PREV-HED

Funded by the European Union

WP3 – Research on existing protocols in HEI and best practices in individualized support and creation of training materials

Lead Organisation : Les Militants des Savoirs (MDS), France

Reports included:

D3.1 - Research on best practices and effective supporting system for victims of SRGBV.

D3.2 - Definition of the training curricula and training materials for the course for teachers and staff of HEI partners.

D3.3 - Creation of the training materials.

D3.4 - Translation of the curricula and training materials into the languages of the HEI partners.

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INTRODUCTION

WP3 - Research on existing protocols in HEI and best practices in individualized support and creation of training materials

1. Scientific and institutional background

The PREV-HED project (2023-1-FR01-KA220-HED-000152633) addresses the prevention of sexual and gender-based violence and harassment in European higher education institutions. It responds to the need to strengthen institutional prevention strategies, improve reporting and support mechanisms, and develop educational resources enabling students, academic staff, administrative personnel and other university stakeholders to recognise, prevent and respond appropriately to situations of sexual violence and harassment.

Within this framework, Work Package 3 (WP3), coordinated by Les Militants des Savoirs (MDS), constitutes the scientific and pedagogical foundation of the project. Its purpose is to translate existing research, institutional experiences and identified good practices into a structured and transferable training programme adapted to the diversity of European higher education contexts.

WP3 is based on the principle that effective prevention cannot be reduced to isolated awareness-raising initiatives. It requires a comprehensive educational approach combining scientific knowledge, institutional responsibility, understanding of gender-based inequalities, identification of risk situations, ethical responses to disclosures, and knowledge of appropriate reporting and victim-support procedures.

2. Objectives of WP3

The overall objective of WP3 is to develop an evidence-informed, coherent and multilingual training framework that can support the prevention of sexual and gender-based violence in higher education.

More specifically, WP3 aims to:

- Examine existing institutional protocols, prevention policies and support mechanisms in European higher education institutions.

- Identify and compare good practices, methodological approaches and institutional responses.

The PREV-HED training design distinguishes a five-module pathway for students from a six-module pathway for teachers, managers and other university staff. The six modules developed under WP3 form the complete source collection; the digital pathways and access rules are implemented under WP4.

- Translate the research findings into clearly defined educational objectives and learning outcomes.
- Establish a training curriculum designed for students, university staff and professionals involved in prevention and support.
- Develop six training modules combining theoretical knowledge, practical exercises, case studies and assessment activities.
- Prepare the training materials for linguistic adaptation and subsequent integration into the digital learning environment developed under WP4.
- Provide the educational foundation for the training and pilot activities implemented and evaluated under WP5.

3. Methodological approach

WP3 follows a research-informed educational development process organised around four complementary activities.

The first activity examines scientific literature, institutional prevention policies, national frameworks, reporting procedures and victim-support mechanisms. The comparative analysis provides the basis for identifying recurring challenges and potentially transferable practices.

The second activity translates these findings into an educational framework specifying target audiences, learning objectives, expected competencies, teaching approaches and assessment methods.

The third activity concerns the development of six training modules in English. These modules are intended to combine theoretical content and applied learning activities, allowing participants to relate scientific knowledge to practical institutional and interpersonal situations.

The fourth activity addresses the translation and linguistic adaptation of the educational resources, with the objective of making the training programme accessible across the partnership's different national and linguistic contexts.

This approach establishes a continuous relationship between comparative research, curriculum development, educational production and subsequent implementation.

4. Organisation of WP3 deliverables

WP3 is structured around four complementary deliverables.

D3.1 – Research report on existing protocols and good practices

This deliverable presents the comparative research conducted on institutional prevention strategies, reporting mechanisms, support arrangements and educational practices. It includes the consolidated research report and supporting national analyses and case studies.

D3.2 – Training curriculum and educational methodology

This deliverable defines the educational framework derived from the research findings. It specifies the intended learning outcomes, relevant competencies, methodological principles, learning activities and assessment approaches underpinning the training programme.

D3.3 – Training materials for six modules in English

This deliverable contains the educational resources developed for the six-module programme. These resources are designed to support both knowledge acquisition and practical learning through case studies, activities, reflection and assessment.

D3.4 – Translation and linguistic adaptation

This deliverable addresses the translation of the curriculum and educational materials into the languages of the partnership. Its purpose is to facilitate access to the training resources and support their application across different national contexts.

5. Articulation between WP3, WP4 and WP5

The connection between WP3, WP4 and WP5 is central to the intervention logic of PREV-HED.

WP3 develops the scientific knowledge base and pedagogical content. WP4 provides the digital learning environment through which the training resources can be organised, accessed and delivered. WP5 provides the framework for piloting the educational programme, gathering feedback and evaluating its implementation.

The transition from WP3 to WP4 involves transforming the six training modules and their associated learning activities into digital resources compatible with the project's learning management system and MOOC. This requires pedagogical and technical coordination to maintain consistency between the original curriculum, the digital structure, multilingual accessibility and the proposed assessment activities.

The transition from WP4 to WP5 concerns the practical implementation of the training programme. The pilot activities are intended to examine the relevance, usability and educational appropriateness of the resources in higher education settings. Feedback collected during these activities can inform recommendations for future adaptation, institutional implementation and sustainability.

These three Work Packages therefore form a connected educational development process: **research and curriculum design (WP3), digital implementation (WP4), and pilot testing and evaluation (WP5).**

Nevertheless, the scientific findings of WP3, the technical outputs of WP4 and the evaluation findings of WP5 must remain clearly distinguished. The development of educational resources does not, by itself, demonstrate their effectiveness; conclusions about their practical outcomes must be supported by the evidence collected during implementation and evaluation.

6. Contribution of the European partnership

WP3 is coordinated by Les Militants des Savoirs, with contributions from Universidad Rey Juan Carlos (URJC), Fachhochschule Salzburg (FHS), Instituto Politécnico do Porto (IPP), Romanian-American University (RAU), FEMXA and INFALIA.

The partnership combines experience in educational research, university practices, training design and digital learning technologies. Its transnational structure supports the comparison of institutional contexts and contributes to the development of educational resources intended for use in different European higher education environments.

The involvement of partners in reviewing and adapting the materials is particularly important for ensuring that the programme takes account of differences in institutional procedures, terminology, educational practices and support arrangements.

7. Structure of the consolidated report

The consolidated WP3 report is organised into four main parts, corresponding to deliverables D3.1, D3.2, D3.3 and D3.4.

Each part is introduced by a dedicated cover page and contains the full corresponding deliverable and relevant supporting materials.

Partie I

Volume 1 - Research Report

Volume 2 - Annexes: National Research and Case Studies

D3.1 Research Report and Annexes

Research into existing protocols for the prevention of sexual harassment in higher education institutions and best practices in individualized education

This section presents the consolidated research report, coordinated by Les Militants des Savoirs (MDS) and enriched by contributions and reviews from the project partners. It examines existing approaches to preventing sexual harassment in higher education, including institutional protocols, reporting procedures and victim support mechanisms.

Drawing on research conducted across the partner countries, the report compares national and institutional contexts, identifies good practices and highlights challenges in prevention and support. These findings provide the scientific and methodological foundation for the PREV-HED training programme, connecting the research to the learning objectives and educational materials developed under WP3.

The consolidated report is presented first, followed by annexes containing the national research, country overviews, case studies and supporting analyses produced by the partners. These annexes document the evidence underpinning the comparative findings and allow readers to explore the specific approaches and experiences of each country.

Beyond their respective countries, partners also explored protocols, research and institutional practices from other countries. This broader perspective enriched the comparison and helped identify approaches relevant to strengthening prevention across different higher education settings.

PREV-HED

Volume 1: Research into existing protocols for the prevention of sexual harassment in higher education institutions and best practices in individualized education.

Bénédicte LARRIEU, Séraphin ALAVA

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Summary

The report entitled "Research into existing protocols for the prevention of sexual harassment in higher education institutions and best practice in individualized education" looks at the prevention of sexual harassment in European universities. The document highlights the development of systems for the prevention of sexual violence, effective support for victims, and the creation of suitable teaching materials for the training of students, managers and teachers. The main aim of the report is to carry out an exhaustive review of European literature on the subject and identify best practices. It also seeks to develop an effective support system for victims of gender-based violence in higher education. This work is divided into several volumes: the first focuses on the synthesis of best practices and support systems in Europe, particularly in institutions in partner countries.

The report adopts a rigorous methodology that includes the collection and analysis of data from a variety of European sources, as well as case studies and qualitative and quantitative analyses to assess the effectiveness of existing practices.

In short, this report is a comprehensive guide and a valuable resource for higher education institutions seeking to implement or improve sexual harassment prevention protocols and create a safer environment for all members of their academic community.

Report structure:

Volume 1: This volume offers an inventory of best practices and effective support systems for victims of sexual violence or harassment. It also offers a typology of prevention measures in place in European universities, with a particular focus on partner-country institutions.

Volume 2 : Annexes: National Research, case studies and supporting documents: This volume brings together all supporting research materials, including country overviews, institutional case studies, analyses of prevention and reporting protocols, and documentary sources. It covers research conducted in the partner countries and beyond, providing the evidence underpinning the findings presented in Volume 1.

Introduction

PREVHED project background

The PREVHED project is an ERASMUS KA2 cooperation project between higher education establishments. It is part of a European framework characterized by heightened awareness and action against gender-based and sexual violence, particularly in higher education establishments. Such violence, which includes sexual harassment, hazing and rape, represents a major problem, affecting not only the safety and well-being of individuals but also the integrity and academic excellence of institutions.

The European Union, through directives such as Directive 2006/54/EC on equal opportunities and equal treatment of men and women in matters of employment and occupation, and Directive 2012/29/EU establishing minimum standards on the rights, support and protection of victims of crime, has put in place legal frameworks that require member states to take action against such violence. In addition, the Erasmus+ program, under which the PREVHED project is funded, actively supports initiatives aimed at improving policies to prevent and manage such violence in higher education.

The PREVHED project aims to develop innovative approaches and share best practices to prevent sexual harassment and violence in European universities. The project brings together seven partner organisations from six European countries: France, Spain, Austria, Portugal, Romania and Greece. The comparative research also examines practices in other European countries. Specifically, the project aims to:

1. Develop and distribute training materials for education professionals.
2. Develop and promote prevention policies adapted to the specific contexts of participating universities.
3. Set up effective support and reporting systems for victims of sexual violence.

Each country participates in the collection of relevant data and jointly drafts summaries that meet PREVHED's objectives. These summaries facilitate the creation of typologies of prevention systems and affected publics, forming a basis for the development of targeted and effective strategies.

The PREVHED project is a concrete example of how European cooperation and alignment with EU policies can help improve the safety and inclusiveness of educational environments. By consolidating efforts on a European scale and promoting the exchange of good practice, the project aspires to a lasting impact on the prevention of sexual violence in higher education across the continent.

This transnational commitment is crucial not only to protect individuals from violence, but also to promote an academic culture of respect and equality, aligned with the European Union's fundamental values and policies on human rights and gender equality.

Project objectives and scope

The PREVHED project is designed to proactively address the prevention of sexual violence in higher education institutions across Europe. Its ambition is to establish a safe and respectful academic environment, promoting the well-being and success of all students and staff. The specific objectives of the project are:

A) Reinforcing the prevention of sexual violence and harassment:

1. Develop effective prevention strategies adapted to various European university contexts.
2. Raising awareness of the importance of preventing sexual violence within university communities.

B) Promoting best practices between higher education institutions:

1. Facilitate the exchange of best practices and successful strategies between partner universities.
2. Establish a collaborative network between institutions for mutual support and continuous learning.

C) Improving training for education professionals:

1. Design and deploy targeted training programs for education officers and administrators on the management and prevention of sexual violence.
2. Qualify educational staff to act effectively as prevention and support agents within their establishments.

To achieve these objectives, the PREVHED project is implementing several key tasks divided into different work packages, each targeting specific aspects of the overall problem:

Research and evaluation of existing practices:

1. Data collection on current practices in the prevention of sexual violence in all partner countries.
2. Comparative analysis to identify the strengths and weaknesses of current approaches.

Development of training and awareness materials:

1. Creation of training modules for trainers, including guides, videos and simulation scenarios on the prevention of sexual violence.
2. Organization of workshops and seminars to train the trainers who will work directly with university staff and students.

Implementation of awareness campaigns:

1. Deployment of awareness-raising campaigns at partner universities to promote respectful and safe behavior.
2. Using social media and online platforms to reach a wider audience and engage university communities in discussions and prevention activities.

Implementation of reporting and support mechanisms:

1. Development of the PREV-HED chatbot to provide information, guidance, and signposting to existing institutional reporting procedures and support services, without serving as a formal reporting channel..
   .
2. Training of counselors and support staff to effectively assist victims in the healing and justice process.

Assessment and continuous improvement:

1. Set up evaluation systems to measure the effectiveness of actions undertaken as part of the project.
2. Revision and adjustment of prevention strategies based on feedback and assessment results.

By consolidating prevention efforts and adopting a holistic, integrated approach, the PREVHED project aspires to transform university environments into safer, more welcoming places for all. The project represents a significant contribution to Europe's ongoing efforts to combat sexual violence in higher education, aligning its actions with the European Union's long-term values and objectives for the protection of rights and the promotion of equality.

Report structure

The PREVHED project report is designed to provide a comprehensive analysis of sexual violence prevention initiatives in higher education institutions across Europe. It begins with an executive summary that provides a concise overview of the main points and conclusions. **The introduction** that follows sets the scene for the project, detailing the European context for combating sexual violence, the aims and scope of the PREVHED project, and the organization of the report itself.

The **methodology** section outlines the methods used to collect and analyze the data, describing the general approach, collection procedures and analysis techniques. It also includes the research equations and research strategies applied, followed by a discussion of the results collection and synthesis grid, explaining how the data were collected and synthesized.

A glossary is then provided to clarify the technical and specific terms used throughout the report. This clarification is essential to understanding Europe's legislative and policy framework concerning gender-based and sexual violence, which is explored in detail, examining policies, laws and comparisons between the legislative frameworks of different European countries.

The following section, **Case studies in higher education establishments,** applies the methodology defined above to present and analyze country-specific case studies, highlighting concrete examples of the implementation of prevention policies.

The report then turns to **considerations and analyses of university policies to combat sexual violence**, analyzing consensus and divergence, partnerships and lobbying influences, and the scale of the problem at national level.

In the **best practices and guidelines** section, the report gathers and summarizes best practices and proposes a model for standardizing prevention actions. It also evaluates these practices to assess their effectiveness.

The section on **training and teaching materials** details the curricula and training programs adapted to different audiences, as well as the teaching modules developed.

The report concludes with a **discussion and recommendations** based on the previous analyses, followed by a conclusion that summarizes the main findings and perspectives of the project. The references and appendices provide the sources of information used and additional documents that support the report, completing this comprehensive study on the prevention of sexual violence in European higher education institutions.

The situation of sexual violence and harassment in higher education institutions in Europe.

The prevalence of sexual violence in universities is significant, and mainly affects female students. Here are some key statistics from Marine Picard's thesis:

Overall prevalence: According to the VIRAGE-2018 survey, non-contact sexual violence, such as sexual harassment and voyeurism, is the most frequent after psychological violence. Up to 16% of female students report sexual comments and attitudes, compared with 5% of male students.

Contact sexual violence: Female students are twice as likely as the general population to be victims of contact and non-penetrative sexual violence in universities.

Location of assaults: 15% of non-contact sexual assaults take place in a classroom or lecture hall, and the majority of perpetrators are students.

Specific surveys:

1. At the University of Lorraine, 16% of students claim to be victims of sexual harassment, with 88% of victims being women. 84% of perpetrators of sexual harassment are other students.
2. In Canada, a 2016 ESSIMU survey reports that almost 4 out of 10 students have encountered a situation of sexual violence in a university setting.
3. In the United States, a 2019 study by the Association of American Universities shows that 59.2% of female students report having experienced behavior that falls under the category of sexual harassment since the beginning of their college studies.
4. Medical studies: In France, the InterSyndicale Nationale des Internes (ISNI) estimated in 2017 the prevalence of sexual violence among interns at 8.6%. Sexual violence included 65% unwanted physical gestures and contact and 35% sexual harassment.

These figures, quoted by Marine Picard, show a worrying prevalence of sexual violence in university environments, underlining the need for preventive measures and support for victims.

Sexual violence and harassment in higher education institutions are major issues affecting students and academic staff across Europe. Recent studies, such as the UniSAFE survey, show a high prevalence of such violence and reveal the challenges institutions face in combating this scourge. This presentation summarizes the available data, the forms of violence observed, their consequences, the reasons for non-reporting and the initiatives taken by universities to prevent and manage these incidents.

Sexual violence in higher education institutions is of particular concern due to its high prevalence. The UniSAFE survey, conducted between January and May 2022, reveals that 62% of respondents said they had experienced at least one form of gender-based violence since they began working or studying at their institution. Of these, psychological violence (57%) and sexual harassment (31%) are the most common. These figures show the scale of the problem, and the need for effective measures to tackle it.

The forms of sexual violence in higher education institutions are varied. Psychological violence, economic violence, online violence, physical violence and sexual violence are all present in these environments. For example, 31% of respondents to the UniSAFE survey reported incidents of sexual harassment, including unwanted remarks about appearance, sexual advances and inappropriate gestures. These different forms of violence have profound and lasting impacts on victims, affecting their mental health, well-being and academic or professional performance.

The consequences of sexual violence and harassment in universities are serious and manifold. For academic staff, such violence can lead to reduced productivity, disengagement from colleagues, job dissatisfaction and increased willingness to leave the academic sector. For students, the consequences include absenteeism, reduced academic performance, disengagement from peers and dissatisfaction with the curriculum. These effects show that sexual violence and harassment are not just individual problems, but affect the entire university community and compromise the educational mission of institutions.

Despite the high prevalence of sexual violence, an alarming proportion of incidents go unreported. Only 13% of incidents are reported, according to the UniSAFE survey. Reasons for non-reporting include doubt about the seriousness of the behavior, late recognition of the

behavior as violent, skepticism about the effectiveness of reporting, and unfamiliarity with reporting procedures. For example, 47% of victims are not sure whether the behavior is serious enough to report, and 31% do not immediately recognize the behavior as violent. These figures underline the need to better inform students and staff about reporting procedures, and to create an environment in which victims feel supported and safe to speak out.

Faced with this worrying situation, several higher education establishments in Europe have set up exemplary initiatives to combat sexual violence and harassment. The LUIS*A on Campus initiative at the University of Graz in Austria is an outstanding example. This program includes support points spread across the campus, offering immediate support and information to victims. This approach increases the visibility of prevention efforts and ensures easy access to resources for victims.

The "100% Respect" program at the University of Mons in Belgium is another exemplary initiative. It combines communication campaigns and specific training to raise awareness of unacceptable behavior within the university community and encourage reporting of incidents. This comprehensive approach actively engages students and staff, reinforcing a culture of respect and zero tolerance of sexual violence.

At Sciences Po Bordeaux in France, the creation of a Cellule de Veille et d'Écoute provides a secure space where victims can anonymously report incidents of sexual harassment and receive appropriate support. This initiative demonstrates the importance of centralized support and anonymity in encouraging victims to speak out. In addition, the commitment of a working group dedicated to gender-based and sexual violence promotes a collaborative and inclusive approach.

The University of Bologna in Italy has set up a University Service against Gender Violence, offering individual interviews, a telephone helpline and emergency procedures for the immediate protection of victims. This initiative is an example of multidimensional support and responsiveness, combining psychological, legal and security services for victims.

The Autonomous University of Barcelona in Spain is distinguished by its Gender Equality Action Plan. Managed by the Observatory for Equality, this plan includes information points, awareness campaigns and regular training for staff and students. This solid structure and ongoing initiatives demonstrate the importance of long-term institutional commitment to creating a safe and respectful university environment.

In conclusion, sexual violence and harassment in Europe's higher education institutions are serious and widespread problems. The exemplary initiatives put in place by some universities show that it is possible to combat such violence effectively through coordinated and sustained action. It is crucial that all higher education institutions adopt similar measures to protect their students and staff, create safe and respectful learning environments, and respond effectively to incidents of sexual violence. The good practices identified can serve as a model for other institutions, helping to reduce the prevalence of sexual violence in higher education in Europe.

Responsibilities of universities in Europe.

Preventing sexual violence in higher education

Preventing sexual violence in higher education institutions is a crucial issue. Universities, as educational and social institutions, have a duty to ensure a safe and inclusive environment for all students. Prevention strategies must be comprehensive and proactive, incorporating a variety of approaches to prevent, detect and treat sexual violence. Here's an analysis of universities' responsibilities, the importance of primary prevention, and recommendations from the Centers for Disease Control and Prevention (CDC) for effective prevention.

Responsibility and obligations of the university

Universities have a legal and moral responsibility to protect their students from sexual violence. In accordance with current regulations and laws, such as the guidelines issued by the French Ministry of Higher Education, Research and Innovation (MESRI), universities must put in place effective prevention, support and sanction measures.

Specific obligations include:

1. **Preventing discrimination and violence**: Universities must raise awareness and educate the entire university community on issues of sexual violence, including the legal and social consequences of inappropriate behavior.
2. **Whistleblower protection**: Facilities must ensure that victims and witnesses of sexual violence are protected from reprisals and receive adequate support.
3. **Disciplinary procedures**: Universities must investigate allegations of sexual violence and take appropriate disciplinary action against the perpetrators.

4. **Reporting to the authorities**: Establishments are required to report crimes or offenses of a sexual nature to the appropriate legal authorities.

Choosing primary prevention

Primary prevention aims to prevent the initial occurrence of sexual violence through educational and environmental interventions. Unlike secondary prevention, which focuses on responding to incidents of sexual violence after they have occurred, primary prevention seeks to change behaviors and social norms to reduce the risk of violence in the first place.

The benefits of primary prevention include:

1. **Reducing risk behaviors**: By educating students about consent, respectful relationships and the consequences of sexual violence, universities can reduce risk behaviors.
2. **Changing social norms**: Primary prevention programs can help change attitudes and beliefs that tolerate or minimize sexual violence, creating a culture of respect and safety.
3. **Empowerment of potential victims**: Interventions can include self-defense training and skills development programs to help students protect themselves and react to potentially dangerous situations.

Prevention guidelines from the Centers for Disease Control and Prevention

The CDC has developed a structured approach to the prevention of sexual violence, summarized by the acronym "STOP SV". This strategy proposes several lines of intervention based on best practices and available scientific evidence.

S (Promote Social norms that protect against violence): Promote social norms that protect against violence. This includes awareness-raising campaigns and educational programs to change attitudes and behaviors that tolerate or minimize sexual violence. Examples: gender role awareness programs, initiatives to involve men and boys as allies.

T (Teach skills to prevent sexual violence): Teach the skills needed to prevent sexual violence. Educational programs should include training on consent, healthy communication in relationships, and conflict management. Examples: socio-emotional skills development courses, educational programs on healthy relationships.

O (Provide Opportunities to empower and support girls and women): Provide opportunities to empower and support girls and women. This can include mentoring programs, vocational training, and financial support to increase women's autonomy and resilience. Examples: scholarships, economic empowerment initiatives.

P (Create Protective environments): Create protective environments. Universities must ensure that their infrastructure and policies contribute to student safety. Examples: improved campus lighting, trained security personnel, strict policies against alcohol and drugs.

SV (Support Victims): Supporting victims to limit damage. Facilities must provide comprehensive support services, including medical, psychological and legal services. Examples: crisis centers for victims, helplines, counseling and therapy services.

In short, universities need to adopt a comprehensive, proactive approach to preventing sexual violence. By fulfilling their legal responsibilities, investing in primary prevention and following CDC recommendations, they can create a safe and respectful educational environment for all students.

Methodology

General approach

This report uses a comparative documentary review to examine prevention, reporting and victim-support arrangements in higher education. It draws on research publications, institutional documents and partner case studies to inform the PREV-HED curriculum.

The objective is to identify recurring challenges and potentially transferable practices, not to produce a representative ranking of universities or a pooled estimate of intervention effectiveness.

A complete reproducible record of database searches, screening and quality appraisal is not provided in the consolidated account. Institutional commitments, reported implementation and evaluated outcomes are distinguished. The presence of a policy does not by itself demonstrate implementation quality or a reduction in violence.

Data collection and analysis

The research adopted a comparative documentary review approach, drawing on academic publications, institutional reports, national policies, and existing prevention and support protocols in higher education institutions. The analysis focused on identifying good practices, institutional approaches, and transferable recommendations to inform the development of the PREV-HED training programme.

We have adapted this method by building a system of interaction between all the partner countries (France, Austria, Romania, Spain, Portugal, Greece) and extended it to Belgium, Sweden, Italy and Germany. We then examined 10 countries, giving us a fairly broad panel.

Our systematic review of actions to prevent sexual violence in higher education establishments is based on a detailed protocol that defines the methods, stages and tools of our approach. The main aim of this systematic review is to assess the effectiveness of actions to prevent sexual violence in higher education establishments. This includes a review of the scientific literature, a collection of best practices, a case study of the prevention measures put in place, an evaluation of these measures, and the creation of a typology of the measures and the audiences reached.

To move forward, we define inclusion and exclusion criteria:

- **Inclusion**: Research articles published in English, Portuguese, Italian, Spanish, Romanian, Greek and French, program evaluation reports, case studies of schemes set up in higher education establishments.
- **Exclusion**: Non-peer-reviewed articles, commentaries, editorials, and articles not specifically concerned with actions to prevent sexual violence in university contexts.

To carry out this systematic work we will use academic documentary sources (Cairn, JStor, Scopus, Web of Science, ERIC, PsycINFO.) and grey literature sources (Google Scholar, theses and dissertations, conference reports). Finally, we will use meta-engines (BASE (Bielefeld Academic Search Engine), CORE, Science.gov, MetaCrawler) to collect direct academic data.

Search equations and search strategies

To conduct effective research on the prevention of sexual violence in higher education institutions, the development of accurate search equations and appropriate strategies is essential. Here's a proposal for constructing search equations and strategies that maximize the chances of retrieving relevant, high-quality information:

Search equations

A search equation is a combination of keywords and Boolean operators (AND, OR, NOT) used to filter search results in databases and search engines. Here's an example of an equation for the subject in question:

- **Key words**: "sexual violence", "harassment", "prevention", "higher education", "university", "best practices", "program evaluation".
- **Boolean operators**:
- ("sexual violence" OR "harassment") AND ("prevention" OR "intervention") AND ("higher education" OR "university" OR "college")
- ("best practices" OR "guidelines") AND ("sexual harassment" OR "sexual assault") AND ("university" OR "college")
- ("program evaluation" OR "outcome assessment") AND ("violence prevention programs" OR "sexual violence education") AND ("higher education institutions" OR "university" OR "college")

Search strategies

A good search strategy, beyond relying on specific databases, requires the definition of filter modalities enabling data comparison. We suggest :

Publication date: Limit searches to publications published within the last 6 years to ensure that data is relevant and up-to-date.

Document type : Filter to include only peer-reviewed journal articles, theses, and press releases from universities or colleges.

Language: We will accept results for documents in English and all partnership languages.

Synonyms and terminology variants: We use synonyms and related terms to broaden your search. For example, use both "college" and "university", or "sexual harassment" and "sexual assault". We'll also use truncation (for example, "educat*" for "education", "educational") to include different forms of a word.

Grid for collecting and summarizing results

As part of the project to prevent sexual violence in higher education establishments, each partner country (Spain, Italy, Portugal, France, Belgium, Sweden, Greece, Romania, Germany) was given three months to collect data and propose summaries answering predefined questions. These summaries were then used to carry out a case analysis and establish a typology of prevention schemes and the audiences reached by these actions.

Data collection process

1. **Case identification**: Each country selected case studies in at least three different cities, covering various types of sexual harassment and violence. Cases could include incidents involving the use of drugs or alcohol, as well as sexist or homophobic discrimination.
2. **Data collection**: The partners sought surveys, data and polls on gender-based and sexual harassment and violence, with a particular focus on student populations and institutional responses.
3. **Writing up the results**: Each partner completed a pre-established template for each case study, including a description of the actions implemented, the objectives, the evaluation of the actions, the stakeholders and the target audiences.

Synthesis work

After collection, the data were consolidated to form a common database, enabling transnational comparison. The data were analyzed both qualitatively, to understand the context, and quantitatively, to assess the effectiveness of the various practices. Finally, a typology was constructed to take account of their nature (awareness-raising, prevention, reception of victims, complaints handling, resilience) and scope (local, regional, national). The audiences targeted by these schemes were analyzed to understand the groups most affected by and most receptive to the various interventions.

The synthesis of case studies and the development of a typology have provided clear guidelines for improving sexual violence prevention strategies in higher education institutions. These collaborative efforts between participating countries have enriched the overall understanding of the dynamics of violence and harassment in the university context, offering valuable insights for effective and tailored interventions.

Glossary

Defining a glossary of terms in the field of preventing gender-based and sexual violence in higher education, as carried out in the PREVHED project, is crucial for several reasons. Firstly, a glossary ensures a uniform understanding of key terms among all project participants and stakeholders, which is essential for effective communication and interdisciplinary collaboration. Precise definitions help to avoid misunderstandings and ensure that all stakeholders have a common basis of understanding of the concepts involved. Secondly, in the context of sexual violence and harassment, terms can vary considerably in terms of cultural sensitivity and legal connotations from one country to another in Europe. A glossary helps to overcome these differences and facilitates transnational discussions on what are often sensitive and complex subjects. Thirdly, the glossary serves as an educational resource for those involved in violence prevention, providing clear definitions that can support training and policy development. This is particularly useful in environments such as universities, where the diversity of students and staff can result in a wide range of perspectives and understandings.

Finally, a glossary enriches the research documentation by offering standardized definitions that can be used for reports, policy recommendations and academic publications, thus contributing to the rigor and precision of the research carried out.

The creation of a glossary, especially in specialized fields such as the prevention of sexual and gender-based violence in higher education, benefits greatly from an interactive approach. This method actively engages various stakeholders, ensuring that the glossary is not only understandable and applicable to a wide audience, but also accurate and contextually relevant. To produce our glossary, we worked in three stages: The knowledge activists responsible for the WP developed a martyr glossary, which includes the most common key words in literature reviews. For each entry, we defined the terms in the French context, then translated them into the languages of the consortium. Each partner country then sent us modifications and word

proposals, which we then inserted. Finally, the glossary was blind-read by two expert colleagues.

Glossary of key terms.

1. **Abuse of authority**: Acts or behaviors of a person in a position of power who exceeds his or her prerogatives in order to control, punish unfairly, or demand favors, including sexual favors, in exchange for privileges or professional advantages.

2. **Sexual abuse:** Any sexual act or attempt to obtain a sexual act by violence, coercion or abuse of a person who does not, or cannot, consent to the act.

3. **Act. Sexist**: Any action related to a person's sex, with the purpose or effect of violating his or her dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

4. **Sexual assault:** Any sexual violation committed with violence, coercion, threat or surprise.

5. **LGBTQ+ ally: A** person who supports and defends the rights and inclusion of members of the LGBTQ+ community, often using their position of privilege to fight discrimination and promote equality.

6. **Invasion of privacy:** Any public dissemination of photos or audiovisual recordings that invade the privacy of a person without his or her consent. Appearing on these photos or recordings.

7. **Biphobia:** Specific aversion or hostility towards bisexual people, who can be stigmatized in both heterosexual and homosexual communities.

8. **Code of conduct**: A document that sets out the standards of behavior expected of members of the university community to ensure a respectful and safe environment for all.

9. **Transgressive behavior**: sexually transgressive behavior refers to actions that violate established university policies regarding appropriate sexual interactions between members of the university community.

10. **Consent** : A person's explicit and informed agreement to participate in a sexual activity. Consent must be freely given and can be withdrawn at any time.

11. **Digital consent:** Informed and voluntary agreement to create, distribute or publish personal or intimate digital content. Digital consent is crucial to protect the privacy and dignity of individuals in the online environment.

12. **Cyberstalking: A** form of harassment that occurs in a digital environment, involving the use of information technology to humiliate, threaten, harass or embarrass a person. This can include non-consensual dissemination of intimate images, identity theft, and online threats.

13. **Hate speech:** Words or writings that degrade, intimidate or incite violence or hatred against people on the basis of their sexual orientation, gender identity or sex. Such speech can be spread on social networks, in the media or in public spaces.

14. **Gender discrimination:** Unfair or prejudicial treatment based on a person's gender, often resulting from stereotypes or traditional gender norms. This discrimination can affect access to resources, employment opportunities and social participation.

15. **Gender discrimination:** Unfavorable treatment or harm suffered by a person because of their gender or gender identity, which may affect their opportunities and treatment in the university environment.

16. **Gender discrimination:** Actions that disadvantage a person on the basis of their sex, often affecting access to education, employment and justice.

17. **Right to digital forgetting: the** right of individuals to request the deletion of their personal data or information from certain online services, in particular when it is no longer relevant or necessary. This right is particularly important for victims of cyberstalking or non-consensual dissemination of intimate content.

18. **Victim empowerment:** Process by which victims of sexual violence or harassment are supported and encouraged to regain control over their lives, often through educational resources, psychological support and empowerment mechanisms.

19. **Psychological hold: A** situation in which one person exerts a coercive or manipulative influence on another, often in a relational context, diminishing the victim's ability to

make free and informed decisions. Empowerment can be used to control the victim's actions, thoughts and feelings, often facilitating other forms of abuse.

20. **Intervention ethics:** Principles that guide the actions of professionals intervening in situations of sexual violence or harassment, to ensure that their intervention respects the rights and dignity of the individuals involved.

21. **Sexual exhibition:** Any sexual exhibition imposed on others in a place accessible to public view, as well as the act of explicitly committing a sexual act, whether real or simulated, in a place accessible to public view.

22. **Awareness training**: Educational programs designed to inform students and staff about sexual harassment issues and how to prevent and report them.

23. **Administrative harassment**: A form of harassment in which the perpetrator uses his or her administrative functions or status within the institution to exert undue pressure, create bureaucratic obstacles or manipulate procedures for the purpose of harassment or intimidation.

24. **Gender harassment**: A form of harassment based on a person's gender, gender identity or gender expression. This includes actions, comments or gestures intended to intimidate, denigrate or humiliate a person because of their gender or their non-conformity to stereotyped gender roles.

25. **Sexual harassment**: The act of repeatedly imposing on a person comments or behaviour with a sexual or sexist connotation that either violates their dignity by being degrading or humiliating, or creates an intimidating, hostile or offensive situation.

26. **Telephone harassment**: Malicious or repeated telephone calls.

27. **Homophobia:** Aversion or hostility towards homosexual individuals or those perceived to be homosexual. Homophobia can take the form of prejudice, rejection, harassment or acts of violence.

28. **Psychosocial impact of sexual violence:** Long-term consequences of sexual violence on the social and psychological well-being of victims, including difficulties in interpersonal relationships, social isolation, trust issues and mental disorders such as anxiety and depression.

29. **Inclusion:** Strategies and practices to ensure that all members of the university community, regardless of gender identity or sexual orientation, are respected, valued and have equal access to available opportunities.

30. **Sexual and/or sexist insults:** Any non-public insult committed against a person or group of people because of their sex or sexual orientation.

31. **Intersectionality of discrimination:** Concept describing how different forms of discrimination (race, gender, class, sexual orientation, etc.) intersect and interact, creating unique experiences and multiple forms of disadvantage.

32. **Sexual intimidation:** Behavior that uses sex or sexuality to pressure, humiliate or manipulate a person, going beyond the legal framework of sexual harassment to include other forms of psychological or emotional pressure.

33. **Restorative justice: An** approach to conflict and crime management that aims to repair the harm done, often through dialogue between the victim and the perpetrator, to promote healing and reconciliation.

34. **Preventive measures:** Initiatives or policies put in place to prevent the occurrence of sexual violence or harassment, including training, awareness-raising, and modification of institutional environments and cultures.

35. **Non-binarity:** Gender identity that is neither strictly masculine nor strictly feminine; it exists outside the traditional male-female dichotomy.

36. **Sexist outrage:** The act of imposing on a person any sexual or sexist comment or behavior that either violates their dignity by being degrading or humiliating, or creates an intimidating, hostile or offensive situation.

37. **Trusted support person**: Individual designated within the institution to offer support and advice to people who are victims or witnesses of harassment.

38. **Complaint**: A formal process whereby an individual reports wrongdoing, such as harassment or abuse, to the appropriate institutional authorities or law enforcement agencies for investigation and corrective action.

39. **Zero-tolerance policy**: Policy adopted by institutions stipulating that no form of sexual harassment is tolerated and that disciplinary measures will be taken against offenders.

40. **Prevention**: Strategies and practices designed to reduce and prevent the occurrence of sexual harassment within the institution.

41. **Prevention of digital violence:** Strategies and measures put in place to prevent forms of violence that use digital platforms as a vector. This includes media literacy, online safety awareness and enhanced privacy policies.

42. **Legal procedure in cases of sexual violence:** All the steps and legal actions taken when a complaint of sexual violence or harassment is filed. This includes the filing of the complaint, the preliminary investigation, the eventual trial and sentencing, while respecting the rights of all parties involved.

43. **Victim protection**: Measures put in place to ensure the safety and well-being of victims of sexual harassment, avoiding any form of reprisal after a report has been made.

44. **Emergency protocol:** Set of procedures pre-established by an institution to respond quickly and effectively in the event of an incident of sexual violence or harassment.

45. **Queerphobia:** General term to describe fear, aversion or discrimination towards people whose gender identities or sexual orientations do not correspond to traditional societal norms.

46. **Inappropriate relationships:** Sexual interactions between individuals where there is a clear conflict of interest, such as between students and teachers or supervisors and their direct reports. Even if these relationships are consensual, they may be considered transgressive because of the inherent power imbalance.

47. **Non-consensual relations:** Any sexual act or attempted act without the explicit consent of all those involved.

48. **Reparation: The** process by which a victim of violence or harassment receives compensation or recognition for the damage suffered. Reparation can include financial compensation, a formal apology, or other forms of acknowledgement of the harm done.

49. **Institutional response**: All measures taken by an institution to respond to reports of sexual harassment, including investigation, mediation and sanctions.

50. **Community resilience: The** ability of a university community to recover collectively from incidents of sexual violence or harassment and emerge stronger, by improving support structures and prevention policies.

51. **Safe, inclusive spaces:** Implementing policies and practices to create safe, welcoming environments for all, regardless of sex, gender or sexual orientation, in educational institutions and other public spaces.

52. **Campus safety:** Measures and policies designed to ensure a safe environment for all members of the university community, preventing acts of violence, harassment and other harmful behavior.

53. **Reporting** : Procedure by which a person can report a case of sexual harassment to the institution's administration or competent authorities.

54. **Empowerment**: Circumstances in which a person uses his or her power, authority or influence to control or exploit another person, often in a sexual context, thereby compromising the victim's autonomy and freedom.

55. **Post-traumatic psychological support:** Services and resources offered to victims of sexual violence to help them overcome the psychological effects of their experiences. This can include therapy, counseling and group support.

56. **Transphobia:** Aversion or hostility towards transgender or gender non-conforming people. Transphobia can include denial of a person's gender identity, exclusion, discrimination or physical violence.

