



# Webinar for students with pre-knowledge on gender-based violence

## Title of the training:

From Awareness to Action: Addressing Gender-Based Violence in Higher Education and Research Organisations Settings

## Learning objectives:

The main objectives of this training are to:

- Develop a comprehensive understanding of the significance of gender-based violence within higher education institutions and research organisations.
- Understand possible features of study environments and setup in regard to their impact on gender-based violence.
- Recognise the importance of embedding gender-based violence and sexual harassment policies in institutional structural change.

## Description for the promotion of the training:

This educational webinar focuses on cultivating a comprehensive understanding of gender-based violence and sexual harassment within the framework of research organisations and higher education institutions. It delves into the intricate nature of these issues as manifestations of gender inequalities and power dynamics. The module encourages open discussions and offers recommendations of interventions implemented by student unions/ associations and individual students, to address these concerns effectively. Furthermore, it emphasises the significance of



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integrating gender-based violence and sexual harassment policies into broader institutional reforms. Tailored for Bachelor and Master students possessing foundational knowledge of gender-based violence, as well as student unions and student associations entrusted with addressing such matters, this module also serves as a valuable resource for members of feminist student organizations who are committed to promoting a safer and more equitable university and research environment.

### Who is it for?

- Bachelor and Master students with some preliminary knowledge on gender-based violence
- Student union and student association responsible for working on gender-based violence
- Feminist student organisation members

### Participants are expected to:

- Read description of the [UniSAFE project](#) and [7P framework](#).
- Formulate expectations of webinar, reason for signing up.
- Familiarise themselves with the legal and/or policy framework of their countries of employment/work regarding gender-based violence, [available here](#).
- Familiarise themselves with the current policies and practices of their institutions regarding gender-based violence.
- Read the case studies provided by the trainer, in advance of the training day.
- Watch the videos provided by the trainer, in advance of the training day.

**Minimum number of participants:** 9

**Maximum number of participants:** 25

**Format:** Online

**Duration:** 3 hours

**Suggestion to the trainer:** It is recommended to offer an additional online support room alongside the training session, acting as a "support line" for participants who may be triggered during discussions and would appreciate the opportunity to engage in a conversation with someone.

The trainer should have prerequisite knowledge on gender-based violence and should prior to the webinar be well informed about the procedures in the university for cases of gender-based violence between both staff and students, and between students.

**Some dimensions are to be considered for all webinars, for the teacher/trainer:**

- Some main dimensions for the trainer/teacher to consider before planning the seminar:
- To what extent participants are known or unknown: do they know the teacher? Do they know each other? Will they have contact with each other afterwards - regularly, occasionally?
- Are the participants new to the institution, or have they been there for a longer time, even for decades?
- What is the level of knowledge/lack of knowledge regarding GBV among the participants? How well informed is the teacher/trainer themselves? How familiar are they with the readings?
- What is the likely motivation of participants? Are they participating because they want to, or is this a mandatory seminar?
- What is the size or likely size of group? And is that likely to impact on how people can/are willing/able to talk and share?
- The extent to which participants know each other, or are strangers is also relevant for the issue of confidentiality and willingness to talk/share.

**Structure for the online webinar:**

**Note for the trainer:** The slides provided include additional information and content under each slide (Notes in PowerPoint).

Programme	Approach	Duration	Observations
<b>Introduction and expectations</b>	<p>Welcome Session</p> <ul style="list-style-type: none"> <li>• Introduction &amp; brief presentation of the programme of the day and its objectives.</li> <li>• Present ground rules for the webinar</li> <li>• Summarise expectations in view of agenda of the day - use the results of the entry questionnaire</li> <li>• Round of introductions</li> </ul> <p><u>Note:</u> The trainer can use an online real-time-board, such as Miro (<a href="http://www.miro.com">www.miro.com</a>) to make the webinar more interactive and to share the cases used in the seminar with the participants. Participants can test the board by writing their names and expectations during introduction.</p> <p>The trainer can use the Poll function to ask whether the participants are aware if their organisation have measures/policies in place regarding gender-based violence and sexual harassment (or asked the questions orally, if the Poll function is not available). For more information, see more in the document "Supporting material".</p>	<p>15-20 min</p>	<p>It is essential for the trainer to emphasise that during any group work activities that encourage sharing experiences, the training is a secure and safe environment to do so.</p> <p>Confidentiality is of utmost importance, and the trainer must stress that what is discussed in the room stays within the room, whilst noting that confidentiality operates within the limits of the law. Considering the sensitive topic that will be discussed, it is possible that certain incidents may result in distressing some participants. There may be participants who are victims or survivors of related experiences, and it is crucial to have that in mind. Read more in the document "Creating a safe space for discussion and dialogue".</p> <p>The trainer opens the floor for initial reactions/reflections on the videos sent in advance. For more information and supporting questions, review the document "Supporting material for trainer", Exercise 1.</p>

