TramLab

Toolkit for Gender-Sensitive Training

IMPROVING THE SAFETY OF WOMEN AND GIRLS ON PUBLIC TRANSPORT



This toolkit is one of four designed by the TramLab team to help improve public transport safety for women and girls. These, alongside a substantive report, have been developed for the Victorian State Government, public transport service providers and policy makers, and related organisations and professions.

The Victorian Government acknowledges Victorian Aboriginal people as the First Peoples and Traditional Owners and Custodians of the land and water on which we rely. We acknowledge and respect that Aboriginal communities are steeped in traditions and customs built on a disciplined social and cultural order that has sustained 60,000 years of existence. We acknowledge the significant disruptions to social and cultural order and the ongoing hurt caused by colonisation.

The TramLab Team acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the traditional custodians of the lands on which our universities are located and where we conduct our research. We pay our respects to ancestors and Elders, past and present. TramLab is committed to honouring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.





XYX LAB
GENDER + PLACE





Improving the Safety of Women and Girls on Public Transport (TramLab) is a collaboration between La Trobe University, RMIT University and Monash University's XYX Lab.

RESEARCH CHAIR
Professor Angela Taft

RESEARCH CO-ORDINATOR
Associate Professor Nicole Kalms

TRAINING TOOLKIT CONTENT AND DESIGN
Dr Kirsty Forsdike, Jess Ison and Molly Allen

INTERVIEWS WITH KEY STAKEHOLDERS
Dr Kirsty Forsdike and Fiona Burgemeister

COORDINATION OF THE WRITING AND EDITING OF THE REPORT AND TOOLKITS
Dr Gill Matthewson

TOOLKIT GRAPHIC DESIGN AND LAYOUT
Isabella Webb

With contributions from Leesa Hooker, Gene Bawden, Nicola Henry, Sylvia Tong, Hoa Yang, Georgia Johnson, Hannah Korsmeyer, Ally Edwards, Ilya Fridman and Grant O'Sullivan.

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A

Key Definitions

SEXUAL VIOLENCE
Sexual violence is an umbrella term to describe physical and non-physical forms of violence of a sexual nature, including rape, sexual assault, sexual harassment, unwanted touching, sexual coercion, sex trafficking, female genital cutting, child sexual abuse, child marriage, enforced sterilisation, sexual slavery, enforced prostitution, and forced pregnancy. Sexual violence is usually treated as distinct from domestic and family violence, although sexual violence may form part of a pattern of domestic violence.

SEXUAL ASSAULT
In the ABS Personal Safety Survey, sexual assault is defined as: "An act of a sexual nature carried out against a person's will through the use of physical force, intimidation or coercion, including any attempts to do this."[1] This definition includes a range of penetrative and non-penetrative sexual offences, including rape. It does not include unwanted touching (defined as 'sexual harassment') or any acts that occurred before the age of 15 years (defined as 'sexual abuse').

1 ABS (2017).

Legally, each Australian state and territory defines rape and sexual assault differently. Under Victorian criminal law, 'rape' covers non-consensual sexual penetration and 'indecent assault' covers all other non-consensual sexual acts. Outside of the legal definitions, sexual assault and rape are often used interchangeably.

SEXUAL HARASSMENT
The legal definition in Victoria describes sexual harassment as unwelcome sexual behaviour, advances or unwelcome requests for sexual favours which causes a person feel offended, humiliated or intimidated. Sexual harassment is an unlawful act under civil law rather than criminal law and it is only unlawful in specified areas of public life, including the workplace, educational settings, the provision of goods and services and accommodation.[2] Some acts of sexual harassment may also constitute a criminal offence, such as sexual assault, upskirting, stalking or indecent exposure. Workplaces and other organisations can be liable for vicarious sexual harassment if they fail to take reasonable steps to prevent the behaviour.

2 Victorian State Government (2010).

4.0

Introduction

Sexual harassment and assault are widespread and affect many women and girls in their journeys to, on and around public transport. These actions can generate fear and anxiety causing many women and girls to change their behaviour daily to protect their safety, including changing the routes they take and self-restricting their mobility. The TramLab project aims to change these levels of fear and vigilance by helping to make journeys on public transport safer.

