

Documentation

**Kick-Off "Positioned and visible -
against sexualised discrimination,
violence and anti-feminist attacks"**

19th April 2023



Time table

10.30 Uhr Welcome by the Rector Prof. Dr. Bettina Völter

11.45 Uhr Welcome, input: Sexualised discrimination, harassment and violence as well as antifeminism as a topic at the university

11:20 Uhr World-Café in three rounds

Table 1: (Un)safe spaces at ASH Berlin

Table 2: Counselling and support at ASH Berlin

Table 3: Wishes and perspectives for the development of a protection concept

Table 4: Anti-feminism in the university context

Table 5: Open exchange round

12:00 Uhr Presentation of results

12:15 Uhr feedback and good-bye





Simone Wibbeke und Peps Gutsche introducing the project

Welcome by Prof. Dr. Bettina Völter in the audimax, which has been occupied by students.

Input - Sexualised Discrimination, Harassment and Violence & Anti-Feminism as an Issue at Higher Education Institutions



Outline

1. Explanation of terms
2. Sexualised discrimination, harassment and violence - definition and figures
3. Necessity of developing a protection concept
4. Project procedure

Explanation of terms

Affected person - a person who has experienced sexualised discrimination, harassment and violence.

Accused person - person who is suspected of having committed sexualised discrimination and violence.

Persons in a management role - Persons who implement the university's duty of care as an employer.

Sexual harassment & discrimination: sexually derogatory or derogatory remarks, gestures or depictions that are perceived by the affected person as offensive, humiliating or harassing.

sexualised violence: unwanted sexual advances and physical contact, exhibitionist acts and coercion to engage in sexual practices up to and including rape.

sexualised: highlights that sexuality is instrumentalised to exercise power

§ 3 (d) Anti-discrimination statute of ASH Berlin

"Sexualised discrimination and violence includes any unwanted, sexually tinged behaviour of a verbal or non-verbal nature that has the purpose or effect of violating the dignity of the affected person. This also includes all forms of discriminatory (sexualised) violence."

Our Goal ist justice for the person affected - the perspective of the affected person is at the centre of our actions

Forms of harassment and sexualized violence

Art der sexuellen Belästigung ⁴	Beschreibung
Verbal	<ul style="list-style-type: none">sexuell anzügliche Bemerkungen und Witzeaufdringliche und beleidigende Kommentare über die Kleidung, das Aussehen oder das Privatlebensexuell zweideutige KommentareFragen mit sexuellem Inhalt, z. B. zum Privatleben oder zur IntimsphäreAufforderungen zu intimen oder sexuellen Handlungen, z. B. „Setz dich auf meinen Schoß!“sexualisierte oder unangemessene Einladungen zu einer Verabredung
Non-verbal	<ul style="list-style-type: none">aufdringliches oder einschüchterndes Starren oder anzügliche BlickeHinterherpfeifenunerwünschte E-Mails, SMS, Fotos oder Videos mit sexuellem Bezugunangemessene und aufdringliche Annäherungsversuche in sozialen NetzwerkenAufhängen oder Verbreiten pornografischen Materialsunsittliches Entblößen
Physisch	<ul style="list-style-type: none">jede unerwünschte Berührung (Tätscheln, Streicheln, Kneifen, Umarmen, Küssen), auch wenn die Berührung scheinbar zufällig geschiehtwiederholte körperliche Annäherung, wiederholtes Herandrängeln, wiederholt die übliche körperliche Distanz (ca. eine Armlänge) nicht wahrenkörperliche Gewalt sowie jede Form sexualisierter Übergriffe bis hin zu Vergewaltigung

UniSAFE-Study

- 2022
- 46 universities and research institutes in 15 countries with 42,186 respondents
- 6 forms of gender-based violence:

1) Physical violence (causing injury or threatening to do so).

2) Psychological violence (verbal belittling, interrupting, etc.)

