

Project acronym: **UniSAFE**

Project title: “**Gender-based violence and institutional responses: Building a knowledge base and operational tools to make universities and research organisations safe**”

Grant agreement number: **101006261**

Start date of project: **1 February 2021**, Duration: **36 months**



UniSAFE Toolkit

October 2023

Authors: Mergaert, Lut; Madesi, Vasia; Polykarpou, Panagiota; Wuiame, Nathalie with contributions from UniSAFE partners

This document is part of a toolkit developed in the framework of the UniSAFE project “Gender-based violence and institutional responses: Building a knowledge base and operational tools to make universities and research organisations safe from gender-based violence”, available here: <https://unisafe-toolkit.eu/>. It reflects most of the contents of the toolkit as it was developed by October 2023.



Disclaimer

The contents of this publication are the sole responsibility of its authors and do not necessarily reflect the opinion of the European Union.

Partners



ABOUT THIS TOOLKIT

Gender-based violence is a complex and pervasive reality. While research organisations and higher education institutions increasingly acknowledge their institutional responsibility in addressing gender-based violence, setting up effective policies and tools to address this remains challenging.

Where to start? How can institutions promote cultural change? What key elements should a policy include? How should an institution respond to disclosure? How to better protect students and staff? What are some best practices from other institutions in Europe? And what is the scale of gender-based violence within European higher education and research organisations?

This toolkit has been to support higher education institutions and research organisations in addressing gender-based violence. Whether you have just started to reflect on how to address this within your institution, are designing a policy or are more advanced and seeking to improve your institutional policy or its implementation, you are at the right place!

Available online and in print, the UniSAFE toolkit ensures flexible access to a wealth of resources. While both versions contain the same guidance and resources for addressing gender-based violence, it's important to note that the print version does not offer direct access to hyperlinks, and it corresponds to the content's status at its last update. To leverage the full capabilities of the toolkit, including accessing the latest updates, interactive elements, and external resources, we highly recommend using the online version. The digital format ensures that users can easily explore additional materials and engage with the content interactively.

The UniSAFE toolkit is primarily designed to support individuals from research organisations who have a role in addressing gender equality and gender-based violence. We encourage engagement from anyone within higher education and research institutions who is motivated to address and prevent gender-based violence. Whether you are directly involved in policy-making, support services, or simply committed to fostering a safer and more inclusive environment, this toolkit offers valuable insights and resources.

UniSAFE's outputs are based on a holistic framework – the 7P model – which will help you design comprehensive policies, covering all aspects such as prevalence, prevention, protection, prosecution, provisions of services, and partnerships.

The UniSAFE toolkit is based on materials collected and analysed with the specific aim to develop guidance and tools for supporting institutional policy development and practice, along the 7P model. The materials underpinning the toolkit consist of the theoretical framework (Mergaert et al., 2023), two sets of policy mappings, a quantitative survey, in-depth interviews with victims/survivors, and institutional case studies. Additionally, nine workshops were run between November 2022 and June 2023 with researchers and experts to gather input for the development of tools to address and stop gender-based violence in higher education and research organisations. The empirical material for the different strands of the UniSAFE research has been collected in European academic settings, higher education, and research institutions. This toolkit addresses different aspects that are



required for a comprehensive institutional approach to addressing gender-based violence, and does not focus on any specific form of violence.

We hope you find this toolbox inspiring as well as useful to develop effective policies and implement concrete measures in your institution, as we work together towards providing students and staff a safe place to study and work!

The UniSAFE toolkit was authored by the Yellow Window team (Lut Mergaert, Vasia Madesi, Panagiota Polykarpou and Nathalie Wuiame), with contributions from UniSAFE partners.



ABOUT THE UNISAFE PROJECT

UniSAFE is a Horizon Europe-funded project that aims to produce better knowledge on gender-based violence and sexual harassment in research-performing organisations and to translate this knowledge into operational tools for higher education, research organisations and policymakers.

Research and outreach activities targeting researchers, stakeholders and policy-makers have been carried out across Europe for three years (2021-2024). The project has analysed gender-based violence – its social determinants, antecedents and consequences – using a holistic research model. This in-depth knowledge of existing problems, current and future priorities has resulted in this operational toolkit to reduce gender-based violence in the European academic and research area.

For more information, visit UniSAFE official website: <https://unisafe-gbv.eu/>



TABLE OF CONTENTS

About this toolkit.....	3
About the UniSAFE project.....	5
Table of Contents.....	6
Glossary – Gender-based violence and other concepts.....	8
Gender-based violence.....	8
Other terms and concepts.....	10
Legal and policy framework.....	15
Interactive map.....	16
Facts & figures.....	17
The 7P framework.....	18
Theorising gender-based violence policies.....	18
The definitions of the 7Ps.....	18
What is intersectionality and how is it mainstreamed in this toolkit?.....	19
Implementing the 7Ps in practice.....	21
Prevalence.....	21
Prevention.....	29
Protection.....	39
Prosecution.....	46
Provision of services.....	54
Partnerships.....	59
Policy.....	65
Resources and capacity-building materials.....	71
UniSAFE resources.....	71
Setting up a comprehensive policy framework addressing gender-based violence in academia: a step-by-step guide.....	71
Step-by-step guide to awareness-raising campaigns on gender-based violence.....	71
Developing a Protocol for addressing genderbased violence in research and higher education institutions: UniSAFE guidelines.....	72
Facilitating change: A guide to using case stories in co-creation activities for addressing gender-based violence.....	72
Facilitating change: addressing gender-based violence in co-creation activities through fictional characters.....	73
Set of recommendations.....	74
UniSAFE capacity-building materials.....	74
Webinars.....	74



Training materials for trainers and change agents.....	75
External resources	80
External capacity-building materials	81
References.....	84
APPENDIX.....	86
Acknowledgements.....	90



GLOSSARY – GENDER-BASED VIOLENCE AND OTHER CONCEPTS

The section provides a comprehensive list of definitions to help readers to understand the meanings of key terms used throughout the toolkit. While this toolkit offers valuable insights and strategies, it recognises that legal and policy frameworks may vary from one nation to another, and variation may be found in the language used in legal and policy documents across different national contexts. The glossary offers definitions to help to establish a common discourse/conceptual framework to address gender-based violence in Europe.

GENDER-BASED VIOLENCE

Gender-based violence (GBV) is considered “**any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity**” according to the [Council of Europe](#). Gender-based violence occurs in both private and public spheres, and higher education and research institutions are not an exception.

UniSAFE adopts a broad understanding of gender-based violence, encompassing all forms: **physical violence, sexual violence, psychological violence, economic violence, sexual harassment, harassment on the grounds of gender, and organisational harassment** – in both **online** and **offline** contexts.

Gender-based violence is understood and conceptualised as a **continuum** whereby seemingly ‘innocent’ or “**mild**” **forms of misconduct** when not addressed tend to **gradually escalate** into more **severe and grave forms of violence**. On such a continuum, one can think of inappropriate questions about people’s private lives, comments about one’s looks, ‘unintended’ bodily contact, sexist jokes, manoeuvring victims into unwanted ‘intimate’ encounters, and so forth, up to situations that involve physical and/or sexual violence and even rape. “Violence” is in this understanding used as the **encompassing term that captures all stages of the continuum**.

Importantly, **power imbalances are a central root cause of violence**. Also, GBV commonly intersects with other grounds of oppression. As such, GBV and, for example, racialised violence can be closely interconnected. Different grounds of oppression and inequality **expose people disproportionately to being subjected to violence**. It is therefore paramount to consider the specificity of academia, marked by hierarchical structures that place people at distinctively different levels of power and authority, whereby some enjoy strong statutory protection while others work under precarious contracts and yet others are ‘just’ students.

This toolkit aims to **eradicate all forms of violence**, and covers sensitising and educating on the value of respectful organisational cultures, building capacities in communities to respect and maintain safe and inclusive environments, monitoring behaviours, and addressing, correcting and, where needed, sanctioning misconduct. The toolkit thus **supports a holistic approach to gender-based violence**. It enables the institution to **put in place the basics for safe and inclusive work and study environments**, so that the community members foster shared principles of respect. The organisation can then promote and safeguard its principles, while foreseeing the necessary enforcement mechanisms with



interventions and – if necessary – sanctions that are proportionate to the unwanted behaviours that are reported.

Gender-based violence encompasses but is not limited to the following types of violence:

Economic and financial violence ([Postmus et al., 2020](#); [Strid et al., 2021](#)) 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 or other resources, forbidding participation in education or employment-related activities, 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.

Gender harassment ([Cortina et al., 2011](#); [Leskinen & Cortina, 2014](#)) 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 well-being of those who experience it.

Online violence ([Strid et al., 2021](#)) is a type of violence, abuse, and violation that occurs through the use of information and communication technologies, such as social media, e-mail, text messages and online forums. It can take many forms, including cyberstalking, 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.

Organisational gender-based violence ([Ågotnes et al., 2018](#); [Hearn & Parkin, 2001](#); [MacKinnon, 1979](#); [Salin & Hoel, 2020](#)) 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, perception of the real costs to the organisation of not (adequately) addressing violence, high stress and dissatisfaction among staff, and the organisation's leadership style in relation to gender-based violence.

Physical violence ([Heise, 1998](#); [Hester, Kelly, & Radford, 1996](#); [Strid et al., 2021](#)) and abuse refer to the intentional use of physical force against another person or group including kicking, beating, pushing, slapping, shoving, hitting and 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 limited.

Psychological violence ([Council of Europe, 2011](#); [European Institute for Gender Equality, 2017](#); [Veinhardt, 2019](#)), 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.

Sexual harassment ([MacKinnon, 1979](#); [Council of Europe, 2011](#)) 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.

Sexual violence ([Kelly, 1988](#); [Phipps, 2018](#)) 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.

OTHER TERMS AND CONCEPTS

Anonymous complaints (where the complainant is unknown) are made by those who want to keep their identity unknown to the organisation and not disclosed to anyone.

A **bystander** is an individual who witnesses or becomes aware of a potentially harmful or violent situation, but is not directly involved as a victim or perpetrator. Bystanders have the power to intervene, speak out, or take action to prevent or stop the harm from occurring.

A **Code of Conduct** ([Madesi et al., 2023](#)) is a document which lays out the expected and unwanted behaviours related to gender-based violence.

Consent ([Consent Hub Ireland, n.d.](#); [European Institute for Gender Equality, 2017](#)) refers to the voluntary and informed agreement or permission given by an individual to engage in a specific activity or to participate in a particular situation. A person is not consenting if they do not actively agree, have been forced or pressured in some way or are in a state where they are incapable of full consent (such as when asleep, under the influence of drugs or alcohol, or below the age of consent).

The **continuum of violence** ([Hearn, Strid, Humbert, & Balkmar, 2022](#); [Kelly, 1987](#); [Mergaert et al., 2023](#); [Walby, Towers, & Francis, 2014](#)) refers to the idea that different forms of sexual violence, harassment, and abuse are interconnected and exist on a spectrum. It

emphasises that these forms of violence are not isolated incidents but part of a larger pattern of behaviour and attitudes that perpetuate a culture of violence and oppression. The concept highlights the need for comprehensive approaches to address and prevent gender-based violence, including education, awareness, and policy changes. In higher education and research institutions, addressing the continuum of violence is crucial for creating a safe and inclusive study and research environment.

Any member of the university community can file a **formal, official complaint** (Madesi et al., 2023) with a competent service either face-to-face or, if available, online via an online reporting system. Formal reporting results in the initiation of a formal investigation and disciplinary process based on the institution's policies. The procedure for formal reporting could differ for students and staff of the institution.

Gender-based violence (Hearn, Strid, Humbert, Balkmar, & Delaunay, 2022; Strid et al., 2021; O'Connor et al., 2021) refers to all forms of violence, violations, and abuse that are based on gender and go beyond narrow legalistic definitions. This includes physical violence, psychological violence, economic and financial violence, sexual violence, sexual harassment, gender harassment, stalking, organisational violence and harassment, as well as emerging forms of violence that are not yet recognised as such. It takes place in both online and offline contexts and is experienced in different forms, such as physical, psychological, emotional, interactive, and in the effects of informal and/or formal/preferred leadership. Gender-based violence is part of a wider system of dominance and power inequalities that goes beyond a binary understanding of gender and may include sexist (and racist) hostility/threats.

While "**incident(s)**" are reported in institutions, using the word "incident(s)" may imply an understanding distracted from the structural nature of violence inherent to certain cultures or contexts and embedded in institutions' functioning. In line with the understanding of violence as a continuum, where various enactments and forms of violence may coincide, some find it unhelpful to use the word 'incident(s)' in the efforts to end violence, as it singles out cases and individuals.

The institution can offer alternative reporting options such as **informal complaints** (Madesi et al., 2023), which will not have the same effect as a formal statement. The protocol will define how and where to file an informal, confidential or anonymous report and the steps to follow. An informal report can be submitted anonymously or with personal details, specifying whether 1) the reporting person cannot be contacted at all or 2) only if there is another victim of the same offender, or 3) can be contacted.

Intersectionality (Crenshaw, 1989; Walby, Armstrong, & Strid, 2012) is an analytical tool used to study, understand, and respond to the ways in which different axes of inequalities, such as those based on gender, race, class, sexual orientation or other personal characteristics, intersect and contribute to unique experiences of disadvantage and discrimination. In the context of studying gender-based violence, the intersectional perspective helps us recognise the variability of forms of violence experienced by people with different characteristics and address gender-based violence in a more nuanced.

Partnership (Strid et al., 2021) refers to the collaborative involvement of relevant actors across various levels and sectors, including governmental agencies, civil society organisations, trade unions, staff and student associations, and other stakeholders, working



towards coordinated efforts to address gender-based violence. In higher education and research institutions, partnership involves the development and implementation of procedures in collaboration with students, staff, faculty, and their representatives. This includes establishing close cooperation with legal, police, and criminal justice organisations and professionals, as well as active engagement with non-governmental organisations and other entities with expertise in addressing gender-based violence.

The term **perpetrator** ([European Institute for Gender Equality \[EIGE\], 2017](#)) refers to an individual who has engaged in violent or abusive behaviour towards others, including but not limited to colleagues, students, or other members of the research community. This behaviour may take various forms, such as sexual harassment, bullying, discrimination, or other forms of misconduct, and is intended to exert power and control over the victim. Perpetrators may be employees, students, or visitors to the institution and may have varying levels of authority or influence within the research community.

Policies ([Strid et al., 2021](#)) are formal and explicit declarations of an organisation's commitment to address a specific issue or problem, such as gender-based violence. They are composed of a coherent set of measures and strategies that aim to respond to the problem in an integral and structural way, and they reflect the organisation's vision and values. While policies are linked to implementation, they are more abstract in nature and are primarily focused on establishing a framework for action rather than the specific actions themselves. Policies also reflect the dominant discourse or perspective on the issue, shaping how the organisation approaches prevention, protection, prosecution, provision of services or partnerships to address gender-based violence.

Prevalence ([Strid et al., 2021](#)) and incidence estimates refer to the measurement or estimation of the frequency or extent of a specific problem or phenomenon and allows us to form an approximate idea of the true scale of the problem. Prevalence refers to data (and data collection) measurement or estimation of the frequency or extent of different forms of violence experienced by individuals based on their social positions and groupings. This includes age, class, (dis)ability, ethnicity/racialisation, sex, gender, sexual orientation, and functional position within the research-performing organisation.

Prevention ([Strid et al., 2021](#)) refers to a set of measures and strategies aimed at stopping gender-based violence from occurring in the first place, by addressing the root causes of violence and promoting changes in social and cultural patterns of behaviour and attitudes. These measures may include awareness-raising initiatives, educational campaigns and materials, training for professionals, and the development of policies and procedures. The ultimate goal of prevention is to create a safe and inclusive environment that is free from all forms of gender-based violence.

Prosecution ([Strid et al., 2021](#)) refers to legal proceedings against suspected perpetrators of gender-based violence, including criminal and civil offences, as well as internal disciplinary grievance procedures. In research-performing organisations, prosecution involves having clear processes, procedures, and infrastructure for dealing with perpetrators, including possible disciplinary action, warnings, suspensions, rehabilitation, and termination of employment and study, as legally appropriate. It also involves having internal and external resources, training, and expertise for designing and implementing

these processes, procedures, and infrastructure, as well as liaising with legal, police, and criminal justice organisations and professionals.

Protection ([Strid et al., 2021](#)) refers to measures and actions taken to ensure the safety and meet the needs of potential or actual victims of gender-based violence. It includes cooperative efforts to protect individuals from any form of gender-based violence and reporting incidents of abuse or harassment. Protection is often implemented on a case-by-case basis and can involve measures such as avoiding contact between the victim and the perpetrator, providing special provisions for those reporting incidents, and suspending the supervision of students by alleged perpetrators during investigations. In research-performing organisations, protection requires clear procedures and infrastructure for reporting incidents, training and expertise for those responsible for implementing these procedures, and designated contact points for victims to seek help and support.

A **protocol** ([Madesi et al., 2023](#)) is a document that prescribes what will happen in case inappropriate behaviour is reported in an institutional context. It provides a step-by-step guide on how incidents of gender-based violence are reported, addressed and resolved in the institution.

The **provision of services** ([Strid et al., 2021](#)) refers to the support services provided to victims, families, perpetrators, and bystanders of gender-based violence, as well as the professionals who provide these services. These services can include legal counselling, psychological support, medical aid, and other specialised training to address the needs of the respective target groups. It is important that these services are widely known and accessible to all staff and students, not just potential victims and perpetrators, and managers and supervisors. The provision of services overlaps with the protection and prosecution measures, highlighting the difficulty of clear-cut delineation and the need to consider how a measure can contribute to multiple Ps.

The term **survivor** refers to a person who has experienced any form of gender-based violence and has lived through the experience. The term is used to acknowledge – better than the term “victim” does – the strength and resilience of individuals who have faced such violence and highlights their agency in overcoming the trauma. It is a term that respects the individual’s right to define themselves and their experiences.

The term **victim** refers to an individual who has experienced gender-based violence or sexual harassment. It is important to note that different terminology is used in the toolkit, and the terms “complainant” or “survivor” may also be used to describe the same individual, ensuring sensitivity and clear communication to the experiences of those impacted by gender-based violence and harassment.

Adopting a **victim-centred approach** ([UNHCR, 2020](#)) means placing the needs and priorities of victims/survivors of violence at the forefront of any response. This entails “prioritizing listening to the victim(s), avoiding re-traumatization, and systematically focusing on their safety, rights, well-being, expressed needs and choices, thereby giving back as much control to victim(s) as feasible and ensuring the empathetic and sensitive delivery of services and accompaniment in a non-judgmental manner.

A **whistleblower** ([Transparency International, n.d.](#)) is an individual, either internal or external to an organisation, who comes forward with a disclosure in the public interest. Their

aim is to expose instances of neglect or abuses occurring within the organisation or its affiliated entities, which pose a threat to individuals, standards, quality, integrity, or reputation.



LEGAL AND POLICY FRAMEWORK

The **European Commission** (2020) has listed ending gender-based violence as one of the key objectives of the [EU Gender Equality Strategy 2020-2025](#). According to the European Commission (2021):

Gender-based violence is defined as violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately. Violence against women is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in physical harm, sexual harm, psychological harm, or economic harm or suffering to women. It can include violence against women and domestic violence against women, men or children living in the same domestic unit. Although women and girls are the main victims of gender-based violence, it also causes severe harm to families and communities.

The **Council of Europe** (2018), in its [Gender Equality Strategy 2018-2023](#) tends to focus more narrowly on violence against women, emphasising that:

Violence against women remains one of the most pronounced expressions of the unequal power relations between women and men. It is both a violation of the human rights of women and a major obstacle to gender equality.

According to the same strategy of the **Council of Europe**, gender-based violence and violence against women are two terms that are often used interchangeably, as most violence against women is inflicted for gender-based reasons and it affects women disproportionately. Gender-based violence is defined as:

Gender-based violence refers to any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity.

One of the most prominent and recognised instruments to address violence against women is the [Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence](#) (commonly referred to as the [Istanbul Convention](#)). As of 5 May 2023, 37 countries have ratified the Istanbul Convention and a further eight have signed it but not ratified it, including the EU itself as an international organisation (Council of Europe, 2021). Article 3 of the Convention defines violence against women as a “violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violation that result in, or are likely to result in, physical, sexual, psychological, or economic harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life”. In the same article, gender-based violence against women is defined as “violence that is directed against a woman because she is a woman or that affects women disproportionately.”

The **International Labour Organisation (ILO 2019)** has also played an important role in setting standards in relation to gender-based violence. In 2019, it adopted the [Violence and Harassment Convention – known as Convention No. 190 or C190](#) – which recognises everyone's right to a world of work free from violence and harassment, including gender-based violence and harassment. It notes that such violence at work represents a



human rights violation or abuse, and poses a threat to access to decent work, and the labour market more generally. It calls for an inclusive, integrated and gender-responsive approach in combating gender-based violence, that considers how intersecting forms of discrimination and unequal power relations contribute to the problem.

