of violence, with research and evidence demonstrating dominant patterns of masculinity have been found to produce:

- negative health and wellbeing outcomes for men, including suicide and depression;
- poor mechanisms for coping and for seeking help; and
- more frequent involvement in incidents of violence and bullying.[4]

It is important to note that not all men experience power and privilege in the same way. Men too experience intersecting forms of oppression such as ableism, colonialism, racism and homophobia. The way you engage with men and boys should take this into consideration. We also know that men who are negatively impacted by other systems and structures of discrimination and disadvantage suffer disproportionate negative impacts to their health and wellbeing compared to other men.[5]

The Respect and Equality in TAFE model demonstrates opportunities for male staff and students to increase their awareness and knowledge about how they can actively promote gender equality and prevent gender-based violence. There are things all men can do to end the culture of gender-based violence.

Through the delivery of apprenticeships, TAFE and VET institutions are ideally placed to address some of the drivers of gender-based violence at an educational and industry level (TAFEs deliver around 70% of all apprenticeships). Many trades, STEM and IT industries are male-dominated or do not traditionally feature women or gender-diverse people in leadership positions. Many nursing, aged care and child care industries are female-dominated. Such historical gender divisions in industries will need to break down if future industry needs are to be met.[6]

TAFE and VET institutions have a chance to build cultures where gender stereotypes are challenged, sexism and discrimination is not tolerated, and gender equality is promoted and modelled. In this way, our workplaces and educational settings become safer, we have more skilled workers for the community and employers, skill shortages can be addressed, and economies will be supported by businesses that reflect the community that they service.

Gender equality benefits TAFE and the community

Gender equality delivers positive outcomes for students, teachers, the TAFE community and business. We know that we have better outcomes for employees, potential and future workers, local industry and the broader economy when we have a safe community.[7] There are strong business and social reasons to prevent gender-based violence and promote gender equality.[8]

This guide outlines planned and coordinated actions that require TAFEs to make a commitment of time, skills and resources. The return on this investment includes many benefits:

Individual and relationship

- Staff and students' performance is enhanced by working and learning in environments where they feel safe, respected and valued.
- Staff and students experience improved health, wellbeing and economic results if they are safe in their relationships.

Organisational and community

- Being an employer and learning institution of choice influences the recruitment and retention of staff and students. 'Workplace policies that support gender equality are a crucial tool for attracting and retaining talented employees. High-performing employees are attracted to companies that have a positive reputation for promoting gender equality.'[9]
- Requirements under federal and/or state laws to promote workplace gender equality and alignments are adhered to.

System and institutional

- Meeting the growing demand across industries for workers who have a strong understanding of gender equitable work practices meets legal and ethical obligations.
- It also helps to transform the highly gender-segregated workforce, thereby attracting more women or gender-diverse people into masculinised industries and occupations, and more men into feminised industries and occupations.

Societal

- All people experience equal employment opportunities across the wide range of professions and industries that TAFEs feed into, which contributes to eliminating gender pay discrimination.
- Women and girls being safe and having their human rights respected in TAFE contributes to an Australia free of gender-based violence where women are respected, valued and treated as equals.

Economics

- Based on 2015 analysis, gender-based violence in Australia is costing Australia $21.7 billion each year – this includes the cost of pain, suffering and premature mortality.
- Reducing gender-based violence is anticipated to result in a benefit of $18 million to $36 million over 10 years, and over a lifetime a potential gain of $35.6 to $71.1 million to the economy.[10]
- Reducing gender-based violence through the promotion of gender equality is associated with improved national productivity and growth and future-proofing the economy.[11]

Employers

- Gender equitable organisations save money and increase profits. Gender and cultural diversity are correlated with profitability.[12]
- There is a positive impact on occupational health and safety as diversifying the workplace and addressing poor behaviours that are encouraged by gender stereotypes can lead to safer workplaces.[13]
- For employers, reducing gender-based violence through gender equality will increase organisational performance, enhance the company's capacity to attract talent and retain employees, and enhance the reputation of their business.[14]

Taking a planned approach to preventing gender-based violence by promoting gender equality will assist TAFE and VET institutions to:

- add value to the experience and learning of students
- support and provide a better employment environment for staff
- provide evidence for TAFE to meet regulatory and legal obligations
- position Australian TAFEs to be leaders in meeting changing market demand and providing positive learning environments
- enable boards and executive teams to effectively plan for better use of resources to better meet the needs of employers, students and the community.

Meeting legislative expectations

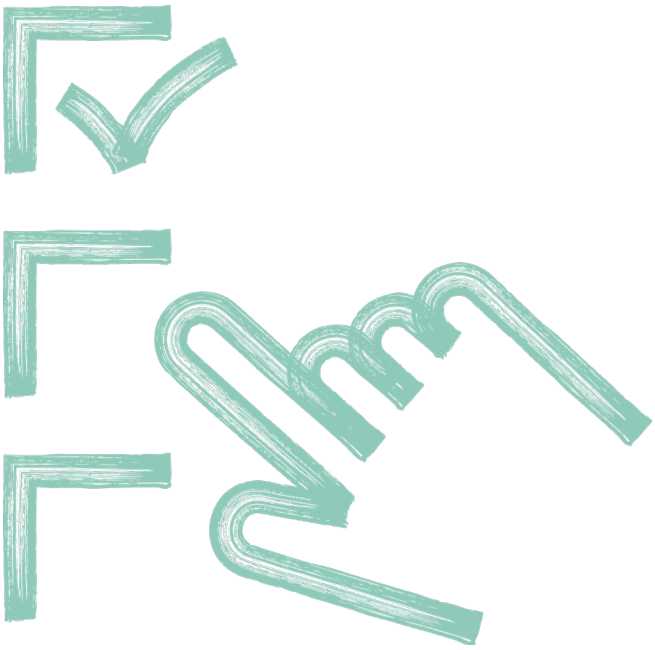
Preventing gender-based violence by promoting gender equality not only benefits the TAFE community, but meets important international, federal, and jurisdictional legislative instruments such as:

International

- *Universal Declaration of Human Rights*
- United Nations *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW)
- United Nations *Declaration on the Elimination of Violence Against Women* (DEVAW)

Federal

- *National Plan to Reduce Violence Against Women and Children 2022–2032*
- Respect@Work Act 2022
- *Workplace Gender Equality Act 2012*
- *Workplace Gender Equality (Minimum Standards) Instrument 2014*
- *Positive Duty requirements under the Sex Discrimination Act 1984*
- *National Higher Education Code to Prevent and Respond to Gender-based Violence 2025*



Part 2
Implementing Respect and Equality in TAFE



A whole-of-organisation approach to prevent gender-based violence

Effective efforts to prevent gender-based violence engage people across the many different places where they live, work, learn and socialise. TAFE and VET institutions play various roles as employers, educators, community members and industry partners, all of which make them a key player in influencing attitudes, behaviours and systems that help to address the drivers of violence.

Primary prevention of gender-based violence stops violence before it starts by addressing the underlying drivers of violence. This means working with everybody, across all levels of the TAFE, to transform the social context in which gender-based violence occurs. It also means ensuring the systems, processes and culture are in place to respond appropriately to any staff or students who experience violence, at home, at TAFE or in the community.

An effective whole-of-organisation approach requires focusing on all aspects of how a TAFE operates, to build a culture among staff and students where gender equality and respect is promoted and modelled. Across the TAFE, all staff have a key role to play, including TAFE boards, directors, executives, senior managers, Human Resources, educators, students, Student Services and communications.

A whole-of-organisation approach requires planned and coordinated actions across **five domains**:

- Wworkplace
- Sstudents
- Tteaching and learning
- Ccommunications
- Iindustry and community.

The term 'culture' encompasses all five of the domains throughout this guide. All domains need to be addressed to ensure that TAFEs have a culture of respect and gender equality.

Below: The five key domains of the Respect and Equality in TAFE model.



Domain: Workplace



Lead: Board/Senior Executives/Business and Operations/Human Resources

All workplaces have the power to make changes that support progress towards gender equality. Every workplace conversation, policy and action has the potential to either reinforce or challenge gender inequality and the kinds of attitudes and norms that drive violence.

All employees, including contractors, have the right to be safe, respected and to have equal opportunity at work. Building a work environment and culture that promotes gender equality and respect should involve the following elements:

- Establishing structures, strategies and policies that explicitly promote gender equality and respect.
- Ensuring leaders and board members understand the drivers of gender-based violence and know their legal obligations in relation to gender equality.
- Embedding the principle of gender equality in staff recruitment, remuneration and promotion processes.
- Ensuring equal access among staff to flexible work options.
- Ensuring staff feel safe to raise concerns about gender inequality and discrimination without adverse consequences.

Resources

Refer to the Respect and Equality: *Self-assessment tool*. The self-assessment tool will assist with determining where your TAFE is in relation to gender equality so you can tailor your approach to address any opportunities for improvement.

Domain: Students



Lead: Student Services/ Human Resources (OHS)

Students have the right to a learning environment where they feel safe and respected, and where they have equitable access to opportunities and resources. Students should feel confident to express concerns about violence, and to challenge gender stereotypes, roles and norms.

Actions include:

- Establishing policies and procedures that enable students to raise concerns about gender inequality, violence, harassment or discrimination without adverse consequences.
- Seeking student input on student-facing policies and decisions about students' rights, respect and gender equality, including opportunities to involve students in the co-design of activities to prevent gender-based violence.
- Ensuring the student code of conduct makes clear that sexist language, comments, gestures and images are unlawful and unacceptable.
- Empowering students to become gender equality voices for change within the TAFE and within the industries they are entering.
- Reviewing student enrolment processes to identify barriers to accessing and participating in training at TAFE.