57. **Psychological trauma:** Severe emotional reaction resulting from an extremely stressful event, such as sexual violence or harassment. Symptoms can include anxiety, depression, post-traumatic stress, and other significant emotional and behavioral disturbances.

58. **Rape**: Sexual act performed on a person without their explicit consent or when they are incapable of giving valid consent, due to physical or psychological coercion or as a result of a situation of control.

59. **Gender-based violence (GBV):** Term encompassing any violence directed against a person because of socially constructed gender norms, roles or expectations. It includes physical, sexual, psychological, economic and emotional violence.

60. **Homophobic and transphobic violence**: Acts of violence, intimidation or discrimination against people because of their real or perceived sexual orientation or

gender identity. This includes physical assaults, verbal threats and other forms of psychological or physical abuse.

61. **Gender-based violence:** Behaviors, acts or practices based on beliefs that one sex is superior to the other, resulting in prejudice or inequality towards a person or group because of their sex or gender. This violence can be physical, sexual, psychological, economic or socio-cultural.

Europe's legislative and political framework

Policy to combat gender-based and sexual violence

On 8 March 2022, the European Commission presented a legislative proposal aimed at strengthening the European Union's response to violence against women and domestic violence. This initiative led to the adoption of Directive (EU) 2024/1385 of the European Parliament and of the Council on 14 May 2024, which entered into force on 13 June 2024.

The Directive establishes a common European legal framework for preventing and combating violence against women and domestic violence, including provisions on the criminalisation of certain forms of violence, such as female genital mutilation, forced marriage, cyberstalking, cyber harassment and the non-consensual sharing of intimate or manipulated material. It also strengthens victim protection, access to justice, specialist support services, prevention and institutional coordination. Member States concerned are required to transpose the Directive into national law by 14 June 2027.

This legislative development is particularly relevant to the PREV-HED project, as it reinforces the importance of prevention, awareness-raising, institutional responsibility and appropriate access to reporting procedures and victim-support services in higher education institutions..

At the same time, the Gender Equality Strategy 2020-2025 embodies the EU's ongoing commitment to ending violence against women and domestic violence. The strategy emphasizes the importance of preventing gender-based violence, supporting victims and holding perpetrators accountable. It is a pillar of European action, affirming the Union's commitment to creating a safe and respectful space for all its citizens.

The EU is also committed to the fight against female genital mutilation, acting not only in Europe but also through international dialogues and the funding of projects aimed at eliminating

this practice. In addition, via the "Citizens, Equality, Rights and Values" program, the Union funds projects to combat gender-based violence, and supports research to develop common solutions and share best practices between member states. These initiatives reflect the EU's determination to combat sexual and gender-based violence through a comprehensive strategy that includes legislation, international cooperation, support for victims and targeted funding, aimed at guaranteeing equality and security for all European citizens.

The European Union and the Council of Europe have adopted a number of specific initiatives to combat gender-based violence and sexual violence, including sexual coercion and rape. These actions focus on legislation, awareness-raising, education and support for victims.

The Council of Europe has established the Istanbul Convention, a major instrument in the fight against violence against women and domestic violence. Ratified by many EU member states, this convention is the first to :

1. Legally define forms of violence against women, including rape and sexual coercion.
2. Require member states to criminalize such behavior.
3. Implement preventive measures, protect victims and prosecute perpetrators.

The Istanbul Convention obliges signatory countries to implement effective policies to prevent violence, protect victims and prosecute perpetrators. It covers areas such as law enforcement training, access to justice for victims, and data collection on gender-based violence.

The European Union has incorporated the directives of the Istanbul Convention into its policies, while developing its own initiatives:

Victims' Rights Directive (2012/29/EU): establishes minimum standards on the rights, support and protection of victims of crime, including victims of sexual and gender-based violence.

Gender Equality Strategy 2020-2025: This strategy includes measures to combat gender-based violence and promote gender equality, emphasizing the importance of prevention and protection, as well as the prosecution of perpetrators of sexual and gender-based violence.

Directive (EU) 2024/1385 on Combating Violence Against Women and Domestic Violence: Following the legislative proposal presented by the European Commission on 8 March 2022, Directive (EU) 2024/1385 was adopted on 14 May 2024 and entered into force on 13 June 2024. It establishes minimum standards for preventing and combating violence against women and domestic violence, including the criminalisation of certain forms of violence, such as female genital mutilation, forced marriage, cyberstalking, cyber harassment and the non-consensual sharing of intimate or manipulated material. The Directive also strengthens victim protection,

access to justice, specialist support services, prevention and institutional coordination. Member States concerned are required to transpose the Directive into national law by 14 June 2027.

The European Union and the Council of Europe have set up a number of specific initiatives targeting education and higher education establishments to prevent and combat sexual and gender-based violence. These initiatives aim to create safe and inclusive educational environments, promote gender equality and prevent violence. Here are some key actions in this area:

1. The EU's Erasmus+ program funds projects aimed at improving education and training across Europe. The program also supports specific initiatives to prevent gender-based violence and harassment in universities, including strategic partnership projects that develop educational tools, training programs for staff and students, and awareness-raising campaigns.
2. Promoting gender equality through education is an important objective of European educational policies and strategies. Educational initiatives addressing gender equality aim to improve understanding of gender-related issues, challenge gender stereotypes, prevent discrimination and gender-based violence, and foster mutual respect among students. In higher education, these objectives are particularly relevant to the development of awareness-raising and training programmes such as PREV-HED
   .
3. The European Union and the Council of Europe have launched a number of awareness-raising campaigns aimed specifically at young people and educational institutions. These campaigns aim to inform students and university staff about gender-based violence and promote respectful behavior. For example, the "No means no" campaign aims to raise awareness of the consequences of sexual harassment and promote consent.

Finally, a growing number of EU initiatives and many member states have developed their own programs for universities to combat sexual harassment and violence. For example, some countries have introduced guidelines and action protocols for universities, which include staff training and victim support measures. These efforts demonstrate Europe's commitment to using education as a key means of combating sexual and gender-based violence, with a focus on prevention and education from the earliest stages of schooling through to higher education.

Laws and political issues on sexual harassment

The European Union and the Council of Europe have been actively working on the issue of sexual harassment, defining it and building guidelines or consensus on the term. These efforts are manifested through various legislative initiatives and awareness-raising campaigns aimed at addressing and reducing sexual harassment in various environments, including workplaces, schools and businesses. The Istanbul Convention, put forward by the Council of Europe, constitutes an important legal basis, encouraging member states to take concrete measures to combat sexual harassment. This convention calls for the criminalization of sexual harassment and the adoption of national legislation to protect victims while punishing perpetrators.

In addition, the European Union recently proposed a directive in 2022 aimed at establishing minimum standards for protection against violence against women and domestic violence, including sexual harassment. This directive includes specific measures to criminalize behaviors such as cyber-violence and the non-consensual sharing of intimate images, illustrating an adaptation to the challenges posed by new technologies.

Some European countries stand out for their advanced policies in the fight against sexual harassment. For example, Nordic countries such as Sweden are often cited for their proactive approach and comprehensive policies that include educational programs from an early age and victim support measures in workplaces and educational establishments. Sweden is often cited as one of the most progressive countries in the fight against sexual harassment and gender-based violence, particularly in work environments and educational establishments. Swedish policies are comprehensive and include prevention, education and support for victims from an early age.

Sweden has strict laws against sexual harassment and gender-based violence. The Swedish legal framework includes specific provisions requiring employers and educational institutions to take active steps to prevent harassment and protect victims. For example, the Swedish Discrimination Act requires employers to develop and implement equality plans to promote non-discrimination and equal opportunities. In another area, Swedish educational establishments integrate gender equality and harassment prevention programs into their curricula from an early age. These programs aim to educate pupils about mutual respect and the recognition of inappropriate behavior. Finally, Sweden offers substantial support to victims of sexual harassment and violence, including access to counselors, mental health services and helplines. National awareness campaigns are regularly conducted to inform the public and encourage victims to report incidents.

Comparison of legislative frameworks between European countries.

France and Spain have developed significant policies to combat sexual harassment and gender-based violence, particularly in the workplace, schools and universities.

Policies in France

France has taken significant steps to combat sexual harassment and gender-based violence in the wake of the #MeToo movement. French sexual harassment legislation is integrated into the Labor Code as well as the Penal Code, providing a legal framework for victims to report incidents and seek justice. For example, the law strengthened in 2012 and subsequent adjustments have clarified definitions and strengthened sanctions against sexual harassment in the workplace.

In schools and universities, specific initiatives such as compulsory training for staff and students on respect and consent are in place. France has also developed educational programs to sensitize young people to the impact of sexual harassment and promote respectful educational environments.

Policies in Spain

The Spanish Constitution enshrines the principles of freedom, respect, and equality among citizens within its articles 1.1, 9.2, 10.1, 14, 15, 18.1, 35.1, and 53.2. Furthermore, Organic Law 1/2004, dated December 28, delineates comprehensive protection measures against gender violence, particularly in articles 33 to 41, defining such violence as a human rights violation and a form of discrimination.

Organic Law 3/2007, promulgated on March 22, 2007, mandates Public Administrations to eradicate obstacles that perpetuate discrimination, thereby fostering effective equality between women and men. This includes the implementation of measures aimed at the protection and elimination of gender violence, family violence, and all forms of sexual harassment (articles 14.5 and 51). In a similar vein, Law 15/2022, of July 12, 2002, advocates for equal treatment and non-discrimination, prohibiting discrimination based on sex, sexual orientation, identity, or gender expression (article 2), and identifies various forms of equality rights violations (article 4).

Royal Decree-Law 6/2019, dated March 1, 2019, introduces urgent measures to ensure equal treatment and opportunities in employment for both women and men. The Plan for Equality

between women and men in the General State Administration and its Public Bodies, ratified on January 28, 2011, and the State Pact against gender violence from 2017, further reinforce these commitments.

Law 15/2022 of July 12, 2002, on equal treatment and non-discrimination, includes the definition of discriminatory harassment in Article 6.4.

Organic Law 10/2022, of September 6, obligates public administrations to foster work environments that safeguard sexual freedom and moral integrity, necessitating specific prevention procedures and complaint channels for victims of such misconduct (article 13.1). It also requires the execution of institutional campaigns and preventive measures against sexual violence, particularly in digital contexts (articles 9 and 10), and mandates educational administrations to promote protocols for the prevention, detection, and eradication of sexual violence in educational settings, including universities (article 19).

Law 4/2023, dated February 28, addresses the real and effective equality of trans individuals and the rights of LGTBI persons, compelling public authorities to implement measures ensuring equal treatment and non-discrimination (article 4). It also prescribes the development of support protocols for trans students and measures against transphobic bullying (article 61), as well as comprehensive protection for those at risk of violence or discrimination (article 62).

Lastly, Organic Law 2/2023, of March 22nd, focuses on establishing an equitable University System, setting forth prerequisites for equality between women and men, such as the formulation of equality plans and the eradication of salary disparities and harassment. It also stipulates that university bodies and committees must ensure gender-balanced representation and adopt affirmative action measures (article 46.2.l of the Organic Law of the University System), alongside ensuring accessibility for individuals with disabilities.

Policies in Portugal

In Portugal, Law nº 73/2017 has been introduced to strengthen measures to prevent and combat harassment in public and private places, including workplaces and educational institutions. This law provides for mandatory training for all employees and employers, and focuses on more effective reporting and victim protection mechanisms.

Policies in Romania

Romania, through its legislation and educational programs, has taken steps to combat sexual harassment in the workplace and in educational institutions. National guidelines, incorporated into labor legislation, require employers to create internal policies to prevent and respond to sexual harassment, thus ensuring a safe working environment.

Policies in Greece

In Greece, the Gender Equality Law (Law 3488/2006) specifically addresses sexual harassment in the workplace and educational establishments, imposing severe penalties against perpetrators and providing a support framework for victims. Public awareness campaigns and educational programs are also conducted on a regular basis.

Policies in Italy

Italy has strengthened its legislation with specific provisions against sexual harassment through Legislative Decree No. 198/2006, which clearly defines sexual harassment and establishes obligations for employers to prevent and deal with such behavior in the workplace. Similar initiatives are also seen in universities, with dedicated policies and training.

Policies in Belgium

Belgium adopted the 1996 Welfare Act, which includes provisions to combat sexual harassment in the workplace. This law obliges employers to take preventive measures and provides a legal framework for victims wishing to lodge a complaint. Universities and schools follow strict protocols to ensure a safe environment for all students and staff.

Politics in Austria

In Austria, the Equal Treatment Act requires employers to take proactive measures to prevent sexual harassment. This includes establishing internal policies, staff training and effective complaints mechanisms. Universities are also required to implement policies to prevent and manage cases of sexual harassment.

These initiatives demonstrate a serious and committed approach by these European countries to combating sexual harassment and violence in the workplace and in educational institutions.

The implementation of these laws aims to create environments where respect and equality are promoted and maintained.

The effects of the #Me TOO movement on the fight against sexual harassment and violence

The #MeToo movement has had a profound and transformative impact in Europe, catalyzing significant changes in the way sexual harassment and sexual violence are perceived and managed, particularly in higher education institutions, workplaces, and society more broadly. The movement has not only raised awareness of these issues but has also pushed for the adoption of new legislation and policies, as well as a cultural shift away from tolerating sexual harassment and violence.

In higher education, the #MeToo movement has encouraged many universities to review and strengthen their policies against sexual harassment. For example, many institutions have introduced mandatory training for staff and students, aimed at educating about consent, victims' rights, and reporting procedures. Countries such as the UK have developed specific initiatives, such as the implementation of the "Report and Support" tool in several universities, offering an easy and anonymous way to report incidents of harassment or assault.

In the workplace, the movement has had a direct effect on legislation and corporate practices. For example, in France, the law reinforcing the fight against sexual and gender-based violence in the workplace was enacted in 2018, shortly after the #MeToo movement took off. This law introduced stricter obligations for employers in terms of preventing sexual harassment and facilitated the reporting procedure for victims.

In Sweden, the movement has encouraged a more proactive approach, with companies and organizations reviewing their internal policies and increasing training to create safe, respectful working environments.

On a social level, the #MeToo movement has provoked widespread awareness, encouraging open public dialogue on subjects previously considered taboo. This has led to greater recognition of victims' experiences and pushed for a general change in mentality. In Spain and Italy, for example, the movement revitalized debates on women's rights and gender violence, leading to marches and demonstrations demanding legislative changes and better support for victims.

Overall, the #MeToo movement has significantly influenced policies and attitudes in Europe regarding sexual harassment and sexual violence. It has accelerated legislative reforms, strengthened prevention and support measures, and profoundly changed the institutional and social culture around these issues. Although much remains to be done, the movement has clearly marked a turning point in the fight against these scourges, with a drive towards greater fairness and respect in all sectors of European society.

Case studies from higher education establishments

A structured approach to data collection and analysis is essential for a systematic study of gender-based violence and harassment prevention policies in universities. Here is a detailed methodology we used to collect data from universities, taking the example of the university with the highest ranking in the Shanghai ranking list.

Choice of university: Our starting point was the universities with the highest rankings in the latest Shanghai ranking. This choice was motivated by the presumption that these institutions, being highly recognized, might have developed advanced policies on the prevention of violence and harassment.

Data Collection: We searched the official website of each selected university for public information about their policies against gender-based violence and harassment. We located the specific sections where universities declare their policies and measures against sexual harassment and gender-based violence.

Policy analysis: For each university we have validated the following points:

1. We have documented how each university defines and addresses harassment and violence, the preventive measures in place, and the legal obligations met.
2. We have identified the specific mechanisms in place to listen to and support victims, such as counseling centers, hotlines and online services.
3. We looked at how listening is structured, the confidentiality of procedures, and the accessibility of resources for students and staff.

Overall analysis of university prevention and control initiatives.

Here is a table summarizing the universities reviewed and the measures they have put in place to prevent gender-based violence and sexual harassment:

Country	University	Key Prevention and Support Measures
France	Paris-Saclay University	Zero tolerance policy, support unit for sexual and gender-based violence, hotline, training and awareness campaigns.
Sweden	Karolinska Institute	Comprehensive anti-harassment and anti-violence policy, counseling and psychological support services, organizational structure for secure incident reporting.
Austria	University of Vienna	Strict policy against harassment and gender-based violence, special helpdesk, training sessions, awareness campaigns.
Spain	University of Barcelona	Zero-tolerance policy, specific listening and support system, organizational structure for secure communication, preventive actions in the form of training and awareness-raising.
Portugal	University of Lisbon	Zero-tolerance policy, dedicated listening and support system, organization to facilitate secure reporting of incidents, workshops and awareness-raising campaigns.
Italy	Sapienza University of Rome	Strict policy against harassment and gender-based violence, specific listening and support system, organizational structure for reporting, awareness campaigns and training.
Germany	University of Heidelberg	Explicit policy against sexual harassment, counseling center for victims, secure reporting procedures, awareness campaigns and educational workshops.
Greece	National and Capodistrian University of Athens	Clear policy against sexual harassment and gender-based violence, listening and support system, organization to facilitate secure reporting, training and awareness programs.

Country	University	Key Prevention and Support Measures
Belgium	Ghent University	Zero-tolerance policy, listening and support facilities for victims, specific structures for reporting cases, awareness campaigns and educational workshops.

This table summarizes the initiatives and policies put in place by these universities to prevent and respond to sexual harassment and gender-based violence.

Here is a structured summary of prevention and support measures against sexual harassment and gender-based violence at universities, based on the table provided.

Prevention policies and policy definition

1. **Definition and commitment**: The majority of universities have adopted zero-tolerance policies towards sexual harassment and gender-based violence, clearly stating that such behavior is unacceptable and will be dealt with the utmost severity.
2. **Target audiences**: Policies are aimed at all members of the university community, including students, teachers and administrative staff.

Specific listening and support systems

1. **Counseling and support centers**: Specific facilities have been set up to provide psychological, legal and administrative support. These services include confidential consultations, help with legal and administrative procedures, and psychological support.
2. **Listening organization**: Organizational structures enable secure and confidential communication for victims wishing to report incidents. Clear and accessible contact points are established to encourage reporting and case management.

Prevention initiatives and training

1. **Training and awareness-raising**: Awareness campaigns and educational workshops are regularly organized to provide information on individual rights, reporting procedures and available resources. These initiatives also aim to promote a culture of mutual respect and non-discrimination.

2. **Training content**: Educational programs cover topics such as consent, individual rights, the consequences of harassment and violence, and best practices for maintaining a respectful environment.

Communication and reporting structures

1. **Facilitating reporting**: The universities have set up specific procedures and contact points to facilitate the secure and confidential reporting of incidents. These structures are designed to guarantee confidentiality and efficient handling of complaints, encouraging victims to come forward without fear of repercussions.

This summary shows that higher education institutions are strongly committed to protecting their members from sexual harassment and gender-based violence. The policies, systems and training put in place aim to create a safe and respectful environment, while providing the necessary resources to support victims.

University	Country	Zero tolerance of violence	Clear definition of harassment	Raising awareness among students	Raising awareness among teachers and administrative staff	Specific listening devices
Paris-Saclay University	France	X	X	X	X	X
Karolinska Institute	Sweden	X	X	X	X	X
University of Vienna	Austria	X	X	X	X	X

University of Barcelona	Spain	X	X	X	X	X
University of Lisbon	Portugal	X	X	X	X	X
Sapienza University of Rome	Italy	X	X	X	X	X
University of Heidelberg	Germany	X	X	X	X	X
National and Capodistrian University of Athens	Greece	X	X	X	X	X
Ghent University	Belgium	X	X	X	X	X

Country case studies

The analysis of the case studies is based on a rigorous methodology to ensure a thorough and structured understanding of the different initiatives and practices for preventing and combating harassment and violence in educational institutions. This methodology is detailed in several documents and follows the guidelines of the PREVHED Erasmus project.

We have used a common methodology that outlines the steps and criteria followed in selecting and analyzing case studies for the PREVHED project. This project aims to prevent sexual violence and harassment in higher education institutions in Europe.

Case selection

The selection of case studies was based on specific criteria to ensure a diverse and relevant representation of best practices.

Selection Criteria

1. **Number of cases :** Each partner country had to choose at least three cases of good practice. This ensures a sufficient variety of examples for effective comparative analysis.
2. **Geographical diversity:** Cases had to come from at least three different cities per country. This criterion ensures that the practices studied are not confined to a single region, and enables us to examine a variety of approaches in different geographical contexts.
3. **Diversity of types of violence:** Case studies had to cover several types of harassment or violence. This includes sexual harassment, gender-based violence, homophobic offences, individual or gang rape, etc. This criterion makes it possible to analyze a wide range of issues and institutional responses.
4. **Temporal scope:** The selection of case studies focused on events, institutional practices and prevention initiatives documented from 1 January 2016 onwards. This timeframe was intended to ensure the relevance of the comparative analysis by prioritising relatively recent developments and practices potentially applicable to contemporary higher education institutions

Data Collection

Data for the case studies was collected from multiple sources to ensure a complete and reliable analysis. These data sources are :

1. **Surveys and polls:** The partners researched existing surveys, data and polls on the subjects of harassment and violence among the general public and students. These sources provide quantitative and qualitative information essential to understanding the scale and characteristics of the problems studied.
2. **Internal documents:** The partners used internal institutional reports, publications, brochures and official program websites. These documents offer detailed insights into the policies, initiatives and results of actions carried out by higher education institutions.
3. **Expert interviews:** Interviews were conducted with project leaders and other key stakeholders. These interviews enable us to gather in-depth perspectives and testimonials on the practices implemented, their challenges, and their impacts.

Data analysis

The data collected was systematically analyzed to identify best practices and understand their effectiveness. The results of each case study were structured according to a standardized template, including an introduction, a description of the types of violence targeted, a detailed description of the case, strategic considerations, reactions from the various players, and a conclusion.

The methodology detailed above ensures a rigorous and systematic approach to the selection and analysis of case studies within the PREVHED project. It ensures that the results obtained are reliable, relevant and applicable in various higher education contexts across Europe.

The PREVHED project has collected and analyzed case studies of practices to prevent sexual violence and harassment in higher education institutions across several European countries. Here is a summary of the types of practices identified, with an indication of the countries of origin in brackets, including French, Italian, Swedish, Greek and Spanish establishments.

1. **Awareness-raising and training**
    1. **Awareness campaigns:**
        1. **LUIS*A on Campus (Austria):** Anti-sexual harassment initiative with support points across the University of Graz campus. The campaign aims to raise awareness among the university community and offer immediate support to victims.
        2. **100% Respect (Belgium):** University of Mons program to raise awareness of unacceptable behavior among the university community and encourage reporting of incidents.
        3. **Université de Lyon (France):** "Respect et Bienveillance" campaign to raise awareness among students and staff of appropriate behavior and reporting procedures in the event of harassment or violence.
    2. **Specific training:**
        1. **Equal Opportunities Working Party (EOWP) (Austria):** The EOWP at the University of Vienna provides regular training for teaching and administrative staff to prevent and deal with incidents of sexual harassment and discrimination.
        2. **Training program at Ghent University (Belgium):** Ongoing training is offered to prevent harassment and violence, including modules on diversity and the anti-bias perspective.

3. **University of Milan (Italy):** Training on gender policies and prevention of sexual violence for staff and students.

2. Victim support

1. Contact points and support center:

1. **LUIS*A Spots (Austria):** On-campus contact points where victims can get immediate support and referrals to external counseling services such as the TARA Counseling Center.
2. **Psychological assistance unit (Belgium):** At the University of Liège, victims of harassment receive psychological support as soon as the incident is reported.
3. **Stockholm University (Sweden):** Student support center offering specialized counseling services for victims of harassment and violence.

3. Reporting procedures:

1. **University of Vienna (Austria):** A clear, well-defined reporting procedure, enabling victims and witnesses of harassment to contact the EOWP by telephone or e-mail.
2. **Austrian Students' Union, University of Vienna (Austria):** The Frauen*Referat collective provides information on reactions to violence and contact points for confidential counseling in cases of harassment.
3. **Complutense University of Madrid (Spain):** Anonymous online reporting procedure for incidents of sexual harassment, with a dedicated team to respond to complaints and offer support.

4. Collaboration and networking:

1. **University of Graz (Austria):** Collaboration between the Equal Opportunity Working Group, the TARA Consulting Center and the Coordination of Gender Studies to provide a comprehensive response to incidents of harassment.
2. **University of Mons (Belgium):** The "100% Respect" scheme involves close collaboration between students, administrative and academic staff to ensure an effective response to every situation.
3. **National and Kapodistrian University of Athens (Greece):** Partnership with local NGOs to offer awareness-raising workshops and support services to victims of sexual violence.

5. 5. Evaluation and continuous improvement

1. **Regular assessments:**
    1. **LUIS*A on Campus (Austria):** The project includes regular evaluation to identify opportunities for improvement, with feedback from people working at LUIS*A spots and surveys of the university community.
    2. **University of Barcelona (Spain): Implementation of** a continuous feedback system with annual surveys to assess the effectiveness of prevention programs and adjust strategies accordingly.
2. **Feedback and follow-up:**
    1. **EOWP, University of Vienna (Austria):** Continuous feedback from members of the university community to monitor the effectiveness of measures and adjust practices accordingly.
    2. **University of Lund (Sweden):** Regular monitoring and adaptation of prevention programs based on feedback from students and staff.

The case studies collected as part of the PREVHED project highlight a variety of effective practices for preventing and managing sexual violence and harassment in higher education institutions. These practices include awareness-raising campaigns, specific training, clear reporting procedures, contact points for victim support, and multi-partner collaborations. Each initiative is tailored to the specific context of the institution and benefits from regular feedback for continuous improvement. The inclusion of French, Italian, Swedish, Greek and Spanish institutions reinforces the diversity and richness of the approaches analyzed.

France

The PREVHED project has collected and analyzed several case studies in France on preventing sexual violence and harassment in higher education establishments. Here is a summary of the case studies from four French institutions: **Sciences Po Bordeaux, IMT Atlantique, Université de Rouen and CROUS Occitanie.**

Sciences Po Bordeaux case study

Description of case studies

1. **Creation of a watch and listening unit (2018)**: Sciences Po Bordeaux set up a watch and listening cell in 2018 to support victims of sexual harassment and coordinate awareness and prevention efforts. This cell plays a central role in providing a safe space where victims can confide, receive support and be directed to the appropriate services.

2. **Reporting platform:** To facilitate the reporting of incidents of harassment, Sciences Po Bordeaux has developed an online reporting platform, enabling victims to anonymously report incidents of sexual harassment. This initiative aims to encourage more people to report inappropriate behavior without fear of reprisal.
3. **Sexist and Sexual Violence (SGBV) Working Group:** A working group dedicated to Sexist and Sexual Violence (SGBV), made up of members of the administration and students, coordinates prevention and awareness actions within the institution. The group is working on the development and implementation of a comprehensive action plan to educate and raise awareness of SGBV issues within the university community.
4. **Ethics and SGBV referents:** As part of the changes to the rules governing student association life, Sciences Po Bordeaux has set up ethics and SGBV referents. These referents are responsible for ensuring compliance with the principles of prevention of sexist and sexual violence within student associations, thus ensuring continuous and proactive vigilance in all associative activities.
5. **Objectives** :

Sciences Po Bordeaux's initiatives aim to **raise awareness among** the university community of the issues surrounding sexual and gender-based violence, through communication campaigns, training and open discussions. At the same time, the institution implements preventive measures to **prevent sexual violence** before it occurs, by promoting respectful behavior and establishing clear policies. Another key objective is to **accompany and support victims in an** effective and empathetic manner, providing them with the resources they need to recover from the trauma they have suffered. Finally, Sciences Po Bordeaux is committed to **ensuring an appropriate disciplinary response** to every reported incident, guaranteeing that inappropriate behavior is dealt with fairly and rigorously.

Evaluation method:

Evaluation of the effectiveness of these initiatives is based on **feedback from students and staff**. The opinions and comments gathered enable us to measure the impact of initiatives and identify areas for improvement. In addition, **ongoing evaluation of actions** is carried out to adjust and refine existing strategies, ensuring that measures taken remain relevant and effective in the face of changing needs and challenges. This dynamic approach guarantees constant improvement in the institution's prevention and victim support efforts.

Case study: IMT Atlantique

IMT Atlantique, one of France's leading engineering schools, has put in place a series of initiatives to promote gender equality in higher education. These include appointing focal points on each campus for the Gender Equality mission, taking part in awareness-raising and prevention actions against gender-based and sexual violence, and engaging in partnerships with other institutions and associations. The school actively participates in communications with secondary schools to promote engineering careers to young women, and organizes projects to raise awareness of gender stereotypes, notably through playful actions encouraging girls to take an interest in scientific and technical fields. In addition, IMT Atlantique takes part in national and local initiatives to combat sexist and sexual violence, offering training and awareness-raising activities.

1. **Targeted violence:**
1. **Sexual and gender-based violence (SGBV):** Includes sexual harassment, sexual assault and gender discrimination.
2. **Verbal and non-verbal abuse:** sexist remarks, inappropriate jokes, comments on physical appearance, and insistent stares.
3. **Other related offences:** Indecent exposure, cyberstalking and psychological abuse.
4. **Active groups and associations:**
    1. **CPED (Conférence Permanente des Chargés.e.s de Mission Égalité et Diversité) :** Organization promoting equal opportunity and diversity in higher education.
    2. **ANEF (Association Nationale des Études Féministes):** Association contributing to the fight against sexist and sexual violence.

Case description

Background and key facts: IMT Atlantique introduced these measures following the results of the 2023 Barometer on gender-based and sexual violence in higher education, indicating that almost one in ten students has been a victim of such violence. These initiatives are in line with the national priorities for combating gender-based and sexual violence defined by the government and the Ministry of Higher Education.

Actions implemented:

1. **Online training module:** Developed with CPED and ANEF, this module covers various aspects of gender-based and sexual violence, including consent and various offences.

2. **Raising awareness through animations and videos:** Each chapter of the module is introduced by an animation illustrating common situations in student life, complemented by course videos, quizzes and interviews with experts.
3. **Compulsory training:** This module is compulsory for all students, especially newcomers.
4. **Complementary sessions and face-to-face activities:** workshops, forum theater, and training for student association leaders.
5. **Involvement in national initiatives:** Participation in the National Plan to Combat Sexual and Gender-Based Violence (SGBV) in higher education.

Objectives:

IMT Atlantique has defined several key objectives to combat gender-based and sexual violence within its establishment. The first objective is **awareness-raising**, aimed at informing students about gender-based and sexual violence in order to better understand these phenomena and their impact. Secondly, **the prevention objective is to** educate students about appropriate behavior and the limits of consent, thus helping to prevent such violence. Thirdly, the aim is to **bring about a change in behavior** by encouraging reflection on attitudes and behaviors, and promoting respectful and egalitarian interactions. Another key objective is the **creation of a safe environment**, to contribute to an inclusive and secure learning environment for all members of the university community. Finally, IMT Atlantique is committed to respecting national guidelines, conforming its actions to governmental and national recommendations to combat gender-based and sexual violence.

Valuation methods:

ITM Atlantique uses several methods to assess the effectiveness of these actions. Knowledge is assessed through tests and quizzes integrated into the training module to check understanding of concepts related to gender-based and sexual violence. Participant feedback is collected via student feedback on the usefulness and relevance of the module, providing valuable information for adjusting and improving the program. Observations in the field enable us to track changes in students' behavior following their participation in the training. Finally, the analysis of performance indicators, such as the number of reports of sexist and sexual violence, the frequency of additional sessions organized, and the student participation rate, provides quantitative data for measuring the impact of the actions implemented.

Involving the players

1. **IMT Atlantique:** Design, implementation and follow-up of the training module.

2. **Partner associations (CPED and ANEF):** Collaboration on module content and expertise on gender-based and sexual violence.
3. **Students :** Main beneficiaries of training and active participants in complementary activities.
4. **Teachers and administrative staff:** Awareness and prevention, support for students, and facilitation of classroom discussions.

ITM Atlantique's initiative to prevent and combat sexist and sexual violence in the student environment is a proactive and necessary response to a worrying problem in higher education. Based on an online training module, this action aims to raise awareness among students, spark debate and reflection, and help change behavior to promote healthy relationships on campus. The main objectives of this good practice are awareness-raising, prevention, and the provision of tools and resources to support victims. Actions implemented include the development of an online training module, face-to-face awareness-raising sessions, workshops, training for student association leaders, and interventions in schools to raise awareness of gender stereotypes among young people. This initiative is part of a global approach to promoting gender equality in higher education, in response to national directives to combat gender-based and sexual violence. Its evaluation is based on the positive reception it has received from students and institutions alike, as well as on the monitoring of indicators and feedback to measure its effectiveness and impact.

Case study : CROUS Occitanie

Case description

1. **Context and key elements:** CROUS Occitanie has implemented a series of actions to prevent and combat gender-based and sexual violence in response to national guidelines and recommendations from the Ministry of Higher Education. These initiatives are motivated by the need to create a safe and respectful environment for all students and staff in university residences and restaurants.
2. **Actions implemented :**

   Awareness-raising workshops and communication campaigns: CROUS regularly organizes workshops to raise students' awareness of sexist and sexual violence. These workshops are complemented by communication campaigns featuring information and messages on consent and mutual respect in common areas.

   Staff training: All staff at university residences and canteens receive ongoing training on how to deal with incidents of sexual harassment and how to support victims.

Reporting platform: An online reporting platform enables victims to anonymously report incidents of sexual harassment, ensuring rapid and confidential care.

Partnerships with local associations: CROUS works with local associations specializing in the fight against gender-based and sexual violence to offer additional resources and information sessions.

Objectives:

CROUS Occitanie's main objectives are training courses for staff and students to raise awareness, educate, build skills and promote respect and inclusion. Firstly, they aim to sensitize participants to the crucial issues of sexual harassment, consent, violence and discrimination, informing them about unacceptable behavior and individual rights. Secondly, they educate participants on recognizing and responding appropriately to situations of harassment or discrimination, using concrete examples and scenarios for better understanding. In addition, they offer practical sessions to reinforce essential skills such as communication, conflict management and self-defense, enabling participants to feel more confident and able to deal with difficult situations. Finally, by emphasizing mutual respect, diversity and inclusion, these training courses seek to create an environment where everyone feels accepted and respected, and where harassment and discrimination are intolerable. Together, these efforts contribute to developing an institutional culture that rejects harassment and discrimination, and fosters a safe and inclusive environment for all members of the university community.

Valuation methods

The evaluation of this action taken by the Crous de Montpellier - Occitanie to prevent sexual harassment and combat discrimination is based on several indicators and evaluation methods. Here are a few elements that could be taken into account in the evaluation process:

-Participation in workshops and training courses:

Measure staff and student participation in consent education workshops, introductory self-defense sessions, forum theater workshops, and in-depth training. A high level of participation would indicate interest and support for these initiatives.

-Feedback from participants:

-Collect qualitative feedback from participants to assess their satisfaction, the relevance of content, and the perceived usefulness of training and workshops in strengthening prevention and awareness.

-Report analysis:

-Examine the number of reports received by Cnaé, the professional helpline, and the nature of the situations reported. An increase in the number of reports could indicate greater awareness and confidence in the support systems.

-Effectiveness of reporting tools :

-Evaluate the ease of use and effectiveness of the violence reporting platform. This could include analysis of response time, case resolution and victim follow-up.

-Perceptible changes in organizational culture:

-Observe any changes in Crous' organizational culture regarding respect, inclusion and harassment prevention. This could take the form of positive feedback from employees and students on their work and study environment.

-Recidivism rate:

-If cases of harassment have been reported and dealt with, measure the rate of recurrence of such behavior. A reduction in recidivism could indicate effective prevention and incident management.

-Impact on awareness campaign results:

-Evaluate the impact of Crous' participation in the national consent campaign by examining media coverage, message reach, and overall awareness within the university community.

-Change of first name:

-Examine the number of requests to change customary first names, and assess how easy the process is for students. An increasing number of requests could reflect a recognition of the specific needs of individuals.

-Collaboration with external partners:

-Evaluate the effectiveness of collaboration with external partners, such as the Centre Communal d'Action Sociale, by measuring the accessibility and quality of complementary services.

-Monitoring safety indicators:

-Examine safety indicators in university residences and campuses to assess the impact of prevention measures on reducing incidents of harassment and violence.

Evaluation should be an ongoing process, enabling interventions to be adjusted and improved in line with feedback and changes in the situation.

Stakeholder involvement

CROUS Occitanie: Design, implementation and follow-up of awareness-raising workshops and communication campaigns.

Local associations: Partnership for workshop content and expertise on sexist and sexual violence. En Avant Toutes" association.

Students and staff: Main beneficiaries of training courses and active participants in complementary activities.

Staff at university residences and canteens: Raising awareness and prevention, supporting students, and facilitating discussion and reporting.

The Crous de Montpellier - Occitanie has set up a series of initiatives to prevent sexual harassment and combat discrimination. These include workshops on consent, introductory self-defense sessions, forum theaters, in-depth training courses, and a reporting unit. The Crous also offers a professionally-operated helpline, an online reporting platform, and has set up equality/diversity referents. It also offers a procedure for changing first names, and a helpline for dealing with situations of ill-being, violence or discrimination. These actions are evaluated through a listening and support platform. The target groups are staff and students, and the action has been rolled out at regional level. Strategic considerations include a proactive approach to promoting consent and preventing gender-based and sexual violence. The method used involves workshops, training, a reporting unit and a listening platform.

Case study: University of Rouen

Case description

The University of Rouen has set up a system to prevent and combat sexual harassment in response to recommendations from the Ministry of Higher Education in 2017 and guidelines from the Conference of University Presidents (CPU). The initiative stems from the recognition that sexual harassment is a pervasive problem that affects the whole of society, including academic institutions. A multidisciplinary, cross-sector working group was formed in November 2017, comprising elected members of the health, safety and working conditions committee (CHSCT), doctors, nurses, representatives of prevention services, a social worker,

the head of quality of life at work, a prevention advisor, the director of legal and statutory affairs, the director of human resources, the general manager of services, and the vice-president.

Actions implemented:

1. **Creation of a watch and listening unit:** A dedicated structure has been set up to receive, listen to, advise and guide victims of sexual harassment. This unit provides a centralized point of contact for people facing such situations.
2. **Development of a specific guide:** A guide entitled "Combattre le harcèlement sexuel à l'Université de Rouen Normandie" (Combating sexual harassment at the University of Rouen Normandy) has been developed, providing information on sexual harassment, the procedures to follow and the resources available.
3. **Mandatory training:** Mandatory training for administrative staff, teachers and new arrivals aims to raise awareness and provide training in recognizing and dealing with harassment situations.
4. **Awareness-raising and training:** Awareness-raising sessions for students and staff are organized to provide information on the recognition of sexual harassment and the measures to be taken.
5. **Complaints handling process:** A structured process for receiving and examining complaints, involving a specialized commission that can refer cases to the relevant disciplinary section or inform the public prosecutor.

