



Outline

1. Gender-based violence in academia: data
2. Ombudspersons in Czech Higher Education
3. 7P Method
4. Exercise
5. Case study
6. Discussion



Data

What type of behaviour constitutes gender-based violence?

Extorting sexual favours from someone in exchange for something within their power to grant or withhold, e.g. a grant, a contract, a promotion, a grade

Making inappropriate invitations to go out on dates

Ignoring someone or speaking over them

Making someone take part in any form of sexual activity when they could not consent because they were asleep, drunk or drugged

Asking intrusive questions about your private life

Screaming at someone in anger

Bullying threatening or attacking someone online, e.g. via social media

Making intrusive comments about your physical appearance

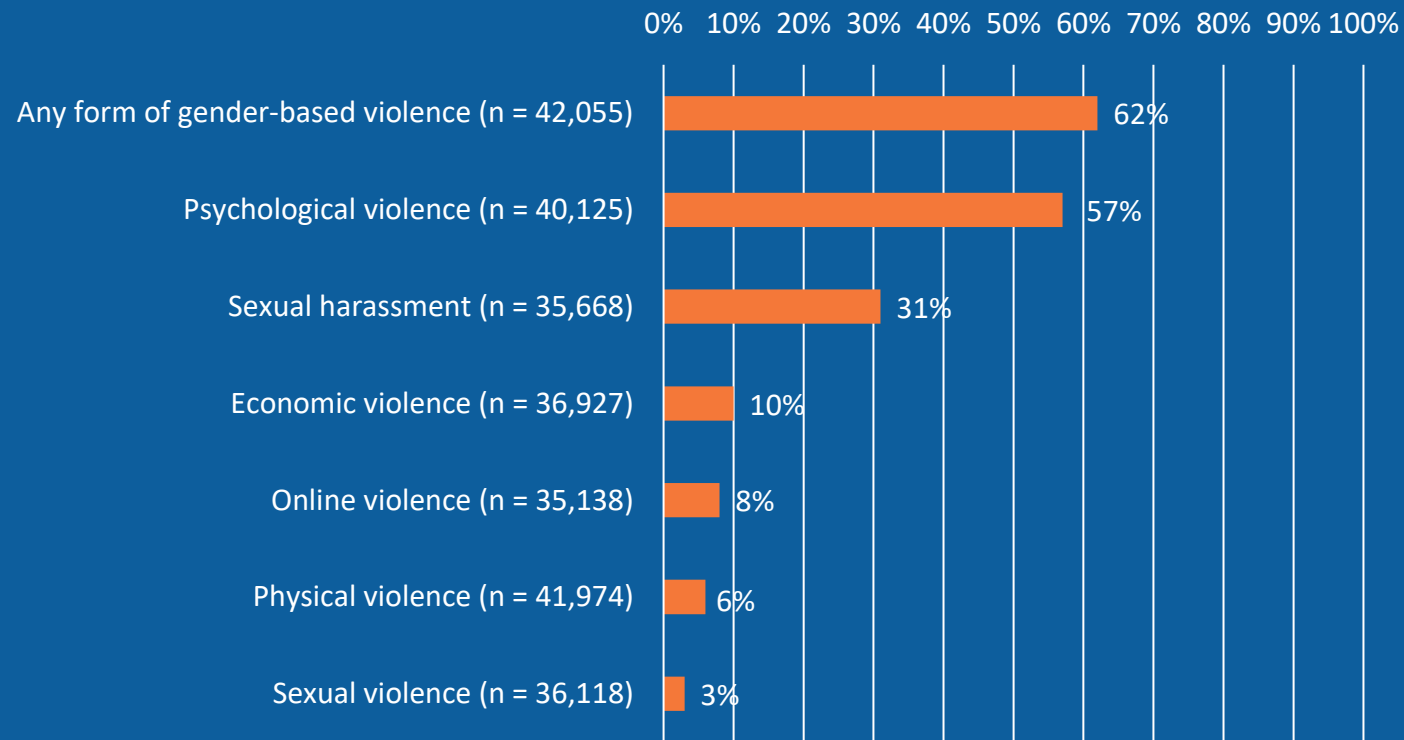
Unfairly restricting access to financial resources (e.g. by withholding a grant, a travel allowance, a contract, a promotion, etc.)

