



EDUCATING FOR EQUALITY

A model to address gender-based violence
at, and through, Australian universities

A WHOLE-OF-UNIVERSITY APPROACH

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Universities Australia, Our Watch and the Victorian Government acknowledge the traditional owners of the land across Australia on which we work and live. We pay our respects to Aboriginal and Torres Strait Islander peoples past and present, and we value Aboriginal and Torres Strait Islander histories, cultures, and knowledge.

INTRODUCTION

Universities are vibrant and inclusive communities, committed to providing safe and supportive working and learning environments for everyone.

In 2016, Australian universities embarked on a program of work, called *Respect. Now. Always.*, to prevent sexual violence in university communities and improve support for victims/survivors of violence. As educators of 1.5 million students, and leaders in research and knowledge creation, universities are well placed to showcase gender equality in action and contribute to the growing evidence base for effective primary prevention. The commitment of Australian universities to drive and lead change has resulted in significant improvements – but there is still more to do.

Educating for Equality aims to provide universities with a whole-of-university approach that can help guide, support and build upon existing work to promote gender equality and prevent gender-based violence. This whole-of-university approach is not intended to replace or duplicate existing work.

Rather, it aims to:

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

Educating for Equality draws on the national and international evidence base including *Change the Story* – Australia's national framework for the primary prevention of violence against women.

This document uses the term 'victim/survivor' to describe someone who has experienced violence. This term acknowledges the strength and resilience shown by people who have experienced violence or are currently living with violence. It is acknowledged that individuals may use other terms to identify themselves.



WHAT IS GENDER-BASED VIOLENCE?

Gender-based violence is defined by the United Nations as any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.¹

Internationally, there is emerging evidence and increasing recognition that gender-based violence also includes harmful acts directed towards someone because of their gender – such as someone from the lesbian, gay, bisexual, trans, intersex, queer and questioning (LGBTIQ+) community.²

Gender-based violence is not just physical – it includes behaviours that are controlling or cause psychological, emotional and financial harm.

All violence is unacceptable, no matter who perpetrates it and who experiences it. But the scale and nature of gender-based violence requires our immediate attention.

In Australia, one woman is murdered by a partner every nine days. One in five women will experience sexual violence in her lifetime. One in four women will experience emotional abuse from a current or former partner. Women are nearly three times more likely than men to experience violence from an intimate partner.³

Although data is limited, available evidence indicates that LGBTIQ+ people are just as likely as non-LGBTIQ+ women in the general population to experience family and domestic violence.⁴

Gender-based violence in universities reflect experiences of violence in the general community. Universities are vibrant and inclusive places and some of the people who are most likely to experience violence also attend universities in large numbers. The 2016 national student survey showed women were more than three times as likely as men to be sexually assaulted, and students who identified as bisexual or asexual were nearly three times as likely as heterosexual students to experience sexual assault.

Gender-based violence is prevalent. But it is preventable.

Given the distressing and lasting impact violence can have, efforts have mainly focused on responses and supports for victims/survivors of violence. However, the best way to end gender-based violence is to prevent it from happening in the first place. We can do this by addressing the structural causes and the underlying drivers of violence to improve gender equality in all elements of everyday life.

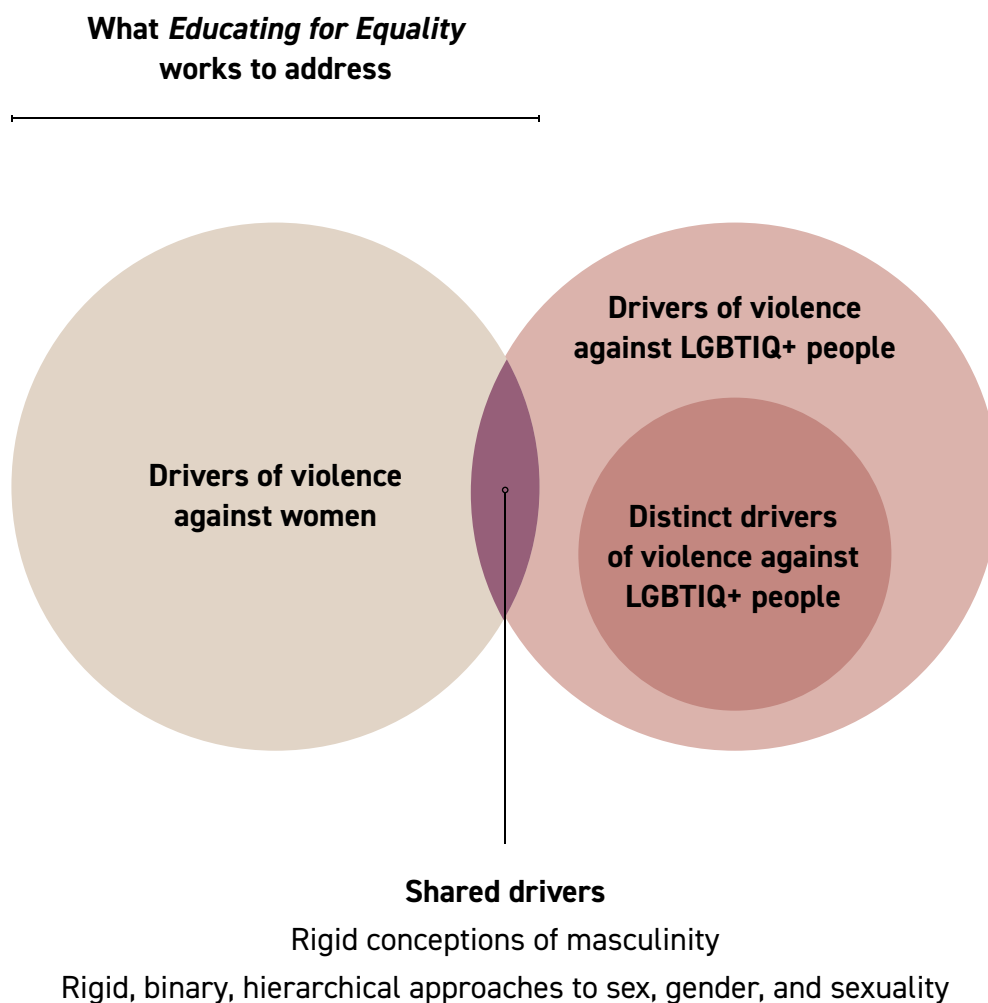
Emerging evidence shows that there is overlap between the drivers of violence against women and drivers of violence against the LGBTIQ+ community.⁵ *Educating for Equality* includes within its scope violence experienced by women and people from the LGBTIQ+ community. This is shown in Figure 1. *Educating for Equality* recognises this overlap and supports universities to provide a safe and violence-free environment for women and LGBTIQ+ people. Universities believe that all violence is unacceptable, whether it occurs in the home or in public, and no matter who perpetrates it.