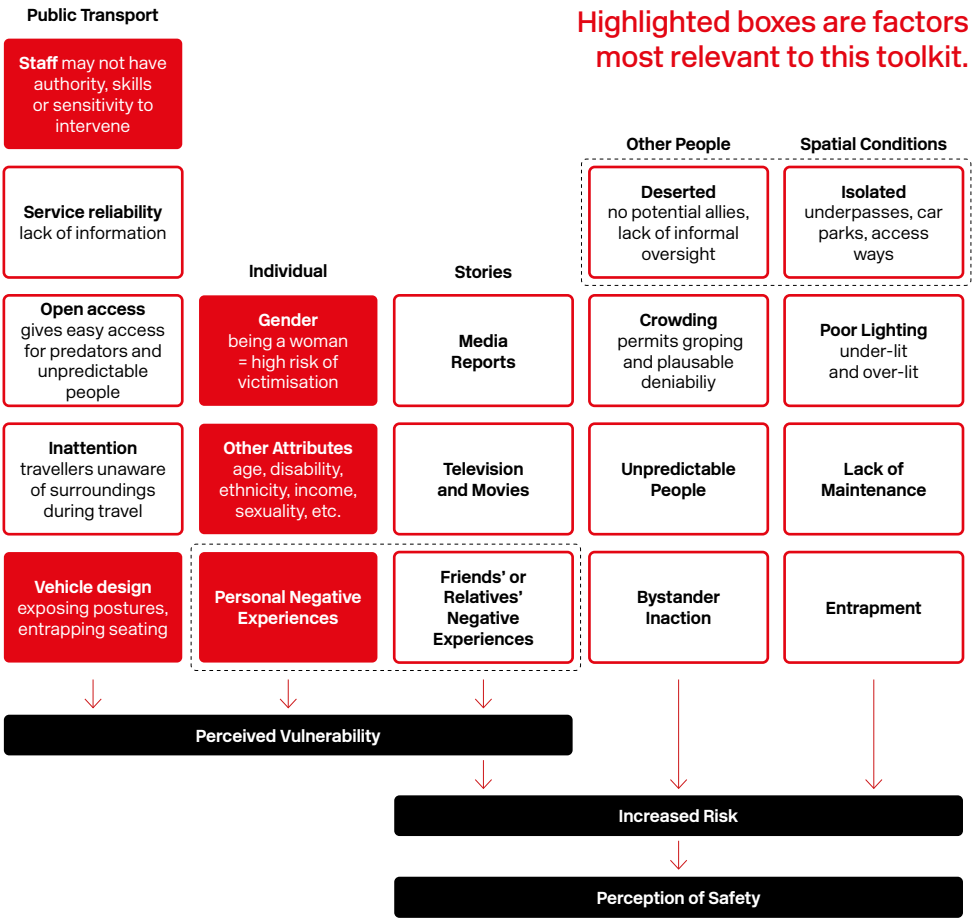
Background

Despite the fact that women's use and experience of public transport is different from men's, this difference is seldom considered. The research undertaken in TramLab found that the factors impacting on safety and perceptions of safety for women and girls on and around Victorian public transport are complex.

Figure 1 details some of the many factors that impact on perceptions of safety and increased risk for women on public transport and in surrounding environments. Women's experiences of safety are too often dominated by both real and perceived threat and vulnerability, particularly to sexual assault. Sexual harassment and gendered abuse is a persistent reminder of that vulnerability. The effects of this vulnerability differ from woman to woman, but are under-acknowledged by wider society and can have a significant impact on women's general mobility as well as their use of public transport.

This complex situation makes it difficult to tackle safety for women and girls. International research confirms that no stand-alone initiative is sufficient and there are no simple solutions. Instead, there is a need for multi-faceted, coordinated and complementary initiatives and interventions. To achieve this requires the development of gender-sensitive actions across all aspects of public transport governance and operations plus cross-party collaboration. It also requires full recognition by society of the particularities of women's experiences, especially on public transport. Any solution necessarily extends beyond public transport and involves interwoven responsibilities across the whole of society.

FIGURE 1:
FACTORS IMPINGING ON PERCEPTIONS OF SAFETY AND INCREASED RISK.[3]



3 Adapted and expanded by XYX team from Yavuz and Welch (2010): 2495

Aims and Methodology

Commencing in 2019, the TramLab team undertook an evidence-based research project on safety for women and girls on and around public transport. The team reviewed existing international literature, policy and initiatives; gathered and analysed reporting data from Victorian public transport providers; and conducted interviews with women users and key stakeholders. A series of intensive workshops also explored the perspective of service providers, the co-design of solutions with women and girls, and the designing for gender specificity with local government and other stakeholders.

The TramLab team then investigated how four interventions implemented with a gender-sensitive lens would work in the Victorian context in order to develop a practical toolkit for each intervention. This set of toolkits provides flexible gender-sensitive guidance for publicly-funded and other services to implement evidence-based best practice within the context of public spaces and public transport in Victoria and beyond.

The gender-sensitive toolkits are focused on the following critical areas:

- communication campaigns for raising awareness around gender issues
- placemaking and safety measures through a gender-sensitive lens
- data collection and analysis with a gender lens
- training for all involved in public transport to understand the issues.

These four areas were selected for being both achievable and having a high impact. Note that alternative means of reporting are under development by other entities.

This toolkit on gender-sensitive training aims to:

- develop a flexible best practice curriculum model for gender-sensitive training that supports long term behavioural change for those working in public transport. For example, Public Service Officers, frontline staff, and decision makers,
- establish a common understanding of what safety for women and girls in public transport means and the consequences of sexual assault and harassment for their public transport engagement,
- ensure staff are appropriately trained to interface with the public in a gender-sensitive and appropriate manner – from decision-makers to frontline worker.

