



Webinar for students without previous knowledge on gender-based violence

Title of the training:

Creating Awareness and Enabling Actions: Addressing Gender-Based Violence in Higher Education

Learning objectives:

The main objectives of this training are to:

- Develop knowledge on key concept related to issues of gender-based violence.
- Gain insights on gender-based violence in the context of higher education.
- Provide students with the necessary skills to recognise gender-based violence in higher education from a bystander position.

Description for the promotion of the training:

This educational webinar focuses on cultivating a comprehensive understanding of gender-based violence within the framework 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 examples of gender-based violence, power relations and bystander interventions. Tailored for



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101006261.

Bachelor and Master students with no previous knowledge of gender-based violence, this module serves as a valuable introduction to the topic of gender-based violence and interventions to promote a safer and more equitable university and research environment.

Who is it for?

- Bachelor and Master students with no or little previous knowledge on gender-based violence

Participants are expected to:

- Read description of the [UniSAFE project](#).
- Formulate expectations of webinar, reason for signing up.
- Watch the videos provided by the trainer, in advance of the training day.

Minimum number of participants: 3

Maximum number of participants: 30

Format: Online

Duration: 2.5 – 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 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.

Resources and tools: 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.

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 & brief presentation of the programme of the day and its objectives. • Present ground rules for the webinar • Summarise expectations in view of agenda of the day - use the results of the entry questionnaire • Round of introductions <p><u>Note:</u> The trainer can use an online real-time-board, such as Miro (www.miro.com) 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>	25 min	<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 can also open the floor for initial reactions/reflections on the videos sent in advance or ask whether the students have heard about gender-based violence in higher education previously (for instance #metoo). For more information and supporting questions, review the document "Supporting material for trainer", Exercise 1.</p>

Part 1: Understanding gender-based violence	<p>The trainer shares:</p> <ul style="list-style-type: none"> UniSAFE's understanding of gender-based violence, key concepts such as intersectionality, gender, and power are introduced. 	10 min	<p>This session aims to present the definition and key concepts of gender-based violence and its different forms.</p> <p>If the trainer does not feel comfortable presenting the definition/key concepts of gender-based violence, they can play the video by Nicole Ovesen.</p> <p>The trainer ensures that participants get an idea of the diversity of behaviours concerned: verbal, non-verbal and physical forms of sexual harassment, continuum of violence.</p>
	<p>The trainer:</p> <ul style="list-style-type: none"> Facilitates the discussion on examples of 'less obvious' forms of gender-based violence as well as how intersectionality relates to gender-based violence. 	15 min	<p>The discussion focuses on providing examples on concepts raised in the video such as:</p> <ul style="list-style-type: none"> examples of forms of gender-based violence which are not recognised by the criminal justice system examples of how intersectionality relates to gender-based violence <p>A list of examples of gender-based violence cases, available for the trainer in the document named "Supporting material for trainer". Depending on the number of participants this discussion can either be done in break-out rooms or in plenary.</p>
	<ul style="list-style-type: none"> Higher education as the context of gender-based violence UniSAFE's survey results - Facts and figures 	10 min	<p>This session aims to present the prevalence and consequences of gender-based violence in higher education, based on the UniSAFE's survey results (10 min).</p>

			The trainer shows the UniSAFE video on the results of UniSAFE survey, by Anne Laure Humbert.
	Discussion about prevalence and consequences	15-20 min	<p>Depending on the number of participants this discussion can either be done in break-out rooms or in plenary.</p> <p>Suggestions for issues to discuss: what stands out, what surprises you, based on your knowledge and experience?</p> <p>The trainer could also ask questions while presenting the UniSAFE survey results, such as: what percentage of people who experienced gender-based violence reported their case? Why do think the percentage is so low? What have you yourself 'seen' in your own institution?</p>
Break	Break	10 min	
Part 2: Addressing gender-based violence (from bystander perspective)	Bystander perspectives: Introduce the important role of bystanders Introduce the 5D model (model (distract, delegate, document, delay, direct)	20 min	<p>The session aims to empower participants by helping them understand their individual roles in addressing gender-based violence within their micro-environments. It is crucial to recognise how seemingly "small" actions can have a significant impact.</p> <p>The trainer emphasises the possibility of bystanders to intervene and the effects of their actions.</p>