This document uses phrases like 'women and LGBTIQ+ people' or 'men and LGBTIQ+ people'. It is recognised and respected that some people identify as both men and LGBTIQ+ or women and LGBTIQ+. This phrasing draws attention to the distinct ways that heterosexual cisgender men and women and LGBTIQ+ people are treated, included, represented and afforded opportunities and power across society.

The evidence on the drivers of violence against LGBTIQ+ people is still emerging. The actions outlined here will not be enough to guide the prevention of all forms of violence against LGBTIQ+ people, but they provide a foundation for further work. By addressing the gendered drivers of violence against women, we may be able to reduce rates of violence against LGBTIQ+ people, especially in combination with other targeted initiatives that address the distinct drivers of violence against LGBTIQ+ people.

For those universities that do not already do so, it is recommended that universities engage with and promote partnerships with LGBTIQ+ community organisations that specialise in addressing family violence, dating violence, and sexual assault and sexual harassment experienced by LGBTIQ+ people.

Figure 1: Overlap between drivers of violence against women and LGBTIQ+ people



WHAT DRIVES GENDER-BASED VIOLENCE?

International and Australian research clearly demonstrates that violence against women is driven by gender inequality.⁶ Gender inequality is where men and women do not have equal social status, power, resources or opportunities, and their voices, ideas and work are not valued equally by society. Having a low level of support for gender equality is the strongest predictor of attitudes supporting violence.⁷

Most Australians believe that people can play a range of roles regardless of their gender, but there is still a persistent belief among some people that someone's gender means they are naturally more suited to certain responsibilities in public and private life or have distinct personal characteristics (for example, women better carers and should stay at home). One in three Australians think it is natural for a man to want to appear in control of his partner in front of his male friends.⁸ One in seven do not agree that women are as capable as men in politics and in the workplace.⁹

These attitudes and behaviours undermine gender equality and excuse violence by suggesting there are factors that make some men unable to control their behaviour or are based on stereotypes of women's sexualities (for example, they are submissive in sexual matters). They also excuse and condone forms of violence such as homophobia and transphobia.

It is important to recognise that people from the LGBTIQ+ community are affected by stereotypes and attitudes in different ways to people from the non-LGBTIQ+ community. The expectation that everyone must be attracted to the opposite sex, or that people must dress or pursue interests according to gender stereotypes, disproportionately affects LGBTIQ+ people. The result is discrimination, inequality and intolerance of people who identify outside of these norms.

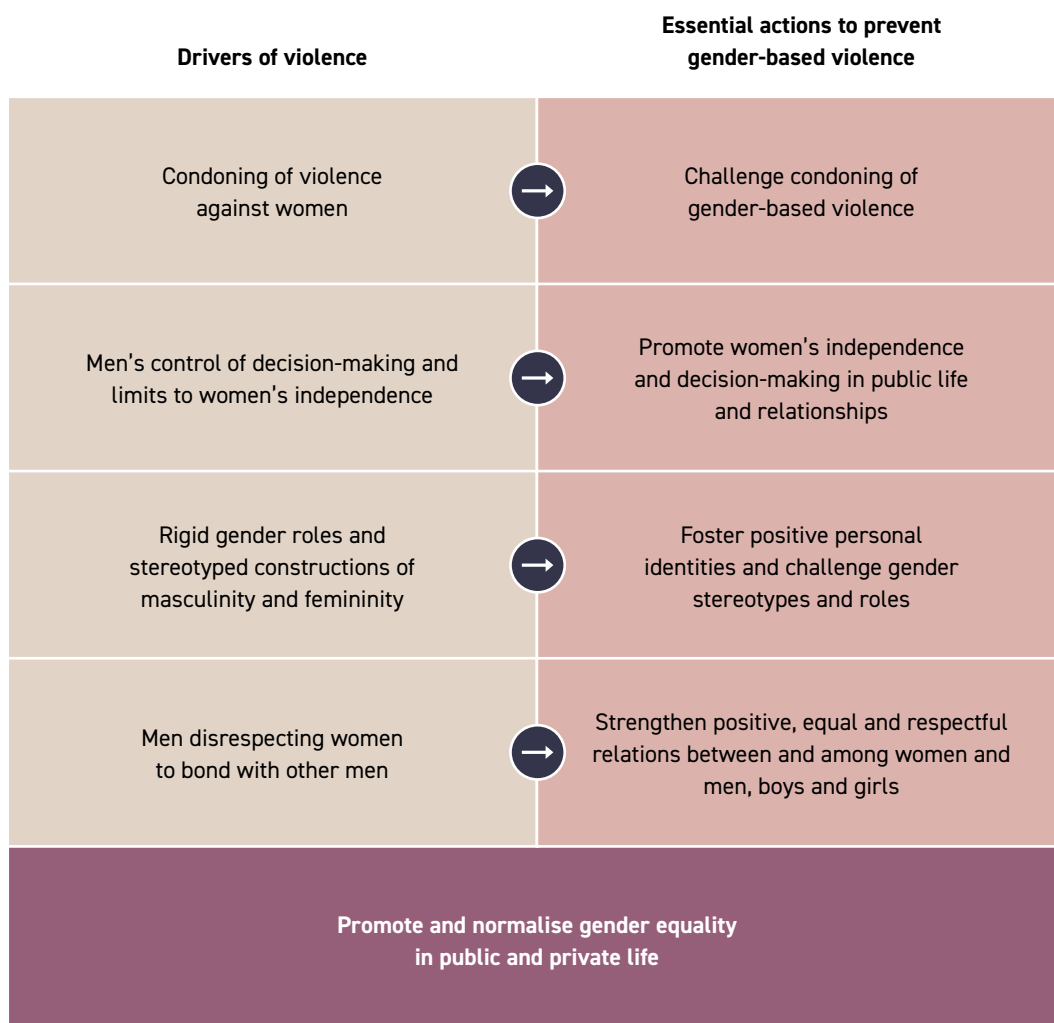
Change the Story – Australia's shared framework for the primary prevention of violence against women and their children – identifies four expressions of gender inequality that increase the likelihood of violence against women occurring. These are known as the 'gendered drivers'. These four expressions are described below.