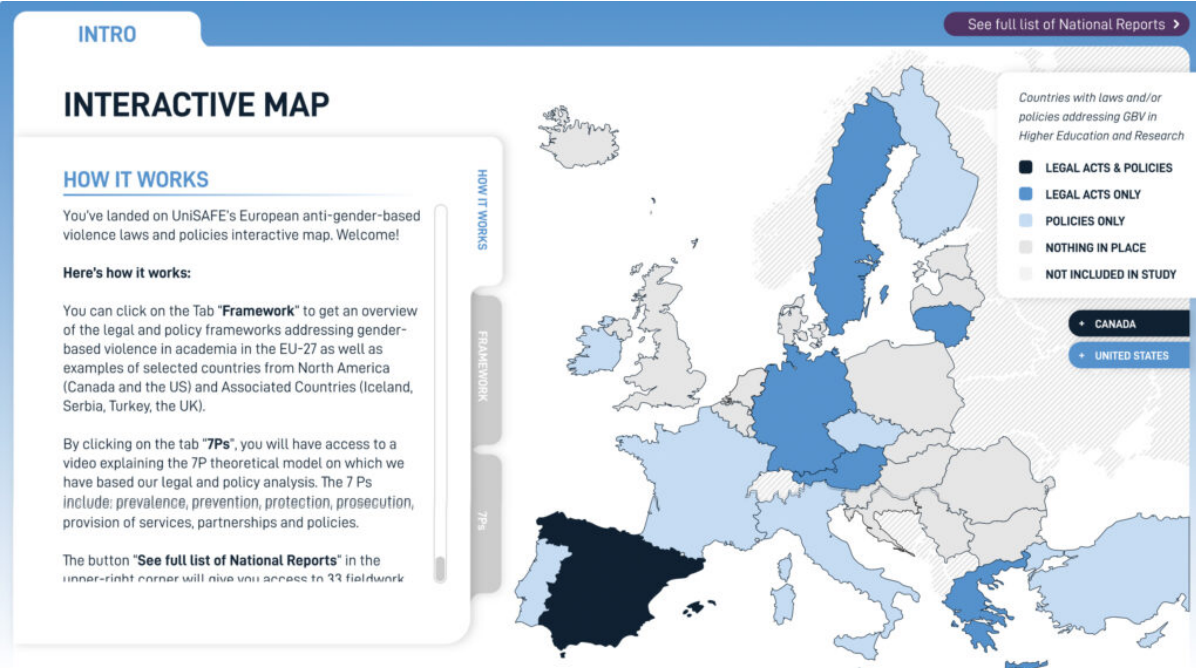
These strategies and conventions aim at a global outreach, and to provide a framework for the promotion of policy-led change and effective measures – at national or organisational level – in different parts of the world. However, it is evident that the national context matters and that there may be very different understandings of what constitutes gender-based violence, including what is seen as acceptable.

INTERACTIVE MAP

The interactive map serves as a tool for presenting insights on gender-based violence policies, emphasising the necessity for further policy action within the European Union. The map provides a comprehensive presentation of information on laws and policies addressing gender-based violence for the countries covered by UniSAFE’s research. You can browse through the laws and policies in place, including:

- a first overview of how these policies frame gender-based violence, which forms of gender-based violence are addressed, and whether they address intersectionality
- more detailed contextual information of the legal and policy framework
- an overview of the “Ps” addressed in the policy. Find out more about [UniSAFE’s “7P” conceptual framework here](#)
- links to each national report published within UniSAFE

The map is available online on UniSAFE’s website and toolkit: <https://unisafe-gbv.eu/map/> and <https://unisafe-toolkit.eu/legal-and-policy-framework/>.

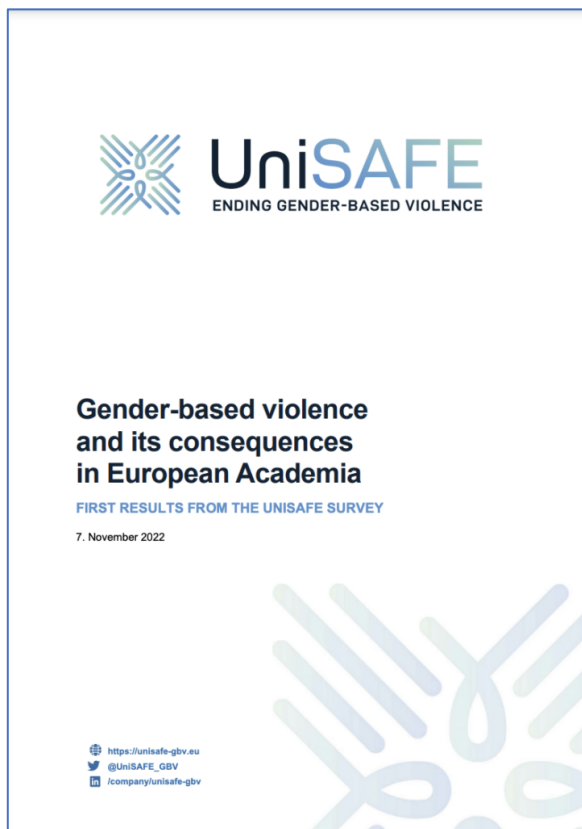


FACTS & FIGURES

Between January and May 2022, UniSAFE coordinated the implementation of a survey among [46 participating universities and research organisations in 15 countries in Europe](#) to collect measurable evidence on the prevalence of gender-based violence in academia and research. With **over 42,000 responses from staff and students**, the survey is the largest conducted so far in the European Research Area.

The prevalence of gender-based violence is defined as **the proportion of respondents who have experienced any form of gender-based violence** asked about in the survey since they started working or studying at their institution. These different forms of gender-based violence consist of physical violence, psychological violence, economic violence, sexual violence, sexual harassment, and online violence. More information on how gender-based violence is defined in the project can be found [here](#).

Overall, the results show that 62% of the survey respondents have experienced at least one form of gender-based violence since they started working or studying at their institution.



[Click here for the full report of UniSAFE results.](#)

[Click here for the report on "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."](#)

[Click here for the "Report on Case Studies on the Effects and Consequences of Institutional Responses to Gender-based Violence along the 7Ps in Research Performing Organisation"](#)

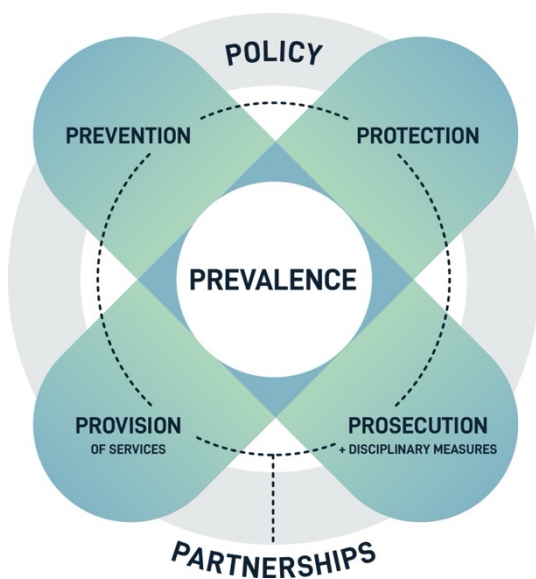
THE 7P FRAMEWORK

THEORISING GENDER-BASED VIOLENCE POLICIES

UniSAFE uses a **holistic framework** for the analysis, assessment and development of comprehensive policies aimed at **ending and addressing gender-based violence**, called the **7P model**. The seven Ps refer to **Policy**, **Prevalence**, **Prevention**, **Protection**, **Prosecution** and internal disciplinary measures, **Provision of services** and **Partnerships**. This model thus extends the conventional UN's and EU's 3P approach (prevention, protection, prosecution) (UN 2017; EU 2019, 2020), as well as the Council of Europe's (2011) Istanbul Convention's 4P approach (prevention, protection, prosecution, policies).

It is important to emphasise that within the 7P framework, measures can have an impact on multiple Ps, and the boundaries between these Ps are not always clearly defined.

Information about the **history of the model** and **advanced definitions for each P** can be found in the article by Mergaert, L., Linková, M. & Strid, S. (2023). *Theorising Gender-Based Violence Policies: A 7P Framework*. *Social Sciences*, 12(7), 385 (accessible [here](#)).



Click on the image and watch a short video presenting the 7P model.

THE DEFINITIONS OF THE 7PS

Prevalence refers to data and data collection aimed at estimating the extent of gender-based violence and at providing information on its different forms.

Prevention refers to measures that promote changes in social and cultural behaviour and attitudes of all members of the institutional community. In academic context, this may include induction materials for both staff and students; internal and external publicity and training; public statements and awareness-raising campaigns.



Protection aims to ensure the safety and meet the needs of (potential) victims. This includes clear procedures and infrastructure within each institution, for reporting and supporting people who report gender-based violence, including victims, survivors, bystanders, whistle-blowers and intermediaries.

Prosecution refers specifically to disciplinary measures against alleged perpetrators, related investigative measures and sanctions. In some cases, it may also involve judicial proceedings, including court cases, criminal and civil offences.

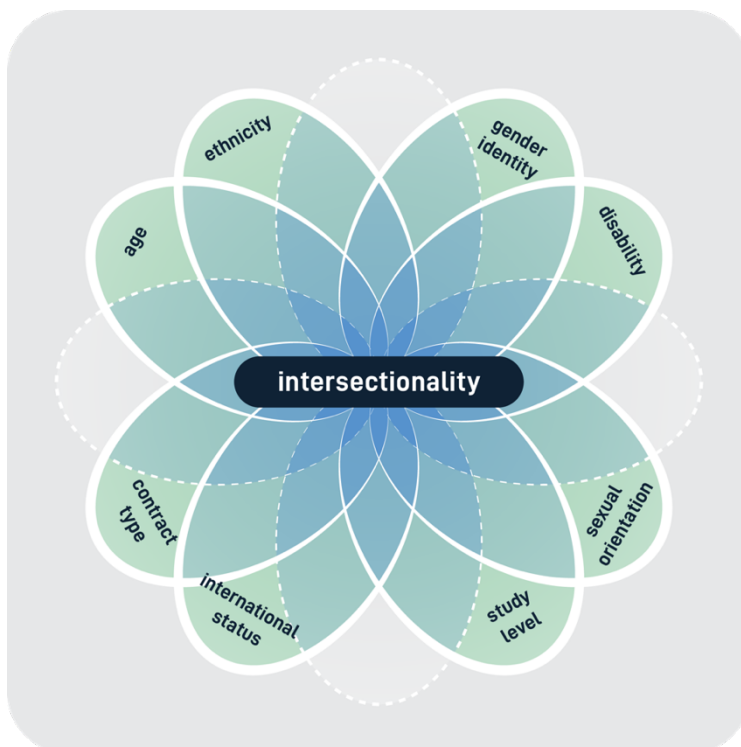
Provision of Services refers to the services offered to support victims/survivors, families, perpetrators, bystanders of gender-based violence and community members affected by it. Provision of services refers to the professionals who provide the services (e.g. those involved in specialised training) and the existing tools to assist in better addressing the needs of the target groups.

Partnerships relates to the involvement of relevant actors at all levels, such as governmental agencies, civil society organisations, service providers, trade unions, or staff and student associations. External partnerships complement the available skills, competencies and expertise available within the institution.

Policy covers: a) policy frameworks, which refer to coherent sets of measures with a clear vision and comprehensive strategy that respond to incidents of gender-based violence in an integral and structured way; and b) policy documents which formalise explicitly and specifically the organisation's commitment to addressing gender-based violence.

WHAT IS INTERSECTIONALITY AND HOW IS IT MAINSTREAMED IN THIS TOOLKIT?

Intersectionality is a valuable framework that makes it possible to analyse and understand the interconnected nature of various forms of inequality, such as gender, race, class, sexual



orientation, and personal characteristics. By considering how these different factors intersect and interact, a better understanding can be gained of how individuals may experience distinct forms of disadvantage and discrimination.

When studying gender-based violence, incorporating an intersectional perspective is essential. It provides insights into how individuals with diverse characteristics and backgrounds encounter unique

types of violence and oppression. This understanding is crucial to address gender-based violence effectively.

In the specific context of this toolkit, the concept of intersectionality plays an important role in providing guidance and recommendations for the practical implementation of the 7P Framework. Throughout the various components of the toolkit, intersectionality is addressed with practical tips and advice on how to incorporate intersectional approaches, ensuring inclusiveness and sensitivity in addressing gender-based violence.



IMPLEMENTING THE 7Ps IN PRACTICE

How to implement each of the 7Ps? In this section of the toolkit, you can find guidance on the **design** and **effective implementation** of a **comprehensive policy framework to address gender-based violence**. It is structured according to the 7Ps, and for each P you will find **tips and suggestions**, along with **dos and don'ts**, references to **existing tools and resources**, as well as **materials for further reading and exploration**.

PREVALENCE

estimating the extent of gender-based violence

What does Prevalence refer to?

Prevalence refers to **data and data collection** aimed at **estimating the extent of gender-based violence** and at providing information on its different forms. By **using surveys** and **other data sources** (e.g. administrative data, such as from complaints and incident reports), it is possible to derive prevalence and/or incidence estimates and approximate the actual scale of the issue.

Prevalence refers to the **total number of individuals** who have experienced gender-based violence at a particular point in time or within a specified period, expressed as a proportion of the population. Prevalence data help in **understanding the magnitude** and the **scope of the problem** within a specific institution or country. They are crucial for policy formulation, planning, and allocating resources to address gender-based violence. Incidence refers to the **number of new cases of gender-based violence** within a specified time period in a population. Incidence data are essential for **understanding the risk** and the **occurrence rate** of gender-based violence. It helps in identifying trends over time and evaluating the effectiveness of interventions aimed at preventing new cases of gender-based violence.

This information contributes to formulating **evidence-based policies**. Importantly, prevalence must take an **intersectional approach**, taking into account people's ethnicity and origin, age, gender identity, sexual orientation, chronic illness and disability status, as well as their position within the organisation.

How to approach Prevalence?

Below you may find practical guidance and examples to collect data on the prevalence of gender-based violence. The focus is on **collecting data through specific surveys** on gender-based violence or through **adding questions to existing institutional surveys** that are run on a regular basis, in addition to recommendations on how to collect administrative data. By regularly collecting data on the prevalence of gender-based violence, organisations can contribute to creating **solid, measurable evidence** on this persistent and often under-reported issue.

Estimating prevalence through data collection



A **structured questionnaire** is typically used in surveys to capture prevalence, collecting information from a sample of respondents. The questionnaire could include questions on the **experiences** of different forms of gender-based violence as a **survivor, bystander, or perpetrator**, as well as the **consequences** of gender-based violence relating to personal well-being, health, work and studies. Questions can also cover the **perception and awareness of institutional policies or available resources and prevention measures** against gender-based violence. A range of statistical methods, such as descriptive statistics, correlations, and regression analysis, can be used to analyse survey data to uncover patterns and relationships.

It is important to **collect quantitative data on prevalence** (from surveys and administrative sources) and combine these with qualitative insights from victims, bystanders and perpetrators on their **individual experiences, attitudes, or perceptions** of institutional contexts. By capturing personal narratives, perspectives and emotions, qualitative data can not only provide invaluable insights into the experiences of different forms of violence by different groups of people, but also about its impact on individuals' well-being, work and studies. Qualitative data thus helps to humanise the issue, ultimately fostering a more comprehensive and empathetic response to gender-based violence in research and academia. Of course, due consideration must be given to the imperative of diligently safeguarding data and protecting people's identities.

Tips and Hints / Dos and Don'ts

For the survey design stage

- ✓ Use **existing** and **validated** survey instruments (explore the UniSAFE survey available under Inspiring Practices).
- ✓ Keep the **length** of the survey **manageable** to encourage completion and high response rates. For an online survey a maximum completion time of 15 minutes is recommended.
- ✓ Use **headlines** and **transitions** between different parts of the questionnaire (e.g. questions on socio-demographics, prevalence of gender-based violence etc.) to reduce fatigue leading to low response rates.
- ✓ Use **closed-ended question types**, e.g. multiple choice questions.
- ✓ Bear in mind that open questions can create large volumes of text data that are time-consuming and challenging to code. It is good practice to **collect only the data that you intend to analyse**.
- ✓ Give **clear definitions of terminology** (for example: what you define as "off and on campus").
- ✓ Gather data on **different forms of gender-based violence**, including psychological violence and other forms which are not covered by the legal definitions of gender-based violence.
- ✓ **Ask about the experience of concrete situations** of gender-based violence instead of using a specific umbrella-term, such as 'rape' or 'sexual harassment'. Many people who experience various forms of abuse or sexual harassment do not identify their experiences as such.
- ✓ Use **gender-inclusive language** (e.g. replace "woman" with "person").

- ✓ Include several **follow-up questions** to gather more detailed information when collecting information on incidents (e.g. frequency of the incident, place of incident, (perceived) gender of perpetrator(s), relationship to perpetrator(s)).
- ✓ Consider asking respondents about their **knowledge of existing institutional policies and procedures**, as well as their level of interaction with ongoing prevention initiatives, so that you obtain a useful gauge of awareness and activity related to gender-based violence prevention.
- ✓ Collect information related to **campus safety** to identify areas that require more attention (see Prevention).

For the survey implementation stage

- ✓ Disseminate the survey via **an internal e-mail** address to ensure that respondents belong to your institution.
 - If this is not possible – either due to lack of access to institutional e-mail addresses or due to internal restrictions – **disseminate the survey link through an intranet page**, only accessible for staff/students through log-in or through newsletters which are sent by e-mail to staff/students (via an official channel, e.g. the institution’s communication department).
 - **Avoid sharing the survey link via social media platforms!** Even in closed groups on social media you cannot know for sure whether the person is a member of your institution if no institutional log-in is required.
- ✓ Use **communication** channels to promote participation in the survey:
 - Communicate and remind people about the survey via the institution’s social media (Twitter, LinkedIn, Facebook, Instagram)
 - Communicate about the survey on the institution’s website
 - Send weekly e-mail reminders to staff/students
 - Include reminders in a newsletter which is sent by e-mail to staff/students
 - Disseminate reminders through intranet pages, only accessible for staff/students through log-in
- ✓ It is crucial to **allocate resources to experienced individuals/services for the analysis** of the survey data and **report writing**, rather than depending on voluntary work by committed individuals.
- ✓ **Studies should be organised periodically** and build on the baseline findings of the initial survey results.
- ✓ Communicate your survey results in **decision-making bodies** and within the institutional community. Find more about communicating survey results, by clicking below.

Communicate survey results

It is crucial to share the survey results on gender-based violence with decision-making bodies and the institutional community. This can be achieved through various means of communication.

One approach is to prepare **comprehensive reports** that outline the most prevalent types of gender-based violence incidents that were reported in the survey. These reports can



serve as **informative documents** that provide a clear understanding of the issues at hand and can support the design of evidence-based policies.

Additionally, using **social media cards** and posts can be an effective method of raising awareness about the survey results. These cards can feature key statistics or impactful quotes that highlight the prevalence of gender-based violence. By sharing them on social media platforms, you can reach a wider audience and build a sense of urgency to address these issues.

Internally, it is important to communicate the survey results to **all departments and groups working on the topic within the university**. This can be done through direct e-mail communication, ensuring that all relevant stakeholders receive the information.

Furthermore, organising internal **events**, such as **workshops** or **awareness-raising sessions**, can provide an opportunity to **discuss the survey findings** in detail and encourage **meaningful dialogue** on how to address gender-based violence. Adopting a multi-faceted approach to disseminating the survey results helps to effectively raise awareness of the topic and to encourage collective action to create a safer and more inclusive environment for all members of the institutional community.

Note: Being transparent about the numbers of reported cases and any increase demonstrates that the organisation does not hide the problem. The absence of reported incidents does not indicate the non-existence of gender-based violence or that it has been eliminated, but rather indicates that the measures may be ineffective.

On research ethics

- ✓ Check whether **ethics or other approvals** are necessary for an online gender-based violence survey at your institution, and determine the information required for approval. Take a **survivor-centred approach** to your online survey on gender-based violence and protect respondents from re-traumatisation by:
 - Including a **trigger warning** in the informed consent form at the beginning and before asking sensitive questions on experiences with gender-based violence
 - Providing information on available national/regional/organisational **helplines** throughout the survey, for example, see the UniSAFE collection of national support resources for counselling and helplines [here](#)
 - In the informed consent form, give information on the purpose of data collection, survey content, data protection compliance, data storage, authorised access to information, contact details for the Data Protection Officer (DPO) and the study leader. Indicate how data is stored, and who can access this information. See for example the UniSAFE survey questionnaire, pp. 10-12, [here](#)
- ✓ Ensure anonymous participation:
 - Inform participants that the survey is anonymous and how this will be ensured.

