



UniSAFE
ENDING GENDER-BASED VIOLENCE

Supportive Material for Trainer: Webinar for doctoral students/researchers and early career researchers

Exercise 1: Reflections on the videos

The trainer provided participants with two videos in advance: (1) "Data and gender-based violence" by Anne Laure Humbert, and (2) "PhD and research students", by Jeff Hearn. Participants are encouraged to watch the videos 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 have not viewed the videos, the trainer has the option to either provide a summary of the main points or show relevant parts of the videos.

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?
- Are there any statistics/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?
- How familiar are you with the topic of gender-based violence in academic and research setting?
- What new insights did you gain from Jeff Hearn's video addressing gender-based violence in academic and research setting that you have not considered before?



- Have you ever considered how gender-based violence is perhaps an expression of power relations, such as the relationship between supervisor and student, as mentioned by Jeff Hearn?
- What are your thoughts with regards to “spaces and places” and/or the “country context”, mentioned by Jeff Hearn?

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, 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

In discussing the understanding of gender-based violence in Part 1, examples of gender-based:

- 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**

Forms of gender-based violence:

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

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