3) economic violence (interfering with work/studies by limiting financial resources)

 4) Sexualised/sexual violence (performing sexual acts without consent)

 5) sexualised/sexual harassment (unwanted sexually determined behaviour)

 6) online violence (dissemination of images, videos with sexual reference without consent, cyberbullying, etc.)

uniSAFE-Study

Almost every third person experiences sexual harassment at their institution, 3% experience sexualised violence.

Only 13% have reported the incidents.

Federal Anti-Discrimination Agency Study

9% of all employees have experienced sexual harassment in the last three years. In health and social care, 29% of affected persons reported having experienced sexual harassment in the last three years.

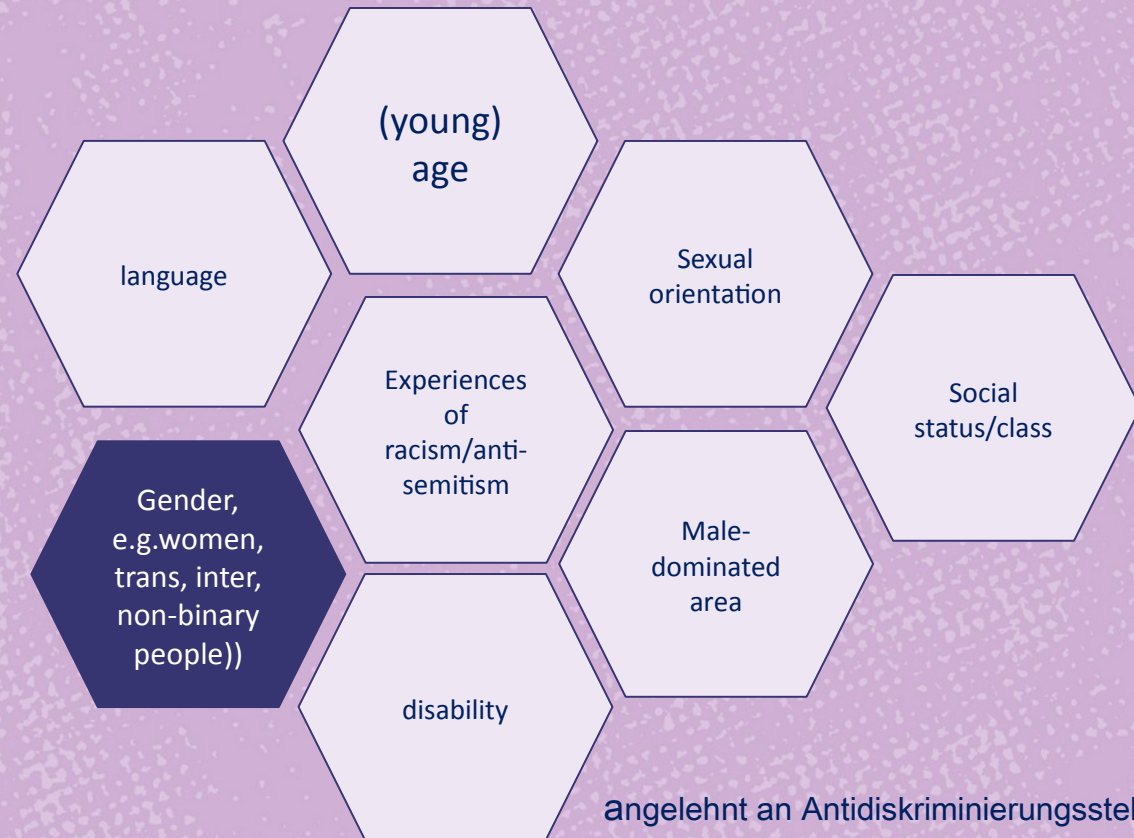
(vgl. Antidiskriminierungsstelle des Bundes 2019:67)

Federal Anti-Discrimination Agency Study

"In the field of health and social care, sexual harassment by clients, patients and customers is often seen as an occupational risk and partly trivialised or ignored; at the same time, however, case-specific strategies (in the team or by practice doctors) are developed to limit or end sexual harassment, whereby affected persons at least experience support among colleagues and/or power to act".