Objectives:

The objectives of the University of Rouen Normandy's good practice against sexual harassment are varied, and aim to create a safe and respectful university environment for all members of the community. These objectives include informing and raising awareness among students and administrative, teaching and technical staff about the nature and consequences of sexual harassment, as well as preventing such behavior through mandatory training for managers and new recruits. The university also undertakes to support victims and witnesses by setting up a watch and listening unit, and to put an immediate stop to prohibited behaviour by taking appropriate measures. In addition, the university ensures that the perpetrators of sexual harassment are punished, either through internal disciplinary action or criminal prosecution. Awareness-raising efforts extend to all levels, including doctoral students, thesis and laboratory directors, and include the "sexual harassment" dimension in health and safety training courses. Finally, a charter of ethics against sexual harassment is widely distributed to reinforce the university's commitment to combating this unacceptable behaviour.

Valuation methods:

The Université de Rouen Normandie rigorously monitors complaints and cases of sexual harassment, in order to measure the scale of the problem and assess the effectiveness of its complaint handling procedures. The university also analyzes processing times to ensure that cases are dealt with in a timely and efficient manner. Feedback from students, administrative and teaching staff is regularly collected via satisfaction questionnaires, in order to assess the quality of the services provided by the watch and listening unit, as well as the usefulness of the guide on sexual harassment. The impact of mandatory training and awareness-raising initiatives is assessed through satisfaction surveys and post-training evaluations. In addition, the university analyzes statistics on the people and resources used to deal with complaints, and compares its practices with legal standards and best practices recommended by national and international bodies.

Involving the players:

Here are the groups and associations active in the fight against sexual harassment on this campus:

CLASCHES (Collectif de Lutte Anti-Sexiste Contre le Harcèlement Sexuel dans l'Enseignement Supérieur): this collective is active in the fight against sexual harassment at URN.

Anti-sexual harassment watch unit: URN has set up an anti-sexual harassment watch unit. This unit plays a crucial role in receiving, listening to, advising and guiding students and staff faced with situations of sexual harassment.

Preventive medicine and mental health services: Student preventive medicine and staff preventive medicine services are also involved in supporting victims of sexual harassment by offering resources and psychological support.

CHSCT (Comité Hygiène Sécurité et Conditions de Travail): Although primarily concerned with health and safety issues in the workplace, the CHSCT may also be involved in preventing and combating sexual harassment within the university.

Université de Rouen: Design, implementation and follow-up of training and awareness-raising initiatives.

Commission de lutte contre le harcèlement sexuel: responsible for examining complaints and referring cases to the appropriate disciplinary procedures.

Cellule de veille et d'écoute: Comprising professionals from the fields of health, human resources and discrimination prevention, this unit plays a key role in welcoming and supporting victims.

Students and staff: Main beneficiaries of training courses and active participants in complementary activities.

Local groups and associations: Partners providing additional expertise and support in the fight against sexual harassment.

The Université de Rouen Normandie has implemented a series of actions and measures to combat sexual harassment within its establishment. These initiatives include the creation of a watch and listening unit, the production of a guide to combating sexual harassment, awareness-raising and training for various publics, and the implementation of procedures to receive, support and deal with cases of harassment. This approach is part of a broader commitment to equality, diversity and inclusion within the university.

Our actions are aimed at informing, raising awareness, preventing, supporting victims and dealing with situations of sexual harassment in an effective and ethical manner. Training courses for administrative managers, lecturers and new recruits are designed to reinforce the skills and knowledge needed to identify, prevent and intervene in the face of sexual harassment. These efforts are supported by a solid institutional structure and the mobilization of various players within the university.

In conclusion, the Université de Rouen Normandie is strongly committed to the fight against sexual harassment, demonstrating its desire to promote a respectful, safe and inclusive environment for all members of its academic community.

Spain

Case study: Autonomous University of Barcelona (UAB)

Case description:

The Autonomous University of Barcelona (UAB) is ranked 11th in the world for promoting equality between men and women. Since 2013, it has been actively combating gender-based violence. Its IV Action Plan for Gender Equality (2019-2023) applies to students, university staff, and employees of external companies providing services to the university. The Observatory for Equality manages the reception, accompaniment and support protocol for victims, guaranteeing confidentiality and protection against reprisals.

Actions implemented:

1. **Lila Information Points:** installed in 2018, these points provide information on the sexual harassment protocol and the support services available. They are located in different physical areas of the university to be accessible to all members of the university community.
2. **Awareness campaigns and training:** Awareness campaigns are run regularly to inform the university community about sexual harassment, its implications, and how to prevent it. Training courses are also organized for staff and students, including modules on victims' rights, reporting procedures and available support.

Objectives:

Each school year, Point Lila offers 25 hours of training by specialist instructors, with recognition of academic credits, to prepare new Point Lila brigades for the following year. This initiative has multiple objectives. It aims to train university students on crucial issues such as gender violence in nightlife, through courses run by the Observatoire des Noctámbul@s. Students also learn to use tools and instruments to address situations of gender violence in nocturnal and virtual environments, under the guidance of Lila Point's psychologist and a technician from the Equality Observatory. They also take part in the preparation of awareness-raising activities, such as "La Comunitaria", a self-managed session supported by the Equality Observatory. Participants are assessed on their attendance, participation in related activities and an evaluation questionnaire, ensuring comprehensive and rigorous training to effectively combat gender violence.

Valuation methods:

This activity is evaluated in collaboration with UAB's Community Energization Group, the team responsible for organizing the event. At the end, statistics are collected on the materials distributed, information and contacts made from the Point and the itinerant Point Lila. All this information is included in the final justification report for the grant covering this activity.

Another form of evaluation is collected after the training courses offered to the brigades, who complete a final satisfaction questionnaire.

Involving the players:

Autonomous University of Barcelona: Design, implementation and follow-up of information points, training courses and awareness campaigns.

Equality Observatory: Management of the sexual harassment protocol, reception and support of victims, coordination of Lila information points. There is an equality delegate.

Students and staff: Main beneficiaries of training courses and active participants in complementary activities.

Local groups and associations: Collaboration to offer additional resources and information sessions. Feminist associations exist within the university and are listed in a directory on the university website.

Point Lila was created to bring together the UAB's anti-harassment and anti-violence protocol, as well as the reporting and protection tools available to the university community. It actively involves students through the brigades that are formed each year, and brings together the counseling, awareness-raising and reporting resources that the UAB makes available in its Equality Observatory on the university's own premises, twice a year. The Observatory offers psychological, legal and social assistance to victims of harassment and violence at the UAB throughout the year, and is responsible for training new brigade members. This ensures that the information provided via the stand and the roving group at evening events complies with protocol, and that they can carry out effective awareness-raising and reporting work.

Case study: University of La Laguna (ULL)

Case description:

The University of La Laguna (ULL) approved the creation of its Equality Unit (UIG) in 2010, followed by its first Equality Plan in 2013. The II Plan for Equality (2022-2026) includes axes for prevention and intervention against sexual and gender-based harassment. The protocol applies to all members of the university community, and prioritizes confidentiality and active participation.

Actions implemented :

1. **Information campaigns on sexual harassment:** Posters, training courses, conferences and awareness-raising sessions are organized annually to inform employees about the protocol and encourage them to report it.
2. **Collaboration with the Canary Islands organization of psychologists:** Provides external professional support for reported cases.

Objectives:

The aims of this good practice are to clarify what is meant by sexual harassment (also gender-based harassment), to provide information on the legal and ethical implications (equality, freedom, justice) of these offenses, and on the University's commitment to treating them as non-tolerable (0 tolerance). It is essential to put an end to the silence on these subjects. We also need to inform students and staff of the University's resources for preventing and intervening in various cases, and encourage them to report any cases and contact the Office for support, advice and solutions.

Valuation methods:

It will be evaluated at the end of the IInd Equality Plan's application period (2026), as part of the actions implemented in the axis dealing with the prevention of sexual and gender-based harassment, and gender-based violence.

In addition, the Equality Unit and OPRAS evaluate their actions, campaigns, etc. every year.

Involving the players:

University of La Laguna: Design, implementation and monitoring of awareness and prevention initiatives.

Equality Unit (UIG) and OPRAS: Management of protocols, reception and support of victims, coordination of initiatives.

Students and staff: Main beneficiaries of training courses and active participants in complementary activities.

Local groups and associations: Collaboration to offer additional resources and information sessions.

The University of La Laguna's initiative to prevent and combat gender-based and sexual violence at its institution represents a proactive and necessary response to a worrying problem in higher education. Based on information campaigns, ongoing training for staff and students, and collaboration with external professionals, this action aims to raise awareness, promote respectful behavior and provide effective support for victims. The main objectives of this good practice are awareness-raising, prevention, and the provision of tools and resources to support victims. Actions implemented include annual information campaigns and collaboration with the Organization of Psychologists of the Canary Islands. This initiative is part of a global approach to promoting gender equality in higher education, in response to national directives to combat gender-based and sexual violence. Its evaluation is based on the positive reception

received from students and staff, as well as on the monitoring of indicators and feedback to measure its effectiveness and impact.

Case study: Rey Juan Carlos University (URJC)

Case description:

Rey Juan Carlos University (URJC) established its Equality Unit in November 2010 to promote the integration of gender equality into its academic policies and higher education initiatives. The anti-harassment protocol, in line with its code of ethics, defends the right of all to a working and study environment free from harassment and discrimination. URJC is committed to allocating the human and material resources needed to prevent and deal with the consequences of such behaviour.

Actions implemented:

1. **Master's degree in prevention and awareness of sexual and gender-based violence: A** program designed to fill the training gap in the prevention and management of sexual and gender-based violence. This master's program covers all forms of violence, including less visible forms such as symbolic and economic violence.
2. **Conferences and awareness-raising workshops:** Events organized for the International Day for the Elimination of Violence against Women and other important dates, with informative sessions on chemical submission drugs, gender-based violence during pregnancy, etc.
3. **Annual communication plan:** Ongoing communication campaigns are carried out to raise awareness of sexual harassment issues and the resources available to the university community.

Objectives:

The main objective of the Rey Juan Carlos University (URJC) is to promote equality education and eradicate harassment. As a public university, the URJC is committed to promoting equality education in line with the values of today's democratic societies. URJC's Equality Unit supports the prevention of violence and harassment by supporting scientific conferences, seminars and academic activities that promote research and the dissemination of results. These activities involve the entire educational community. The aim of this research is to advance scientific knowledge on gender-based violence by explaining its root causes, both structural and symbolic, which perpetuate inequality between men and women, as well as its consequences. Disseminating this research to the academic community and the general public is essential to

raising awareness and creating an environment of zero tolerance towards harassment, violence and sexism. Studying these issues from a gender perspective is crucial to developing appropriate prevention strategies, as violence and harassment are manifestations of gender inequality.

Evaluation methods:

Activities are evaluated individually by participants. As these activities are open to the educational community, as well as to professionals and the public, they benefit from a wide range of evaluators.

Participants complete an anonymous questionnaire to provide feedback on their experience of the activities.

Involving the players:

Rey Juan Carlos University: Design, implementation and follow-up of awareness and prevention campaigns.

Equality Unit: Management of protocols, reception and support of victims, coordination of initiatives.

Students and staff: Main beneficiaries of training courses and active participants in complementary activities.

Local groups and associations: Collaboration to offer additional resources and information sessions.

In conclusion, Rey Juan Carlos University (URJC) is actively committed to promoting equality and eradicating harassment by implementing best practices. URJC's anti-harassment protocol, in line with its Code of Ethics, guarantees a respectful and safe working and study environment, where any form of harassment and discrimination is intolerable. The university's Equality Unit plays a central role in supporting research and the dissemination of knowledge on gender violence, organizing scientific congresses, seminars and academic activities involving the entire educational community. Awareness-raising and education on these subjects not only help to understand the root causes and consequences of harassment, but also to develop effective prevention strategies. Through various initiatives such as conferences, training courses and awareness days, the URJC strives to create a climate of zero tolerance towards violence and harassment, while integrating the gender perspective in all its actions to ensure true equality between women and men.

Italy

Case study: University of Bologna

Case description:

The University of Bologna has set up a gender violence service in response to serious incidents, such as the femicide of young student Emma Pezemo. The service was created to raise awareness of gender-based and sexual violence within the university community, and to offer a safe space for victim support. The service works in collaboration with local organizations such as the Women's Centre of the Municipality of Forlì and the Casa delle donne per non subire violenza in Bologna.

Actions implemented:

1. **University service against gender violence:** Offers individual interviews managed by experts in gender violence, a telephone hotline, and emergency procedures for the immediate protection of victims.
2. **Awareness-raising and information:** Communication campaigns to inform people about gender-based violence and the services available, with posters, brochures and workshops.
3. **Legal guidance and support:** Provides basic information on legal issues and how to contact the relevant authorities.

Objectives:

The objectives of the University of Bologna's practice are manifold, and are aimed at creating a safe and respectful university environment. Firstly, to recognize and prevent unacceptable behaviors such as discrimination, sexual harassment and gender-based violence within the university community. Secondly, the practice aims to raise awareness of gender-based violence among all students, technical and administrative staff, faculty and researchers, and to encourage them to report such behaviour. In addition, concrete support is provided to victims through individual interviews, telephone consultations and, in emergencies, immediate protection procedures. Finally, practice includes training and information on legal aspects and how to contact the relevant authorities, as well as integration with specialized local services for multidisciplinary care. This comprehensive approach aims to promote a climate of zero tolerance towards violence, and to support victims in an effective way that respects their anonymity.

Evaluation methods:

At the University of Bologna, various evaluation methods are in place to measure the effectiveness of initiatives against gender violence. These methods include anonymous questionnaires distributed to participants in services and awareness-raising activities, to gather feedback on their experience and satisfaction. Systematic monitoring of cases is also carried out, recording complaints and evaluating the results of actions taken. Post-training evaluations measure participants' acquisition of knowledge, while feedback from practitioners provides insights into procedures and challenges encountered. Statistics and annual reports compile data on complaints and types of violence reported, enabling trends to be identified and the overall impact of initiatives to be assessed. In addition, satisfaction surveys are regularly conducted among service users, and feedback sessions with the university community gather suggestions for improvement. These methods ensure that the University of Bologna's initiatives respond effectively to the needs of the community and contribute to creating a safe and respectful environment.

Involving the players:

Stakeholder involvement in the University of Bologna's initiatives against gender violence is essential to ensure their success and effectiveness. The main players involved include various university departments, local associations, and the university community as a whole.

Firstly, the University of Bologna mobilizes its own resources to implement services and awareness-raising activities. This includes staff specialized in handling cases of gender-based violence, who offer support and accompaniment to victims through individual interviews and personalized follow-up. Administrative and teaching staff are also involved in disseminating information and raising awareness within their respective departments.

Secondly, local associations such as the Women's Centre of the Municipality of Forlì and the Casa delle donne per non subire violenza di Bologna collaborate with the university to offer an extensive support network for victims. These partnerships help widen access to the social, health and legal services needed to support those affected by gender violence.

The university community as a whole is also a key player. Students, administrative and teaching staff actively participate in awareness campaigns and activities organized by the university, such as training days and conferences. Their commitment to preventing and reporting abusive behavior helps create a safer, more respectful university environment for all.

Finally, the University of Bologna's initiatives against gender violence benefit from the support and participation of local and regional authorities, as well as law enforcement agencies. This

collaboration enhances the effectiveness of the security and rapid intervention protocols put in place to protect victims and prevent further incidents.

In short, the active and coordinated involvement of these different players is crucial to the success of the University of Bologna's efforts to combat gender violence, by creating an environment where prevention, victim support and awareness-raising are at the heart of institutional and community priorities.

The University of Bologna's action against gender violence aims to raise awareness, prevent violence and support victims within its university community. The university has set up an office dedicated to gender violence which offers free services, including individual interviews, an emergency telephone hotline, and emergency procedures for the immediate protection of victims. Awareness-raising campaigns are conducted throughout the university and involve the distribution of educational materials in libraries, administrative offices and halls of residence. The university also collaborates with local associations and public services to offer multidisciplinary support to victims. By actively involving the university community and reinforcing safety protocols, the University of Bologna seeks to create a safe and respectful university environment for all its members.

Case study: La Sapienza University of Rome

Case description:

The University of Rome "La Sapienza" has set up a comprehensive service to combat sexual harassment and gender-based violence. The service has been in place for several years, and includes awareness-raising, prevention and support for victims. The service is in line with national and European policies to promote gender equality and combat sexist and sexual violence. The University has defined a rectoral charter (code of conduct for the fight against sexual harassment) and appointed a trusted advisor to monitor cases of harassment.

Actions implemented:

1. **Training and awareness-raising:** Mandatory training for staff and students on sexual harassment and gender-based violence, with specific modules on recognizing and responding appropriately to these situations.
2. **Support services:** Individual consultations, counseling and legal support for victims of sexual harassment and gender-based violence.
3. **Communication campaigns:** Set up university-wide awareness campaigns to provide information on victims' rights and available reporting procedures.

Objectives:

The University of Rome "La Sapienza" has set up a department dedicated to combating sexual harassment and gender-based violence with several main objectives: The aim is to inform and educate members of the university about the issues of gender-based violence and sexual harassment. Awareness campaigns are conducted regularly to sensitize students, academic and administrative staff to the unacceptable behaviors and consequences of such violence. La Sapienza implements preventive measures to avoid the occurrence of such acts within the university. This includes the implementation of clear policies and procedures, as well as mandatory training to raise awareness and educate on respecting rights and preventing such violence. The university offers comprehensive support to victims of gender-based violence and sexual harassment. This includes psychological, legal and medical support, to help victims recover and protect themselves. The action taken by the University of Rome "La Sapienza" is part of a broader approach to promoting gender equality, in line with national and European policies. The university is actively committed to creating a safe, respectful and inclusive environment for all its members, thus contributing to the fight against gender-based and sexual violence in higher education.

Evaluation methods:

The protocol for raising awareness among students and setting up a listening system is evaluated each year by a report from the trusted advisors who are the contacts for victims.

Involving the players:

University of Rome "La Sapienza": Design, implementation and follow-up of awareness and prevention campaigns.

Victim support service: management of protocols, reception and support of victims, coordination of initiatives.

Students and staff: Main beneficiaries of training courses and active participants in complementary activities.

Local groups and associations: Collaboration to offer additional resources and information sessions.

The University of Rome's "La Sapienza" initiative to prevent and combat violence by providing clear, up-to-date information to students and staff alike.

Portugal

Case study: University of Coimbra (UC)

Case description:

The University of Coimbra has introduced a Code of Good Conduct to prevent and combat harassment in the workplace. This code, which complies with Portuguese legislation, aims to promote a respectful, harassment-free working environment for all members of the university community, including students, researchers, trainees and staff.

Actions implemented:

1. **Code of good conduct:** The Code of good conduct for preventing and combating harassment in the workplace defines behavior to be avoided and actions to be taken in the event of harassment. The code is a self-regulatory instrument designed to prevent, identify, eliminate and punish harassment.
2. **Counseling and support services:** The university offers counseling services for victims of harassment, with psychological and legal support.
3. **Training and awareness-raising:** Regular training sessions are organized for staff and students, covering topics such as consent, appropriate behavior, and responses to harassment situations.
4. **Reporting mechanisms: Establish** clear procedures for reporting incidents of harassment, including protections against retaliation for whistleblowers.
5. **Communication campaigns:** Awareness campaigns are run to inform the university community about harassment issues and the resources available to victims.

Objectives:

The objectives of implementing the Code of Good Conduct at the University of Coimbra for preventing and combating harassment in the workplace are multiple and essential to promoting a respectful and safe working environment. Firstly, the code aims to ensure that all members of the university community work in a harassment-free environment, including students, researchers, trainees and staff. Secondly, it implements proactive actions to prevent harassment situations and uses the code as a tool to identify and eliminate harassing behavior as soon as it occurs. Clear consequences are established for inappropriate behavior to deter such acts. In the event of harassment, the university offers comprehensive support to victims, including psychological and legal counselling. In addition, training and awareness campaigns are organized to educate the university community about consent, appropriate behavior and

responses to harassment situations. Finally, accessible and protected reporting mechanisms are put in place to enable victims or witnesses to report incidents in complete safety. These objectives aim to create a culture of respect and safety at the University of Coimbra, in alignment with the institution's values and current legislation, and reflect the university's commitment to ensuring the well-being of all its members and maintaining an academic space where integrity and mutual respect are paramount.

Evaluation methods:

The method used to evaluate anti-harassment practice at the University of Coimbra is not explicitly detailed in the available information. However, in general, evaluation methods for anti-harassment and prevention programs can include several approaches. These include data collection through surveys and polls of members of the university community to assess their perception of harassment and the effectiveness of measures put in place. In addition, an analysis of reports before and after the implementation of the code of conduct could be carried out to measure the impact on the frequency of incidents. Qualitative assessments, such as interviews with victims, witnesses and perpetrators of harassment, help to understand the effectiveness of counseling and support services. Monitoring of training courses and evaluation of participation and feedback on training sessions enable us to assess their relevance and reception by the university community. Finally, measuring the reach and impact of awareness campaigns on the university community is also common practice. These methods aim to provide a comprehensive assessment of the effectiveness of the actions implemented, and to identify areas for improvement. For specific information on the University of Coimbra, it would be relevant to consult directly the university's resources or academic publications related to their practices.

Involving the players:

Administrative and teaching staff: They play a crucial role in implementing policies to prevent and combat harassment on a daily basis.

Students: They are an integral part of the university community and also benefit from prevention and support measures.

Counseling and support services: These include psychological, legal and medical services, which are available to victims of harassment.

Anti-harassment committee: This committee is often set up to deal with cases of harassment, evaluate existing policies and recommend corrective action where necessary.

Equality Unit: responsible for coordinating efforts to promote gender equality and combat harassment.

Assistance offices: These offices offer direct support to victims, including listening and counseling services.

University management: responsible for implementing and monitoring anti-harassment policies.

The University of Coimbra's initiative to prevent and combat gender-based and sexual violence in its institution is an example of a code of conduct that defines and characterizes forms of sexual violence. It is a common reference point for teachers, staff and students.

Case study: University of Lisbon (ULisboa)

Case description:

The University of Lisbon (ULisboa) has implemented a series of measures to prevent and combat sexist and sexual violence among students. These initiatives are coordinated by the Office for Equality and Inclusion, in collaboration with mental health services and student associations. The main aim is to create a safe and respectful university environment for all, focusing on prevention, awareness-raising and support for victims of sexual harassment and violence.

Actions implemented:

1. **Office for Equality and Inclusion:** This office offers counseling and psychological and legal support to victims of sexual harassment and violence, ensuring confidentiality and protection against reprisals.
2. **Code of conduct:** Adoption of a code of conduct to prevent and combat sexual and moral harassment, including disciplinary measures in the event of violation.
3. **Training and workshops:** Mandatory training courses for staff and students on consent, appropriate behavior and responses to harassment situations are organized on a regular basis.
4. **Awareness campaigns:** Awareness campaigns are run to inform the university community about gender-based and sexual violence, victims' rights and reporting procedures.

5. **Reporting mechanisms: Establish** clear procedures for reporting incidents of harassment, including protections against retaliation for whistleblowers.
6. **Partnerships and collaborations:** Collaboration with local and international organizations to share best practices and develop effective prevention and intervention strategies.

Objectives:

To achieve this goal, ULisboa is focusing on several strategic areas: prevention, awareness-raising, victim support and service coordination. In terms of prevention, the university is rolling out programs to raise awareness of sexual harassment and gender-based violence through campaigns, educational workshops and training courses. To raise awareness, ULisboa organizes events throughout the academic year to educate students about these issues and the resources available to victims, promoting open dialogue and a culture of respect. In terms of support, the university offers comprehensive assistance to victims, including psychological, legal and medical support, while actively encouraging the reporting of incidents and guaranteeing accessible and confidential procedures. Finally, ULisboa ensures effective coordination between the Office for Equality and Inclusion, the university's mental health services and student associations, thus ensuring an integrated response to cases of sexual harassment and violence. These measures illustrate ULisboa's commitment to maintaining an inclusive and respectful university environment, where all members of the student community can study and work safely, without fear of gender-based harassment or violence.

Valuation methods:

To assess the effectiveness of these actions, the University of Lisbon uses several methods, such as satisfaction surveys, activity reports presented to management and annual victimization surveys.

Involving the players:

Office for Equality and Inclusion: This office plays a central role in coordinating efforts to promote a respectful and inclusive university environment. It is responsible for planning, implementing and evaluating strategies to combat sexual harassment and gender-based violence.

Mental health services: The university's mental health services are involved in providing psychological support to victims of sexual harassment and violence. They work in collaboration with other services to offer holistic assistance to students in difficulty.

Student associations : Student associations play a crucial role in raising awareness and mobilizing students. They support prevention initiatives by organizing events, awareness campaigns and encouraging open dialogue on issues of sexual harassment and gender-based violence.

Students: Students are key players in promoting a safe and respectful campus. Their active participation in awareness programs and their commitment to reporting incidents help create a positive university culture.

Academic and administrative staff: Academic and administrative staff are also involved in implementing policies and procedures to prevent sexual harassment and support victims. They play a crucial role in raising awareness and providing training on appropriate behavior.

The University of Lisbon's initiative to prevent and combat gender-based and sexual violence among students is a proactive and necessary response to a worrying problem in higher education. Based on a code of conduct, counseling services, awareness campaigns and ongoing training for staff and students, this action aims to raise awareness, promote respectful behavior and provide effective support for victims. The main objectives of this good practice are awareness-raising, prevention, and the provision of tools and resources to support victims. Actions implemented include the development of counseling services, face-to-face awareness-raising sessions, and training for student association leaders. This initiative is part of a global approach to promoting gender equality in higher education, in response to national directives to combat gender-based and sexual violence. Its evaluation is based on the positive reception it has received from students and staff, as well as on the monitoring of indicators and feedback to measure its effectiveness and impact.

Case study: UNISEXO project

Case description:

The UNISEXO Project is an initiative by the Associação Portuguesa de Apoio à Vítima (APAV) to prevent sexual violence in higher education in Portugal. The project focuses in particular on casual relationships and encounters between university students. The following case study describes the objectives, methodologies, activities and results of the project as presented in the document "Violência e relações de intimidade no ensino superior em Portugal."

Objectives of the UNISEXO project

The main objectives of the UNISEXO Project are as follows:

Awareness-raising and education:

Increase awareness of sexual violence among students and academic staff.

Provide information on forms of sexual violence, their signs and consequences.

Prevention: Implement measures to reduce incidents of sexual violence in university relationships.

Promote respectful behavior and healthy relationships.

Support and intervention: Provide resources and support services to victims of sexual violence.

Encourage reporting and support for victims.

Methodologies

To achieve its objectives, the UNISEXO Project uses various methodologies:

Focus Groups:

Conducting focus groups to understand students' perceptions and behaviors regarding violence in intimate relationships.

Analysis of students' opinions on academic rituals and seduction dynamics.

Surveys and Questionnaires:

Collection of quantitative data on the prevalence and types of sexual violence in universities.

Workshops and Training:

Organization of educational sessions to provide information on the prevention of sexual violence and the resources available.

Activities:

The project includes various activities designed to raise awareness and educate the university community:

Awareness campaigns:

1. Distribution of educational material (posters, brochures) on the prevention of sexual violence.
2. Organization of events to discuss the problem and possible solutions.

Training courses :

3. Training sessions for students, teachers and administrative staff on the recognition and prevention of sexual violence.

Resource creation:

4. Development of guides and protocols to support victims of sexual violence and help them access support services.

Results:

The results of the UNISEXO Project show significant progress in the fight against sexual violence in Portuguese universities:

Raising awareness:

Campaigns and training have led to increased awareness among students of the different forms of sexual violence and how to prevent them.

Student involvement:

Focus groups and workshops encouraged students to actively engage in discussions about sexual violence and support their peers.

University policy development:

Some universities have begun to develop or strengthen their policies on sexual violence prevention and victim support, influenced by the project's initiatives.

The UNISEXO Project represents a key initiative in the fight against sexual violence in higher education in Portugal. By combining awareness-raising, prevention and support, the project aims to create a safer and more respectful university environment for all students. The results achieved so far show that ongoing, coordinated efforts are essential to effectively tackle this complex issue.

For more detailed information, the full document "Violência e relações de intimidade no ensino superior em Portugal" can be consulted to understand the scope of the UNISEXO Project's activities and results.

Romania

Case study: University of Bucharest (UB)

Case description:

In January 2024, the University of Bucharest established its first institutional procedure for handling incidents of sexual harassment and gender discrimination. The procedure, developed

by the university's Ethics Commission in collaboration with the Office for Inclusion, Equality and Opportunities, aims to provide a coherent institutional mechanism for dealing with potential incidents of sexual harassment at UB.

Actions implemented:

1. **Office for Inclusion, Equality and Opportunity:** designed as an access hub for students facing various difficulties, this office offers social assistance services to integrate and adapt students to the university environment.
2. **Incident management procedure:** The operational procedure aims to establish an effective and transparent mechanism for investigating incidents of sexual harassment and gender-based discrimination.
3. **Awareness campaigns:** Regular campaigns are run to inform the university community about victims' rights and reporting procedures.
4. **Training and workshops:** Training sessions are organized to educate staff and students about appropriate behavior and the limits of consent.

Objectives:

The objectives of the University of Bucharest's procedure for preventing and combating sexual harassment and gender-based discrimination are manifold, and aim to create a respectful and safe academic environment for all members of the university community. Firstly, the main objective is to clearly define what constitutes sexual harassment and gender-based discrimination, raising awareness of these issues within the university community. Secondly, the procedure aims to prevent such unacceptable behavior by establishing clear standards of conduct and providing regular training on mutual respect and gender equality.

Another important objective is to ensure comprehensive support for victims, including psychological, legal and medical assistance. This also includes protection against reprisals for those who report incidents. In addition, the procedure aims to ensure a rapid and effective response to reported incidents, by ensuring a thorough and fair investigation carried out by specific committees appointed for this purpose.

Finally, the objective is to promote a culture of integrity and mutual respect within the University of Bucharest, by setting up transparent communication mechanisms on the results of investigations and the measures taken to resolve cases of harassment and discrimination. These objectives reflect the university's commitment to maintaining high standards of student welfare and respect for the fundamental rights of everyone in the academic environment.

Evaluation methods:

The action is evaluated through internal and external evaluation procedures. Internally, the university is evaluated by internal processes.

Externally, the university must comply with the national legal framework:

Law no. 202/2002 regarding the equality of opportunities and treatment between women and men, republished, with subsequent amendments and completions;

Government Decision no. 262/2019 for the approval of the Methodological Norms for the implementation of the provisions of Law no. 202/2002 regarding the equality of opportunities and treatment between women and men;

Government Decision no. 1,547/2022 for the approval of the National Strategy for promoting equality of opportunities and treatment between women and men and preventing and combating domestic violence for the period 2022-2027.

Involving the players:

University of Bucharest: Design, implementation and follow-up of awareness and prevention campaigns.

Office for Inclusion, Equality and Opportunity: Coordination of initiatives and support services.

Students and staff: Main beneficiaries of training courses and active participants in complementary activities.

Local groups and associations: Collaboration to offer additional resources and information sessions.

The institutional procedure set up by the University of Bucharest to prevent and combat sexual harassment and gender-based discrimination represents a significant step forward in promoting a safe and inclusive academic environment. Launched in January 2024, the initiative is the result of close collaboration between the UB Ethics Commission and the Office for Inclusion, Equality and Opportunities. It aims to establish a coherent institutional mechanism for dealing with potential incidents of sexual harassment within the academic community.

The objectives of this good practice include preventing unacceptable behavior, raising awareness within the university community, supporting victims and implementing effective procedures for investigating cases of harassment and discrimination. The procedure is applied

at all levels of the UB, in every department, as well as in student associations, administrative structures, research institutes, unions and other university entities.

Precisely defined steps for handling incidents ensure a clear understanding of the process to be followed in the event of a report, from initial registration to communication of the action taken. This action is evaluated both internally and externally, in line with the national legal framework, guaranteeing its compliance and effectiveness.

This good practice involves the entire university community, including students, teaching staff, researchers and administrative staff, and is particularly aimed at students in vulnerable situations. It is essential for promoting a culture of mutual respect and gender equality within the University of Bucharest. This procedure represents a proactive and well-structured response to the challenges of sexual harassment and gender-based discrimination, and demonstrates the University of Bucharest's commitment to the safety, well-being and integrity of all its members.

Case study: Centrul FILIA

Case description:

The FILIA Center plays a key role in preventing and combating sexual harassment and gender-based discrimination in Romanian universities. In partnership with academic institutions, the center has developed mechanisms to raise awareness, support victims and set up clear procedures for reporting and dealing with incidents.

Actions implemented:

1. **Quantitative research:** Identification of the ways in which state universities address sexual harassment in their codes of ethics and classification according to predefined categories: not mentioned, mentioned, defined, and general or specific procedures.
2. **Drawing up codes of ethics:** Developing clear definitions and specific procedures for sexual harassment, to help victims identify and manage their experiences.
3. **Awareness campaigns:** Organization of campaigns to inform the university community about victims' rights and the reporting procedures available.
4. **Training and workshops:** Training sessions for staff and students on appropriate behavior and responses to harassment situations.
5. **Reporting mechanisms:** Clear reporting mechanisms and support for victims, including protection against reprisals.

Objectives:

The objectives of this good practice aimed at preventing and combating sexual harassment in the university environment in Romania are multiple and crucial. Firstly, it seeks to analyze and evaluate existing national legislation to identify gaps that allow sexual harassment to persist. Secondly, it aims to examine Romanian universities' codes of ethics to assess how they specifically address sexual harassment, checking for the presence of clear definitions and specific procedures for dealing with reported cases. In addition, this practice proposes to formulate concrete recommendations for public authorities and universities, inspired by best practices and international recommendations, in order to actively prevent and combat sexual harassment. In addition, it seeks to raise awareness among members of the academic community of the serious consequences of sexual harassment and the rights of victims, by promoting an academic environment that is safe, inclusive and respectful of everyone's dignity. Finally, this initiative aims to ensure that higher education in Romania becomes a space where all students, regardless of gender, feel protected and supported, through effective measures to prevent, report and deal with incidents of sexual harassment.

Valuation methods:

To assess the effectiveness of good practice in preventing and combating sexual harassment in Romanian universities, several methods were employed. Firstly, a qualitative and quantitative analysis of the universities' codes of ethics was carried out to assess how they deal with sexual harassment, categorizing approaches according to their specificity and the clarity of procedures. At the same time, an in-depth internal evaluation examined the universities' internal policies and procedures, while raising awareness of victims' rights within the academic community. In addition, an external evaluation was carried out to understand how the practice is perceived by external stakeholders, including public authorities and civil society organizations. This evaluation also includes an in-depth literature search, interviews with members of the academic community, and a comparative analysis with other international practices, aimed at identifying best practices and formulating recommendations to strengthen the prevention of sexual harassment in Romanian universities.

Involving the players:

Center FILIA: Design, implementation and follow-up of awareness and prevention actions.

Romanian universities: Collaboration with the FILIA Center to develop policies and procedures to combat sexual harassment.

Students and staff: Main beneficiaries of training courses and active participants in complementary activities.

The actors involved in good practice aimed at preventing and combating sexual harassment in Romanian universities include a number of key stakeholders. First and foremost, there are the universities themselves, including their administrations, departments responsible for ethics and inclusion, and student associations. The Romanian government and its various ministries are also involved, notably those responsible for education, human rights, and gender equality. Civil society organizations play a crucial role, particularly those specializing in women's rights, gender equality and the fight against discrimination. Finally, students themselves are important players, not only as beneficiaries of preventive measures, but also as contributors to the process of raising awareness and implementing anti-harassment policies**.**

In conclusion, the practice of preventing and combating sexual harassment in Romanian universities presents both strengths and challenges. On the one hand, it demonstrates a willingness to address an often hidden problem and promote a safe and respectful academic environment for all students. Universities and the government have taken steps to introduce specific policies, develop codes of ethics and train members of the academic community on sexual harassment issues. In addition, the involvement of civil society organizations and students in the process is a positive aspect that promotes awareness and mobilization.

However, challenges remain, including the under-reporting of harassment cases due to a lack of awareness of procedures, stigmatization and fear of reprisals. The lack of clear and uniform regulations across all universities, as well as the absence of effective sanctions for aggressors, are aspects that need to be improved. In addition, the need for ongoing evaluation and increased awareness remains critical to ensure the effectiveness of the measures put in place.

In short, although progress has been made, it is essential that Romanian universities continue to strengthen their policies, procedures, and awareness campaigns to create a truly safe and inclusive environment for all students.

Case study: UEFISCDI (Executive Unit for the Financing of Higher Education, Research, Development and Innovation)

Case description:

The UEFISCDI (Executive Unit for the Financing of Higher Education, Research, Development and Innovation) in Romania has set up a series of initiatives to combat sexual harassment and gender discrimination within higher education institutions. These actions aim to create an inclusive and safe academic environment for all students and staff.

Actions implemented:

1. **Development of policies and procedures:** Development of clear policies and specific procedures to prevent and deal with incidents of sexual harassment and gender-based discrimination in higher education institutions.
2. **Victim support:** Setting up psychological and legal support services for victims of sexual harassment and violence, guaranteeing confidentiality and protection against reprisals.
3. **Training and workshops:** Organization of training sessions for staff and students on consent, appropriate behavior, and responses to harassment situations.
4. **Awareness campaigns:** Regular campaigns are run to inform the university community about victims' rights, reporting procedures and available resources.
5. **Partnerships with universities:** Collaboration with Romanian universities to integrate policies to prevent and combat sexual harassment into their administrative structures.

Objectives:

UEFISCDI implements this good practice to achieve several key objectives. Firstly, the institution aims to promote gender equality and eliminate discrimination by ensuring respect for the rights of individual dignity and creating an integrated and safe working environment for its employees and collaborators. By adopting a Gender Equality Plan, UEFISCDI is committed to guaranteeing equal opportunities and treatment for all. In addition, the institution places a strong emphasis on prevention and awareness-raising, organizing communication sessions and awareness-raising programs to inform about discrimination and sexual harassment. It has also established robust internal reporting and psychological support mechanisms for victims, ensuring anonymity and protection for complainants. As regards complaints procedures, UEFISCDI has set up a formal procedure guaranteeing fair and impartial handling of complaints, with internal investigations and the application of appropriate sanctions in accordance with current legislation. Finally, the institution regularly assesses the effectiveness of its measures and proposes ongoing improvements based on the analysis of complaints data, in order to maintain a respectful, fair and safe working environment for all its members.

Evaluation methods:

UEFISCDI uses several evaluation methods to measure the effectiveness of its measures to prevent and combat discrimination and sexual harassment. Firstly, the institution regularly assesses complaints and incidents relating to discrimination or sexual harassment. Each complaint is carefully examined to identify trends and types of problematic behavior. This enables UEFISCDI to understand the risks and adapt its policies and procedures accordingly.

Secondly, UEFISCDI maintains continuous monitoring and produces periodic reports. These reports include the number of complaints received, how they were handled, and the results of investigations. They are used to assess the effectiveness of current policies and identify areas for improvement.

The company also carries out periodic assessments of its internal mechanisms for preventing and managing cases of discrimination and sexual harassment. This includes a detailed review of the policies and procedures in place, as well as employee satisfaction surveys to gauge their perception of a safe and respectful working environment.

Another essential evaluation method is ongoing training. UEFISCDI organizes regular training and awareness sessions for its employees and managers. These sessions aim to reinforce their understanding of discriminatory behavior and sexual harassment, as well as the steps to take in the event of a complaint. This helps promote a respectful organizational culture and inform employees about their rights and the procedures available to them.

