



**UniSAFE**  
ENDING GENDER-BASED VIOLENCE

# Supportive Material for Trainer: Webinar for Teachers in Higher Education Institutions and Research Organisations

## Exercise 1: Reflections on the videos

The trainer provided participants with the video "Data and gender-based violence" by Anne Laure Humbert, in advance. Participants are encouraged to watch it and take note of their thoughts and reactions. In the introductory session, the trainer encourages participants to share their thoughts on the video content. If any participants hadn't viewed it, the trainer has the option to either provide a summary of the main points or show relevant parts of the videos. The content of the video is briefly covered in Part 1 of the training.

The trainer can use some of the following questions for reflection, as a form of a short ice-breaking activity:

- What are your initial thoughts on UniSAFE's survey results as presented by Anne Laure Humbert? Is there any statistic/information that surprised you?
- How might data and statistics help us better understand the prevalence and patterns of gender-based violence?
- In what ways can data be used to advocate for policy changes and support victims/survivors of gender-based violence?

## Part 1: Understanding of gender- based violence – Definition and important Facts & Figures

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,



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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

Examples of cases of gender-based violence:

- A male supervisor is throwing objects and yelling at a female PhD student because they missed a deadline.
- A professor is inappropriately grabbing body parts of a female student during a conference abroad.
- Students are making sexually offensive and racist comments about a new international student.
- A supervisor is insulting and humiliating a non-binary intern with an impairment.
- A female professor threatens a student to not pass their assignment unless the male student goes out one night with the professor and they 'have breakfast' together.
- A male student is making sexual remarks about the body of their female supervisor/professor and asking questions about their private life.
- A male student shares sexually explicit images and videos of another female student, without their consent.
- Colleagues are withholding information and exclude a female new-comer colleague from conversations and meetings.
- A colleague is commenting on a female colleague's promotion as not fair because her skin colour does not 'fit' in the top management team.
- A supervisor is exploiting mobility/international students by paying them less or denying them benefits that they are entitled to.
- A male colleague is displaying posters, items and screensavers of a sexual nature on their office laptop.
- A supervisor is taking credit for the work of another female colleague during a meeting.
- A non-binary employee is punished or threatened with punishment for speaking out against unfair practices in the workplace.
- A supervisor denies the reality of a female colleague perception and feeling after an argument they had (gaslighting).
- A male manager refuses paying all hours worked because the female employee did not satisfy an inappropriate request he made.
- A female colleague is aggressively coughing towards a non-binary colleague.
- Colleagues are making jokes about a colleague's sexual orientation.

- A student repeatedly asks a classmate to go out on a date although the invitation was previously declined many times.
- A student created a fake social media account to harass a trans-gender student.
- A student picks up a fellow student's mobile phone and sends indecent chat messages to contacts of the fellow student in their name.
- A student uses his cell phone to film female students undressing in the women's changing rooms at the university's sports facility.
- A manager discourages another colleague from reporting an incident of gender-based violence.
- A group of students is humiliating another group of students who are studying in Gender studies, by undermining the legitimacy or importance of their academic field.
- A supervisor is dismissing a report of gender-based violence reported to him/her by advising the victim to "handle the situation on their own".

**Forms of gender-based violence:**

- Physical violence
- Psychological violence
- Economic violence
- Sexual violence
- Sexual harassment
- Online violence
- Organisational violence

**Miro board design idea for exercise with persona stories:**



The Miro board is titled "Exercise" and contains the following instructions: "Instructions: Identify challenges, institutional shortcomings, and propose solutions." The board is divided into four quadrants. The top-left quadrant is labeled "Challenges" and is empty. The top-right quadrant contains a 5x3 grid of 15 red sticky notes. The bottom-left quadrant is labeled "Solutions" and is empty. The bottom-right quadrant contains a 5x3 grid of 15 blue sticky notes.

