



A guide to staff training on gender equity and the prevention of violence against women

Learnings from the Generating Equality and Respect program

This tool provides a number of practical templates, resources and general considerations for planning, delivering and evaluating training on gender equity and the prevention of violence against women. It forms part of a suite of tools developed from the experiences of Monash City Council and Link Health and Community in their journey to create and support gender equity and prevent violence against women as part of the Generating Equality and Respect program.

Drawing from VicHealth's decade of research and activity in preventing violence against women, Generating Equality and Respect was a world-first three-and-a-half-year program bringing together a range of prevention strategies to a single location in Melbourne. The program had a significant focus on supporting gender equity in the workplace. More information about the program can be found on the VicHealth website.

Raising awareness and building the capacity of staff to promote gender equity in their work is essential to creating gender equity in the workplace. This tool reflects learnings from Link Health and Community and provides a useful guide to organising staff training on gender equity and the prevention of violence against women. It can be used as a checklist to work through the four key steps:

1. Training needs assessment
2. Develop training plan
3. Deliver training
4. Evaluate training

The tool contains a number of useful training templates and resources, including examples of different training sessions, a training plan template and a staff survey that can be used as part of the training needs assessment and/or evaluation. General considerations related to gender equity and the prevention of violence against women are provided to support sensitive delivery of the training and to maximise participation and impact.

¹ World Health Organization 2010, *Violence prevention: The evidence*, WHO, Geneva.

Definitions

Gender equality – equal treatment of women and men in laws and policies, and equal access to resources and services within families, communities and society; sometimes referred to as formal equality.

Gender equity – involves fairness and justice in the distribution of resources and responsibilities between men and women; sometimes referred to as substantive equality. It often requires women-specific programs and policies to end existing inequalities.¹

ONLINE RESOURCES

To view the full suite of tools, visit vichealth.vic.gov.au/GEAR-tools





Step 1: Training needs assessment

A training needs assessment should be undertaken to ensure that training reflects the needs of the organisation. A training needs assessment is sometimes called a learning needs assessment, or gap analysis. It involves assessment of ‘what is the situation now?’, as compared with what ideal conditions would be. It helps to identify the major learning needs across the organisation and within certain groups.

The key questions to address in a training needs assessment are:

- What do we ultimately want people to be able to do (practice)?
- What capacities (knowledge, attitudes or skills) would support people in the organisation to enhance their practice?
For example:
 - What are the gaps in understanding?
 - Which attitudes may be reinforcing gender inequity or rigid gender roles?
 - What skills are needed to stand up to sexism?

A range of knowledge, attitudes and skills (capacities) for gender equality and the prevention of violence against women are provided in the table below. These may form the basis of the training needs assessment and underpin future training.

Conducting the training needs assessment can be as simple or as comprehensive as the resources available allow. It may involve reviewing existing workforce data, or collecting new data through employee consultation or surveys. An example of a staff survey that can be used as part of the training needs assessment and/or evaluation is provided (page 11).

Capacities for gender equality and the prevention of violence against women

Capacity	
Knowledge	<ul style="list-style-type: none"> • Understanding that violence against women is serious, prevalent and preventable • Understanding that unequal distribution of power and resources between men and women and adherence to rigidly defined gender roles are the key determinants of violence against women • Understanding of the difference between a determinant and a contributing factor to violence against women, specifically the use of drugs or alcohol • Understanding of actions at the individual, community, organisational and societal level that prevent violence against women from happening in the first place • Identify how gender is relevant to one's work • Understanding how unconscious bias can impact unfairly on women • Awareness of the organisation's gender equity policy position • Understanding of actions that workplaces can take to embed gender equity into organisational systems (plans, policies, practices)
Attitude	<ul style="list-style-type: none"> • Gender equality is everyone's business • Violence against women is everyone's business • Promoting gender equity and non-violent norms are effective solutions to preventing violence against women • Gender equality is something that we should strive to achieve at the individual, community, organisational and societal levels
Skill	<ul style="list-style-type: none"> • Confidence in using gender equity tools or processes • Confidence in advocating for gender-aware planning, program and service delivery • Confidence in being an active 'bystander'²

² Bystander action refers to the action taken by a bystander to identify, speak out about or seek to engage others in responding to specific incidents of sexism, discrimination or violence against women. Bystander actions may also be responding to behaviour, attitudes, practices or policies that contribute to sexism, discrimination or violence against women. For more information see www.vichealth.vic.gov.au/media-and-resources/publications/bystander-research-project.