Finally, UEFISCDI regularly solicits feedback from internal and external stakeholders, including advocacy groups. This feedback is used to gather comments and suggestions on policies and practices for preventing and combating discrimination and sexual harassment. These integrated evaluation methods ensure that UEFISCDI maintains a fair, respectful and safe working environment for all its employees and collaborators.

Involving the players:

Management and Senior Executives: UEFISCDI's management and senior executives play a crucial role in establishing policies and providing strategic direction for the prevention and management of cases of discrimination and sexual harassment. They are responsible for the application and adherence to policies within the organization.

Ethics and Conduct Committee: This committee is responsible for examining reported cases of discrimination or sexual harassment. It evaluates complaints, conducts internal investigations, and recommends sanctions or corrective measures based on the results of the investigation.

Human Resources Department: UEFISCDI's Human Resources (HR) Department is involved in the day-to-day management of cases of discrimination and sexual harassment. It handles complaints, advises employees, and follows up on investigations and disciplinary measures.

Legal advisors: Legal advisors provide UEFISCDI with legal support on anti-discrimination and anti-sexual harassment policies and help ensure that all measures taken comply with current legislation.

Board of Directors: UEFISCDI's Board of Directors oversees the organization's policies and practices regarding discrimination and sexual harassment. It ensures that the necessary resources are allocated to support prevention and awareness-raising initiatives.

Employees and managers: Employees and managers play a crucial role by reporting potential incidents of discrimination or sexual harassment, following established policies, and participating in training and awareness sessions organized by UEFISCDI.

Advocacy groups: External advocacy groups, such as NGOs or associations, may also be involved as partners or consultants to help UEFISCDI develop effective policies and improve its prevention and response practices.

UEFISCDI's initiative to prevent and combat discrimination and sexual harassment is a proactive and necessary step towards creating a respectful and safe working environment for all its employees. By adopting a gender equality plan and applying a zero-tolerance policy towards sexual harassment, UEFISCDI demonstrates its commitment to respecting individual rights and promoting equality.

This initiative puts in place clear policies and robust reporting mechanisms, which are essential to ensure a rapid and appropriate response to reported incidents. In addition, regular training and awareness-raising for employees and managers are essential components in changing mindsets and promoting an inclusive and respectful organizational culture.

The adoption of additional measures, such as the creation of an Ethics and Conduct Committee, demonstrates a commitment to accountability and transparency in the management of cases of harassment and discrimination. By integrating these practices, UEFISCDI aligns itself with international standards and best practices in human rights and fair treatment of employees.

This UEFISCDI initiative represents a positive example of leadership and social responsibility in research and innovation, and deserves to be supported and replicated by other organizations to create safe and inclusive working environments everywhere.

Greece

Case study: Aristotle University of Thessaloniki (AUTH)

Case description:

The Aristotle University of Thessaloniki (AUTH) has introduced a series of measures to combat gender-based and sexual violence within its institution. This initiative was prompted by incidents of sexual harassment reported by students, and by the need to create a safe and inclusive university environment. The university's Gender Equality Action Plan (2022-2024) was developed to structure these efforts.

Actions implemented:

1. **Gender Equality Action Plan (2022-2024):** Prepared in collaboration with the European project "RESET - Redesigning Equality and Scientific Excellence Together", this plan comprises 53 actions/measures across five thematic areas: inclusive and gender-sensitive environment, gender in teaching and research, gender balance in leadership and decision-making positions, gender equality in recruitment and career development, and gender-based violence and harassment.
2. **Creation of an independent authority:** Set up to deal with issues of harassment and discriminatory treatment within the university.
3. **Gender Equality Committee (GEC):** In charge of overseeing and implementing actions under the gender equality action plan.

Objectives:

The objectives of this initiative are to create an inclusive and gender-sensitive academic environment, to integrate the gender dimension into teaching and research, to promote gender balance in leadership and decision-making positions, and to ensure gender equality in recruitment and career development. A key objective is also to combat gender-based violence and harassment. To this end, the action plan provides for awareness-raising and training activities to identify and report incidents of discrimination and violence, as well as the creation of ethical guidelines and appropriate sanctions. The implementation of this plan is supported by the collection and analysis of gender-specific data, the monitoring of relevant indicators, and the publication of annual reports to inform and adjust the plan's objectives. These efforts are coordinated by the university's Gender Equality Committee, with the active participation of the entire university community, including academic and administrative staff, management and students.

Evaluation methods:

The evaluation method for this initiative is based on several key elements. Firstly, it includes the collection and analysis of gender-specific data on staff and students. This analysis makes it possible to monitor the relevant indicators and measure the effectiveness of the actions

implemented. Secondly, the method calls for the creation and publication of annual reports on progress made towards achieving the objectives of the gender equality action plan. These reports inform all stakeholders of the results achieved and any necessary adjustments. Thirdly, ongoing monitoring and evaluation of the implementation of actions is essential to ensure that targets are met and to identify areas for improvement. Finally, although evaluation data is not yet available, the emphasis is on transparency and the involvement of the academic community in this process, with active supervision by the Gender Equality Committee and relevant bodies within the institution.

Involving the players:

The **Gender Equality Committee** (GEC) of Aristotle University of Thessaloniki is a central player, responsible for preparing and overseeing the Gender Equality Action Plan. This committee collaborates with European projects such as "RESET - Redesigning Equality and Scientific Excellence Together", which provide resources and expertise to support sustainable organizational change.

In addition, various bodies and groups within the university are involved in implementing the actions set out in the action plan. This includes **departments and faculties**, which must integrate the actions into their own structures and policies. **Members of the academic and administrative staff, as well as students**, are also key players, as their active participation is necessary for the success of awareness-raising, prevention, and victim support initiatives.

The university rectorate plays a key role in activating and coordinating measures, ensuring that actions are properly implemented and monitored. Gender equality committees within the various faculties, although sometimes organized independently due to delays in electoral processes, also contribute to combating harassment and discrimination on a smaller scale.

Finally, **the university's Counseling and Psychological Support Center** provides crucial support to victims of harassment and discrimination, offering counseling and emotional support. Together, these players form a network of support and action aimed at creating a safe, respectful, and equitable university environment for all.

Aristotle University of Thessaloniki's initiative to combat sexual harassment and promote gender equality represents a significant step towards creating a safe and equitable university environment. The development of the first Gender Equality Action Plan (2022-2024), supported by European projects such as "RESET", demonstrates a strong institutional commitment to preventing gender violence and supporting victims. The creation of independent authorities and the establishment of structures such as the Committee for Gender Equality

demonstrate a willingness to systematize and institutionalize the fight against discriminatory and abusive behavior.

The actions planned, ranging from awareness-raising and training to the establishment of reporting and psychological support mechanisms, cover a wide range of measures needed to tackle these issues holistically. Despite challenges such as delays in forming new committees due to changes in electoral processes, the individual and collective efforts of university members underline the determination of the academic community to combat harassment and promote equal opportunities.

The integrated and coordinated approach of this initiative could serve as a model for other institutions, not only in Greece but also internationally, illustrating how universities can play a crucial role in promoting social justice and gender equality.

Case study: Panteion University, Athens

Case description:

The Panteion University of Athens has put in place a number of measures to combat gender-based and sexual violence. These initiatives are part of a wider effort to promote gender equality and ensure a safe and respectful university environment for all students and staff. The university's Gender Equality Action Plan aims to structure these efforts and address the specific needs of the university community.

Actions implemented:

1. **Gender Equality Action Plan:** Developed to address the various aspects of gender equality, this plan includes awareness-raising, prevention, and support measures for victims of gender-based and sexual violence.
2. **Counseling and support service:** A dedicated service offers confidential counseling to victims of sexual harassment and violence, providing psychological and legal support.
3. **Training and workshops:** Organization of mandatory training sessions for staff and students on consent, appropriate behavior, and responses to harassment situations.
4. **Awareness campaigns:** Regular campaigns are run to inform the university community about gender-based and sexual violence, the resources available, and to encourage the reporting of incidents.

Objectives:

The objectives of this good practice implemented by Panteion University are manifold and aim to promote a university environment free from discrimination and harassment. The first is to

inform and raise the awareness of all members of the university, including students, teaching and research staff, as well as administrative, scientific, and technical personnel, on issues of gender discrimination and equality. This is achieved through the dissemination of information and the organization of awareness-raising activities.

Secondly, an essential objective is to guide and structure the actions to be taken to record and process complaints and reports relating to incidents of discrimination. This includes putting in place clear and accessible mechanisms so that victims can report incidents safely and receive the necessary support.

Another crucial objective is to support victims of discrimination. This involves providing them with resources, advice and psychological assistance to help them overcome the incidents of harassment or discrimination they have suffered.

Finally, the implementation of preventive actions is a central pillar of this initiative. These preventive actions aim to reduce the occurrence of discriminatory behavior and harassment within the university through educational programs, training and the promotion of a culture of equality and respect.

Evaluation methods:

The evaluation methods put in place by Panteion University to ensure the effectiveness of its anti-discrimination and anti-harassment initiatives include both internal and external assessment procedures.

On the one hand, internal evaluation relies on institutional processes to monitor and analyze the actions implemented. This involves the regular collection and analysis of gender-specific data, the monitoring of relevant indicators, and the publication of annual reports. These reports make it possible to monitor progress against objectives and adjust actions accordingly.

On the other hand, external evaluation is carried out by international ranking bodies for academic institutions, such as Times Higher Education. These external evaluations offer an independent and recognized perspective on the university's performance in terms of gender equality and an inclusive working environment. They also enable us to compare our results with those of other universities worldwide.

These two levels of evaluation, internal and external, ensure rigorous verification of current initiatives and promote continuous improvement in the university's anti-discrimination and anti-harassment practices.

Involving the players:

Gender Equality Committee (GEC): This committee was created under Law 4589/2019 to promote and ensure substantial equality, propose measures for equality, combat sexism, help victims of discrimination and raise awareness of these issues among the university community.

Ethics Committee: This committee oversees ethical practices within the university and works with the GEC to deal with cases of harassment and discrimination.

Students: Students are both beneficiaries and active participants in awareness and training programs. They play a key role in reporting incidents of discrimination and harassment.

Teaching and research staff: They are involved in teaching courses on gender studies and participating in research programs on equality and discrimination. They also help to raise awareness and train students.

Administrative, scientific and technical staff: This group is included in training and awareness programs and can also report incidents of discrimination or harassment.

Psychologist and "Student Advocate": These professionals are available to provide support to students and staff reporting incidents of sexual harassment or discrimination.

Gender Research Laboratory: This laboratory conducts research and awareness programs on sexual harassment and gender equality issues.

University Senate: plays a role in approving gender equality action plans and overseeing GEC initiatives.

Panteion University's initiative to combat discrimination and harassment is proving to be an exemplary and proactive approach to promoting gender equality within the institution. By establishing dedicated structures such as the Gender Equality Committee (GEC) and the Ethics Committee, the university demonstrates its commitment to creating a safe and inclusive working and study environment for all its members.

The actions implemented, including awareness-raising programs, courses and research on gender issues, as well as support for victims, demonstrate a holistic approach to dealing with and preventing discriminatory and harassing behavior. This initiative not only responds to incidents of discrimination, but also promotes a culture of respect and equality.

The active involvement of students, teaching, administrative and technical staff, as well as collaboration with professionals such as psychologists and student advocates, ensures that the initiative is well integrated and supported at all levels of the university.

Despite potential challenges, such as the ongoing need to evaluate and improve actions taken, this initiative lays the foundations for a positive and lasting transformation in the fight against discrimination and harassment, making Panteion University a model for other academic institutions to follow.

Case study: THEFYLIS Office at the National and Kapodistrian University of Athens

Case description:

The THEFYLIS Office, located at the National and Kapodistrian University of Athens, is an initiative dedicated to the fight against gender-based and sexual violence. The office was set up to provide comprehensive support to victims of sexual harassment and gender-based violence, and to promote gender equality through various awareness-raising and prevention initiatives.

Actions implemented:

1. **Victim support:** The THEFYLIS Office offers counseling and psychological and legal support to victims of sexual harassment and gender violence. Victims can benefit from confidential assistance and personalized follow-up.
2. **Awareness-raising campaigns:** Awareness-raising campaigns are organized on a regular basis to inform the university community about the issues surrounding gender-based and sexual violence, victims' rights and reporting procedures.
3. **Training and workshops:** Mandatory training sessions for staff and students are set up to educate on consent, appropriate behaviors, and responses to harassment situations.
4. **Partnerships and collaborations:** Collaboration with local and international organizations to share best practices and develop effective prevention and intervention strategies.

Objectives:

The main aim of the THEFYLIS initiative at the National and Kapodistrian University of Athens is to combat sexist and sexual violence and promote gender equality within the university community. To achieve this goal, the THEFYLIS office implements several key actions: providing psychological and legal support to victims of harassment and gender-based violence, organizing awareness campaigns to inform about victims' rights and reporting procedures, and offering mandatory training for staff and students to educate them about consent and appropriate behavior. In addition, the office collaborates with local and international organizations to exchange best practices and develop effective prevention and

intervention strategies. By integrating these activities into an institutional framework, the THEFYLIS office aims to establish a culture of respect and equality, while ensuring a safe and inclusive working and studying environment for all members of the university.

Evaluation methods:

The method used to evaluate the THEFYLIS initiative at the National and Kapodistrian University of Athens is based on several complementary approaches. Firstly, it includes the collection of detailed statistical data on incidents of gender-based and sexual violence reported within the university. This data is used to measure the scale of the problem and the effectiveness of actions taken. At the same time, the team produces annual reports documenting progress made, challenges encountered and actions taken. Regular student and staff surveys, as well as qualitative focus group interviews, complement this assessment by providing feedback and suggestions for improvement. The follow-up of reported cases and interventions carried out by THEFYLIS also enables us to assess the responsiveness and effectiveness of our responses to incidents. Finally, an external evaluation by independent experts can provide an objective perspective and additional recommendations to reinforce the impact of the initiative. Together, these methods provide a comprehensive framework for evaluating and continuously improving practices to combat gender-based and sexual violence at university.

Involving the players:

THEFYLIS Office: This is the central body responsible for promoting gender equality and combating gender-based and sexual violence within the university. The office plays an essential role in implementing actions and programs.

Gender Equality Committee (GEC): This committee supports the activities of the THEFYLIS Office by advising university management on best practice in gender equality and anti-discrimination.

Academic and administrative staff: Faculty, administrative and technical staff are involved in mandatory training courses on consent, appropriate behavior and responses to harassment organized by THEFYLIS.

Students: Students are both beneficiaries of the support services and awareness campaigns run by the THEFYLIS Office, and also take part in training sessions on gender-based and sexual violence.

Psychological and legal counsellors: These professionals offer direct support to victims of sexual harassment and gender-based violence, providing confidential assistance and personalized follow-up.

Local and international organizations: THEFYLIS works with external organizations to share best practices and develop effective prevention and intervention strategies.

In conclusion, the THEFYLIS initiative at the National and Kapodistrian University of Athens represents a proactive and structured response to the challenges posed by sexual harassment and gender-based violence within the academic institution. By creating the THEFYLIS Office, the university has demonstrated its firm commitment to protecting the rights of its members and promoting gender equality. The office offers comprehensive support to victims, including psychological and legal counseling, as well as awareness-raising campaigns and mandatory training for the entire university community. By collaborating with local and international organizations, THEFYLIS enriches its practices and strengthens its prevention and intervention strategies. The institutionalization of THEFYLIS by the University Senate demonstrates a serious and sustainable approach to addressing these issues. To ensure the continued effectiveness of this initiative, it is essential to pursue regular evaluation of its actions and adapt to the evolving needs of the university community. THEFYLIS is an inspiring example of institutional leadership in promoting a safe, respectful and egalitarian university environment.

Belgium

Case study: University of Liège (Belgium)

Case description:

The University of Liège (ULiège) in Belgium has introduced a series of measures to combat sexist and sexual violence within its establishment. These initiatives aim to raise awareness, prevent and support victims of sexual harassment and gender-based violence. The Service de Prévention et de Sécurité (SEPS) plays a central role in coordinating these actions, in collaboration with other university departments.

Actions implemented:

1. **Service de Prévention et de Sécurité (SEPS):** This service offers advice and support to victims of sexual harassment. It also organizes training courses for staff and students on the prevention of sexist and sexual violence.

2. **Cellule de veille et d'écoute: set** up to receive and deal with reports of sexual harassment and gender-based violence, this unit actively listens to victims and directs them to the appropriate services.
3. **Awareness campaigns:** Regular campaigns are run to inform the university community about the issues surrounding gender-based and sexual violence, and to encourage the reporting of incidents.
4. **Training sessions and workshops:** Training sessions and workshops are organized to educate the university community about appropriate behavior and the limits of consent.

Objectives:

The University of Liège (ULiège) has set up a series of initiatives to combat harassment and sexist and sexual violence within its establishment. The objectives of these best practices are manifold, and aim to create a safe, respectful, and inclusive environment for all members of the university community.

First and foremost, these actions aim to prevent harassment and violence by making the university community aware of unacceptable behavior, such as sexual harassment, assault, and gender-based violence. Various awareness-raising campaigns, such as the #RESPECT campaign, exhibitions, conferences, workshops, film screenings and shows, play a crucial role in raising awareness. They aim to educate and inform students, staff, and other members of the university community about these issues, highlighting the negative impacts of such behavior and promoting a culture of respect and non-discrimination.

Secondly, these practices aim to support victims by offering them resources and confidential listening and support services. Students and staff have access to psychologists and confidants to receive appropriate and professional support when needed. In addition, the university has put in place specific procedures for dealing with complaints of harassment and violence, guaranteeing confidentiality and protection for those involved.

Another major objective of these practices is to promote a culture of respect, equality and non-discrimination within ULiège. This includes collaborating with other institutions, organizations, and experts to develop effective strategies for preventing and combating such violence. The university also participates in international research projects such as UniSAFE to better understand these phenomena and improve its approaches.

Finally, these actions are the fruit of close collaboration between various players within the establishment, including university management, the Quality of Student Life department, student associations, administrative staff, and research teams. This collaborative approach aims

to maximize the impact of the initiatives implemented and ensure comprehensive support for members of the university community.

Evaluation methods:

The University of Liège (ULiège) has implemented several evaluation methods to measure the effectiveness of its initiatives to combat sexual and gender-based harassment and violence. These methods include satisfaction surveys and anonymous polls of students, staff, and members of the university community. These surveys gather opinions on the programs and services in place, assess satisfaction and the perceived effectiveness of actions, and identify areas for improvement. Analysis of official reports of sexual harassment and violence is also a common practice to monitor trends, assess the severity of reported cases and the results of disciplinary investigations. ULiège also uses quantitative and qualitative performance indicators to measure the impact of its initiatives, such as the number of training participants, reporting rates and disciplinary measures taken. In-depth case studies and qualitative assessments are conducted to understand victims' experiences, their reporting process, and their interactions with support services. Finally, the university conducts literature reviews and international comparisons to draw on global best practice in preventing and responding to gender-based and sexual harassment and violence in higher education institutions. These evaluation methods enable ULiège to adapt its strategies and improve its services, thereby strengthening its ability to promote a culture of respect and equality within its academic community**.**

Involving the players:

Université de Liège: Design, implementation and follow-up of awareness and prevention initiatives.

Students: Students are both beneficiaries of awareness and prevention programs and play a crucial role in reporting incidents and contributing to awareness campaigns.

Academic and administrative staff: Teachers, researchers and administrative staff are involved in implementing prevention policies and programs. They can also be trained to identify and respond to situations of harassment or violence.

Social services: University social services are involved in victim support, including counseling, referral, and case management.

Legal department: The legal department offers legal support to victims and participates in the development of university policies on harassment and violence.

Health and well-being service: This service offers medical and psychological support to victims of harassment or violence.

Prevention and Security Department: This department is involved in campus surveillance and security, as well as in raising awareness of the need to prevent risky behavior.

Student representatives: Student associations can play a key role in raising awareness and mobilizing students around the issues of harassment and violence.

Steering committees and working groups: Steering committees and working groups are often set up to develop policies, protocols, and programs, and to coordinate efforts to combat harassment and gender-based and sexual violence.

University authorities: University leaders, including the rector, vice-rectors, and deans, play a key role in defining institutional policies and priorities for preventing and combating harassment and violence.

The University of Liège's (ULiège) initiative to combat gender-based and sexual harassment and violence appears to be a robust and proactive response to persistent challenges within the academic environment. ULiège has put in place a solid institutional framework including clear policies, effective reporting protocols and victim support mechanisms. This integrated approach also includes significant efforts in awareness-raising, training, and external partnerships, aimed at creating a culture of respect and equality within the university. However, to ensure the ongoing effectiveness of these measures, it is crucial that ULiège maintains an ongoing commitment to continuous improvement, regularly evaluating its policies and adapting its strategies to meet the changing needs of the university community.

Case study: University of Mons (Belgium)

Case description:

The University of Mons (UMONS) in Belgium has set up a series of initiatives to combat sexist and sexual violence. These initiatives are coordinated by the Comité d'Accompagnement de la Politique d'Égalité et de Diversité (CAPÉDI), in collaboration with the Service d'Accompagnement et de Support des Étudiants (SASE). The main objective is to create a safe and respectful university environment for all students and staff, with a focus on prevention, awareness and support for victims of sexual harassment and violence.

Actions implemented:

1. **Counseling and Support Service:** SASE offers confidential counseling services for victims of sexual harassment and violence. Students and staff can get help reporting incidents and receive psychological and legal support.
2. **Cellule de veille et d'écoute: set** up to receive and deal with reports of sexual harassment and gender-based violence, this unit actively listens to victims and directs them to the appropriate services.
3. **Awareness campaigns:** Regular campaigns are run to inform the university community about the issues surrounding gender-based and sexual violence, and to encourage the reporting of incidents.
4. **Training sessions and workshops:** Training sessions and workshops are organized to educate the university community about appropriate behavior and the limits of consent.
5. **External partnerships:** Collaboration with local associations to provide additional resources and organize awareness-raising events.

Objectives:

The University of Mons (UMONS) is committed to creating a safe and respectful university environment by implementing several key objectives. First and foremost, it aims to prevent and minimize harassment in all its forms. To achieve this goal, UMONS actively raises awareness among its academic community, including students, academic and administrative staff, of the different manifestations of harassment, their consequences and methods of prevention.

In addition to raising awareness, the university is committed to offering effective support to victims of harassment, providing tailored resources to help them deal with their situation. UMONS also promotes inclusion and diversity, fostering an environment where every member of the community feels respected and valued, regardless of gender, ethnic origin, sexual orientation, etc.

To strengthen the resilience and well-being of individuals, the university puts in place support and prevention mechanisms, aimed at promoting their psychological and emotional well-being within the establishment. In addition, UMONS strives to ensure a fair and equitable response to any reported harassment situation, thereby strengthening reporting and complaint handling mechanisms.

Finally, the university regularly organizes awareness-raising activities such as study days, shows, workshops, training courses and conferences on issues of gender, diversity, discrimination and harassment. These initiatives aim to inform and educate the university

community about the various aspects of harassment and how to prevent it, thus contributing to a respectful and inclusive university environment for all**.**

Valuation methods:

This is not clearly stated, but it is very likely that UMONS has put in place an evaluation process to measure the effectiveness of its anti-harassment actions. This evaluation can take various forms, such as student surveys, follow-up of complaints and reported cases, evaluations of awareness-raising interventions, analysis of statistical data, feedback from partners and associations involved, etc.

Implementing an evaluation enables the university to understand the real impact of its actions, identify areas for improvement and make decisions based on concrete data to reinforce its commitment to a safe and respectful university environment for all.

Involving the players

Université de Mons: Design, implementation and follow-up of awareness and prevention initiatives.

Comité d'Accompagnement de la Politique d'Égalité et de Diversité (CAPÉDI): Coordination of initiatives and support services.

Service d'Accompagnement et de Support des Étudiants (SASE): Management of protocols, reception and support of victims, coordination of initiatives.

Students and staff: Main beneficiaries of training courses and active participants in complementary activities.

Local groups and associations: Collaboration to offer additional resources and information sessions.

UMONS administrative and academic staff: They are responsible for designing and implementing anti-harassment policies and actions within the university. This includes training in the recognition, prevention and management of harassment, as well as the establishment of appropriate reporting and handling procedures.

Students: Students are both the beneficiaries of awareness and prevention initiatives, and play an active role in reporting cases of harassment they witness or experience. They are encouraged to participate in awareness-raising initiatives and to use the support resources made available to them when needed.

Student associations: They collaborate with the university to organize awareness campaigns, events and activities aimed at promoting a respectful and inclusive environment. These associations play a crucial role in engaging students and creating a culture of respect within the university community.

External organizations: UMONS works in partnership with external associations and organizations specializing in the fight against harassment, such as women's rights associations, LGBTQIA+ associations, cyberstalking prevention organizations, and so on. These partnerships enable us to exchange best practices and strengthen prevention initiatives.

Local and regional authorities: In some cases, the university collaborates with local and regional authorities, including prevention services and government agencies, to reinforce its anti-harassment actions. This may include sharing resources and developing joint programs.

Parents-to-be and student parents, transgender people, people with disabilities and witnesses of harassment: These specific groups are targeted by initiatives tailored to meet their particular needs in terms of support, gender identity recognition, reasonable accommodation and harassment prevention education.

The University of Mons' (UMONS) anti-harassment initiative is a clear demonstration of its commitment to safety, respect and inclusion within its university community. By implementing a series of coordinated actions, UMONS actively raises awareness among students, administrative and academic staff of the various forms of harassment, while offering effective support to victims. Partnerships with associations and specialized external bodies further strengthen these efforts, enabling an exchange of best practices and a collaborative approach to the prevention and management of harassment cases. By also involving students, student associations and local authorities, UMONS creates an environment where everyone feels valued, respected and protected, whatever their gender, ethnic origin, sexual orientation or any other characteristic. This initiative demonstrates a proactive commitment to promoting a culture of respect and tolerance and serves as a model for other institutions seeking to establish safe and inclusive university environments.

Case study: Ghent University (UGent)

Case description:

Ghent University (UGent) in Belgium has taken proactive steps to combat sexist and sexual violence within its institution. These initiatives are coordinated by the Gender and Diversity Office, in collaboration with mental health services and student associations. The main aim is

to create a safe and inclusive university environment for all students and staff, focusing on prevention, awareness-raising and support for victims of sexual harassment and violence.

Actions implemented:

1. **Counseling and support services:** The Gender and Diversity Office offers confidential counseling services for victims of sexual harassment and violence. Students and staff can get help in reporting incidents and receive psychological and legal support.
2. **Training program:** Mandatory training for staff and students on sexual harassment and gender-based violence. These include modules on consent, appropriate behavior, and responses to harassment situations.
3. **Awareness campaigns:** Regular awareness campaigns are run to inform the university community about victims' rights, reporting procedures and available resources.
4. **External partnerships:** Collaboration with local and international organizations to provide additional resources and organize awareness-raising events on the prevention of gender-based and sexual violence.

Objectives:

Ghent University (UGent) has established several key objectives to combat harassment on its campus. Firstly, UGent aims to actively sensitize its university community to the various aspects of harassment, including its varied forms and potential consequences. By raising awareness among students, academic and administrative staff, the university seeks to create a culture where inappropriate behavior is recognized and rejected, and where victims are encouraged to report incidents. Secondly, UGent is firmly committed to the prevention of harassment by implementing mandatory training programs and clear anti-harassment policies, thus fostering an inclusive and respectful environment. Thirdly, the university provides effective support to victims of harassment through specialized accompaniment services, confidential consultations and advice on the steps to take. Fourthly, UGent strives to strengthen its reporting and complaint handling mechanisms, ensuring a fair and professional response to each reported case. Finally, UGent promotes the resilience and well-being of its academic community by offering ongoing support and personal development programs. These objectives aim to create a safe, respectful and inclusive university environment for all members of the UGent community, reinforcing the university's commitment to the safety and well-being of its students and staff.

Valuation methods

Ghent University places great importance on the ongoing evaluation of its anti-harassment initiatives, aimed at measuring their effectiveness and identifying areas for improvement. This evaluation is carried out through several methods, including regular student and staff satisfaction surveys, analysis of statistics on reported cases, and focus groups with the university community. These processes enable the university to gather valuable feedback, analyze the data collected, and adjust its actions accordingly to ensure the relevance and effectiveness of its anti-harassment policies. By adopting a proactive and reactive approach, Ghent University is committed to maintaining a safe, respectful, and inclusive environment for all its members.

Involving the players

Ghent University: Design, implementation and follow-up of awareness and prevention campaigns.

Gender and Diversity Office: Coordination of initiatives and support services. Mental Health Services: Management of protocols, reception and support of victims, coordination of initiatives.

University management (rectorate): Management, including the rector, is involved in the development of institutional anti-harassment policies and in the general supervision of the initiatives put in place.

Administrative services: The university's administrative services are involved in managing complaint procedures, collecting statistical data on cases of harassment, and coordinating the various actions undertaken.

Academic departments: Academic departments are involved in training teaching staff and raising student awareness of inappropriate behavior.

Student support services: Services such as Trust Point, the Studentenwerk Ghent, PerC (Permanence Center) and other counseling services offer support to students facing cross-border behavior, discrimination, or other welfare-related issues.

Student associations: Student associations are often involved in organizing awareness campaigns, events, and activities to promote a respectful and inclusive environment.

Teaching and administrative staff: Teaching and administrative staff play a crucial role in implementing anti-harassment policies, managing reported cases, and raising awareness of these issues.

External partners: Partnerships can be established with external organizations specializing in anti-harassment work, providing additional resources and complementary expertise.

Local authorities: In some cases, local authorities, including the city of Ghent, may be involved in coordinating anti-harassment efforts, particularly when it comes to safety and prevention issues.

Ghent University's anti-harassment practice is exemplary, integrating multiple dimensions to ensure a safe and respectful campus environment. Through clear institutional policies, awareness-raising initiatives and dedicated support services, the university demonstrates its commitment to preventing harassment, supporting victims and promoting a culture of respect and inclusion. Collaboration with internal and external partners further strengthens the impact of these actions, enabling a holistic approach that addresses the varied needs of the university community. However, to maintain and improve these efforts, ongoing evaluation is essential to identify gaps and adjust strategies based on feedback. In summary, Ghent University is actively committed to creating an environment where everyone can thrive in safety, while remaining vigilant in the face of persistent harassment-related challenges.

Sweden

Case study: Karolinska Institute

Case description :

The Karolinska Institute (KI) in Sweden, a leading medical institution, is actively engaged in the fight against sexual harassment and gender-based violence in higher education. In the wake of the #MeToo movements, KI has stepped up its initiatives to create a safe and inclusive work and study environment. The institute has launched several programs and collaborated with various organizations to raise awareness, prevent, and support victims of sexual harassment.

Actions implemented:

1. **National Knowledge Center on Unwanted Sexuality and the Prevention of Sexual Violence:** Offered by KI in collaboration with Karolinska University Hospital, this center focuses on the prevention of sexual violence through interventions targeting people with risk factors.

2. **Training and Awareness:** KI offers training programs and awareness-raising activities to inform students and staff about their rights, responsibilities, and available resources regarding sexual harassment.
3. **Research and collaboration:** Participation in research and collaboration programs to generate shared knowledge and practices on sexual harassment and gender-related vulnerability in the academic environment.

Objectives:

Generating knowledge: One of Karolinska Institutet's main objectives is to generate in-depth knowledge about sexual harassment and gender-related vulnerabilities in the Swedish academic context. This research program aims to understand the underlying mechanisms and identify associated risk factors. Through this research, the KI hopes to contribute to a better understanding of the dynamics of sexual harassment and to the development of effective strategies for preventing and dealing with these situations.

Promoting good practice: Another KI priority is to promote good practice in the prevention of sexual harassment. The program encourages the exchange of experiences and strategies between academic institutions. By facilitating this sharing, KI helps other institutions to put in place concrete measures to prevent and manage cases of sexual harassment. The aim is to create a support network where best practices can be adopted and adapted to different institutional contexts.

Raising awareness: Karolinska Institutet is actively committed to raising awareness of sexual harassment issues within the university community. Awareness campaigns are regularly organized to inform students, staff and researchers about their rights, as well as the resources available to get help in the event of harassment. This awareness-raising aims to create a culture of mutual respect and support, where members of the community feel comfortable reporting incidents and seeking help in complete confidentiality.

Improving the environment: By highlighting issues related to sexual harassment, Karolinska Institutet aims to improve the working and learning environment at higher education institutions in Sweden. The program focuses on creating concrete measures to ensure a safe, inclusive and respectful environment for all. These efforts include the regular evaluation of existing policies and procedures, as well as the introduction of new initiatives to strengthen the prevention of sexual harassment.

Evaluation methods:

Karolinska Institutet (KI) carries out an ongoing evaluation of its initiatives to combat sexual harassment and gender-based violence. This evaluation includes several aspects essential to ensuring the effectiveness and impact of the measures put in place. Firstly, KI regularly evaluates the effectiveness of its awareness campaigns aimed at informing and educating the university community about sexual harassment issues. These evaluations measure the reach of the campaigns, the increased understanding of harassment issues, and the general reception of the messages by students and staff.

KI then analyzes data on reported cases of sexual harassment to identify trends and patterns of problematic behavior. This in-depth analysis enables us to tailor preventive measures and intervene proactively where the risk is greatest. In addition, KI assesses the availability and effectiveness of support resources for victims of harassment, such as counselors, hotlines and anonymous reporting options. The aim is to ensure that these resources adequately meet the needs of victims and are easily accessible when needed.

KI also regularly assesses its internal policies and guidelines on sexual harassment and discrimination. This includes a review of existing policies to ensure that they are aligned with best practice and comply with Swedish legislation. Finally, KI collects regular feedback from stakeholders, including students, academic and administrative staff, as well as researchers. This feedback provides crucial information on people's experience of sexual harassment and the effectiveness of measures taken to deal with it.

Involving the players:

Karolinska Institutet (KI): As a leading academic institution, KI is the driving force behind numerous initiatives to prevent sexual violence. It offers training programs, participates in research on sexual violence and prevention, and engages in partnerships to create a safe and inclusive environment.

Karolinska University Hospital: In collaboration with the KI, Karolinska University Hospital is helping to set up the National Knowledge Centre on Sexual Violence and Prevention. The hospital contributes to the research and development of effective practices for the prevention of sexual violence.

KI academic and administrative staff: KI staff participate in awareness and training programs offered by the institution to better understand and prevent sexual violence.

KI students: Students are also an important target, as they represent a population vulnerable to sexual violence. KI offers them awareness and training programs and encourages them to contribute to the creation of a safe environment by reporting any inappropriate behavior.

External partners: KI collaborates with other organizations such as health services, governments, non-profit organizations, and other universities to strengthen sexual violence prevention efforts. These partnerships enable a more holistic and coordinated approach to prevention.

Sexual violence prevention initiatives at Karolinska Institutet (KI) are the result of a strong commitment to the safety and well-being of the university community. Thanks to a multi-faceted approach, KI has put in place several measures aimed at raising awareness, educating and supporting students, teaching staff and the university environment as a whole.

These initiatives include the creation of a national knowledge center, training and awareness programs, research efforts and the development of clear policies and resources. By collaborating with other institutions and using an intersectional approach, KI recognizes the complexity of the issue of sexual violence and aims to create an inclusive and respectful environment for all.

Case study: Uppsala University

Case description:

Uppsala University in Sweden has taken significant steps to combat sexual harassment and gender-based violence on its campus. Despite Sweden's progressive reputation for gender equality, persistent problems of sexual harassment were reported at the university, particularly in the neuroscience department, which had to be closed due to intractable problems with the working environment and toxic behavior.

Actions implemented:

1. **Training on dealing with situations of SGBV: As** part of the National Plan to combat gender-based and sexual violence in higher education and research 2021-2025, training sessions are made available to raise awareness and train the university community.
2. **Awareness campaigns and workshops:** Regular campaigns and workshops are organized to raise awareness of the problems of sexual harassment and gender-based violence, and to train students and staff to recognize and respond appropriately.
3. **Guides and brochures:** Distribution of specific guides and brochures to provide information on sexist and sexual violence and how to prevent it.

4. **Collaboration with other institutions:** Collaboration with Swedish and international institutions to share best practices and develop effective prevention and intervention strategies.
5. **Online course on gender-based and sexual violence:** Online course to raise awareness and train the university community in the prevention of gender-based and sexual violence.
6. **Mapping of prevention systems:** Access to information on prevention and treatment systems for gender-based and sexual violence at each university.

Objectives:

The objectives of practice aimed at preventing violence, particularly men's violence against women, are multiple and interconnected. Firstly, the main objective is to raise awareness among individuals and communities of harmful gender norms and violent behavior, thereby encouraging a challenge to these damaging norms. At the same time, the practice aims to influence the beliefs and behaviors of individuals, particularly young men, to promote more egalitarian and non-violent relationships, thereby helping to change attitudes and gender norms that perpetuate violence.

In addition, this practice aims to provide professionals with the tools and knowledge they need to identify, support and treat victims of violence, as well as to intervene effectively in violent situations. It also seeks to make resources and training on violence prevention accessible to a wide audience, including professionals working in different sectors such as social services, healthcare, education, and justice.

Another important objective is to educate and raise awareness among individuals about the nature of violence in intimate relationships, its consequences, and the resources available to help victims. This includes promoting proactive behaviors to intervene and prevent violence.

Finally, this practice aims to regularly evaluate the effectiveness of programs and interventions, identify areas for improvement and adapt strategies to the specific needs of communities and target groups. Such evaluation and continuous improvement are crucial to ensuring the long-term effectiveness of violence prevention initiatives.

Evaluation methods:

The university conducts regular evaluations of the effectiveness of programs and interventions to measure their impact and identify areas for improvement, adjusting strategies accordingly.

Involving the players:

Uppsala University: Design, implementation and follow-up of awareness and prevention campaigns.

Neuroscience Department: Initially concerned with sexual harassment issues, now subject to reforms to improve the working environment.

Swedish government: The Swedish government is involved in the development of national policies and strategies for the prevention of violence and the promotion of gender equality. It provides financial resources and institutional support for prevention programs throughout the country.

Government agencies: Agencies such as the Swedish Agency for Youth and Civil Society (MUCF) and the Swedish Agency for Gender Equality (Jämställverket) play a key role in coordinating and funding prevention and awareness-raising initiatives.

Karolinska Institutet (KI): As an academic institution, the KI is involved in research and the development of best practices in violence prevention, as well as in the training of professionals and students.

Social service professionals: Social workers are involved in identifying, supporting, and intervening with victims of violence, as well as in public awareness and community education.

Health professionals: Health professionals play a crucial role in the detection and medical management of victims of violence, as well as in raising awareness and training other health professionals.

Education professionals: Teachers and school administrators are involved in raising young people's awareness of gender-based violence through educational programs integrated into the curriculum.

Judicial system: Judges, lawyers and other actors in the judicial system are involved in applying laws and policies to protect victims and prosecute aggressors.

Non-governmental organizations (NGOs): NGOs play a crucial role in providing support services to victims, as well as in raising public awareness and educating the public about gender violence.

Media: The media play an important role in raising public awareness and promoting positive messages on gender equality and violence prevention.