**Additional Resources for the trainer:**

- Mediating Student Learning about Gender-Based Violence:
- Vanner et al 2021: <https://doi.org/10.1016/j.tate.2022.103755>
- Anitha and Lewis 2018: <https://www.jstor.org/stable/j.ctv1fxh3v>

## Action plan template to be sent to participants in a Word document format:

Participants can use the following template as a guide to develop their individual action plans tailored to their teaching contexts and goals. The action plan will serve as a roadmap for incorporating gender-based violence topics effectively and sustainably into their teaching practices:

### **Action Plan: Incorporating Gender-Based Violence in Teaching**

#### **1. Identify Target Courses/Modules:**

Identify a course/module in which you intend to integrate gender-based violence and that can be promptly accomplished, resulting in a significant impact—such as a specific module utilised across various classes.

#### **2. Learning Objectives:**

Define specific learning objectives related to gender-based violence for each course/module.

#### **3. Curriculum Integration:**

Outline how gender-based violence topics will be integrated into existing curriculum content.

#### **4. Teaching Methods and Activities:**

Specify teaching methods, activities, and resources that will effectively engage students and professionals in discussions and learning about gender-based violence in the context of higher education and research organisations.

#### **5. Inclusive Language and Environment:**

Detail strategies to create an inclusive and respectful classroom environment when addressing sensitive gender-based violence topics.

#### **6. Assessments and Evaluation:**

Describe how student/professionals understanding of gender-based violence will be assessed and evaluated.

#### **7. Faculty Development:**

Plan how you will further develop your own knowledge and skills to confidently address gender-based violence topics.

#### **8. Student Support:**

Outline support mechanisms for students/professionals who may be affected by or want to engage further with the topic.

#### **9. Implementation Timeline:**

Set a timeline for when you will implement each aspect of your action plan.

#### **10. Reflection and Adaptation:**

Define points for reflection and adaptation to assess the effectiveness of your approach and make necessary adjustments.

### 11. Resources Needed:

List any specific resources, materials, or support required for successful implementation.

### 12. Personal Commitment:

Make a personal commitment statement to hold yourself accountable for the successful execution of your action plan.

### 13. Signature and Date:

Sign and date your action plan as a formal commitment to its implementation.

## Reading list teachers

### Teaching on GBV in higher education

Buiten, D., Finlay, E., & Hancock, R. (2022). Towards an Intersectional Feminist Pedagogy of Gender-Based Violence. In A. Day, L. Lee, D. Thomas, & J. Spickard (Eds.), *Diversity, Inclusion, and Decolonization: Practical Tools for Improving Teaching, Research, and Scholarship* (pp. 140-154). Bristol University Press. doi:10.46692/9781529216677.011

McLean, L. (2023) Teaching about gender violence, with and for gender justice: epistemological, pedagogical and ethical dilemmas, *Gender and Education*, 35:5, 469-486, DOI: [10.1080/09540253.2023.2206848](https://doi.org/10.1080/09540253.2023.2206848)

### GBV in higher education specifically

Anitha, S., & Lewis, R. (2018). *Gender based violence in university communities: Policy, prevention and educational initiatives*. Bristol: Policy Press. <https://library.oapen.org/handle/20.500.12657/53430>

Bondestam, F. & Lundqvist, M. (2020). Sexual Harassment in Higher Education – A Systematic Review, *European Journal of Higher Education*, 10:4, 397-419, DOI: [10.1080/21568235.2020.1729833](https://doi.org/10.1080/21568235.2020.1729833)

Marine, S., & Lewis, R. (eds.). (2020). *Collaborating for change: Transforming cultures to end gender-based violence in higher education*. Oxford University Press. [https://books.google.se/books?hl=en&lr=&id=yRP0DwAAQBAJ&oi=fnd&pg=PP1&dq=ending+gender-based+violence+in+academia&ots=h-A7fVQUi&sig=JIsjr7rhNYQKaBnc9LkpOHMMoho&redir\\_esc=y#v=onepage&q=ending%20gender-based%20violence%20in%20academia&f=false](https://books.google.se/books?hl=en&lr=&id=yRP0DwAAQBAJ&oi=fnd&pg=PP1&dq=ending+gender-based+violence+in+academia&ots=h-A7fVQUi&sig=JIsjr7rhNYQKaBnc9LkpOHMMoho&redir_esc=y#v=onepage&q=ending%20gender-based%20violence%20in%20academia&f=false)

### Various UniSAFE materials

Blazyte, G. & 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>

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](https://unisafe-gbv.eu/wp-content/uploads/2021/05/DT31_Theoretical-and-conceptual-framework_290421.pdf)

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