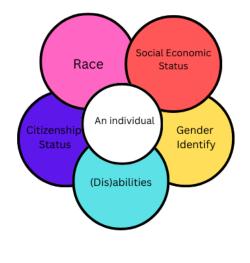
## The Role of Intersectionality in Extension Education

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The term intersectionality, first coined by Kimberlé Williams Crenshaw in 1989, is a theoretical perspective that acknowledges that an individual's experiences are shaped by the intersection of various social factors, such as race, gender, class, and more.

When considering extension education and intersectionality together, it implies a recognition of the diverse needs, backgrounds, and experiences of the target



audience for extension programs.

Here are some key points to consider:



**Cultural Competence:** educators need to be aware of the various cultural nuances and perspectives present in the community. This involves ensuring that educational materials and approaches are respectful and relevant. This means acknowledging that diverse identities exist within a larger culture.

**Community Partnerships:** Collaboration with local community organizations and leaders is crucial. These folks have valuable insight into the unique needs of the community.

**Accessible Resources:** provide educational materials that are available in multiple formats, languages, and mediums to cater to diverse learning preferences and abilities.

**Empowerment and Agency:** we aim not only to transfer knowledge but also to empower individuals within diverse communities. This involves recognizing and fostering the agency of participants to apply the knowledge gained in ways that are meaningful within their unique contexts.

In summary, the integration of intersectionality into extension education involves a commitment to inclusivity, cultural competence, and adaptability to meet the varied needs of individuals within diverse communities. It enhances the effectiveness and relevance of extension programs by acknowledging and addressing the complex interplay of social identities and experiences.



Questions for the diversity committee? Contact the VP of Member Resources, Michelle Wright at <u>michelle.wright@ag.tamu.edu</u>