(ADS 2019 :13)

Higher risk potencial



 Significant factor

 Reinforcing factors

Need for protection concept development

consequences of experiences of sexualised discrimination and violence

Short term:

- Anger and aggression
- Insomnia, migraine, stomach ache
- Embarrassment, shame, feeling guilty
- Fear and helplessness
- Shock and powerlessness
- Disgust

Long-term:

- Feeling of inferiority, anxiety, sleep disturbances
- Difficulty concentrating
- Depression
- Panic attacks
- Inability to work

Experiences of sexualised discrimination, harassment and violence are a health risk for affected persons!

Need for protection concept development

"Individuals can suffer damage through the restriction of their personal rights, which has an influence on their professional and personal ability to act in their entire lives. All organisations therefore have a social responsibility towards their actors, their addressees, employees and all co-producers, i.e. relatives and cooperation partners, etc."

(Wolff et al 2017: 23).

Interweaving sexism and sexualised violence

Murder rape
Sexualized violence

Stalking
physical and psychological violence

threats insults control
exclusion invisibilisation

Sexualization humiliation degradation
acceptance of violence

Fixed gender roles exist language and jokes
Comments about appearance

Need for protection concept development

- Higher education institutions must take responsibility as an organisation for dealing with sexualised discrimination, harassment and violence; this applies to all member groups of the institution.
- Legal framework: General Equal Treatment Act, Berlin Higher Education Act, anti-discrimination statutes of ASH Berlin.
- Universities as places of the "culture war from the right"; attacks on gender studies, critical academics, equality policies.

Need for protection concept development

"Antifeminism describes "an opposing ideological position that is concerned with opposing [...] processes of socio-political liberalisation and denormalisation of gender relations, as well as the maintenance of heteronormative relations of domination."" (Lang/Fritzsche 2018: 340)

Developing a protective concept of antifeminism with a view to research projects and communication

Need for protection concept development

A special feature of universities is the specific supervisory relationship between professors and "junior academics", which makes them particularly vulnerable to the abuse of power (cf. Beaufaÿs 2022:11).

Need for protection concept development

Protection concepts at universities are important from several perspectives:

- 1) Universities are mediators: they impart knowledge about sexualised violence, prevention and protection concepts for (future) practitioners in the fields of social work, education, health and training. Demand for curricular anchoring of the topic in pedagogical training institutions (Wolff et al 2017: 235), so far little available (cf. Baader&Sager 2020: 7)
- 2) As employers, higher education institutions have a duty of care towards their employee
- 3) Higher education institutions are pedagogical institutions where sexualised discrimination, harassment and violence take place and thus have a special responsibility towards students
- 4) Universities are public spaces, which thus also have a responsibility towards their users.

„Positioned and visible“ at ASH Berlin

Project "Positioned and visible - against sexualised discrimination, violence and anti-feminist attacks" financed by the Berlin Equal Opportunities Programme.

Project duration: November 2022 to September 2026

Project coordination: Peps Gutsche and Simone Wibbeke in the working area Intersectional Practice and Transformation (Input)

„Positioned and visible“ at ASH Berlin

Project procedure follows the steps of the protection concept development

By 30.06.24 Carrying out a risk assessment, part of which is participatory research by students in the M.A. Practice Research in WiSe 2023/2024

01.07.24 to 31.12.24 Preparation of the risk assessment

01.07.24 to 31.12.25 Development of the protection concept

01.01.25 to 31.06.26 Implementation of measures

01.07.26 to 30.09.26 Project completion and evaluation

Sources and further reading

Antidiskriminierungsstelle des Bundes (2021): Was tun bei sexueller Belästigung am Arbeitsplatz?“ Leitfaden für Beschäftigte, Arbeitgeber und Betriebsräte. Online verfügbar: https://www.antidiskriminierungsstelle.de/SharedDocs/downloads/DE/publikationen/Leitfaeden/leitfaden_was_tun_bei_sexueller_belaestigung.pdf?__blob=publicationFile&v=11