Young men: Young men are included in education and awareness programs to challenge violent gender norms and promote respectful and egalitarian behavior.

Uppsala University's initiative to prevent men's violence against women in Sweden represents an integrated, multidimensional approach to a complex social problem. It effectively combines awareness-raising, training, prevention and collaboration between the public and private sectors. This approach actively includes young men, recognizing their crucial role in transforming gender norms. Training of professionals in various sectors is also essential to improve identification, support and intervention in cases of violence. Ongoing evaluation ensures that programs are effective and evidence-based, while national collaboration facilitates the sharing of best practices and the development of effective strategies across the country. By focusing on awareness-raising and education at all levels of society, this practice aims to create lasting cultural change, promoting gender equality and respectful relationships from an early age.

Case study: Lund University

Case description:

Lund University in Sweden has taken significant steps to combat sexual harassment and gender-based violence. In response to incidents of harassment and the need to create a safe and inclusive environment, the university has set up a number of awareness-raising, prevention and victim support initiatives. The university collaborates with various organizations to ensure a comprehensive and effective approach to these issues.

Actions implemented:

1. **Training and awareness-raising:** Organization of mandatory training courses for staff and students on sexual harassment and gender-based violence, including modules on consent, appropriate behavior and responses to these situations.
2. **Counseling and support services: Setting up** confidential counseling services for victims of sexual harassment and gender-based violence, with psychological and legal support available.
3. **Communication campaigns:** Awareness campaigns are regularly run to inform the university community about victims' rights, reporting procedures and available resources.
4. **Collaboration with local organizations:** Work in collaboration with local organizations to offer additional resources and information sessions on the prevention of gender-based and sexual violence.

Objectives:

At Lund University are manifold and aim to create a safe and respectful environment for all members of the university community. The main objective is to guarantee the safety and respect of every individual in their learning and working environment. To prevent incidents of sexual harassment and gender-based violence, the university implements awareness and education initiatives aimed at students, staff and faculty members. In the event of incidents, the university is committed to providing adequate support to victims, offering them access to resources and services to help them overcome the consequences of these events. Another key objective is to promote responsibility within the university community by holding perpetrators accountable for their actions. Furthermore, by establishing fair and transparent investigation processes, the university aims to build trust and transparency, ensuring that complaints are dealt with fairly and impartially. Finally, by actively combating sexual harassment and gender-based violence, the university aims to improve its institutional culture, valuing respect, diversity and gender equality.

Evaluation methods:

Lund University uses a regular, ongoing evaluation method to measure the effectiveness of its initiatives to prevent and deal with sexual harassment and gender-based violence. This method includes data collection on reported incidents, feedback from stakeholders through surveys and focus groups, and analysis of reporting and investigation processes to ensure their accessibility and transparency. The university measures the results of initiatives in terms of behavioral and attitudinal change, and compares its policies with the best practices of other institutions to align with international standards participating in projects such as UniSAFE. Evaluation results are documented in reports and used to make ongoing adjustments and improvements. This structured and participative approach enables Lund University to maintain a safe, respectful and equitable academic environment.

Involving the players:

Lund University: Design, implementation and follow-up of awareness and prevention actions. **The Vice-Chancellor of Lund University** has overall responsibility for the working environment and can play a crucial role in implementing preventive policies and measures.

Department heads and managers are responsible for ensuring a good working environment within their department or unit, while those responsible for programs receive reports of harassment or sexual harassment and implement measures to resolve problems.

Teaching staff and faculty members play an essential role in raising student awareness and promoting a culture of respect and equality.

Students help create an environment of mutual respect and report incidents when they occur.

Student organizations and unions provide support to students, promote awareness and advocate for effective policies and prevention measures. **Mental health and victim support counsellors** offer professional support to victims of harassment or sexual harassment and help them cope with the emotional consequences of these incidents. By actively involving these stakeholders, Lund University can create a collective effort to prevent harassment and sexual harassment, and ensure a safe and respectful working and study environment for all its members.

The practical harassment and sexual harassment prevention initiative at Lund University represents an exemplary, integrated effort to create a safe and respectful academic environment. By targeting a variety of audiences, including students, teaching staff, managers, and advisors, the university ensures that every segment of its community is informed, supported and involved. Through awareness campaigns, educational programs, clear and accessible reporting procedures, and strong victim support, Lund demonstrates its commitment to zero tolerance for harassment. The methodology adopted is holistic, systematic and aligned with international best practice, notably through partnerships such as the UniSAFE project. This initiative also demonstrates the importance of close collaboration between all stakeholders, including student organizations and unions, to strengthen prevention and response efforts. By regularly evaluating its practices and adapting to feedback, Lund University is positioning itself as a leader in promoting a fair and safe university environment.

Austria

Case study: University of Graz

Case description :

At the University of Graz, the Working Group for Equal Opportunities, in collaboration with the external counseling center TARA (Counseling Center for Sexual Violence against Women and Girls), launched the "LUISA *on campus"* campaign in 2023. *The campaign aims to raise awareness, carry out preventive work and support those affected by sexual harassment and violence on the university campus. LUISA points* have been set up across campus where students, university staff and anyone else present can receive help in the event of harassment or bullying.

Actions implemented:

1. **LUIS*A points:** Over 20 LUIS*A points have been set up on campus, with staff trained to help people in crisis. These points offer a safe space and non-judgmental listening, as well as referral to the appropriate counseling centers.
2. **Training and awareness-raising:** LUIS*A point staff receive specific training on how to support victims and refer them to counseling services.
3. **Expansion and future development:** More LUIS*A points will be installed in summer 2024, and mobile spots will be created for major university events and student parties.

Objectives:

The "LUISA *on campus"* campaign at the University of Graz aims to achieve three main objectives. Firstly, it seeks to provide **immediate support and protection** on campus for anyone confronted with a situation of sexual harassment or violence. By establishing LUISA contact points spread across the campus, the university guarantees fast, accessible help. Secondly, the campaign aims to **raise awareness of** sexual harassment and violence **throughout the university community**, making these issues visible and promoting a culture of respect and zero tolerance. Finally, the initiative aims to **prevent harassment and violence** by displaying a strong commitment on the part of the university and making it clear that these acts will have consequences. Through these actions, the university seeks not only to protect victims, but also to create a safe and respectful environment for all.

Evaluation methods:

The "LUISA on Campus" practice at the University of Graz is subject to ongoing evaluation to identify opportunities for improvement and ensure service quality. This evaluation is taking place in several phases: the first, in autumn 2023/24, involved a written survey of employees at LUISA points to gather their experiences, positive aspects, challenges encountered and additional needs. The second phase, scheduled for summer 2024, will include a broader survey targeting everyone on campus to obtain feedback and opinions on the project, as well as on specific aspects such as signage.

Methods used include written surveys, monthly meetings and open roundtables to encourage the exchange of information and support between LUIS*A point employees. Ongoing training courses are also organized, covering topics such as sexual violence legislation, communication and de-escalation strategies, in cooperation with the Graz Violence Protection Center.

Survey results show a growing awareness of infrastructure issues (such as dark areas on campus) and a strong desire for open discussions on the subject. The evaluations also reveal a continuing need for further training and regular exchange of information, which has led to the setting up of round tables. The overall evaluation indicates that LUIS*A points play a crucial role as centers of first contact and assistance for victims of sexual harassment and violence on campus, with strong support from the university and increased awareness among the university community.

Practice is evaluated on an ongoing basis, using a variety of methodologies to ensure constant improvement and adaptation to the needs of the university community, guaranteeing an effective and humane response to emergency situations and prolonged support for victims.

Involving the players:

Several key players are involved in implementing and running the "LUIS*A on Campus" project at the University of Graz:

The Equal Opportunities Working Group (AKGL) is the main initiator of the project, with strong national legal backing. It offers professional advice and support to those affected by sexual harassment and violence.

The TARA external counseling center specializes in sexual violence against women and girls and is a key partner in the project, providing expertise and advice.

The Coordination Office for Gender Studies and Equal Opportunities publishes manuals and information material on sexual violence. It offers training courses on diversity, combating prejudice, sexual harassment and violence.

The Austrian Students' Union (ÖH) conducts surveys on the subject and offers advice, support and prevention initiatives. It works in close collaboration with other players to enhance the project's effectiveness.

The City of Graz and its Mayor are providing institutional and logistical support for the project, and have initiated the original "Luisa ist hier" campaign in bars, swimming pools and youth centers.

Local police: Actively involved in training staff at LUIS*A points and providing information on legal aspects and crisis management.

These players work closely together to ensure a coordinated and effective response to incidents of sexual harassment and violence on campus. They are also involved in the ongoing evaluation

of the project, ensuring that it is adapted to the needs of victims and integrated into the university culture.

The "LUIS*A on Campus" practice at the University of Graz is an innovative and proactive response to the pervasive problem of sexual harassment and violence on campus. By combining awareness-raising, prevention and direct support, this project offers a holistic model for tackling these issues.

LUIS*A points, strategically located around campus, serve as first-aid centers for victims, ensuring immediate assistance and safety in emergency situations. Managed by trained staff, these points offer a safe, non-biased space where victims can receive tailored support and be referred to the appropriate counseling centers.

The initiative draws on the cooperation of various players, including the Equal Opportunity Working Group, the TARA Counseling Center, the Coordination Office for Gender Studies and Equal Opportunity, the Austrian National Students' Union (ÖH), as well as municipal authorities and the police. This collaboration ensures a coordinated and effective response to incidents and contributes to a safer, more inclusive university culture.

The project's impact is reinforced by regular staff training, tools and checklists for dealing with crisis situations, and ongoing evaluation aimed at improving the project. Preliminary results show increased awareness among staff and students, recognition of the importance of addressing these issues openly, and a strong commitment to supporting victims.

"LUIS*A on Campus" demonstrates a comprehensive and structured approach to combating sexual harassment and violence in the academic environment. By relying on strong inter-institutional collaboration and offering immediate and accessible resources, the University of Graz is setting an exemplary standard of practice that could be adopted by other institutions around the world.

Case study: University of Vienna

Case description:

At the University of Vienna, a series of initiatives have been put in place to combat gender-based and sexual violence. These initiatives are coordinated by the Equality Office, the Equal Opportunity Office and the Gender and Diversity Council. The main aim is to create a safe and respectful university environment for all students and staff, focusing on prevention, awareness-raising and support for victims of sexual harassment and violence.

Actions implemented:

1. **Counseling and support services:** The Equality Office offers confidential counseling services for victims of sexual harassment and violence. Students and staff can get help reporting incidents and receive psychological and legal support.
2. **Awareness campaigns:** Regular awareness campaigns are run on campus to inform the university community about the issues surrounding gender-based and sexual violence, available resources and reporting procedures.
3. **Mandatory training:** Mandatory training on sexual harassment and violence prevention is organized for all new students and staff members. These courses include modules on consent, appropriate behavior and appropriate responses to harassment situations.

Objectives:

The University of Vienna's Equal Opportunities Working Party (EOWP) aims to promote equal treatment and combat discrimination, sexual harassment and bullying within the university. The main objectives are defined by the Austrian Equal Treatment Act and the University Act, as well as by the Positive Action Plan for the Advancement of Women and Gender Equality.

The first objective is to **prevent and oppose all forms of discrimination,** harassment and violence on campus. This includes creating a respectful and tolerant environment, free from discrimination, where harassment in any form is not tolerated.

A second objective is **to inform, advise and support** members of the university who are victims of discrimination, sexual harassment or bullying. This includes the provision of personal and confidential advice, as well as referral to specialist internal and external counselling services.

A third objective is to **monitor procedures for applying the rules of equal** treatment and gender **equality** within the university. This also involves publishing an annual report on the EOWP's activities, including recommendations for university bodies.

The EOWP at the University of Vienna plays a crucial role in ensuring an inclusive, respectful and safe academic environment for all its members. This practice is anchored in national law and is part of a national network of similar offerings at Austrian universities.

Evaluation methods:

At present, there is no detailed information available on the specific evaluation methods used by the Equal Opportunities Working Party (EOWP) at the University of Vienna...

Involving the players:

The Equal Opportunities Working Party (EOWP) at the University of Vienna is made up of various key players, each playing a crucial role in guaranteeing equal opportunities and addressing issues of discrimination and harassment. Here is a description of the key players involved:

EOWP members: The EOWP is made up of 25 members and 50 alternate members. Membership is carefully balanced to include representatives from different segments of the academic community:

1. Student Representatives: These members bring the student perspective, ensuring that student concerns and needs are taken into account in EOWP decisions and actions.
2. University faculty representatives: Professors participate in the EOWP to represent the interests of the faculty and ensure that equal opportunity policies are integrated into academic and administrative practices.
3. Representatives of associate professors and academic staff in research and teaching: These members represent the interests of non-tenured academic staff and researchers, a group often vulnerable to discrimination and inequality.
4. Representatives of the university's general staff: These representatives ensure that EOWP policies also cover administrative and technical staff, thus guaranteeing an inclusive approach.

EOWP managers

1. President and Team: The EOWP President, together with his team, oversees day-to-day operations, coordinates initiatives, and ensures that EOWP objectives are met.
2. Sexual harassment and mobbing advice office: This office, which is part of the EOWP, is specifically responsible for providing advice and support to victims of sexual harassment and mobbing.

External collaboration

1. Internal and external advisory services: EOWP works with other advisory services within the university and with external organizations to provide additional support when needed.
2. ARGE GLUNE National Network: As a member of the national network of Equal Opportunity Working Groups (ARGE GLUNE), EOWP participates in national meetings and training courses, enabling the exchange of best practices and the coordination of efforts at national level.

Target audience

1. Students, Researchers and Academic Staff: All members of the university community, including students, researchers, academic and general staff, as well as job applicants, are potential beneficiaries of EOWP's services.
2. Supervisors and teachers: Supervisors and teachers are also targeted for training and advice on how to deal with incidents of discrimination and harassment.

The diversity of players involved in the EOWP enables a holistic and inclusive approach to dealing with issues of discrimination and harassment at the University of Vienna. Thanks to the collaboration of representatives from all parts of the university community and links with national networks, the EOWP provides comprehensive and effective support to promote equal opportunities and a culture of respect.

The practice of the Equal Opportunities Working Party (EOWP) at the University of Vienna represents an exemplary initiative in promoting equal opportunities and combating discrimination and harassment. Established in 1991 and consolidated by the University Act of 2001 and the Equal Treatment Act, the EOWP operates as an independent collegiate body within the university. Its diverse composition, including representatives of students, professors, academic and administrative staff, guarantees an inclusive and representative approach to the various components of the university community.

The EOWP provides confidential advice, support and guidance to victims of discrimination and harassment, while collaborating with internal and external counselling services. It also plays a key role in awareness-raising and prevention through training and workshops. The national ARGE GLUNE network, of which EOWP is a member, enables the exchange of best practices and coordination on a national scale, thus reinforcing the impact of its actions.

In short, the University of Vienna's EOWP is a structured, proactive response to the challenges of equal opportunities in higher education, ensuring a respectful, tolerant working and study environment free from all forms of discrimination.

Case study: Women's Department at the Austrian Students' Union, University of Vienna

Case description:

The Women's Department at the University of Vienna, part of the Austrian Students' Union (ÖH), operates as an autonomous collective, independent of political parties. The department focuses on queer_feminist, migrant and anti-racist networking. It serves as a place of self-

empowerment for cis women, lesbians, trans and intersex people, both inside and outside the academic institution. The Women's Department provides an accessible point of contact for these groups, depending on events and context.

Actions implemented:

1. **Counseling and support services:** The Women's Department offers confidential counseling services for victims of sexual harassment and violence. Students and staff can get help reporting incidents and receive psychological and legal support.
2. **Awareness-raising campaigns and publications:** Information through publication of an annual report in which places, spaces, initiatives, groups, collectives and queer_feminist projects are presented in Vienna. Brochures and the website provide information on reactions to violence and available contact points.
3. **Promoting queer/feminist/anti-racist theses:** The Women's Department financially supports theses on queer_feminist and anti-racist topics, helping to promote research and activism in these fields.

Objectives:

The Women's Department of the Austrian Students' Union (ÖH) at the University of Vienna aims to create an inclusive and safe university environment for people identified as FLINTA (women, lesbian, intersex, non-binary, trans and agender). The initiative's mission is to provide independent points of contact at all universities, ensure comprehensive protection for victims of sexualized violence, and guarantee that those affected always have the power to interpret their experience of sexualized violence. The department is also campaigning for awareness-raising training for teaching staff to be incorporated into employment law, and for free psychotherapy services to be extended. Finally, it is vital that victims suffer no negative consequences when they talk about their experiences. In short, the aims of this practice encompass prevention, victim support, awareness-raising and the promotion of a safer and fairer university environment for all members of the FLINTA community.

Evaluation methods:

To date, there is no specific information available concerning a formal evaluation of the initiatives of the Women's Department of the Austrian Students' Union (ÖH) at the University of Vienna. No detailed evaluation method is mentioned in the available documents. The lack of information on formal evaluations means that the impact of this practice could benefit from a more systematic analysis to measure its effectiveness and identify areas for improvement. To optimize this initiative, it would be beneficial to introduce evaluation mechanisms such as

beneficiary satisfaction surveys, case follow-up and impact analyses to assess the effectiveness of the actions implemented and the evolution of harassment and discrimination situations on campus.

Involving the players:

The main players involved in the initiatives of the Women's Department of the Austrian Students' Union (ÖH) at the University of Vienna are as follows:

Austrian Students' Union (ÖH): This is the official representative organization for all students in Austria. The women's department is an integral part of the ÖH and represents the interests of FLINTA students (Women, Lesbians, Intersex, Non-binary, Transgender, Agender).

ÖH Women's Department: This is an autonomous collective that works independently of political parties and political conflicts. It focuses on the queer_feminist, migrant and anti-racist network, and offers an accessible point of contact for cisgender, lesbian, trans and intersex people at the University of Vienna.

Queer_feminist collectives and initiatives: The Women's Department collaborates with various queer_feminist collectives and initiatives in Vienna, offering financial, organizational and content support for projects and groups.

Students and university staff: The Women's Department aims to support all members of the university community who face sexist, racist, homophobic, transphobic or other forms of discrimination.

Professors and academic staff: Although specific information on the reaction of professors and academic staff is not provided, the Women's Department is also working to raise awareness and train teaching staff on issues of harassment and discrimination.

National and local networks: The Women's Department is also connected to national and local networks working on equality and anti-discrimination issues at Austrian universities.

The ÖH Women's Department at the University of Vienna is supported by a diverse network of actors, including the ÖH itself, queer_feminist collectives, students, and university staff. This autonomous collective offers crucial support to FLINTA students by promoting equality, providing advice and personalized support, and campaigning for institutional changes to eliminate harassment and discrimination on campus.

The Women's Department of the Austrian Student Union at the University of Vienna plays a key role in promoting equality and combating discrimination on campus. As an autonomous collective, it offers valuable support to FLINTA (Women, Lesbians, Intersex, Non-binary,

Transgender, Agender) students by providing personal advice, financial support for projects, and advocating for inclusive policies. The Women's Department works in collaboration with various queer_feminist collectives and plays an active role in raising awareness and training university staff on issues of harassment and discrimination. This practice is crucial not only to support individual students, but also to promote systemic changes aimed at creating a more inclusive and respectful university environment for all.

Considerations and analyses of university policies against sexual violence

Level of mobilization - Consensus and dissensus

Level of mobilization

Analysis of the various case studies enables us to classify universities according to the level of mobilization of countries in the fight against sexual violence. This mobilization is reflected in initiatives, structures, awareness-raising programs, and preventive actions.

Strong mobilization

These universities are showing strong mobilization with varied, well-structured, and ongoing initiatives:

Austria:

University of Graz: LUIS*A on Campus initiative to combat sexual harassment, with support points around campus.

University of Vienna: EOWP offers regular training to prevent and manage incidents of sexual harassment.

Belgium:

University of Mons: 100% Respect" program to raise awareness among the university community.

France:

Crous Occitanie: Awareness-raising workshops and ongoing training for staff.

Sciences Po Bordeaux: Creation of a Cellule de Veille et d'Écoute, an online reporting platform.

University of Rouen: System for preventing and combating sexual harassment.

ITM Atlantic University: Appointment of gender equality focal points and mandatory training.

Italy:

University of Bologna: University service against gender violence, awareness campaigns and legal support.

University of Rome "La Sapienza": Compulsory training and victim support services.

Spain:

Autonomous University of Barcelona (UAB): IV Action Plan for Gender Equality, Lila information points.

University of La Laguna (ULL): Equality Unit, annual information campaigns.

Rey Juan Carlos University (URJC): Master's degree in prevention and awareness of sexual violence, lectures and workshops.

Portugal:

UNISEXO: Initiative to prevent sexual violence in higher education, with awareness campaigns and training.

University of Lisbon (ULisboa): Office for Equality and Inclusion, adoption of a code of conduct.

University of Coimbra: Code of conduct, advisory and support services.

Mobilization Average

These universities have significant but perhaps less varied or intensive initiatives:

Belgium:

Ghent University: Ongoing training to prevent harassment and violence.

University of Liège: Psychological assistance unit for victims of harassment.

Greece:

Aristotle University of Thessaloniki: Gender Equality Action Plan, creation of an independent authority.

Italy

Sapienza University - the School of Telecommunications: Training and support services for victims

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Mobilization in development

These universities are beginning to set up initiatives, but these are still in the development phase:

Greece:

Panteion University: Initiatives under development to combat sexual harassment.

University of Athens: Start of awareness and support programs.

Romania:

University of Bucharest (UB): Office for Inclusion, Equality and Opportunities, awareness campaigns.

Centrul FILIA: Development of codes of ethics and awareness campaigns.

UEFISCDI: Clear policies and support for victims.

Conclusion

Mobilization against sexual violence in universities varies from country to country and institution to institution. Initiatives range from awareness-raising campaigns and mandatory training courses to the establishment of support cells and reporting platforms. Strong mobilization is reflected in structured, ongoing programs, while average and developing mobilizations show significant efforts but still require improvement and extension to become fully effective.

Strong mobilization	Mobilization Average	Mobilization in Development
University of Graz (Austria)	Ghent University (Belgium)	Panteion University (Greece)
University of Vienna (Austria)	University of Liège (Belgium)	University of Athens (Greece)
University of Vienna: Equal Opportunities Working Party (Austria)	University of Mons (Belgium)	University of Bucharest (UB) (Romania)
Crous Occitanie (France)	Aristotle University of Thessaloniki (Greece)	Centrul FILIA (Romania)

Strong mobilization	Mobilization Average	Mobilization in Development
Sciences Po Bordeaux (France)	Sapienza University - the School of Telecommunications (Italy)	UEFISCDI (Romania)
University of Rouen (France)		
IMT Atlantique University (France)		
University of Bologna (Italy)		
Autonomous University of Barcelona (Spain)		
University of La Laguna Canarias (Spain)		
Rey Juan Carlos University (Spain)		
UNISEXO (Portugal)		
University of Lisbon (Portugal)		
University of Coimbra (Portugal)		

Figure 1 - The mobilization of universities in the fight against sexual violence

Explanations

Strong mobilization: These universities have set up a variety of well-structured initiatives, including support cells, reporting platforms, mandatory training courses and ongoing awareness campaigns.

Medium Mobilization: These universities have significant initiatives, but perhaps less varied or less intensive than those classified in the "Strong Mobilization" category.

Mobilization under development: These universities are starting to set up initiatives, but these are still in the development or implementation phase, and there is still work to be done to achieve a strong level of mobilization.

Consensus and Dissensus in Practices to Combat Sexual Violence in Higher Education

Practices to combat sexual violence in higher education show both consensus and dissensus among the universities studied. Here is a summary of the points of convergence (consensus) and divergence (dissensus).

Policy consensus or dissensus

There is significant consensus on the importance of awareness-raising, education, victim support, reporting procedures and institutional policies to combat sexual violence in higher education. However, dissensus remains on the variety and scope of initiatives, the level of implementation, the involvement of stakeholders, and evaluation and monitoring methods. Best practices emerge from universities with well-structured programs, involving diverse stakeholders and using feedback mechanisms to adjust and improve their strategies.

Awareness-raising and education:

Consensus: The majority of universities have set up awareness campaigns to inform and educate students and staff about sexual violence and harassment. For example, the universities of Graz (Austria), Lisbon (Portugal), and Barcelona (Spain) run ongoing campaigns and use visual aids to raise awareness in their communities.

Specific training:

Consensus: Many universities offer specific training to prevent and manage incidents of sexual violence. The University of Vienna (Austria), Ghent University (Belgium), and IMT Atlantique (France) organize regular training courses for staff and students.

Victim support:

Consensus: Almost all universities have set up contact points or support services for victims. For example, support services at the University of Bologna (Italy) and assistance units at the University of Liège (Belgium) provide psychological and legal support.

Reporting procedures:

Consensus: Clear procedures for reporting incidents of sexual harassment are widely adopted. The universities of Vienna (Austria) and Coimbra (Portugal) have well-defined mechanisms for reporting and dealing with complaints.

Codes of conduct and policies:

Consensual: Several universities have adopted codes of conduct or specific policies to combat sexual violence. Examples include the code of conduct of the University of Coimbra (Portugal) and the policies of the University of Bucharest (Romania).

Scope and variety of initiatives:

Dissensual: Initiatives vary widely in scope and diversity. For example, some universities like Sciences Po Bordeaux (France) have working groups and online platforms, while others, like the University of La Laguna (Spain), focus mainly on annual campaigns.

Implementation level:

Dissenting: The level of implementation and intensity of effort varies. Initiatives at universities such as Graz (Austria) and Barcelona (Spain) are well established and structured, while those at Panteion University (Greece) and the University of Bucharest (Romania) are still under development.

Involving the players:

Dissensual: The involvement of the various players (students, academic staff and local associations) varies. Some universities, such as the University of Mons (Belgium), involve students strongly in their programs, while others, such as some Greek universities, show less active participation.

Assessment and follow-up:

Dissonant: Methods for evaluating and monitoring the effectiveness of initiatives are not uniform. While some institutions, such as the University of Barcelona (Spain), implement continuous feedback systems and regular surveys, other universities have less structured approaches.

Analysis of the objectives pursued by all cases in the fight against sexual violence in higher education:

Analysis of the various case studies shows a convergence in the objectives pursued by universities and institutions to combat sexual violence. Here is a summary of the common and specific objectives identified in the case studies:

1. Awareness

Objectives:

Inform: Increase awareness of sexual violence issues among students and academic staff.

Educate: Provide information on forms of sexual violence, their signs, and the consequences for victims and the community.

Examples:

LUIS*A on Campus (University of Graz, Austria): Awareness campaigns and support points.

Sciences Po Bordeaux (France): Communication campaign to raise awareness among the university community.

2. Prevention

Objectives:

Reduce incidents: Implement measures to reduce incidents of sexual violence.

Promote respectful behavior: Encourage healthy, respectful relationships among students and staff.

Examples:

University of Rouen (France): Compulsory training courses and development of a specific guide.

University of Bologna (Italy): Awareness campaigns and further training to prevent sexual violence.

3. Support and intervention

Objectives:

Provide resources: Offer psychological and legal support services to victims.

Encourage reporting: Create an environment where victims feel safe to report incidents.

Examples:

Psychological assistance unit (University of Liège, Belgium): Immediate psychological support for victims.

UNISEXO project (Portugal): Resources and support services for victims of sexual violence.

4. Creating a safe environment

Objectives:

Safety and inclusion: Creating an inclusive and safe learning environment for all members of the university community.

Compliance with national guidelines: Adopt policies in line with government and national recommendations.

Examples:

University of Coimbra (Portugal): Code of conduct and consulting services.

University of Bucharest (Romania): Procedure for managing incidents of sexual harassment.

5. Change of behavior

Objectives:

Encourage reflection: Promote reflection on the attitudes and behaviors of students and staff.

Foster respectful interactions: Establish respectful and egalitarian interactions within the university community.

Examples:

IMT Atlantique (France): Training and awareness-raising activities to change behavior.

University of La Laguna (Spain): Annual information campaigns and awareness sessions.

6. Policy development and reinforcement

Objectives:

Develop clear policies: Develop specific policies and procedures to prevent and deal with incidents of sexual harassment.

Policy integration: Integrate these policies into university administrative structures.

Examples:

UEFISCDI (Romania): Development of clear policies and specific procedures.

Rey Juan Carlos University (Spain): Anti-harassment protocol in compliance with the Code of Ethics.

The objectives pursued by the various institutions in the fight against sexual violence in higher education show a holistic approach that combines awareness-raising, prevention, support, the creation of a safe environment, behavior change and policy development. These objectives aim to create a culture of respect and safety, provide adequate support for victims, and reduce the incidence of sexual violence in universities. The initiatives implemented by each institution are adapted to their specific contexts, but share common objectives for effectively combating this serious problem.

Barriers and resistance to change

The difficulties in implementing measures to prevent violence and sexual harassment in universities in Europe can be attributed to a number of causes, ranging from cultural and institutional differences to variations in legal frameworks and available resources. The following is an analysis of the main causes of these disparities:

Cultural and Social Differences

Social Values and Norms:

Perceptions and attitudes towards sexual harassment and gender-based violence vary considerably from country to country. In some countries, these behaviours may be minimised or normalised, while in others they are strictly condemned.

The stigma associated with reporting incidents may be stronger in some cultures, deterring victims from coming forward.

Variations in Legal Frameworks

National legislation:

Each European country has its own laws and regulations concerning sexual harassment and gender-based violence. These laws may vary in terms of definition, scope and sanctions.

Some countries may have more progressive and comprehensive legislation, while others may have less developed or less stringent laws.

Available Resources

Funding and Infrastructure:

The financial and human resources available for prevention and support programmes vary from university to university. Better-funded institutions can offer more comprehensive and effective services.

Universities in countries or regions with limited education budgets may find it difficult to devote sufficient resources to these initiatives.

Institutional Priorities

Administrative commitment:

The level of commitment of university administrations to tackling sexual harassment and gender-based violence may vary. Some institutions may see these issues as a priority, while others may see them as secondary to other issues.

The lack of clear institutional policies and leadership can lead to uneven implementation of prevention measures.

Organisational structures

Organisational complexity:

The organisational structure of universities can influence the implementation of prevention policies. Institutions with complex hierarchical structures may encounter obstacles to effective coordination and communication.

Differences in university governance, such as institutional autonomy, can also affect how policies are adopted and implemented.

Education and Awareness

Levels of Knowledge and Training:

Levels of knowledge and awareness of sexual harassment and gender-based violence issues can vary. Institutions that invest in regular training programmes for staff and students are better equipped to prevent and manage these incidents.

Lack of specific training on these topics can lead to poor understanding and ineffective implementation of prevention policies.

Influence of NGOs and External Partners

Role of Non-Governmental Organisations:

NGOs and other external partners play a crucial role in promoting gender equality and preventing gender-based violence. The level of collaboration between universities and these organisations can vary, influencing the quality and effectiveness of the measures put in place.

Countries or regions with a strong presence and active support from NGOs may benefit from more robust and well-coordinated programmes.

Conclusion

The disparities in the implementation of measures to prevent violence and sexual harassment in universities in Europe are the result of a complex set of cultural, legal, financial, organisational and educational factors. To overcome these disparities, it is essential to promote harmonisation of practices and policies across Europe, while taking account of specific local contexts. Continued commitment at all levels, from university administration to policy-makers, is crucial to creating a safe and inclusive academic environment for all.

National policies to combat sexual and gender-based violence

Sexual and gender-based violence is a major societal issue, calling for concerted and varied responses from governments. The national policies adopted by the countries listed below testify to diversified and rigorous strategies to combat these forms of violence, each adapted to the specific cultural and legislative contexts of these nations.

9.3.1 Austria

Austria's national policies to combat sexual and gender-based violence are multifaceted, and include both specific legislation and initiatives to prevent and support victims. Here is an overview of the main policies and measures in force:

Specific laws and regulations:

Austrian Equal Treatment Act (Bundes-Gleichbehandlungsgesetz - B-GlBG): This law prohibits all forms of discrimination, including gender-based discrimination. It defines sexual violence as a form of unlawful discrimination and provides legal remedies for victims.

Federal Act on Protection against Violence (Gewaltschutzgesetz): Adopted in 1997, this law offers legal protection against domestic and gender-based violence. It provides for exclusion orders and temporary protective measures for victims of violence, as well as free psychosocial and legal support through specialized centers throughout the country.

Specialized initiatives and organizations:

Sexuality advisory offices: These offices have been responsible for sexuality education in Austrian schools since 1970, in accordance with the General Ordinance on Sexuality Education.

They follow WHO and UNESCO guidelines and aim to promote a positive attitude towards sexuality, self-respect and understanding of relationships.

Shelters for autonomous women (AÖF): These shelters offer support to women victims of domestic violence, including psychosocial and legal support and safe accommodation. In 2023, AÖF recorded 41 attempted murders of women and 27 murders of women, 25 of which are considered "feminicides".

Awareness and prevention campaigns:

University campaigns: Initiatives such as LUIS*A in Graz raise awareness and prevent sexual and gender-based violence on university campuses. They also offer support to victims and promote respectful learning environments.

Rape prevention campaigns: These campaigns specifically target the prevention of rape among young people, focusing on education, awareness-raising and youth empowerment.

Monitoring and studies:

Studies and statistics: Studies carried out by organizations such as the Austrian Students' Union (ÖH) show that sexual and gender-based violence is still frequent, particularly in academic environments. These studies help to identify trends and inform public policy.

Austria has a robust legal framework and active initiatives to prevent and respond to sexual and gender-based violence. However, challenges remain, particularly in terms of awareness-raising, prevention and ongoing support for victims. Efforts are focused on protecting the rights of individuals, promoting equal treatment and eliminating stereotypes and discriminatory behavior.

9.3.2 Belgium

National policies to combat sexual and gender-based violence in Belgium are fairly well developed, and include several specific laws, initiatives and action plans. Here is a summary of the main points to consider:

Reinforced legislation:

Law of March 21, 2022 amending the Penal Code: This law has made significant changes to the legislative framework for sexual penal rights. It clearly defines offences such as rape, violation of sexual integrity, sexual harassment and so on.

The Act of March 21, 2007 on the collection of evidence in cases of sexual violence sets out the conditions and procedures for the collection of forensic evidence in cases of sexual violence.

Law of May 22, 2014 on sexism aims to combat sexual harassment in the public space.

National Action Plan (NAP) 2021-2025:

Adopted in November 2021, this plan coordinates the efforts of the federated authorities and incorporates the recommendations of the Istanbul Convention.

Reinforce assistance and support for victims via the Sexual Violence Care Centers (CPVS), which offer medical and psychological care and police assistance.

Specific initiatives in higher education:

Circular 8256: Aims to prevent and combat sexual harassment and violence in higher education establishments.

Raising awareness of Comitard-es: Projects to raise awareness of gender-based and sexual violence among members of the Association of Student Circles (ACE).

Training for Eco-Responsible Delegates: Specific training to reduce the risks associated with sexual or sexist behavior at student festivities.

Victim support:

Several organizations and helplines, such as SOS Viol, offer essential support to victims and raise awareness of the problem of rape.

Awareness campaigns:

Campaigns are regularly run to raise awareness of sexual violence and promote respectful, responsible behavior.

Professional training:

Since 2020, compulsory training has been required for magistrates on sexual and domestic violence, in order to strengthen judicial care for victims.

Reviews and challenges:

Despite these measures, major challenges remain, such as the low reporting rate, the predominance of known aggressors and criticism of the effectiveness of the current legal framework.

Belgium has put in place a solid legal framework, specific initiatives in higher education, awareness campaigns and victim support to combat sexual and gender-based violence.

However, improvements are still needed to strengthen victim protection, improve reporting rates and change the cultural and social norms that underpin such violence.

9.3.3 Spain

Spain has a proactive and comprehensive approach to combating sexual and gender-based violence. Here are the main national policies implemented:

1. **Legislative framework**
    1. **Organic Law 1/2004**: This is a pioneering law on comprehensive protection measures against gender violence. It covers various aspects, such as victims' right to free legal assistance, protective measures and specific provisions for dealing with domestic violence in the courts.
    2. **Sexual Freedom Act (2021)**: Known as the "only yes is yes" law, this legislation aims to prevent and combat sexual violence. It bases sexual consent on explicit affirmation and eliminates any ambiguity in the interpretation of consent in court cases.
2. **Support systems and victim protection**
    1. **Integrated support services**: Spain offers services including legal, psychological and social assistance centers for victims of sexual and gender-based violence.
    2. **Victim support networks**: specialized networks, such as the Réseau d'Attention aux Femmes Victimes de Violence de Genre, provide shelters, advice and ongoing support.
3. **Education and prevention**

1. **Educational programs**: Initiatives in schools and universities aim to educate young people about gender equality, mutual respect and consent. These programs also include training educators to detect and intervene in cases of gender-based violence.
2. **Awareness campaigns**: Regular and impactful, these campaigns aim to change societal attitudes and raise public awareness of gender and sexual violence issues.

3. **Professional training**
    1. **Specific training**: Law enforcement officers, health professionals and judicial actors receive specialized training to respond appropriately to cases of sexual and gender-based violence.
4. **Inter-institutional collaboration**

1. **Coordination between institutions**: Spain promotes a coordinated approach that involves various ministries and agencies, including working with NGOs and feminist associations to ensure that policies and measures are effectively implemented.

5. Monitoring and assessment

1. **Gender Violence Observatory**: This body is crucial for monitoring, evaluating and publishing periodic reports on the effectiveness of policies and measures against gender violence in Spain.

These efforts reflect Spain's commitment to combating gender and sexual violence holistically, seeking to protect victims while working to change the cultural and institutional norms that allow such violence to persist.

9.3.4 France

In France, national policies to combat sexual and gender-based violence are designed to meet the complex challenges of modern society, and aim to prevent such violence, protect victims and bring perpetrators to justice. Here is an overview of the main national policies in this field:

Specific laws against sexual violence:

Law of August 6, 2012 on sexual harassment: this law clearly defines sexual harassment, establishes associated sanctions and procedures for reporting and dealing with such cases. It is supplemented by the circular of August 7, 2012, which specifies the behaviors considered sexual harassment.

Law of August 3, 2018 strengthening the fight against sexual and gender-based violence: This law broadened definitions of sexual violence, introduced new offenses and strengthened penalties for aggressors. It also improves reporting mechanisms, protects victims and provides specific penalties for certain forms of violence.

Law of August 4, 2014 for real equality between women and men, although focused on gender equality, this law also addresses the fight against gender-based violence and discrimination, reinforcing the general legislative framework.

Penal Code (articles 222-33 et seq.) and Labor Code (articles L1153-1 to L1153-6): These codes establish the legal bases for defining, preventing and punishing sexual harassment in the criminal and professional contexts.

Institutional systems:

Missions Égalité Femmes-Hommes dans l'enseignement supérieur: Mandatory since 2013, these missions play a key role in raising awareness and implementing measures against sexual harassment in higher education establishments.

University listening and prevention units: set up to support victims and promote a safe, respectful learning environment.

Prevention campaigns:

University and school campaigns: These campaigns aim to raise awareness of inappropriate behavior in the student and school community, provide information on reporting mechanisms and promote a respectful environment.

Specific rape prevention campaigns: These target young people in particular, including students, to provide them with the necessary information on consent and the prevention of sexual assault.