<b>Part 1: Understanding of gender- based violence – Definition and important Facts &amp; Figures</b>	The trainer shares: <ul style="list-style-type: none"> <li>• The definition of gender-based violence by the Council of Europe</li> <li>• UniSAFE's understanding of gender-based violence</li> <li>• UniSAFE's survey results - Facts and figures</li> <li>• Impact on victims/survivors</li> <li>• The importance of intersectionality</li> </ul>	30 min	<p>This session aims to present the definition of gender-based violence and its different forms and the UniSAFE's survey results. If the trainer does not feel comfortable presenting the definition/key concepts of gender-based violence or the results of UniSAFE survey, they can play the video by Nicole Ovesen and Anne Laure Humbert, respectively.</p> <p>Ensure that participants get an idea of the diversity of behaviours concerned: verbal, non-verbal and physical forms of sexual harassment, continuum of violence, specificities in research performing organisations.</p> <p>A list of examples of gender-based violence cases, available for the trainer in the document named "Supporting material for trainer".</p>
<b>Part 2: Possible features of study environments and setup, and how they can impact on gender-based violence (1)</b>	The trainer shares general issues, and how they may link with gender-based violence: <ul style="list-style-type: none"> <li>• Female-dominated and male-dominated study environments</li> <li>• Studies including close physical contact with teachers (music, medicine and nursing)</li> <li>• Field studies, field trips (e.g. in biology, geography, anthropology etc.)</li> <li>• Supervision relations</li> </ul>	15 min	<p>The aim of this issue is to highlight possible features of academic environments and setup, and how they can impact gender-based violence.</p> <p>This session has a lecture-format, limited interaction with the audience. A discussion follows.</p> <p>For more information for this session, see Slides.</p> <p>The trainer can use the persona stories developed by UniSAFE as a source of inspiration for the examples listed.</p>

	<ul style="list-style-type: none"> <li>Assistant tasks (teaching assistant, research assistant)</li> </ul>		
<b>Part 2: Possible features of study environments and setup, and how they can impact on gender-based violence (2)</b>	<ul style="list-style-type: none"> <li>The trainer continues to share some more specific issues, and how they may link with gender-based violence:</li> <li>Social university-related events (conferences, department events, parties)</li> <li>Digital study environment, social media</li> <li>Campus safety, student dormitories</li> <li>Study-related professional practice outside the university (e.g. in engineering, medicine, business, media)</li> <li>Student activities off-campus: events of student associations, parties, trips</li> </ul>	15 min	<p>For more information for this session, see Slides.</p> <p>The trainer is using the result of the previous discussion to highlight any specific issues already mentioned/discussed.</p>
<b>Short discussion</b>	Short discussion with participants: The trainer encourages the audience to share their experience or reflections for what discussed so far.	10 min	Trainer asks the participants to reflect and share their understanding of roots cause of gender-based violence.
<b>Break</b>	Break	10 min	
<b>Part 3: Case story and discussion</b>	Case story and Discussion: <u>Small Group Activity</u> : Participants break into groups (break-out rooms) to analyse case	20 min	Provide the case-story to the participants in advance, prior the day of the training. The trainer can choose <u>one</u> of the cases stories provided in the available resources

	<p>story and discuss strategies to address gender-based violence, and the role of student unions/associations.</p> <p><u>Group Presentation</u>: Each group presents their analysis and solutions to the larger audience.</p> <p><u>Facilitated Discussion</u>: Open discussion on challenges faced and potential solutions when addressing gender-based violence in higher education institutions.</p>	10 min	<p>on UniSAFE Toolkit. A shorter version of a case story is added in the slides provided.</p> <p>The participants are divided into break-out rooms, and they can use the Miro board to identify challenges and potential solutions or use a journey map. For each case story, there are additional guidance in the document "Guidance for the case stories". The solutions are suggested to be focused on the role of student unions/associations.</p> <p>The trainer prepares in advance the Miro board. A proposed structure for challenges/solutions is provided in the document "Supporting material for the trainer". Each group has to have its own board to work on.</p>
<b>Part 4: How to address gender-based violence in higher education institutions and research organisations?</b>	<p>The trainer briefly presents the Recommendations for Student Unions/Associations, developed by UniSAFE, and focused on the importance of institutional structural change.</p> <p>The trainer highlights that the burden of implementing an institutional policy to address gender-based violence must not be placed on such associations. The aim of these recommendations is to support student representatives in advocating for and holding institutions accountable for addressing</p>	30 min	<p>The aim of this part is to provide an overview of the recommendations formulated by UniSAFE, specifically directed towards student unions/associations. The purpose of this segment is to enable participants, both members of student associations and individual students, to grasp not only their role and responsibility, but also their obligation in ensuring their institutions are held accountable.</p>

	gender-based violence and in promoting a safe study environment for all.  The trainer opens the floor for discussion and reflections.		
<b>Wrap up and evaluation</b>	<ul style="list-style-type: none"> <li>• Summary of key points covered during the training.</li> <li>• Self-assessment and feedback from participants on the training and suggestions for improvement.</li> <li>• Closing remarks</li> </ul>	10 min	

Note for the trainer: Gender-based violence, according to UniSAFE’s perspective, is defined as a continuum of violence, violations, and violent behaviours and attitudes on the basis of sex and gender and always intersects with other dimensions of inequalities, such as age, ethnicity, disability, and sexuality (Hearn et al. 2020; Bondestam & Lundqvist 2019; Strid et al. 2021). This is explicitly mentioned to you as you may encounter some counter-arguments for the forms of gender-based violence that are recognised for this exercise.

### Resources:

- Definition of gender-based violence by Council of Europe: available [here](#).
- List of forms of gender-based violence: available [here](#).
- Facts and figures: available at [UniSAFE Survey Results](#).
- Root causes and factors: [Council of Europe source](#).
- Impact on victims: [Executive Summary of Report 5.3 \(UniSAFE\)](#).



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