Domain: Teaching and Learning



Lead: Educators

Educators have influence over the way students learn, what they learn, and the environment in which they learn. They have an important role to play in creating equal and respectful classroom cultures where all students can freely participate. Teaching practice that promotes gender equality, inclusivity and respect can have a profound impact on students' classroom experience. Each method and mode of course delivery needs to be included when reviewing teaching practice with a gender lens, for example apprenticeships, traineeships, on-campus and online delivery.

With adequate support and resourcing from leaders, educators can apply the principles of gender equality and respect by:

- Identifying and creating opportunities to increase students' understanding and awareness of gender inequality and the prevention of gender-based violence.
- Explaining to students why gender matters in the workplace and at TAFE.
- Examining units of competency and curriculum for gender, sexuality, and racial biases and adapting accordingly where possible.
- Reinforcing the importance of respectful relationships, challenging sexism and role modelling gender equitable practices, both in the formal learning environment and outside the classroom.
- Making new, accredited gender equality and violence prevention training available to students, such as the Respect and Equality learning modules.

Resources

Refer to Putting respect and equality into practice in the classroom for tips and advice on examining units of competency, classroom delivery, practical placements and assessment using a gender lens.

Domain: Communications



Lead: Communications/ Marketing

Communications staff can create an organisational understanding of gender equality and the prevention of gender-based violence across the entire TAFE community, through the promotion of consistent key messages. Ensuring all communication processes explicitly reflect the principles of gender equality and respect, and challenge gender stereotypes, is key to creating a safe, equitable and respectful culture.

Relevant actions for communications and marketing teams include:

- Ensuring all communications and marketing staff understand and are trained in the principles that underpin effective communication to promote gender equality.
- Providing consistent messaging that promotes gender equality and challenges stereotypes using multiple communication strategies via student and staff portals, intranets, newsletters, social media, blogs, student and staff recruitment materials and websites.
- Using accessible and inclusive language in all communications in referring to people of all genders and sexualities without reinforcing biases or gender stereotypes.
- Ensuring communication strategies engage with and meet the needs of all people and actively address forms of discrimination such as racism, homophobia, sexism and ableism.
- Considering the genders of student enrolments when developing the digital marketing and advertising strategy for student recruitment, with a view to attracting more women and gender diverse people into masculinised courses and more men and gender diverse people into feminised courses.

Resource

- Respect and Equality resources

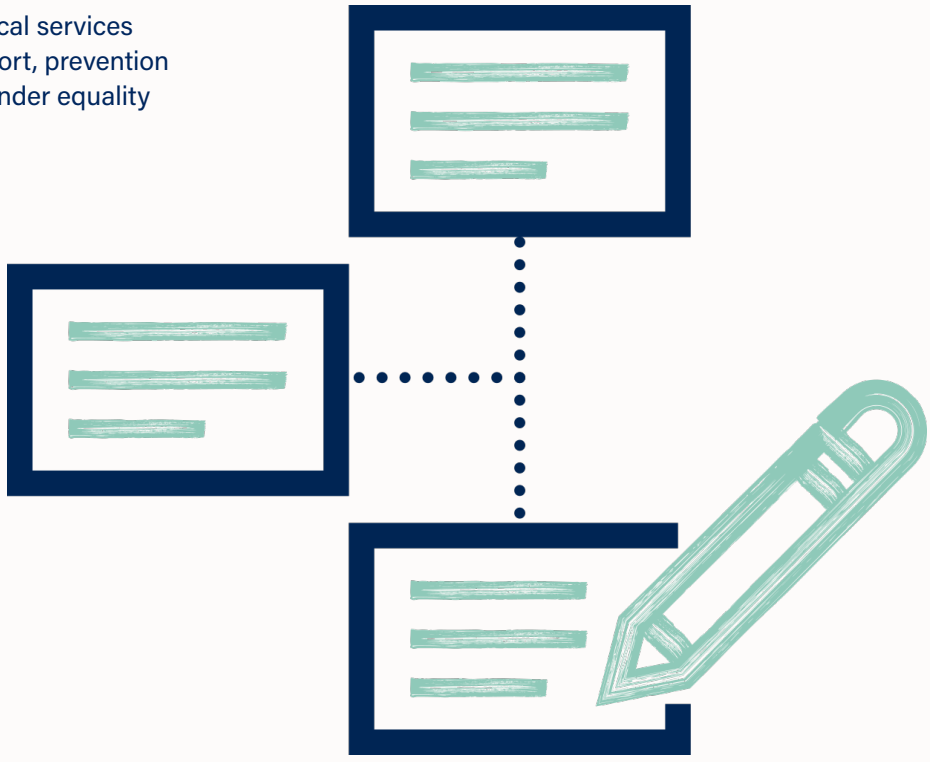
Domain: Industry and Community

Lead: Student Services/Human Resources/Skills and Jobs Centres

TAFEs are a trusted and respected part of their local communities and are able to contribute to positive social change. TAFEs have a broad range of successful partnerships and linkages with industry which help drive innovation and therefore are influential in relationships with the sectors they serve and the communities who use their services.

There are many opportunities for TAFEs to influence industry and community partners to help create a more gender equal future. Relevant actions TAFEs can take include:

- Preparing future workforces to prevent and respond to gender-based violence.
- Creating opportunities to engage with industry to address challenges and seek industry buy-in for gender equality and the prevention of gender-based violence.
- Inviting lead industry partners to be part of the Respect and Equality working group.
- Supporting industry to recruit and support student placements and apprenticeships in non-traditional gendered work.
- Establishing partnerships with local services that provide family violence support, prevention of gender-based violence and gender equality programs.



Getting started

Getting started will look different at every institution, but some essential initial steps to set your Respect and Equality approach up for success are:

- securing commitment from leadership and assign a Project Sponsor
- creating a working group
- identifying who will be leading the work and who will be accountable for it
- understanding a whole-of-organisation approach across the five domains
- establishing policies and practices to prioritise the safety of staff and students
- increasing key staff's understanding of gender-based violence

Below: Getting started with applying a whole-of-organisation approach.

How to start applying a whole-of-organisation approach

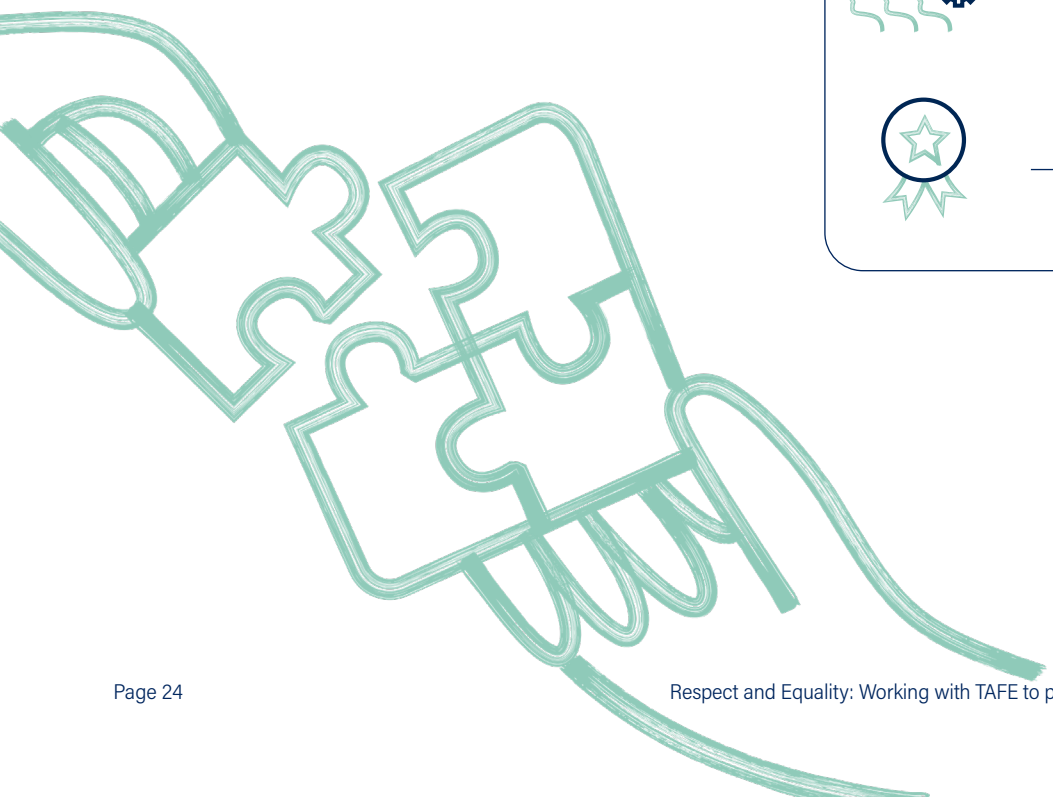
→ Secure senior **leadership** commitment and assign a Project Sponsor

→ Identify who will be **leading** the work and who will be **accountable** for it

→ Create a **working group**

→ Build staff understanding of **gender-based violence prevention**

→ Start with and leverage your institution's **strengths**



Securing leadership commitment and assigning a Project Sponsor

The success of the Respect and Equality in TAFE model relies on formal support from TAFE leadership, including the CEO, board, senior executives and other members of the executive team. A commitment from the CEO and leadership provides legitimacy to the work, encouraging buy-in from staff and students, which can enhance participation in activities and minimise resistance. For leaders to support the use of time, energy and resources to achieve respect and equality in their institute, they need time to reflect on their own perspectives and possible biases, explore new ways of thinking, and consider how things like gender targets or new policies could impact the business or organisation. Therefore, it is worth investing time to secure genuine senior leadership commitment. This commitment should be formalised in the role of a Project Sponsor or Champion, who should be embedded in the program to achieve sustainable change for the prevention of gender-based violence.

Creating a working group

Creating a working group is a key step in establishing the Respect and Equality in TAFE model in your institution. This might look different across the vocational education sector, with variables including whether you are a dual sector VET/Higher Education provider or a standalone VET provider.