<p>Condoning violence against women</p> <p>Attitudes, words, and actions that trivialise, make light of, or justify violence against women allow people to think violence is acceptable or excusable.</p>	<p>Men's control of decision-making and limits to women's independence</p> <p>When men control decision making and resources in the home, workplace or community, they have an opportunity to abuse power, while women have less power to stop it, call it out, or leave.</p>
<p>Rigid gender roles and stereotyped constructions of masculinity and femininity</p> <p>Strict ideas about what women and men can and should do limit men's and women's choices. When male dominance is normalised, violence can be used to punish women who don't meet expected roles.</p>	<p>Men disrespecting women to bond with other men</p> <p>When aggression and disrespect are seen as natural parts of being 'one of the boys', it is more likely violence towards women will be excused – by the perpetrator, their peers, and the community.</p>

Other factors – such as harmful use of alcohol – can increase the frequency or severity of violence but are not the cause of it. Strategies targeting these factors are important to address, however gender equality must be at the heart of our solutions. In addition to identifying the drivers of violence, *Change the Story* also identifies the essential actions that are required to prevent violence from occurring. These actions are outlined in Figure 2.

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.

Figure 2: Drivers of gender-based violence and actions to prevent them



WHY DO PEOPLE EXPERIENCE GENDER INEQUALITY DIFFERENTLY?

While gender inequality is always a driver of gender-based violence, it is not the only or most prominent factor in every situation.

Not all women, men, non-binary and gender diverse people experience gender inequality in the same way. For example, a woman who is a professor at a university will have a different experience of sexism to an 18-year-old international student.

While gender equality needs to remain at the centre of efforts to prevent gender-based violence, it must be addressed concurrently with other forms of discrimination and disadvantage such as racism, colonisation, ableism, homophobia and religious discrimination. These other forms of inequality 'intersect' with people's experiences of gender inequality, meaning that some people experience different forms of violence, and experience it more frequently or more adversely than other people.

Violence against Aboriginal and Torres Strait Islander women is driven not only by gender inequality, but also by the ongoing impacts of colonisation for Aboriginal and Torres Strait Islander and non-Indigenous Australians.¹⁰ Aboriginal and Torres Strait Islander women are 32 times as likely to be hospitalised due to family and domestic violence as non-Indigenous women.¹¹ Violence against Aboriginal and Torres Strait Islander women is perpetrated by men from many cultural backgrounds. Violence prevention efforts need to challenge all forms of racism and disrespect towards Aboriginal and Torres Strait Islander people and cultures and address racialised power inequalities and discriminatory policies and practices in non-Indigenous society.¹²

Educating for Equality aims to improve people's understanding that everyone's identities, social positions and experiences are shaped by a range of factors including, but not limited to gender, Aboriginality, culture, race, ethnicity, religion and faith, socio-economic status, disability, sexuality, education, age and migration status.



PRIMARY PREVENTION – THE HEART OF EDUCATING FOR EQUALITY

The three levels of prevention

Based on theory and practice in public health and health promotion, prevention work recognises that there are three key levels at which actions can be taken:

Primary prevention

Actions taken at a whole-of-population level *before* the negative health outcome occurs to stop it from happening.

Secondary prevention or early intervention

Actions targeted at people who are at *risk* of experiencing or using violence to stop the negative health outcome from happening or reduce the severity.

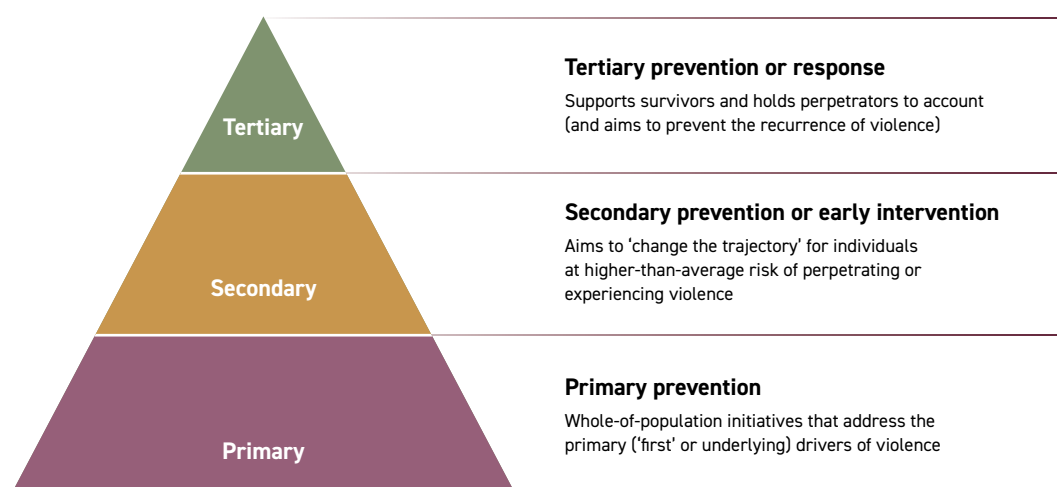
Tertiary prevention or response

Actions taken *after* a negative health outcome to avoid it happening again.