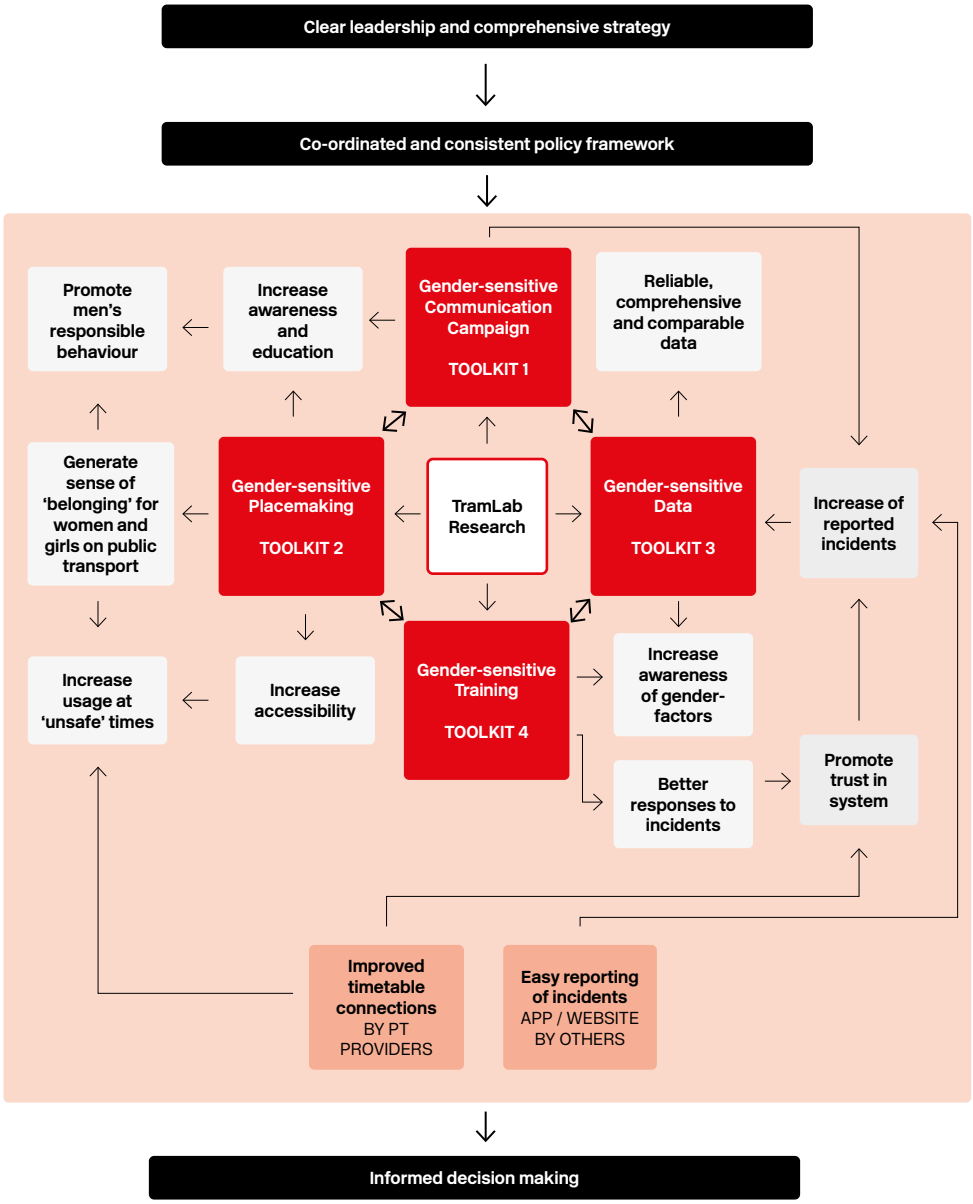
To develop this toolkit, the TramLab team drew on the most recent research and their collective knowledge and experience. In-depth interviews with stakeholders and providers were conducted to determine appropriate training that could be embedded within and use existing practices to ensure engagement.

General Recommendations: Safety for Women and Girls on Public Transport

This table summarises the requirements for sustainable, multi-level systemic change to improve safety for women and girls on public transport. The following recommendations are to assist in the development of evidence-based interventions with clear outcome measures and a strategic plan.

	ACTION	REASON	HOW TO
IMMEDIATE	**Develop a policy framework for common principles, concepts and definitions for safety for women and girls, and of sexual violence and harassment across all Victorian public transport systems.**	Lack of shared agreement around these principles, concepts and definitions results in ambiguity, confusion and prevents action.	Commission a Prevention of Gender-based Violence on public transport framework drawing on the TramLab findings and aligning with the Victorian Gender Equality Act 2020, Safe and Strong and Free from Violence strategies, and the Change the Story framework
WITHIN 12 MONTHS	**Within the overarching policy above, develop a framework for gender-sensitive data collection and analysis across all Victorian public transport systems to measure the extent of issues and monitor trends.**	Current paucity of sustained, reliable, coherent and comparable data obscures the issues and prevalence, and the efficacy of interventions.	Framework needs to: • train a gender-sensitive data workforce • establish a common minimum data set • detail how and how often gender-sensitive data are to be collected and analysed
	Prioritise women's diverse uses, needs and experiences of public transport spaces in the formulation of any public transport policy, planning and processes to embed a culture of gender sensitivity in identifying and responding to violence against women and girls on public transport.	Women use public transport more than men, are more likely to be public transport dependent, and often have more complex trips. Current gender bias in assessing needs and performance of public transport.	Re-focus public transport from prioritising commuters. Engage in meaningful consultation with women in all matters involving mobility, public transport and transport spaces. Mainstream co-design with women into the planning and design process.
WITHIN 24 MONTHS	**Challenge possible gender bias in all decision-making processes and frameworks.**	Gender bias is often hidden by what appears to be gender-neutral language, but is male-centred by default. Change is slow and correcting this bias requires conscious effort.	Ensure language in all written documents (policy, reports, communications, etc) highlights the divergent perspectives of women and girls.

FIGURE 2:
HOW THE TOOLKIT STRATEGIES AND INTERVENTIONS CAN INTERACT AND SUPPORT EACH OTHER TO IMPROVE ACTUAL AND PERCEIVED SAFETY FOR WOMEN AND GIRLS ON PUBLIC TRANSPORT.



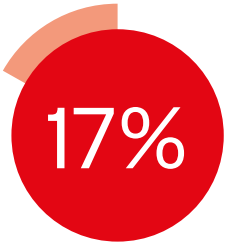
4.1

Challenges and Opportunities of Gender-Sensitive Training

Gender-sensitive training across all levels of public transport staff (from Protective Service Officers [PSOs] to frontline to executive) is essential to improving safety for women and girls on public transport. Consistently working to understand what women's safety means across the sector supported by strong training will mitigate against abuses of power and improve reporting levels and responses.