Building a diverse working group, with representation from across the five domains within your organisation, will support you for success. Consider:

- your preferred process of calling for interest to participate in the working group
- member roles
- availability for meetings and tasks
- establishing terms of reference
- a communications strategy within the group and within the business
- how to keep your leadership team informed.

If you already have a gender equality working group or remit, consider how to integrate your objectives.

Working group capacity can vary based on your workforce and resources. Ideally the working group should comprise a minimum of five members of staff across the five domains.

The working group should meet semi-regularly (quarterly, monthly, biweekly, or weekly to be determined by the group) to discuss the strategy and implementation of the Respect and Equality in TAFE model. You can read more about creating a working group under steps for implementation, Step 1, page 34.

Appoint a Respect and Equality lead

Identifying and appointing an individual to take the lead on project managing Respect and Equality, with support and resourcing from leadership as the project sponsor to coordinate the work, is critical. This individual is referred to as the 'Respect and Equality lead' in this guide. The Respet and Equality lead provides oversight of the implementation, coordinates actions across the TAFE, holds the vision for gender equality, and communicates how to get there.

But one person or department cannot do it alone. The Respect and Equality lead will need to work closely with staff across the five domains. The Respect and Equality lead will oversee and support each domain to undertake various activities and will lead some components of the work. Guidance and support from the Respect and Equality lead combined with authorisation from the executive enables allocation of work across domains to create ownership, responsibility, accountability and impact across the whole of the institution.

It is imperative that the people leading the work have sufficient time and resources to enable them to carry out the activities. Without this, the initiatives may not reach as many staff as desired, or may not be as impactful.

Resources

- Respect and Equality domains - refer to page 20

Other whole-of-organisation models in learning environments:

- A whole-of-school approach (Our Watch respectful relationships education webpage)
- Change the story at your university (Our Watch *Educating for Equality* webpage)

Develop a Communications Plan

Develop a Communications Plan that drives cultural change as part of a whole-of-organisation approach to preventing gender-based violence. This communications plan should be regularly updated and reviewed, and should aim to:

- Communicate key information, ensuring your stakeholders are aware of the institution's commitment to preventing violence, available support, and everyone's role in creating a respectful environment.
- Keep stakeholders engaged to ensure everyone is informed about the action plan's progress.
- Create a culture of speaking up which encourages staff and students to feel confident in addressing and reporting sexism, harassment, discrimination, or violence.
- Highlight relevant resources that can be used by students, teachers and staff at your institution to support the whole-of-organisation approach.

Use diverse communication methods and channels to reach different staff and student cohorts.

Why a Communication Plan is essential from day one:

Build momentum: Early communication demonstrates commitment and generates buy-in from the TAFE community.

Ensure accountability: Publicly stating your intentions creates accountability and encourages ongoing engagement.

Gather input: Establish feedback mechanisms early to capture diverse perspectives and inform the implementation process.

Develop capacity: Crafting key messages and communication strategies early strengthens your team's ability to effectively engage stakeholders.

Drive cultural change: Consistent communication reinforces your TAFE's commitment to preventing gender-based violence and fosters a culture of respect and accountability.

Applying a whole-of-organisation approach

The Respect and Equality in TAFE model takes a whole-of-organisation approach to preventing gender-based violence, because evidence tells us that we need to work across all areas of an institution to make lasting change. Complex issues such as gender-based violence cannot be addressed with one activity. All efforts undertaken by TAFEs need to sit within a broader, institution-wide strategy that addresses the drivers of gender-based violence. This whole-of-organisation approach is not intended to replace or duplicate existing work. Rather, it aims to:

- draw together the entire TAFE community in a joint commitment to the prevention of gender-based violence
- complement and enhance existing diversity and inclusion work
- support a primary prevention approach in TAFE that is holistic and underpinned by a long-term strategy and sector coordination
- highlight the role everyone within a TAFE has in creating a culture where gender stereotypes are challenged, gender-based discrimination is unacceptable, and gender equality is actively promoted and modelled
- provide practical tools and resources to support TAFEs.

Prior to implementation, it is helpful for the project sponsor, Respect and Equality lead, and working group to have a good understanding of each of the five domains, and what challenging gender inequality looks like in each of the domains.

Ensuring the safety of staff and students

For primary prevention activities to be delivered safely, appropriate response policies, procedures and services must be in place. Evidence shows that when we openly discuss and show that a workplace supports the prevention of gender-based violence, staff and students may feel safe to disclose their own experiences of violence. Therefore, response systems and referral pathways to family violence and sexual assault services must be established before action to prevent violence is undertaken.[15] Some students will be under 18 years of age and VET, TAFE and dual-sector institutes are required to comply with the *National Principles for Child Safe Organisations* and the relevant child safety standards in their state or territory.

Under *The National Plan to Reduce Violence against Women and their Children 2010–2022* Australia's National Research Organisation for Women's Safety (ANROWS) produced the *National Risk Assessment Principles for Domestic and Family Violence* to be used in conjunction with your state and territory frameworks. Using best practice guidance, risk assessment tools and resources to assess violence risk and share that information safely across agencies is everybody's responsibility. Professionals across a broad range of services, organisations, professions and sectors have a shared responsibility for identifying, assessing and managing violence risk, even where it may not be core business.

It is essential that TAFEs are respectful and safe environments for people who may be experiencing or escaping violence. Not all TAFE staff are expected to become experts at responding to violence – but everyone has a role to play.

Key TAFE staff and educators should be trained in responding to disclosures of violence.[16] These staff members need to be aware of how and where to refer students or colleagues who disclose being a victim or a perpetrator of violence. It is important that individuals are connected to the service system through referral to Student Services and/or local family violence and sexual assault services. If there has been a disclosure by someone using violence, they can be linked to the perpetrator intervention services.

Additionally, TAFEs need protocols in place to ensure that no student or employee faces a penalty for circumstances related to experiencing violence (for example, missing a deadline, absence from work, or needing to disclose that another staff member or student perpetrated violence towards them). Processes and systems, such as complaints processes, mechanisms for handling misconduct, and Human Resources units, have a significant role in ensuring the safety of students and staff. Processes must be confidential, safe and timely. It is recommended that student-facing staff, Human Resources staff and counsellors consider completing a training on identifying and responding to disclosures of violence.

Resources

For staff training:

- Equal Space videos and training for TAFE staff (Our Watch resources)
- Prevention and Response Training (Safe and Equal online training resources)
- *Effectively preventing and responding to sexual harassment: A quick guide* (Australian Human Rights Commission resource)
- *Good Practice Note: Preventing and responding to sexual assault and sexual harassment in the Australian higher education sector*

You may also want to explore trainings in your state or territory.

Increasing staff understanding of the prevention of gender-based violence

As discussed on page 12, gender-based violence is driven by gender inequality. While not every person in the organisation needs to have a thorough understanding of the drivers of gender-based violence and the reinforcing factors (outlined on page 10), it is important that **key** staff have this knowledge. This will allow those key staff to impart this information to fellow colleagues, build a shared understanding, lead actions that will challenge gender inequality, ensure actions are evidence-based and do no harm, and build your capacity internally, thus enhancing sustainability.

Professional development may be required for staff to deepen their knowledge of the prevention of gender-based violence. Organisations that specialise in the prevention of gender-based violence regularly host training sessions that would be beneficial for key staff to attend. These organisations may be able to deliver an internal training session for the Respect and Equality Working group at a cost.

Our Watch has also developed a number of free, accessible evidenced-based resources that can support the Respect and Equality leads to build their understanding of the issue, and gain an insight into how organisations can effectively challenge gender equality in their environment. Workshop materials can be found on the Respect and Equality in TAFE website.

Dealing with resistance and backlash

What is resistance and what does it look like?

Resistance is a normal part of the change process as people may feel uncertain, threatened, or disagree with the change being proposed. When you're leading Respect and Equality initiatives in your institution, considering resistance as part of your planning will support you to reduce risk, increase engagement and make progress.[17]

Resistance can be understood as an inevitable response to challenges to male dominance, power or status, and is often interpreted as a sign that such challenges are proving effective.[18] Within TAFE, resistance can come from leaders, staff at all levels of your institution, students, industry partners or from stakeholders in the wider community including by both men and women.[19]

Resistance can present in different ways including:

- open hostility or aggression about your institutions' commitment and efforts to promote gender equality and prevent gender-based violence. This form of resistance is commonly referred to as backlash, and is the most severe form of resistence.
- complaints about the unfairness of actions and strategies put in place to support women's career advancement
- ignoring or trivialising complaints or allegations of gender-based discrimination and harassment in TAFE and VET institutions
- undermining, trivialising or de-prioritising initiatives and actions aimed at increasing gender equality.[20]

Why does resistance happen?