- The survey questionnaire **does not collect personal information parameters** nor any other parameter to identify the specific unit, status or similar.
 - Participants of the survey **do not need to register** or identify themselves to take part.
 - The survey is accessible via a static, non-personalised link, i.e. respondents receive an anonymous link to a browser-based online survey via the official organisational e-mail address. This means that every participant receives the same link, for example 'https://www.example.com/survey'.
- ✓ When presenting results, **avoid any identification risks** by cross-checking if information such as gender identity, age and job title would make it possible to identify individual participants.
- If so, either delete such information or make it less specific (e.g. the exact age of respondents can be grouped into age brackets).
- ✓ Ensure **compliance with the General Data Protection Regulation (GDPR)** by defining the data usage as limited to the purpose outlined in the informed consent form.

Questions on prevalence of gender-based violence to include in existing institutional surveys

If you cannot run a separate survey on gender-based violence at your institution, it is possible to add a few questions to **existing institutional surveys** that are run regularly. For example, surveys on staff/student well-being, students' satisfaction surveys or course evaluations. Questions should cover occurrence of different forms of gender-based violence, including not only sexual violence and sexual harassment but also other forms, such as psychological or economic violence, from survivors' and bystanders' perspectives as well as one question on the respondents' reporting behaviour. As outlined before, it is recommended to describe **concrete situations** instead of using specific terms which might be understood differently. Find the suggested questions on prevalence of gender-based violence to be included in existing institutional surveys [here](#).

Collecting information on incidence through administrative data

Insights into the scale and nature of the problem can also be gained by monitoring information that is available in **administrative sources**, such as the records of complaints and reports received that relate to gender-based violence. The active monitoring of this information makes it possible to identify risky situations and places which may require further attention.

- ✓ Ensure that administrative data on reports of gender-based violence is **collected in a coherent way** across institutional services.
- ✓ Make sure that collected data, from reports received by different services, is **centralised**.
- ✓ Ensure that all services which may receive (formal or informal) testimonies of incidents are **trained**, know how to **respond** and how to **report** on cases.
- ✓ Ensure **data protection** when collecting information on gender-based violence:
 - Collect necessary information only.

- Re-identification of individuals by combining characteristics of respondents must be precluded.
 - Focus on providing information about the types of gender-based violence experienced by the groups affected (i.e. staff or students), and gender.
- ✓ If your institution uses anonymous tools to collect administrative data on gender-based violence incidents, such as through a website or helpline, it is important to **inform your staff and students about how these reports will be handled**. It should be made clear that follow-up on individual anonymous reports is not possible, but the information gathered is still valuable for the institution to gain a better understanding of the prevalence of different types of gender-based violence and which groups are most affected. By analysing patterns that emerge from the data, the institution can become more aware of potential issues and take steps to address them.
- ✓ Use the collected prevalence data, in aggregated form, for **evidence-based policy development**.

Thinking intersectionally about Prevalence

- Collect data in an **inclusive way** in terms of language, wording and dissemination channels.
- Include survey questions on **respondents' socio-demographic characteristics** (such as sex, gender, age, disability and sexual orientation, allowing where possible for intersectional perspectives to be drawn out) and on markers of functional diversity (such as type of contract or seniority level for staff).
- For example, see section B on socio-demographic characteristics of the UniSAFE questionnaire available [here](#) and [here](#).
- Be careful when collecting data from surveys and administrative data sources. Combined information on socio-demographic characteristics and the incident(s) experienced can allow the individuals concerned to be identified. If this risk exists, do not disclose such information and always ensure GDPR compliance.

Inspiring practices

UniSAFE survey

In UniSAFE, the focus is on prevalence within the context of research-performing organisations. The prevalence, determinants, and consequences of gender-based violence have been analysed via data gathered by a large cross-cultural online survey among 46 universities and research organisations in 15 countries in Europe. In the UniSAFE survey, the prevalence of gender-based violence is defined as the proportion of respondents who have experienced any form of gender-based violence under investigation since they started working or studying at their institution. These different forms of gender-based violence consist of physical violence, psychological violence, economic violence, sexual violence, sexual harassment, and online violence.

In the table provided below, you will find the questions for the various forms of gender-based violence as outlined in the UniSAFE survey. Instead of using abstract terms like "sexual harassment" respondents were asked about their encounters with specific

instances of gender-based violence. Access all UniSAFE survey materials, including all language versions of the questionnaire, [here](#).

UniSAFE survey questions on the forms of gender-based violence (see in [Appendix](#)).

The UniSAFE survey takes a **survivor-centred approach by focusing on survivors' perspective** on prevalence of gender-based violence. Bystander and perpetrator perspectives are also included in the UniSAFE survey, but detailed information about incidents of gender-based violence is collected through follow-up questions that address the survivor's perspective only.

In addition, the UniSAFE survey captured how **gendered experiences** of gender-based violence can intersect with different factors such as sexual orientation, age, ethnic minority group status, disability status, international mobility, and people's functional position within the organisation (i.e. students, academics, and professional, administrative, technical or other support staff), which may influence exposure to gender-based violence.

Prevalence is also categorised by the social position of perpetrators (either individual or collective) as well as bystanders, and the type of connection between perpetrators and victims/survivors, as well as by place and frequency over time. Explore the UniSAFE Survey and accompanying materials, [here](#).

The UniSAFE survey takes a **survivor-centred approach by focusing on survivors' perspective** on prevalence of gender-based violence. Bystander and perpetrator perspectives are also included in the UniSAFE survey, but detailed information about incidents of gender-based violence is collected through follow-up questions that address the survivor's perspective only.

In addition, the UniSAFE survey captures how **gendered experiences** of gender-based violence can intersect with different factors such as sexual orientation, age, ethnic minority group status, disability status, international mobility, and people's functional position within the organisation (i.e. students, academics, and professional, administrative, technical or other support staff), which may influence exposure to gender-based violence.

Prevalence is also categorised by the social position of perpetrators (either individual or collective) as well as bystanders, and the type of connection between perpetrators and victims/survivors, as well as by place and frequency over time. Explore the UniSAFE survey and accompanying materials [here](#).

Annual Report National Sexual Assault Treatment Unit Services, Ireland

The **Annual Report** of the National Sexual Assault Treatment Unit Services (SATU) (2021) in Ireland provides an overview of the services provided by the SATU, as well



as **statistics and data on the number of cases** treated and the **demographics** of patients. The report also includes information on the training and education provided to healthcare professionals working in the SATU, as well as updates on policy and legislative developments related to sexual assault and violence. [Explore further](#).

Resources and further reading

Supporting materials on survey research

- [GESIS Survey Guidelines](#): These guidelines provide support on methodological aspects of survey implementation. The GESIS Survey Guidelines are organised into “Survey Operations”, “Survey Instruments”, “Survey Statistics”, and “Open Science”;
- [Cross-cultural Survey Guidelines](#): Guidelines developed as part of the Comparative Survey Design and Implementation (CSDI) Guidelines Initiative. The aim of the initiative was to promote internationally recognised guidelines that highlight best practice for the conduct of multinational, multicultural, or multiregional surveys.

Other resources

- An overview of the “Gender-based and Sexualized Violence in Higher Education” topic, including international research literature, survey studies, resources, and training materials, is available at the Center of Excellence Women and Science (CEWS) webpages, available [here](#).
- Gender-based violence in higher education research tools, including online survey, interview guide and checklist, focus group guide and checklist, consent form, and more, are available [here](#).
- Bull, A., Duggan, M. & Livesey, L. (2022). Researching Students’ Experiences of Sexual and Gender-Based Violence and Harassment: Reflections and Recommendations from Surveys of Three UK HEIs. *Social Sciences*, 11(8), 373. Available [here](#).
- Briquet, C. (2019). De la banalisation des violences de genre en école d’ingénieurs. (EN: On the trivialisation of gender violence in engineering schools). *Cahiers du Genre*, 66, 109-128. Available [here](#).
- Explore existing survey questionnaires and validated instruments based on which the UniSAFE survey was developed, [here](#).

PREVENTION

changing behaviours and culture

What does Prevention refer to?

Prevention refers to measures to promote changes in the social and cultural **patterns of behaviour and attitudes** of all members of the institutional community. It addresses the **culture and values** of the organisation and what it stands for. Good prevention strategies are comprehensive, consider intersectionality and address risk factors associated with social and cultural norms and unequal power relations.

In the context of research-performing organisations, prevention may consist of:

- A clear **code of conduct**, laying out expected and unwanted behaviour, with a related protocol detailing procedures in case of violation of the code of conduct
- **Communication and materials** for both existing and new staff and students about gender-based violence, its forms and institutional policies in place
- **Ongoing awareness-raising campaigns** (among others on unwanted behaviour and the notion of consent) and **training programmes**
- Improving features and knowledge (e.g. a button to report gender-based violence on online platforms, teachers' evaluation surveys, lighting on campuses etc.);
- **Training and empowerment of bystanders**
- **Integration of issues related to gender-based violence in teaching and research** (both content and process)

How to approach Prevention?

Here you can find **practical guidance and strategies** to promote a safe and respectful work environment, prevent incidents of violence, and raise awareness and understanding of gender-based violence within the community. By incorporating prevention efforts, organisations can foster a culture of safety and respect and prevent harmful behaviours from taking place. Below, the most common measures are presented.

Code of conduct

A code of conduct is a set of **rules** and **guidelines** laying out the **expected behaviours** of the members of the organisation. The main elements of content typically include the following (if not covered in other policy documents, in which case reference should be made to them):

- Clear statement of the organisation's values and mission
- Accepted and prohibited behaviours
- Consequences of violating the code, including disciplinary actions
- Clear steps of the procedure for reporting violations of the code
- Detailed process for investigation and resolution

A code of conduct should define gender-based violence and **cover all forms**, including **online misconduct**, and be in line with all relevant national and institutional laws and regulations related to gender-based violence. To be effective, a code of conduct should also **specify its enforcement mechanisms**. This can be accomplished by linking the code



of conduct to a that outlines the **enforcement procedures**, or by including these parameters directly within the code of conduct.

In addition, a code of conduct should also refer explicitly to the **institutional policies** related to gender-based violence, if applicable. If such specific policy document(s) do(es) not exist, then it should be fully addressed in the code of conduct.

Communication about the policies/measures adopted to address gender-based violence

The existence of policies/measures to address and respond to gender-based violence is a significant driver of structural change. It is essential that organisations provide **information on their commitment** against gender-based violence. By doing so, they are actively demonstrating their dedication to creating a safe and inclusive environment for all students, staff, and faculty. This information should be in different channels to ensure maximum visibility and accessibility to all members of the organisational community.

In addition, higher education institutions and research organisations should also provide information on the **process of making a complaint** and ensure that **safe channels** are in place for individuals to report incidents of gender-based violence. Providing permanent information and a safe channel to complain is crucial in creating a culture of **accountability** and **transparency**, where gender-based violence is not tolerated and survivors are supported.

- Use **various communication channels** (social media, webpage, newsletter etc.) to make various forms of gender-based violence visible and recognisable.
- Inform **all members** of the organisation's community about the measures for prevention, protection, prosecution and available services.
- Plan **systematic** and **permanent communication** about the existing policies/measures, including to newcomers, and empower implementers and providers of services to cope with possible resistance.
- Publicise the **outcomes** of the implementation of the policies/measures to increase the sense of safety and protection, and empower victims/survivors and bystanders to report incidents and break the silence.

Awareness-raising campaigns

Awareness-raising campaigns are an important component of preventing gender-based violence in higher education institutions and research-performing organisations. These campaigns serve to educate staff and students and **increase understanding** of the issue, create a **culture of respect and equality**, and promote a **safe environment**. Awareness-raising campaigns can take **many forms**, such as social media campaigns, workshops/seminars and events dedicated to a topic, internal radio and television broadcasts, competitions and challenges, exhibitions and displays, and more. **Various channels** can be used to promote the campaigns, such as posters, leaflets, social media posts, videos, newsletters, intranet, and any other forms of internal communication.

Remember! A campaign is more likely to be effective when it is underpinned by a **clear communication strategy** (laying out objectives, identifying the constituent activities, their timing and target groups, media to be deployed, roles and responsibilities, resources needed, etc.). It is good practice to create a working group, engaging the various



stakeholders involved (communication department, graphic designers, representatives of staff and/or students, minority groups, etc.).

Explore UniSAFE's step-by-step guide on setting up and running campaigns on gender-based violence, available [here](#).

Educational programmes and training

Educational programmes and training aim to provide the community with **information** about the **policies of the institution, procedures, reporting options, available services**, and **resources**. By educating the community on the signs of violence and creating a shared understanding of what constitutes unacceptable behaviour, organisations can make a collective effort to prevent violence and address it when it occurs. Training also serves as an opportunity for staff and students to ask questions, clarify policies, and engage in open discussions about the issue. As a result, training can **increase** their **confidence** and **trust** in reporting incidents and creating a more supportive and informed community.

A thorough educational programme should, at the very least, guarantee that all students and staff are informed about:

- Definitions of gender-based violence and its forms
- Power imbalances and how they contribute to violence
- Warning signs and behaviours that may indicate a risk of violence
- Organisational policies and procedures for reporting and responding to incidents of violence
- Relevant laws and legal protections for victims/survivors and perpetrators
- Techniques for bystander intervention
- The impact of violence on individuals, teams, and organisations
- Skills for promoting a culture of respect and equality in the workplace

Bystander intervention

Bystander intervention refers to the **actions taken by individuals** who observe a potentially harmful situation. The purpose is **to prevent (further) violence from occurring**. When developing a bystander intervention programme, it is important to consider the following:

- **Offer training and education** to staff and students on recognising signs and on developing intervention skills.
- Create a **supportive environment** that encourages people to intervene and report incidents.
- Provide **clear guidelines** and **procedures** for reporting incidents, including support for those who intervene.
- **Engage leadership and management** in promoting the bystander intervention programme and reinforcing its importance.
- **Assess** regularly and **update** the programme to ensure its relevance and effectiveness.

Prevention of gender-based violence for people doing fieldwork and spending time abroad



Prevention measures should also be foreseen for staff and students participating in **off-site activities**, such as conferences, fieldwork/field trips, internships, work placements, study placements abroad and more. Studying abroad and attending fieldwork constitute situations of higher risk of gender-based violence.

To prevent incidents of gender-based violence from occurring, consider the following:

For students studying abroad (international study placements)

- Equip staff responsible for supporting students going abroad.
- Equip students with information to better prepare them for their time abroad (contact information of immediate supervisors, contact information of the relevant embassy or consulate and of local emergency support services).
- Collaborate with host organisations to ensure they have policies in place to prevent and address gender-based violence and provide students with information on reporting mechanisms and institutional support services, both from the home institution and the hosting organisation.

These actions will help students feel more **supported** and **confident**, knowing that their home institution is aiding their study experience abroad.

For staff and students doing fieldwork

Fieldwork can take place within or outside the country of the institution, sometimes in remote locations where communication with the home base is difficult. Fieldwork involves close proximity and interactions between individuals at different levels of the institutional power hierarchy, which may differ from on-campus interactions. Fieldwork is an arena that cannot be overlooked when developing a comprehensive institutional prevention approach.

- Equip responsible staff with knowledge and resources to ensure the provision of safe and healthy environments for everyone participating in fieldwork.
- Offer training to students and staff on gender-based violence (definition, warning signs, available services of the institution etc.) prior to fieldwork.
- Consider measures and practices for solo researchers, such as regular “check-ins” with their supervisor or other liaison persons (e.g. at local municipal offices, museums, departments etc.).

For more information and inspiration for further actions, read the “Guidelines for the Prevention of Sexual Violence during Fieldwork” by the University of Toronto, available [here](#) and the “Code of Conduct relating to participation in Fieldwork” by University College London, available [here](#).

Tips and Hints / Dos and Don'ts

- ✓ **Communication departments**, where they exist, are **key stakeholders** in the implementation of a prevention strategy. Engage them in the design and implementation process. In addition, consider identifying individuals (staff and students) who are committed to preventing gender-based violence and who are willing to be part of a **prevention working group**, responsible for implementing and disseminating preventive practices and activities.



- ✓ Be **creative** with the design of awareness campaigns and encourage active participation by the community.
- ✓ When providing information, including on helplines, support services and reporting procedures on the website, make it **easily accessible for the user**. Avoid adding information under sub-categories or hidden on specific pages of departments or offices.
- ✓ Design **specific messages targeting newcomers** (staff and students) directing them to materials related to the forms of gender-based violence, institutional policies and practice and more.
- ✓ Consider mandatory sessions on gender-based violence during **onboarding training** for staff and students, and design (mandatory) training for staff targeting **top management** and **staff members** who are promoted, as part of a general training for leadership.
- ✓ Offer training to students and make it a **precondition** to participate in other mandatory courses. The certification provided for this training could serve as a **prerequisite for enrolment** in subsequent courses. In order to make the training engaging and interactive, incorporating elements of gaming can be a useful approach. Additionally, students who attend the training could be awarded **ECTS credits to recognise their efforts** and incentivise their participation.
- ✓ **Allocate sufficient budget** for awareness-raising campaigns and training programmes.
- ✓ **Regularly assess** and **update** all the components of the prevention programme to ensure that it remains relevant and effective in preventing gender-based violence in the workplace.

Thinking intersectionally about Prevention

- Consider the different ways in which **intersectional identities** impact the **definition, recognition, and response** to incidents of violence.
- Highlight the **experiences of marginalised communities**, such as women of colour or LGBTQIA+ individuals, in training and awareness-raising campaigns.
- Provide **targeted support** and **resources** for staff and students whose identities are marked by intersecting axes of inequality, such as **language** and **culture-specific hotlines**; awareness-raising campaigns in **different formats**, such as in braille notation.
- Consider providing the option of **online attendance** at training, depending on the type of participation needed (passive versus active).
- Engage with **diverse staff** (academic/administrative, junior/senior, tenured/temporary, with different backgrounds) and **student groups** (as informants or experts) during the **design** of a training programme or campaign and gather feedback. Develop a **participatory process** in which the involvement of different groups within the organisation is promoted.
- Offer training on the **notion of privilege** with an **intersectional approach**. Prevention is also about training the staff and students about the accepted behaviours, and recognition that gender-based violence affects some groups more than others.

Inspiring practices



Campus Code of Conduct – University of Helsinki, Finland

The University of Helsinki's [Code of Conduct](#) serves as a proactive and preventative measure by translating the institution's values into expected behavioural guidelines. An intersectional perspective is also incorporated. However, the Code of Conduct lacks an explicit reference to any enforcement mechanisms, nor does it address institutional policies related to gender-based violence. [Explore further](#).

Code of Conduct – Delft University of Technology, Netherlands

TU Delft's [Code of Conduct](#) is part of the university's [Integrity Policy](#). The code lists the core values of the university, gives directions on acceptable behaviours, and outlines the responsibilities of all staff members, students and guests. In addition, the Integrity Policy includes statements on social, academic and organisational integrity. Undesirable conduct, including sexual and general harassment, aggression, bullying and discrimination, is included under [Social Integrity](#). [Explore further](#).

Student Code of Conduct – Virginia Tech University, USA

The Virginia Tech University's [Student Code of Conduct](#) outlines the rights and responsibilities of students, as well as the policies and procedures designed to ensure a fair and equitable resolution of disputes. The code provides a comprehensive definition of gender-based violence, along with other prohibited forms of misconduct, and details the specific process for reporting sexual harassment and/or gender-based violence. Additionally, the code specifies potential sanctions, interim measures, and administrative actions that may be taken in response to violations. [Explore further](#).

Code of Conduct – Stanford University, USA

In the [Code of Conduct](#) of Stanford University, a set of standards are outlined as the expected behaviours by the members of the university as well as by any other individuals performing services for the university or interacting with members of the community. The code of conduct sets out supporting policies and standards related, among others, to policy on [sexual harassment](#), on [prohibited sexual misconduct](#), on [consensual sexual or romantic relationships in the workplace and educational setting](#) and on [equal employment opportunity, non-discrimination and affirmative action](#). The code outlines the steps for reporting a violation and consequences of such actions. [Explore further](#).

Campaign “Where do we draw the line?” – Danish Working Environment Authority, Denmark

The **Danish Working Environment Authority** collaborated with unions and employers’ organisations to launch a campaign on sexual harassment. “[Hvor går grænsen?](#)” (Where do we draw the line?). In addition to a film describing sexual harassment and where to draw the line, dialogue cards depict different situations, where the players must decide how to respond. The cards are intended to start a dialogue about the working environment. [Explore further.](#)

Together Consent – Trinity College Dublin, Ireland

[Together Consent](#) is Trinity College Dublin’s sexual consent education programme. The team offers educational services on consent education in third-level education in Ireland, focused on consent and consent plus workshops, first responder (the first person with whom someone shares that they have been a victim/survivor of a sexual or other type of assault), training and bystander intervention. [Explore further.](#)

Sexual Violence Prevention and Response – Arizona State University, USA

The Arizona State University (ASU) developed a series of practices and actions to prevent and respond to sexual violence. Among the supporting services offered to victims and survivors, ASU has a dedicated website on the topic, providing information on educational programmes offered by the Office of Diversity, Equity, and Inclusion Training, and on the services offered within the university as well as in the wider community. Through the [education programmes](#), students are encouraged to get involved and assist with awareness events, information tables, and serving on committees and workshops, to promote violence prevention.