Transport is identified as a priority setting by the national violence prevention program, *Change the Story*. It is an industry that influences "the development and use of public environments and resources in our society," and that "can have a significant bearing on the extent of women's economic, social and civic participation."[4] Attitude change is challenging, as is behavioural change. To enact and sustain change, regular training is required, as well as institution-wide systems that support sustained behavioural change.

4 Our Watch (2015), 40.



AN INDEPENDENT BROAD-BASED ANTI-CORRUPTION COMMISSION (IBAC) FOUND THAT:

- **ONE IN SIX (OR 17%) OF COMPLAINTS ABOUT PSOS WERE RELATED TO PREDATORY BEHAVIOUR (THE MISUSE OF YOUNG WOMEN'S PERSONAL DETAILS TO FACILITATE CONTACT WITH THEM)**
- **WOMEN TYPICALLY UNDER-REPORT SUCH OCCURRENCES, AND THEREFORE THIS NUMBER COULD BE HIGHER.**

IBAC (2016), 17

Why Implement Gender-Sensitive Training for

"Just be open, and be accommodating to everyone, not be closed minded to what's coming to you. Because there's a reason people walk up to you. You know, the normal people will wave hello, but if someone comes up to talk, there's a reason for it ... It might not be the first thing that comes out of their mouth. It's the old iceberg aspect; the first five per cent is not what you're actually going to see; the base is really what you want to understand, is why they've come up to speak to you"[5]

5 Public transport provider staff interviewee

"I want to have access to PSOs who can deal with offenders"[6]

6 Participant comments from the TramLab Co-design Workshop

"We need representation of women as people in positions of authority"[7]

7 Participant comments from the TramLab Co-design Workshop

"Quality of training and recruitment ensuring PSOs reflect the community they work in. Diversity creates safe environments."[8]

8 Participant comments from the TramLab Co-design Workshop

4.2

Actions Framework for Gender-Sensitive Training

Creating change to improve the safety of women and girls requires widespread gender-sensitive training that is flexible – – - able to be adapted across multiple roles and levels. This training needs to be developed with the broad spectrum of public transport and transport-related organisations in mind.

There are four main aspects to this development:

1. What is the main goal for each role to achieve with this training? (i.e. who needs what?)
2. Developing the training (i.e. can the training be done in conjunction with existing training or stand-alone?)
3. Delivering the training (i.e. will the training be online, face-to-face etc.) and
4. Ongoing evaluation (i.e. this is vital to assess the effectiveness of the training and adjust accordingly.)

The training that is currently delivered by Victorian public transport providers does not cover issues of violence against women that TramLab has identified. While there are some similarities in existing training, each provider requires bespoke training content that includes theoretical and practical elements to suit the different roles in the organisation and the service being delivered. What follows is a flexible and adaptable suggested framework for training development, delivery and evaluation for public transport and transport-related organisations.

Goals: Gender-Sensitive Training for Public Transport Staff

IMMEDIATE

Develop a policy framework that describes common principles, definitions and an overall training framework to be implemented by public transport providers that reflects the Victorian *Gender Equality Act 2020*:

- include content to address myths
- undertake training needs analysis to establish current knowledge attitudes and practice and levels of motivation to learn
- adapt recommended curriculum and delivery outlined below to the needs of the service
- fund and implement ongoing assessment of outcomes and quality improvement with regular updates of gender sensitive training programs.

Advocate for and support the requirement of ongoing evaluation and update of any training programs.

Train frontline staff to understand and respond supportively and effectively to the safety and fear issues of women and girls.

WITHIN 12 MONTHS

Investment in training programs with better outcome indicators to allow improvements to be monitored.

Use the ongoing data improvements to enable reflection on the content and delivery of the training of public transport providers, adjusting as required.

Monitor complaints by women using public transport for sexual harassment by staff as part of evaluating the impact of training over time.

WITHIN 24 MONTHS

Implement long-term quality assurance and evaluation strategies to ensure any changes are reflected in training programs

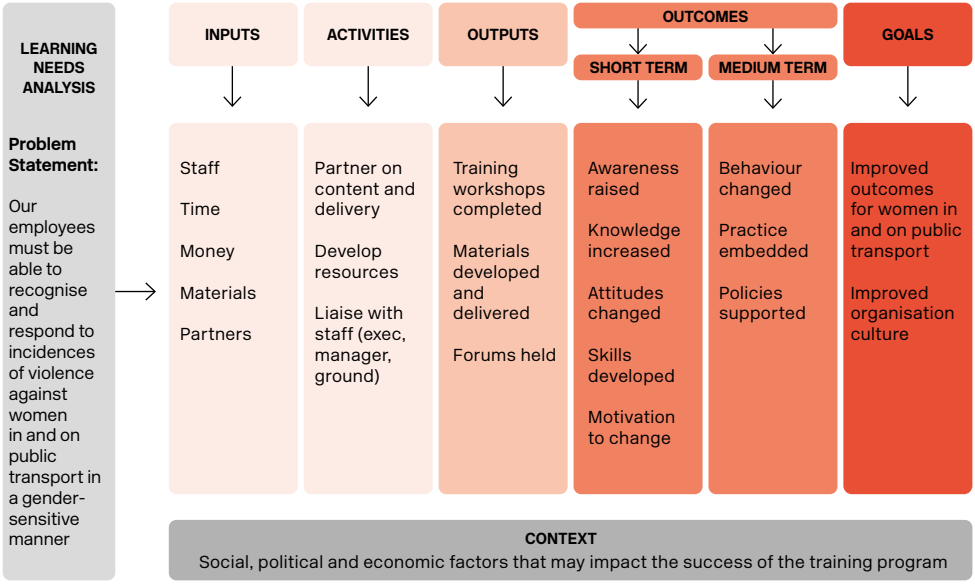


"I WAS PRETTY UNIMPRESSED WITH THEIR RESPONSE. THEY WERE VERY DISMISSIVE, THEY PRETTY MUCH AS SOON AS I'D SAID, NO HE HADN'T ACTUALLY TOUCHED ME, THEY JUST REALLY COULDN'T CARE LESS."

