

Intersectionality Checklist

Intersectionality

Interventions which address gender inequality should adopt an intersectional approach, in order to reflect and address the multiple forms of disadvantage faced by the diversity of women. Intersectionality is an approach which recognises that social inequalities interact, so people's identities and social positions are actually shaped by multiple intersecting factors. The term was coined in 1968 by Lawyer Kimberley Crenshaw, to highlight and address the specific issues affecting black women, which had been sidelined by both anti-racist organisations and women's organisations whose activities focused on the most privileged in these groups: Black men and White women. The approach has been extended to examine other factors including, a person's age, disability, gender identity, religion or belief, sexual orientation and socio-economic background, all of which contribute towards a person's specific experiences and perspectives. Intersectional approaches recognise that understanding the experiences of, for instance, black disabled students, requires an understanding of how the combination of race/racism and disability/ableism creates specific circumstances. This is different from understanding race and disability separately ([ECU, 2017¹](https://www.ecu.ac.uk/publications/intersectional-approaches-equality-diversity/)).

How to use this checklist

This checklist should be used to prompt consideration of the different needs and experiences that exist within a certain group to ensure that meetings, projects and initiatives don't simply benefit the most privileged members of that group. For example, will your plans inadvertently mostly benefit white, able-bodied, middle-class women?

This checklist should not be treated as an exhaustive list of considerations, but as a starting point to ensure you are asking the sort of questions that support an intersectional approach. It should not be used in lieu of engaging directly with students about their experiences and their views - an important principle of embedding intersectionality is that experience is knowledge. The checklist should be used alongside engagement with affected groups, or as a starting point to engaging affected groups. You may wish to add in further prompt questions around other intersecting characteristics and circumstances which contribute additional barriers to participation, for example caring responsibilities, language barriers or mental health conditions. This resource could be used to complement an Equality Impact Assessment of planned activities (and more broadly in relation to EIA of policy and practice)².

¹ <https://www.ecu.ac.uk/publications/intersectional-approaches-equality-diversity/>

² <https://www.ecu.ac.uk/guidance-resources/governance-and-policies/equality-impact-assessment/>

Prompt questions:

Thinking intersectionally

- How will the variety of lived experiences from relevant equality groups represented be valued in your activity?
- Will your events or activities involve and benefit all groups equally, or primarily benefit the most privileged within a particular group (for example white, able-bodied, middle-class women)?
- What steps will you take to ensure *all* members of this group (including those facing multiple forms of discrimination) benefit?

Planning

- Have you taken proportionate steps to ensure that people who share a protected characteristic are not seen as a homogenous group, and that a variety of lived experience is represented in your activity?
- Have you made any assumptions about who will attend or participate in your event or activity? How will you test these assumptions?
- Have you considered or tested the language used in relation to your event or activity to ensure that it does not indirectly include/exclude some members of a particular group?

Evaluation

- Will you collect intersectional data about who participates and why?
- How will you evaluate and learn from the intersectional experiences of participants?
- What action will you take in response to this evaluation and learning?

Good practice for inclusive activities

- Have you considered the timing of significant religious and cultural days, school holidays and start/finish times when scheduling project activity?
- Have you considered location and accessibility of venues?
- Have you considered diverse dietary requirements?
- Have you considered the provision of incentives and expenses?