During the “[You can do something](#)” awareness campaign for bystanders, ASU designed a poster series with tips for intervening as a bystander.

ASU has also developed a research-based confidential mobile application, [myPlan App](#), to assess relational health between romantic and intimate partners. The app is designed for users to answer questions about their own personal relationship, or the relationship of a friend or family member that seems unsafe. The app helps them learn about signs of danger, and how to safely help as bystanders. It also provides resources such as national websites, chatlines and specifically targeted services, such as for the LGBTQIA+ community.

[Explore further.](#)



Breaking the Silence – Preventing Harassment and Sexual Misconduct – University of Cambridge, United Kingdom

The University of Cambridge's prevention programme, [Breaking the Silence](#), has invested in a number of initiatives for prevention and support for staff and students, bystanders' intervention training programmes, and support-for-supporters materials. Training addressed to students includes topics such as "Consent Matters" and "Where do you draw the line", while "Staff training on student disclosures for sexual assault" is addressed to all staff members. A series of supporting training is also provided for personal and professional development. [Explore further.](#)

Universities Against Harassment – A cross-sectoral collaboration between universities, Switzerland

The [Universities Against Harassment](#) initiative is a Swiss-based campaign aimed at addressing and preventing sexual harassment and gender-based violence in higher education institutions. It was launched in 2019 by a group of Swiss universities to raise awareness and promote a culture of respect and inclusiveness, providing resources to those affected by harassment. The campaign involves various activities such as training sessions, events and online resources, and it fosters collaboration and exchange among different stakeholders, including staff and students. The unique element of this collaboration is that it is cross-sectoral, as in Switzerland there are several university sectors divided by type of institution, for example full universities, pedagogical universities, technical and specific field-oriented universities and institutes. [Explore further.](#)

Don't turn a blind eye Guide / Sexual Harassment: learn, prevent, protect – University of Geneva, Switzerland

The [Don't Turn a Blind Eye Guide](#) was produced as part of the anti-harassment actions of the University of Geneva. The guide is well written and addresses students and staff alike. It includes definitions of different forms of gender-based violence and examples of actions and their consequences. It refers to the national and institutional legal framework, and provides guidance, contact points and a "survival kit" for victims/survivors. Tips and advice are also offered for staff in higher positions and witnesses of inappropriate behaviours. Also, postcards with slogans aimed at raising awareness can be found in this guide. [Explore further.](#)

It Stops Now Campaign & Toolkit – ESHTTE Project

The ESHTTE (Ending Sexual Harassment and Violence in Third-Level Education) project aims to prevent and address sexual harassment and violence, and to build a culture of



zero-tolerance in third-level education institutions throughout Europe. To implement its aim, the project has launched the [It Stops Now](#) campaign which builds a culture of zero tolerance of sexual harassment and violence in third-level education institutes by raising awareness and developing training and policy resources for students and staff. The toolkit shares knowledge generated by the ESHE project and offers a rich range of resources for policy development, training and campaigning. Chapter 5 of the Toolkit includes guidance and materials for [campaigning for change](#), and additional training programmes for bystander intervention and promotional materials (posters, mural installation guidance, stickers and more) can be found in Chapter 6, [Shared Resources](#). [Explore further.](#)

Equally Safe in Higher Education Toolkit – University of Strathclyde Glasgow, United Kingdom

The [Equally Safe in Higher Education \(ESHE\) Toolkit](#) was created at the University of Strathclyde by the ESHE project and provides a practical collection of free materials and resources developed specifically for Scottish universities. The toolkit provides access to a range of information and resources to expand and develop institutional response to gender-based violence and covers areas such as research, policy, campus response, primary prevention, intervention, curriculum and knowledge exchange. [Explore further.](#)

Sexual Consent Education – Oxford Brookes University, United Kingdom

Oxford Brookes University designed the sexual consent education programme for staff and students to help them engage with the complexities of consent. The programme includes a Moodle course that enhances understanding the law, gender norms, stereotypes and cultural factors which might affect someone's ability to consent. The courses provide tools for communication about consent with partners and information on where to seek support if harassment or violence happens. The "Let's talk about consent!" webinar series is designed to open up conversations among staff, students and wider communities about the complexities of sexual consent education. [Explore further.](#)

Never OK Campaign and SafeZone App – University of Manchester, Manchester Metropolitan University and University of Salford, United Kingdom

The [Never OK](#) campaign aims to promote an environment and culture of zero tolerance of sexual harassment and violence, and encourages the members of the university community to be active bystanders and challenge unacceptable behaviour when they witness it. The campaign also encourages students to complete the "Understanding Consent" module and report incidents through the University's Report and Support system. They three universities have built a mobile application, [SafeZone App](#), that aims to keep students safe when studying on campus or having fun in the city. [Explore further.](#)



Resources and further reading

Step-by-step guide for awareness-raising campaigns – UniSAFE

UniSAFE's step-by-step guide provides a practical tool for universities and research organisations across Europe who would like to learn more about setting up awareness-raising campaigns and replicating the inspiring practices presented. It is meant for communication officers, gender equality/equality and diversity officers, or any staff interested. [Explore further](#).

Training materials for Active Bystander Intervention – UniSAFE

The training package on active bystander intervention is available for trainers and change agents, to assist them in providing capacity-building activities. The package includes guidance on the training approach, format, preparation, supporting materials, scripts, templates, and more. This training (available for onsite and online format) aims to educate institution members (staff and students) on gender-based violence and provide them with the necessary skills to recognise and intervene in risky and inappropriate situations. The programme includes interactive exercises, examples of the gender-based violence continuum, role playing and discussions on identifying risk and inappropriate situations and making safe interventions. [Explore further](#).

Humorarium Toolkit – GEARING-Roles project

The [GEARING-Roles Horizon 2020 project](#) has developed the [Humorarium Toolkit](#), with arguments and vignettes using feminist humour, to support gender equality stakeholders in their effort to address resistance to change in research-performing organisations. The toolkit shows how feminist art and humour can be powerful means to reach different groups of people and promote equality in a light and effective way on topics that could be perceived as contentious. In order to encourage reflection and active participation on the subject of sexism and gender equality in academia, the toolkit provides counter-arguments to build the case for gender equality in academia, a set of recommendations addressed to individuals and policy-makers, and a list of inspiring ideas and activities for the use of vignettes to further embrace the use of feminist humour in academia. [Explore further](#).

Irish Health and Safety Authority on 'bullying at work'

The Health and Safety Authority in Ireland dedicates a section of its website to bullying at work. It provides information and resources on how to recognise and prevent workplace bullying, as well as guidance on what to do if someone is experiencing or witnessing bullying. [Explore further](#).

Assessing Campus Readiness for Prevention – Pennsylvania Coalition Against Rape, United States

The [manual](#) outlines a strategy that combines modern primary preventive techniques with cutting-edge sexual assault advocacy. This method enables the user to more

effectively apply their knowledge to support university communities' efforts to address sexual violence. The manual offers ideas and resources to direct users as they give their partner colleges technical support and training. [Explore further](#).

PROTECTION

avoiding (further) harm

What does Protection refer to?

Protection aims to **ensure the safety** and **meet the needs of (potential) victims**. This includes **clear procedures** and **infrastructure** within each institution for **reporting**, and **supporting** people who report gender-based violence, including victims, survivors, bystanders, whistle-blowers and intermediaries.

Protective measures should be designed to **avoid (potential) victims and survivors suffering (further) harm**, in the form of retaliation, social exclusion or otherwise. To this end, a **victim-centred approach** should be taken to all protective measures. While such protective measures are decided on a case-by-case basis, it is important for institutions to have a **repository of possible measures** when dealing with a specific case.

In the context of research performing organisations, such measures may include:

- Provision of **immediate safety, emergency accommodation** and **safe spaces** for victims/survivors
- **Listening to** and **supporting** the victim/survivor and encourage her/him to get help
- Provision of **information** about reporting options
- Relocation (e.g. of dormitory or student house), change of e-mail account, classroom group, team or supervisor (in accordance with the needs expressed by the victim), to **avoid direct contact** with the (alleged) perpetrator
- **Protection against retaliation** and **dismissal** for people who report
- **Assessment of risks** of (continued) gender-based violence rooted in gender, cultural and/or social norms that support violence and harassment, to avoid (more) incidents
- **Specific training** on gender-based violence for **first responders**

How to approach Protection?

Here you can find some **practical guidance** on how to design and implement protection processes and measures to avoid (potential) victims and survivors suffering (further) harm.

Protection measures should be activated:

- for all types of harmful behaviours.
- as soon as the institution is aware of a (potentially) harmful situation.
- even if no formal complaint has been made, or in case of anonymous reporting.

Adequate protection should be considered and offered for any incident that **occurs during activities** or **on premises** that link the university with the victims/survivors, including:



- on the organisation's campus/premises (library, classrooms, car parks, walkways, sports facilities, etc.).
- in online environments (e-mail, online working groups or meetings, social networks, learning platforms, etc.).
- during a student event (e.g. in a student club bar or during a leisure trip organised by a student association).
- away from campus, such as during conferences (for example, abroad while attending an international conference) and field research activities (such as for PhD students and mobile researchers).

Remember: Ideally, and whenever possible, the protective measures taken involve the **relocation of the (alleged) perpetrator** rather than the victim/survivor.

Who can provide protection?

Protection can be decided upon and provided by:

- A specific contact point/person (for example, a designated person in each faculty for students).
- A dedicated service, such as a human resources officer for staff.
- An emergency warden or security officer providing immediate protection as first responder (for example, offering a safe space during a student event or another dormitory for the victim to be out of reach of the perpetrator).

Reporting systems and procedures

Effective reporting provisions must be in place, so that the institution can offer protection when needed. Reporting should be possible through different options:

- In-person and online
- Anonymous or not
- Formal or informal
- In different languages
- Accessible 24 hours a day and seven days a week
- Possibility to report to home institution (for mobile researchers and students studying abroad)

Anonymous and confidential reports

It is important to make the distinction between anonymous reports (whereby the complainant is unknown) and reports made by a person who wants their confidentiality to be guaranteed. In the latter case, the identity of the person is known to the organisation, but not disclosed to anyone. This creates limitations to what the institution can do in terms of case handling. For example, the possibilities for enquiry and investigation will be restricted. Make sure that reporting parties, staff and students alike, are aware that the institution has limited options when reports are anonymous or confidential.

In any case, there should be clear procedures for managing anonymous and confidential reports, including how to collect and store information, how to investigate and respond to the report, and how to maintain confidentiality throughout the process.

Anonymous and confidential complaints are still important sources of information. They can, especially when aggregated and analysed (by form of misconduct, place, time), help to identify patterns inside the institution, and to draw attention to potentially unsafe contexts and/or behaviours, which may trigger closer investigation and, if necessary, specific actions.

The institution can apply the practice of “active monitoring” and actively use the information collected to identify risk factors.

Institutions should actively and clearly publicise their reporting channels to ensure that they are known by the whole community (see also [Prevention](#) and [Provision of Services](#)).

Read more about reporting provisions [here](#).

Examples of reporting options

Formal reporting options:

- **Reporting for students and other people without an employment contract:** Students and people without an employment contract with the institution could officially submit a report either face-to-face or online to designated institutional services. These could include an ombudsperson, a dedicated office for gender-based violence, student counsellors, medical services and student unions.
- **Reporting for staff and faculty:** Staff and faculty members could officially submit a report either face-to-face or online to designated institutional services. These services could either fall under the human resources department or/and be part of dedicated services/offices for gender-based violence, counsellors, legal department.

Informal reporting options:

- **Face-to-face reporting to a confidential resource person:** Confidential resource persons could be gender equality officers, student counsellors, human resources counsellors, trade unions, student unions, etc. Training must be ensured for these confidential resource persons.
- **Online or telephone-based systems for reporting to a third party:** Informal reporting, possibly to a third party, by phone or online, can allow individuals to report problems without revealing their identity.
- The institution can appoint trained experts, lawyers, or psychologists as trusted persons to handle informal complaints of gender-based violence. These individuals may be independent of the institution but should have expertise in dealing with complaints.

Risk assessment



A risk assessment aims to **understand the situation and risks**, so that the necessary (precautionary) measures can be activated to prevent (further) harm. Risk assessments can be implemented regularly to **monitor campus safety perceptions**, when certain events are to be organised, but should also happen upon **reception of a complaint**. Such a case-based risk assessment will aim to safeguard the individuals involved in the case and requires fast action.

Any type of incidents reported (including informal and anonymous reports) should support the assessment of factors that increase the likelihood of violence and harassment, and help identify and document the location and circumstances under which gender-based violence may occur. This assessment will help the institution decide what type of prevention actions are needed and which support measures can be offered to the victim(s). For example, based on incident reports, a tailored and targeted awareness-raising initiative can be launched, focusing on highlighting the policies established at the institution.

In addition, for the protection of individuals, whether they file an informal or a formal complaint, it is good practice to ask the person in question what they need and expect from the institution. Any action taken to protect the person should be based on their needs. A few examples of (precautionary) measures to protect students are to offer the option of transfer to another class, attendance at online classes or changing supervisor.

Training

All possible contact persons, whether specifically designated to deal with gender-based violence or to act in emergencies as first responders (e.g. security personnel), should receive specific training. Such specific training should be mandatory and include:

- An **understanding** of the **different forms** of violence and their continuum.
- What constitutes '**trauma-informed care**', to create a safe and supportive environment.
- **Active listening** and **empathy**, without judging victims/survivors.
- Understanding the **necessity to empower victims/survivors** to make their own choices and decisions.
- Knowledge of **legal, health and other types of support pathways** available to victims both internally (see [Provision of Services](#)) and externally (see [Partnerships](#)).

Tips and Hints / Dos and Don'ts

- ✓ Have procedures that allow for a **quick response** and give victims/survivors a sense of safety and protection, which reduces their fear of reprisal. **Act before escalation** of improper behaviours.
- ✓ Ensure people who step forward to report negative experiences are **listened to** and **supported**; their experiences should not be ignored, minimised or downplayed.
- ✓ **Respect** the agency of victims/survivors and **do not take any action against their will**.

- ✓ Ensure that the report filed by victims/survivors is properly recorded in order to **avoid re-traumatisation** caused by victims/survivors having to recount their traumatic experience multiple times/to different people.
- ✓ **Avoid** procedures that **require the manager or supervisor to be contacted first** as this can make it difficult for a victim/survivor to report or seek support.
- ✓ **Avoid “warnings” in spaces for reporting incidents**, that false allegations are punishable under criminal law as the effect of such explicit mention may be dissuasive and make victims fearful of reporting.
- ✓ **Avoid prioritising the rights of the (alleged) offender** over the protection of the victim/survivor.
- ✓ Encourage reporting by **providing complete information on possible sanctions** against perpetrators to give a **clear signal** of the importance and value of **reporting all incidents**.
- ✓ **Foresee emergency funding** to allow travelling back home, in case problems occur during field trips and conferences.
- ✓ Provide the possibility for doctoral students to **change supervisors**. Consider how funding of PhD trajectories can be tied to the student and not to the promoter.
- ✓ Consider collecting information on **patterns of misbehaviour** via **course evaluation forms** and always **ensure anonymity** so that students are not identifiable.
- ✓ For **online violence** (social networks, online teaching, e-mail, etc), systems should be in place to **flag incidents** and **get support**.
- ✓ Clearly display in central locations (in situ and online) **information about institutional (emergency) support services**, as well as **local or national counselling and helplines**. You may find lists of such services per country [here](#).

Thinking intersectionally about Protection

- Consider how protection measures can be made responsive to **intersectional violence**, meeting the needs of people who experience multiple and combined forms of discrimination.
- Ensure that risk assessments consider **multiple and intersecting inequalities** and the risks faced by LGBTQIA+ staff and students.
- Offer **training to contacts/services** on how to provide **culturally responsive** and **respectful services** (see [Intersectionality under Provision of Services](#)).
- It is good practice to have contact/trust persons from diverse groups (in terms of gender, background, origin, etc.).

Inspiring practices

Report and Support, United Kingdom

In British universities, “Report and Support” provides the possibility for staff, students, and visitors to report a concern, and choose to do so anonymously, or to give their name to receive follow-up support. The site gives advice on definitions and pathways to support, reassurance about confidentiality, and data protection and advice. Links to “Report and



Support” have also been distributed via student websites. These activities directly address online, sexual, and physical violence and harassment. [Explore further.](#)

Solidarity Network of Victims of Gender Violence in Universities, Spain

A network of peer victim support has been set up by students who are victims of gender-based violence in Spanish universities. Recognising the prevalence of sexual harassment and the limitations of institutional measures alone, this website offers a platform with additional support to those affected by gender-based violence. This network offers solidarity and a safe space for victims/survivors by providing a listening ear and accompanying them through their experiences. [Explore further.](#)

Combat Harassment Tool (CHAT) – KU Leuven, Belgium

CHAT is an online risk assessment and monitoring screening tool. Via the user portal, the organisation can share a concise questionnaire with (a group of) employees. They complete it anonymously. The report then gives insight into the bottlenecks and helps the organisation to map its social climate, assess and address risks. CHAT thus forms the basis for dialogue (a ‘chat’) on cross-border behaviour as a step towards an action plan. [Explore further.](#)

Guide for first responders – Central European University, Austria

The Central European University has developed an official document which serves as a guide for first responders in handling emergency situations related to sexual assault, other types of assault and sexual harassment. The guide provides a three-step approach, first to establish immediate safety (step 1), then to listen and be supportive (step 2) and to facilitate access to services (step 3). The guide provides specific instructions for first responders to handle these incidents effectively and sensitively ensuring the well-being and safety of the individuals involved. [Explore further.](#)

Speak Out – Psychological Counsellors in Higher Education (PCHEI), Ireland

Speak Out is an online, anonymous reporting tool to disclose incidents of bullying, cyberbullying, harassment, discrimination, hate crime, coercive behaviour/control, stalking, assault, sexual harassment, sexual assault and rape. This tool helps find relevant support and highlights formal reporting options within the university and with external agencies. Developed for Ireland’s higher education sector, it is led by the Psychological Counsellors in Higher Education Ireland (PCHEI) and is supported by the Higher Education Authority (HEA) in Ireland and the Department of Further and Higher

Education, Innovation and Science. Speak Out is available to all participating institutions' staff, students, and visitors. These include (as of October 2023) ATU, DCU, DKIT, IADT, MU, MTU, NCAD, NCI, University of Galway, RCSI, SETU, TCD, TU Dublin, TUS, UCC and UL. UCD provides a bespoke anonymous online reporting tool called Report and Support. Speak Out can be accessed via each participating institution's website. Some examples include the Technological University of Dublin, [here](#) and the University of Galway, [here](#). [Explore further](#).

Resources and further reading

Briefing Note 'Precautionary Measures on Receiving a Report of Staff Sexual Misconduct, Bullying, or Discrimination' by the 1752 Group and McAllister Olivarius

The 'Sector Guidance to Address Staff Sexual Misconduct in UK Higher Education,' developed by the 1752 Group and McAllister Olivarius, includes a set of briefing notes, which are available [here](#). Specifically, Briefing Note 3 focuses on 'Precautionary Measures on Receiving a Report of Staff Sexual Misconduct, Bullying, or Discrimination.' This note details essential precautionary and confidentiality measures to be implemented when formally proceeding with a report of staff sexual misconduct. These measures are designed to protect the reporting individuals from potential victimisation by the accused party or other negative consequences stemming from their report. [Explore further](#).



PROSECUTION

handling cases of gender-based violence

What does Prosecution refer to?

According to the Istanbul Convention, prosecution refers to the **existence of procedures and legislation** ensuring the **prosecution of perpetrators**: defining criminal offences, risk assessment and protection orders, swift investigations, and appropriate sanctions.

In the context of UniSAFE and research and higher education organisations, prosecution refers specifically to the **handling of cases** of gender-based violence by the institution, **investigative actions, disciplinary procedures and sanctions** for perpetrators, as relevant. In some cases, it may also involve **judicial proceedings**, including court cases, for criminal and civil offences. Risk assessment, aimed at understanding the situation and risks, relates to several Ps (**Prevention, Protection**, but also **Prosecution**), and is covered under **Protection**.