Step 2: Develop training plan

It is helpful to develop a training plan to reflect the results of the training needs assessment and capture the details of the training program. A template, including key considerations for developing a training plan, is provided below.

Key questions	Considerations
Capacities for gender equity and the prevention of violence against women	<p>Use the training needs assessment and identified learning needs to identify and prioritise what capacities (knowledge, attitude and skill) the training will focus on.</p> <p>Consider whether different work groups need a different focus, based on their learning needs or role.</p> <p>Consider how the capacities align with other objectives within the organisation, region or industry and whether the training can complement or help to fulfil these other agendas.</p>
Topics and content	<p>Decide on what topics and content to prioritise.</p> <p>Consider the needs of different work groups.</p>
Delivery and reach	<p>Training should be delivered in a way that enables worker participation yet doesn't disrupt business operations. When deciding on the best way to reach people in the organisation with information and learning opportunities, consider:</p> <ul style="list-style-type: none"> • delivering training within existing meetings • opportunities to embed information and training within organisational systems (e.g. staff recruitment and induction) • using different formats, including presentations, workshops, and training modules • using a variety of delivery modes including face-to-face and online. <p>Different approaches may be suitable for different groups (new staff, workers, senior management, Board, committees).</p>
Resources	<p>Consider resource availability (human, financial).</p>
Trainer	<p>Consider external training providers who have specialised skills in this area. A number of training programs with a focus on gender equality and preventing violence against women exist:</p> <ul style="list-style-type: none"> • VicHealth short courses, www.vichealth.vic.gov.au/courses-and-events/vichealth-short-courses • Domestic Violence Resource Centre Victoria training, www.dvrcv.org.au/training

Template: Training Plan

Educational strategy	Description of strategy
Capacities	Knowledge • (List capacities) Attitude • (List capacities) Skill • (List capacities)
Aim/learning objectives	Overall aim and specific learning objectives
Topics	List of content to be covered
Participants	Describe target group; anticipated numbers
Resources	<ul style="list-style-type: none"> • Facilitator time including travel, preparation and follow up • Participant time • Audiovisual requirements, venue and so forth • Handouts/information, including relevant policies or guidelines
Timing	Session length (include time for evaluation)
Evaluation	Consider: pre- and post-training surveys, observation/reflection by facilitator/s, session feedback sheets, group debrief

Raising awareness and building the capacity of staff to promote gender equity in their work is essential to creating gender equity in the workplace.

Step 3: Deliver training

To ensure staff training is delivered sensitively and maximises outcomes, consider the following:

- Ensure every training session is a safe environment for participants. Acknowledge that people may have their own experiences of violence against women and family violence. Ask the group to respect one another. Have information and resources about support services available. Give permission for people to leave at any time if they want. Be available at the end of the session to answer questions or give support.
- Where possible, use a male and female facilitator to model equal and respectful relationships.
- Expect resistant statements and challenging questions. Resistance is better than indifference as the participant is engaged. See VicHealth's Challenging Conversations resource: www.vichealth.vic.gov.au/media-and-resources/publications/community-of-practice-reflections

- Use examples that resonate with participants, such as scenarios raised by staff in the training needs assessment or previous training.
- Provide examples of what other organisations have done to create gender equity in the workplace as it is helpful to see what is possible.
- Spend time on key concepts and definitions (e.g. gender equality and gender equity; primary, secondary and tertiary prevention; underlying causes of violence against women).

Staff training may be delivered as a comprehensive training program or as stand-alone sessions. An example outline of a comprehensive training program is provided. A detailed outline of three of these training sessions (marked with *) is also provided below.