Harming someone's work or studies through intentionally deleting or removing access to files or information

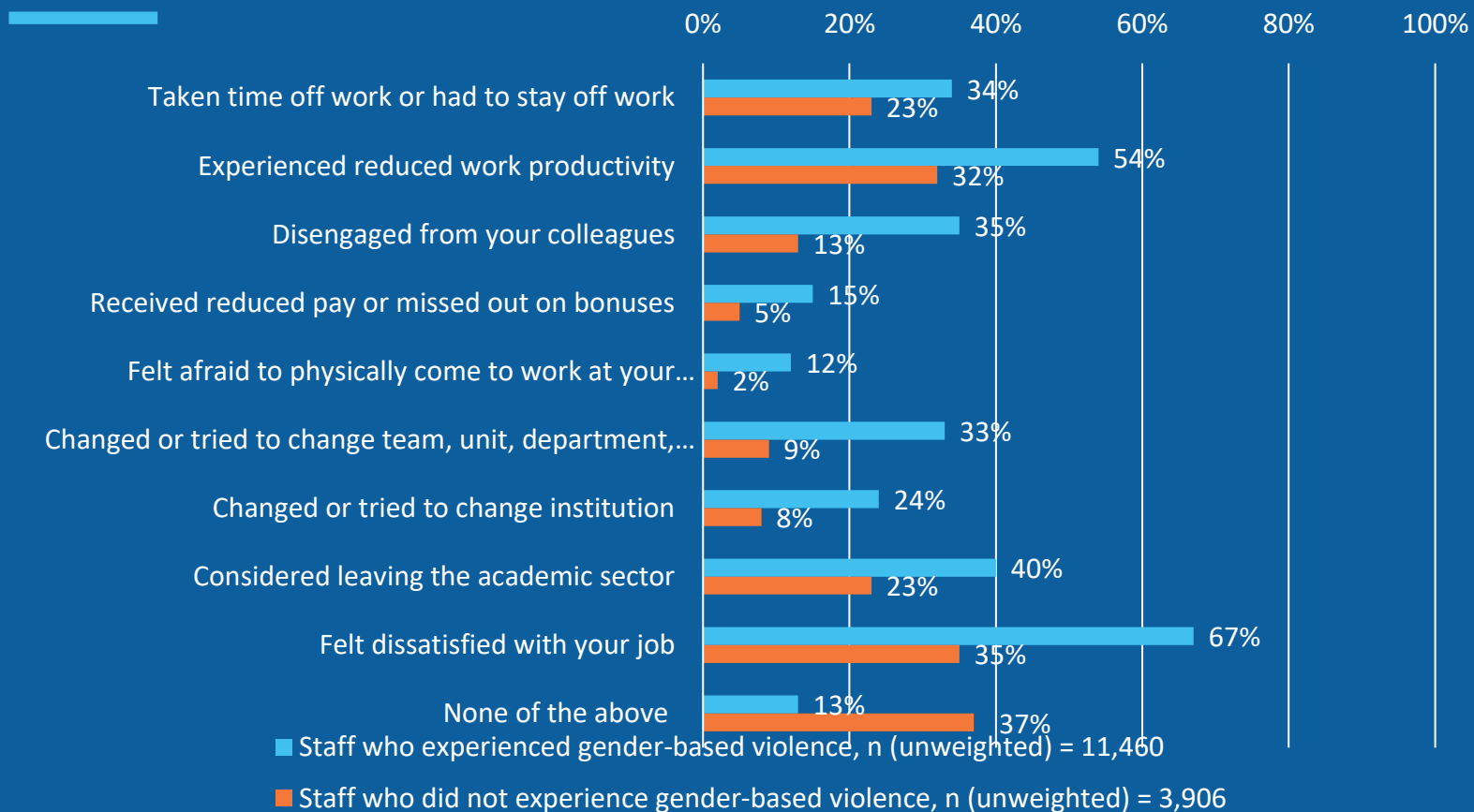
Making humiliating comments on someone's appearance