The following elements should be considered, elaborated in greater detail below:

- Implementing **clear, accessible and transparent procedures** for handling incidents and complaints
- Establishing **reasonable timelines** between complaint, investigation and decision/sanction
- Mainstreaming a **victim-centred, trauma-informed and gender-responsive approach** to prosecution procedures, and hence providing specific training on such approaches for those involved in the procedures
- Ensuring **effective communication** with the victim/survivor, perpetrator and bystanders throughout each step of the process
- Implementing **appropriate investigation measures and standards of burden of proof**
- Establishing **distinct disciplinary procedures** for both staff and students;
- Defining **criteria** for the composition of the **investigation and disciplinary committees**
- Imposing **proportionate, appropriate and equitable sanctions** as the result of the investigation and disciplinary process

How to approach Prosecution?

Sexual and gender-based violence is notoriously difficult to investigate and prosecute. The various legal contexts applicable to research organisations and higher education institutions in Europe and the variety of situations in which offences occur require **flexibility**, while **ensuring fairness** in the disciplinary approach and sanctions. Key principles applying are a **victim-centred and trauma-informed approach** and a **recognition of the specificities** of gender-based violence.

EU Directive (2012/29/EU) on establishing **minimum standards on the rights, support and protection** of victims of crime provides **useful guidance**, including for research organisations and higher education institutions.



It is essential to provide a **protocol** that **prescribes what will happen if inappropriate behaviour is reported**. A protocol lays out, step-by-step, how incidents of gender-based violence are **reported, addressed and resolved** in the institution. Read more on “[Developing a protocol for addressing gender-based violence in research and higher education institutions – UniSAFE Guidelines](#)”.

The following section provides more details on the elements mentioned above, providing good practice standards for **prosecution procedures, investigation measures, and internal disciplinary procedures and sanctions**.

Good practice standards related to prosecution procedures

- Internal procedures address gender-based violence **separately from general disciplinary rules and procedures**. Gender-based violence is not to be treated in the same way as, for example, plagiarism.
- The organisation’s prosecution strategy is **known to all staff and students**.
- **Informal and formal disciplinary procedures** are clearly set out, including information on the **types of disciplinary action or sanctions** (such as verbal or written warning, suspension, dismissal, perpetrator treatment/counselling or ongoing supervision).
- Clear information is provided on **what can serve as evidence** considering different forms of gender-based violence. Ensure a low threshold to start a formal investigation.
- The complainant and the accused have the **right to representation by a trade union, friend or lawyer**.
- The organisation **does not advocate joint meetings with the parties** “to clarify the situation”, external mediation or “conciliation” procedures. As laid out in the Council of Europe Convention on preventing and addressing violence against women and domestic violence, mediation is discouraged because victims/survivors of such violence cannot engage in alternative dispute resolution processes on an equal footing with the perpetrator (Explanatory report, article 48).
- Victims/survivors’ **requests for confidentiality are respected**. If required by law to report a crime, the victims/survivors are informed about it. Reporting to authorities can be linked to assessing a high risk of imminent threat and violence.
- There is **no fixed time limit for making a complaint** in recognition of the fact that victims/survivors may need time before they are ready to report.
- There are **clear and reasonable timeframes for each stage** of the complaints and disciplinary procedure.

Good practice standards related to investigation measures

- Investigation is initiated upon a formal complaint or when there are consistent indications of serious suspicions. Consider **informal or anonymous reports** to evaluate circumstances, context, and conduct of the (alleged) perpetrator to determine the need for further investigation, protective and preventive actions. Read more about formal, informal and anonymous reports [here](#).
- The **process** for conducting independent **internal or external investigations** is transparent. If an internal investigation committee exists, its composition

is **diverse, impartial and representative of the parties** involved (e.g. a student is a member if the victim is a student). Including external members in the committee is considered a good practice.

- Investigators are **trained** on understanding violence against women and gender-based violence (e.g. the role of social norms in perpetuating victim-blaming) and are equipped with **knowledge in conducting investigations in a gender-responsive and trauma-informed way** (e.g. understanding trauma and its impact on the brain, on memory and the reporting of abuse).
- The **burden of proof** does not rest solely on the complainant. The mechanisms of shared burden of proof, as provided in EU directives on gender equality, can be considered.
- Investigations and procedures are **pursued** even if the victim/survivor or alleged perpetrator has left the organisation, recognising the importance of serving justice and institutional learning.
- The findings and recommendations of the investigation committee are **fully implemented and acted upon**. In cases where implementation is not feasible, clear justifications for the decision are provided.
- The **anonymity** of victims/survivors and witnesses is **maintained to the greatest extent** possible when reporting on investigations.
- **Investigations** and their **outcomes** are **monitored** by the organisation (among others in terms of impartiality and fairness). **Internal deliberations** are **conducted** on the causes of harmful situations and implement measures to **prevent their recurrence**.

Good practice standards related to internal disciplinary procedures and sanctions

- Disciplinary committees are composed of **trained** people representing the **different stakeholders** (such as hierarchical representatives, students, staff and trade union representatives), while ensuring **gender balance**.
- The main idea behind disciplinary action is to **correct behaviour**, which **does not necessarily involve sanctions**. However, the ability to **impose sanctions** on perpetrators **regardless of their status** is essential.
- A **progressive disciplinary rationale** is in place. This requires that disciplinary interventions are always documented. Depending on the nature and severity of the misconduct, it may be appropriate to use constructive measures and sanctions particularly for milder offences. For instance, individuals who use sexist language may be obliged to undergo specific counselling or training to reflect on and change their inappropriate behaviour.
- Disciplinary sanctions may include **a warning, a reprimand, retraining, counselling, ongoing supervision, change of functions, denial of access to promotion or functions, suspension, demotion and dismissal**.
- **Note:** Internal disciplinary measures should be independent of the victim/survivor's decision to report the incident to the police or judicial authorities. If the law obliges the reporting of (impending) crimes by professionals who become aware of such a situation, the victim/survivor must be informed about it.

- **Power differentials** between the parties are considered when sanctions are decided, applying stronger sanctions for perpetrators whose misbehaviour also constitutes abuse of power.
- **Outcomes of procedures are communicated** to the victim/survivor.
- **Close monitoring** of perpetrators is conducted, at least for a certain time, considering measures to prevent the recurrence of misconduct, even if it occurs elsewhere.

Are you interested in learning more about prosecution, investigation, disciplinary procedures and sanctions? Read the [Protocol guidelines](#) developed by UniSAFE.

Tips and Hints / Dos and Don'ts

Investigation measures:

- ✓ Initiate an inquiry process based on reasonable doubt, without necessarily requiring a formal complaint, to prevent the escalation of harmful behaviours.
- ✓ Explore the establishment of a specific **external body** to investigate incidents, potentially **shared with other similar institutions** in the region or country.
- ✓ Consider **modifying and adapting the duties** of the accused person (if staff) or their access to some certain parts of the campus (if a student), such as offering online courses for the duration of the investigation.
- ✓ Ensure that a **psychologist** is involved in the interpretation of facts reported by the victim/survivor and the perpetrator, specifically considering the potential **effects of trauma** on memory and the brain.

Internal disciplinary procedures and sanctions:

- ✓ Make a list of typical **arguments** an organisation and its leaders may present to oppose investigation or sanctions, and develop counter-arguments. Clearly communicate to the management that fear of potential lawsuits by the perpetrator against the institution (such as defamation claims) is not a valid reason to avoid acting. It should be emphasised that victims/survivors can also sue the institution for inaction or failure to fulfil its duty of care.
- ✓ Implement **monitoring mechanisms** for investigations and sanctions to demonstrate a consistent approach in holding perpetrators accountable, ensuring that “high value” scholars or senior managers are not protected or given special treatment.
- ✓ To help prevent a perpetrator re-offending elsewhere, consider **recording severe forms of transgressive behaviours** such as abuse of power and scientific and ethical misconduct. Penalties for such misconduct may include publishing the outcomes of disciplinary procedures, so that other or future employers can be made aware of them.
- ✓ **Do not make parties sign a non-disclosure agreement** as part of resolving a complaint. Non-disclosure agreements (NDAs) can prevent victim/survivors from speaking openly about their experiences and may hinder the disclosure of important information. NDAs can contribute to a culture of secrecy which creates an environment where misconduct can go unnoticed or is even condoned.

Thinking intersectionally about Protection

- All procedures and their respective steps for reporting, investigations and disciplinary actions should account for various types of violence, making reference to institutional anti-discrimination policies and laws (such as on anti-racism, the rights of LGBTQIA+ or disabled people), as relevant.
- Wherever feasible, strive to establish investigation and disciplinary committees that are diverse and include experts who are knowledgeable about intersectional or multiple forms of violence.
- Ensure that all campus law enforcement and public safety officers receive ongoing, up-to-date training on the dynamics of gender-based violence, with a specific focus on understanding the impact of trauma on victims (notably of sexual assault, dating and domestic violence, and stalking).
- Sanctions should consider the presence of multiple and intersectional discrimination when determining their severity (e.g. treating them as aggravating factors).

Inspiring practices

Central European University Policy on Harassment – Central European University, Austria

At the Central European University, the possibility exists to make collective complaints. Procedures allow organisations recognised as being representative of a community, such as the trade union, students' union or work councils, to bring an informal or formal complaint on behalf of a group of individuals whose allegations relate to the same set of factual circumstances or the same respondent. This may only be done with the express prior consent of those individuals being represented. The specific format for such representations shall be elaborated by way of a separate policy, developed by the Ombudspeople Network and Disciplinary Committee in consultation with the Gender Equality Officer, Trade Union, Students' Union and other relevant CEU representative bodies. [Explore further](#).

Abuse of power as scientific misconduct – Deutsche Forschungsgemeinschaft (DFG), Germany

In the [DFG Code of Conduct](#), which came into force in Germany in 2019, abuse of power is also considered to be scientific misconduct. The DFG's Code of Conduct "Safeguarding Good Research Practice" reflects the fundamental principles and standards of good practice upheld by the member organisations of the DFG. "These guidelines underline the importance of integrity in the everyday practice of research and provide researchers with a reliable reference with which to embed good research practice as an established and binding aspect of their work." [Download the document here](#).



The Code of Conduct of the University of Siena, Italy

This is a code of conduct against sexual harassment in the workplace and work environment defining the type of behaviours addressed, providing information on trusted persons within the university and the process of dealing with informal and formal complaints. It has been translated into English by the Yellow Window team using the automated translation tool DeepL. [Download the English version](#) & [Download the Italian version](#).

Disciplinary Procedure – University of Cape Town, South Africa

The University of Cape Town has a separate procedure for sexual misconduct and sexual harassment. The objectives of the policy and this procedural guideline are to ensure that the university disciplinary process for such cases maintains an administrative procedure, based on the balance of probabilities, rather than a criminal process. This standard of proof informs the process and procedure. Proof beyond reasonable doubt does not mean proof beyond the shadow of a doubt. [Explore further](#).

Disciplinary Actions, Suspension, and Termination of Employment – Durnham Technical Community College, United States

Durnham Technical Community College provides guidance and a framework on disciplinary actions, suspension and termination of employment. The policy aims to ensure a fair and consistent approach with progressive steps to address concerns related to the violation of institutional policies, and lays out the steps to be taken. [Explore further](#).

Resources and further reading

Developing a protocol for addressing gender-based violence in research and higher education institutions – UniSAFE Guidelines

The guideline document developed by UniSAFE gives guidance to research and higher education institutions in designing a protocol to address gender-based violence. The guidelines explain what a protocol is and which elements it should cover, along with practical tips and sample practices. The primary audience for this guide includes staff members responsible for developing and implementing a protocol within their institutions. By following these guidelines, institutions can create safer environments and establish effective measures to address gender-based violence. [Explore further](#).

Disciplinary Action at Work: All HR Needs to Know – Academy to Innovate HR



This article highlights the significance of disciplinary action in the workplace. It provides general advice to human resources managers on disciplinary sanctions to create a safe and productive work environment, providing insights into various behaviours that may warrant disciplinary action. It offers examples in a scale of sanctions from verbal warning to termination. It also outlines best practices for HR professionals in handling disciplinary actions effectively. [Explore further.](#)

Sector Guidance to Address Staff Sexual Misconduct in UK Higher Education – The 1752 Group and McAllister Olivarius

The 1752 Group and McAllister Olivarius have published the “Sector Guidance to Address Staff Sexual Misconduct in UK Higher Education” addressed to higher education institutions. It offers a thorough set of recommendations aimed at effectively handling student complaints regarding staff sexual misconduct. The guidance outlines critical suggestions for each stage of the end-to-end procedural process, ensuring a more structured and sensitive approach to addressing these serious issues within the academic environment. [Explore further and download here.](#)

Effects of trauma – Jim Hopper

Jim Hopper writes on how stress and trauma can alter thinking, behaviour and memory formation after sexual assault – which has important implications for justice, healing, and prevention. Short video explaining impact of trauma on the brain and recollection of facts of sexual assault. [Explore further.](#)

EU Directive (2012/29/EU)

[EU Directive \(2012/29/EU\)](#) on establishing minimum standards on the rights, support and protection of victims of crime provides useful guidance for research organisations. For example, the directive, which should have been implemented in all Member States, provides for:

- The right to be given detailed information about the criminal justice system.
- The right to be given information on victim support services.
- The right to be kept informed of the progress of the investigation and any court proceedings.
- The right to have protection needs assessed and have measures put in place to stop further victimisation and intimidation.
- The right to be told of a decision not to prosecute and the right to ask for a review of that decision.
- The right to be given information in clear language and to have access to interpretation and translation services, if needed.

Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work, Ireland



The Health and Safety Authority and the Workplace Relations Commission prepared this code of practice jointly. Its purpose is to provide guidance for employers, employees and their representatives on good practice and procedures for identifying, preventing, addressing and resolving issues around workplace bullying. [Explore further.](#)



PROVISION OF SERVICES

offering support and assistance

What does Provision of services refer to?

Provision of services refers to the services offered to **support victims/survivors, families, bystanders** of gender-based violence and **community members** affected by it. Provision of services also refers to the professionals who provide the services (e.g. those involved in specialised training) and the existing tools (e.g. guidelines, learning materials) to assist in better addressing the needs of the target groups. Provision of services overlaps with other Ps, notably Protection, Prosecution and Partnerships.

Provision of services can include:

- General support / helplines / information services
- Psychological support services and counselling
- Medical aid / health care
- Legal counselling / advocacy services
- Training for the role of ombudsperson
- Support services for bystanders
- Counselling and rehabilitation programmes for perpetrators
- Referrals to professionals and external services such as police, legal services, harassment crisis centres etc.
- Capacity-building, notably for professionals with roles in policy implementation
- Conflict resolution services (as an optional route and only for 'milder' incidents)

How to approach Provision of services?

Services aim to respond to **individual needs** and **preferences** and may include access to a variety of external support services. Confidentiality is a key consideration throughout the process. In principle, services are open to any party on an equal basis, thus not excluding access for accused persons or perpetrators.

Counselling services and general support such as **psychological, medical** and **legal assistance** are among the main services offered. Organisations can **provide information** and **support** to victims/survivors who may need to take legal action, such as filing a police report or obtaining a restraining order. Service provision may also include **assistance in navigating the reporting process, connecting victims/offenders with legal resources**, and **guiding** them through the institution's disciplinary process.

Provide clear and accessible information: All members of the organisational community must know which services are available to them. The information should be easy to find, clear and simple to understand, and including all relevant elements (such as contact information, e-mail addresses, working hours for specific services, training materials etc.). Find good examples of such pages [here](#) (University of the West of Scotland) and [here](#) (University of Glasgow, including information on services offered by external parties).



A strong communication strategy will enhance the spread of information and will give users confidence that the university has the capacity to provide professional support in case of any incidents.

Ensure professionalism and confidentiality: Staff members of the service should be trained and qualified professionals, able to offer support and guidance and respond to the needs of survivors with sensitivity and understanding. It is paramount that their approach is trauma-informed and victim-centred. Any personal information about the service users is to be treated confidentially.

Ensure accessibility and inclusion: The services provided should be granted and be easily accessible to all students and staff members regardless of their status (tutors, trainers, visiting lecturers, part-time staff, research fellows, exchange students etc.). It is good practice to provide various means of contacting the services, considering online and offline channels. Having confidential counsellors and trust persons positioned at various sites throughout the institution, near specific community sub-groups (such as international students/staff or technicians) improves the accessibility of services.

In addition, the institution needs to consider how it will ensure the provision of support, in case of need, to individuals who are in locations where services may be less accessible, such as during field trips, in remote research sites or when abroad for seminars and conferences. Further information about local support services can be provided to staff and students who are planning to travel. This can include contact details of local emergency services, medical facilities and support organisations. Remote support services may include crisis hotlines, e-mail or video conferencing, for individuals who find themselves in situations where they require immediate assistance.

Promote education and capacity-building: Provision of services includes actions related to prevention measures, such as awareness-raising campaigns about the available support services. It also includes capacity-building and continued training for the professionals and other staff involved in the service provision and handling of cases (e.g. those acting as trust persons or confidential counsellors across the organisation).

Foster collaboration: Provision of services is directly linked to partnerships and may rely on external services, for example those provided by non-governmental and civil society organisations. Collaborations with local law enforcement agencies, healthcare providers and community organisations help to ensure that victims, families and bystanders, as well as offenders, have access to the range of resources and support services they need.

Bystander intervention can prevent (further) violence from occurring and is enacted by individuals who observe a potentially harmful situation (also referred to in **Prevention**). A training programme for active bystanders includes practices for intervening when they witness such behaviours. Counselling and psychological support for bystanders should be in place as they may also experience symptoms of trauma, such as anxiety, depression and flashbacks. Bystanders may feel guilt or responsibility for not having been able to intervene or prevent the violence they witnessed. Psychological support and counselling can help them come to terms with what they experienced.



Perpetrator treatment and rehabilitation programmes: The primary goal of rehabilitation is to prevent perpetrators from repeating their violent behaviour. Rehabilitation programmes can provide education and support to help individuals understand why their attitudes and beliefs are harmful, and to change them. In addition, such programmes promote accountability and a sense of responsibility for one's acts. By addressing the root causes of gender-based violence and helping perpetrators to change their behaviour, rehabilitation programmes can contribute to a safer campus environment. They can serve as alternative sanctions, on the condition that the safety of the survivor(s) is and can remain ensured.

Tips and Hints / Dos and Don'ts

- ✓ For the effective provision of services and immediate support, it is good if a **centralised unit** within the institution is responsible for overseeing the services offered. Such unit can serve as 'hub' or 'dispatching unit'.
- ✓ If the institution has more than one main campus, ensure that **at least one (emergency) service** and **support officer** is available in all sites.
- ✓ Services should be capable of **addressing all forms of gender-based violence**.
- ✓ Offer an **easily accessible** booking system for appointments with the service staff, for in-person or virtual meetings. Find a good example of the University of Glasgow [here](#).
- ✓ Offer the option to **report an incident anonymously**. Find an example of an anonymous form [here](#).
- ✓ Offer **psychological support to contact persons, whistle blowers** and **bystanders**, acknowledging the importance of addressing secondary trauma and caring for their mental health.
- ✓ Access to services should be **available regardless of the timeframe** of the incident (for example, when an incident is reported months after it happened).
- ✓ Provide **first aid guidance** on the unit's and institutional website in case of an incident happening outside working hours. Find a good example [here](#), offered by the University of the West of Scotland.
- ✓ In addition to information for bystander intervention practices, provide a **short guide for friends of victims/survivors** on how they can **act as supporters**. Find a good example [here](#), offered by the University of the West of Scotland.
- ✓ The provision of mediation services is controversial, as it can be retraumatising for victims/survivors to be confronted with their perpetrator. Mediation should never be mandatory but can be offered as an option. In any case, the needs and expectations of the victim/complainant should prevail, no pressure should be exercised to steer the victim towards mediation, and both parties should be on an equal footing (see [Protection Tips and Hints](#)). An option may be that each party is assisted by a separate counsellor and that these counsellors work bilaterally towards a mediated solution.

Thinking intersectionally about Protection

- Put in place a **diverse support team** a person of colour or member of the LGBTQIA+ community may feel more at ease when speaking to someone they can



relate to. Consider building partnerships with external services/non-governmental organisations that can support in inclusive representation.

- When **tendering and contracting external services**, ensure that contractors are sensitive to the needs of people and groups more at risk of gender-based and intersectional violence.
- Having a **choice of service providers** from different genders can be important for individuals who have experienced trauma, or who may feel more comfortable discussing certain issues with or being examined by a provider of a specific gender.
- In the reporting form, consider including questions such as “**Do you feel that any of the following factors may have played a role in the incident?**” and give options such as gender, age, disability/impairment, ethnicity/race and more. For every term used (either for the form of gender-based violence or identity characteristic) provide a short definition. Find a good example of an intersectionality-sensitive anonymous reporting form [here](#).
- When providing training to staff and students, it is important to develop their **understanding of intersectionality** in gender-based violence, as well as the experiences of groups who face multiple forms of discrimination. This will help them to support and assist those affected by gender-based violence in a more sensitive and inclusive manner.
- Violence being a form of discrimination, **empowerment training** can be offered to students who have experienced discriminations, providing them with tools to assert themselves in the face of discrimination and promoting a culture of inclusivity and diversity on campus.
- Ensure that **support pathways and references to support services** include instances for **specific groups**. Find examples of services addressed to a particular group, [here](#).
- For mobile students and staff, hold **mandatory information days before they go on exchange/field trip/conferences abroad** including information on where to find support, with contacts for associations and services providing support. This information could be included in a “protection package” with additional guidance on culture-specific aspects of the country visited.
- Make information on the existing support services **available in English**.