Since prevention of gender-based violence strategies and initiatives begin to challenge existing attitudes, behaviours and social norms, those who strongly support these norms and see them as traditional or natural are likely to feel resentful, threatened or anxious. As such, these initiatives are often met with deliberate and intensive efforts to maintain existing gender norms and structures or to slow progress towards gender equality. Resistance, including backlash, can have the effect of hindering or reversing progress towards violence prevention and gender equality and in rare cases backlash can lead to an increase in violence itself. The existence of resistance and backlash should not deter your institution from pursuing gender equality.[21]

Strategies to address and reduce resistance and backlash

It is worth planning for resistance so that you are prepared if/when it occurs. Strategies to address and reduce resistance may include:

1. Engaging all staff, student representatives and key industry partners in the process of institutional change

Your institution can work to minimise resistance by involving diverse stakeholders in discussions about the process of change. Resistance are not only demonstrated by men but by some women as well. Therefore, you may need to be deliberate about engaging those who you think are likely to be resistant to change or who have already started to show some resistance. Engaging staff will look different in different institutions but there are three key things that are important to consider:

- **Communicate about change** to keep staff informed of upcoming changes, why your institution thinks they are necessary, how it will benefit everyone and how the changes are supported by your institution's values and leadership.[22]

- **Provide opportunities for staff, students and stakeholders to ask questions and give feedback** in a safe and constructive environment. For example, by deliberately creating opportunities for discussion during team meetings or at lunchtime briefings.[23]
- **Engage men in a meaningful manner** that helps them to understand the drivers and impacts of violence and invest their time and skills in changing it. As 94 per cent of women who experienced violence since the age of 15 did so at the hands of a male perpetrator, it is important to include them in prevention work to minimise backlash and resistance.[24] Yet, while doing so, accountability to women and gender-diverse people must remain at the forefront and care must be taken not to reproduce the very gender power imbalances and dynamics that this work is seeking to challenge.[25]

2. Identify possible sites of resistance

Some questions that might help you identify sites of resistance include:

- Are there any staff members or teams that have shown resistance to institutional change or gender equality initiatives in the past?
- Who might be most affected by the advancement of gender equality in your institution?
- Are there sites or teams in your institution that show more disrespect towards women and gender-diverse people (for example, a site where it is known that sexist, homophobic or transphobic jokes are common)?[26]

3. Make sure your working group members have the knowledge, skills, and support they need to respond to resistance

Working group members, managers, and leaders may be the most appropriate people to deal with resistance. It is important to have a number of people prepared to address resistance because it may not always be directed at those leading the work.[27]

For example, it is common for communications staff to be on the receiving end of negative or critical emails or phone calls, so it is useful for someone in the communications team to be prepared to communicate

Your institution also needs to be ready to support staff to take action in response to acts of backlash or resistance that contravene workplace policies or current legislation; for example, a manager changing someone's hours as a way of punishing them for speaking up.[28]

It is important that support is provided to those who are affected by backlash, for example, counselling through an Employee Assistance Program.[29]

4. Proactively communicate and model respectful conduct

A clearly stated institutional commitment by leaders can be used to counter views and behaviours which undermine the validity of gender equality as an institutional goal. Additionally, it is also useful for the commitment to be explicit about which backlash behaviours and practices are unacceptable and emphasise that these behaviours will not be tolerated and will be addressed.[30]

Staff who have responsibility for communications and media are well placed to promote gender equality. As noted, they can prepare statements that express your institute's commitment to Respect and Equality. Communications staff can also assist by providing information to key staff on how to respond to backlash and resistance on social media or in emails and by drafting sample responses.[31]

Resources

- *Dealing with backlash and resistance* (Our Watch resource)
- *Understanding, monitoring and responding to resistance and backlash* (Respect Victoria and Our Watch resource)
- *Framework for identifying and addressing resistance & backlash* (Respect Victoria and Our Watch resource)

Vision

For respect and equality in TAFE, VET and dual sector institutions

TAFEs are leaders in preventing gender-based violence, and provide safe, welcoming and respectful environments for all.

1 Take responsibility

Build a working group, appoint a lead and a sponsor to lead and coordinate a whole-of-organisation approach across five domains.

2 Assess the current state of gender equality at your institution

3 Take action and track progress

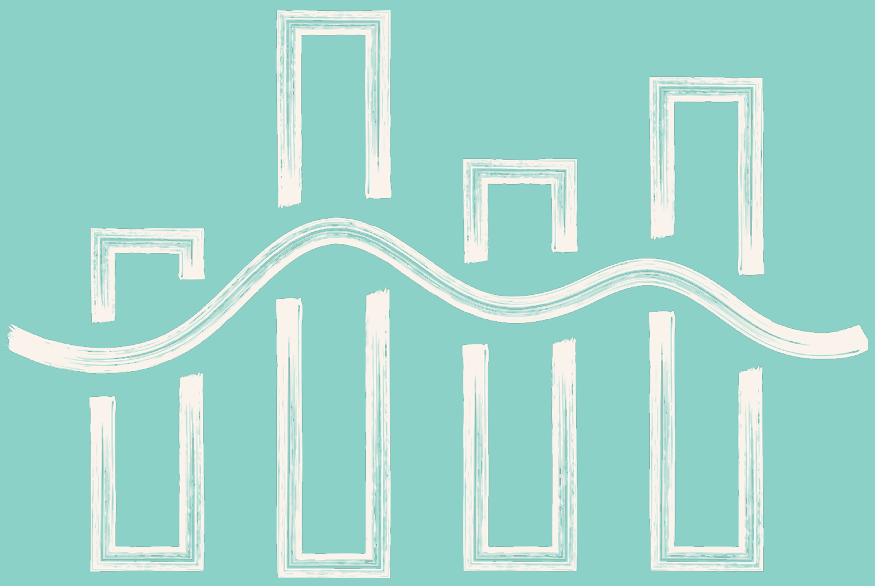
Domain	Workplace	Students	Teaching and Learning	Communications	Industry and Community
Lead	Leaders/ Business and Operations/HR	Student Services/ HR (OHS)	Educators	Communications/ Marketing	Student Services/ HR/Skills and Jobs Centres
Action	TAFE workplace structures, strategies and policies that promote gender equality are established and reviewed.	With active involvement from students TAFEs are gender equitable environments where students are safe and respected.	Course delivery modes incorporate and promote gender equality and respect into teaching practice.	Gender equality and respect are integrated into TAFE communications.	TAFE actively engages with industry and community partners for a gender equal future.

Transform business as usual

1. TAFEs enable **gender equality** in education over the life course.
2. TAFEs are vocational-educators and **employers of choice** for women and gender-diverse people.
3. TAFEs **say no** to discrimination, sexism, harassment and gender-based violence.
4. TAFE campuses are **safe places** where students and staff are treated with respect.

An effective approach to preventing gender-based violence and promoting gender equality in TAFE needs to be:

- tailored to suit the individual resources, capacity and needs of the TAFE
- owned and driven by the TAFE
- supported by a long-term strategy
- evidence-based
- focused on changing organisational culture
- a process of continual improvement



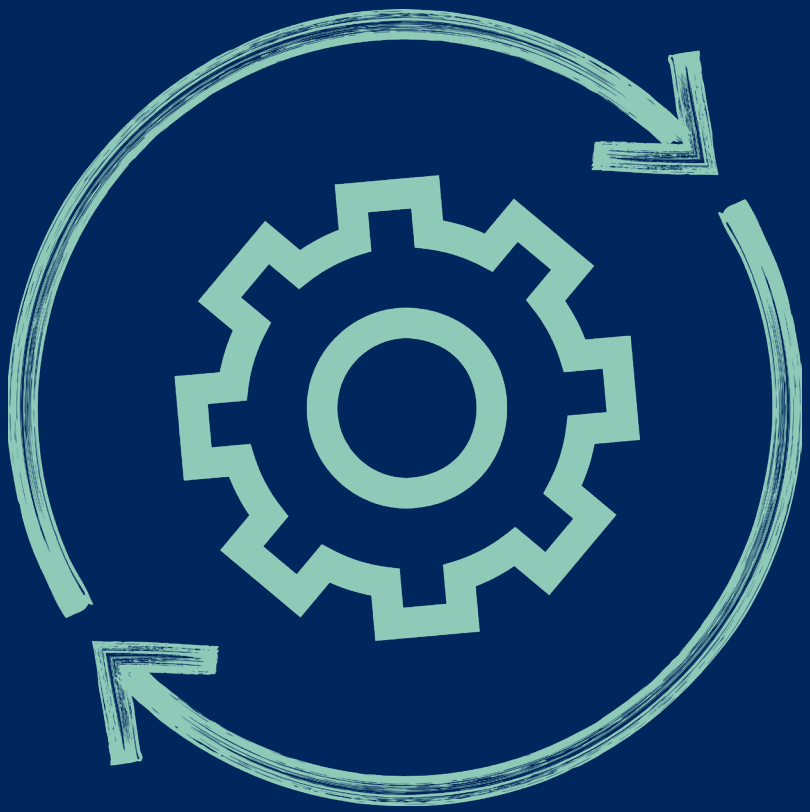
Steps for implementation

Step 1: Connect and align

Step 2: Self-assessment

Step 3: Develop an action plan

Step 4: Implementation and monitoring



Four steps for implementation of the Respect and Equality in TAFE model

Step 1. Connect and align

A range of different staff will be key in leading planned and coordinated actions across the five domains of the Respect and Equality in TAFE model. It is essential that these staff members are engaged from the very beginning.

Connecting with staff assigned to lead the work

To lead and coordinate work across the TAFE, it is a good idea to establish a Respect and Equality Working group. The working group should have representation of staff from each of the five domains, and comprise executive members, managers and leaders from across that TAFE that represent the communities your TAFE serve. Understanding their perspectives, unique barriers and opportunities and the support they might need along the way is key to success and sustainability. As the Respect and Equality Working group is brought together, it can be helpful for the group to review and leverage existing initiatives and auditing processes to support work on gender equality, both within your institution and with your partners in the community.

Investing time and effort early into capacity building for your working group members will help to increase readiness for change, build support for action, and manage resistance. People may need support to make the link between gender inequality, gender stereotypes, individual attitudes, social norms and gender-based violence (see pages 10-11).

To assist you with building the knowledge of your leaders and your working group about gender equality, the prevention of gender-based violence and the key elements of the approach, you can use the Respect and Equality capability workshop materials designed for:

- TAFE leaders and working group members
- Educators and education leaders
- Administrative staff.

For effective delivery of these workshops, link with an expert in gender equality and family violence prevention who can facilitate the workshops.

Aligning with existing objectives

Undertaking organisational change to promote gender equality can be a complex process, requiring the involvement of all staff members, and student participation. Leveraging existing work and connecting to the organisation's strategic direction, as well as broader state-wide or national initiatives, can enhance buy-in and outcomes. The more you can highlight how your work can feed into or complement existing commitments and strategies, or support reporting requirements, the easier it will be to get others on board. This could include reviewing the stated commitments of your institution (including mission statements, strategic plans, value statements and principles, etc.) or the requirements under current legislation and the standards of the national regulator, the Australian Skills Quality Authority (ASQA) or the Tertiary Education Quality and Standards Agency (TEQSA).