Resource: Outline of comprehensive training program

Audience	Format and duration	Title
New staff	Induction module (20 mins)	Prevention of violence against women Gender equity*
All staff	Workshop (1.5 hours)	Values, beliefs and attitudes about the prevention of violence against women*
Team / work group	Training program (3 hours)	Three modules: 1. Causes and contributing factors of gender-based violence: exploring the myths 2. Being male or female: how does this affect health? 3. Taking action
Board and senior management	Presentation (20 mins)	Introduction to primary prevention of violence against women*
Senior management	Workshop (3 hours)	Gender equity
Committee / working group	Workshop (45 mins)	Introduction to gender equity
	Workshop (45 mins)	Applying a gender lens
	Workshop (45 mins)	Understanding the gender audit



Resource: Detailed outline of three training sessions

Training session for all new staff

Format	Induction module
Duration	20 minutes
Title	Gender equity
Aim	To introduce new staff to the ways that the organisation works to promote gender equity
Capacities	<p>Knowledge</p> <ul style="list-style-type: none"> • Awareness of the organisation's gender equity policy position • Understanding of actions at the individual, community, organisational and societal level that prevent violence against women from happening in the first place <p>Attitude</p> <ul style="list-style-type: none"> • Gender equality is everyone's business <p>Skill</p> <ul style="list-style-type: none"> • Confidence in using gender equity tools or processes
Topics	<ul style="list-style-type: none"> • Organisational policy statement • What is gender equality? • Evidence for gender inequality in Australia • What is gender equity? • What does gender equity look like in our organisation? • Commonwealth and state legislation • Workplace Gender Equality Agency reporting and Indicators • Relevant workplace policies • Applying a gender lens to policy, program, service or practice • Practical ideas for challenging sexism at work

Training session for all staff

Format	Workshop
Duration	1.5 hours
Title	Values, beliefs and attitudes about the prevention of violence against women
Aim	To explore staff values, beliefs and attitudes about equality, respect and violence against women and the organisation's commitment to the prevention of violence against women
Capacities	<p>Knowledge</p> <ul style="list-style-type: none">• Identify how gender is relevant to one's work <p>Attitude</p> <ul style="list-style-type: none">• Violence against women is everyone's business• Gender equality is everyone's business• Promoting gender equity and non-violent norms are effective solutions to preventing violence against women• Gender equality is something that we should strive to achieve at the individual, community, organisational and societal levels
Topics	<p>Workshop questions to pose:</p> <ul style="list-style-type: none">• Gender inequality is an underlying cause of violence against women in our society. What do you think or feel about this statement? What do you think or feel about gender equality; respect; violence against women?• What would you like our organisation's commitment to be in relation to prevention of violence against women (public statement)?

Acknowledge that people may have their own experiences of violence against women and family violence. Ask the group to respect one another.

Training session for Board and senior management

Format	Presentation
Duration	20 minutes
Title	Introduction to prevention of violence against women
Aim	To introduce the concept and rationale of primary prevention of violence against women to members of the Board or senior leaders. The session provides an overview of what our organisation is currently doing and aims to do in the prevention of violence against women and why we are working in primary prevention.
Capacities	<p>Knowledge</p> <ul style="list-style-type: none"> • Awareness of the organisation’s access and equity policy (or equivalent) • Understanding that violence against women is serious, prevalent and preventable • Understanding that unequal distribution of power and resources between men and women and adherence to rigidly defined gender roles are the key determinants of violence against women • Understanding of actions at the individual, community, organisational and societal level that prevent violence against women from happening in the first place • Understanding of actions that the organisation can take to mainstream gender equity (gender-aware planning, program and service delivery; implementation of organisational gender equity policy or procedures) <p>Attitude</p> <ul style="list-style-type: none"> • Violence against women is everyone’s business • Gender equality is everyone’s business • Promoting gender equity and non-violent norms are effective solutions to preventing violence against women • Gender equality is something we should strive to achieve at the individual, community, organisational and societal levels
Topics	<ul style="list-style-type: none"> • Setting the scene: violence against women and girls is a public health, gender equality and human rights challenge that is pervasive across all sections of the community • Our organisation’s policy statement and/or strategic goal • Violence against women current statistics and health impacts • Underlying causes of violence against women • Definitions of primary, secondary and tertiary prevention of violence against women • The evidence base including national framework • Definition of gender equality and gender equity • What our organisation is currently doing; relevant examples for each type of prevention • Feedback about findings of staff survey/consultation (if available) • Primary prevention vision, strategy, partnerships and activities; where to from here

Step 4: Evaluate training

Evaluation of staff training can be as simple or as comprehensive as the available resources allow.

A comprehensive staff survey can be undertaken to evaluate the training (see Resource: Staff survey example, below).

However, evaluating the training can be as simple as asking participants a few simple questions, such as:

- What are one or two things that stood out for you; something that you will take away from the session?
- If we ran this session again, what could we do to improve it?
- Given the challenges, what will be your next step?