These three stages of prevention can be used to guide work to prevent violence against women and LGBTIQ+ people, just as for other health issues.

Figure 3 shows the levels at which work needs to be undertaken to prevent gender-based violence.

Figure 3: The relationship between primary prevention and other work to address violence against women



Source: Our Watch et al., *Change the story*

Primary prevention in universities

Educating for Equality focuses on primary prevention. Primary prevention complements work undertaken in the response system and aims to stop violence before it starts by addressing the structural causes and underlying drivers of violence.

Primary prevention takes a whole-of-population approach to challenge the social conditions that allow disrespect and gender inequality to exist. While *Educating for Equality* focuses on primary prevention, it recognises that there needs to be activity operating at all three levels to ensure the approach to violence prevention is holistic and comprehensive.

For universities, this means working with and across the entire university population. This includes students, teaching and research staff, professional staff, administrators, contractors, colleges and other accommodation providers, clubs and societies, and business partners. Effective prevention requires an inclusive approach which involves engaging and collaborating with people from all cultural and socio-economic backgrounds, and of all races, ages, religions, and abilities.



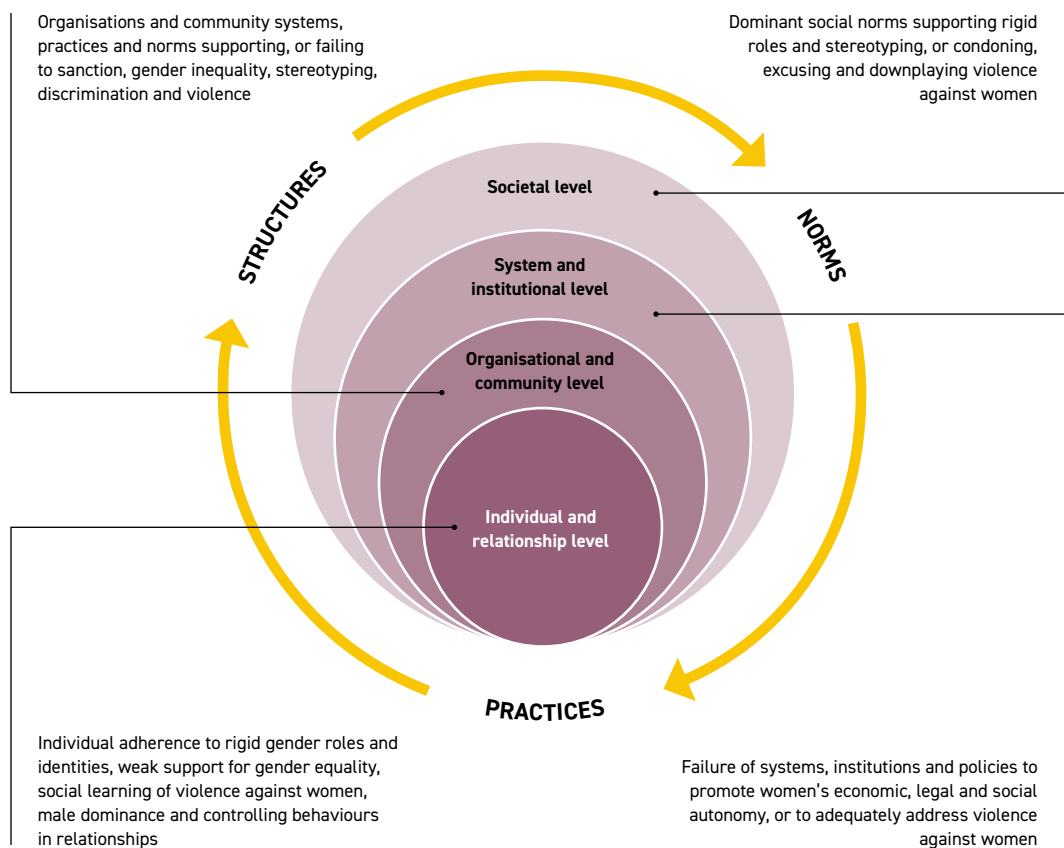
A public health approach to changing behaviour

The socio-ecological model of behavior shows how individual behaviour is influenced by the attitudes, norms and structures of our societies, institutions, communities and individual relationships. By working across the different levels of society, we have more influence and create more positive change.

Preventing gender-based violence is not just about changing individuals – it’s also about changing the society and culture in which individuals develop their attitudes towards violence. Figure 4 shows factors at the individual, community, institutional and societal levels associated with higher levels of violence against women.

As workplaces, educational institutions and community hubs, universities have a unique opportunity to influence gender inequality. Every university can contribute significantly to changing the structures, attitudes and norms that perpetuate gender inequality and allow violence to occur.

Figure 4: The socio-ecological model for preventing gender-based violence



NORMS, PRACTICES AND STRUCTURES

Norms are the ideas, values and beliefs that are common or dominant in society. Norms that contribute to gender inequality include the belief that women are best suited to care for children; that men make better leaders; that men, women and gender-diverse people should look, act or behave in a certain way; or only recognising and valuing two distinct genders – men and women. When considering norms around leadership at a university, ask:

- Are women and LGBTIQ+ people stereotyped with traits that are not considered valuable for leadership roles, for example, that they're considered 'too emotional' or 'too radical'?
- Do beliefs exist within the university that favour male leadership, for example, that men are stronger decision-makers?
- Do male leaders tend to formally or informally sponsor and mentor other men for leadership opportunities?
- Do decision-makers assume that women don't want to lead because of home responsibilities?