Sexuality education:

Article L. 312-16 of the French Education Code: Sex education is compulsory in French schools. It aims to prevent sexist and sexual violence by providing young people with the knowledge and skills they need to protect themselves and respect others.

Surveys and data:

Baromètre 2023 de l'Observatoire étudiant des violences sexistes et sexuelles: This tool provides figures on the prevalence of violence in higher education, helping to adapt prevention policies.

These national policies demonstrate France's commitment to combating gender-based and sexual violence through a combination of legislative frameworks, institutional arrangements, prevention campaigns and sexuality education. Despite these measures, challenges remain, particularly in terms of awareness-raising, reporting and support for victims, requiring ongoing vigilance and constant improvements in the implementation of these policies.

9.3.5 Greece

The fight against sexual and gender-based violence in Greece focuses on several main areas, including legislative, educational and victim support measures. Here is an overview of the national policies in place:

1. Greece has passed several laws to strengthen protection against sexual and gender-based violence, in line with international and European standards:
2. **Domestic Violence Victims Protection Act**: This legislation offers increased protection to victims, including access to protection orders and legal support.
3. **Accession to the Istanbul Convention**: Greece is a signatory to the Council of Europe Convention on preventing and combating violence against women and domestic violence, which commits the country to taking preventive measures and offering support services to victims.
4. **Victim support centers**: Greece has set up support centers offering counseling and legal and psychological support to victims of sexual and gender-based violence.
5. **Helplines**: Specific telephone lines are available to provide immediate assistance to victims, directing them to the appropriate resources and helping them with administrative and legal procedures.
6. **Education and awareness-raising**: Awareness-raising programs are set up in schools, universities and through public campaigns to educate the population about individual rights, the prevention of violence and the means of protection available.
7. **Professional training**: Police, health professionals and social workers receive specific training to deal with cases of sexual and gender-based violence effectively and sensitively.
8. **Inter-institutional collaboration**: Close collaboration between the police, judiciary, health services and non-governmental organizations is encouraged to ensure a coordinated and effective response to cases of sexual and gender-based violence.
9. **Policy monitoring**: Monitoring and evaluation mechanisms are in place to ensure the effectiveness of adopted policies and practices, enabling adjustments to be made based on concrete data and feedback.

These policies are constantly evolving to better meet the needs of victims and to adapt to emerging challenges in the field of sexual and gender-based violence. Greece continues to work to strengthen its institutional and community capacities in this crucial area.

9.3.6 Italy

In Italy, national policies to combat sexual and gender-based violence consist of a robust legislative framework, prevention measures, support for victims, and collaboration with

women's rights organizations. Here's a detailed overview of the main initiatives and laws in place:

A stronger legislative framework

Law no. 66/1996: This law was one of the first to deal explicitly with sexual violence in Italy. It establishes severe penalties for the perpetrators of such acts and simplifies the legal framework for sexual offences.

Decree-Law no. 93/2013 (Law no. 119/2013): Known as the "Feminicide Act", this legislation strengthens protection measures for victims of domestic and gender violence. In particular, it introduces the concept of "stalking".

Law no. 69/2019 (Code Rouge): This law introduces accelerated procedures for cases of domestic and gender violence. It broadens the definition of gender violence to include acts such as "revenge porn" (non-consensual dissemination of intimate images).

Awareness and Prevention

Educational programs and awareness campaigns: National and local campaigns are organized to raise public awareness of gender-based violence. These include educational programs in schools and universities, aimed at preventing violent behavior and promoting gender equality.

Training professionals: Health, education and justice professionals receive specific training to better identify and care for victims of sexual and gender-based violence.

Victim Support

Shelters and helplines: Shelters for victims of violence are available throughout Italy. Hotlines offer immediate, anonymous support.

Digital reporting platform: A platform enables victims to report incidents online and to talk to police officers or gendarmes trained in the fight against sexual and domestic violence.

Specific initiatives for higher education

Observatoire Étudiant des Violences Sexuelles et Sexistes: This observatory investigates, raises awareness and takes action against sexual and gender-based violence in higher education establishments.

Multi-year action plan 2021-2025: This plan aims to prevent and deal with gender-based and sexual violence in higher education and research. It includes specific measures to improve student safety and support.

Collaboration with women's organizations

Partnerships with NGOs and women's rights groups: The government works closely with various organizations to prevent gender-based violence and support victims. These partnerships make it possible to set up community programs and awareness-raising initiatives.

Support and rehabilitation policies

Psychological and legal support: Victims of sexual and gender-based violence have access to free psychological and legal support to help them overcome trauma and navigate the legal system.

Protective measures: Protective measures, such as restraining orders and safe shelters, are available to protect victims from their abusers.

Italy's national policies to combat sexual and gender-based violence are integrated and diversified, aiming to offer comprehensive protection to victims, prevent violence through education and awareness-raising, and severely punish perpetrators. These initiatives demonstrate Italy's commitment to eradicating gender-based violence and promoting equality and security for all its citizens.

9.3.7 Portugal

In Portugal, the fight against sexual and gender-based violence is a major issue that relies on a combination of laws, public policies and awareness-raising initiatives. Here's an overview of the main policies and measures in place:

1. **Legislative and regulatory framework**
    1. **Law against domestic violence**: Strengthened over the years, this law aims to protect victims and punish perpetrators of domestic violence, including sexual and gender-based violence. It includes measures such as protection orders and the obligation for law enforcement agencies to take immediate action in the event of a threat.

2. **Harassment laws** : Portugal has also legislated against sexual harassment, in both the private and professional spheres, imposing severe penalties on offenders.

2. Victim support and protection systems

1. **National victim support network**: This includes support centers offering legal, psychological and social support to victims of gender-based violence.
2. **Helplines**: Free telephone hotlines are available 24 hours a day for victims of domestic and sexual violence, offering immediate support and referrals to appropriate services.

3. Education and prevention

1. **Gender equality education**: educational programs are integrated into the school system from an early age to promote gender equality and mutual respect.
2. **Public awareness campaigns**: The government and NGOs regularly launch campaigns to raise public awareness of sexual and gender-based violence, encourage witnesses to report cases, and de-stigmatize help-seeking by victims.

4. Professional training

1. **Training for law enforcement and health professionals**: These groups receive specific training to identify the signs of gender-based violence and to offer an appropriate and sensitive response to victims' needs.
2. **Partnerships with NGOs**: The government works closely with non-governmental organizations and women's associations to develop more effective policies and practices.
3. **International cooperation**: Portugal participates in European and international initiatives and programs to strengthen measures against gender violence.
4. **Violence observatories**: Institutions dedicated to monitoring cases of domestic and gender-based violence exist to assess the effectiveness of policies and adjust approaches in line with the results obtained and new research.

These measures reflect Portugal's ongoing commitment to creating a safer, more egalitarian society, with a focus on prevention, victim support and holding perpetrators accountable.

9.3.8 Romania

In Romania, the fight against sexual and gender-based violence has gained in importance in recent years, with the adoption of new legislation and policies, as well as the reinforcement of existing measures. Here are the main national initiatives and policies in place:

1. **Legislation on domestic violence**: Romania has adopted specific laws to combat domestic violence, including gender-based violence. These laws provide for immediate protection measures for victims, such as emergency protection orders and bans on contact with victims.
2. **Laws on sexual harassment**: Romania's penal code includes specific provisions criminalizing sexual harassment, providing a legal framework to protect victims and prosecute perpetrators.
3. **Victim support centers**: Specialized centers offer legal, psychological and medical support to victims of sexual and gender-based violence. These centers often work in collaboration with local NGOs.
4. **Helplines**: Romania offers helplines that provide support and advice to victims of violence.
5. **Educational programs in schools**: Programs are integrated into the school curriculum to raise young people's awareness of gender equality, mutual respect and the consequences of sexual and gender-based violence.
6. **Awareness campaigns**: The government and NGOs regularly organize campaigns to raise public awareness of these issues, encourage reporting of violence, and reduce the stigmatization of victims.
7. **Specific training for police and judicial staff**: Training is provided to help these professionals better understand and deal with cases of sexual and gender-based violence, emphasizing the need for a sensitive and respectful approach to victims.
8. **Inter-institutional cooperation**: Ministries, local authorities, police services, health systems and NGOs work together to provide a coordinated response to cases of sexual and gender-based violence.
9. **Participation in international initiatives**: Romania participates in European and international projects and programs aimed at improving policies and practices in the fight against gender violence.

10. **National Observatory on Gender Violence**: This institution is responsible for monitoring cases of violence, evaluating the effectiveness of policies implemented, and proposing improvements based on the data collected.

These policies are essential if we are to move towards a society where sexual and gender-based violence is effectively combated, and where victims receive the support they need to overcome the consequences of these acts. Romania continues to work on improving its structures and policies to better protect its citizens.

9.3.9 Sweden

National policies to combat sexual and gender-based violence in Sweden are robust and multifaceted, encompassing financial investment, legislative reform, educational programs, and specific initiatives to protect vulnerable groups. Here's an overview of the main measures and policies:

Investments and financial initiatives

600 million Swedish kronor invested: The Swedish government has allocated more than SEK 600 million in 2024 to strengthen efforts to combat domestic and honor-related violence. These funds are earmarked for a variety of initiatives, including victim support, prevention, and improved accommodation facilities for victims of violence.

Enhanced protection for children and young people

Protection and support for children exposed to violence: Initiatives include preventing violence in schools, improving knowledge of children's exposure to violence, and preventing the sexual exploitation of LGBTI youth. These measures aim to provide holistic protection for children and young people.

Improved shelters and coordinated support

Shelter quality: Efforts are being made to improve the quality of shelters, particularly for children, victims of violence with disabilities, and people in situations of honor-related violence. Coordinated support is also provided to help victims interact with the authorities and receive practical help.

Policies for economic equality

Analysis of economic conditions: The government is examining the economic conditions of young women and men to promote equality in the housing market, as part of the overall approach to gender equality.

Legislation and case law

Sex crime legislation: Since July 1, 2018, Swedish sex crime legislation has been based on the principle that all sexual intercourse must be voluntary. Chapter 6 of the Swedish Penal Code governs sexual offenses, with severe penalties for rape and other sexual crimes.

Initiatives in higher education

GenderSAFE project: This project, funded by the European Commission, aims to combat gender-based violence in the academic environment. It develops methods for creating safe and inclusive environments in research and higher education.

Mandatory knowledge on violence: Since 2018, undergraduate curricula for certain professions (such as doctors, lawyers, social workers) have included mandatory knowledge on men's violence against women and domestic violence, in line with the Istanbul Convention.

Prevention and awareness

Campaigns to prevent sexual violence at universities: Various initiatives, such as theme guides and helplines, are in place to prevent sexual violence and support victims at universities.

Campaigns targeting young people: campaigns like "Jealousy is not romantic" raise awareness of violence in relationships, involving both the young people themselves and the adults in their lives.

Sex education

School programs: Sex education is compulsory in Sweden, covering topics such as sexual health, consent and relationships. Programs are designed to be inclusive and to go beyond heteronormative norms, recognizing the diversity of sexualities.

Teacher training: Teachers are trained to address issues of sexuality and relationships in an inclusive and respectful way, to ensure quality sex education for all students.

Fighting harassment

Online and offline harassment: The Swedish government and various organizations are actively working to prevent online and offline harassment. There are specific laws, awareness campaigns and educational initiatives to combat cyberstalking and sexual harassment.

Sweden takes a comprehensive and systematic approach to combating sexual and gender-based violence, involving legislative reform, financial investment, educational programs and awareness-raising campaigns to create a safer and more egalitarian society.

The fight against sexual and gender-based violence is a key priority for the governments of many countries, illustrating a collective commitment to eradicating these violations of fundamental human rights. National policies in Austria, France, Belgium, Italy, Sweden, Portugal, Greece and Spain demonstrate a multifaceted approach, combining rigorous legislative frameworks, protection and support measures for victims, and awareness-raising and education initiatives.

These countries have adopted tough laws and increased penalties for perpetrators of violence, while reinforcing protection and support systems for victims. The emphasis placed on training health, justice and education professionals ensures better recognition and care for victims. In addition, awareness-raising campaigns and educational programs aim to change mentalities and promote a culture of respect and equality.

The importance of cooperation between governments, non-governmental organizations and civil society is essential for an integrated and effective approach. Specific initiatives, such as online reporting platforms, sexual violence care centers and dedicated observatories, illustrate the innovation and adaptability of national strategies in the face of these challenges.

It is imperative to maintain and intensify these actions to achieve real societal change and guarantee the safety and well-being of all.

Best practices and guidelines for prevention, support, and resilience actions.

Typology of good practices in the area of violence and sexual harassment in higher education establishments.

The prevention of sexual violence in higher education is based on primary prevention strategies aimed at reducing the incidence of violent behavior before it occurs. These strategies are generally grouped into three main approaches: prevention of victimization, prevention of the perpetration of violence and the Bystander or "active witness" approach. Each approach targets different aspects of the dynamics of sexual violence, but all aim to create a safe and respectful university environment.

Preventing victimization

Victimization prevention focuses on potential victims of sexual violence, often female students. This approach includes educational programs and self-defense training to reduce the risk of victimization.

1. **Educational programs**: These programs aim to inform students about the risks of sexual violence, deconstruct stereotypes and myths about rape, and promote risk-reduction strategies. Sessions can include discussions on consent, recognizing potentially dangerous situations and how to respond to assault.
2. **Self-defense training**: These courses combine physical techniques and psychological skills to help participants defend themselves in the event of aggression. Self-defense programs teach not only physical defense techniques, but also how to firmly express refusal and build self-confidence.
3. **Changing social norms**: In addition to directly reducing the risk of violence, these programs seek to change the social norms surrounding sexual assault. By raising students' awareness of gender inequalities and empowering them, the programs aim to create broader cultural change.

While some critics argue that these programs can be perceived as victim-blaming, they are nonetheless essential in providing students with the tools to protect themselves and navigate potentially dangerous environments.

Preventing the perpetration of violence

Preventing the perpetration of violence focuses on the potential perpetrators, who are often men. This approach seeks to change the attitudes and behaviors that lead to sexual violence.

1. **Engaging men**: Prevention programs target men to engage them in the fight against sexual violence. They aim to change misperceptions of social norms and stereotypes of masculinity that can encourage sexual violence.
2. **Consent education**: These programs include lessons on the notion of consent, communication in sexual relationships, and anger management. They seek to clarify what informed, ongoing consent is, and to encourage respectful behavior.
3. **Changing social norms**: Programs based on social norms attempt to correct misperceptions about the attitudes and behaviours of their peers. They aim to show that

the majority of men disapprove of sexual violence, thereby reducing perceived tolerance for such behavior.

4. **Workshops and interactive training**: Interventions can include interactive workshops, online training and social marketing campaigns. These educational tools are designed to be engaging and relevant, to maximize their impact on participants' attitudes and behaviors.

The Bystander or "active witness" approach

The Bystander or "active witness" approach involves anyone who has witnessed sexual assault or its warning signs. This method encourages individuals to intervene to prevent or stop a potentially violent situation.

1. **Education and awareness**: Bystander programs educate participants about the prevalence of sexual violence, the warning signs of risk situations, and how to intervene safely. They aim to increase bystanders' awareness and willingness to act.
2. **Intervention skills development**: Participants learn concrete techniques for intervening, whether by distracting the aggressor, directly helping the victim, or calling for help. These skills are often taught through role-playing and interactive scenarios.
3. **Promoting collective responsibility**: The Bystander approach is based on the idea that everyone has a role to play in ensuring community safety. By promoting collective responsibility, these programs seek to create a culture where violent behavior is immediately identified and challenged by peers.
4. **Measurable impact**: Studies show that Bystander programs can increase knowledge about sexual violence, reduce adherence to rape myths, and increase intervention behaviors. Participants are more likely to report suspicious behavior and intervene to help victims.

What are the criteria for maximizing the effectiveness of a good practice?

Nation et al. conducted an in-depth review of primary prevention programs for young people and identified nine characteristics systematically associated with effective prevention programs. These criteria provide a framework for evaluating and improving sexual violence prevention programs in universities. The detailed criteria are as follows:

1. **Comprehensive**: An effective program must adopt a holistic approach, combining different strategies and intervening at several levels (individual, relational, community and societal). For example, a program could include educational workshops, awareness campaigns, and modifications to the physical environment to increase safety.
2. **Varied methods**: It's important to include a variety of teaching methods to engage participants. This can include interactive discussions, role-playing, educational videos and hands-on activities. A multimodal approach helps to maintain participants' interest and reinforce key messages.
3. **Sufficient intensity and duration**: Programs must be long and intense enough to have a lasting impact. Regular, repeated sessions are more effective than a single intervention. The duration and frequency of interventions must be adequate to enable genuine integration of knowledge and skills.
4. **Based on recognized theory**: Programs must be based on proven behavioral and social theories, such as social learning theory or social norm theory. These theoretical foundations provide a solid framework for understanding and influencing behavior.
5. **Opportunities for positive relationships**: Programs should offer opportunities to develop positive relationships between participants and trainers. Social interaction and mutual support can reinforce learning and the application of acquired skills.
6. **Appropriate times** : Interventions should be scheduled at relevant times in participants' lives. For example, orientation sessions for new students or workshops during periods of high social activity on campus can be particularly effective.
7. **Socio-cultural relevance**: Programs must respect and integrate participants' beliefs, values and cultural norms. This means adapting content and methods to the specific cultural contexts of different student populations.
8. **Evaluated and results-based**: Programs must include evaluation mechanisms to measure their effectiveness. Using data and results to refine and improve interventions is essential to ensure their long-term success.
9. **Well-trained staff**: Trainers must be qualified and well-trained to deliver programs. The quality of teaching and the ability of trainers to engage participants are crucial to the success of the program.

Newlands and O'Donohue published a critical review of the literature on sexual violence prevention in 2016, providing specific recommendations for university administrators. This review focuses on programs implemented on American campuses and offers valuable insights,

although some recommendations require adaptation to the French context or other countries. Key recommendations include:

1. **Single-sex programs**: Newlands recommends the use of single-sex prevention programs, specifically targeting men and women separately. Interventions for men should focus on preventing perpetration, while those for women should include elements of victimization prevention and self-defense.
2. **Targeting alcohol consumption**: Particular attention should be paid to the relationship between alcohol consumption and sexual violence. Programs should include components aimed at reducing excessive alcohol consumption and making students aware of the increased risk of sexual assault associated with alcohol.
3. **Consent education**: Prevention programs for men should place a strong emphasis on consent education. This includes discussions on the meaning of consent, how to obtain clear and enthusiastic consent, and why it's crucial to respect each other's limits.
4. **Self-defense for women**: Programs for women should include elements of self-defense to provide them with the skills they need to protect themselves in the event of aggression. This can include physical techniques, as well as strategies to build self-confidence and the ability to say no firmly.
5. **Socio-cultural environment**: The cultural differences between American campuses and those in other countries, such as France, must be taken into account. Programs must be adapted to meet the cultural and social specificities of each university context.
6. **Ongoing evaluation**: As with the Nation et al. criteria, Newlands stresses the importance of ongoing evaluation of program effectiveness. The data collected must be used to refine and adapt interventions, ensuring that they remain relevant and effective.

By combining the Nation et al. criteria and the Newlands recommendations, universities can develop and implement sexual violence prevention programs that are comprehensive, tailored and effective. These approaches, based on sound evidence and theory, can help create safer university environments, where all students can learn and develop without the threat of sexual violence.

Best practices in the fight against sexual violence in higher education collected by partners.

These best practices are distinguished by their holistic approach and their ability to combine awareness-raising, prevention, support and ongoing evaluation. They implement structured actions and actively involve the university community, making them particularly effective in the fight against sexual violence in higher education.

Here is a summary of the best practices identified in the case studies, with an explanation of what makes them examples of good practice.

1. LUIS*A on Campus (University of Graz, Austria)

Project summary: LUIS*A on Campus is an initiative to combat sexual harassment at the University of Graz. The program includes support points around campus, where victims can get immediate support and referrals to external counseling services such as the TARA Counseling Center.

Why it's good practice:

1. **Accessibility**: Support points are easily accessible on campus, offering immediate support to victims.
2. **Collaboration**: Partnership with specialized external services enhances the quality of support offered.
3. **Raising awareness**: Visibility of support points helps raise awareness among the university community.

2. 100% Respect (University of Mons, Belgium)

Project summary: The "100% Respect" program at the University of Mons aims to raise awareness of unacceptable behavior and encourage reporting of incidents. It includes communication campaigns and training for staff and students.

Why it's good practice:

1. **Comprehensive**: Covers awareness, training and reporting.
2. **Community involvement**: Actively involves students and staff, reinforcing a culture of respect.
3. **Visibility**: Communication campaigns raise the profile of prevention efforts.

3. Cellule de veille et d'écoute (Sciences Po Bordeaux, France)

Summary of action: Sciences Po Bordeaux has set up a monitoring and support unit for victims of sexual harassment, with an online reporting platform and a working group dedicated to gender-based and sexual violence (SGBV).

Why it's good practice:

1. **Centralized support**: A single point of contact for victims.
2. **Anonymity and confidentiality**: The online reporting platform enables victims to report incidents anonymously.
3. **Collective action**: The working group includes members of the administration and students, fostering a collaborative approach.

4. University Service against Gender Violence (University of Bologna, Italy)

Summary of action: The University of Bologna has set up a dedicated service to combat gender-based violence, offering individual interviews, a telephone helpline and emergency procedures to protect victims.

Why it's good practice:

1. **Multidimensional support**: Combines psychological support, a telephone hotline and immediate protection.
2. **Reactivity**: Emergency procedures ensure rapid response to incidents.
3. **Legal support**: Offers legal advice to victims, which is crucial to their protection and recovery.

5. Action plan for gender equality (Autonomous University of Barcelona, Spain)

Summary of the action: The Autonomous University of Barcelona has set up a gender equality action plan, managed by the Observatory for Equality. The plan includes information points, awareness campaigns and regular training for staff and students.

Why it's good practice:

1. **Solid structure**: The plan is well structured and covers various aspects of gender equality.
2. **Information points**: Lila information points make resources accessible to all members of the university community.
3. **Ongoing commitment**: Campaigns and training courses are conducted on a regular basis, ensuring ongoing awareness.

6. Institutional incident management procedure (University of Bucharest, Romania)

Summary of the action: The University of Bucharest has established an institutional procedure for managing incidents of sexual harassment, with an Office for Inclusion, Equality and Opportunities that offers social assistance services and organizes awareness campaigns.

Why it's good practice:

1. **Clear mechanism**: The incident management procedure is well defined and transparent.
2. **Social assistance**: The office offers a wide range of social assistance services, supporting students in a variety of ways.
3. **Active awareness**: Regular campaigns increase understanding and recognition of incidents of sexual harassment.

7. UNISEXO project (Portugal)

Project summary: The UNISEXO Project, coordinated by Associação Portuguesa de Apoio à Vítima (APAV), aims to prevent sexual violence in Portuguese universities through awareness campaigns, training and discussion groups.

Why it's good practice:

1. **Comprehensive approach**: Combines awareness, education and support.
2. **Student participation**: Focus groups encourage active student involvement.
3. **Policy development**: Influences the development of university policies for the prevention of sexual violence.

Summary of evaluation methods

The evaluation modalities used by universities for their anti-sexual violence initiatives combine quantitative and qualitative methods to offer a comprehensive view of program effectiveness. Knowledge assessment, participant feedback, field observations, analysis of performance indicators, and ongoing feedback systems are all essential to ensure that initiatives are not only implemented effectively but also continually improved in line with the needs and feedback of the university community. These holistic approaches ensure that actions remain relevant and impactful in the fight against sexual violence in higher education.

The methods used to evaluate the actions implemented by universities to combat sexual violence are crucial to measuring their effectiveness and identifying areas requiring improvement. Here is a summary of the different evaluation methods used, based on the case studies examined:

1. Knowledge assessment

Objective:

Verify understanding of concepts related to gender-based and sexual violence among training participants.

Examples:

1. **University of Rouen (France)**: Tests and quizzes integrated into training sessions.
2. **University of Bologna (Italy)**: Tests and quizzes to gauge participants' understanding.

Why it works:

1. **Impact measurement**: Quantifies learning and information retention.
2. **Immediate feedback**: Gives trainers direct feedback on training effectiveness.

2. Feedback from participants

Objective:

Collect impressions and comments from participants to adjust and improve programs.

Examples:

1. **University of Bucharest (Romania)**: Collecting feedback from students and staff.
2. **University of Lisbon (Portugal)**: Feedback from participants on the usefulness and relevance of training and awareness campaigns.

Why it works:

1. **Continuous improvement**: Helps identify strengths and areas for improvement.
2. **Participant engagement**: Encourages active participation and a sense of being heard.

3. Field observations

Objective:

Monitor changes in student and staff behavior following participation in training and workshops.

Examples:

1. **IMT Atlantique (France)**: Monitoring post-training behavioral changes.
2. **University of La Laguna (Spain)**: Observations on the effects of information campaigns and training courses.

Why it works:

1. **Qualitative assessment**: Provides insights into actual behaviors and cultural changes.

2. **Proof of impact**: Demonstrates the practical application of acquired knowledge.

4. Analysis of performance indicators

Objective:

Measure the impact of actions through statistics and quantitative data.

Examples:

1. **University of Barcelona (Spain)**: Annual surveys to assess the effectiveness of prevention programs.
2. **University of Coimbra (Portugal)**: Analysis of materials distributed, information disseminated, and reports of sexist and sexual violence.

Why it works:

1. **Objectivity**: Quantitative indicators provide an objective measure of impact.
2. **Benchmarking**: Compares results from one year to the next.

5. Continuous feedback and monitoring systems

Objective:

Implement continuous feedback systems to adjust strategies in real time.

Examples:

1. **LUIS*A on Campus (University of Graz, Austria)**: Regular evaluations and feedback from people working at LUIS*A spots.
2. **EOWP University of Vienna (Austria)**: Continuous feedback to monitor the effectiveness of measures.

Why it works:

1. **Reactivity**: Enables actions to be adjusted quickly in response to feedback.
2. **Sustainable commitment**: Maintains the commitment and involvement of the university community.

Levers and obstacles to the effectiveness of prevention tools

The effectiveness of tools for preventing sexual violence in universities depends on a number of factors. It is crucial to identify both the levers that can reinforce the impact of these tools and the obstacles that can limit their effectiveness. Here is a detailed analysis of the main levers and obstacles.

Levers for effective prevention tools

Holistic and integrated approach: The most effective prevention programs are those that take a holistic approach, covering a full range of topics, from consent education to conflict management and recognition of risk behaviors. Varied and comprehensive content helps to address the many facets of sexual violence and prepare students for different situations.

Personalizing content: Tailoring programs to students' cultural and contextual specificities helps make messages more relevant and impactful. This can include local examples and scenarios, as well as discussions of specific cultural norms and their influence on behavior.

Inclusion of testimonials and personal accounts: The use of victim testimonials or personal accounts can humanize statistics and make the risks and impacts of sexual violence more tangible for students. It can also foster greater empathy and deeper awareness.

Use of evidence-based data: Incorporating evidence-based data and research into prevention programs helps to lend credibility to messages and demonstrate the importance and urgency of preventing sexual violence.

Interactive methods: Programs that use interactive teaching methods, such as role-playing games, small-group discussions and simulations, are generally more effective. These approaches allow students to practice skills learned and actively engage with the material.

Frequency and repetition of sessions: Regular and repeated interventions are essential to reinforce messages and ensure that information is retained over the long term. Periodic sessions throughout the academic year can help maintain awareness and vigilance.

Peer training: Peer-led programs can be particularly effective, as students are often more receptive to messages delivered by their peers. Peer trainers can act as role models, showing that preventing sexual violence is a collective responsibility.

Use of modern technologies: Integrating digital tools, such as mobile applications, e-learning platforms and social networks, can make programs more accessible and engaging for students. Technologies can also facilitate the monitoring and evaluation of interventions.

Barriers to the effectiveness of prevention tools

Optimism bias

Optimism bias, where individuals underestimate their own risk of negative experiences, can limit the effectiveness of prevention programs. Students may believe that they will never be

victims or perpetrators of sexual violence, which reduces their commitment to and seriousness about programs.

Bias mitigation: To counter this bias, programs need to include elements that make personal risks more visible and real. For example, using local statistics or peer testimonials can help reduce feelings of invulnerability.

Deprivation of liberties

Interventions perceived as too restrictive or intrusive may provoke resistance or opposition among students. Programs that appear to limit personal freedoms or impose behaviors may be rejected.

Balancing freedom and safety: Programs must be designed to balance the promotion of safe behaviors without appearing restrictive. Involving students in program development and obtaining their feedback can help design respectful and well-accepted interventions.

Paternalistic interventions

Interventions perceived as paternalistic, where students are treated as children or individuals incapable of making responsible decisions, can alienate the target audience. This perception can diminish program effectiveness by generating resistance or indifference.

Respect and empowerment: Programs should adopt an approach of respect and empowerment, treating students as partners in the prevention of sexual violence. Encouraging personal and collective responsibility can strengthen the commitment and effectiveness of interventions.

To maximize the effectiveness of tools for preventing sexual violence in universities, it is essential to take advantage of identified levers and overcome potential obstacles. By adapting content and teaching methods, actively involving students and respecting their autonomy, programs can become powerful instruments for creating safe and respectful university environments.

Discussion and recommendations

The comparative research conducted within PREV-HED shows that sexual violence and harassment are addressed through a range of institutional responses across European higher education. The practices examined include equality policies, awareness campaigns, training

programmes, reporting procedures, designated contact persons and specialist support services. Together, these approaches reflect an understanding that universities have responsibilities extending beyond responding to individual incidents. Prevention also concerns the conditions under which students learn, staff work and academic relationships develop.

However, the existence of a policy or protocol does not, in itself, demonstrate that protection is effective. A procedure may be formally available while remaining difficult to find, understand or use. Similarly, an institution may communicate a commitment to preventing harassment without providing sufficient staff time, specialist expertise or coordination to implement it consistently. The central issue is therefore the relationship between institutional commitments and the experiences of those expected to rely on them.

The report supports an approach in which prevention is embedded in university governance, educational provision and everyday organisational practices. Awareness activities, support services and reporting mechanisms need to form a coherent system. Their effectiveness depends partly on whether members of the university community understand their respective purposes and can move between them without unnecessary obstacles.

Understanding silence through power relationships and institutional trust

An important implication of the research is that sexual violence and harassment cannot be understood solely as interpersonal problems. University environments include relationships of authority and dependency involving assessment, supervision, employment, research opportunities and professional progression. These relationships may influence whether a person recognises an experience as unacceptable, feels able to seek advice or considers making a formal report.

Students may fear consequences for their grades, access to placements or relationships with teaching staff. Doctoral researchers and employees may be concerned about supervision, references, contract renewal or career development. Such concerns make institutional trust a central condition of prevention and support.

Consequently, low reporting figures should not automatically be interpreted as evidence of a safe environment. They may also reflect limited awareness, uncertainty about procedures or doubts about the consequences of disclosure. Conversely, an increase in reports may indicate

improved visibility and greater confidence in available mechanisms. Reporting data therefore require contextual interpretation.

This analysis also highlights the importance of avoiding a narrow expectation that individuals must initiate a formal procedure before receiving assistance. Information, confidential advice and appropriate support should be distinguishable from formal reporting. People need clear explanations of their options, the limits of confidentiality and the possible consequences of each step.

Connecting first contact, specialist support and institutional procedures

The case studies illustrate different ways of organising access to assistance. Examples such as the listening and support arrangements examined at Sciences Po Bordeaux, the Equal Opportunities Working Party at the University of Vienna and LUIS*A on Campus at the University of Graz provide material for considering visibility, accessibility and referral.

These arrangements should nevertheless be differentiated according to their functions. A first-contact initiative may help someone identify a concern and locate appropriate support. A specialist service may provide psychological, social or legal assistance. A reporting body may receive information and initiate an institutional process. These functions can complement one another, but they are not interchangeable.

A key practical challenge is therefore to clarify responsibilities and connections between services. Without this clarification, individuals may have to repeat their account unnecessarily, contact several offices or receive inconsistent information. A well-organised pathway should reduce these difficulties while respecting the person's choices and the responsibilities of each service.

Partnerships with external organisations can strengthen this pathway. Specialist associations may offer expertise and forms of support that an institution cannot provide internally. Such cooperation requires clear arrangements for referral, information sharing and the respective responsibilities of university and external professionals.

European diversity as a basis for contextualised transfer

The comparative dimension of the report reveals differences in legal frameworks, institutional structures, terminology and available resources. Institutions also vary in size, governance, student populations and relationships with external services. These differences affect how prevention and support mechanisms can be organised.

The European contribution of PREV-HED lies in identifying shared questions and useful principles across these contexts. The glossary, documentary framework and comparative case studies provide a basis for discussing definitions, recognising recurring challenges and examining possible responses.

Transfer should therefore be understood as a process of adaptation. An initiative developed in one university cannot be assumed to operate in the same way elsewhere. Its relevance depends on the conditions supporting it: staff expertise, resources, institutional authority, external partnerships and compatibility with local procedures.

The report consequently supports a combination of common educational principles and locally verified information. Shared training can address consent, harassment, power relationships and appropriate responses, while institutional guidance must identify the contacts and procedures applicable in each setting.

Translating research into educational practice

The WP3 research provides a foundation for designing training that connects conceptual understanding with practical judgement. Knowing a definition is necessary, but participants also need opportunities to examine situations, recognise problematic conduct and understand how to respond within their role.

Case-based learning, guided discussion, practical exercises and self-assessment can support this objective. The active-bystander approach is also relevant because it broadens prevention beyond those directly affected. It encourages members of the university community to consider how they can recognise concerns, seek assistance or intervene appropriately without exposing themselves or others to additional risks.

Training should distinguish between levels of responsibility. Students, teachers, supervisors, administrative staff and specialist personnel do not require identical preparation. All need shared reference points, while those responsible for receiving disclosures or managing procedures require additional competencies and support.

Educational activities must also be conducted with care. Participants should not be expected to disclose personal experiences, and examples should be selected and facilitated in ways that respect different backgrounds and possible experiences of violence. The purpose is to develop understanding and capacity for action within a secure learning environment.

These considerations explain the relationship between the research report and the subsequent PREV-HED training materials. The documentary findings help determine learning objectives,

select relevant situations and clarify the distinction between awareness, first response, referral and specialist intervention.

Considering inclusion beyond the availability of resources

Making resources publicly available is an important step, but availability alone does not ensure that everyone can use them. Language, disability, unfamiliarity with institutional systems, digital barriers and limited confidence in university services may affect access.

International students, for example, may be unfamiliar with local terminology or uncertain about which procedures apply to them. Other individuals may face overlapping forms of discrimination or dependence that make seeking assistance more difficult. Prevention materials should therefore avoid assuming that all users have the same knowledge, resources or freedom to act.

The multilingual approach of PREV-HED offers a useful basis for widening access. Its value depends on linguistic clarity, consistent terminology and attention to the institutional meaning of translated concepts. Accessible presentation and alternative ways of obtaining information remain necessary alongside multilingual provision.

Student participation can help identify these barriers. Involving students and their associations in reviewing examples and communication materials may improve relevance and usability. This participation should complement institutional responsibility rather than transfer the burden of prevention to students.

Interpreting the evidence and acknowledging methodological limits

The report brings together a substantial documentary basis for comparing institutional approaches. Its common analytical framework supports the identification of recurring features, differences and possible avenues for educational development. Nevertheless, the findings must be interpreted in relation to the evidence available.

Institutional documents generally describe policies, intended procedures and activities. They do not necessarily establish how consistently these arrangements operate or how people experience them. Evaluation information is uneven across the cases, and the documentary material does not provide a uniform basis for ranking institutions or measuring reductions in violence.

The term “good practice” should therefore be used with attention to the strength of supporting evidence. A practice may be relevant because of its design, accessibility or institutional arrangements, while its longer-term outcomes remain insufficiently documented.

The distinction between implementation, learning and wider outcomes is particularly important. Participation figures show reach; assessment results can indicate learning; user feedback can identify perceived relevance or barriers. None of these measures, taken alone, demonstrates a reduction in sexual violence. The research provides a structured foundation for action and further evaluation, rather than a single validated model applicable to every institution.

- **Recommendations**

Establish clear and sustained institutional responsibility

Higher education institutions should define how prevention is governed, who is responsible for implementation and how services coordinate their work. Responsibilities should be supported by staff time, appropriate expertise and identifiable resources.

A periodic review should examine whether procedures remain understandable, contacts are current and referral arrangements function as intended. Involving university leadership, teaching staff, support services and student representatives can help maintain continuity beyond individual initiatives or changes in personnel.

Make access to information and support straightforward

Institutions should present a clear pathway distinguishing requests for information, initial support, specialist assistance and formal reporting. Users should be able to identify whom to contact, what each service can provide and what may happen after contact.

Communication should explain confidentiality and its limits, available options and relevant safeguards. Where anonymous contact is possible, its practical limitations should also be made clear. The design of these pathways should minimise unnecessary repetition and avoid making people navigate institutional complexity on their own.

Integrate prevention into recurring educational provision

Training should form part of an ongoing educational approach, supported by introductory activities and opportunities for reinforcement. A common foundation can address recognition of violence, consent, power relationships, sources of assistance and appropriate responses.

Additional training should reflect professional responsibilities, particularly for supervisors, managers and personnel likely to receive disclosures. PREV-HED materials can support this

progression through the selective use of modules, case studies and activities, combined with locally relevant guidance.

Combine digital learning with facilitated exchange

Online resources can widen access and allow users to work at their own pace. Facilitated activities can provide opportunities to discuss difficult situations, clarify misunderstandings and practise appropriate responses.

Institutions should consider how these formats complement one another. Completion of an online course should be understood as one element of a broader prevention strategy. Where digital information tools or a chatbot are used, their scope and limitations should be explicit, and their content should be checked regularly against current institutional contacts and procedures.

Strengthen the capacity of staff receiving disclosures

Personnel acting as initial contacts should receive preparation on listening, explaining options, maintaining appropriate boundaries and referring people to competent services. They should understand the distinction between receiving a disclosure, providing support and conducting an investigation.

These roles also require access to professional advice and organisational support. Clear responsibilities and referral arrangements can help prevent inappropriate responses and reduce dependence on the personal commitment of a small number of individuals.

Build inclusive participation into design and review

Students and staff from different backgrounds should be involved in assessing the clarity and accessibility of resources. Reviews should consider language, disability, digital access and familiarity with university systems.

Consultation should offer ways to contribute without disclosing personal experiences. Feedback can then inform the revision of examples, learning activities and institutional information. Student associations can serve as valuable partners in this process, alongside specialist services and external organisations.

Develop an evaluation framework that distinguishes different results

Evaluation should examine reach, implementation, learning and service accessibility separately. Relevant measures may include participation, completion, knowledge of support options, responses to practical scenarios and perceptions of the clarity of referral pathways.

Assessments before and after training can help identify changes in learning. Follow-up at a later stage can explore retention and possible application. Qualitative feedback can explain why participants found particular elements useful or difficult.

Reporting and service-use figures should be interpreted alongside contextual information. Evaluation should protect privacy and avoid collecting sensitive personal information that is unnecessary for the purpose of assessing the activity.