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Meike Sophia Baader & Christin Sager (2020): Pädagogische Professionalität und Reflexivität im Umgang mit Gewalt und sexualisierter Gewalt in Macht-, Geschlechter- und Sorgeverhältnissen. Hildesheim 2020. Online verfügbar: <https://hildok.bsz-bw.de/frontdoor/index/index/docId/1177>

Meike Sophia Baader & Christin Sager (2019): Thematisierung von sexualisierter Gewalt an Hochschulen in der Lehre und der Organisation. Vortrag auf der Veranstaltung „III. Hildesheimer Dialog: Wissenschaft und Hochschule im Fokus empirischer Bildungsforschung“. Stiftung Universität Hildesheim am 10. Mai 2019. Online verfügbar:

https://www.uni-hildesheim.de/media/fb1/erziehungswissenschaft_allg/PDFs/PP_MWK_Projekt_Baader_Sager.pdf

Beaufaÿs, Sandra (2022): Machtverhältnisse und Machtmissbrauch in der Wissenschaft. In: Mense, Lisa/ Mauer, Heike, Herrmann, Jeremia (Hrsg.) (2022): Sexualisierter Belästigung, Gewalt und Machtmissbrauch an Hochschulen entgegenwirken. Handreichung. Studien Netzwerk Frauen- und Geschlechterforschung NRW Nr. 37. Online verfügbar:

https://www.researchgate.net/profile/Lisa-Mense/publication/358425579_Sexualisierter_Belastigung_Gewalt_und_Machtmissbrauch_an_Hochschulen_entgegenwirken_Handreichung/links/6218aad11ca59b1d5055ca5e/Sexualisierter-Belaestigung-Gewalt-und-Machtmissbrauch-an