It can also be helpful to develop and share a business case that outlines the benefits for TAFE and specific departments engaging in this work.

Step 2. Self-Assessment

Gathering information for your self-assessment

You will need to collect and review data about gender equality within your institution. This is likely to require a desktop review of policies and procedures as well as consultation with key Human Resources staff, data custodians and Student Services staff.

Numbers rarely tell the whole story, but they do offer a way to identify where attention is needed. Collecting data can support you in:

- reflecting on the status of gender equality in your organisation
- establishing a baseline to enable you to track your progress
- engaging in critical discussion of barriers in your workplace
- making the case for resourcing needed to promote gender equality
- developing a good understanding of the student cohorts attending your TAFE
- understanding and monitoring gender segregation in particular courses by reviewing student gender-disaggregated data in course enrolments and completions, and to develop actions based on this data

As you collect data, it is important to create space to learn about the way that factors other than gender may also impact on someone's experience in the TAFE, including the types of discrimination and disadvantage that they experience. This will help you to ensure that the actions you take are meaningful, accessible and responsive to the experience of the entire student and staff community.

Dual-sector institutions, and TAFEs offering higher education

Dual sector institutions may already be collecting data to meet WGEA and SAGE Athena SWAN Awards.

Universities, and TAFEs offering higher education, may need to meet additional obligations under the National Plan to Prevent and Respond to Gender- based Violence, including the National Higher Education Code to Prevent and Respond to Gender-based Violence 2025.

Dual sector institutions will also need to consider additional components of their institution that are covered in Our Watch's 'Educating for Equality' model. For example, this model contains the 'research' domain, which outlines specific actions that can be taken in this area.

This domain has been added to a specific Assessment Tool for dual-sector institutions which can be accessed here.

Gender equality data collection – Workplace domain (staff)

The second step in the Respect and Equality in TAFE model is to collect information to inform your self-assessment and ascertain a baseline of gender equality across your institution.

You can use the Audit tool to collect data that is broken down for women, men and gender diverse people, to understand if and how groups are disadvantaged in the workplace.

While conducting the audit it is important to consider intersectionality (refer to page 16). Gender inequality may be compounded by the impacts of disadvantage or discrimination someone might experience on the basis of age, disability, ethnicity, and other factors. Therefore, you may choose to disaggregate data based on age, ethnicity, disability etc. to understand how these factors influence gender inequality within your workplace. For example this may include determining the ratio of women of colour in leadership and management positions.

When undertaking an audit, it is important for TAFEs to collect, investigate and respond to data collected against the following workplace gender equality indicators:

1. Ratio of men to women in the TAFE workforce, overall and by departments.
2. Ratio of men to women in leadership and management positions, including board, executive, senior and middle management levels.
3. Ratio of men and women in new hires and internal promotions, by level and department.

4. Average salary gap between women and men staff members, across the organisation and by department.
5. Comparison of men and women staff and managers who use flexible work arrangements.
6. Comparison of men and women staff who use and return from parental leave with continued employment for 12 months.
7. Changes in staff perception of workplace culture as measured by annual staff survey.
8. Reported incidence of sex-based discrimination and harassment.

Where to collect the data from

Gender equality data can be gathered via your workforce data from payroll, Human Resources or case management systems. Employee experience data can be sourced via existing staff surveys such as the People Matters Employee Surveys (or equivalent); an analysis of your existing staff data, such as employment status by gender and age; complaints data; board and committee composition by gender; and through the self-assessment process.

Resources

- *Data collection template*

Gender equality data collection – Student domain

The Respect and Equality in TAFE model recognises the importance of gathering and reviewing data about gender equality for students in your institution. A desktop review of student enrolment and completion data, enrolments in specific courses by gender, numbers of Aboriginal and Torres Strait Islander students, etc., can provide you with insight into the student cohorts and demographics. Demographic data can help you to better understand the student cohort – for example you may want to look at people of different ages, international students, Aboriginal or Torres Strait Islander people, LGBTIQ+ people, or students with disability.

Our Watch recommends that gathering student data include, at a minimum:

- the percentage of male, female and gender diverse students, overall and by course enrolment and completion.
- student demographics: Aboriginality, age, disability, ethnicity, gender identity, race and sexual orientation.
- gender disaggregated data, if available, on the number of students who are balancing caring commitments or returning to study following parental leave.
- student perceptions of TAFE culture as measured by annual surveys such as 'student experience surveys', if available.
- student perceptions on educators applying a gendered lens to their teaching practices.

You may wish to review and update your existing 'student experience surveys' to ensure they include questions about gender, cultural identity, disability and age and how gender impacts their experience at TAFE.

Further approaches to collecting data

In addition to the data collection methods already stated you will need to consider what additional information you may need to collect about any existing work and investigate how gender impacts your staff, students and community. Staff and students' gender can affect their needs and experiences at TAFE. Think about how the current policies, programs and services meet the needs of people of different genders; and how they address inequality and promote equality.

Remember that no data is information in and of itself! This gives you scope to think about how you might collect that information for next time in your Action Plan.

What do policy, programs and services look like in TAFE?

Consider how your institution currently promotes equality and addresses inequality. To undertake this data collection, you can include:

Policies

- Map existing policies, operating structures and partnerships that present an opportunity to promote or influence gender equality within the organisation or the community.
- Undertake a review of current resources, supports, relevant policies and procedures for staff and students, to look for differences in the way processes and policies are likely to impact differently on women, men and gender diverse people.
- Consider if staff and students who are impacted by the policies and procedures are included in the decision making around the issues that affect them.
- Review sexual harassment policies, including safe reporting and referral pathways for staff and students who experience sexual harassment.

Programs

- Consider what type of assumptions are made about women, men and gender diverse people in the TAFE's vocational education learning programs and how they are delivered by educators.
- Map existing student and staff groups, collectives, online forums, events and activities that focus on equality and social justice.
- Seek staff and students' views on the differences in how women, men and gender diverse people undertake and benefit from the units of competency they undertake.
- Apply a gendered lens to investigate and analyse the underrepresentation of women and gender diverse people in masculinised courses, and of men in feminised courses.
- Seek gendered information on your student outcomes following course completion, such as employment, pay gaps, work role status (some of this information can be obtained via National Centre for Vocational Education Research student outcomes data).

Services

- Investigate the internal violence support services for staff and students, and the local service system.
- Investigate how accessible and inclusive the internal support services are to students.
- Investigate the barriers students may face in accessing TAFE and completing courses (fee structures, student loans, family commitments, ESL supports, etc.).
- Conduct research/reviews on students' experiences of sexual harassment and assault on campus or within their industry placements.

Leadership

- Seek leaders' views on the most significant issues for staff and students in relation to respect and gender equality.
- Undertake a training needs analysis with members of your Respect and Equality working group and arrange training for the members if needed.
- Find evidence of your institution's commitment to promoting gender equality and respect through engagement with students, staff, industry partners and the community.

Consultation as you undertake this process

Consultation is essential so that everyone in the TAFE community has opportunities to provide feedback on their experiences at TAFE, to identify the ways gender influences and shapes their work and study lives, and to provide feedback on their experience of the Respect and Equality in TAFE model.

As you collect data, it is important to create space to learn about the way that factors other than gender may also impact on someone's experience in TAFE, including discrimination and disadvantage that they encounter. This will help you to ensure that the actions you take are meaningful, accessible and responsive to the experience of the student and staff community.

To understand what needs to change and why, staff and students should be asked about the current situation and what they would like the future to look like. Without feedback and input, some aspects of gender inequality may remain hidden, and you could end up prioritising inappropriate and ineffective actions. As part of this process, you may decide to consult with stakeholders outside your institution, such as key partners in industry and the local community, to understand their experiences of your institution's culture and practices.

All the information collected so far will help you prepare to finalise this step, which is to assess your institution under the five domains.

Safely engaging with staff and students

Throughout any change process, meaningful engagement with staff and students is critical. Consultation and engagement processes can be great opportunities to raise awareness and increase understanding of gender-based violence and to positively influence TAFE culture.

While these conversations about gender equality and violence are necessary and useful, they can be uncomfortable and bring up sensitive issues. It's important, therefore, that you ensure confidentiality where needed and provide safe and supportive opportunities for people to speak frankly. You should also make sure that anyone gathering information is equipped to answer common questions and concerns that arise, has the backing of leaders and is provided with opportunities to debrief.

Complete the self-assessment

This process asks you to consider where you are now, where you want to be and how you will get there. The aim of the self-assessment is to establish where your institution is in relation to gender equality so you can then tailor your approach to address any opportunities for improvement.

Now that you have gathered desktop data, and consulted with key people, completing the self-assessment across the five domains will help you understand where good practice is currently happening and where further action is needed. It will focus your planning in the areas most likely to yield the results needed to create a TAFE that actively promotes gender equality and respect and the prevention of gender-based violence.

The self-assessment tool has been developed specifically TAFE's, VET's and dual sectors to support reflection on the experience of preventing gender-based violence and promoting gender equality. The tool outlines how to go about undertaking the self-assessment in your institution. It provides information about what to look for under each of the domains, as well as examples of actions you can take to progress your work.

The self-assessment workshop provides an opportunity to engage your working group members from different departments and levels of your institution so that you can capture a range of experiences and better understand the factors that may enable or impede change.

Ensure you apply an intersectional approach to consider how gender inequality can be compounded by disadvantage or discrimination that a person may experience on the basis of other factors such as age, disability or ethnicity. You can use the Respect and Equality: *Intersectionality in practice guide* to support this work.