Practices are the way these norms are usually or habitually performed. Practices that contribute to gender inequality include the lack of flexible working arrangements for people with caring responsibilities; services that are not inclusive or responsive to the needs of LGBTIQ+ people; visual representations of relationships that assume opposite attraction; mis-gendering of trans people; governing bodies being male-dominated in their composition; and acceptance of disrespectful behaviour or comments made towards women or members of the LGBTIQ+ community.

These practices are reflected in questions about leadership such as:

- Are women and LGBTIQ+ people participating in leadership opportunities at all levels?
- Is this true for all women, such as Aboriginal and Torres Strait Islander women and women who live with disability?
- Are women and LGBTIQ+ people visible in leadership roles at all levels and across all areas of the university? If not, why not?

Structures are those systems – such as organisations or rules – that arrange norms and practices in particular ways. Structures that contribute to gender inequality include unequal pay between men and women; lack of visibility of women and LGBTIQ+ people in positions of leadership and power; and recruitment practices (overtly or inadvertently) that privilege men over women, and heterosexual people over LGBTIQ+ identifying people.

In relation to leadership, consider, for example:

- Are all leadership positions genuinely open to everyone or does the recruitment process prioritise attracting a type of person?
- Do recruitment structures reach all women and LGBTIQ+ people in the community?
- Are other leaders welcoming and respectful of women and LGBTIQ+ people in positions of leadership?
- Do policies support women and LGBTIQ+ people in leadership and do decision-makers support those policies?

Primary prevention requires dedication and a long-term commitment at all levels to change long-held norms, practices and structures – but the evidence tells us it is the most effective way to end violence.

Action needs to take place across norms, practices and structures to achieve social change. Every policy, practice and action has the potential to reinforce or challenge existing gender inequalities.

If we only work to change norms without also working to change structures, the changes to our norms are unlikely to stick. If we change the structures without changing practices, the new structures will have little impact. If we change the practices but don't tackle the underlying norms, the changed practices will not last.

Our efforts to prevent gender-based violence must be complemented by efforts to address other types of structural power imbalances and inequalities, including racism, ableism, homophobia and transphobia. Prevention efforts should challenge all forms of disrespect towards marginalised people.¹³ If we don't, we cannot achieve gender equality for all and prevent all types of gender-based violence.

THE WHOLE-OF-UNIVERSITY APPROACH

Educating for Equality takes a whole-of-university 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.¹⁴ It is not enough to address complex issues such as gender-based violence with one activity. All efforts undertaken by universities need to sit within a broader, institution-wide strategy that addresses the drivers of gender-based violence.

Our whole-of-university model recognises that universities are workplaces, places of teaching, learning and research, and spaces where people live and engage in social activities (Figure 5 on page 14). The model assesses who holds leadership and support roles in the university and examines the gendered norms, practices and structures of the university as a whole.

Adopting a whole-of-university model means:

- addressing the context and culture in which students and staff study, work, live and play to foster a safe and supportive environment
- reiterating key messages through various mechanisms
- engaging relevant stakeholders
- working across the diverse settings and levels of the university to effect cultural change
- addressing the practices, policies and processes across all areas of the university.

The main areas of focus within a whole-of-university approach are referred to in this document as **domains** (business and operations, research, student life, teaching and learning, workplace). These are influenced by **key levers** (values and behaviours, structures and policies, culture and norms). Domains are the 'where' and the levers are the 'how'.

Our whole-of-university approach also recognises that safety and support for staff and students who experience violence is the **foundation** of any violence prevention work. Prevention initiatives can increase disclosures and reporting rates and demand on response services – students or staff may recognise that what they have experienced is assault or rape, their awareness may improve, and they may feel more confident to report their experience. Universities need to have appropriate response and disclosure policies and procedures in place that are centred on the wellbeing of the victim/survivor.