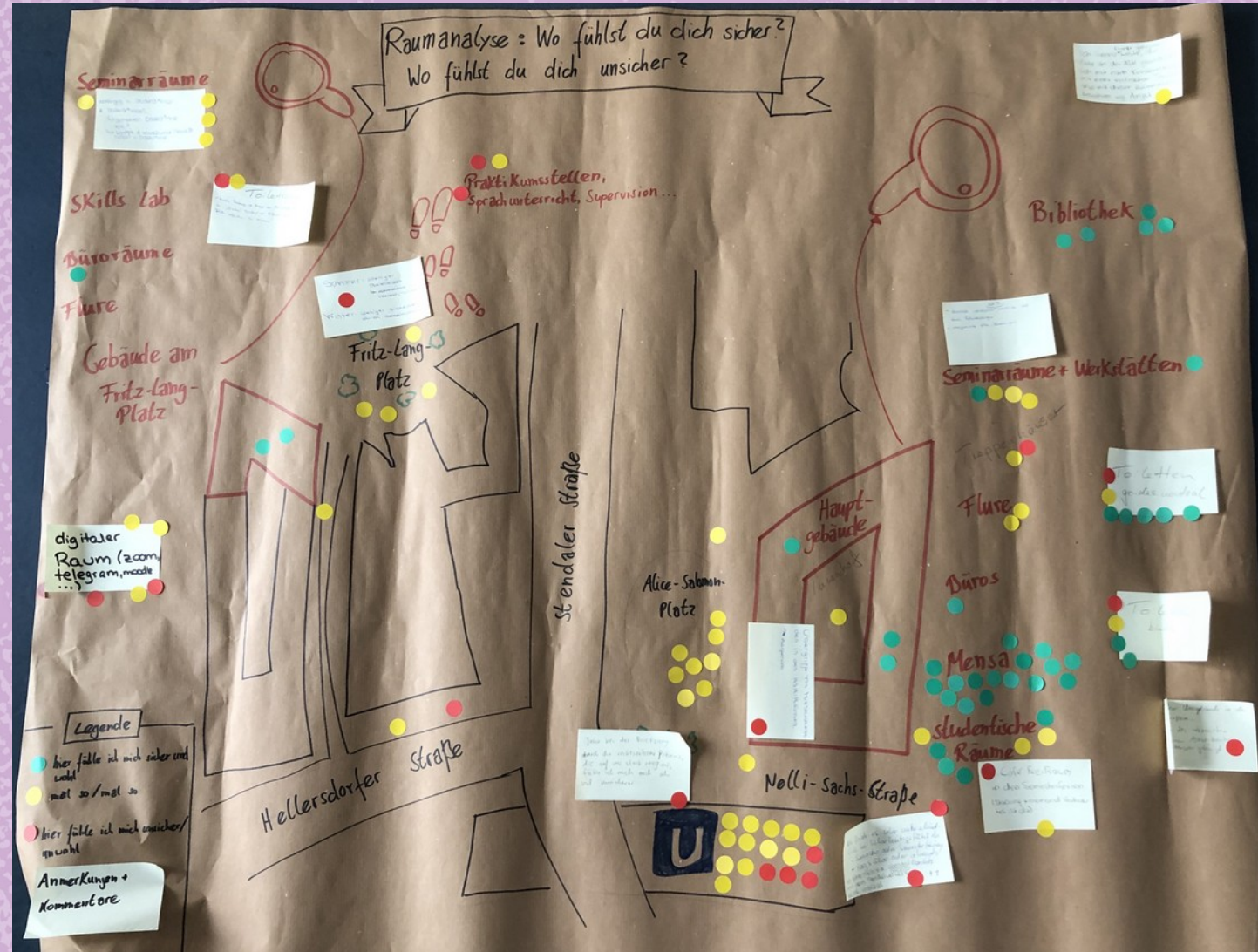
Oppermann, Carolin/ Winter, Veronika/ Harder, Claudia / Wolff, Mechthild/ Schröer, Wolfgang (Hrsg) (2018): Lehrbuch Schutzkonzepte in pädagogischen Organisationen. Weinheim/Basel: Beltz Juventa.

Schütz, Hannah-Sophie/Pantelmann, Heike/Wälty, Tanja/Lawrenz, Nina (2021): Der universitäre Umgang mit sexualisierter Diskriminierung und Gewalt. Eine Bestandsaufnahme. In: Open Gender Journal (2021). Online verfügbar: <https://opengenderjournal.de/article/view/120/65>

UniSAFE Studienergebnisse: <https://unisafe-gbv.eu/project-news/results-from-the-largest-european-survey-on-gender-based-violence-in-academia/>

Wolff, Mechthild/ Schröer, Wolfgang/ Fegert, Jörg M (Hrsg.) (2017): Schutzkonzepte in Theorie und Praxis. Ein beteiligungsorientiertes Werkbuch. Beltz Juventa.