– Young woman interviewee.

Training Curriculum Logic Model

The training curriculum logic model visualises how the training will bring about its intended impacts. It helps the organisation to understand the context in which the training is being delivered: the social, political and economic factors internally and externally that may impact on the success of the training. The organisation will also need to set appropriate indicators to be able to monitor progress and identify key sources of data for those indicators.





"TAILORING IT TO MAKE SURE IT'S THE RIGHT MESSAGE – THAT'S THE HARD BIT, TO MAKE SURE WE'RE TRYING TO GET THE RIGHT MESSAGE ACROSS, THAT IT'S DIGESTIBLE BY THE RIGHT RANK, IT'S AIMED AT THE RIGHT LEVEL, AND IT'S UNDERSTANDABLE, WHAT WE'RE TRYING TO ACHIEVE."

– Public transport provider interviewee

Pre-planning

Learning needs analysis

Conduct an Initial **Audit of Roles And Ranks** Within the Organisation:

ROLE TYPES	RANKS
[list role types in organisation] e.g. customer service	[levels of staff in this role in your organisation] e.g. frontline, manager, executive

Undertake the **Learning and Practice Change Needs Checklist**:[9]

WHAT ARE THE PURPOSE AND OUTCOMES OF THE TRAINING?		
☐	Is the purpose of the training: • sensitisation to VAW in and on PT • skills building to respond to VAW • refreshing knowledge	Who needs what? • *(e.g. operations all levels, executive level) may need only sensitisation* • *(ground/frontline staff and managers) may need sensitisation and skills building*
☐	Establish expected outcomes of the training: • improving employees' ability to respond in a sensitive way to women subjected to violence • improving managers capacity/capability to support frontline employees to respond sensitively • increased knowledge and use of internal reporting systems	*What will the training cover in terms of content?*
☐	It is important that all staff are able to communicate appropriately and confidentially with women subjected to violence.	*What will the training cover in terms of content?*
☐	Decide which cadres of employees are most likely to come into contact with women subjected to violence, determine what content is appropriate for each of these cadres and prioritise their training	*Who will be trained in what and when?*
☐	Take into account staff rotation and attrition	*Who will conduct the training?*

9 Adapted from the World Health Organisation (2017).

WHAT ARE THE PURPOSE AND OUTCOMES OF THE TRAINING? (CONTINUED)

☐	Identify: • Experts • Resources • Facilitators to facilitate and/or conduct the training.	*Who do we need to contact for support?* Partner with NGOs that can provide expertise, resources or facilitators: Our Watch: https://workplace.ourwatch.org.au VicHealth: https://www.vichealth.vic.gov.au/media-and-resources/publications/bystander-research-project CASA House Education & Training: www.casahouse.com.au

HOW WILL THE TRAINING BE CONDUCTED?

☐	Trainings can be: • stand-alone; or, • stand-alone and co-ordinated with other capacity building or training initiatives; or, • stand-alone and then integrated into existing training delivery; or, • integrated into existing training delivery.	• *What existing training do you have?* • *Can you align this new training with existing training delivery – is it sensitisation or skills building aligned?* • *What resources do you have?* • *What time is available to develop and deliver this training?*
☐	Consider appropriate length of training	*Is the length of the training appropriate for:* • *Range of topics being covered?* • *Learning methods being used?* • *Building knowledge?* • *Improving attitudes?* • *Developing skills / changing practice?*
☐	Modality: • Face-to-face training • Information provision • Web-based / IT-assisted self- or distance learning	*What combined methods can you use to deliver the training?*
☐	Learning approach: • Lectures/seminars • Case studies & survivor voices • Group work (workshops) • Role plays • Problem-solving • Experiential activities	• *What combined participatory approaches will you use in delivery of the training?* • *Adaptation for the objective of training and roles & ranks being trained?*
☐	Engage survivors with lived experience	*A woman telling (with all the necessary support) her story of violence and her experience with public transport can greatly improve providers' understanding*

☐	Videos modelling positive interactions between customer and provider	*Do you have, and can you develop such videos? This will support skills development and provide sustainable resources for refresher training*

WHERE IS THE TRAINING LOCATED?

☐	Location of training: • Online • In the classroom (within the organisation/ external) • On the vehicle • In the public transport environment	*Is the training in the workplace?* Trainings within workplace settings promote attendance and minimise length of disruption, also facilitate on-the-job skills-based training

"I GUESS I HAVE JUST ALWAYS THOUGHT THAT IF YOU REPORT SOMETHING, NOTHING'S GOING TO HAPPEN. IT'LL JUST BE, 'WE'RE SORRY THIS HAPPENED TO YOU,' BECAUSE WHAT KIND OF STUFF CAN THEY DO?"

– Public transport provider interviewee



FIGURE 3:
ENFORCE THROUGH GENDER-SENSITIVE SAFETY INITIATIVES AND PSO TRAINING PROTOCOLS.

Development

Training Principles

To change behaviour and practice, training needs to be ongoing with continuous learning provided by the organisation. Ongoing learning can include:

- Refresher training
- Case reviews
- Mentoring on the job
- Supervision
- Support

All training should also co-address respecting cultural sensitivity and promoting gender equality, with reference to the *Gender Equality Act* (2020).