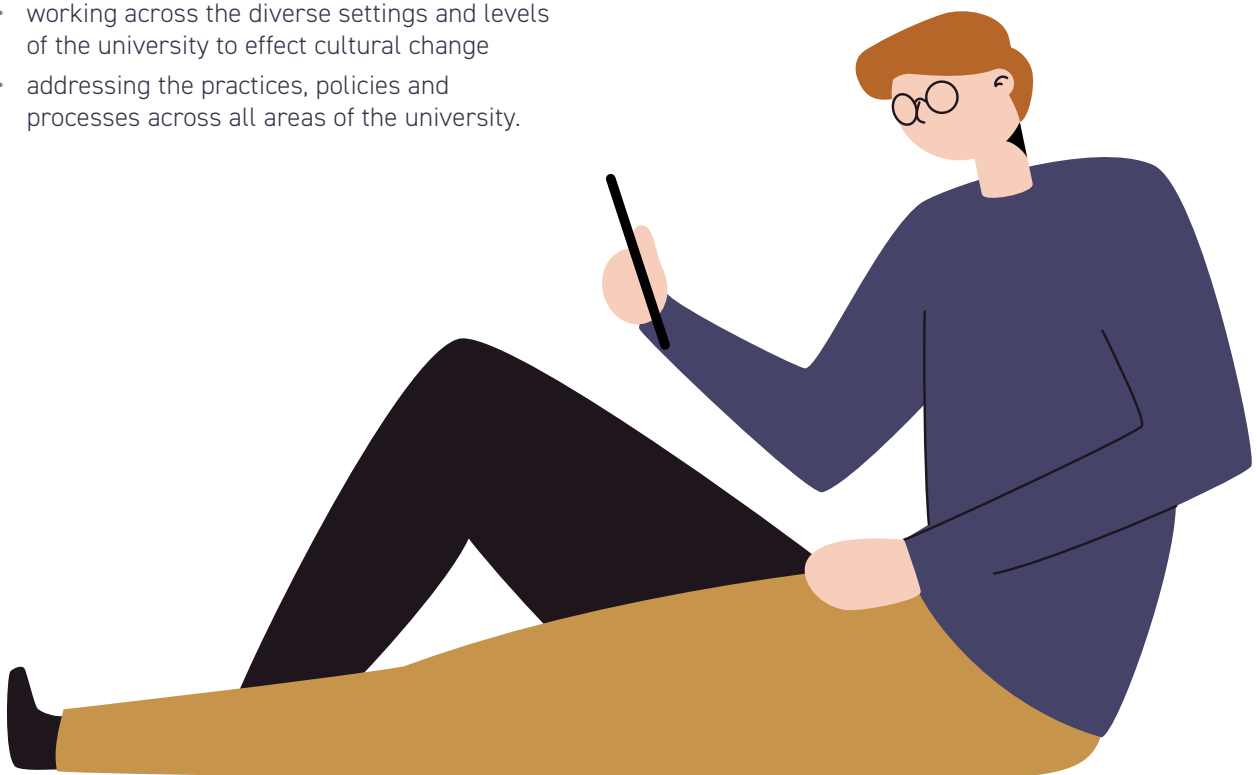
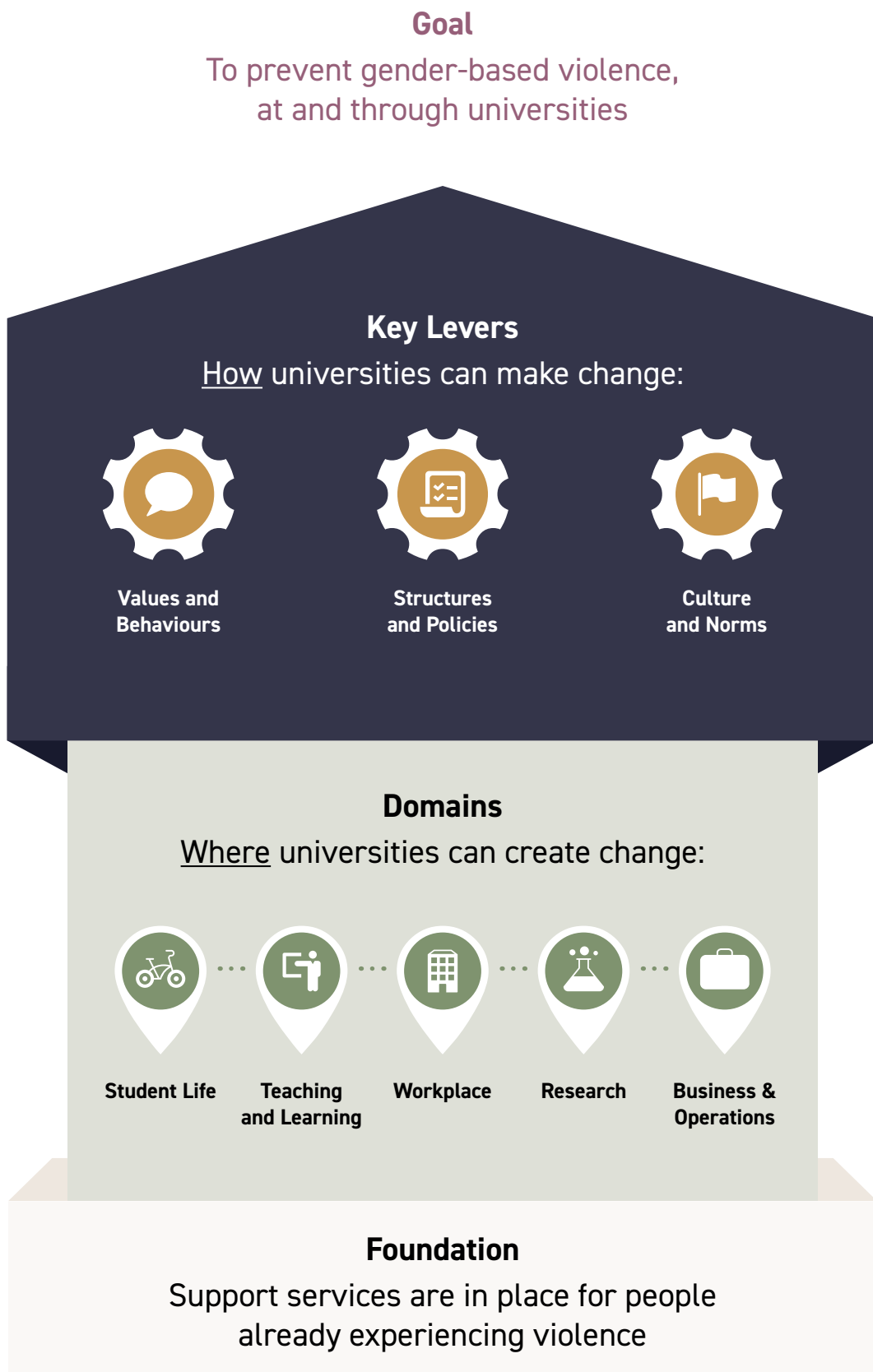


Figure 5: Whole-of-university model for the prevention of gender-based violence at and through universities



Domains – Where universities can create change

These five domains represent key areas of work and activity within universities where the gendered drivers can be addressed, using **key levers** for institutional change.

STUDENT LIFE



The environments in which students study, work, socialise and live influence their attitudes towards gender-based violence, harassment and discrimination – what is seen as ‘acceptable’ behaviour for men, women, non-binary and gender diverse people. In turn, these attitudes and beliefs influence the environment in which gender-based violence occurs, both within the university itself and in the workplaces and communities that students are part of outside the university.

This domain asks universities to consider:

- colleges, residences and accommodation providers (whether university operated, managed, affiliated or independent)
- clubs and societies
- university sports organisations
- extra-curricular and social activities
- study abroad/mobility opportunities
- campus and building facilities and physical safety measures.

TEACHING AND LEARNING



Regardless of the course they undertake, students’ understanding of respect, gender, power and consent can be influenced by the curriculum that is delivered and the environment in which they learn. Gender equality can be reinforced and modelled – formally and informally – across the university if academic staff are supported to analyse curriculum for gender bias and consider the ways they can challenge the drivers of gender-based violence. All staff have a key opportunity to model respect for all students and challenge sexism.