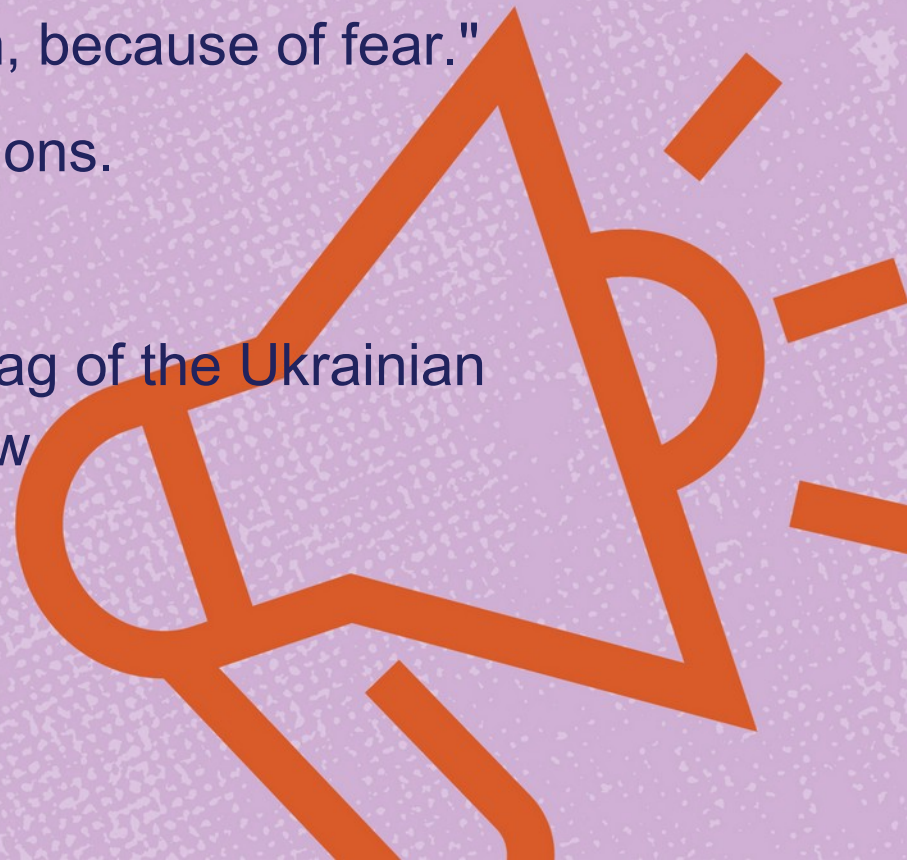
World-Cafè "(Un)safe spaces at the ASH Berlin"



World-Cafè "(Un)safe spaces at the ASH Berlin"

Comments on mapping:

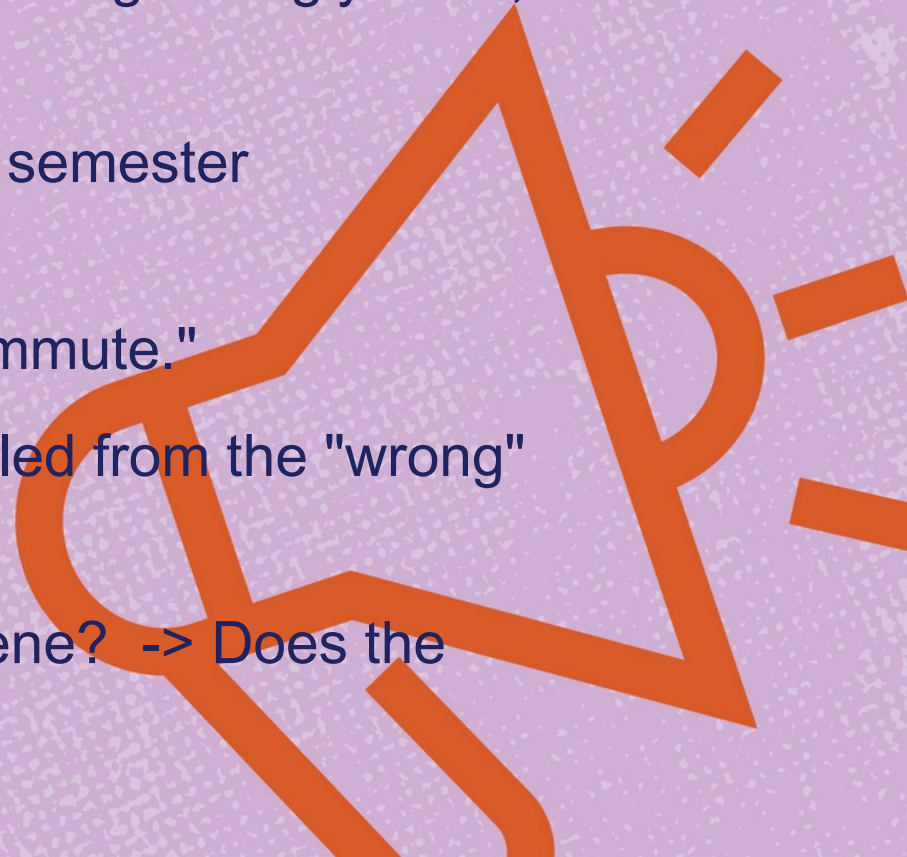
- "I know (read female) people who only enter places at ASH after making an appointment with a trusted person, i.e. together with them, because of fear."
- Lecturers partly reproduce sexist and binary role conceptions.
- Inappropriate jokes, remarks
- Behind the university building in the parallel streets e.g. flag of the Ukrainian right-wing extremist ASOW regime hung out of the window
- Summer: less clothing -> comments verbal/nonverbal
- Winter: less security through community