Inspiring practices

Advice Place – University of Edinburgh, United Kingdom

The Edinburgh University Students’ Association provides support services for victims and offenders through the Advice Place office, an independent and confidential advisory service which can also offer information on a wide range of issues, including gender-based violence. The services include educational resources, self-care and well-being information, and a wide range of contacts to external service providers. The [Advice Place](#) website also offers information for people accused of a crime – the procedure followed and the academic consequences of a criminal charge. The academic consequences refer only to undergraduate and postgraduate students. [Explore further](#).



Emergency Taxi Scheme & Alarm System – University of Edinburgh, United Kingdom

The Edinburgh University Students' Association runs an Emergency Taxi Scheme that students can use if they find themselves stranded in the city. It also provides guidance on how to stay safe at night while in the city and provides a free personal safety alarm available at the Advice Place. These alarms create a loud noise when activated and can be carried discreetly when walking. [Explore further.](#)

Help desk against gender-based violence – University of Bologna, Italy

The University of Bologna offers a wide range of services to university stakeholders, including language trainers and research fellows. These include online support programmes, initial orientation and basic information on the legal aspects and on the most appropriate ways to contact the competent authorities, and liaison with the network of services and specialised local associations to deal with more complex situations that require a multidisciplinary intervention. [Explore further.](#)

Capacity-building programmes for staff and students – Active*Consent – University of Galway, Ireland

The Active*Consent programme, led by the University of Galway, offers training and professional development for educators at post-primary school and university level, student leaders and adult professionals tackling societal issues like consent, sexual violence and harassment. The team offers original consent education and training resources including workshops, eLearning modules, educational videos, and social media campaigns for colleges, schools, and sports organisations. The training programmes on Facilitating Consent Discussions and on First Point of Contact are addressed to staff and student leaders, and provide skills and knowledge on how to deal appropriately with disclosure of sexual violence, thus increasing awareness of its causes and effects. [Explore further.](#)

Resources and further reading

Database of Rehabilitation Programmes for Perpetrators of Domestic Violence – European Network for the Work with Perpetrators of Domestic Violence

The European Network for the Work with Perpetrators of Domestic Violence programme database provides an overview of existing programmes working with perpetrators of domestic violence in Europe. The basis for the database was developed during the [IMPACT](#) project in 2013. [Explore further.](#)



PARTNERSHIPS

involving internal and external actors

What do Partnerships refer to?

Partnerships relate to the involvement of relevant actors at all levels, such as governmental agencies, civil society organisations, service providers, trade unions, and staff and student associations. External partners complement the available skills, competencies and expertise available within the institution. As well as cooperation and liaison with legal, police and criminal justice organisations and professionals, partnerships include close liaison with and learning from NGOs and other organisations with expertise in gender-based violence.

In the context of research-performing organisations, examples of external partnerships can consist of:

- Partnerships with local and national **governmental agencies**, including **legal, police and criminal justice organisations**. These partnerships can, among other things, improve the provision of counselling and legal assistance
- Partnerships with **civil society organisations** and from the design of policies to the implementation of specific measures, these partnerships could help in organising joint initiatives, events, awareness-raising campaigns, training programmes on gender-based violence etc.
- Partnerships with **student groups and associations** to engage students from several higher education institutions and research organisations in prevention efforts and create a supportive environment for those who experience gender-based violence
- Partnerships with local **community and healthcare organisations** to coordinate services and provide support to people who experience gender-based violence, such as shelters, healthcare clinics and advocacy groups
- Collaboration with the **private sector** for the provision of specific expertise, such as training or for the creation of specific tools and resources to prevent gender-based violence (e.g. development of digital tools to connect students with support services, panic buttons, etc.)
- Partnerships with **other higher education institutions and research organisations** for mutual learning and the exchange of good practices and resources

Think beyond the examples: Have you ever thought your university could partner with **local bars, sports clubs** and the **police** to reinforce safety measures? “Ask for Angela” is a programme that has been implemented in university campuses and other public spaces to help prevent and respond to incidents of sexual harassment and gender-based violence. The programme provides a discreet way for individuals who feel unsafe or uncomfortable to ask for help from staff members without drawing attention to themselves or escalating the situation. [Read more.](#)

Partnerships are a way to strengthen and complement initiatives and expertise available within the organisation and can contribute to any of the Ps in the 7P framework.



How to approach Partnerships?

Here are some practical suggestions on setting up well-functioning partnerships.

Map stakeholders and actors

Identify potential internal and external partners, groups and organisations that work on gender-based violence and support services. You may start by reaching out to any existing links and connections before expanding your network. Explain your interest in partnering and ask about their work and services. To help you map the different actors, find a practical tool from the SUPERA project, the stakeholder mapping technique, available [here](#).

Develop a partnership agreement with joint actions and activities

After establishing the contact, work with your partners to develop a clear and comprehensive plan that outlines the goals, roles, and responsibilities of each partner. A memorandum of understanding or similar agreement could also detail the resources and support each partner will provide to the collaboration.

Evaluate the effectiveness of the collaboration

After the implementation of the first set of actions and activities, assess their effectiveness and the impact on the university community to tailor any activities and refine partnerships. This can include tracking metrics such as the number of individuals reached by training sessions, the number of policies implemented, participants' satisfaction with events or services, etc.

Expand the partnerships

You may seek to expand your partnerships to include more organisations and groups that can contribute to your goals and efforts. Diverse stakeholders and communities could be integrated to address intersectional aspects of gender-based violence.

Tips and Hints / Dos and Don'ts

- ✓ **Participation in EU/international projects** such as UniSAFE or international events and activities is beneficial. You may start by looking within your European projects, if any, involving the funding office at your institution (e.g. EU project office) to identify any potential groups and partners for collaboration.
- ✓ Leverage any **funding opportunities** to support the partnerships. This can include grants, research funding, corporate sponsorships and individual donations.
- ✓ **Awareness-raising activities** are important to create engagement and gain traction, and help avoid the implementation of initiatives in a passive community.
- ✓ **Informal networks** help the forging of partnerships, highlighting the importance of having good relations with key actors and aware agents inside the organisation.
- ✓ When mapping the different actors, it is important to **assess the interest and capacities of key people** inside your institution. These key people will be helpful for the successful design and implementation of activities.

- ✓ As far as possible, avoid having the important work on gender-based violence done by voluntary and unpaid individuals within your organisation. Rather, this work should be **embedded in the task descriptions** of relevant staff. If volunteers are involved, it is paramount to acknowledge their efforts.
- ✓ Students who take on roles and responsibilities in institutional policy design, implementation (such as in disciplinary committees) or assessment should gain **recognition for the labour** they perform (e.g. through awarding them stipends or study credits). Their study, assignment and exam schedules must be considered.
- ✓ Make sure that your formal and informal partnerships **do not entirely rely on temporary members/functions** of the organisation (e.g. deans or members of committees appointed for a limited term).
- ✓ **Participation in funding schemes and awards** (e.g. [HRS4R](#)) has proven to create a favourable environment for more partnerships.
- ✓ External partnerships can be mobilised to different degrees: either to **allow for the provision of services on behalf of an under-resourced responsible unit**, or as an **important support**.
- ✓ Getting **external consultation** for victims/survivors **from an independent organisation** that deals with issues such as sexual harassment and assault can be beneficial, even before an official complaint is made.
- ✓ Building partnerships with a **network of translators** could strengthen the provision of services and inclusive support for different groups.

Thinking intersectionally about Partnerships

Intersectionality aspects are scarcely considered in institutional responses to gender-based violence, and partnerships could help to integrate more aspects in activities against gender-based violence.

- Engaging facilitators and advisors from **external organisations with a specialisation in intersectionality or with intersectional characteristics** (e.g. from different minority groups, age groups, etc.) can create more favourable conditions for change and environments for reporting and seeking support that are perceived as safer.
- Some organisations rely on partners to deal with forms of violence related to intersecting discriminations. It is however important to **ensure the institutionalisation of such services** for reasons of sustainability.
- Collaborations with organisations which **address specific groups** (e.g. LGBTQIA+, minority groups and refugees) can provide services and support to survivors from different communities. These organisations can provide insights into the **unique challenges and experiences of survivors** from different backgrounds and can help to develop programmes and services that are more inclusive and relevant.
- Include clauses related to gender-based violence policies in **contracts with companies** and other institutions when student internships, exchanges and placements are organised.

Inspiring practices



Addressing gender-based violence and harassment outside the campus in partnership with a youth association – University of Namur, Belgium

The University of Namur has established a partnership with an association working with young people on issues relating to respect and consent that typically arise during festivals and similar events. [The 'SACHA' plan](#) (Safe Attitude Against Harassment and Assaults) is a tool that can be developed in any institution. It aims to address violence and harassment in party settings and to train a team of resource persons (first line). The SACHA plan presents itself as based on an intersectional feminist analysis of society. [Explore further.](#)

Free online course on Violence Against Women for the Academic Community in partnership with a regional women's rights institute – Universidad del País Vasco/Euskal Herriko Unibertsitatea, Spain

The university's Directorate for Equality, as part of the agreement between the university and a regional women's rights institute, offers a free online course on Violence Against Women that is open to the entire academic community. The main aim is preventative, as the course addresses different forms of gender-based violence, the context in which they occur, the factors that reproduce them, and the resources available. It is conducted through various sessions that include reading materials and a discussion forum for over 25 hours a month. In the last course, 200 places were offered, 236 people signed up (more than 200 women), and 131 were accredited. Further information about the assessment of the training can be found [here](#). [Explore further.](#)

Partnership with the government sub-delegation on gender-based violence – Universidad de Granada, Spain

The university is cooperating with the government sub-delegation on gender-based violence to create common lines of work around gender-based violence through which the university carries out projects subsidised with funds from a regional institute for women and the State Pact against Gender Violence. The university is also carrying out other relevant activities with the support of a regional directorate of equality. [Explore further.](#)

Joint awareness-raising campaigns against gender-based violence in partnership with an independent organisation – University of Akureyri, Iceland

The University of Akureyri has participated in the annual awareness campaign called the 'International 16 Days of Awareness against Gender Violence' since 2011, organised by

the Icelandic Human Rights Centre, and has written newspaper articles on those occasions. This partnership was based on the aims of the Active Citizens Fund to create a new civil society network for the promotion of the Sustainable Development Goals (SDGs) creating cross-organisation synergies and promoting cooperation and partnerships with public bodies. [Explore further](#).

Partnership with the European project USVreact to develop a tool for guiding training courses – Università Di Torino, Italy

In 2016-2017, the university collaborated in the European project [USVreact](#) to develop an innovative [training course](#) for university staff, to train them to respond appropriately to manifestations of sexual violence. The university conducted and evaluated an experimental model of training and ran a survey to understand the perception of harassment in the university environment. A report was produced, which was used as a tool for guiding training courses within universities on prevention. [Explore further](#).

“Ask for Angela” in partnership with local bars, sports clubs and the police

“Ask for Angela” is a programme which originated in Lincolnshire, UK, but has been implemented in several countries across university campuses and other public spaces to help prevent and respond to incidents of sexual harassment and gender-based violence. The programme provides a discreet way for individuals who feel unsafe or uncomfortable to ask for help from staff members, using a code word, without drawing attention to themselves or escalating the situation. There are several examples in different contexts and universities e.g. the University of Glasgow implements this inspiring practice to allow students to enjoy the university’s sports club (more information [available here](#)), while the Leeds Beckett University has a few concrete posters [here](#), and examples of campaign material are also [here](#). You may also watch UniSAFE’s webinar, available [here](#). [Explore further](#).

“Why we did not report”, in partnership with student associations – Charles University, Czech Republic

“[Why we did not report](#)” originated as a student initiative at Charles University in Prague with [online](#) and offline posters with anonymised cases, presented e.g. at the Faculty of Philosophy as an exhibition or in the university cultural centre and accompanied by panel discussions inspired by the US [why I did not report movement](#). This kind of initiative could be taken up by an institutional body responsible for gender-based violence work in collaboration with student associations, to raise awareness of gender-based violence and also direct survivors to places where they can receive help. [Explore further](#).



Stamp out sexual harassment on London's public transport

This poster campaign encourages customers and staff who experience or witness harassing behaviour to report it. It highlights various forms of unwanted sexual behaviour that can take place on public transport, sending a message that sexual harassment will not be tolerated. This campaign could be replicated in partnerships with universities in other countries to make students and staff aware of their safety while using public transport. [Explore further.](#)

Resources and further reading

- “Understanding How to Engage Men in Gender Transformative Approaches to End Violence Against Women” is a report by the United Nations Population Fund. [Explore further.](#)
- The EU-funded SUPERA project provides a [guidance document](#) and [cards](#) on the use of participatory techniques. Participatory techniques are helpful at every step of the way, from mapping your actors and stakeholders to co-creating solutions.
- [“Les imaginaires du consentement”](#) was organised in Paris as a two-day event in September 2021 by Sexe et Consentement, in collaboration with various academic institutions and other organisations, to promote consent culture. The event included workshops, performances and discussions on topics related to consent and sexual violence prevention. The aim was to encourage people to rethink the ways we approach consent in relationships and interactions. Participation in the event was mandatory for students before leaving on an exchange project. [Explore further.](#)
- Building Authentic Partnerships for Responding to Gender-Based Violence in Universities: Burman, M., Dawson, K., McDougall, L., Morton, K. & Nokhbatolfoghahai, F. (2020). In Marine, S. B. & Lewis, R. (eds.), Collaborating for Change. Oxford University Press. Retrieved from [here](#).
- This book chapter discusses the importance of building partnerships to respond to and challenge gender-based violence in universities and to lay the groundwork to facilitate and support cultural transformation in the complex and risk-averse environment of higher education. [Explore further](#) (not in open access).

POLICY

setting up measures and procedures

What does Policy refer to?

Policies cover a) **policy frameworks**, which refer to a coherent set of measures with a clear vision and comprehensive strategy that respond to incidents of gender-based violence in an integral and structured way, and b) **policy documents** which formalise explicitly and specifically the organisation's commitment to ending gender-based violence.

Policies can take different forms, such as **protocols, action plans, informative or explanatory documents, strategies, regulations, procedures and directives** and may include definitions of the different forms of gender-based violence, codes of conduct, procedures for reporting and responding to incidents of gender-based violence, prevention measures, support services, training programmes, collaborations, evaluation and timelines, etc. A holistic policy document addresses all 7Ps.

An eligibility requirement for universities and research organisations wishing to participate in Horizon Europe is to have a **Gender Equality Plan**, and addressing gender-based violence is one of the key areas to be covered by such a mandatory plan. Gender-based violence policies can also be part of the organisation's **overall strategic plan** to ensure alignment with the institutional goals and values.

How to approach Policy?

Setting up effective policies to address gender-based violence requires a **comprehensive approach** involving key elements and steps. Different ways exist to start a policy addressing gender-based violence. Here are some practical suggestions on how to set up well-functioning policies:

Existing legal background and policies

The institutional policies must align with any regional, national and/or European legal framework. Start by investigating the legal background at the national and European levels. At the European level, there are legal frameworks and policies that provide guidance on preventing and responding to gender-based violence. For example, the Council of Europe's Convention on Preventing and Combating Violence against Women and Domestic Violence (known as the **Istanbul Convention**) provides a comprehensive legal framework for preventing and responding to gender-based violence and requires Member States to take measures to prevent violence, protect victims, and prosecute perpetrators. UniSAFE has published an **interactive map** of laws and policies addressing gender-based violence which includes national reports, as well as an inventory of institutional policies for inspiration (find it **here**: Huck A., Andreska Z., Dvořáčková J. & Linková, M. (2022). UniSAFE D5.1 Inventory of policies and measures to respond to GBV in European universities and research organisations. Zenodo. <https://doi.org/10.5281/zenodo.5939082>).

Institutional context and internal assessment



Having a good understanding of the institutional context is important, as it can affect the implementation of the policies. This includes the organisational structure, governance, culture, and resources. An internal assessment can help identify potential challenges or resistances to implementation, and determine how to address them. Important factors for effective implementation are leadership support and political willingness, a political-institutional context favourable to the recognition of gender-based violence and to addressing the problem, as well as specific gender and gender-based violence expertise among the units responsible for the policy's implementation. For an effective internal assessment, read more in [Prevalence](#) and in the [assessment framework](#) developed by UniSAFE.

Stakeholders

To ensure that the policy meets the organisation's needs, defining and co-creating measures with stakeholders (such as students, researchers, faculty, staff, top and middle management and decision makers) is key to grasping the specific context and tailoring the policy to the community. This step will help identify the needs of the different institutional communities and groups to ensure an inclusive approach. It will also help promote transparency and accountability in policy design and implementation.

Resources

Setting up policies requires a variety of resources, from human resources to financial resources:

- time and expertise, notably on, but not limited to, gender equality and gender-based violence
- funding for implementing training, awareness-raising, support services, collaborating with external experts and partners, incorporating communication tools, etc

Monitoring and evaluation

Regular monitoring and evaluation of the policies and their implementation is needed to check their effectiveness. Qualitative and quantitative indicators will help measure the short and long-term impacts of the policies (see more in [Prevalence](#)).

Support and approval

The top management and organisational leadership must endorse and commit to policies on addressing gender-based violence. Effective policies are supported by the faculty and staff, the students and researchers, and other members of the organisation's community.

Setting up a comprehensive policy framework addressing gender-based violence in academia: A step-by-step guide – UniSAFE

In the context of implementing a comprehensive policy framework against gender-based violence in academia, an **action plan** is a roadmap that provides a clear and detailed plan of actions on how to design, implement, enforce, monitor and evaluate such a policy

framework. It should be comprehensive, realistic and flexible, with clear goals, roles, timelines and monitoring mechanisms to ensure its success. UniSAFE developed a [guidance document](#) that is particularly helpful for those who are at the beginning stages of creating and implementing a policy framework to prevent gender-based violence. It offers an excellent starting point, with clear and easy-to-understand instructions, and practical tips.

Tips and Hints / Dos and Don'ts

- ✓ Make sure to address **all forms of violence**, including intersectional violence, in the policies.
- ✓ Clearly establish the **institutional values**, including what is considered **as transgressions or inappropriate behaviours**, and define what gender-based violence is.
- ✓ Ensure **institutional policies are known by all members** of the organisation. Plan and implement a **clear communication strategy** to give visibility to institutional policies, as this will support their effective implementation.
- ✓ Develop policies that incorporate the **organisation's values and principles**, and that consider the current challenges, while focusing on proactiveness rather than on reactivity to gender-based violence. Draft the policy in clear language and include specific details that reflect its scope and purpose. Consider all the 7Ps for a holistic approach.
- ✓ Locate the team coordinating the gender-based violence policies **close to the top management or high in the institutional hierarchy**. This ensures that the team has the necessary authority and access to resources needed to carry out its responsibilities effectively. It also demonstrates the organisation's commitment to address gender-based violence, which can help generate additional support from other members.

Thinking intersectionally about Policy

Intersectionality aspects are still only scarcely considered in policies on gender-based violence. Here is what can be done:

- Implement inclusive co-creation and participatory practices in the design of the policy.
- Include clear statements in the institution's policies about intersectionality to create a favourable environment for intersectionality also to be addressed in the implementation of measures. Guidance notes accompanying the policies could include case studies to show how intersectionality is relevant.
- Professionals should be made aware that intersecting inequalities may influence the forms of violence that are enacted as well as their consequences on different people. How professionals approach people and ask questions should be sensitive to a spectrum of possibilities (e.g. LGBTQIA+ identities, religious norms or beliefs, earlier traumas, etc.).

Inspiring practices

Our Turn: Canadian student-led initiative to end sexual violence



The Canadian student-led initiative called Our Turn has published an [Action Plan To End Sexual Violence](#). In this action plan, an assessment called the scorecard is included as an [appendix](#) “How to grade your own policy” with a set of statements under different categories (‘General’, ‘Scope’, ‘Composition of the Decision Maker(s)’, ‘Formal and Informal Complaint Process’, ‘Education’) with dedicated points. There is also a spreadsheet showing the scores of 15 Canadian universities. [Explore further](#).