Slapping someone

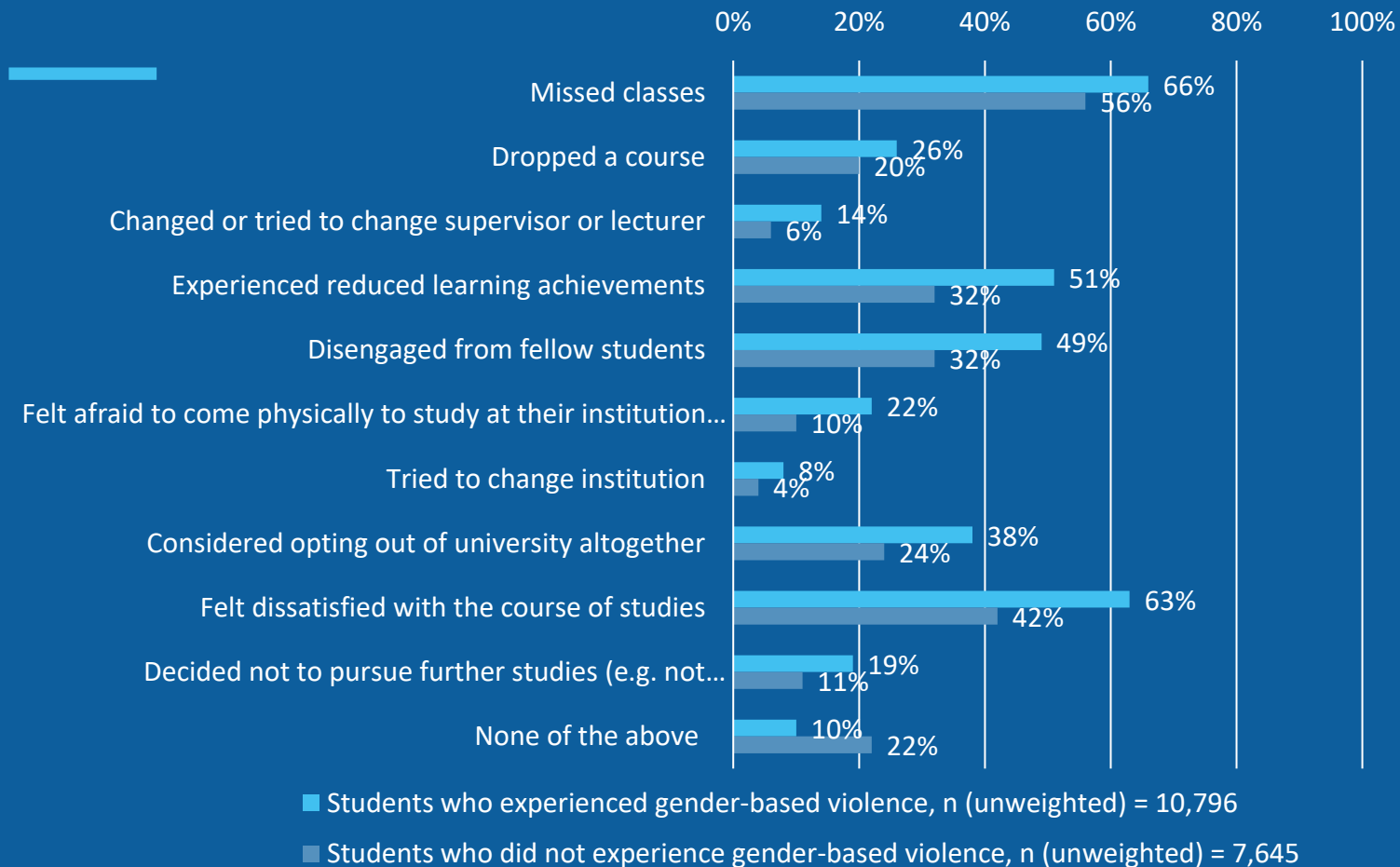
Data: prevalence



Consequences: staff



Consequences: students



1 Data: reasons for not reporting



2 Ombudspersons in Czech Higher Education



- CZ: approx. 10.5 million inhabitants
- 28 public and 26 private universities
- qualified estimate: 50 „ombudspersons“ operating
- Czech Network of Ombuds in HE (22 ombuds)
- upon the discretion of each university to establish the position
- significant diversity among ombuds (mandates, powers, effectiveness, etc.)
- Amendment to the CZ HE Act (new statutory duty to establish „contact person“ introduced)

2 Ombudspersons in Czech Higher Education



- recent phenomenon
- appointment of ombudspersons as an immediate reaction to specific cases of GBV
- June 2021 – Performance of student initiative “You don’t have to endure it”
- break of silence (denigration of women, misuse of confidential information, psychological pressure, excessive workload of students, abuse of power)
- unequal power relations as the main theme