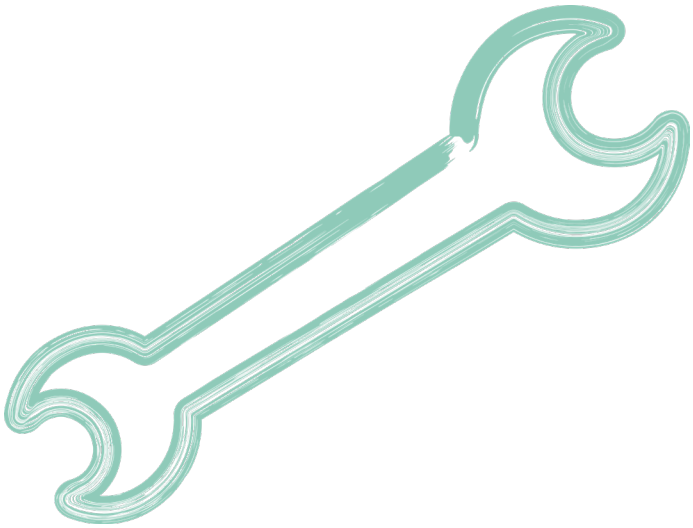
All the information you have gathered so far will inform the development and directions of your Respect and Equality action plan across each of the domains.

Resources

- Respect and Equality: *Intersectionality in practice guide*
- Respect and Equality: *Self-assessment tool*

Dual sector institutes may prefer to use dual-sector specific templates, which include a Research domain in addition to those listed in this resource. You can find the all the templates here.

Dual sectors may also wish to consult Our Watch's primary prevention guide for Universities called Educating for Equality.



Step 3. Develop an action plan

The results of the work that you have undertaken in steps 1 and 2 of this approach will indicate the current status of gender equality in your TAFE. This will provide a basis for you to plan strategies, actions and measures that both build on your strengths and address areas that need improvement.

Planning processes are as diverse as TAFEs themselves, so it's up to you how to develop your Respect and Equality action plan. An action plan template is available from the Respect and Equality website.

When developing your action plan, it might be tempting to select a few actions that sound easy to achieve, but it's important your choice of actions is deliberate and appropriate for your institution. You'll need to base your actions on the consultations, data collection and the self-assessment you have completed.

Mapping out how one action or achievement leads to the next will show whether you're on track to meet your long-term goals. Consider which actions might support other actions – for example, making sure that changes to one policy are reflected in other relevant polices. It's also important that you plan for change that builds over time. Once you identify your goals and gaps, use available evidence about what works to plan how you will achieve the desired outcomes.

Resources

- Respect and Equality: *Action Plan*
- Sample Gantt chart

Below: Examples of key actions under the domains.

Domain	Example action	
Workplace	Review recruitment and promotion practices with a gender and diversity lens, ensuring practices are cognisant of and challenge biases and assumptions.	
Students	Enable student engagement by involving students in the co-design of gender-based violence prevention activities.	
Teaching and Learning	Provide professional development opportunities for educators to learn how to apply a gender lens to their teaching practices.	
Communications	Review and update your communications strategy to promote gender equality and the prevention of gender-based violence.	
Industry and Community	Create opportunities for industry and partners to get involved in addressing gender inequality in their own work environments.	

Step 4. Implementation and Monitoring

Monitoring and reflection is an important part of understanding your progress and will help guide adaptations as you implement your Respect and Equality action plan.

Behaviour change can be a slow process, and transforming structures that give rise to gender inequality takes time. Each individual, team and department of your institution will go through different stages of change, so regular monitoring and reflection will help make sure your actions are appropriate to support sustained change.

It is important to consider what outcomes could be reasonably achieved over a period of time and to document the steps taken to achieve this outcome. This might include, for example, the establishment of governance structures to support gender equality, or the identification of staff who have a leadership role in promoting gender equality and preventing gender-based violence in TAFE.

For guidance on how to develop a simple monitoring plan see the Respect and Equality: *Monitoring guide*.

As you take action, remember the importance of partnerships with students, staff and other stakeholders and of communicating your work internally and externally. Connecting with others leading prevention work in TAFEs, schools or workplaces can support your work.

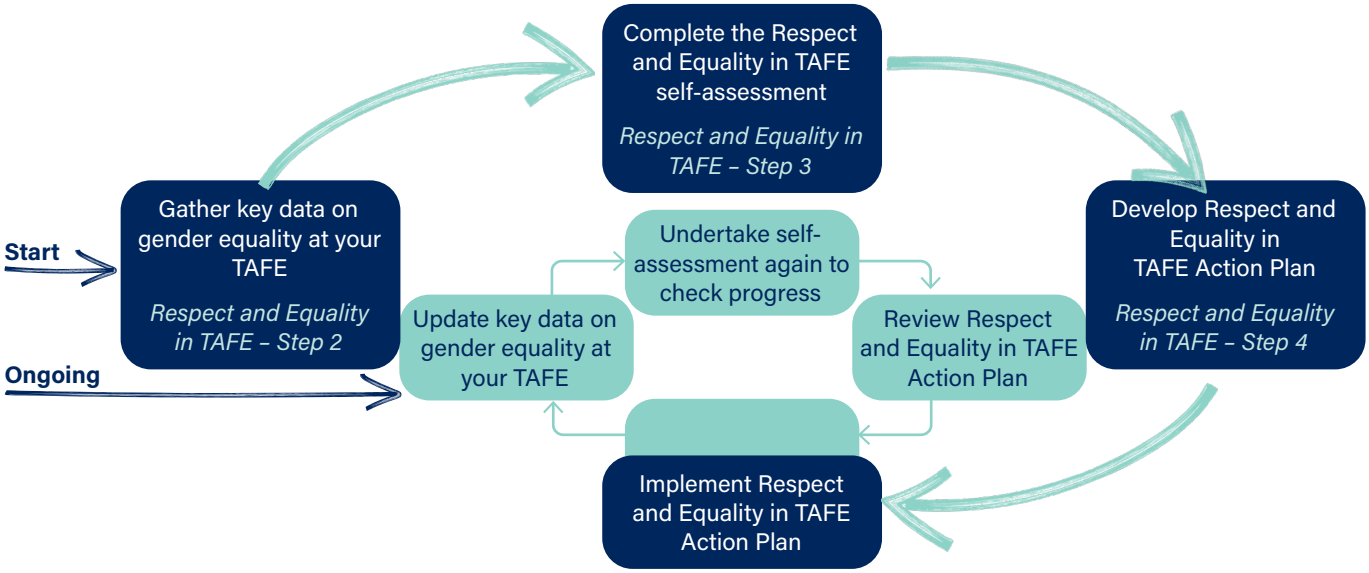
The Our Watch *Workplace Equality and Respect* website contains examples of good practice in workplace equality and provides guidance materials on a range of areas including:

- engaging leaders and securing commitment
- supporting cultural change
- communicating with staff and stakeholders
- responding to staff who experience violence or harassment
- dealing with backlash and resistance.

Working towards gender equality and the prevention of gender-based violence is a long-term process requiring cultural and structural change. Your action plan is a part of a long-term process, requiring you to review and report on your progress each year to evaluate what impact your efforts are having, and adjust your action plan accordingly.

TAFEs should consider how to bring together key stakeholders and different perspectives when reflecting on and interpreting the monitoring data. The Respect and Equality Working group plays an important role in contributing to the analysis of, and reflection on, data collected. This group can provide valuable insights into refining your approach in response to lessons learned, and how to report and share your learnings with a wider audience.

It's also critical to pause and recognise success. Celebrating and communicating the gains you have made will increase people's engagement with the work and help support further work. Reflecting on what has worked and what has not will support the formulation of more effective actions and support continuous improvement and more effective change in the long term.



Tools and resources

Building capability among leaders and staff

Our Watch resources:

- *Change the story: A shared framework for the prevention of violence against women and their children in Australia*
- *Changing the landscape: A national resource to prevent violence against women and girls with disabilities*
- *Changing the picture: A national resource to support the prevention of violence against Aboriginal and Torres Strait Islander women and their children*
- *Men in focus practice guide: Addressing masculinities and working with men in the prevention of men's violence against women*

Our Watch webpages:

- Quick facts about violence against women
- *Putting the prevention of violence against women into practice: A Handbook*

Training opportunities:

- Course in Gender Equity – 22521VIC (nationally recognised training course)
- Course in Identifying and Responding to Family Violence Risk – 22510VIC (nationally recognised training course)
- Prevention and Response Training (Safe and Equal online professional development and training courses)
- Equal Space videos and learning modules (Our Watch resources)

Evaluation and monitoring tools:

- *Evaluating Victorian projects for the primary prevention of violence against women: A concise guide* (VicHealth)
- Respect and Equality: *Monitoring guide* (Our Watch)
- *SAMPLE* Respect and Equality: *Action Plan* (Our Watch)

Workplace

Websites:

- Workplace Equality and Respect
- Workplace Gender Equality Agency

Resources:

- *Preventing and responding to sexual harassment: A quick guide for employers* (Victorian Equal Opportunity and Human Rights Commission)
- Respect and Equality: *Key messages* (Our Watch)
- Respect and Equality: *Self-assessment tool* (Our Watch)
- *Sex discrimination* (Australian Human Rights Commission)
- *Workplace equality: A model for preventing violence against migrant and refugee women* (Multicultural Centre for Women's Health)

Teaching and learning

Resources:

- Respect and Equality: *A practice guide for TAFE educators* (Our Watch)
- *Teaching gender equity: a toolkit for teaching gender equity units of competency* (Women's Health Victoria)

Websites:

- *Educating for Equality - Universities* (Our Watch)
- *Equality and Respect in Sport* (Our Watch)
- *Media Making Change* (Our Watch)
- *Respectful Relationships Education* (Our Watch)
- *Workplace Equality and Respect* (Our Watch)

Communications

Websites:

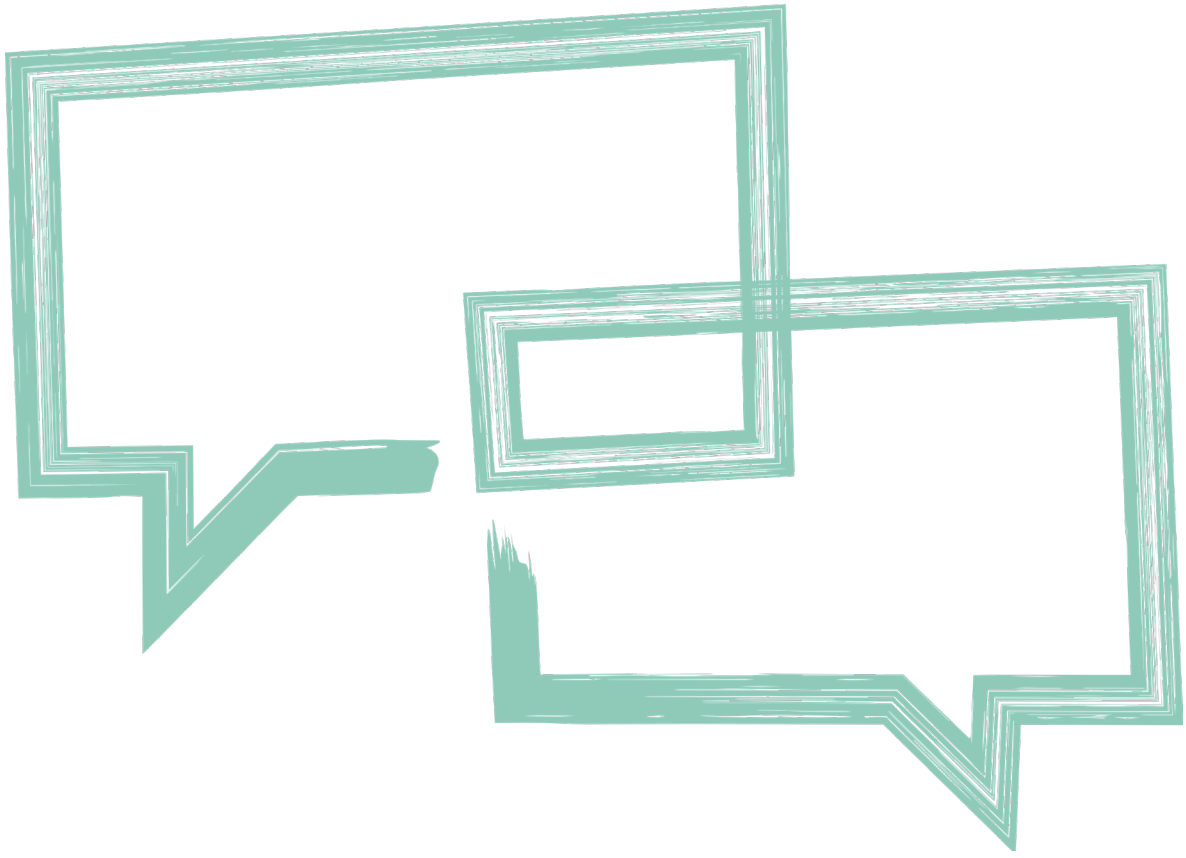
- 16 Days of Activism against Gender-based Violence (UN Women)
- International Day for the Elimination of Violence against Women (United Nations)
- *The Line* (Our Watch)

Resources:

- *Communications Guidelines for Preventing Violence Against Women* (Women's Health in the North)
- *Framing masculinity: Message guide* (VicHealth)

Policy

- *National Plan to End Violence Against Women and Children 2022–2032*
- The Australian policy context (ANROWS webpage)
- Domestic and family violence prevention and response (Community Door webpage)



Partnerships

Effective partnerships are a central ingredient to the success of the whole-of-organisation approach and to implementing your Respect and Equality action plan. Partnerships include internal partners, external stakeholders, community, industry and students.

Internal collaborations

TAFE staff and the departments they represent are major contributors to the success of the program. The Respect and Equality working group will assist in coordinating and implementing the action plan in partnership with your institution's leadership team, senior managers, Human Resources, educators, students, Student Services and communications teams.

Students

Engaging students as partners will help ensure that actions are relevant and engaging for this audience. Consider early how you will engage students and who else may need to support this process. You may need to work closely with Student Services, or partner with educators to integrate new content into classroom activities, curriculum, assessment and fieldwork opportunities.

Engaging students as partners

Suggestions:

- Set up a student working group enabling students to have input in the design, direction and implementation of relevant activities.
- Engage students by using a co-design approach to work together on prevention campaigns such as 16 Days of Activism and those connected to International Women's Day.
- Invite the student group to review, analyse and contribute to an update of student-facing policies and procedures.
- Identify opportunities to influence curriculum by working with educators and students to incorporate knowledge of gender equality and prevention of gender-based violence into the curriculum and assessments.
- Invite contributions from media and communications students to assist with designing and delivering relevant elements of the gender equality communications plan.

Community partners

Ultimately our goal in this work is to provide a safe, inclusive and respectful place for all members of the community, regardless of age, race, ability, socioeconomic status, sexuality or gender. While this may seem overwhelming, it is not necessary for one organisation to be an expert on all these social issues. Having a relationship or partnerships with a specialist organisation can be a way to gain expert advice, ensure strategies are relevant to the population at hand, and build your own skills and knowledge.

TAFEs can establish and nurture connections with external specialist agencies in the local area by:

- Developing relationships with external partners that specialise in gender equality and the prevention of gender-based violence.
- Joining a local area gender equality or primary prevention of gender-based violence program such as Communities of Practice, to enable increased capacity in gender equality and create opportunities for shared activities and collaborative efforts.
- Seeking partnership with local family violence and sexual assault services. Hearing from response services can help those undertaking prevention work keep sight of people's lived experiences of family violence and other forms of gender-based violence.
- Connecting with specialist services to provide vital supports to the diverse population of staff and students within your institution. For example, connecting with specialist services that support people with disability, LGBTIQ+ people, Aboriginal and Torres Strait Islander people, or migrant and refugee communities can support you in better understanding your staff and student cohort.

Local industry

Where possible, engage with local industry and include them on relevant working groups and program activities. Seek opportunities to engage with industry representatives such as unions or industry peak bodies.

Some ideas:

- Explore how your institution and industry can work together to desegregate specific professions and industries that tend to be dominated by one gender, and how to increase the gender balance in that workforce.
- Promote workplaces that are safe and inclusive for all people.
- Study the pay and working conditions in feminised industries, especially those occupied by women from culturally and linguistically diverse communities.

Language and conceptual framing

Our Watch, *Change the story* and the Respect and Equality TAFE model deliberately adopts the language and scope of 'gender-based violence' or 'gendered violence'. These terms align with language used in regulatory frameworks for preventing violence in education institutions, and are intended to be inclusive of all people who experience violence in a TAFE context. Other terms that refer to gendered violence may be used interchangeably, including violence against women, which is the most common form of gender-based violence. These terms are used most often because:

- 'Violence against women' is the term used in the international human rights context, derived from the Declaration on the Elimination of Violence against Women, reflected in United Nations guidance, and used in international research and practice. Australia's approach should align with this international usage.
- While domestic, family and sexual violence are the most common forms of violence against women, there are other forms of violence that women experience that are not captured by this language, including, for example, sexual harassment, violence against women in residential care, misogynistic and violent online abuse, reproductive and other forms of coercion (for example, withholding medication or disability aids), and trafficking of women. The broader term 'violence against women' is better able to encompass the whole range of different forms of violence against women that occur across diverse contexts but that share gendered drivers.
- Women make up the overwhelming majority of victims of domestic and family violence and sexual violence, making the term 'violence against women' more appropriate and accurate, and more effective in communicating the gendered nature of this violence.
- The term 'domestic, family and sexual violence' suggests three separate or different forms of violence, yet domestic and family violence often includes sexual violence.
- Even in relation to partner violence, the terms 'domestic' or 'family' violence are too narrow to capture violence perpetrated by men who are not in a 'domestic' or familial relationship with their victim (for example, dating violence). The term 'violence against women' provides a scope that better encompasses all forms of intimate partner/ex-partner violence. Framing a national approach to prevention of all forms of 'violence against women' and maintaining consistency in the use of this language will help address all these issues.

This framing requires a focus on the gendered nature of the issue. It brings multiple forms of gendered violence into view and helps build understanding of the connections between them. From a prevention perspective, it demonstrates the value of addressing the shared gendered drivers that underpin the many different but related forms of men's violence against women.[32]

What we mean when we say 'women'

The Respect and Equality TAFE model recognises that the category of 'women' is a socially constructed one, and part of a binary system of sex and gender categories that does not represent the gender diversity of the population. The inherent limitations of binary language are acknowledged on the following page.

The model's definition of a woman includes anyone who identifies and lives as a woman, which includes cisgender and transgender women. It recognises that the violence experienced by cisgender heterosexual women can be different from violence experienced by lesbian women, bisexual women or transgender women, who may also be targeted on the basis of their sexuality and/or their perceived gender non-conformity.

Women are not a fixed or homogenous group. Women comprise 50.2 per cent of the Australian population who all have experiences as women, but who also hold multiple identities and have different experiences based on their age, religion, class, ethnicity, experience of disability, Aboriginal and/or Torres Strait Islander or non-Indigenous status, education, geographic location, sexuality or gender identity, health status, migration experience or family background.[33]

The use and limitations of binary language

The current framing of much prevention work tends to use binary language; that is, language that assumes only two categories of sex and gender and is limited by binary terms such as men/women, male/female, masculinity/femininity. The field is also largely focused on the experiences of those who are cisgender and heterosexual. Binary language is commonly used and understood in Australia because the evidence shows that cisgender heterosexual women make up the largest cohort of victims of gendered violence (and current data collection mechanisms are likely to prioritise these experiences), and that this violence is overwhelmingly perpetrated by cisgender heterosexual men.