Equally Safe in Higher Education Toolkit – University of Strathclyde, United Kingdom

As a free resource for Scottish universities working to prevent gender-based violence on their campuses, the Equally Safe in Higher Education (ESHE) Toolkit was created at the University of Strathclyde by the ESHE project team, and funded by the Scottish Government. The ESHE Toolkit provides a practical collection of free materials and resources developed specifically for Scottish universities, which can be used as they are or adapted to suit individual institutions. The ESHE Toolkit covers research, policy, training, response, primary prevention, intervention, curriculum and knowledge exchange. A report from a policy development meeting at the University of Strathclyde, Glasgow, includes two case studies and guiding questions, which can be used as a basis for a discussion on policy development and improvement, and is available [here](#). [Explore further](#).

Gender-based Violence Charter for colleges and universities launched across Scotland

The [Charter](#) was created between March 2020 and March 2021 after extensive research and co-creation across Scotland and the United Kingdom with hundreds of students, graduates, further and higher education staff, gender-based violence, and violence against women and girls (VAWG) professionals and other charity sector professionals working with ‘marginalised’ groups such as ethnic minority women, disabled students, and LGBTQIA+ youth. The ‘excellence’ section of the charter contains suggestions for possible interventions and innovative, inspiring ideas. Launched on 6th December 2021 as “a comprehensive, research-based guide to getting gender-based violence prevention, intervention and support right for every student”, the charter award involves:

- Minimum standards in gender-based violence prevention, intervention, and support, asking institutions the question ‘would you have saved Emily’s life?’. This tier allows educational institutions to take the ‘Emily Test’ and achieve an award badge that they have ‘passed the Emily Test’;
- Excellence awards in gender-based violence prevention, intervention and support, asking institutions the question ‘how would you have helped Emily to thrive?’. This tier moves beyond minimum standards, celebrating innovation and best practice, allowing institutions to submit their past, present and future



excellence achievements to be included in a portfolio of excellence and, if the institution has already passed the Emily Test, be given an Excellence award addition to their badge.

[Explore further.](#)

Call for Action to End Gender-Based Violence by the EU Czech Presidency conference

Institutions can make their commitment visible by endorsing a Call for Action to End Gender-based violence. The specific call “Working towards Safe and Respectful Higher Education and Research for All” is an outcome document launched during the Czech Presidency conference [Ending gender-based violence in academia: Toward gender-equal, safe and inclusive research and higher education](#) organised by the Ministry of Education, Youth and Sports of the Czech Republic and the Institute of Sociology of the Czech Academy of Sciences on 24 and 25 November 2022 in Prague. The full version of the Call for Action is available [here](#), and the link to endorse it [here](#).

[Explore further.](#)

Resources and further reading

UniSAFE – Webinar series on the 7P framework

Three webinars of about 90 minutes each introduce the 7P framework on addressing gender-based violence in research and academia, with inspiring practices presented from various institutions across Europe. [Explore further.](#)

UniSAFE recommendations for higher education and research institutions towards ending gender-based violence

This factsheet provides recommendations on the role of research and higher education institutions towards ending gender-based violence. [Explore further.](#)

UniSAFE recommendations for staff associations and unions towards ending gender-based violence

This factsheet addresses staff associations and unions in higher education and research institutions. It provides recommendations on their role towards ending gender-based violence. [Explore further.](#)

UniSAFE recommendations for student associations and unions towards ending gender-based violence

This factsheet addresses student associations and unions which bring together and represent students from higher education organisations and research institutions. It



provides recommendations in relation to their role towards ending gender-based violence. [Explore further.](#)

“Dignity and Respect” policy – Trinity College Dublin, Ireland

This policy sets out a framework for the resolution of any dignity and respect matters that may arise, and details the sources of help available to staff and students. The university promotes and encourages the resolution of dignity and respect complaints through informal means in so far as possible. [Explore further.](#)

How hiring policies can help end workplace harassment

This article was written by Emily Sohn. US institutions and states are revamping hiring practices in an attempt to increase transparency about past misconduct in academia. [Explore further.](#)

Social Safety in Dutch Academia – From Paper to Practice

Developed by the Dutch Ministry of Education, Culture and Science and the Royal Netherlands Academy of Arts and Sciences. A guide with recommendations and tips for preventing or tackling inappropriate behaviour at an early stage. Its purpose is to initiate a process for increasing social safety in Dutch academia. [Explore further.](#)

GEAR tool, European Institute for Gender Equality

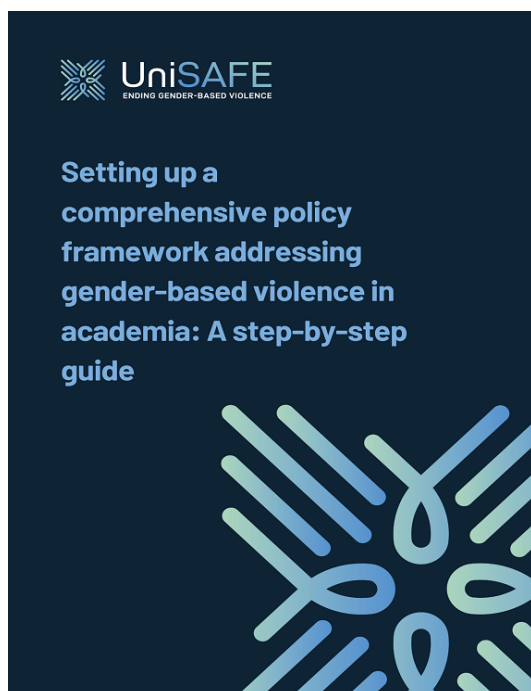
The GEAR tool provides guidance, a step-by-step guide and a wealth of resources to set up a gender equality plan (GEP). Make sure your GEP includes specific policies addressing gender-based violence in your organisation to make it a safe place for all. [Explore further.](#)

RESOURCES AND CAPACITY-BUILDING MATERIALS

If you are seeking training materials, webinars or additional resources, you've come to the right place! Here you can find a wealth of valuable resources and opportunities for learning about addressing gender-based violence.

UNISAFE RESOURCES

Setting up a comprehensive policy framework addressing gender-based violence in academia: a step-by-step guide



The step-by-step guide entitled “**Setting up a comprehensive policy framework addressing gender-based violence in academia: a step-by-step guide**” is specifically designed for those in the **early stages** of creating and implementing a policy framework to address gender-based violence within academic settings. This document **supports the development of an actionable roadmap**, referred to as an Action Plan, which provides a clear and detailed set of actions for designing, implementing, enforcing, monitoring, and evaluating the comprehensive policy framework. The guide comprises a series of main steps, each with its unique focus: Step 1 – Getting Started, Step 2 – Analysing and Assessing the Institutional Context, Step 3 – Designing the Action Plan, Step 4 – Implementation, and Step 5 – Monitoring and

Evaluation.

[Download the guide](#)

Step-by-step guide to awareness-raising campaigns on gender-based violence

The “Guide to awareness-raising campaigns on gender-based violence” is a step-by-step guide for representatives from universities and research organisations, offering valuable insights into the development of awareness-raising campaigns and the replication of inspiring practices. Its intended audience includes **communication officers, gender equality/equality or diversity officers, and any interested staff members**. Within this guide, the user will discover three inspiring practices: the “Poster campaign to raise



awareness about sexual harassment” executed by the University of Namur, Belgium; “Ask for Angela” implemented by Leeds Beckett University, UK; and “DON’T TURN A BLIND EYE” (#UNIUNIECONTRE LE HARCÈLEMENT) from the University of Geneva, Switzerland. The guide provides materials that empower the audience to replicate the poster campaign initiated by the University of Namur and customise it to suit their institutional context, using the adaptable documents included.

[Download the guide](#)

[Access the editable poster template](#)

Developing a Protocol for addressing genderbased violence in research and higher education institutions: UniSAFE guidelines



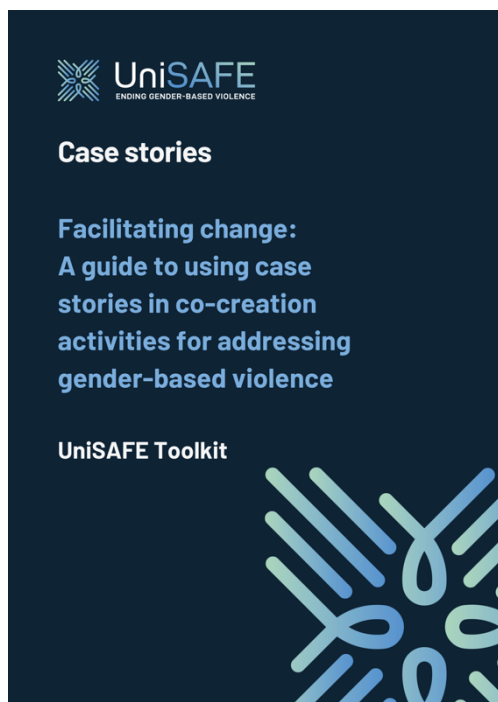
The “Guidance for Protocol development” serves as a comprehensive guide for research and higher education institutions seeking to create protocols addressing gender-based violence within their settings. The guidelines include UniSAFE’s definition of a Protocol, its key elements, and offer practical tips and hints. Additionally, a selection of sample practices implemented within higher education and research organisations is presented. These guidelines are primarily designed for **staff members tasked with the development and implementation of protocols for addressing gender-based violence within their respective institutions**. By adhering to these comprehensive guidelines, institutions can cultivate safer environments and institute effective measures to address gender-based violence, fostering a climate of security and inclusivity

[Download the protocol](#)

Facilitating change: A guide to using case stories in co-creation activities for addressing gender-based violence

The guidance document “Facilitating change: A guide to using case stories in co-creation activities for addressing gender-based violence” is meant as a reference document for **all who intend to use participatory techniques in co-creation workshops** to explore gender-based violence in their institution. The guide includes five newspaper articles on





real cases, gathered from publicly available sources and translated into English, together with instructions and practical details. This series of articles sheds light on the complexities and challenges faced in addressing gender-based violence. The articles can, for example, be used in ice-breaking activities for trainings addressing gender-based violence. In the context of UniSAFE's co-creation workshops, the articles have triggered meaningful discussions and fostered dialogue on addressing gender-based violence in an institutional context. The use of these articles has thus been tested and was found particularly useful by the workshop participants to identify gaps in addressing gender-based violence within higher education institutions and develop corresponding solutions.

[Download the guide & Case stories](#)

Facilitating change: addressing gender-based violence in co-creation activities through fictional characters



The guide on the use of personas introduces a range of fictional characters that represent diverse individuals who have different backgrounds, experiences and perspectives related to gender-based violence in research and higher education. These personas serve as a **dynamic tool to enrich co-creation and participatory activities** as well as training sessions, promoting discussions and a better understanding of the challenges faced in addressing gender-based violence. The use of personas also allows to check the application of (planned) measures by verifying how they would affect the different personas. The guide is meant for a **variety of professionals** to help them review and develop policies and build skills.

[Download the guide](#)





Set of recommendations

This document encompasses a series of focused factsheets, each targeting distinct stakeholders: policy-makers at various levels, higher education and research-performing organisations, research funding organisations, research institution associations and umbrella organisations, staff associations, student associations and unions.

[Access the factsheets](#)

UNISAFE CAPACITY-BUILDING MATERIALS

Webinars

UniSAFE rolled out **three webinars** on the analytical framework of UniSAFE, **the 7Ps model**; 7Ps standing for Prevalence, Prevention, Protection, Prosecution, Provision of services, Partnerships, and Policies, where featured guest speakers presented during each webinar practices built according to the 7Ps model that have been implemented by European institutions and which succeeded in establishing institutional policies that address gender-based violence.

Additionally, one more **webinar** was organised for university and research organisation representatives across Europe and associated countries. This webinar aimed to provide information about the **organisation of awareness-raising campaigns on gender-based violence** at research institutions informing about the main steps and important considerations to organise a campaign and presenting two successful practices from European Universities.

UniSAFE Webinar: The 7Ps Framework

This three-part webinar series aims to present UniSAFE's 7P model with featured guest speakers sharing inspiring practices that have been successfully implemented by European institutions.

Target groups:

- Gender equality officers/focal points/equality and diversity officers
- Human Resources officers
- Ombudspersons
- Gender Equality Plan team members



- Health and safety officers
- Heads of Department/Unit in charge or involved in gender-based violence.

[Check out the webinars](#)

Guidance and Webinar “Create Successful Awareness-raising Campaigns on Gender-based Violence and your University”

[Watch the webinar](#)

[Download the step-by-step guide](#)

Training materials for trainers and change agents

UniSAFE developed a series of training scripts and materials for use by **trainers and change agents** at higher education institutions and research organisations. These scripts are designed to assist them in providing **capacity-building activities** to the academic and research community. The training materials provided aim to help trainers and change agents understand the specific context of each training session, including **information on the training approach, format, preparation guidance, supporting materials, scripts, templates, and more.**

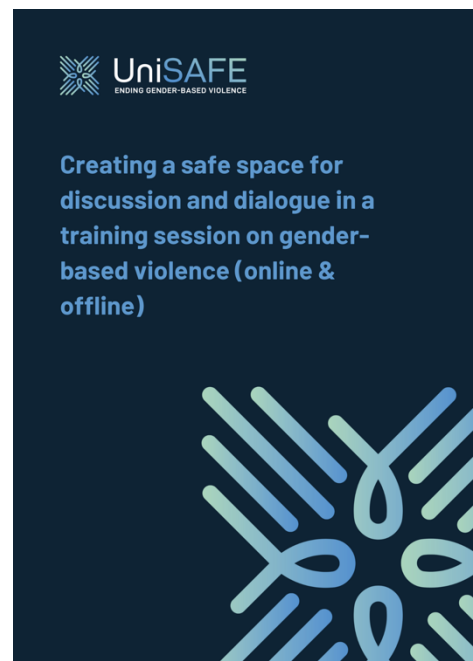
The list below offers additional details on the objectives of each training, the target audience (beneficiaries), the format and duration of the sessions, as well as links to the supporting documents for each training programme.

Trainers are encouraged to make necessary adjustments to the script to suit the national context, as long as they stay true to the key messages and content of the training and maintain UniSAFE’s brand and logo.

Creating a safe space for discussion and dialogue in a training session on gender-based violence (online & offline)

For an effective training session, it is important to ensure that participants feel comfortable, respected and supported throughout the training, preventing re-traumatising and triggering of the participants. This guide provides some practical tips for trainers and change agents.

[Download the guide](#)



Setting up and Implementing Institutional Policies to Address Gender Based-Violence in Academia (In-person)

The aim of this training is to provide participants with a comprehensive understanding of gender-based violence and its impact on academic environments and demonstrate the prevalence of gender-based violence in the research field and highlight its specific characteristics. This session aims to introduce the 7P model of UniSAFE and to share successful practices that have been implemented by European research-performing organisations in establishing and executing institutional policies and practices addressing the issue. The material has been designed for an **in-person session** with an estimated **total duration of 6 hours**.

A training for:

- Gender equality officers/focal points/equality and diversity officers
- Human Resources officers
- Ombudspersons
- Gender Equality Plan team members
- Health and safety officers
- Heads of Department/Unit in charge or involved in gender-based violence.

[Download the training materials](#)

[Download the presentation in Czech](#)

[Download the training materials in Lithuanian](#)

[Download the training materials in Spanish](#)

Additional materials:

[Setting up a comprehensive policy framework addressing gender-based violence in academia: a step-by-step guide](#)

[Facilitating change: addressing gender-based violence in co-creation activities through fictional characters](#)

[Facilitating change: a guide to using case stories in co-creation activities for addressing gender-based violence](#)

Active Bystander Intervention Training (In-person)

The training on active bystander intervention aims to educate institution members (staff and students) on gender-based violence and provide them with the necessary skills to recognise and intervene in risky and inappropriate situations. The programme includes interactive exercises, examples of the gender-based violence continuum, role-playing and discussions on identifying risk and inappropriate situations and making safe interventions. The material has been designed for an **onsite session** with an estimated **total duration of 3 hours**.

A training for:

- Administrative staff
- Faculty members



- Researchers and students
- Anyone wishing to be empowered as active bystanders and to take preventive actions by intervening in potentially harmful situations

[Download the training materials](#)

Active Bystander Intervention Training (Online)

The training on active bystander intervention aims to educate institution members (staff and students) on gender-based violence and provide them with the necessary skills to recognise and intervene in risky and inappropriate situations. The programme includes interactive exercises, examples of the gender-based violence continuum, role-playing and discussions on identifying risk and inappropriate situations and making safe interventions. The material have been designed for an **online session** with an estimated **total duration of 2 hours and 40 minutes**.

A training for:

- Administrative staff
- Faculty members
- Researchers and students
- Anyone wishing to be empowered as active bystanders and to take preventive actions by intervening in potentially harmful situations

[Download the training materials](#)

[Download the training materials in Greek](#)

Webinar for students without knowledge on gender-based violence

This educational webinar focuses on cultivating a comprehensive understanding of gender-based violence within the framework of research organisations and higher education institutions. It delves into the intricate nature of these issues as manifestations of gender inequalities and power dynamics. The module encourages open discussions and examples of gender-based violence, power relations and interventions. Tailored for Bachelor and Master students with no previous knowledge of gender-based violence, this module serves as a valuable introduction to the topic of gender-based violence and interventions to promote a safer and more equitable university and research environment. The material have been designed for an **online session** with an estimated **total duration of 2.5 to 3 hours**.

A training for:

- Bachelor and Master students with no or little previous knowledge on gender-based violence

[Download the training materials](#)

[Watch the video: Key concepts and issues](#)

[Watch the video: Data and gender-based violence](#)

[Download the knowledge control questionnaire for participants to self-assess their knowledge](#)



Webinar for students with pre-knowledge on gender-based violence

This educational webinar focuses on cultivating a comprehensive understanding of gender-based violence and sexual harassment within the framework of research organisations and higher education institutions. It delves into the intricate nature of these issues as manifestations of gender inequalities and power dynamics. The module encourages open discussions and offers recommendations of interventions implemented by student unions/associations and individual students, to address these concerns effectively. Furthermore, it emphasises the significance of integrating gender-based violence and sexual harassment policies into broader institutional reforms. The material have been designed for an **online session** with an estimated **total duration of 3 hours**.

A training for:

- Bachelor and Master students with some preliminary knowledge on gender-based violence
- Student Union and Student Association responsible for working on gender-based violence
- Feminist student organisation members

[Download the training materials](#)

[Download case stories](#)

[Watch the video: Introduction to gender-based violence](#)

[Watch the video: Key concepts and issues](#)

[Watch the video: Data and gender-based violence](#)

[Download the knowledge control questionnaire for participants to self-assess their knowledge](#)

Webinar for doctoral students/researchers and early career researchers

This webinar is designed for doctoral (PhD) candidates, post-doctoral scholars, early career researchers, project and similar researchers, with the aim of fostering a safer and more inclusive academic environment. Through engaging sessions, participants will further their understanding of the features of doctoral and research environments that might affect gender-based violence. Understanding and responding to gender-based violence is centre stage, using active bystander intervention, effective communication, taking a stand and creating positive change. The material have been designed for an **online session** with an estimated **total duration of 3 hours**.

A training for:

- Doctoral (PhD) candidates
- Post-doctoral students
- Early career researchers
- Masters students doing research
- Project researchers

[Download the training materials](#)



[Watch the video: PhD and research students](#)

[Watch the video: Key concepts and issues](#)

[Watch the video: Data and gender-based violence](#)

[Download the knowledge control questionnaire for participants to self-assess their knowledge](#)

Webinar for Teachers in Higher Education Institutions and Research Organisations

Designed for teachers/educators within higher education institutions and research organisations who possess intermediate to advanced expertise in teaching about gender-based violence, this comprehensive training aims to equip them with insights, and strategies needed to effectively address and educate about gender-based violence, within the academic context, using the knowledge and insights gained by UniSAFE. Participants will gain a nuanced understanding of the significance of gender-based violence in educational and research settings, explore the complexities of power dynamics and resistance when teaching on this topic, and learn pedagogical approaches to engage students and professionals in meaningful discussions and learning experiences. This educational webinar focuses on cultivating a comprehensive understanding of the importance of integrating the subject of gender-based violence into teaching. The training provided encompasses not only educators focused on gender equality but also extends to individuals in scientific fields, emphasising the intricate interconnection of gender-based violence across diverse domains, such as law, psychology etc. Through interactive sessions and collaborative discussions, this training encourages educators to go beyond the classroom, fostering a culture of empathy, empowerment, and positive change in both teaching and research domains. The material have been designed for an **online session** with an estimated **total duration of 3 hours**.

A training for:

- Teachers/Educators in higher education institutions and research organisations with intermediate or advanced expertise in teaching about gender-based violence.

[Download the training materials](#)

[Watch the video: Key concepts and issues](#)

[Watch the video: Data and gender-based violence](#)

[Download the knowledge control questionnaire for participants to self-assess their knowledge](#)

Additional material:

[Facilitating change: addressing gender-based violence in co-creation activities through fictional characters](#)

Recommended reading lists for seminars

This document is a compilation of material and resources curated for students with and without prior knowledge of **gender-based violence**, doctoral students, early career researchers, and educators in higher education and research organisations. It aims



to offer valuable and comprehensive resources to deeper into gender-based violence in academia. This list goes hand in hand with the respective capacity-building material developed by UniSAFE.