			The trainer introduces a tool, the 5D model, and assists participants in comprehending when it is appropriate to intervene.
	<u>Exercise 1 Case studies – In break-out rooms:</u> The trainer gives instructions for the exercise Participants go to the online rooms (no fewer than three per room) Trainer shares their screen and gives instructions	30 min	The aim of this session is for participants to reflect on how/when to intervene. The 5D model can work as a tool to identify interventions/actions and actions points/times. The trainer shares two cases of gender-based violence, each group engages with both, 15 minutes each. Each group appoints a timekeeper and a rapporteur, who reports back in plenary in the next session
	Discussion: Reporting back from sub-groups, one by one The trainer provides feedback	20 min	The notetakers report back in plenary; trainer guides the discussion and provides feedback.
Wrap up and evaluation	Summary of key points covered during the training. Self-assessment and feedback from participants on the training and suggestions for improvement. Closing remarks	10 min	The trainer provides link to the exit questionnaire, and ends the seminar. The trainer should leave the webinar room open in case any of the participants needs to debrief experiences.

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

General resources

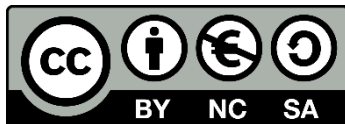
- Anitha, S., & Lewis, R. (Eds.). (2018). *Gender Based Violence in University Communities: Policy, Prevention and Educational Initiatives* (1st ed.). Bristol University Press. <https://doi.org/10.2307/j.ctv1fxh3v>
- Definition of gender-based violence by Council of Europe: available at: <https://www.coe.int/en/web/gender-matters/what-is-gender-based-violence>
- Hassan, S., & Sanchez-Lambert, J. (2019). *It's not that grey—A practical guide for the twilight zone of sexual harassment*. Period. Brussels. <https://periodbrussels.eu/wp-content/uploads/2019/04/Its-not-that-Grey-Period-Guide-2019-online.pdf>
- Phipps, A. (2018). 'Lad culture' and sexual violence against students. In S. Anitha & R. Lewis (Eds.), *Gender Based Violence in University Communities: Policy, Prevention and Educational Initiatives* (1st ed., pp. 41–60). Bristol University Press. <https://doi.org/10.2307/j.ctv1fxh3v.7>
- Right to be, 5D model: Bystander Intervention training: available at: <https://righttobe.org/guides/bystander-intervention-training/>
- VicHealth (2014). 'Stepping In': A bystander action toolkit to support equality and respect at work. *A resource for State Sporting Associations*, Victorian Health Promotion Foundation, Melbourne, Australia. <https://www.vichealth.vic.gov.au/sites/default/files/Bystander-action-toolkit-resource.pdf>

UniSAFE resources:

- Blazyte, G., and Pilinkaite Sotirovic, V. (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>
- Lipinsky, A., Schredl, C., Baumann, H., Humbert, A., and Tanwar, J. (2022). Gender-based violence and its consequences in European Academia, Summary results from the UniSAFE survey. Report, November 2022.

- Mergaert, L., Linková M., and Strid. S. (2023). Theorising Gender-Based Violence Policies: A 7P Framework. Social Sciences 12: no. 7: 385. <https://doi.org/10.3390/socsci1207038>
- Strid, S., Humbert, AL., Hearn, J., Bondestam, F., & Husu, L. (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

How to cite this document? Strid, Sofia; Ovesen, Nicole; Polykarpou, Panagiota; Wuiame, Nathalie; Rouzier, Elise Marie. Webinar for students without previous knowledge on gender-based violence (Structure document). Antwerp: Yellow Window, 2023.



**Attribution-NonCommercial-ShareAlike
CC-BY-NC-SA**

Important note for the use of the training materials: The training materials are offered under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) license, are freely available for non-commercial use with necessary credit given to the authors. This license permits personal or educational utilisation and adaptation, provided the adaptations are shared under the same terms. Designed to promote collaborative learning, this approach ensures UniSAFE's content remains accessible and encourages further development within the community, maintaining the ethos of open, shared knowledge.