World-Cafè „(Un)sichere Räume an der ASH Berlin

Mapping comments:

- Assaults by fellow students in the ASH rooms -> physical.
- "Now with the occupation due to the far right presence reacting strongly to us, I also feel much more unsafe."
- "I find it very different in feeling safe whether semester or semester break, daytime or evening/night."
- "I feel VERY unsafe especially in the evening with the commute."
- Toilets: binary segregation -> fear of hostility, being expelled from the "wrong" toilet / having to go to "unsafe" toilet out of consideration.
- Dependent on students & lecturers -> Do lecturers intervene? -> Does the sexualised violence itself come from lecturers?



World-Cafè „Counselling and support at ASH Berlin“

- More educational and empowerment opportunities
- Regular topic
- Offers for all university members
- Offers for specific groups
- In the degree programmes (curricular) (module manuals) !!! Core competence for SAGE professions and across study programmes
- Sensitisation of all
- Transparency on handling and options
- Visible documentation (!?)
- Action days
- space



World-Cafè „Counselling and support at ASH Berlin“

- Awareness of complaints office and procedure
- Which channels: Telegram, online flyer, mail/newsletter, proactive -> go to seminars, show faces, posters in toilets.
- Inclusion in offers in the area of the introductory phase of studies / in the sample study plan / peer-to-peer
- Fixed contact persons and trustworthy spaces



World-Cafè „Wishes and perspectives on developing a protection concept“

- Konsequenzen für beschuldigte Personen
↳ transparente Prozesse

Enttabuisierung
"beschuldigte Personen können allein geschlechtstern angehören"

- Unterstützung im Prozess
(kollaborativ / Ansprechpartner:innen zu haben)

Wie sollte mit SBDG und Antifeminismus an der Hochschule umgegangen werden? Was wünscht ihr euch?

Wünsche + Perspektiven

Partizipativ
informell
gemeinschaftliche Aufklärung / Austausch
offene Treffen wo Menschen Ideen + Gedanken mit einbringen können

Verpflichtung
Empowerment
Weiterbildung / Sensibilisierung für alle ARM-Mitglieder (berufliche ethische Pflichten einschließlich Onboarding)