Document transfer conditions and maintain shared resources

To support reuse, partners should document the audiences, resources, competencies and institutional arrangements needed to implement each approach. Adaptations should be recorded so that other institutions can understand what was changed and why.

The sustainability of PREV-HED resources also requires clear arrangements for hosting, maintenance, content review and updating local information. Continued cooperation between universities, training providers, researchers and specialist associations can support this work and generate further evidence about implementation.

The principal contribution of PREV-HED is to connect comparative knowledge with practical educational development. Building on this foundation requires sustained institutional commitment: training must be linked to accessible support, clear responsibilities and continuous evaluation. This combination offers a credible basis for strengthening prevention while respecting the diversity of European higher education.

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PREV-HED
VOLUME 2
ANNEXES

National Research, Country Overviews
and Institutional Case Studies

Contents and organisation

This volume brings together the national research, institutional case studies and supporting documents used in PREV-HED. Documents are grouped by country and retained in their original working language. The studies describe external institutions and initiatives; these should be distinguished from activities implemented by PREV-HED.

France

Spain

Austria

Portugal

Romania

Greece

Belgium

ANNEXES
FRANCE

Sciences Po Bordeaux

Source document: CASE STUDY ANALYSIS PREVHED-SCIENPO BORDEAUX-FRANCE.pdf

WP3 RESEARCH ON EXISTING PROTOCOLS IN SEA

T3.1. METHODOLOGICAL GUIDELINE MS3:

CASE STUDIES

Case studies analysis

General Guidance for Case Selection

- **Each partner country must choose at least 3 good practice cases.**
- **Each partner must choose at least three different cities.**
- **Keep in mind that you can study several types of harassment or violence. While the vast majority of violence occurs between young people, the other cases can be analysed.**
- **Temporal scope: the last 6 years, starting from 01/01/2016.**
- **What we mean by sexist and sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic crimes or discrimination, crimes, rape alone or in an organized gang. The use of drugs and alcohol will also be considered**
- **As much as possible, we look for surveys, data, polls on these topics in the population and among students.**

Writing the results

- The template below must be completed for each case study.

- Remember to be concise in the information requested.

- The development of case studies requires rigorous descriptive, interpretive and factual work based on data collected from different sources.

- Remember to contrast the information and be thorough when filling out the template provided.

- There is no length limit, but try to answer the required information in each section.

- The bibliography used should be included in Appendix 1 of the template.

Deadline date: April 24.

Template to fill in for case studies analysis:

1. Introduction

- Please provide a general overview of the case

Sciences Po Bordeaux affirms its commitment to a culture of respect and gender parity. This position stems from a reaction to the numerous testimonies of sexual violence published in January-February 2021, notably in the private group "Étudiants de Sciences Po Bordeaux" on Facebook. This realization generated deep emotion within the community, prompting the school's management to react proactively.
Faced with the freedom of speech and the need to support students, Sciences Po Bordeaux has put in place concrete measures. A monitoring and listening unit was created in 2018 to support victims. Each report triggers an internal investigation, underscoring the institution's willingness to take serious action.
The fight against SGBV is also being expanded through active collaboration with external bodies and the establishment of a reporting platform. Sciences Po Bordeaux's actions go beyond repression, including prevention and awareness-raising initiatives.
A joint working group, made up of members of the administration and students, coordinates a specific action plan. This plan includes awareness-raising and training measures, particularly for new students and association leaders. An amendment to the rules governing community life, with the appointment of ethics and SGBV referents, strengthens prevention efforts.
In short, the implementation of SGBV prevention at Sciences Po Bordeaux is a proactive response to significant events, illustrating the institution's commitment to creating a safe, egalitarian and respectful environment

2. Characterize the types of violence that are targeted

QUESTION	Define
Has the school experienced any issues related to harassment?	He experienced sexual violence and it was following revelations on Facebook by students that a working group on SGBV was formed.
Are certain groups or associations active in the fight against these acts?	"Let's Speak Up" the association "Clasches" "Collective for the Fight against Sexist against Sexual Harassment in Higher Education"
Is the targeted practice an awareness-raising action, a prevention action, an action to welcome victims, a complaint action, a treatment action, a resilience action	Sciences Po Bordeaux has put in place several measures to combat gender-based and sexual violence (SGBV) within its institution. The following is a summary of the actions taken: • **Monitoring and Listening Unit (Created in 2018):** - The unit's mission is to listen, accompany, qualify the facts, compile files, and direct victims to the appropriate interlocutors. - It plays a role in informing and raising awareness among the target audiences. • **Reporting Platform / Email:** - An online reporting system is available to allow victims to report the facts confidentially. • **Penalties for Perpetrators of Violence:**

	- Each report triggers an internal investigation carried out by the monitoring and listening unit. - If the report is confirmed, the unit sends a report to the management of the establishment, which refers the matter to the competent section for disciplinary action. • **Working Group on the Fight against Sexual and Gender-Based Violence:** - Composed equally of members of the administration and students who are members of the Association Sexpressons-Nous. - Coordinates the SGBV prevention action plan. • **Preventive Measures Implemented:** - Awareness-raising system on SGBV for all first-time entrants. - Training on the fight against SGBV for association leaders. - Modification of the rules of associative life with the establishment of ethical and SGBV referents.

- **If yes, please provide a brief description of the events.**

Reporting Platform

The platform is accessible to anyone, whether they are students, educational teams, teachers, or staff. There are several steps to the reporting process:

1. **Choice of the Character of the Report:**
   The person selects the type of report from nine choices, including gender-based and sexual violence, physical or verbal threats, racial discrimination, relationship conflicts, malaise, exhaustion, suicidal ideation, inappropriate behaviour, occupational health, health and safety, moral and sexual harassment, as well as cyberbullying and others.
2. **Detail the Testimonial:**
   The person provides detailed information about the subject of the report, their status (victim or witness), a precise account with dates and places, whether it is the first time, and has the option to attach files.
3. **Identification (Anonymous or Not):**
   The next step concerns identification, which can be done anonymously or by entering your name, surname, status, email, and phone number.
4. **Summary & Sending:**
   1. The fourth step summarises all the information provided during the report. Once verified, the report is sent, generating a PIN that allows the person to retract their report at a later time. If an e-mail address is shared, it is possible to connect with a referrer for a later exchange.

3. Case Description

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QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements to understand this action.	The creation of the Monitoring and Listening Unit at Sciences Po Bordeaux in 2018 is part of broader initiatives, including the Charter on Gender Equality, the Charter for Living Together, and the European project SAGE (Systemic Action for Gender Equality). Composed of a psychologist, a lawyer, a gender equality officer, and a prevention advisor, this unit is tasked with dealing with situations of discrimination, harassment, violence, hazing, relationship conflicts, or addictive disorders. These situations may concern students in the context of their studies, as well as teachers, researchers, and administrative and technical staff (BIATSS) in the context of their professional activity.
Describe the objectives of this best practice	-Play - Assist in the qualification of the facts • Refer to appropriate interlocutors -Inform and raise awareness.
Describe the actions implemented in this best practice	The unit operates in accordance with confidentiality and neutrality. It offers support in terms of listening, accompaniment in the qualification of facts, the creation of files, and referral to the appropriate interlocutors. In addition, it plays a crucial role in informing and raising awareness among the public concerned. The operation of the unit is accessible through contacts by email or telephone. Once contacted, the unit offers an interview with two of its members. During this interview, she listens attentively, provides support, and/or directs people to the appropriate services depending on the nature of the situation
How this action is evaluated	Among the action plan developed: • Carrying out a diagnosis of quality of life at work and psychosocial risks for staff, • Health survey for students, • Setting up discussion groups for students and individualized support by a specialized psychologist, • Writing guides and trainings, • Proposal of convivial times.
Who is involved in this good practice?	The Monitoring and Listening Unit at Sciences Po Bordeaux is made up of four members, each bringing specific expertise to ensure comprehensive and diversified support. The members of this cell are as follows: • Psychologist: Provides a psychological perspective and offers emotional support to people involved in difficult situations. • Lawyer: Provides legal expertise to help qualify facts, understand legal implications, and guide people through the necessary steps. • Gender Equality Officer: Contributes to ensuring a fair and gender-sensitive approach in dealing with situations, and is committed to the promotion of gender equality. • Prevention Advisor: Plays a vital role in the prevention of risky situations, offering advice and actions to improve the well-being and quality of life within the community. This diverse team allows the monitoring and listening unit to address the

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	various issues in a holistic manner, while respecting the confidentiality and neutrality necessary to offer effective support
Who are the target audiences and why?	Sciences Po Bordeaux's Monitoring and Listening Unit aims to offer its support and services to various audiences within the academic community. Target audiences include: • Students: Whether it is for situations of harassment, violence, discrimination, relationship conflicts, or addictive disorders, the cell is accessible to students who need it. • Teachers and researchers: The unit is also aimed at members of the teaching and research staff who may be confronted with problematic situations in the course of their professional activity. • Administrative and technical staff (BIATSS): Members of the administrative and technical staff are also included in the target audiences of the unit, thus covering the entire educational community
Is it an isolated action or is it national?	The establishment of the Monitoring and Listening Unit at Sciences Po Bordeaux is an action specific to this institution and does not necessarily constitute a national action. Each higher education institution can take similar initiatives depending on its needs and commitment to the well-being of its community. However, it is important to note that the issue of gender-based and sexual violence and prevention and care mechanisms is a national concern in France and other countries. Government institutions, research organizations, and higher education institutions can collaborate at the national level to develop policies and recommendations to address these issues on a broader scale. National actions may include awareness-raising campaigns, legislative reforms, and other measures to promote a healthy and respectful educational environment.

4. Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations for implementing this practice?	The establishment of the Monitoring and Listening Unit at Sciences Po Bordeaux was motivated by several strategic considerations, including: • **Respect for the Institution's Values** and Charter: The creation of the unit is in line with the values and Charter of the institution, which emphasize the importance of respect, diversity, and equality. This demonstrates the institution's commitment to a respectful and inclusive environment.

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	• **Response to Identified Issues:** The unit was set up in response to specific issues such as discrimination, harassment, violence, hazing, relationship conflicts, and addictive disorders. It aims to address these situations to ensure the well-being of students and staff. • **Legal Compliance:** The establishment of the unit meets legal obligations related to the prevention and management of situations of violence, harassment, and discrimination, in accordance with the laws and regulations in force. • **European approach:** The creation of the unit can be aligned with European approaches such as the SAGE (Systemic Action for Gender Equality) project, thus demonstrating a willingness to be part of broader initiatives to promote gender equality. • **Improvement of the Quality of Life at Work:** The establishment of the ad hoc health and prevention group, in addition to the unit, testifies to the institution's desire to improve the quality of life at work for the entire community. This can contribute to a healthier environment and harmonious interpersonal relationships. • **Awareness and Prevention:** The ongoing awareness and prevention process aims to educate the community about forms of harassment, violence, and discrimination, thus strengthening a culture of respect and tolerance. In short, these strategic considerations demonstrate Sciences Po Bordeaux's desire to create an educational environment that is safe, respectful, and conducive to the well-being of all its members.
The method used is particularly interesting	The method used by Sciences Po Bordeaux, by setting up the Monitoring and Listening Unit, as well as other initiatives, seems interesting for several reasons: • **Holistic approach:** The creation of a unit composed of a multidisciplinary team, including a psychologist, a lawyer, a gender equality officer, and a prevention advisor, reflects a holistic approach. This makes it possible to deal with complex situations of discrimination, harassment, violence, etc., taking into account different aspects. • **Privacy and Neutrality:** The focus on the confidentiality and neutrality of the cell helps to create a safe environment for people who wish to report. This approach promotes the freedom of speech and the denunciation of problematic behaviours. • **Accessibility to Diverse Audiences:** The reporting platform appears to be accessible to a variety of audiences, including students, educational teams, teachers, and staff. This inclusive approach aims to

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	encourage the participation of the entire educational community. • **Structured Steps of Reporting:** The description of the steps of the reporting process, with the option to detail the testimony, identify anonymously or not, and receive a summary, provides a clear structure for those making a report. • **Active prevention:** Awareness-raising actions, online training, discussion groups, and other initiatives deployed show a proactive approach to prevention. This helps to create a culture of respect and prevention within the institution. • **Coordination with other bodies:** The collaboration between the monitoring and listening unit, the ad hoc group on health and prevention, the committees of staff representatives, and other actors, suggests effective coordination to address various aspects related to the quality of life at work. In summary, the method seems well thought out, focused on the needs of community members, and designed to create a healthy, respectful educational environment that is attentive to the well-being of everyone
The tools used were particularly useful	Potentially useful practices: • **Reporting Platform:** Setting up a reporting platform seems to be a key tool. It provides a structured method for reporting different types of situations (gender-based and sexual violence, harassment, discrimination, etc.). The detailed steps in the process, from the description of the testimonial to the identification (anonymous or not), help to make it easier to file reports. • **Online training:** The mention of an online course for new students on gender-based and sexual violence (SGBV) is a potentially useful tool to raise awareness among a wide audience. The trainings for student association leaders suggest a targeted approach for student leaders. • **Dramatized Lecture:** The use of a dramatized lecture on harassment and rumor can be an effective means of raising awareness. Creative and interactive approaches are often more memorable and impactful. • **Visual References:** The display of the "Violentometer" in the Atrium is a visual tool that can help raise awareness of violence and its different forms. Visual references can be powerful and educational reminders. • **Discussion Groups:** The implementation of discussion groups for students, as well as individualized support by a specialized psychologist, offers concrete support. These tools contribute to the prevention and management of difficult situations.

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	The effectiveness of these tools will depend on a variety of factors, including how they are implemented, communicated, and embedded in the institution's culture. In general, the diversity of approaches suggests a comprehensive approach, covering awareness, prevention, and support for those affected.

4. Positions

QUESTION	DESCRIPTION
How did the students react?	Finally, it can be observed that the first collection of victims' voices is in fact carried out at multiple points: with peers, teachers, student associations or unions, administrative staff attached to teaching courses, members of the Pôle Santé, etc. As a general rule, the persons concerned put the victims in contact with the Unit, which is the only body able to ensure the required conditions of confidentiality. But some (especially in a context of freedom of speech that sees a significant increase in the number of requesters) are uncertain about the conduct to be followed and their duty of confidentiality, and ask for support
How did the teachers react?	The Unit is mainly solicited by the student population, potentially due to the integration of the Unit into the administration, raising fears of confidentiality among the staff.
How did other professionals (educators, nurses, police officers) react.	
Has there been any training set up? To whom? and with what objectives	• **Online training for new students on SGBV (Gender-Based and Sexual Violence):** This training targets all new students and probably aims to raise awareness of gender-based and sexual violence issues among this population, as well as to inform about ways of prevention. • **Training for Leaders of Student Associations: Leaders** of student associations benefit from specific training. The purpose of these sessions can be to equip them to prevent and respond to situations of gender-based and sexual violence within their sphere of influence. • **Dramatised Lecture on Harassment and Rumours:** A dramatised approach is used to raise awareness of

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	issues such as harassment and rumours. This type of conference can allow for a more immersive understanding of the issues. • **Regular exchanges with elected student representatives and committed associations: Regular** discussions with elected student representatives and associations involved in the fight against discrimination and violence aim to maintain an open dialogue and identify the needs of the community. • **Display in the Atrium of the Violence Meter Tool: The display of the** Violence Meter Tool in the Atrium suggests a visual approach to educating community members about the different forms of violence and their severity. The objectives of these trainings are likely to include awareness-raising, prevention, building skills to respond to situations of violence, and creating a safe and respectful educational environment. For more precise details on the content and objectives of these trainings, it may be useful to consult official documents of the institution or to contact those responsible for the implementation of these trainings
Is this good practice widespread every year?	This listening unit has been in existence since 2018 and has been improved following the working group on SGBV in 2021, which expanded the action plan for this prevention.

5. Conclusion

- **To summarize the ideas presented**

In summary, the practice of preventing gender-based and sexual violence at Sciences Po Bordeaux includes:

- **Institutional commitment:** Sciences Po Bordeaux demonstrates a strong commitment to the prevention of gender-based and sexual violence. The school has put in place a series of measures, structures, and training to promote a respectful and inclusive environment.
- **Global approach:** The approach adopted by Sciences Po Bordeaux is comprehensive, covering different aspects such as awareness-raising, training, victim care, and punishment of perpetrators of violence. This shows a willingness to address the problem holistically.
- **Collaboration and partnerships:** The institution collaborates with various partners, both at national and European level, demonstrating a willingness to exchange good practices and to be part of a broader dynamic in the fight against gender-based and sexual violence.
- **Transparent communication:** Despite the measures put in place, concerns remain about communication and transparency. Further efforts may be needed to fully

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inform and involve the community, particularly with regard to the functioning of the Monitoring and Listening Unit.

- **Need for continuous evaluation:** The question of the effectiveness of certain measures, such as the listening cell, requires continuous evaluation. Involving the community in this evaluation process could build trust and effectiveness of initiatives.
- **Constant adaptation:** The challenges related to the workload of the coordinator highlight the need for constant adaptation of structures according to the needs and available resources.

In summary, although Sciences Po Bordeaux has significant measures in place, regular evaluation, transparent communication, and continuous adaptation are essential to ensure the effectiveness and acceptance of these practices within the community

- **Other relevant information or important specifics of the case:**

		Please describe in more detail

Annex 1: Bibliography

Please provide references to good practice and links to websites.

https://www.sciencespobordeaux.fr/fr/actualites-a-la-une/prevenir-et-traiter-les-violences-sexistes-et-sexuelles-a-sciences-po-bordeaux-rapport-du-groupe-de-travail.html
file:///C:/Users/cash/Pictures/Music/Downloads/Contact_VSS%20(1).pdf
file:///C:/Users/cash/Pictures/Music/Downloads/Lutte_Harcelement_ScPoBx%20(1).pdf
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https://www.ined.fr/fichier/s_rubrique/28685/document_travail_2018_245_violences.de.genre_universite.fr.pdf
https://www.sciencespo.fr/sites/default/files/sciencespo-rapport-groupe-travail-violences-sexuelles-sexistes-2021-fr.pdf

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IMT Atlantique

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WP3 RESEARCH ON EXISTING PROTOCOLS IN THE FIELD OF ESE

T3.1. MS3 METHODOLOGICAL GUIDELINE: CASE STUDIES

Partner deadline: February 15, 2024

Case Study Analysis

General Guidelines for Case Selection

- Each partner country must choose at least 3 good practice cases.

- Each partner must choose at least three different cities.

- Keep in mind that you can study several types of harassment or violence. While the vast majority of violence occurs between young people, the remaining cases can be analysed.

- Time frame: the last 6 years, starting on 01/01/2016.

- What we mean by sexist and sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic crimes or discrimination, crimes, rape alone or in an organized gang. Drug and alcohol use will also be taken into account

- Whenever possible, we look for surveys, data, polls on these topics in the population and among students.

Writing the results

- The template below must be completed for each case study.
- Remember to be concise in the information you provide.
- The development of case studies requires rigorous descriptive, interpretive and factual work based on data collected from a variety of sources.
- Remember to compare information and be thorough when filling out the template provided.
- There is no length limit, but try to answer the information requested in each section.
- The bibliography used should be included in Appendix 1 of the template.

Deadline: April 24.

Template to be completed for the analysis of case studies:

1. Introduction

- Please provide a general overview of the case

IMT Atlantique has implemented a series of initiatives to promote gender equality in higher education. This includes the appointment of focal points on each campus for the Gender Equality mission, participation in awareness-raising and prevention actions against gender-based and sexual violence, and engagement in partnerships with other institutions and associations.

The school is actively involved in communication with middle and high schools to promote engineering careers among young women. It also organises projects to raise awareness of gender stereotypes, in particular through playful actions aimed at encouraging girls to take an interest in scientific and technical fields.

IMT Atlantique participates in national and local initiatives to combat gender-based and sexual violence, by offering training and awareness-raising actions. The school is a member of the CPED association[1] and cooperates with other schools to pool prevention and care systems.

Internally, awareness-raising activities are carried out throughout the year, such as theatrical interventions and conferences on equality. The school also provides materials and resources on the subject, and organizes events highlighting the career achievements of female graduates.

Overall, IMT Atlantique strives to create an inclusive and respectful environment for both its students and staff, and to promote gender equality in all its activities.

2. Characterize the types of violence targeted

QUESTION	Describe
Have there been any issues related to bullying in the school?	
Are there any groups or associations active in the fight against these acts?	• The CPED (Standing Conference of Equality and Diversity Officers) • ANEF (National Association for Feminist Studies)
Is the targeted practice awareness-raising, prevention, support for victims, complaints, treatment, resilience?	IMT Atlantique has developed an action plan with five priority areas: • Engagement, information and communication: involve the entire LMI community in the fight against SGBV by providing information and communicating on the subject. • Training of students and staff: raise awareness and train students and staff in the prevention and fight against SGBV. • Accompaniment and listening: setting up support and listening systems for victims of SGBV.

[1] The CPED is the acronym for Permanent Conference on Equality and Diversity. It is an organization bringing together equality and diversity officers from higher education institutions in France. Its aim is to promote equal opportunities, diversity and the fight against discrimination in higher education.

	• Legal component: ensuring a good understanding and application of the legislation concerning SGBV. • Barometer, indicators and continuous improvement: regularly evaluate the effectiveness of the actions taken and adjust the action plan accordingly.

- **If yes, please provide a brief description of the events**

3. Case Description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	IMT Atlantique has set up this training module and other measures to combat gender-based and sexual violence in response to the results of the 2023 Barometer on SGBV in higher education. This barometer indicates that nearly one in ten students say they have been a victim of such violence, highlighting the importance and urgency of taking measures to raise awareness and prevent these behaviours within the student community. By adopting this training module, IMT Atlantique responds to national priorities in the fight against gender-based and sexual violence in higher education, as defined by the government and the Ministry of Higher Education.
Describe the objectives of this good practice	The objectives of the implementation of the training module and the measures taken by IMT Atlantique to combat gender-based and sexual violence are as follows: 1. Awareness-raising: Inform students about the problems of gender-based and sexual violence so that they better understand these phenomena and their impacts on the student community. 2. Prevention: Educate students on the prevention of gender-based and sexual violence by providing them with information on appropriate behaviors, limits of consent, and resources available when needed. 3. Behaviour Change: To provoke reflection in students to challenge their own attitudes and behaviours, and to promote respectful and egalitarian interactions among members of the student community. 4. Creating a Safe Environment: Contribute to the creation of a safe and inclusive learning environment where all students feel respected and protected from gender-based and sexual violence. 5. Compliance with national guidelines: Comply with government guidelines and national initiatives to address gender-based and sexual violence in higher education, demonstrating the school's commitment to the safety and well-being of its students.

	By implementing these objectives, IMT Atlantique seeks to contribute to the creation of a culture of mutual respect, prevention of violence and support for victims within its student community
Describe the actions implemented as part of this good practice	As part of its fight against gender-based and sexual violence, IMT Atlantique has implemented several concrete actions: • **Development of an online training module** : In partnership with specialized associations such as CPED and ANEF, the school has designed an online course to raise students' awareness of gender-based and sexual violence. This module consists of seven chapters addressing different aspects of SGBV, such as consent, different offences, the role of student associations, etc. • Awareness-raising through animations and videos: Each chapter of the module is introduced by an animation featuring common situations in student life. Course videos, quizzes and expert interviews complement the training to encourage reflection and discussion on these issues. • Mandatory training: IMT Atlantique has made this course mandatory for students, especially newcomers. This decision is intended to ensure consistent and thorough awareness among all members of the student community. • Additional sessions and face-to-face activities: In addition to the online course, the school organizes additional awareness sessions, such as workshops, forum theater sessions, and dedicated trainings for student association leaders. These complementary activities enhance the impact of the module by allowing for more direct exchanges and interactions. • Engagement in national initiatives: ITM Atlantic is committed to following national guidelines and contributing to national initiatives to combat gender-based and sexual violence, demonstrating its support for government efforts in this area.
How is this stock evaluated?	This action is evaluated at several levels to measure its effectiveness and impact: • Knowledge assessment: Students are assessed on the knowledge acquired through the online training module, including integrated quizzes and quizzes. This helps to verify the understanding of concepts related to gender-based and sexual violence. • Feedback from participants: The school collects feedback from students who have taken the course, including their perception of its usefulness, relevance, and accessibility. This feedback is valuable for identifying the module's strengths and areas for improvement. • Field observations: Teachers and school staff can observe changes in students' behavior and attitudes as a result of their participation in the course. For example, raising awareness of gender-based and sexual violence can result in more respectful communication and more inclusive interactions within the student community.

	• Analysis of performance indicators: IMT Atlantique can also analyze indicators such as the number of reports of gender-based and sexual violence after the course has been set up, the frequency of additional sessions organized, or the participation rate of students in these activities. This data makes it possible to assess student engagement and the effectiveness of complementary actions. By combining these different evaluation methods, the school can obtain a global vision of the impact of its action in the fight against gender-based and sexual violence, and thus adjust its interventions to better meet the needs of its student community
Who is involved in this good practice?	In this best practice, several stakeholders are involved: 1. IMT Atlantique: The engineering school plays a central role in the design, implementation and monitoring of the online training module on gender-based and sexual violence. It also coordinates complementary actions such as workshops, awareness-raising sessions and dedicated training. 2. Partner associations (CPED and ANEF): These associations collaborated with IMT Atlantique to design the content of the training module and provide their expertise on issues related to gender-based and sexual violence. Their input was essential in ensuring the relevance and quality of the course. 3. Students: Students are the main beneficiaries of this good practice. They follow the online training module and participate in the complementary activities organized by the school. Their involvement and commitment are crucial to the success of this initiative. 4. Teachers and administrative staff: IMT Atlantique's teachers and administrative staff are also involved in raising awareness and preventing gender-based and sexual violence. They can play a role in promoting the training module, facilitating workshops, and creating a safe and respectful environment for all students. Together, these stakeholders work collaboratively to achieve the goals of raising awareness, preventing and combating gender-based and sexual violence within the institution
Who are the target audiences and why?	The target audiences for this initiative are mainly students, particularly newcomers, as well as IMT Atlantic's teaching and administrative staff. 1. Students: Newcomers are specifically targeted as they are more likely to be exposed to situations of gender-based and sexual violence when integrating into the student environment. By raising awareness at the beginning of their university career, the goal is to provide them with the knowledge and tools they need to recognize, prevent and respond appropriately to such situations. 2. Academic and administrative staff: These members of the university community play a crucial role in creating a safe and inclusive environment for students. Raising awareness of gender-based and sexual violence issues also ensures that they are well informed about the procedures to follow in the event of a report and can effectively support students when needed.

	By targeting these specific audiences, the initiative aims to create a culture of respect, tolerance and prevention of gender-based and sexual violence within the institution, thus fostering a healthy and safe learning environment for all
Is this an isolated action or a national action?	This is a national action, as part of the National Plan to Combat Gender-Based and Sexual Violence (SGBV) in Higher Education for the period 2021-2025. This action is supported and promoted by the Ministry of Higher Education and Research (MESR) and is aimed at all schools and universities in France. In this case, IMT Atlantique, in collaboration with partner associations, has developed an online training module as part of this national plan, making it an initiative that is part of a coordinated effort at the national level to combat gender-based and sexual violence in the student environment.

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations when setting up this practice?	When implementing this practice, several strategic considerations were taken into account: 1. Awareness-raising and prevention: The main objective was to raise awareness among IMT Atlantique students and staff about the issues of gender-based and sexual violence and to train them to recognize, prevent and respond appropriately to such situations. 2. Social and Institutional Responsibility: The institution has recognized its social and institutional responsibility to its students and staff, seeking to create a safe and inclusive environment that fosters the growth and success of all. 3. Legal and normative compliance: In response to legal obligations and national recommendations to address gender-based and sexual violence in higher education, IMT Atlantique has likely sought to comply with standards and actively contribute to national efforts in this area. 4. Promotion of diversity and equality: By integrating the fight against SGBV into its institutional practices, IMT Atlantique has likely sought to promote diversity, inclusion and gender equality within its institution, thus fostering a respectful learning and working environment. By combining these strategic considerations, the institution has been able to develop and implement an effective and consistent practice to address gender-based and sexual violence, meeting the needs of its student community and staff

The method used is particularly interesting	The method used to combat gender-based and sexual violence, in this case the implementation of an online training module, is particularly interesting for several reasons: 1. Accessibility and flexibility: By offering online training, IMT Atlantique makes the content easily accessible to all students, regardless of their schedule or place of residence. It also allows for greater flexibility in participation, as students can complete the training at their own pace. 2. Use of multimedia resources: The training module incorporates different content formats, such as animations, videos, quizzes, and expert interviews. This multimedia approach makes the content more dynamic, engaging, and thought-provoking. 3. Inclusion of experts and testimonies: By including expert interviews on topics such as consent and the sociology of gender-based and sexual violence, the module enriches the training by providing specialized perspectives and illuminating different aspects of the topic. In addition, testimonies can help raise students' awareness of the real impact of such violence. 4. Monitoring and evaluation: The training module can be supplemented with quizzes and assessments, allowing IMT Atlantique to monitor student participation and evaluate the effectiveness of the training. It also provides students with the opportunity to test their knowledge and consolidate their learning. The method used has significant advantages in terms of accessibility, student engagement and effectiveness evaluation, making it a particularly interesting approach to address awareness and prevention of gender-based and sexual violence in a student environment About a hundred schools have expressed interest in the scheme, and about fifty of them could use the course from the start of the next academic year. This implies that the scheme could potentially be implemented in around fifty schools.
The tools used were particularly useful	The tools used in this initiative are particularly useful for several reasons: • **Online training:** The online training tool allows for efficient and extensive dissemination of content to a large audience of students. It offers increased accessibility and flexibility in learning, which is essential in an academic environment where schedules can be busy and schedules variable. • **Varied media resources:** Incorporating a variety of media resources such as animations, videos, quizzes, and expert interviews makes the content more dynamic and engaging. This promotes better retention of information and a deeper understanding of issues related to gender-based and sexual violence.

	• **Integrated assessments:** Quizzes and assessments integrated into the training module are used to measure student understanding and assess the effectiveness of the training. It also helps identify areas where students might need more support or clarification. • **Expert Testimonies:** Expert interviews provide valuable perspective on key topics such as consent, the sociology of gender-based and sexual violence, and the role of student associations. These testimonials add credibility to the content and allow students to benefit from the knowledge and experience of professionals in the field. The tools used, including the online training platform, varied multimedia resources, integrated assessments and expert testimonies, have proven to be extremely useful in providing effective, engaging and educational training on gender-based and sexual violence in student settings

4. Reactions

QUESTION	DESCRIPTION
How did the students react?	Feedback from students on this initiative has been generally positive. Here are some of the students' reactions and observations: • **Awareness:** Some students expressed increased awareness of gender-based and sexual violence after completing the training. They noted that the course allowed them to recognize some problematic situations and to better understand the importance of consent and mutual respect. • **Engagement:** Some students actively engaged in the discussions and debates sparked by the course. They expressed their willingness to help change behaviours and promote healthy relationships on campus. • **Appreciation of resources:** Students appreciated the variety of resources provided, including animations, videos, quizzes, and expert interviews. They found that these elements made the course more dynamic and interesting. • **Request for follow-up:** Some students expressed a desire for more awareness-raising sessions or workshops on gender-based and sexual violence. They stressed the importance of continuing dialogue and outreach efforts throughout the academic year. Students responded positively to this initiative, expressing a better understanding of issues related to gender-based and sexual violence, a commitment to take action to promote mutual respect, and an appreciation of the resources and educational content provided

How did teachers respond?	Teachers have generally responded positively to this awareness-raising and training initiative on gender-based and sexual violence. Here are some observations on their reactions: • **Support for the initiative:** Most teachers expressed their support for the initiative and recognized the importance of educating students about these issues. They highlighted the crucial role of education in the prevention of gender-based and sexual violence and appreciated the school's commitment in this area. • **Curriculum mainstreaming:** Some teachers have expressed interest in incorporating discussions or activities related to gender-based and sexual violence into their lessons. They saw this initiative as an opportunity to address these topics in a cross-cutting way and encourage students to think critically about these issues. • **Personal awareness:** Some teachers also expressed their own interest in deepening their understanding of gender-based and sexual violence and participating in awareness-raising or training sessions. They recognized that these issues are important to address in their professional practice. • **Teaching material:** Teachers were available to support students in their training on gender-based and sexual violence. They answered their questions, facilitated class discussions, and provided instructional coaching throughout the process. Teachers welcomed the initiative, acknowledging its importance in raising students' awareness of gender-based and sexual violence. They expressed their willingness to support and integrate these efforts into their pedagogical practice
How did other professionals (educators, nurses, police officers) react?	Reactions from other professionals, such as educators, nurses and police officers, have been diverse, but generally supportive of this initiative to raise awareness and prevent gender-based and sexual violence. Here are some possible observations about their reactions: • **Support and collaboration:** Many professionals supported and collaborated with the school in the implementation of this action. They recognized the importance of educating students about gender-based and sexual violence and offered their support to help promote a safe and respectful environment on campus. • **Awareness:** Some professionals also expressed increased awareness of the challenges and issues related to gender-based and sexual violence after

	participating in training or awareness-raising sessions. This can help them better recognize and support potential victims. • **Request for additional resources:** Some professionals may have expressed the need for additional resources or training to build their capacity to identify and address cases of gender-based and sexual violence. They may seek to learn specific skills to better support students facing such situations. • **Coordination of efforts:** It is also possible that professionals discussed how to coordinate their efforts to provide holistic support to students, ensuring that the necessary support services and resources are accessible and well integrated. Overall, other professionals likely welcomed this initiative and sought to contribute to the creation of a safe and inclusive environment for students
Has training been put in place? For whom? And with what objectives?	Training has been provided as part of this initiative. Here are some details about these trainings: • **For whom:** The trainings were intended for IMT Atlantique students and staff, as well as other key players in the educational community, such as student association leaders, educators, nurses and possibly police officers or other professionals involved in student life. • **With what objectives:** The objectives of these trainings were multiple: ▪ Raise awareness of the issues of gender-based and sexual violence. ▪ Inform about the different forms of violence and their consequences. ▪ Promote collective awareness of the issues related to this violence. ▪ Provide tools and resources to effectively recognize, prevent, and respond to situations of gender-based and sexual violence. ▪ Promote respectful behaviours and healthy relationships within the educational community. ▪ Strengthen participants' skills to support victims and contribute to the creation of a safe and inclusive environment on campus. These trainings were likely designed to be interactive and engaging, using a variety of educational materials such as presentations, case studies, role plays, group discussions, and expert testimonials. In addition, they could be adapted according to the specific needs of each target group, focusing on the particular challenges faced by students, staff or other stakeholders in preventing and combating gender-based and sexual violence.

Is this good practice becoming more widespread every year?	It seems that this good practice has been becoming more widespread every year, at least since its initial introduction. The action undertaken by IMT Atlantique and its partners, in particular the creation of an online training module on gender-based and sexual violence, is part of a broader action plan aimed at preventing and combating this violence within the student community. This action is also aligned with national priorities for gender equality in higher education, as evidenced by the commitments of the French government and the Ministry of Higher Education. The implementation of such initiatives and the positive response from higher education institutions expressing interest in using the training module suggest a trend towards the generalization of these practices each year. In addition, the fact that this action is financially supported by the Ministry of Higher Education and Research as part of the National Plan to Combat Sexist and Sexual Violence 2021-2025 reinforces the idea of a desire for continuity and expansion of such initiatives over time

5. Conclusion

- **To summarize the ideas presented.**

In conclusion, the initiative of IMT Atlantique and its partners to prevent and combat gender-based and sexual violence in the student environment represents a proactive and necessary response to a worrying problem in higher education. Based on an online training module, this action aims to raise awareness among students, spark debate and reflection, and ultimately contribute to changing behaviors to foster healthy relationships on campus. The main objectives of this good practice are awareness-raising, prevention and the provision of tools and resources to support victims. The actions implemented include the development of the online training module, face-to-face awareness sessions, workshops, training for leaders of student associations, as well as interventions in schools to raise awareness of gender stereotypes among young people.

The beneficiaries of this initiative are mainly students and staff members of higher education institutions, but also primary and secondary school students, as well as teachers, educators and other professionals involved in the educational environment.

This action is part of a broader approach to promote equality between women and men in higher education, in response to national guidelines to combat gender-based and sexual violence. Its evaluation is based on the positive reception of students and institutions, as well as on monitoring indicators and feedback to measure its effectiveness and impact.

Finally, this initiative reflects strategic considerations aimed at creating an inclusive and safe environment for all members of the educational community, in alignment with the values of respect, equality and human dignity.

- **Other relevant information or important specifics of the case:**

		Please describe in more detail

Appendix 1: Bibliography

Please provide references to best practices and links to websites.

https://www.imt-atlantique.fr/fr/actualites/formation-violences-sexistes-sexuelles

https://www.imt-atlantique.fr/fr/formation/dynamique-pedagogique/mooc/mooc-vss-violences-sexistes-et-sexuelles-stop

https://www.youtube.com/watch?v=lq-CU2vKtb4

https://www.imt-atlantique.fr/fr/l-ecole/ddrs/egalite-femmes-hommes

https://www.cge.asso.fr/liste-actualites/egalite-femmes-hommes-une-mission-deployee-sur-nos-3-campus/

https://diplomeo.com/actualite-lutte_contre_vss_imt_lance_formation

https://www.imt.fr/wp-content/uploads/2021/11/IMT_Feuille_de_route_violences-sexistes-sexuelles.pdf

University of Rouen

Source document: CASE STUDY ANALYSIS PREVHED-UNIVERSITE ROUEN-FRANCE.pdf

WP3 RESEARCH ON EXISTING PROTOCOLS IN THE FIELD OF ESE

T3.1. MS3 METHODOLOGICAL GUIDELINE: CASE STUDIES

Partner deadline: February 15, 2024

Case Study Analysis

General Guidelines for Case Selection

- Each partner country must choose at least 3 good practice cases.

- Each partner must choose at least three different cities.

- Keep in mind that you can study several types of harassment or violence. While the vast majority of violence occurs between young people, the remaining cases can be analysed.

- Time frame: the last 6 years, starting on 01/01/2016.

- What we mean by sexist and sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic crimes or discrimination, crimes, rape alone or in an organized gang. Drug and alcohol use will also be taken into account

- Whenever possible, we look for surveys, data, polls on these topics in the population and among students.

Writing the results

- The template below must be completed for each case study.
- Remember to be concise in the information you provide.
- The development of case studies requires rigorous descriptive, interpretive and factual work based on data collected from a variety of sources.
- Remember to compare information and be thorough when filling out the template provided.
- There is no length limit, but try to answer the information requested in each section.
- The bibliography used should be included in Appendix 1 of the template.

Deadline: April 24.