7P Method



 UNITED NATIONS

- 1 PREVENTION
- 2 PROTECTION
- 3 PROSECUTION
- _____
- _____
- _____
- _____

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 COUNCIL OF EUROPE

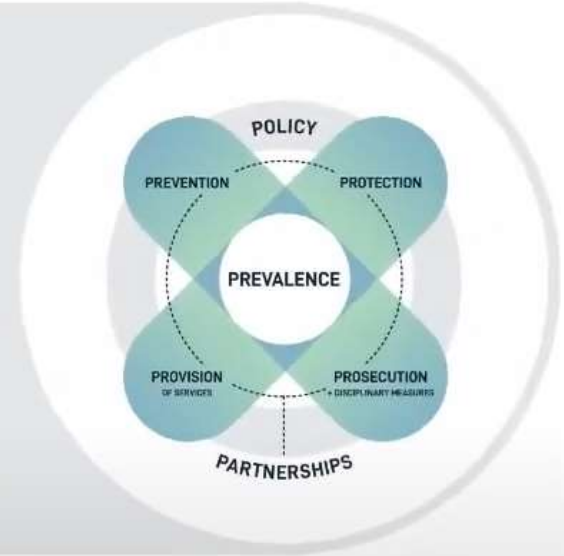
- 1 PREVENTION
- 2 PROTECTION
- 3 PROSECUTION
- 4 POLICIES
- _____
- _____
- _____

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 UNISAFE

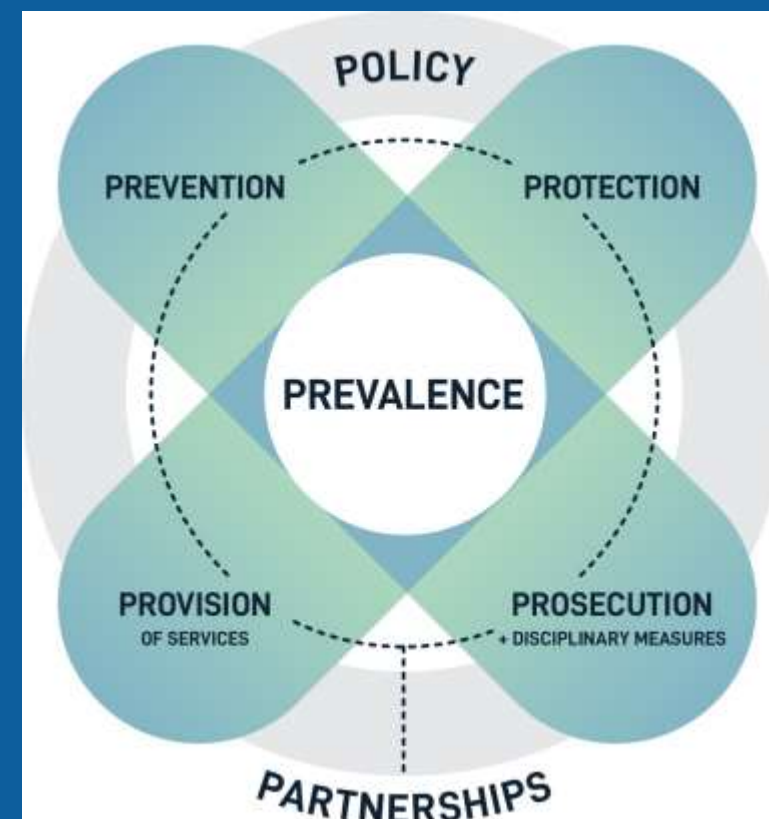
- 1 PREVENTION
- 2 PROTECTION
- 3 PROSECUTION
- 4 POLICIES
- 5 PREVALENCE
- 6 PARTNERSHIP
- 7 PROVISION OF SERVICES

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7P Method

- 1 **Policy:** Code of Conduct, Sexual Harassment Policy, ...
- 2 **Prevention:** Induction materials, trainings, flyers...
- 3 **Protection:** reporting platforms, dedicated personell, ...
- 4 **Provision of services:** psychological counseling, legal help, ...
- 5 **Prosecution:** investigative and disciplinary measures
- 6 **Prevalence:** collection of data on report and prevalence
- 7 **Partnership:** cooperation with student associations, trade unions, ...



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Exercise: pairs

- 1 Read the example
- 2 Discuss with your partner, which „P“ the example represents
- 3 Place your example on the respective „P“ poster

5



Case study: groups

Discussion in small groups

- 1 Appoint the rapporteur internally
- 2 Read the case
- 3 Answer the assigned question
- 4 Discuss additional questions assigned to other groups during the remaining time (if possible)



Case study: groups

Plenary discussion

Main question: How could the individual „Ps“ be used to address the situation (before, during or after)?

1 The rapporteur will report in plenary session (maximum 3 min) about the assigned question.

2 Moderators will provide feedback and explain some relevant information.

6

Discussion

Main take-aways



