



**UniSAFE**  
ENDING GENDER-BASED VIOLENCE

# Supportive Material for Trainer: Webinar for students without previous knowledge on gender- based violence

## Understanding of gender- based violence

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

## List of examples of GBV incidents for the trainer (not to be disseminated):

- A male supervisor is throwing objects and yelling at a female PhD student because they missed a deadline – **Psychological and Physical Violence**
- A professor is inappropriately grabbing body parts of a female student during a conference abroad. - **Sexual Harassment**
- Students are making sexually offensive and racist comments about the new international student. - **Psychological Violence**
- A supervisor is insulting and humiliating a non-binary intern. - **Psychological Violence**
- 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. - **Sexual Violence and Sexual Harassment**



- A male student is making sexual remarks about the body of their female supervisor/professor and asking questions about their private life. - **Sexual Violence and gender harassment**
- 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”. - **Organisational violence**
- A male student shares sexually explicit images and videos of another female student, without their consent. - **Sexual Violence and Sexual Harassment**
- Colleagues are withholding information and exclude a female new-comer colleague from conversations and meetings. - **Psychological Violence**
- 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. - **Gender (and race) Harassment & Organisational Violence**
- A supervisor is exploiting mobility students by paying them less or denying them benefits that they are entitled to. - **Economic and Financial Violence**
- A male colleague is displaying posters, items and screensavers of a sexual nature on their office laptop. - **Sexual Harassment & Organisational Violence**
- A supervisor is taking credit for the work of another female colleague during a meeting. **Gender Harassment & Organisational Violence**
- A manager discourages another colleague from reporting an incident of gender-based violence. **Organisational violence**
- A manager denies a request paying all hours worked because the female employee did not satisfy an inappropriate request with them. - **Sexual Harassment (with consequence) Economic and Financial Violence**
- Colleagues are making jokes about a colleague’s sexual orientation/gender reassignment. - **Gender Harassment**
- A student repeatedly asks a classmate to go out on a date although the invitation was previously declined many times. - **Sexual Harassment**
- A student created a fake social media account to harass a trans-gender student. - **Online violence & Sexual Harassment**
- 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. - **Organisational violence**
- A student uses his cell phone to film female students undressing in the women’s changing rooms at the university’s sports facility. - **Sexual Violence & Sexual Harassment**

## Definitions of the forms of gender-based violence (for the trainer to familiarise themselves before the training):

Term	Definition
<b>Economic and financial violence</b>	<p><b>Economic and financial violence</b> and abuse refer to intentional acts or behaviours that result in financial or economic harm to an individual or make them financially dependent. This can include controlling financial resources, denying access to money, forbidding attendance in education or employment, and withholding support. Economic violence can also take the form of sextortion, where a person abuses their entrusted authority to obtain a sexual favour in exchange for a service, benefit, or economic gain. In research, economic violence may manifest as quid pro quo, denying access to financial resources, restricting employment opportunities or healthcare services, withholding employment contracts, or not fulfilling economic responsibilities.</p> <p><u>Sources:</u>  Postmus, J. L., Hoge, G. L., Breckenridge, J., Sharp-Jeffs, N., &amp; Chung, D. (2020). Economic Abuse as an Invisible Form of Domestic Violence: A Multicountry Review. <i>Trauma, Violence, &amp; Abuse</i>, 21(2), 261–283.  Strid, S., Humbert, A. L., Hearn, J., Bondestam, F., &amp; Husu, L. (2021). UniSAFE D3.1: Theoretical and Conceptual Framework. Public deliverable submitted to the European Commission 30/04/2021. Zenodo.  <a href="https://doi.org/10.5281/zenodo.7333232">https://doi.org/10.5281/zenodo.7333232</a></p>
<b>Gender harassment</b>	<p><b>Gender harassment</b> refers to unwelcome behaviours, actions or comments that create a hostile or offensive environment and are directed towards an individual or a group based on their sex, gender identity or gender expression. These behaviours are not necessarily sexually explicit, but rather can include derogatory or degrading remarks, sexist jokes, exclusion, silencing, stereotypical prejudices or other forms of demeaning treatment that belittle or marginalise individuals based on their gender. Gender harassment can occur in various settings both online and offline, including workplaces, educational institutions, and public spaces, and can have negative impacts on the mental health and wellbeing of those who experience it.</p> <p><u>Sources:</u>  Cortina LM., Kabat-Farr D., Leskinen EA., Huerta, M., &amp; Magley, VJ. (2011). Selective incivility as modern discrimination in organizations. <i>Journal of Management</i> 39: 1579–1605  Leskinen EA, Cortina, LM. (2014). Dimensions of disrespect: Mapping and measuring gender harassment in organizations. <i>Psychology of Women Quarterly</i> 38: 107–123.  <a href="https://doi.org/10.1177/0361684313496549">https://doi.org/10.1177/0361684313496549</a>.</p>
<b>Online violence</b>	<p><b>Online violence</b> is a type of violence, abuse, and violation that occurs through the use of information and communication technologies, such as social media, email, text messages, and online forums. It can take many forms, including cyberstalking,</p>