This domain asks universities to consider:

- award and non-award courses on offer
- subjects/units on offer
- curriculum
- pedagogy
- work integrated learning – placements (clinical and non-clinical) and projects.



WORK PLACE



People's work lives have a significant influence on them professionally and personally and help shape their attitudes, beliefs and behaviours around gender equality and gender-based violence. As workplaces, universities have the opportunity to support gender equality through their structures and practices and to actively challenge sexism and discrimination.

This domain asks universities to consider:

- university leadership
- academic staff
- professional staff
- workplace culture, policies and practices, including recruitment, promotion, induction, training and communications.

RESEARCH



Addressing unconscious and structural biases in funding, decision-making and research programs can enhance women's and LGBTIQ+ people's representation and retention at all levels of their academic careers. Supporting research and evaluation on violence contributes to a growing evidence base for effective prevention practice.

This domain asks universities to consider:

- internally and externally funded research programs and projects
- higher degree by research students
- early, mid-career and established researchers
- research networks and centres
- visiting scholars.

BUSINESS AND OPERATIONS



Universities are major economic and cultural contributors to their communities at the local, state and national level, with reach far beyond their individual campuses. The ways in which they operate and engage within the university and with the broader community (including through institutional/research partners, community engagement, government and NGO connections) gives them a platform to model and promote their leadership in, and commitment to, gender equality and the prevention of gender-based violence.

This domain asks universities to consider:

- physical and built environment and campus facilities
- strategic partnerships
- suppliers/external contractors
- industries and employers providing work integrated learning for students
- transport providers
- community organisations
- external marketing and communications.

Levers – How universities can create change

To effect the change necessary to prevent gender-based violence, universities can use key levers available to them as institutions. Actions in one area alone will not bring about change; multiple strategies operating across the areas will complement and reinforce each other. These three levers are described below.

VALUES AND EXPECTED BEHAVIOURS



A university's values frame how it sees itself and how others see the university and its approach to all its activities. They are already used to highlight a university's distinct focus, culture or relationship to community and industry. When the values are authentic and reinforced in internal and external communications, values can resonate deeply with staff and students and can act as a key support for embedding cultural change.

Universities can impact values and behaviours by:

- explicitly addressing gender equality and respect as part of their values
- setting and modelling expected behaviours so that sexism, harassment and violence are never acceptable in the university community
- linking values to formal staff performance reviews.

STRUCTURES AND POLICIES



As part of institutional governance, universities have the power to reshape structures that contribute to the unequal distribution of economic, social and political power and resources between men, women, and LGBTIQ+ people.

Universities can contribute to structure and policy change by:

- reviewing structures to ensure that they provide equal opportunities and support the independence and leadership of all women and LGBTIQ+ people
- ensuring policies and procedures represent and include all women and LGBTIQ+ people, including people with disability, migrant and refugee people, Aboriginal and Torres Strait Islander people, people of diverse genders and people from diverse cultural backgrounds
- developing primary prevention plans, and measuring and reporting on progress.

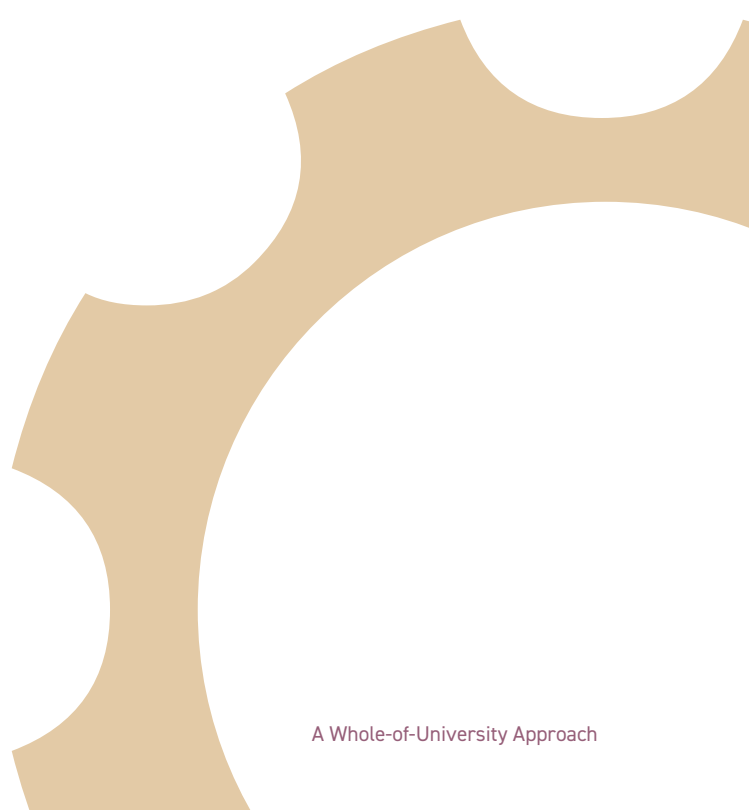
CULTURE AND NORMS



Cultures change by shifting the actual and assumed 'rules' of behaviour within a given community. Norms shape expectations about appropriate behaviours among university staff and students, and in turn the actual behaviour of groups of individuals within the university.

Universities can influence cultures and norms by:

- ensuring the norms of the university community contribute to a culture of respect for everyone, regardless of gender, sexuality, race, religion, cultural background and disability
- creating a culture that recognises and celebrates the contribution and achievement of women and LGBTIQ+ people.



Foundation – Safety and support for all staff and students

A whole-of-university approach recognises that for primary prevention activities to be delivered safely, appropriate response policies, procedures and services must be in place in a university.

A safe, appropriate and adequate response system is one that holds perpetrators to account for violence, harassment and abuse. This sends important messages about what is and isn't acceptable in the university's culture and community, and is an important element in broader primary prevention efforts.

A number of key services across the university are likely to be involved in responding to violence and supporting victims/survivors of violence. These services will include:

- student services
- health and housing services
- childcare providers
- campus security
- human resource divisions
- specialised cultural support for Aboriginal and Torres Strait Islander students and staff
- international student offices
- student representative and advocacy organisations
- unions.

