



Webinar for doctoral students/researchers and early career researchers

Title of the training: Building Inclusive Research Environments: Addressing Gender-Based Violence

Learning objectives: pers

The main objectives of this training are to:

- Develop an understanding of the significance of gender-based violence within higher education institutions and research organisations.
- Understand and recognise the forms, prevalence and places of gender-based violence in the context of university studies, particularly in doctoral studies and related research activities
- Examine features of doctoral and research environments in regard to their impact on gender-based violence
- Understand how to respond effectively to gender-based violence, as a doctoral student and similar researchers\



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Description for the promotion of the training:

This webinar is designed for doctoral (PhD) candidates, post-doctoral scholars, early career researchers, project and similar researchers, with the aim of fostering a safer and more inclusive academic environment. Through engaging sessions, participants will further their understanding of the features of doctoral and research environments that might affect gender-based violence. Understanding and responding to gender-based violence is centre stage, using active bystander intervention, effective communication, taking a stand and creating positive change.

Who is it for?

- Doctoral (PhD) candidates
- Post-doctoral students
- Early career researchers
- Project researchers

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.
- 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 distressed during discussions and would appreciate the opportunity to engage in a conversation with someone.

At the end of this document, there is a list of resources which it is important for the trainer to consult before the webinar. Depending on the context of the webinar, and the background and knowledge of the participants, the resource can be useful: i) as preparatory reading for the trainer; ii) as background reading for the participants; iii) texts to be referred to, as appropriate, in the webinar; and iv) recommended reading for participants after the webinar.

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 gender-based violence 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.
- What is the degree of consistency across the PowerPoints of the four trainings? Is total consistency, for example, in how the concept of gender is introduced, necessary or not?

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
Introduction and expectations	<p>Welcome Session</p> <ul style="list-style-type: none"> • Introduction and brief presentation of the programme of the day and its objectives • Ground rules • Summarise outline and expectations in view of agenda of the day • Participants introduce themselves (if time allows) • What is specific about doctoral and similar research • Understanding of gender as more than women, and women and men • Reflections on the videos sent in advance (optional). 	<p>20 min</p> <p>10 min (or this time can be used in the later Focused Discussions)</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 to the videos sent in advance. For more information and supporting questions, review the document "Supporting material for trainer" Exercise 1.</p>
Part 1: Understanding of gender-based violence	<p>The trainer shares:</p> <ul style="list-style-type: none"> • The definition of gender-based violence by the Council of Europe 	30 min	This session aims to present the definition of gender-based violence and its different forms, and present the UniSAFE's survey results.

– Definition and important Facts & Figures	<ul style="list-style-type: none"> • UniSAFE's understanding of gender-based violence • UniSAFE's survey results - Facts and figures • Impact on victims • The importance of ambiguity in researchers' positions, sometimes between staff and students • The importance of intersectionality 		<p>If the trainer does not feel comfortable presenting the definition/key concepts of gender-based violence or the results of UniSAFE survey, they can watch the video by Nicole Ovesen and Anne Laure Humbert, respectively. Not necessarily needed to play the videos during the webinar.</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> <p>Focus on how factors like age, race, class, sexual orientation, and disability intersect with gender to shape unique experiences of violence within academic contexts, promoting to participants a deeper understanding of gender-based violence dynamics.</p> <p>Discussion: ask participants for reactions on 'facts and figures'</p>
Break	Break	5 min	

<p>Part 2: Possible features of doctoral and similar research environments, and how they can impact on gender-based violence, including Focused Discussion (1)</p>	<p>Features of academic environment and how they can impact gender-based violence Short discussion with participants upon Jeff Hearn’s video. The trainer encourages the audience to share their experience or reflections for what discussed so far.</p> <p>The trainer shares general issues, and how they may link with gender-based violence</p>	<p>15 min</p>	<p>The aim of this issue is to highlight possible features of academic environments, and how they can impact gender-based violence. The goal is to support the participants to recognise these features and present the forms that gender-based violence can take in the context of doctoral or similar research environments.</p> <p>At this point, the video by Jeff Hearn can be shown or (re-)shown as a prelude to lecture format, with interaction with the audience. If appropriate, it can be mentioned that he has long experience of doctoral supervision (over 50 completed), and doctoral examination (over 90 examined) in many countries.</p> <p>If <i>all</i> participants have seen previously watched the video, the lecture format can, if they wish, proceed immediately, or may wish to show part or whole of the video.</p> <p>The trainer:</p> <ul style="list-style-type: none"> – Shows video – Initial reflections from participants – Asks for quick reactions/thoughts? – Then, going through key themes
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Part 2 (continued): Possible features of doctoral and similar research environments, and how they can impact on gender-based violence	<p>The trainer continues to share some more specific issues, and how they may link with gender-based violence.</p> <p>Examination of the role of academic culture, institutional policies, and workplace dynamics</p>	10 min	<p>For more information for this session, see notes under each slide.</p> <p>The trainer is using the result of the previous discussion to highlight specific issues mentioned/discussed.</p>
Focused Discussion in Break out groups 1	<p><u>Exercise 1 – Focused Discussion in groups:</u></p> <p>The trainer shared the instructions for Exercise 1, and then participants are divided into groups. Supportive questions are sent to each group to facilitate their discussion (15 min) and then each rapporteur reports back in plenary (10 min).</p>	25 min	<p>What do you see as the most important and potentially damaging aspects, in your own setting (or a setting you are familiar with), with regard to gender-based violence?</p> <p>What do you see as positive aspects in your own (or familiar) setting with regard to preventing gender-based violence?</p> <p>What do you think are the 1 or 2 main things that can be done, in your own (or familiar) setting, to stop gender-based violence?</p>