	<p>cyberbullying, internet-based sexual violence, and the non-consensual distribution of sexual images and text. The instantaneous nature of online communication and the ability to reproduce and distribute images and messages globally create unique challenges for addressing and preventing online violence. The COVID-19 pandemic has also highlighted the need to address and prevent online violence as more research and education moves online.</p> <p><u>Sources:</u>        Strid, S., Humbert, A. L., Hearn, J., Bondestam, F., &amp; Husu, L. (2021). UniSAFE D3.1: Theoretical and Conceptual Framework. Public deliverable submitted to the European Commission 30/04/2021. Zenodo.  <a href="https://doi.org/10.5281/zenodo.7333232">https://doi.org/10.5281/zenodo.7333232</a></p>
<b>Organisational (Gender-based) violence</b>	<p>Organisational gender-based violence refers to the manifestation of gender-based violence at the collective, group, and organisational levels of research performing organisations. This can take various forms, such as weak or autocratic management that allows or condones individual gender-based violence or the existence of group/organisational cultures that directly or indirectly promote gender-based violence, including hostile environments and psychological violence. Factors that enable such negative environments can include power imbalances, low perception of costs to the organisation for allowing violence, high stress and dissatisfaction among staff, and the organisation's leadership style in relation to gender-based violence.</p> <p><u>Sources:</u>        Ågotnes, K. W., Einarsen, S. V., Hetland, J. &amp; Skogstad, A. (2018). The moderating effect of laissez-faire leadership on the relationship between co-worker conflicts and new cases of workplace bullying: A true prospective design. Human Resource Management Journal 28(4), 555–568.  <a href="https://doi.org/10.1111/1748-8583.12200">https://doi.org/10.1111/1748-8583.12200</a>.        Hearn, J., &amp; Parkin, W. (2001). Gender, Sexuality and Violence in Organizations. London: Sage.        MacKinnon, C. (1979). Sexual Harassment of Working Women. A Case of Sex Discrimination. Yale University Press.        Salin, D., &amp; Hoel, H. (2020). Organizational risk factors of workplace bullying. In: Einarsen, Hoel, Zapf &amp; Cooper (eds), Bullying and Harassment in the Workplace: Theory, Research and Practice. London: CRC Press. Pp. 305–330.</p>
<b>Physical violence</b>	<p><b>Physical violence</b> and abuse refer to the intentional use of physical force against another person or group including kicking, beating, pushing, slapping, shoving, hitting, blocking. Physical violence is the form of violence most easily measured, often in incidents, and commonly addressed. It is direct and often involves a relatively easily identifiable perpetrator, and the time and space between act and immediate impact is very brief.</p> <p><u>Sources:</u></p>