Training Format

INCREASE KNOWLEDGE

Short session (on-line or face-to-face) with annual refresher

Duration: 1-2 hours

Level: Foundational

Additional resources: E-newsletters, mobile apps, posters

IMPROVE ATTITUDES & CRITICAL SELF-REFLECTION

Short to medium sessions (face-to-face), with annual refresher (combined face to-face and online)

Duration: 1-2 hours

Level: Foundational to intermediate

Additional resources: Champions, forums

ENABLE SKILL DEVELOPMENT & PRACTICE CHANGE & CRITICAL SELF-REFLECTION

Medium to long sessions (face-to-face, experiential), repeated bi-annually

Duration: Half to full day

Level: Intermediate to advanced

Additional resources: Champions, forums, hard copy and online (e.g. mobile apps) skills resources

Training Content

Suggested training program content, with modules at the foundational, intermediate and advanced levels. There is an additional module aimed specifically at managers and the executive level of the organisation.

FOUNDATIONAL MODULES

Opening	• Expectations of the organisation and working norms within the organisation • Training goals and objectives • Pre-training questionnaires for those participating

Introduction to women's safety	• Why address violence against women and women's safety? • What is the role of the public transport sector in preventing and responding to women's safety? • What are barriers faced by public transport providers in addressing women's safety?
Understanding violence against women	• Understanding definitions • Knowing the magnitude, risk factors, consequences • Knowing the national and state laws and policies • Knowing the available resources and tools to guide public transport sectors response
Evaluation	• Post-training attitude measures
INTERMEDIATE MODULES	
Perceptions and beliefs	• Understanding how your beliefs may affect the care you give to your customers and colleagues • Understanding and recognising the difference between myths and facts about violence against women
Lived experiences	• Understanding barriers women face in using public transport • Understanding the experiences they may have had or may experience on public transport and in broader everyday life • Understanding the barriers and experiences of colleagues
Self-care	• Accessing support • Managing one's own needs and caring for oneself
Evaluation	• Post-training attitude measures
ADVANCED MODULES	
Guiding principles	• Understanding the concept of providing woman-centred service to female public transport users and colleagues • Understanding the practical implications of providing woman-centred care to female public transport users and colleagues
Skill development	• Improving skills in active listening • Improving skills in communicating effectively and with empathy with the customer/colleague

First line of support	• Understanding the meaning of providing first line support and its importance in service delivery
	• Practice skills in:
	  • Empathic listening
	  • Inquiring about the customers' needs
	  • Offering a validating response
	• Where and how to refer for support

Putting training into action	• Next steps
Evaluation	• Post-training measures of intention to change (immediately post training) and actual behaviour change (3-6-12 months after training)

EXECUTIVE/MANAGER MODULES[10]	
Service readiness	• Audit of Organisation Climate and System Supports to prevent and respond to violence against women in and on public transport (see below) • Assess the readiness of the service and its delivery in preventing, identifying and responding to violence against women • Strengthening the will of the organisation to ensure readiness • Using data for advocacy in the organisation and for planning training and system change
Strengthening service delivery	• Adapting and applying protocols • Developing action plans and costing services • Improving workforce capacity • Strengthening infrastructure and availability of resources • Engaging the community and being accountable to customers and the community more broadly • Monitoring and evaluation of the services provided and service to women users of public transport
Evaluation	• Conduct an audit of gender-sensitive and women's safety response system supports pre and post training.

Sample of **Audit of Organisation Climate and System Supports**[10] to be completed prior to training and discussed in training, or for discussion and completion during training (with follow-up).

What climate do you or the supervisors in your organisation best reflect?	**Blocking** The supervisor stops the employee from doing what has been taught in the program (which may be influenced by the organisation's culture or the supervisor's leadership style being in conflict with the content being taught)	☐
	Discouraging The supervisor does not: • directly say no to practice change, but they indicate that they would be dissatisfied if their employee were to change practice in line with what was taught on the training program; or • model the changed practice, so the employee does not change their practice.	☐

10 It may be useful to involve managers and the senior executive in the development of the foundational, intermediate and advanced training modules to ensure their overall buy-in. The training program (or a shorter version of the training) should also be presented to executives first for their understanding, awareness and buy-in.

What climate do you or the supervisors in your organisation best reflect? (continued)	**Neutral** The supervisor acts as though the training did not take place. They are not bothered either way, just so long as the job at hand is done.	☐
	Encouraging The supervisor encourages their employees to learn and apply the learning and will also engage with the employee about the training.	☐
	Requiring The supervisor knows what the training is and then also makes sure that the employee applies that training.	☐
Workplace equality and respect, Our Watch[11]	Accessed, read and understood the Workplace Equality and Respect Standards https://workplace.ourwatch.org.au/resource/workplace-equality-and-respect-standards	☐
	Undertaken the Workplace Equality and Respect Self-Assessment Tool https://workplace.ourwatch.org.au/resource/workplace-equality-and-respect-self-assessment-tool	☐
	Reflected upon and discussed Workplace Gender Equality Indicators https://workplace.ourwatch.org.au/resource/workplace-equality-and-respect-key-progress-indicators/	☐
	Read and commence Workplace Equality and Respect Implementation Guide https://workplace.ourwatch.org.au/resource/workplace-equality-and-respect-implementation-guide	☐
	Disseminated the staff survey to enable staff feedback https://workplace.ourwatch.org.au/resource/staff-survey	☐
	Accessed, read and commenced the Workplace Equality and Respect planning tool https://workplace.ourwatch.org.au/resource/planning-tool-and-action-plan-template	☐
	Accessed, read and understood the Gender Equality Act 2020, Victoria https://content.legislation.vic.gov.au/sites/default/files/2020-02/20-005aa%20authorised.pdf	☐



"THE PERFECT WORLD FOR US WOULD BE EVERYBODY REPORTS IT, AND THEN WE CAN BE DEPLOYING OUR RESOURCES ... DETERRING THEM [OFFENDERS] FROM BEING ON PUBLIC TRANSPORT."