All these services must be equipped to respond to disclosures of violence, and be welcoming and safe places for all students, staff and university stakeholders to share their experiences of violence and receive appropriate supports and referrals. Personnel in these services must be equipped to recognise the risk factors and gendered nature of family violence, intimate partner violence

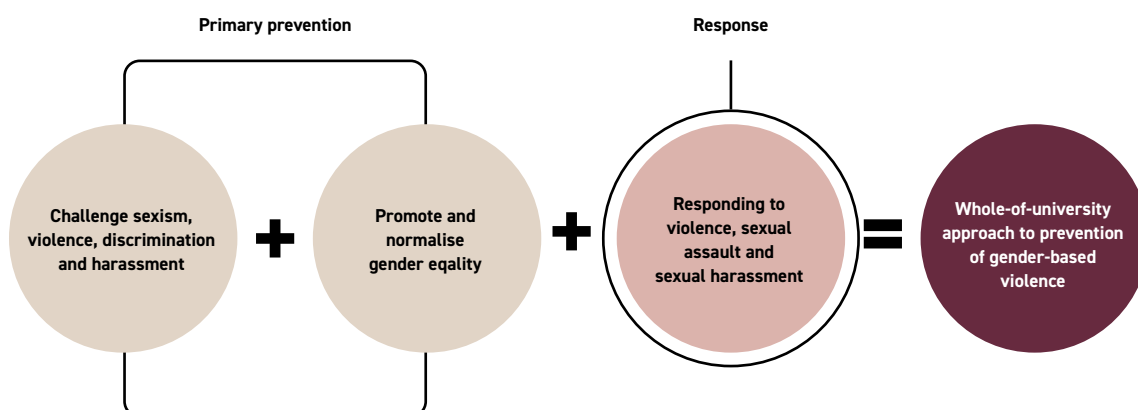
and sexual violence. They must also be equipped to unpack and examine the unique and specific risks and safety issues experienced by each part of the diverse LGBTIQ+ community.¹⁵

The process of developing and implementing effective response policies, procedures and services can take a significant amount of time and resourcing, but is a vital initial step to ensure safety, appropriateness and accountability for all members of the university community.

Processes and systems in universities, such as complaints processes and mechanisms for handling student and staff misconduct, also have a significant role to play in ensuring safety of victim/survivors as well as the individuals who have allegedly perpetrated the violence. Where both parties are students or staff, the university has a duty of care to all. Processes must be confidential, safe and timely. The university should have protocols in place to ensure that no student or staff faces a penalty for circumstances related to experiencing violence – for example, missing an assessment due date, being absent from work, or needing to disclose that another staff member or student perpetrated violence towards them. There should be policies in place that support victims/survivors in the workplace, such as family violence leave.

It is important that any new or revised policies and procedures to support university staff to respond appropriately to violence and harassment, homophobia or transphobia, are victim/survivor-centred and informed by those who understand best practice response as well those who have lived experiences. This can be achieved through engaging with specialist women's and LGBTIQ+ organisations and services whose work has drawn on the experience of survivors.

Figure 6: Unpacking the whole-of-university approach



THE ROLE OF UNIVERSITY LEADERSHIP IN PRIMARY PREVENTION

Leadership shapes what is expected, accepted, and applauded in the university. Leaders across the university need to actively and consciously support and model gender equality and respect to prevent gender-based violence. Consistent communication is key to this.

Communication to support the prevention of violence can come in many forms:

- promoting gender equality and challenging rigid stereotypes in communications, both internally and externally
- developing social marketing campaigns or educational resources that promote positive social norm and attitude changes
- proactively using opportunities to advocate for and promote gender equality
- ensuring students have the opportunity to co-design social marketing and violence prevention campaigns.

Individuals play a crucial part in challenging the attitudes, behaviours, and structures that drive gender-based violence. However, driving change alone can be hard and lead to feeling overwhelmed when encountering barriers that are difficult to overcome. Involving a broad range of staff in leading change is about reaching a critical mass, but also about making sure you have the support you need to create change. Sometimes this support comes in the form of existing relationships and networks, or someone being able to articulate something in way that is relevant to your audience – be it in a particular department or school – or among a particular cohort, such as academic staff, international students, or industry partners.

Consistent communications play a significant role in changing social expectations of behaviours and norms across the university. An important part of communication is creating a culture where staff and students feel confident to speak up if they see or hear sexism, harassment, discrimination, or violence.

Time and effort will need to be spent considering what support leaders across the university need to communicate effectively and consistently, to respond to resistance, and help others to make the link between gender inequality, stereotypes, attitudes, and gender-based violence. This is addressed in more detail in the *Educating for Equality: A How-to Guide for Universities*.

THE ROLE OF DIGITAL TECHNOLOGY IN A WHOLE-OF-UNIVERSITY APPROACH

Clear and consistent communications and messaging work alongside policies and programs to create positive change in people's expectations, behaviours and norms towards violence and gender equality.

Using digital methods and mediums can help you reach and equip as many people as possible with the information and skills they need to promote gender equality and support *Educating for Equality*. It supports universities to broaden their reach across the entire university community – including students, staff, residences and colleges, business partners and suppliers, sporting organisations and community partners.

You can use your digital communications to:

- promote the university's commitment to prevent gender-based violence
- raise awareness of the supports available to people affected by violence
- encourage and empower all members of the university community to model gender equality and respect.

This is addressed in more detail in *Educating for Equality: A Guide to Digital Engagement*.



NOTES

- 1 United Nations, *Declaration on the Elimination of Violence against Women*, United Nations, 1993, accessed 8 February 2021.
- 2 Our Watch's mandate is to prevent violence against women. Our Watch's work draws on the evidence base as outlined in Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth, *Change the story: a shared framework for the primary prevention of violence against women and their children in Australia*, Our Watch, 2015, accessed 20 January 2021.
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