	<p>Heise, L. (1998). Violence against women: An integrated, ecological framework. <i>Violence Against Women</i> 4(3), 262–290.  <a href="https://doi.org/10.1177/1077801298004003002">https://doi.org/10.1177/1077801298004003002</a>.</p> <p>Hester, M., Kelly, L., &amp; Radford, J. (eds), (1996). <i>Women, Violence and Male Power: Feminist Activism, Research and Practice</i>. Buckingham: Open University Press.</p> <p>Strid, S., Humbert, A. L., Hearn, J., Bondestam, F., &amp; Husu, L. (2021). UniSAFE D3.1: Theoretical and Conceptual Framework. Public deliverable submitted to the European Commission 30/04/2021. Zenodo.  <a href="https://doi.org/10.5281/zenodo.7333232">https://doi.org/10.5281/zenodo.7333232</a></p>
<b>Psychological violence</b>	<p><b>Psychological violence</b>, also known as emotional abuse, involves harmful and intentional behaviours that undermine, manipulate, or control a person's thoughts, feelings, and actions. This can include verbal abuse, threats, blackmail, controlling behaviour, and coercion, and can occur in both online and offline contexts. In an academic setting, psychological violence can manifest as public insults, ridiculing of someone's work, or humiliating a colleague in public, which can have a detrimental effect on a person's professional and personal well-being.</p> <p><u>Sources:</u>          Council of Europe (2011). <i>Convention on Preventing and Combating Violence against Women and Domestic Violence</i> (Council of Europe Treaty Series No 210). Istanbul: Council of Europe          European Institute for Gender Equality (2017). <i>Glossary of definitions of rape, femicide and intimate partner violence</i>. Vilnius: EIGE.          Veinhardt, J. (2019). Psychological violence in the interrelationships between academic community members: the situation of higher education institutions in the pre-reform and reform period. In: <i>International Scientific and Practical Internet Conference Interdisciplinary discourse in the study of the social phenomenon</i>. March 2019, Kyiv, Ukraine.</p>
<b>Sexual harassment</b>	<p><b>Sexual harassment</b> is any form of unwanted verbal, nonverbal, or physical behaviour of a sexual nature, including but not limited to unwanted sexual comments, jokes, innuendos, stalking, sextortion, bullying, sexual invitations, and demands. It can create an intimidating, hostile, degrading, humiliating, or offensive environment, and is a form of sexual violence. Sexual harassment is not the same as sexual assault, although they can overlap. Quid pro quo sexual harassment occurs when studying or employment decisions are based on acceptance or rejection of unwelcome sexual behaviour. The term “misconduct” is sometimes used instead of harassment to capture abuses of power.</p> <p><u>Sources:</u>          MacKinnon, C. A. (1979). <i>Sexual Harassment of Working Women</i>. New Haven, CT: Yale University Press.          Council of Europe (2011). <i>Convention on Preventing and Combating Violence against Women and Domestic Violence</i> (Council of Europe Treaty Series No 210). Istanbul: Council of Europe.</p>



<b>Sexual violence</b>	<p><b>Sexual violence</b> is any sexual act that is perpetrated against someone's will, including rape, sexual assault, sexual harassment, and sexual coercion. It can have physical, emotional, and psychological consequences for survivors, and affects people from all communities. However, certain groups are more likely to experience sexual violence due to their gender or other characteristics and experiences of inequalities.</p> <p><u>Sources:</u>  Kelly, L. (1988). <i>Surviving Sexual Violence</i>. Cambridge: Polity.  Phipps, A. (2018). "Lad culture" and sexual violence against students. In: Anitha &amp; Lewis (eds), <i>Gender based violence in university communities: Policy, prevention and educational initiatives</i>. Bristol: Policy Press. pp. 41–59.</p>
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### Suggestions for cases:

Note for the trainer: If the seminar is done online – make sure to copy and paste the cases into the group chat or onto another digital platform so the participants can access the cases during the small group discussion.

#### Case 1 – (power, pattern of abuse, intersectionality)

The department where you study hired a renowned professor a few years back. He has created an image around himself as being tough and honest and he claims to push the students to do better. He often chooses one or two students to present an exercise they have prepared in front of the class. You have witnessed that he can be very encouraging and eager to help students to learn from their mistakes. However, you have also started to notice that not all the students are given the same amount of encouragement.

The professor is significantly tougher on younger women especially if they are exchange students. He would often end up interrogating these students for a long time in front of the whole class and he does not seem to tolerate any mistakes on their behalf. On the latest occasion a student left the room in tears after the professor questioned her abilities and told her that she should consider changing her subject of study.

#### Case 2: (student-student, campus culture, sexual harassment, online violence)

You've been studying at university for around six months. The first couple of months have been filled with social events and activities mostly run by more senior students. One of your fellow students, Olivia, started dating one of these senior students but she ended the relationship after just a few months. Olivia is very outgoing and sociable, but following the break-up she has become more withdrawn, and she often skips classes.

Olivia confides in you one day after class that her ex-partner was very controlling when they were together and that he continues to harass her on a daily basis after the break-up. He will send her endless texts, keep calling and threatens to release sexual images of her to her classmates if she were to find someone new. She tells you that she is scared of what he will do if she were to report him and that "I also feel guilty for hurting him. I'm sure it will pass once he moves on. I just have to keep a low profile to avoid upsetting him further."

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