[Download the document](#)

EXTERNAL RESOURCES

Guides and toolkits

Hassan, S., & Sanchez-Lambert, J. (2019). It's not that grey. A practical guide for the twilight zone of sexual harassment. Period. Brussels. [Explore further](#).

Irish Consortium on Gender Based Violence. (2022). Guide to Ethical Storytelling on Gender-Based Violence. [Explore further](#).

Theofilopoulos, T. (n.d.). Universities towards Diversity: Inclusive Practices Guide (ISBN: 978-618-81828-6-8). METHEXI Laboratory – Panteion University of Social and Political Sciences. [Explore further](#).

Academic publications (articles and books)

Free access

Anitha, S., Marine, S. B., & Lewis, R. (2020, February 1). Feminist responses to sexual harassment in academia: voice, solidarity and resistance through online activism. Journal of Gender-based Violence; Policy Press. [Explore further](#).

Avveduto, S., Badaloni, S., Hermann, C., Martinelli, L., Rubbia, G., & Zoppè, M. (Eds.). (2019). #WeTooInScience – Sexual Harassment in Higher Education Institutions and Research Organizations. CNR-IRPPS e-Publishing. [Explore further](#).

Gialopsos, B. M. (2017, April 3). Sexual Violence in Academia: Policy, Theory, and Prevention Considerations. Journal of School Violence, 16(2), 141–147. [Explore further](#).

Restricted access

Campbell, R., Goodman-Williams, R., & Javorka, M. (2019, September 12). A Trauma-Informed Approach to Sexual Violence Research Ethics and Open Science. Journal of Interpersonal Violence. [Explore further](#).

Casey, E., & Smith, T. (2010, August). 'How Can I Not?': Men's Pathways to Involvement in Anti-Violence Against Women Work. Violence Against Women, 16(8), 953–973. [Explore further](#).

Fanghanel, A. (2020). Disrupting Rape Culture. Bristol University Press. [Explore further](#).

Gay, R. (Ed.). (2018). Not That Bad: Dispatches from Rape Culture. Harper Perennial. [Explore further](#).

Humphreys, C. J., & Towl, G. J. (Eds.). (2022). Stopping Gender-based Violence in Higher Education: Policy, Practice, and Partnerships (1st ed.). Routledge. [Explore further](#).

INCITE! Women of Colour Against Violence. (2006). The Color of Violence: The INCITE! Anthology. South End Press. [Explore further](#).



Kantor, J., & Twohey, M. (2019). *She Said: Breaking the Sexual Harassment Story That Helped Ignite a Movement*. Penguin Press. [Explore further](#).

Kewley, S., & Barlow, C. (Eds.). (2020). *Preventing Sexual Violence: Problems and Possibilities*. Bristol University Press. [Explore further](#).

Roberts, N., Donovan, C., & Durey, M. (2019, October). Agency, Resistance and the Non Ideal; Victim: How Women Deal with Sexual Violence. [Explore further](#).

Walby, S. (2015). Chapter 2. Strategy, Planning and Coordination. In *Stopping Rape: Towards a Comprehensive Policy* (pp. 21–58). Bristol University Press. [Explore further](#).

Reports and policy documents

Bull, A., & Shannon, E. (2023). *Higher Education After #MeToo: Institutional responses to reports of gender-based violence and harassment*. York, U.K.: The 1752 Group/University of York. [Explore further](#).

OSCE Secretariat, Office of the Secretary General, Gender Section (2009, June). *Bringing Security Home: Combating Violence Against Women in the OSCE Region. A Compilation of Good Practices*. [Explore further](#).

ERAC Standing Group on Gender in Research and Innovation. (2020, June 2). *Sexual Harassment in the Research and Higher Education Sector: National Policies and Measures in EU Member States Countries and Associated Countries*. Brussels: European Commission. [Explore further](#).

UN Women. (2012). *Handbook for Legislation on Violence Against Women*. New York. [Explore further](#).

Universities UK. (2020, May). *Beginning the Conversation: Responding to Domestic Violence and Abuse in Higher Education Communities During COVID-19 Pandemic*. [Explore further](#).

Universities UK. (2020, October). *Continuing the Conversation: Responding to Domestic Violence and Technology Mediated Abuse in Higher Education Communities during the COVID-19 Pandemic*. [Explore further](#).

Other languages resources

Clasches. (2019). Retourner l'arme du droit. Contre le harcèlement sexuel dans l'enseignement supérieur et la recherche. *Travail, genre et sociétés*, 42, 191-194. DOI: 10.3917/tgs.042.0191. [Explore further](#).

Naezer, M., van den Brink, M., & Benschop, Y. (2019). Wangedrag in de Academie. *Thema*, 2019, 5–19. [Explore further](#).

EXTERNAL CAPACITY-BUILDING MATERIALS

Confronting sexism in academia – Sexism in Danish Higher Education and Research

The book “Sexism in Danish Higher Education and Research” features a range of vignettes drawn from over 800 testimonials, categorising experiences of sexism and inviting readers



to understand its complexity. The book includes the chapter “Acting” which provides practical insights and exercises for addressing sexism in academic environments for staff and managers. It was authored by the initiators of the petition “Sexism at Danish Universities” with the financial support of Aarhus University, the Copenhagen Business School, and the University of Southern Denmark.

[Explore further](#)

Free online course on Violence Against Women for the Academic Community in partnership with a regional women’s rights institute – Universidad del País Vasco/Euskal Herriko Unibertsitatea, Spain

The university’s Directorate for Equality, as part of the agreement between the university and a regional women’s rights institute, offers a free online course on Violence Against Women that is open to the entire academic community. The main aim is preventative, as the course addresses different forms of gender-based violence, the context in which they occur, the factors that reproduce them, and the resources available. It is conducted through various sessions that include reading materials and a discussion forum for over 25 hours a month. In the last course, 200 places were offered, 236 people signed up (more than 200 women), and 131 were accredited. Further information about the assessment of the training can be found [here](#).

[Explore further](#)

Partnership with the European project USVreact to develop a tool for guiding training courses – Università Di Torino, Italy

In 2016-2017, the university collaborated in the European project USVreact to develop an innovative [training course](#) for university staff, to train them to respond appropriately to manifestations of sexual violence. The university conducted and evaluated an experimental model of training and ran a survey to understand the perception of harassment in the university environment. A report was produced, which was used as a tool for guiding training courses within universities on prevention.

[Explore further](#)

Capacity-building programmes developed by the Gender Equality Academy – EU funded project

Two training scripts and accompanying material developed by the Gender Equality Academy (GE Academy) dedicated to gender-based violence and sexual harassment. The training script “Setting up policies to address gender-based violence and sexual harassment” aims at mutual learning and exchange: getting inspiration from others about how to address gender-based violence and knowledge exchange about the expressions and forms of gender-based violence in academia. The training script “Building and implementing protocols against gender-based violence, including sexual harassment” aims at understanding sexual harassment as an expression of gender violence and power relations, providing examples of prevention policies and highlighting the importance of embedding sexual harassment policies in institutional structural change.

[Explore further](#)



Capacity-building programmes for staff and students – Active*Consent – University of Galway, Ireland

The Active*Consent programme, led by the University of Galway, offers training and professional development for educators at post-primary school and university level, student leaders and adult professionals tackling societal issues like consent, sexual violence and harassment. The team offers original consent education and training resources including workshops, eLearning modules, educational videos, and social media campaigns for colleges, schools, and sports organisations. The training programmes on Facilitating Consent Discussions and on First Point of Contact are addressed to staff and student leaders, and provide skills and knowledge on how to deal appropriately with disclosure of sexual violence, thus increasing awareness of its causes and effects.

[Explore further](#)

Sexual Consent Education – Oxford Brookes University, United Kingdom

Oxford Brookes University designed the sexual consent education programme for staff and students to help them engage with the complexities of consent. The programme includes a Moodle course that enhances understanding the law, gender norms, stereotypes and cultural factors which might affect someone's ability to consent. The courses provide tools for communication about consent with partners and information on where to seek support if harassment or violence happens. The "Let's talk about consent!" webinar series is designed to open up conversations among staff, students and wider communities about the complexities of sexual consent education.

[Explore further](#)

It Stops Now Campaign & Toolkit – ESHTe Project

The ESHTe (Ending Sexual Harassment and Violence in Third-Level Education) project aims to prevent and address sexual harassment and violence, and to build a culture of zero-tolerance in third-level education institutions throughout Europe. To implement its aim, the project has launched the [It Stops Now campaign](#) which builds a culture of zero tolerance of sexual harassment and violence in third-level education institutes by raising awareness and developing training and policy resources for students and staff. The toolkit shares knowledge generated by the ESHTe project and offers a rich range of resources for policy development, training and campaigning. Chapter 5 of the Toolkit includes guidance and materials for [campaigning for change](#), and additional training programmes for bystander intervention and promotional materials (posters, mural installation guidance, stickers and more) can be found in Chapter 6, [Shared Resources](#).

[Explore further](#)

Bystander intervention programme – University of Exeter, United Kingdom

The University of Exeter's intervention initiative toolkit provides all the resources needed for a facilitator to run a Bystander intervention training programme. It includes guides for each of the eight sessions and important theoretical insights.

[Explore further](#)



REFERENCES

Ågotnes, K. W., Einarsen, S. V., Hetland, J., & 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. <https://doi.org/10.1111/1748-8583.12200>

Consent Hub Ireland. (n.d.). Definitions. Retrieved July 7, 2023, from <https://www.consenthub.ie/consent/definitions/>

Cortina, L. M., Kabat-Farr, D., Leskinen, E. A., Huerta, M., & Magley, V. J. (2011). Selective incivility as modern discrimination in organizations. *Journal of Management*, 39, 1579–1605.

Council of Europe. (2011). *Convention on Preventing and Combating Violence against Women and Domestic Violence* (Council of Europe Treaty Series No. 210). Istanbul: Council of Europe.

Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Policies. *University of Chicago Legal Forum*, 1989(1), 139-167.

European Institute for Gender Equality. (2017). *Glossary of definitions of rape, femicide and intimate partner violence*. Vilnius: EIGE.

Hearn, J., & Parkin, W. (2001). *Gender, Sexuality and Violence in Organizations*. London: Sage.

Hearn, J., Strid, S., Humbert, A. & Balkmar, D. (2022). Violence Regimes: A Useful Concept for Social Politics, Social Analysis, and Social Theory. *Theory and Society* 51 (4):565-594.

Hearn, J., Strid, S., Humbert, A. L., Balkmar, D., & Delaunay, M. (2022). From Gender Regimes to Violence Regimes: Re-thinking the Position of Violence. *Social Politics*, 29(2), 682-705. <https://doi.org/10.1093/sp/jxaa022>

Heise, L. (1998). Violence against women: An integrated, ecological framework. *Violence Against Women*, 4(3), 262–290. <https://doi.org/10.1177/1077801298004003002>

Hester, M., Kelly, L., & Radford, J. (Eds.). (1996). *Women, Violence and Male Power: Feminist Activism, Research and Practice*. Buckingham: Open University Press.

Kelly, L. (1987). The Continuum of sexual violence. In J. Hanmer & M. Maynard (Eds.), *Women, Violence and Social Control* (pp. 46–60). Palgrave Macmillan London. <https://doi.org/10.1007/978-1-349-18592-4>

Kelly, L. (1988). *Surviving Sexual Violence*. Cambridge: Polity.

Leskinen, E., & Cortina, L. (2013). Dimensions of Disrespect: Mapping and Measuring Gender Harassment in Organizations. *Psychology of Women Quarterly*. 38. 107-123. [10.1177/0361684313496549](https://doi.org/10.1177/0361684313496549).

MacKinnon, C. A. (1979). *Sexual Harassment of Working Women*. New Haven, CT: Yale University Press.



Madesi, V., Polykarpou, P., Mergaert, L., Wuiame, N. (2023). Developing a Protocol for addressing gender-based violence in research and higher education institutions: UniSAFE guidelines. Zenodo. <https://doi.org/10.5281/zenodo.8355181>

Mergaert, L., Linková, M., Strid, S. (2023). Theorising Gender-Based Violence Policies: A 7P Framework. *Social Sciences*, 12(7), 385. <https://doi.org/10.3390/socsci12070385>

O'Connor, P., Hodgins, M., Woods, D. R., Wallwaey, E., Palmen, R., Van Den Brink, M., & Schmidt, E. K. (2021). Organisational Characteristics That Facilitate Gender-Based Violence and Harassment in Higher Education? *Administrative Sciences*, 11(4), 138. <https://doi.org/10.3390/admsci11040138>

Phipps, A. (2018). "Lad culture" and sexual violence against students. In S. Anitha & R. Lewis (Eds.), *Gender-based violence in university communities: Policy, prevention and educational initiatives* (pp. 41–59). Bristol: Policy Press.

Salin, D., & Hoel, H. (2020). Organizational risk factors of workplace bullying. In E. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Eds.), *Bullying and Harassment in the Workplace: Theory, Research and Practice* (pp. 305–330). London: CRC Press.

Strid, S., Humbert, A. L., Hearn, J., Bondestam, F., & Husu, L. (2021). UniSAFE D3.1: Theoretical and Conceptual Framework. Public deliverable submitted to the European Commission 30/04/2021. Zenodo. <https://doi.org/10.5281/zenodo.7333232>

Transparency International. (n.d.). The Anti-Corruption Plain Language Guide. Retrieved July 7, 2023, from <https://www.transparency.org/en/publications/the-anti-corruption-plain-language-guide>

UNHCR (2020). Policy on a Victim-Centred Approach in UNHCR's response to Sexual Misconduct, Sexual Exploitation and Abuse, and Sexual Harassment. UNHCR. <https://www.unhcr.org/sites/default/files/legacy-pdf/5fdb345e7.pdf>

Vveinhardt, J. (2019). Psychological violence in the interrelationships between academic community members: the situation of higher education institutions in the pre-reform and reform period.

Walby, S., Armstrong, J., & Strid, S. (2012). Intersectionality: Multiple inequalities in social theory. *Sociology*, 46(2), 224–240. <https://doi.org/10.1177/0038038511416164>

Walby, S., Towers, J., & Francis, B. (2014). Mainstreaming domestic and gender-based violence into sociology and criminology of violence. *The Sociological Review*, 62(2), 187–214.



APPENDIX

UniSAFE survey questions on the forms of gender-based violence:

Physical violence	<p>Question: We would like to ask you about your experiences of physical violence with persons connected with your institution.</p> <p>Since you started at your institution, has someone ever done any of the following to you? (Please choose one answer for each line. Answer options for each line: Yes/No)</p> <p>(A) Threatened to hurt you physically</p> <p>(B) Pushed or shoved you, slapped you, grabbed or pulled your hair</p> <p>(C) Threw a hard object at you, beat you with a fist or a hard object, or kicked you</p> <p>(D) Tried to suffocate or strangle you, cut or stabbed you, or shot at you</p> <p><input type="checkbox"/> Prefer not to say</p>
Psychological violence	<p>Question: In the next set of questions, we would like to ask you about your experiences of psychological violence and harassment with persons connected with your institution. Since you started at your institution, has someone ever done any of the following to you? (Please choose one answer for each line. Answer options for each line: Yes/No)</p> <p>(A) Directed abusive comments towards you (e.g. demeaning, humiliating, offensive or ridiculing comments)</p> <p>(B) Made threatening comments towards you</p> <p>(C) Gave you hostile looks, stares, or sneers</p> <p>(D) Interrupted you, spoke over you or addressed you in disrespectful terms in front of others</p> <p>(E) Unfairly rated you lower than you deserve in an evaluation or assessment</p> <p>(F) Ignored you or did not speak to you</p> <p>(G) Subjected you to an outburst of anger</p>

	<input type="checkbox"/> Prefer not to say
Economic and financial violence	<p>Question: In the next set of questions, we would like to ask you about your experiences of economic harm with persons connected with your institution. Since you started at your institution, has someone ever done any of the following to you? (Please choose one answer for each line. Answer options for each line: Yes/No)</p> <p>(A) Harmed your work or studies through unfairly restricting access to financial resources (e.g. by withholding a grant, a travel allowance, a contract, a promotion, etc.).</p> <p>(B) Harmed your work or studies through intentionally damaging items (e.g. damaging lab equipment, a laptop computer, etc.).</p> <p>(C) Harmed your work or studies through intentionally deleting or removing access to files or information etc.</p> <input type="checkbox"/> Prefer not to say
Sexual violence	<p>Question: In the next set of questions, we would like to ask you about your experiences of sexual violence with persons connected with your institution. Since you started at your institution, has someone ever done any of the following to you? (Please choose one answer for each line. Answer options for each line: Yes/No)</p> <p>(A) Attempted to extort sexual favours from you in exchange for something within their power to grant or withhold, e.g. a grant, a contract, a promotion, a grade</p> <p>(B) Extorted sexual favours from you in exchange for something within their power to grant or withhold, e.g. a grant, a contract, a promotion, a grade</p> <p>(C) Attempted to force you into sexual intercourse by holding you down or hurting you in some way</p> <p>(D) Forced you into sexual intercourse by holding you down or hurting you in some way</p>

	<p>(E) Made you take part in any form of sexual activity when you did not want to or you were unable to refuse or you were afraid of what might happen if you refused</p> <p>(F) Made you take part in any form of sexual activity when you could not consent because you were asleep, drunk or drugged</p> <p><input type="checkbox"/> Prefer not to say</p>
Sexual harassment	<p>Question: In the next set of questions, we would like to ask you about your experiences of sexual harassment with persons connected with your institution. Since you started at your institution, has someone ever done any of the following to you? (Please choose one answer for each line. Answer options for line: Yes/No)</p> <p>(A) Asked intrusive questions about your private life</p> <p>(B) Stared or leered inappropriately at you</p> <p>(C) Made sexually suggestive comments or jokes</p> <p>(D) Made intrusive comments about your physical appearance</p> <p>(E) Made inappropriate invitations to go out on dates</p> <p>(F) Indecently exposed themselves to you</p> <p>(G) Made you watch or look at pornographic material against your wishes</p> <p>(H) Touched, hugged or kissed you in an unwelcome manner</p> <p><input type="checkbox"/> Prefer not to say</p>
Online violence	<p>Question: In the next set of questions, we would like to ask you about your experiences of online violence with persons connected with your institution. Since you started at your institution, has someone ever done any of the following to you? (Please choose one answer for each line. Answer options for each line: Yes/No)</p> <p>(A) Unlawfully photographed or recorded you</p>

(B) Distributed sexual images or texts of you without your consent

(C) Bullied, threatened or attacked you online, e.g. via social media

(D) Made offensive or threatening comments on learning or collaborative work platforms

Prefer not to say

Lipinsky, Anke; Schredl, Claudia; Baumann, Horst; Lomazzi, Vera; Freund, Frederike; Humbert, Anne Laure; Tanwar, Jagriti; Bondestam, Fredrik. (2021). UniSAFE D4.1 Final UniSAFE-Survey Questionnaire. Access [here](#).

ACKNOWLEDGEMENTS

We would like to express our heartfelt gratitude to the countless individuals who contributed to the development of this toolkit for addressing gender-based violence in research-performing organisations. Without their invaluable support, this project would not have been possible.

First and foremost, we extend our deepest appreciation to the survivors of gender-based violence who bravely shared their experiences and insights. Your courage and resilience have been instrumental in shaping the content and approach of this toolkit. Your voices serve as a powerful reminder of the urgency and importance of addressing gender-based violence within research communities.

We are immensely grateful to our team of dedicated researchers, practitioners, and experts who lent their expertise and time to the development of this toolkit. Their knowledge and commitment have been indispensable in crafting comprehensive strategies and actionable recommendations. Their unwavering dedication to promoting safe, inclusive, and equitable research environments has made a lasting impact on this project.

We extend our sincere thanks to the research-performing organisations that actively participated in the consultation process and workshops. Your willingness to engage in open dialogue, share insights, and provide valuable feedback has been invaluable. We are grateful for your collaboration.

We are humbled and honoured to have had the opportunity to collaborate with such an exceptional group of stakeholders. Their collective efforts have resulted in a toolkit that will hopefully serve as a valuable resource for research-performing organisations striving to address and eliminate gender-based violence. Together, we can create safer, more inclusive research environments for all.





Important note for the use of the document: The document is offered under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0) license. It is freely accessible for non-commercial purposes while requiring proper attribution to the original authors. This license does not allow any modifications or adaptations of the document and is designed to maintain the integrity of the content. UniSAFE upholds the values of open, shared knowledge by adhering to this licensing approach, which promotes accessibility while preserving the original work.

More outputs from UniSAFE available at <https://unisafe-gbv.eu>

Contact: unisafe-eu@esf.org