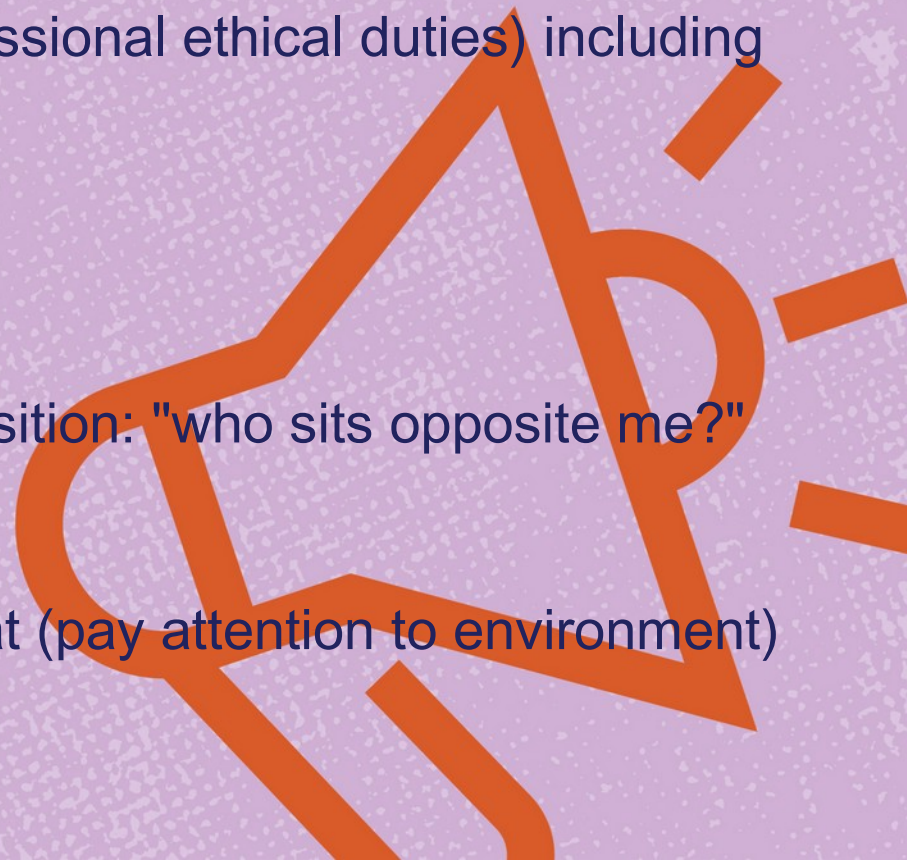
Hauspezifischer Blick
(spezifische Maßnahmen / Hinweise an der ASH)
"Schafft Umwege Awareness?"
Einbindung der Anlaufstelle in Hochschulstrukturen; "Multiplikation" von Ziel mit anderen?
Qualifizierung
Peer-to-Peer?
Sensibilisierung mit liegenden Themen
- wonach rede ich über was (achten auf Vielfalt)
Antifeminismus breit denken

alle Beteiligungsgruppen
(neben den 4 Gruppen auch Gastdozent:innen, Lehrbeauftragte, Reinigungskräfte, Kantinenpersonal, Facilitymanagement / Pforte)

transparent / von Beratungsstellen sichtbar übersehbar
Präsenz, niedrigschwelligkeit und Angebote

World-Cafè „Wishes and perspectives on developing a protection concept“

- Consequences for accused persons -> transparent processes
- Removal of taboos -> accused persons can be of all genders
- Mandatory training/sensitisation for all ASH members (professional ethical duties) including onboarding.
- House-specific view: specific power relations at ASH
- Does survey create awareness?
- Integration of focal point into university structures, power position: "who sits opposite me?"
- Peer-to-peer?
- Sensitisation with triggering topics: when do I talk about what (pay attention to environment)
- Thinking broadly about antifeminism



World-Cafè „Antifeminism at Higher Education“

- Binary/sexist examples in seminars/by lecturers/ fellow students.
- Gaslighting by fellow students when sharing experiences (talking about experiences)
- Use of (problematic) sources, the context of which is not critically classified & if it is addressed, it is not dealt with
- Hierarchy prevents feedback
- Topic "Teaching staff" & "Quality management" What is asked in teaching evaluation? What is missing?
- Culture of error-friendliness in teaching (cf. approach of Urmila Goel)
- Political debates about ASH



World-Cafè „Antifeminism at Higher Education“

- In the district/location: strong right-wing structures that repeatedly focus on ASH.
- Onboarding of teaching assistants -> Learning&Teaching mission statement as a good framework
- Studi-telegram groups
- Dealing with gendered language
- Misgendering in seminars (by lecturers),
- Lack of skills/sensitisation
- Lack of rooms to discuss joint agreements on how to deal with the issue



Questions, feedback and comments can be send to Peps Gutsche und Simone Wibbeke at

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More information and upcoming dates:

<https://www.ash-berlin.eu/studium/beratung-unterstuetzung/schutzkonzept>

