OurWatch Preventing violence against women

Educating for equality

A whole-of-university model to preventing gender-based violence

Universities have a significant role to play in leading on gender equality and contributing to the growing evidence base for effective primary prevention.

They can achieve this as education institutions, employers of staff, as leaders in research and knowledge creation, and as community hubs for students and staff.

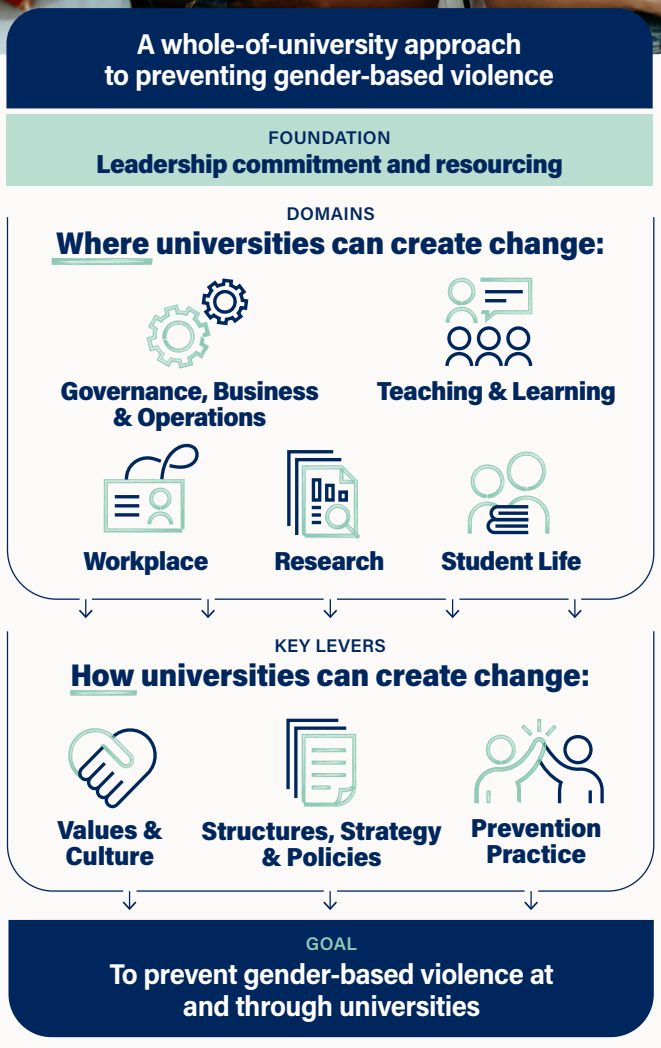


Our Watch's **Educating for equality** takes a whole-of-university approach to promoting gender equality and preventing gender-based violence.

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

Preventing gender-based violence within universities requires whole-of university action that addresses the **drivers** of this violence. To achieve this, securing **leadership commitment** and **sustainable investment** is essential, and action must be taken collaboratively across multiple areas of the university. In Educating for equality we call these **domains** and **levers.**

The Educating for equality model, tools and resources are aligned to *The National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code)* and support universities in aligning to prevention requirements under the code.



DOMAINS

Where universities can create change

Work should address the gendered drivers of violence.

These domains represent key areas of work and activity where prevention activity can take place.



Governance, business & operations – reflects the way in which university leadership and community engage with campus facilities & environments, strategic partnerships, contractors, suppliers and their operations.



Student life – places and spaces where students may socialise, play, gather, represent, reside, seek support, and access services.



Workplace – across leadership and academic/ professional cohorts, encompassing workplace culture, policies, and practices.



Teaching & learning – includes all facets of the student learning experience including teaching environments, courses/subjects/units on offer, curriculum, pedagogy, and placements.



Research – research programs and projects, HDR students, research networks and centres, researchers at all career stages, and visiting scholars.

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.



Values & culture – A university's values frame how it sees itself, how others see the university and its approach to all its activities. Authentic values can resonate deeply with staff and students and act as a key support for embedding cultural change.



Structures, strategy & 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 people of all genders.



Prevention practice – Prevention practice refers to the specific resourcing activities and specialised roles required to achieve gender equality and end gender-based violence. It is critical that prevention work is adequately resourced, visible, well understood and sustainably delivered by a specialised workforce across the university community.

Learn more

To access the Educating for equality framework and full suite of tools and resources, visit the Our Watch website at ourwatch.org.au/universities

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