Break	Break	15 min	
Part 3: Responding to gender-based violence	<p>The trainer presents:</p> <ul style="list-style-type: none"> • The concept of active bystander intervention and its role in preventing and addressing gender-based violence. • Providing guidance on setting personal boundaries, effective communication, and utilising support services. • Available resources at your institution 	40 min	<p>This session aims to underscore the critical significance of proactiveness and seeking support when participants identify the red flags or characteristics discussed thus far. Participants will gain insight into active bystander intervention, effective communication techniques and the importance of utilising the services available.</p> <p>It is suggested that the trainer provides a brief overview of the policies, measures and services available in the institution of the participants. Additional resources and links can be provided for further study after the training.</p>
Wrap up and evaluation	<ul style="list-style-type: none"> • Summary of key points covered during the training. • Self-assessment and feedback from participants on the training and suggestions for improvement. • Closing remarks • Questionnaire 	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 \(UniSAFE\)](#).
- Summary of UniSAFE D5.3: Blazyte, Giedre and Pilinkaite Sotirovic, Vilana. (2023). Individual experiences and observation of gender-based violence in academia. Executive summary of the analysis of interviews with researchers at higher risk to gender-based violence. Zenodo. <https://doi.org/10.5281/zenodo.7643496>
- Sofia Strid, Anne Laure Humbert, Jeff Hearn, Fredrik Bondestam and Liisa Husu (2021) Theoretical and Conceptual Framework, UniSAFE Horizon 2020, Örebro: Örebro University. https://unisafe-gbv.eu/wp-content/uploads/2021/05/DT31_Theoretical-and-conceptual-framework_290421.pdf

Further resources:

- Drew, Eileen, & Canavan, Siobhan (Eds.). (2020) The Gender-Sensitive University: A Contradiction in Terms? London: Routledge. <https://doi.org/10.4324/9781003001348>, especially Chapter 6, Marion Paoletti, Suzanne Quintin, Jane Gray-Sadran, Laure Squarcioni 'Sexual violence on campus: Objectification, awareness-raising and response' (10 p.)
- EGERA, Recommendations to prevent and fight sexual harassment in academia, available at <https://www.uab.cat/doc/recomanacions-egera>
- Fredrik Bondestam & Maja Lundqvist (2020). Sexual Harassment in Higher Education. A Systematic Review. European Journal of Higher Education. 10(4), pp. 397-419. <https://www.tandfonline.com/doi/full/10.1080/21568235.2020.1729833>
- Jeff Hearn & Liisa Husu 'Age–gender relations in academia' in Tracey Adams and Marta Choroszewicz (eds.) Gender, Age and Inequality in the Professions; Exploring the Disordering, Disruptive and Chaotic Properties of Communication, Routledge, London, 2019, pp. 193-212. (https://www.researchgate.net/publication/333598284_Age-Gender_Relations_in_the_Academic_Profession). This text also summaries results of the 3 Swedish national surveys of PhDs' experiences.
- Pat O'Connor et al. (2021) Organisational Characteristics That Facilitate Gender-Based Violence and Harassment in Higher Education? Administrative Sciences. <https://www.mdpi.com/2076-3387/11/4/138>

- Tigger, Guidelines for the prevention of sexual harassment, harassment on grounds of sex and psychological harassment of the Polytechnic available at https://triggerprojectupm.files.wordpress.com/2014/10/guia_acosodiscriminacion20150428_review_eng.pdf

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