While neither sex nor gender exist in binary categories, these categories still have very real effects. For this reason, binary language is useful to frame discussions about gendered violence, because it conveys the overwhelmingly gendered nature and dynamics of perpetration and victimisation. At the same time, however, there are people whose experiences and identities are not captured by the use of binary language and this should be acknowledged.

Prevention efforts ultimately seek to be gender transformative, and this means wherever possible using inclusive, expansive language that does not reinforce gender binaries. However, it is also important that prevention efforts both acknowledge the very real effects of binary categories in the current social context, and respond to current community understandings of gender, if they are to effectively take people on this transformative journey. This means that there will be circumstances in which it is necessary to use binary gendered language to convey an intended meaning. In doing so, it remains important to recognise the limitations of such language and acknowledge the need for additional work to reflect the experiences of those whose experiences and identities do not fall within a binary framing.[34]

See Our Watch's key framework, *Change the story*, for more on primary prevention of violence against women in Australia.



Glossary

Ableism – The system of beliefs, processes and practices that privilege people without disabilities, and disadvantage and exclude people with disabilities.[35] These beliefs include dominant ideas and expectations about typical abilities of people's bodies and minds. Society applies these standards to determine who is worthy, able or 'normal', and discriminates against and disadvantages people who fail to meet this imaginary standard.[36]

Ageism – The system of beliefs, processes and practices that disadvantage and discriminate against people in particular age groups, especially older people and young people.

Backlash/resistance – the resistance, hostility or aggression with which gender equality or violence prevention strategies are met by some groups. From a feminist perspective, backlash can be understood as an inevitable response to challenges to male dominance, power or status, and is often interpreted as a sign that such challenges are proving effective.[37]

Bystander – someone who sees or hears about an act of sexism, harassment, discrimination, or any other form of inappropriate or violent behaviour. People who witness such behaviour (but who are not involved either as perpetrators or victims/survivors) are in a position to be powerful allies in challenging sexist and discriminatory behaviours and attitudes.

Bystander intervention – bystander approaches focus on the ways in which those who are not themselves direct targets of sexism, abuse or disrespect can identify, intervene and engage others in challenging such attitudes, practices and behaviours. Bystander intervention is a primary prevention approach because it aims to help reduce the social sanctioning or condoning of the attitudes, behaviours and practices that drive violence against women.

Cisgender – A person whose gender identity aligns with the sex assigned to them at birth. The term 'cis' is often used as an abbreviation.

Cisnormative/cisnormativity – Refers to a general perspective that sees cisgender experiences as the only, or central, view of the world. This includes the assumption that all people fall into one of two distinct and complementary genders (man and woman) which corresponds to their sex assigned at birth, or what is called the gender binary. It also relates to the systemic and structural privileging of the social models of binary sex and gender.

Colonisation – refers to the act of the British invading and claiming the land now called Australia, thereby dispossessing the Aboriginal and Torres Strait Islander people who had previously lived on and been custodians of these lands for thousands of years. It also refers to the ongoing settlement and establishment of British colonies, and later the Australian nation. It is not only a historical act but also an ongoing process, in particular because there has been no treaty or other form of settlement or agreement, and because many contemporary laws, policies and practices fail to recognise the specific status and human rights of Aboriginal and Torres Strait Islander people as Indigenous peoples; but also because it continues to have significant impacts for Aboriginal and Torres Strait Islander people today.

Disclosure – when someone tells another person about violence they have experienced, perpetrated or witnessed. Undertaking activities to prevent violence against women can often lead to an increase in disclosures. This is because effective primary prevention initiatives raise awareness about harmful attitudes and behaviours, and create a safe space for people to discuss their experiences.

Domestic violence – refers to acts of violence that occur in domestic settings between two people who are, or were, in an intimate relationship. It includes physical, sexual, emotional, psychological and financial abuse.[38] See also Family violence.

Dominant forms of masculinity – the particular attitudes, norms, stereotypes, roles and practices that men are expected to support, conform to or participate in, and that operate at and across structural, systemic, organisational, community, interpersonal and individual levels of society.

Emotional/psychological violence – can include a range of controlling behaviours such as control of finances, isolation from family and friends, continual humiliation, threats against children or being threatened with injury or death.[39]

Evidence-based – models, approaches or practices found to be effective through evaluation or peer-reviewed research. Evidence is usually published and may be found in full or summarised in academic research documents, organisational reports, program evaluations, policy papers and submissions. There is a strong evidence base for strategies to prevent gender-based violence. As our understanding of what drives gender-based violence in different population groups and settings increases, the evidence base will continue to evolve.

Family violence – a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members.[40] This includes, for example, elder abuse and adolescent violence against parents. Family violence includes violent or threatening behaviour, or any other form of behaviour that coerces or controls a family member or causes that family member to be fearful.[41] In Indigenous communities, family violence is often the preferred term as it encapsulates the broader issue of violence within extended families, kinship networks and community relationships, as well as intergenerational issues.[42] For LGBTIQ+ people, 'family' may be defined as the 'chosen family' sometimes created in the context of rejection by biological families, but there is no research on violence in this context.[43]

Gender – the socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women. Gender defines masculinity and femininity. Gender expectations vary between cultures and can change over time.

Gender-based violence – any form of physical or non-physical violence, harassment, abuse or threats, based on gender, that results in, or is likely to result in, harm, coercion, control, fear or deprivation of liberty or autonomy

Gender equality[44] – involves equality for people of all genders. This term is used in the substantive sense to mean not only equality of opportunity but also equal or just outcomes (sometimes also called equity). It requires the redistribution of power, resources and responsibilities between people of all genders, and the transformation of the underlying causes and structures that create and sustain gender inequality.

Gender equality – the process to achieve gender equality. Gender initiatives recognise that women and gender diverse people are not in the same 'starting position' as men, and that treating people the same way may not result in fairness.

Gender lens – a way to make gender visible by investigating whether policies, laws, regulations and opportunities have different effects on people of different genders, or whether they reproduce harmful gender stereotypes or gender-based discrimination.

Gender roles – functions and responsibilities expected to be fulfilled by women and men, boys and girls within society or culture.

Gender disaggregated data – data that is broken down separately for women, men and gender diverse people.

Heteronormativity – a belief and general perspective that sees heterosexuality as the only 'normal' sexual orientation, and heterosexual experiences as the only, or central, view of the world. This perspective also assumes a linear relationship between sex, gender and sexuality (for example: male, man, heterosexual man), and is based on and reinforces the systemic and structural privileging of binary models of sex and gender, that assume a person's sex and gender identity corresponds to their sex assigned at birth.

Intersectionality – describes the interactions between multiple systems and structures of oppression (such as sexism, racism, classism, ageism, ableism, heteronormativity and cissexism), as well as policy and legal contexts (such as immigration status). It acknowledges that some people are subject to multiple forms of oppression and 'the experience is not just the sum of its parts.'[45] An intersectional approach is 'a lens, a prism, for seeing the way in which various forms of

inequality often operate together and exacerbate each other.'[46] Conversely, intersectionality also highlights the intersection of multiple forms of power and privilege. An intersectional approach is critical for preventing gender-based violence because patriarchal power structures always intersect with other systems of power. Gender-based violence occurs in the context of both gender inequality and multiple other forms of structural and systemic inequality, oppression and discrimination. All of these intersect to influence the perpetration of violence, the prevalence, nature and dynamics of violence, and women's experiences of violence. Understanding and addressing these intersections is necessary to effectively address the drivers of gender-based violence and prevent this violence across the population.

Intimate partner violence – any behaviour by someone within an intimate relationship (including current or past marriages, domestic partnerships, familial relations, people who share accommodation, and dating relationships) that causes physical, sexual or psychological harm to those in the relationship. This is the most common form of family and domestic violence and the most common form of violence against women.

Leaders – anyone within the TAFE with formal responsibility for leading groups of people and the power to influence them. Leaders can be from all levels and all areas of the TAFE. Some TAFEs may find separating out the types of leaders across their TAFE beneficial when conducting the self-assessment and developing their actions plan.

Patriarchy – a social structure where the ideas, needs and actions of men are dominant over those of women (and gender-diverse people) and where men (as a group) hold social, political, cultural and economic power. Patriarchy is associated with a set of ideas that seek to explain and justify this dominance and attribute it to innate differences between different genders.

Sexism – discrimination based on gender, and the attitudes, stereotypes and cultural elements that promote this discrimination.

Sexual harassment – an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated, where a reasonable person would anticipate that reaction in the circumstances.[47]

Sexual violence – sexual activity that happens where consent is not obtained or freely given. It occurs any time a person is forced, coerced or manipulated into any unwanted sexual activity, such as touching, sexual harassment and intimidation, forced marriage, trafficking for the purpose of sexual exploitation, sexual abuse, sexual assault, and rape. Sexual assault is only one type of sexual violence and does not include sexual harassment, or broader and complex forms of sexual violence, such as technology-facilitated or image-based abuse.

Social norms – the informal, mostly unwritten and unspoken collective rules that define typical, acceptable, appropriate and obligatory actions in a social group, setting or society. They are produced and reproduced by customs, traditions and value systems that develop over time to uphold particular forms of social order.

Structural discrimination and disadvantage – a condition produced when the norms, policies and systems that operate within society create patterns that see people in particular groups more likely to experience discrimination and are more likely to be disadvantaged compared to others.

Violence against women – 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.

'Whole-of' approach – a 'whole-of' approach to prevention means that your strategy aims to engage everyone in the population, community or organisation. For TAFE this means working with and across the entire TAFE population. This includes TAFE boards, directors, executives, senior managers, Human Resources, educators, students, etc. A 'whole-of' approach recognises that change is complex and requires actions to embed prevention across all areas of an organisation.

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