– Public transport provider interviewee

11 From Our Watch: https://workplace.ourwatch.org.au

Lived Experiences and Case Studies

Hearing lived experiences can bring the issue appropriately to life and can support people in how to respond to a situation and encourage practice change by those working in public transport. The case studies below are drawn from interviews with victims/survivors interviewed as part of the TramLab research.[12] These can be used to discuss:

1. What has happened?
2. How could you and your organisation have identified and responded to the situation?
3. How do we ensure these women feel safe on public transport in the future?

MEI

Mei was on a busy tram heading home from university. She had her headphones on and was absentmindedly looking out the window. A man sat next to her and started talking to her. She smiled politely but did not take off her headphones. He kept talking to her, so she tried to deflect him with her usual strategy of pulling out her textbook and reading while trying to subtly turn off her music so she could hear what he was saying. She heard him call her something offensive and then he touched her leg. Mei cowered at his touch and then tried to get up and move. No one on the tram helped her. She moved to the front of the tram and he followed. She asked the tram driver for assistance, but the tram driver waved her away. The man came up close behind her and said something else sexually aggressive and frightening. At the next stop, she again tried to get the driver's assistance and the driver again waved her away. She was approaching her stop and was starting to panic. It was a suburban area, but she knew that the stop after hers had a pub that she might be able to go in to. So, she missed her stop and just hoped the pub would be open. When the tram pulled up she ran off and the man followed. The pub was open, and she went inside and called her friend who came to pick her up. She did not report it because she felt no one would care. Now she does not ever listen to music on public transport and is always tense and aware.

KIRRA

One day Kirra was waiting for the bus to get to work. She had already not been able to board three buses, because they were not wheelchair accessible. She was frustrated but also used to it. A bus pulled up and the driver got out to pull the ramp that was accessible, and then walked off to check something on the bus. She started to board but her wheel got stuck. She got up and went behind the chair to start pushing it. A passenger came over and offered assistance; she said no thank you. He didn't listen and came up behind her, saying an offensive slur. She couldn't move because she was trapped between her chair and the man. He sexually assaulted her as she tried to push the wheelchair inside. When the wheel came free, she hurried on the bus and huddled into her chair. The bus driver did not notice she was upset. By the time she reached her stop, she was crying but no one asked her if she was ok. She called a friend who told her to miss work that day and to just go home. She paid $80 for a taxi. Because she cannot drive, she has no other option but to continue taking that route to work.

LEYAL

Leyal was sitting on the train and she noticed a man was staring at her. He moved closer and made a rude gesture. She tried to look away and pretend she had not seen him. He then came closer again and said something that made her uncomfortable. At that point, ticket inspectors boarded the train carriage. Leyal got up and went over to them for assistance. They were friendly, and one of the female inspectors asked if she was ok. Leyal told them that the next stop was hers, and she was worried he would follow her. Together, they decided that the group of inspectors would stand in the way so the man would not see her exiting the train. When the train pulled up to her station, she waited till the last second, and jumped off. The man did not see her. She walked hurriedly home.

12 All names have been changed and the stories generalised.

SAM

Sam was out drinking one night and it was getting a bit late. She didn't have enough money to taxi home, so she jumped on a train from the city. On the train she fell asleep and woke up far away from her home. The platform was deserted, except for one man riding a bicycle around. She felt very frightened and disorientated. She knew there was meant to be PSOs, but she couldn't see them. After about ten minutes, a PSO emerged from what she had assumed to be an empty section of the station. She went up and asked if the PSO could please wait with her, which he did.

Evaluating and Sustaining Knowledge, Attitude and Skill Development

Evaluation

There are four key elements to evaluating a training program, each with a specific question to answer.[13]

Reaction	*How do those who have taken part in the training react to it?*	If someone is not reacting well to a training program, it is unlikely that they will be motivated to learn, nor change their behaviour/practice.
Learning	*To what extent have the participants:* • *increased their knowledge* • *changed their attitudes* • *increased/practiced new skills* *as a result of attending the training?*	It's important to have set objectives that can be measured. One or more of: • knowledge increase, attitude change, skill increase needs to happen following the training program for there to be a change in practice by the participants. Knowledge increase alone is unlikely to change practice.
Behaviour	*Has the following been achieved:* • *the employee has a desire to change* • *the employee knows what to do and how to do it* • *the employee works in the right climate for change to occur* • *the employee has been rewarded for changing*	These elements need to occur for change in practice to take place – the individual's motivation to learn and change, the knowledge of what and how to change, as well as organisational system support to do so.
Results	*Have the outcomes you set been achieved? Have the achieved outcomes been sustained over time?*	• Referring to the Program Logic Model, outcomes of increased knowledge and attitudinal change can be determined by the pre and post-training questionnaire.

13 Kirkpatrick, et al. (2006).

Results
(continued)

- Behavioural change will need to be assessed through self-reflection, manager and peer observation, discussion groups, as well as other data available to the organisation.
- Good data collection practices will also support the ability to evaluate ultimate goals of the training program: improved outcomes for women and improved organisational culture.