In addition to the participant questions, you should look at the key evaluation questions and considerations provided below.

Evaluation questions	Considerations
<p>Process evaluation</p> <p>Were the training and development activities of good quality and of value to participants (informative, engaging, effective, suitable, right amount of time)?</p> <p>What could be improved and how?</p> <p>Impact evaluation</p> <p>Did the training and development activities improve the level of capacity (knowledge, attitude, skill) across the organisation?</p>	<p>Consider collecting evaluation data from both the participants and trainers/facilitators.</p> <p>Consider the method of collecting evaluation data, including surveys, interviews, and focus groups.</p> <p>Consider pre- and post-training evaluation in order to monitor whether there is any change in the level of capacity across the organisation.</p>

For more information see VicHealth's concise guide for evaluating Victorian projects for the primary prevention of violence against women: www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects.

Resource: Staff survey example

Question 1*

For each statement below please indicate whether you agree or disagree. There are no right or wrong answers.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
1. Discrimination against women is no longer a problem in the workplace in Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Gender equality is everyone's business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. [Organisation] should have a clear public position that demonstrates its commitment to gender equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. It is important that both men and women are employed at senior management levels within all organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. A woman has to have children to be fulfilled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Men should take control in relationships and be head of the household	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. [Organisation] should have gender equity practices in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. A university education is more important for a boy than a girl	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Breastfeeding mothers returning to work should be provided with the necessary breaks and a private and comfortable area to breastfeed or express milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Violence against women is inevitable in our society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 2*

Read the following statements carefully and tick all those that are correct:

- | | |
|---|---|
| <input type="checkbox"/> 1 in 3 women in Australia has experienced physical assault since the age of 15 | <input type="checkbox"/> 25% of children in Australia have seen violence against their mother or stepmother |
| <input type="checkbox"/> 1 in 5 women in Australia has experienced sexual assault since the age of 15 | <input type="checkbox"/> In Australia intimate partner violence poses greater health risks to women aged 15–44 years than high blood pressure, obesity and smoking |
| <input type="checkbox"/> Women with disabilities are less likely to experience violence than other women | <input type="checkbox"/> More than 50% of rape allegations are false |

Question 3*

The following list contains both underlying determinants (the root cause of the problem) and contributing factors (factors that increase risk) of violence against women. Please choose two key determinants of violence against women in our society (tick two only):

- | | |
|---|---|
| <input type="checkbox"/> Mental health issues | <input type="checkbox"/> Socioeconomic disadvantage |
| <input type="checkbox"/> Adherence to rigidly defined gender roles | <input type="checkbox"/> Unequal distribution of power and resources between men and women |
| <input type="checkbox"/> Alcohol or drug abuse | <input type="checkbox"/> Witnessing or experiencing family violence as a child |

* Indicates a mandatory question.

Question 4*

Do you think that gender is relevant to your work?

Yes

Don't know / unsure

No

Question 5

In what ways is gender relevant to your work? Tick any that apply:

It influences my workplace

It influences the health of my clients / our consumers

Has a role in how my work is valued by society

It is a factor in people's access to our health service

In my relationships and practice with clients

Other

Question 6

Please give an example or examples of the above if you wish:

.....

.....

.....

Question 7*

Do you think you have a role to play in preventing violence against women and/or promoting gender equity?

Yes

Don't know / unsure

No

Question 8*

For each statement below please indicate whether you agree or disagree. There are no right or wrong answers.

1. I feel motivated to do something to promote gender equity in my workplace
2. I have the capacity to consider gender equity in my day-to-day work
3. I feel confident in using gender analysis in my day-to-day work

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Don't know

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 9

.....
Please comment on the previous question if you wish:

.....

.....

.....

Question 10*

.....
From the following list, please indicate your level of familiarity with the following organisation policies/guidelines:

- Never heard of this** **Seen it**
- Heard of this** **Read it**

(List organisational policies)

Question 11*

.....
For each statement below please indicate whether you agree or disagree.
There are no right or wrong answers.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
1. Everyone at [Organisation] has an important role to play in preventing violence against women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Violence against women is more of a problem in certain cultural groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. It is important that workplaces have policies in place to promote gender equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Promoting gender equity and non-violent norms are effective solutions to preventing violence against women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. [Organisation] is doing more than it was 12 months ago to promote gender equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Violence against women is everyone's business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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