Evaluation should be ongoing, and feed back into continual development of the training program. Long term evaluations are needed to ensure any changes identified are sustained over time.

Sustaining Quality Performance Checklist

- ☐ Conduct regular follow-up of employees who have participated in training
- ☐ Provide mentoring and supportive supervision to employees who have been trained
- ☐ Offer refresher courses and periodic re-certification
- ☐ Conduct periodic case management reviews

Providing Support To Employees

Support should be provided both during and after training. Many people who attend training in how to respond to violence against women may reflect on their personal experiences of violence or their experiences of seeing violence occur in the home, in public or in the workplace. Some of those attending training may also be perpetrators of violence.

EXTERNAL SUPPORTS
Current available national and state-based resources that employees can access:

Your GP			
Lifeline	www.lifeline.org.au	Tel: 13 11 14	National crisis support service
1800 RESPECT	www.1800respect.org.au	Tel: 1800 737 732	National sexual assault, domestic, family violence counselling service

Safe Steps Family Violence Response Centre	www.safesteps.org.au	Tel: 1800 015 188	Victoria's family violence support service
Sexual Assault Crisis Line (SACL)	www.sacl.com.au	Tel: 1800 806 292	State-wide, after-hours, confidential, telephone crisis counselling service for people who have experienced both past and recent sexual assault
Men's Referral Service	www.ntv.org.au	Tel: 1300 766 491	National telephone support service regarding family violence
Blue Knot Foundation	www.blueknot.org.au	Tel: 1300 657 380	Supports survivors of childhood trauma
QLife	www.qlife.org.au	Tel: 1800 184 527	Counselling for LGBTQI+ people, by LGBTQI+ people

Support Your Team

Training without managerial or organisational support is unlikely to sustain any changes in practice. Offer mentoring and supervision as employees put their training into practice and provide regular follow-up for quality assurance. This will include supporting members of the team to set goals in relation to their training and identify areas for improvement. Having supervisors and/or mentors at work can boost morale and motivation to ensure good responses to women who have experienced violence, whether this be in the form of customer service or peer relations in the workplace.[14]

- Show your support for the training by speaking about its importance and value.
- Lead by example – undertake the training yourself and ensure your staff are supported to attend training.
- Ensure resources are made available to your team; for example protocols, computer prompts, pocket cards. These will help employees remember the skills taught and how to put them into practice.
- Allocate resources for training.
- Ensure you understand and can make clear to your team any organisation policy about protections for staff from violence and harassment at work.
- Champion training within the workplace and encourage attendance.
- Give public credit and recognition to those members of your team who complete training and then use the skills they have been taught.

14 World Health Organization (2017).

Multi-modal delivery is key, with public transport providers using a variety of modes that include case studies, role-plays and group discussions. Several of those interviewed noted the importance of case studies and survivor stories to make it relatable, enhancing and underpinning any gender-sensitive and response training.

> *If we talked about assault and harassment of women and we had people actually come in and share these stories, even while they are travelling on public transport, I think that's a real game changer. Us doing a PowerPoint presentation or updating a policy, we are not going to get the cultural change that we need.* *Transport provider interviewee*

Consistent with the literature, some Victorian public transport providers already use used a variety of additional methods to support and embed training within the organisation (see

Male champions across the business that are trained to respond to harassment in the workplace disclosures and can train team members
Additional resources to frontline employees, such as toolkits on de-escalation
A mobile application to regularly disseminate training material
New employees shadowing existing and more experienced staff
Forums for employee feedback
Weekly emails and newsletters that set out what the organisation is trying to achieve
Individual and group action and development plans



"TRAINERS IMPLEMENTING SEXUAL HARASSMENT TRAINING SHOULD ATTEMPT TO ADDRESS AND REFUTE SEXUAL HARASSMENT MYTHS EARLY ON– EITHER PRIOR TO THE INTRODUCTION OF TRAINING OR AT THE BEGINNING OF THE TRAINING SESSION–IN AN ATTEMPT TO INCREASE MOTIVATION TO LEARN"

Walsh et al., 2013, p.228

B

Links to Key Resources

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OTHER TOOLKITS IN THIS SERIES:

TramLab, 2020, *Toolkit 1: Gender-sensitive Communication Campaign - Improving The Safety of Women and Girls on Public Transport.*. (Melbourne: Victorian State Government, La Trobe University, Monash University XYX Lab, RMIT University).

TramLab, 2020, *Toolkit 2: Gender-sensitive Placemaking - Improving The Safety of Women and Girls on Public Transport.* (Melbourne: Victorian State Government, La Trobe University, Monash University XYX Lab, RMIT University).

TramLab, 2020, *Toolkit 3: Gathering Gender-Sensitive Data - Improving The Safety of Women and Girls on Public Transport.* (Melbourne: Victorian State Government, La Trobe University, Monash University XYX Lab, RMIT University).



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RMIT UNIVERSITY

VICTORIA
State Government

Last Updated:

18 December, 2020

Suggested citation:

TramLab, 2020, *Toolkit 4: Gender-Sensitive Training - Improving The Safety of Women and Girls on Public Transport.* (Melbourne: Victorian State Government, La Trobe University, Monash University XYX Lab, RMIT University).

Contacts

FOR MORE INFORMATION ABOUT THIS RESOURCE, OR TO SHARE FEEDBACK AND SUGGESTIONS, PLEASE CONTACT:

PROFESSOR ANGELA TAFT, LA TROBE UNIVERSITY
A.TAFT@LATROBE.EDU.AU

ASSOCIATE PROFESSOR NICOLE KALMS, MONASH UNIVERSITY
NICOLE.KALMS@MONASH.EDU