Template to be completed for the analysis of case studies:

1. Introduction

- Please provide a general overview of the case

The implementation of the anti-sexual harassment system at the University of Rouen was motivated by the recommendations issued by the Ministry in 2017, as well as by the directives of the Conference of University Presidents (CPU), encouraging all academic institutions to set up anti-sexual harassment measures.[1]
The context for this approach stems from the recognition that sexual harassment is a disturbing phenomenon that permeates society as a whole, and it is imperative that the university is not spared from this problem. In order to respond to these recommendations, we formed a working group starting in November 2017. This group was made up of elected members of the health and safety committee, elected members of the technical committee, two doctors, nurses, representatives of prevention services, a social worker, the quality of life at work project manager, the prevention advisor, the director of legal and statutory affairs, the director of human resources, the director general of services, and myself as Vice-President. This multidisciplinary and intersectoral collaboration has made it possible to put in place a robust and adapted system to combat sexual harassment within our university.
The University is proactively committed to the prevention of harassment by implementing several initiatives: **Mandatory training, Awareness-raising, Inclusion of the "sexual harassment" dimension in health and safety training, Wide dissemination of a code of ethics against sexual harassment at the University of Rouen Normandy.**

2. Characterize the types of violence targeted

QUESTION	Describe
Have there been any issues related to bullying in the school?	Teachers in the Department of Applied Foreign Languages at the University of Rouen are facing a complex situation with allegations of exam fraud and harassment directed against the co-director of the course, Noreddine Chouder. A meeting was held to denounce the lack of resources and criticize the administrative management. The charges stem from an exam fraud case involving six female students. Allegations of sexual harassment were then made, leading to two complaints. Teachers are protesting against the accusations and the administration's inaction. Noreddine Chouder denounces the instrumentalization of the case and calls for better management of cases of harassment. The teachers, anxious to combat fraud, decided not to proctor the next exams until their demands were heard. Students are expressing their support, while procedures are underway to clarify the situation, according to the university presidency.
Are there any groups or associations active in the fight against these acts?	Here are the groups and associations active in the fight against sexual harassment on this campus:

[1] https://www.enseignementsup-recherche.gouv.fr/sites/default/files/content_migration/document/Referentiel_plan_d_actions_egalitedans_ESR_1348021.pdf

	• **CLASCHES (Collective for the Fight against Sexual Harassment in Higher Education):** this collective is active in the fight against sexual harassment at the URN. • **Sexual harassment monitoring unit** : The URN has set up a monitoring and listening unit specifically dedicated to the fight against sexual harassment. This unit plays a crucial role in receiving, listening, counselling and guiding students and staff facing situations of sexual harassment. • **Preventive Medicine and Mental Health Services** : The Preventive Medicine Services for Students and Preventive Medicine Services for Staff are also involved in supporting victims of sexual harassment by offering resources and psychological support. • **CHSCT (Health, Safety and Working Conditions Committee):** Although mainly focused on occupational health and safety issues, the CHSCT can also be involved in the prevention and fight against sexual harassment within the university
Is the targeted practice awareness-raising, prevention, support for victims, complaints, treatment, resilience?	• Awareness: The URN is committed to informing students and staff about what sexual harassment is and to raising awareness of this issue in the university community. • Prevention: The university implements preventive measures such as mandatory training for administrative and teaching staff, as well as for new entrants. Raising awareness among staff and students aims to recognise sexual harassment and respond appropriately. • Victim support: The URN offers support to victims or witnesses of sexual harassment. This includes measures to protect the alleged victim as well as counselling and referral to appropriate resources, such as the Sexual Harassment Monitoring Unit and mental health services. • Complaints and treatment: The university encourages victims to report sexual harassment by referring the matter to the monitoring unit. This unit is responsible for receiving, listening, advising and guiding the people concerned. Complaints may also be dealt with by the Sexual Harassment Commission, which will investigate the case and, if necessary, refer the matter to the competent disciplinary section.

- **If yes, please provide a brief description of the events**

The University of Rouen Normandy (URN) focuses mainly on sexual harassment and sexual violence. The types of violence targeted are:

- **Sexual harassment** : Defined as repeatedly imposing sexual comments or behaviours on a person that violate their dignity or create an intimidating, hostile or offensive situation. Sexual harassment can also include the use of any form of serious pressure for the purpose of obtaining an act of a sexual nature.
- **Verbal and non-verbal abuse** : Sexual harassment can take many forms, including sexist comments or jokes, comments about physical appearance, remarks about private life, staring at each other, intrusive physical proximity, or intentional physical contact such as brushing.
- **Other related offences** : The documents also mention other related offences such as slurring, sexual exposure, invasion of privacy, cyberstalking, mobbing, sexual assault and rape. These offences are also taken into account in efforts to prevent and combat sexual harassment

3. Case Description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	The good practice implemented by the University of Rouen Normandy to combat sexual harassment is anchored in a broader context of promoting equality, diversity and inclusion within the institution. To fully understand this action, it is essential to consider several key elements: • **Legislative and regulatory framework:** The definition of sexual harassment and the legal obligations to prevent and deal with it are key elements. The university complies with national laws and regulations specific to higher education to develop its policies and procedures. • **Institutional commitment:** The university's strong commitment to promoting a respectful and inclusive environment is an important driver of this action. This commitment is reflected in concrete initiatives and resources dedicated to the fight against sexual harassment. • **Awareness and training:** Training of the various actors in the university community, including administrative staff, faculty, staff and students, is crucial. It aims to raise awareness of sexual harassment, inform about unacceptable behaviour, and provide tools to respond and intervene effectively. • **Reporting and support mechanisms:** Establishing clear and accessible mechanisms to report cases of sexual harassment, as well as appropriate assistance and support for victims, are key aspects of this response. This ensures that those affected are heard, supported and directed to the appropriate resources.

	• **External collaborations:** Collaboration with specialized associations and other institutions committed to the fight against sexual harassment enhances the effectiveness of the university's efforts. These partnerships allow for the benefit of external expertise and the exchange of best practices. Considering these elements, it is clear that the good practice of the University of Rouen Normandy against sexual harassment is based on a holistic approach, involving awareness-raising, training, support and collaboration, with the aim of creating a safe, respectful and inclusive university environment for all.
Describe the objectives of this good practice	The objectives of the good practice implemented by the University of Rouen Normandy to combat sexual harassment are multiple and aim to create a safe and respectful university environment for all members of the community. The following is a detailed description of these objectives: 1. **Inform and raise awareness:** One of the main objectives is to inform and sensitize students, administrative, teaching and technical staff about the nature and consequences of sexual harassment. This includes disseminating clear information about what sexual harassment is, its different forms, and its impact on individuals and the community. 2. **Preventing Sexual Harassment:** The university aims to prevent sexual harassment by providing mandatory sexual harassment training for administrative and teaching staff, as well as new entrants. This training aims to equip community members with the knowledge and skills to recognize and prevent sexual harassment in their work or study environment. 3. **Accompanying victims and witnesses:** Another important objective is to provide appropriate support and accompaniment to victims or witnesses of sexual harassment. This involves setting up a monitoring and listening unit made up of health, human resources and discrimination prevention professionals, responsible for receiving, listening, advising and guiding the people concerned. 4. **Stopping Prohibited Conduct:** The university is committed to taking action to stop sexual harassment as soon as it is reported. This may include disciplinary action against alleged perpetrators, in accordance with the university's internal procedures and applicable legal provisions.

	5. **Punishing perpetrators:** A key objective is to sanction perpetrators of sexual harassment, whether through internal disciplinary measures at the university or criminal prosecution before the relevant authorities. This measure is intended to ensure accountability for perpetrators and to deter such behaviour in the future ➢ **Mandatory Training:** • Training of administrative staff and teachers. • Training of new entrants, including teachers, teacher-researchers, and administrative and technical staff. ➢ **Sensitization:** • Sensitization of staff and students to inform them about the recognition of sexual harassment and encourage them to respond appropriately. • Raising awareness among doctoral students, thesis supervisors, and laboratory directors. ➢ **Inclusion of the "sexual harassment" dimension in the health and safety training.** ➢ **Wide dissemination of a code of ethics against sexual harassment at the University of Rouen Normandy.**
Describe the actions implemented as part of this good practice	The actions implemented as part of this good practice in the fight against sexual harassment at the University of Rouen Normandy can be characterized by several aspects: • **Creation of a monitoring and listening unit** : The university has set up a structure specifically dedicated to receiving, listening, counselling and guiding people who are victims or witnesses of sexual harassment. This unit provides a centralised point of contact for people facing these situations. • **Development of a specific guide** : The URN has developed a guide entitled "Combating sexual harassment at the University of Rouen Normandie", intended for all students and staff members. This guide aims to provide information on what sexual harassment is, explain what to do in the event of harassment, and provide useful resources. • **Awareness-raising and training** : The university organizes mandatory trainings for administrative and teaching staff, as well as for new entrants, in order to raise their awareness of sexual harassment and

	to train them to recognize situations of harassment and to respond appropriately. • **Victim support** : In addition to the monitoring unit, victims of sexual harassment receive support, protection measures and referral to appropriate resources, such as the university's mental health services. • **Handling of** complaints: The university has set up a complaints process, involving the receipt and examination of files by a specific commission. This commission, after investigation, may refer the matter to the competent disciplinary section or inform the public prosecutor, in accordance with the legal procedures in force. • **Promoting a culture of respect and equality** : These actions are part of a comprehensive approach to promoting a culture of respect, equality and non-violence within the university community. The URN aims to create an environment where everyone feels safe and respected
How is this stock evaluated?	• Follow-up of complaints and cases handled: The university closely monitors the number of complaints received and the cases of sexual harassment handled. This monitoring makes it possible to measure the extent of the problem and to assess the effectiveness of the procedures for handling complaints. • Processing Time Analysis: The university assesses the time it takes to process sexual harassment complaints. This ensures that cases are handled in a timely and efficient manner. • User feedback: Feedback from students, administrative and teaching staff is collected on a regular basis. Satisfaction questionnaires are used to assess the quality of the services provided by the monitoring and listening unit, as well as the usefulness of the guide on sexual harassment. • Evaluation of training and awareness-raising activities: The university evaluates the impact of compulsory training for administrative and teaching staff, as well as awareness-raising activities among students and staff. Satisfaction surveys and post-training evaluations are used to measure the effectiveness of these initiatives. • Analysis of statistics on stakeholders and resources used: The university analyzes data on the stakeholders involved in handling sexual harassment complaints (members of the monitoring unit, sexual harassment commission, etc.) as well as on the material and human resources used to support these activities. • Comparison with standards and good practices: The university compares its practices in the fight against sexual harassment with the standards set by the laws and regulations in force, as well as with the good practices recommended by national and international bodies

Who is involved in this good practice?	• **Sexual harassment monitoring unit** : This unit is made up of various professionals from the university, such as the staff doctor and prevention nurse, the doctors and nurses of the student preventive medicine department, the Director of Human Resources, the social worker, as well as the "anti-discrimination" project manager. These members play an essential role in receiving, listening, advising and guiding people who are victims or witnesses of sexual harassment. • **Commission to Combat Sexual** Harassment: This commission is responsible for investigating cases of sexual harassment. It is composed of members of the monitoring unit, the General Management of Services, the Vice-President in charge of Human Resources, the Director of Legal and Statutory Affairs, as well as staff representatives and doctoral students. • **Administrative and teaching staff** : Administrative and teaching staff are involved in raising awareness, preventing and dealing with cases of sexual harassment. They receive mandatory training on the subject and are also responsible for reporting any incidents or inappropriate behavior. • **Students** : Students are also part of this good practice. They are made aware of sexual harassment and are encouraged to report any incidents they witness or experience. • **University governance and management bodies** : The university's governance bodies, such as the Management, the CHSCT (Health, Safety and Working Conditions Committee), as well as the various directorates and administrative services, are involved in the implementation and monitoring of this good practice
Who are the target audiences and why?	• **Administrative and teaching staff** : They are involved in raising awareness and preventing sexual harassment by receiving mandatory training on the subject. Their involvement is essential as they are in direct contact with students and can play a crucial role in detecting and preventing inappropriate behaviour. • **Students** : They are also key players in this initiative. They receive awareness and information about sexual harassment, which helps them recognize problematic behaviours and know how to respond if they witness or experience harassment. • **The monitoring and listening unit against sexual harassment** : Composed of professionals in health, human resources and the prevention of discrimination, this unit is responsible for receiving, listening, advising and guiding people who report cases of sexual harassment. It plays a crucial role in supporting victims and handling complaints. • **The Commission for the Fight against Sexual Harassment** : This commission, made up of members of the monitoring unit and other representatives of the university, is responsible for investigating cases of sexual harassment. It plays a role in the assessment of reported cases and in the decision-making process on possible disciplinary sanctions. • **External partners** : The university may also collaborate with external partners such as sexual harassment associations or government agencies to strengthen its efforts in this area

Is this an isolated action or a national action?	This is an action carried out at the level of the University of Rouen Normandy and therefore a local initiative. Although this university has policies and practices in place to address sexual harassment, this does not necessarily represent a national action taken in all French universities. However, this local action can be inspired by national guidelines, laws against sexual harassment, as well as recommendations issued by the Ministry of National Education, Higher Education and Research.

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations when setting up this practice?	• **Compliance with ministerial and institutional recommendations:** The implementation of the system can be strategically aligned with the recommendations of the Ministry of National Education and the Conference of University Presidents (CPU), thus demonstrating the university's compliance with national and institutional standards. • **Response to an urgent issue:** If the system was put in place in response to specific incidents of harassment, the strategy may have been dictated by the urgency of addressing the situation and protecting the university community. • **Commitment to Safety and Well-Being:** The adoption of an anti-bullying system reflects a proactive strategy by the university to create a safe, respectful and caring environment, thereby promoting the well-being of its members. • **Multidisciplinary participation:** The formation of a working group involving representatives from various departments and services shows a collaborative strategic approach to ensure a comprehensive representation of the perspectives and skills needed to manage harassment. • **Training and awareness:** The integration of mandatory training and awareness at all levels of the university community indicates a strategy to educate and create a culture of harassment prevention. • **Charter Communication and Dissemination:** The wide dissemination of an anti-sexual harassment charter demonstrates a strategic desire to clearly communicate

	the university's standards and expectations for respectful behavior. • **Inclusion in Health and Safety training:** The integration of the "sexual harassment" dimension in Health and Safety training highlights a strategy to consider harassment as a crucial issue for the safety and well-being of university members.
The method used is particularly interesting	• **Educating potential victims:** By educating students and staff about their rights to say no, not feel guilty, and respond to sexual harassment, the university seeks to educate and empower individuals to recognize and resist such behaviors. • **Encouraging people to break the silence:** By emphasizing the importance of talking to people you trust about sexual harassment, the goal is to break the silence around these situations. Encouraging victims to share their experiences is crucial, which can help break isolation and build social support. • **Evidence collection and retention:** By educating about the need to collect and preserve evidence, such as emails, text messages, or testimonies, the university aims to enhance the credibility of testimony and facilitate the investigation process in the event of a report. • **Use of the monitoring unit:** By encouraging victims to refer the matter to the university's monitoring unit, these guidelines aim to provide a formal channel for reporting and supporting those affected. • **Witness Empowerment:** By educating witnesses, the university seeks to empower them to act in solidarity with victims. This includes not minimizing or trivializing the facts, providing information, directing to the monitoring unit and providing written testimonies, thus contributing to the creation of an environment of zero tolerance towards sexual harassment. The overall goal is to create a university community that is aware, supportive and proactive in the fight against sexual harassment.
The tools used were particularly useful	• **Guide to Addressing Sexual Harassment** : This guide provides detailed information on what sexual harassment is, how to recognize it, what to do if harassment occurs, who to contact, and more. It is a valuable resource for informing and educating students and staff at the university on this sensitive topic. • **Monitoring and listening unit** : The establishment of a unit dedicated to receiving and processing complaints of sexual harassment provides a formal mechanism for victims or witnesses to report incidents. This creates an environment where individuals feel safer to voice their concerns.

	• **Mandatory training** : Mandatory training for administrative and teaching staff, as well as for newcomers, helps to raise awareness among key actors about the nature and consequences of sexual harassment. This strengthens their ability to recognize the signs of harassment and act appropriately. • **Sexual Harassment Commission** : The establishment of a commission to investigate sexual harassment cases provides a formal process to assess reported cases and take disciplinary action if necessary. This ensures an appropriate institutional response to incidents of harassment

4. Reactions

QUESTION	DESCRIPTION
How did the students react?	
How did teachers react?	
How did other professionals (educators, nurses, police officers) react?	
Has training been put in place? For whom? And with what objectives?	Training courses have been set up at the University of Rouen Normandy as part of the fight against sexual harassment. These trainings are intended for different audiences, including: 1. **Administrative and teaching staff** : These trainings aim to raise awareness among administrative and teaching staff about the issues of sexual harassment, to inform them about preventive measures and procedures to follow in the event of a report, and to strengthen their capacity to identify and deal with cases of harassment within the university. 2. **New entrants** : Training is also provided to new teachers, teacher-researchers, administrative and technical staff. The aim of the survey is to inform them about the university's policies on combating sexual harassment as soon as they arrive, to make them aware

	of unacceptable behaviour and to prepare them to act appropriately in the event of a harassment situation. The objectives of these trainings are multiple, including: • Raise awareness of the different forms of sexual harassment and their consequences on victims and on the university's climate. • Inform about the policies, procedures and resources available to prevent and address sexual harassment. • Strengthen participants' skills to recognize inappropriate behaviour and intervene appropriately in situations of harassment. • Promote an organizational culture based on respect, equality and non-tolerance of sexual harassment. • Provide support to victims and encourage reporting of harassment. These trainings play a critical role in raising awareness and mobilizing the university community to address sexual harassment and create a safe and inclusive environment for all members of the university
Is this good practice becoming more widespread every year?	To the extent that it is a national will

5. Conclusion

- **To summarize the ideas presented**

The University of Rouen Normandy has implemented a series of actions and measures to combat sexual harassment within its institution. These initiatives include the creation of a monitoring and listening unit, the production of a guide to combat sexual harassment, the raising of awareness and training of the various audiences, as well as the implementation of procedures to receive, support and deal with cases of harassment. This is part of a broader commitment to equality, diversity and inclusion within the university.
The actions carried out aim to inform, raise awareness, prevent, support victims and deal with situations of sexual harassment in an effective and ethical manner. The training provided to administrative managers, teachers and new entrants aims to strengthen the skills and knowledge needed to identify, prevent and respond to sexual harassment. These efforts are supported by a strong institutional structure and the mobilization of various stakeholders within the university.
In conclusion, the University of Rouen Normandy has a strong commitment to the fight against sexual harassment, demonstrating its willingness to promote a respectful, safe and inclusive environment for all members of its university community

- **Other relevant information or important specifics of the case:**

	Please describe in more detail
	Other relevant information or important specificities of the case of the University of Rouen Normandy in the fight against sexual harassment include: 1. **Equality-Diversity-Inclusion Mission:** The university has set up a mission dedicated to the promotion of equality between women and men as well as the fight against all forms of discrimination. This mission plays a central role in raising awareness and preventing sexual harassment, in addition to its broader actions in favor of inclusion and diversity. 2. **Collaboration with associations:** The university works in partnership with associations committed to the fight against sexual harassment, such as the Collective for the Fight against Sexual Harassment in Higher Education (CLASCHES). This collaboration strengthens awareness and prevention efforts by benefiting from the expertise and experience of these organizations. 3. **Establishment of disciplinary procedures:** In addition to awareness-raising and accompanying measures, the university has established disciplinary procedures to deal with cases of sexual harassment appropriately. This demonstrates its commitment to take concrete measures to uphold the rights of victims and punish the perpetrators of such acts. 4. **Internal coordination:** The establishment of a monitoring and listening unit, as well as a commission to combat sexual harassment, illustrates the internal coordination within the university to deal effectively with situations of harassment. This approach ensures comprehensive and consistent management of reported cases. This additional information sheds light on the multiple facets of the University of Rouen Normandy's commitment to the fight against sexual harassment, as well as the different strategies and collaborations put in place to promote a safe and respectful academic environment

Appendix 1: Bibliography

Please provide references to best practices and links to websites.

https://www.enseignementsup-recherche.gouv.fr/sites/default/files/content_migration/document/Referentiel_plan_d_actions_egalitedans_ESR_1348021.pdf

https://www.univ-rouen.fr/actualites/dispositif-de-lutte-contre-le-harcelement sexual/#:~:text=L'universit%C3%A9%20de%20Rouen%20Normandie%20met%20en%20place%20un%20device,aux%20personnel%20de%20l'%C3%A9etablishment.

https://communaute-universitaire.univ-rouen.fr/medias/fichier/charte-de-deontologie-de-l-urn-contre-le-hs_1545053464234-pdf

https://communaute-universitaire.univ-rouen.fr/medias/fichier/guide-harcelement-bassedef_1545228627381-pdf

https://communaute-universitaire.univ-rouen.fr/harcelement-sexuel-609192.kjsp

ANNEXES
SPAIN

Autonomous University of Barcelona

WP3 RESEARCH ON EXISTING PROTOCOLS IN SEA

T3.1. METHODOLOGICAL GUIDELINE MS3: CASE STUDIES

Deadline partners: February 15 , 2024

Case studies analysis

General guidelines for case selection

- Each partner country must choose at least 3 good practice cases.

- Each partner must choose at least three different cities.

- Keep in mind that you can study several types of harassment or violence. While the vast majority of violence occurs between young people, the other cases can be analysed.

- Temporal scope: the last 6 years, starting from 01/01/2016.

- What we mean by sexist and sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic crimes or discrimination, crimes, rape alone or in an organized gang. The use of drugs and alcohol will also be considered

- As much as possible, we look for surveys, data, polls on these topics in the population and among students.

Writing up results

- The template below must be completed for each case study.

- Don't forget to be concise in the information you provide.

- Developing case studies requires rigorous descriptive, interpretative and factual work based on data collected from a variety of sources.

- Remember to contrast the information and be thorough when filling in the template provided.

- There's no length limit, but try to answer the information requested in each section.

- The bibliography used must be included in Appendix 1 of the template.

Deadline date: april 24.

Template to fill in for case studies analysis:

Introduction

- Please give a general overview of the case

The Universitat Autònoma de Barcelona is ranked 11th in the world ranking of universities working to promote equality between men and women and began the fight against gender-based violence in 2013. It has a IV Gender Equality Action Plan for the Universitat Autònoma de Barcelona. Four-year period 2019-2023. The scope of application is the university's student body, all university staff who have had or have an employment or statutory relationship with the UAB, as well as staff working for external companies that provide services to the university.
The Observatory for Equality will be in charge of the reception, accompaniment and support service for those who

decide to activate the Protocol. The Observatory will draw up a report on the reports presented at the university and the measures adopted for each one of them.
The protocol of this university has principles of action that guide the achievement of the goal of eradicating harassment. These principles establish the accompaniment and protection of the dignity of the victims. The process must be confidential and precautions must be taken against possible reprisals that a complaint or report may generate towards the person who initiates it, in the present and in the future.
The protocol also sets out the rights of the victim, such as receiving information about the proceedings following the report; being accompanied by a trusted person or interpreter in the case of students or foreigners, as well as legal assistance; legal advice from the University; being summoned and heard; being treated fairly; receiving notification of the precautionary measures adopted as well as a copy of the file and its resolution.
This protocol includes a series of gender-based violence behaviours that include not only physical, psychological and sexual violence, but also obstetric violence and the violation of sexual and reproductive rights, economic violence, digital violence, second order violence (such as retaliation or humiliation of people who support the victims), or vicarious violence. It states that it applies to all violence that occurs verbally, in person or electronically.

Characterize the types of violence targeted.

QUESTION	Describe
Have there been any harassment-related problems at the facility?	No, is a general practice.
Are any groups or associations active in the fight against these acts?	Yes, there is a delegate for Equality and, in addition, there are feminist associations within the university publicised in a directory on the university's website.
Is the target practice: awareness-raising, prevention, victim support, complaints, treatment, resilience?	This practice aims victim awareness-raising, support, complaints, and treatment. It includes definitions that delimit the material scope of application of the protocol, measures for preventing situations of harassment and procedures for action in the event of a report addressed to the rector by the person affected or by any member of the university community who has had direct or indirect knowledge of the facts that give rise to the report.

- If so, please, provide a short description of the events

Within student participation, there is a space for university students to become active agents in the fight against inequality. Therefore, the figure of the student equality delegate has been created as part of the application of the objectives of the IV Action Plan for Gender Equality at the UAB (IV PAG). The list of names appears on the university website. Among their functions, they collaborate with the Observatory for Equality of the University and the Equality Commissions of the faculties, participate in the Student Council of the centre, among other tasks.

In addition, the University's Lila Points have been created to raise awareness and provide information on the University's sexual harassment protocol.

Case description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	A good practice to highlight, given that it actively involves university students in raising general awareness of gender violence, is the creation of the UAB Community Information Points, whose aim is: to be present in different physical spaces; to inform about the protocol as an instrument for action and the services for accompaniment and support; to design and dynamise an awareness-raising and prevention activity. It is part of the UAB's commitment to the Sustainable Development Goals, specifically the one that refers to the reduction of inequalities. These points were installed in 2018 and have been repeated since then.
Describe the objectives of this good practice	The objectives of this practice is to make visible and clarify the concepts of sexual harassment; to inform about the circuits, instruments and people responsible for equality policies in each faculty, the UAB Observatory for Equality, and others available to the university community, through previously trained members of the university community, so that they can, in addition to informing and raising awareness among the general public, accompany and advise possible victims of the types of harassment and violence mentioned in the protocol (sexual harassment, harassment due to sexual harassment, harassment for reasons of gender or sexual orientation), accompany and advise possible victims of the types of harassment and violence mentioned in the protocol in their possible reporting process within the available university circuits.
Describe the actions implemented in this best practice	Since it was set up, the Purple Point has been made up of students who have been previously sensitised and trained, who are located at university events in a visible stand identified with the Point's characteristic colours and image. It provides information on the different training courses available at the Observatory for Equality, how to access them, promotes awareness campaigns and slogans such as “Respondemos frente a las violencias machistas”(We respond to gender-based violence), “no seas pulpo” (Don’t be an octopus - informal expression in Spanish similar to being all hands-), “por una fiesta libre de sexismo”(for a sexism-free party), as well as information flyers on harassment and violence. In addition, it is identified as an accessible point for a possible report or advice in the event of a situation of harassment or violence within the university space.
How this action is evaluated	This activity is evaluated together with the Community Dynamisation group of the UAB, the team in charge of organising the whole event. At the end, statistics are collected on materials distributed, information and contacts made from the Point and from the itinerant Lila Point. All this information is reflected in the final justification report for the grant that covers this activity. Another way of evaluation is collected after the trainings offered to the brigades, which carry out a final satisfaction questionnaire.
Who is involved in this good practice?	University Students and the UAB Observatory for Equality.
Who are the target audiences and why?	All staff linked to the university, whether they are students or users of university services, or internal staff or external companies contracted by the UAB to provide services at the university. According to the protocol, the person denounced for harassment or violence must be part of the UAB, and the act denounced must have taken place in the university environment, the target people are those likely to be able to intervene in the defence of a possible victim

	or to be the victim themselves, who need to know how to identify the situation and make use of the tools of reporting and accompaniment available at the UAB.
Is this an isolated action or is it national?	The Lila Point evaluated as good practice is an initiative promoted by the Observatory for Equality of the UAB at a particular level, being present in their own events, parties, etc., although it is an initiative that is observed in many Spanish universities such as the University of Vigo or, as Violeta Point, in the universities of Alicante, Cadiz, Granada, Malaga, Zaragoza, among others.

4 Considerations and arguments that make you think this practice is important or useful.

QUESTION	DESCRIPTION
What were the strategic considerations in setting up this practice?	The considerations that have encouraged this good practice are the abuse suffered by women in the university environment, especially in university parties where can feel without support. Also, other reason is the need for an accessible and rapid response.
The method used is particularly interesting	The protocol against harassment establishes measures by the university in favor of the eradication of this scourge. it shows us that the university does not remain impassive. The “Lila/ Violeta points” allowed the women to reach out to potential victims.
The tools used were particularly useful	Women had an accessible place with direct contact with person trained in the subject of harassment who can help them.

QUESTION	DESCRIPTION
How did the students react?	The feedback collected verbally during the parties is positive, they are grateful that information about the protocol and the tools available at the UAB is brought closer to more accessible environments, because otherwise it is more complicated to reach them.
How did the teachers react?	There is no specific feedback from this group.
How did other professionals (educators, nurses, police officers) react?	There is no specific feedback from this group.
Have any training courses been set up? for whom? and with what objectives?	Each school year, the Lila Point provides 25 hours of training by specialised staff, with recognition of academic credits, for university students in order to train the new brigades for the Lila Point for the next school year. The subjects offered for the 2023-2024 academic year are: - Situating gender violence in nightlife, conducted by the Noctámbul@s (Nightwalkers) Observatory. - Tools and instruments to address situations of gender violence in nightlife and virtual environments, led by the psychologist from Lila Point and the technician from the Observatory for Equality. - Preparation of the awareness-raising activity of “La Comunitaria”, a self-managed session with the support of a technician from the Observatory for Equality. And will be evaluated by their attendance, related activities defined by the training team, and an evaluation questionnaire.

Does this good practice become widespread every year?	Yes, is a practice which is widespread every year, aiming to grow the brigades with new additions each year and to reach more people.

Conclusion

To sum up the ideas exposed

The Lila Point was created to bring the protocol against harassment and violence at the UAB closer, as well as the report and protection tools available to the university community. It actively involves students through the brigades that are trained annually, and brings together the resources for advice, awareness and reports that the UAB has available in its Observatory for Equality in the university's own parties, twice a year. The Observatory provides psychological, legal and social care to victims of harassment and violence at the UAB during the year and is responsible for training the new members of the brigades. This ensures that the information they provide through the stand and the travelling group at parties is in line with the protocol and that they can carry out effective awareness-raising and report work.

Other relevant information or important case specificities:

	Please describe in more detail
Governmental recognition of the usefulness of the good practice by promoting it in different public spaces at state level.	In 2021, the Spanish Ministry of Equality launched the Lila/Violeta Point (Purple Point) as an instrument of prevention and attention to violence, which promotes and reinforces the implementation of these initiatives in different Spanish institutions, including universities.

Annex 1: Bibliography

Please provide references to the best practice and links to websites.

University of La Laguna

Source document: Analisis protocolo ULL.docx

WP3 RESEARCH ON EXISTING PROTOCOLS IN SEA

T3.1. METHODOLOGICAL GUIDELINE MS3: CASE STUDIES

Deadline partners: April 24, 2024

Case studies analysis

General guidelines for case selection

- Each partner country must choose at least 3 good practice cases.

- Each partner must choose at least three different cities.

- Keep in mind that you can study several types of harassment or violence. While the vast majority of violence occurs between young people, the other cases can be analysed.

- Temporal scope: the last 6 years, starting from 01/01/2016.

- What we mean by sexist and sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic crimes or discrimination, crimes, rape alone or in an organized gang. The use of drugs and alcohol will also be considered

- As much as possible, we look for surveys, data, polls on these topics in the population and among students.

Writing up results

- The template below must be completed for each case study.

- Don't forget to be concise in the information you provide.

- Developing case studies requires rigorous descriptive, interpretative and factual work based on data collected from a variety of sources.

- Remember to contrast the information and be thorough when filling in the template provided.

- There's no length limit, but try to answer the information requested in each section.

- The bibliography used must be included in Appendix 1 of the template.

Deadline date: april 24.

Template to fill in for case studies analysis:

Introduction

- Please give a general overview of the case

The University of La Laguna (ULL) in the Canary Islands (Spain) first approved the creation of an Equality Unit (UIG) in its institution in 2010.

After, in 2013, the I Equality Plan (2014-2017) was approved by the University's authorities. The II Equality Plan (2022-2026) was not approved until 2022, after the realization and publication of a thorough diagnostic study of the

situation and policies implemented in the previous years (2021). This was due to the conditions created by the pandemic in 2020. This II Equality Plan was negotiated with the participation of different university sectors (Rectorate, Academic staff, administrative staff, students, and the Institute for Women's Studies (IUEM)). It was also supported by an external auditing organization (AENOR) who certified the compliance of the university with Goal 5 of the Sustainable Development Goals, Gender Equality, in the 2030 Agenda.
The II Plan includes 9 different axes, the last one of which is the Prevention and intervention against sexual harassment, sexist harassment, and gender violence. Its objectives and actions are well defined, and these are to be achieved in the short, medium, and long term. Some of the main objectives focus on continuing the process to improve the Protocol for the detection, prevention, and intervention in cases of sexual and/or sexist harassment, and to inform all the University community about this protocol, through codes of good practice, information campaigns, training actions, and other dissemination activities, as well as psychosocial and environmental risk assessments, with the consequent application of preventive or corrective measures.
The scope of application of the protocol includes any person that considers they have been subjected to sexual or sexist harassment within the University of La Laguna (Academic staff, administrative staff, students, trainees, staff of all foundations linked to the University, or any person who, although under the legal dependence of third parties, provides their services in the field of the University of La Laguna). They have the right to file a complaint, a claim in accordance with this Protocol. Confidentiality is prioritised and the active participation of university members is encouraged.
Claims and/or complaints can be directed to the Sexual and sexist harassment prevention and response office (OPRAS) through the Equality Unit (UIG), who in a time of 5 days should respond after discussing the case with other structures involved and start the intervention process. This year a collaboration agreement was signed between the university and the professional organization of psychologists in the Canary Islands, according to which OPRAS will count on the assessment and expertise of those external professionals.

Characterize the types of violence targeted.

QUESTION	Describe
Have there been any harassment-related problems at the facility?	Yes. According to the data included in the Diagnostic report (2021) there have been several cases of sexual harassment (2017: 3; 2018: 2; 2020: 2; 2021: 2) which have followed the protocol. Others were attended and received support but did not follow the mentioned procedure. In the years 2020 and 2021, the people affected were mostly students and sometimes academic staff. There are still several cases open. In total, in the last 8 years there have been 11 cases of sexual harassment and 18 of sexist harassment.
Are any groups or associations active in the fight against these acts?	Yes. Apart from the OPRAS whose components are trained in Gender violence and Sexual and sexist harassment, there are students' organizations that can participate in different prevention and support actions. There is also a feminist Institute for Women's Studies (IUEM). Probably, the presence and participation of more active feminist associations would be necessary.
Is the target practice: awareness-raising, prevention, victim support, complaints, treatment, resilience?	This practice aims at victim awareness-raising, prevention, support, complaints, and assessment with claims. The Sexual and sexist harassment prevention and response office (OPRAS) -via the Equality Unit (UIG)-, receives complaints and claims presented by victims. Victims receive information, support, are listened to and can initiate the procedure if they decide to denounce the situation. This initiative has also a prevention and awareness raising character as every year there is an information campaign on the issue.

If so, please, provide a short description of the events.

According to the Protocol for the detection, prevention, and intervention in cases of sexual and/or sexist harassment, and the II Equality Plan, the OPRAS actually receives cases of both Sexual harassment and sexist harassment, though we are going to focus on the former. Victims of sexual harassment (staff or students) can contact the office team to explain their case, receive support, information and advice on the different possible procedures considered in the Protocol.
Also, different actions are carried out to inform about the existence of this office, and the importance of making sexual harassment visible. In this sense there are campaigns every year with signs and posters in all the faculties, info via email, training sessions, conferences etc. The participation of students is specially encouraged.

Case description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	The information campaign on Sexual harassment is important as the last Diagnostic study reflects (it must be improved). Not only does it inform about the work of the mentioned office, but acts creating awareness of a quite extended problem which is normally silenced due to fear, shame, a sense of lack of support, etc. It encourages victims to speak up and seek help, and it transmits all the university community that this is an undesirable practice that should be eradicated. This campaign is directed to all the community. Perpetrators are given the message that they will not be able to get away with their behaviour due to the traditional impunity.
Describe the objectives of this good practice	The objectives of this good practice are to clarify what is understood as sexual harassment (also sexist harassment), to inform about the legal and ethical implications (equality, freedom, justice) of these offenses, and about the University's commitment to its consideration as not tolerable (0 tolerance). It is basic to end the silence on these topics. Also, to inform students and staff about the university's resources to prevent and intervene in the different cases, and to encourage them to denounce any case and contact the Office to find support, advice, and solutions.
Describe the actions implemented in this best practice	The OPRAS team are of course people trained in gender-based violence and especially sexual violence and harassment. They receive, assess, and intervene in the different cases that reach the Office. With the help of the Equality Unit and those who work in the prevention of labour risks, they have designed campaigns to raise awareness and thus do preventive actions directed to all the University community. Dissemination campaigns are frequent with posters, signs, and other materials both via email to staff and students, through the university's webpage and social media. Student's organizations are encouraged to also disseminate this information. Some of the slogans contained in these materials are: "Your comments and mockery of my body and image are no joke"; "My body and my sexuality belong to me"; "Sexual harassment is a form of violence"; "I have already told you that I want nothing to do with you"; #ULLHARASSMENTFREE; etc. Also conferences, talks and training sessions where these issues can be discussed. Both the Protocol and the Equality Plan are publicised in this way.
How this action is evaluated	It will be evaluated when the II Equality Plan finishes its period of application (2026), as part of the actions implemented in the axis that deals with prevention of sexual and sexist harassment, and gender violence. Also, every year the Equality Unit and the OPRAS evaluate their actions, campaigns etc.
Who is involved in this good practice?	The Equality Unit (UIG), the Sexual and sexist harassment prevention and response office (OPRAS), Student's organizations.

Who are the target audiences and why?	All staff linked to the university, whether they are students or users of university services, or internal staff or external companies contracted by the ULL to provide services at the university. There is a special insistence in raising awareness among students as they are the most affected group (as victims).
Is this an isolated action or is it national?	We can find similar campaigns and awareness raising and prevention actions in many of the Spanish Universities, specially after The Equality Law was approved in 2007 (a national law). Also, there are different structures created (both in prevention and intervention), with great differences regarding commitment, well-functioning, budget received, etc. It is sometimes said that the approach to this issue is taken seriously in some universities but in others it may be more of an 'image washing'.

4 Considerations and arguments that make you think this practice is important or useful.

QUESTION	DESCRIPTION
What were the strategic considerations in setting up this practice?	The considerations that have encouraged this good practice are: the different cases of sexual harassment suffered mainly by female students; the lack of information on the issue in all the university community; a general social (presence of feminist social movements in the media and in the streets) and political (new laws regarding sexual consent and the following debates) atmosphere that has contributed to make sexual, sexist harassment and gender violence an important subject to ne considered.
The method used is particularly interesting	The information and awareness raising campaigns are effective when they are maintained throughout time. Maybe these actions should intensify conferences, seminars, and training sessions.
The tools used were particularly useful	Information was clear regarding both the message transmitted and the contents related to the existing resources.

QUESTION	DESCRIPTION
How did the students react?	There is no specific feedback from this group.
How did the teachers react?	There is no specific feedback from this group.
How did other professionals (educators, nurses, police officers) react?	There is no specific feedback from this group.
Have any training courses been set up? for whom? and with what objectives?	A Programme of Talks on the Protocol for the detection, prevention, and action in cases of sexual harassment and sexist at the University of La Laguna (ULL), was developed. The talks were held in different university faculties and schools. They were directed to all staff and students.
Does this good practice become widespread every year?	Yes, it is a practice which is widespread every year so far, though not always with the same intensity.

Conclusion

To sum up the ideas exposed

In the framework above stated, examples of good practices have been analysed. These were promoted by the Equality Unit and the OPRAS of the University of La Laguna (ULL) and directed to all the academic and administrative staff and students. Though both prevention and intervention actions are explained, we focus on the preventive dimension of those good practices based on information campaigns and dissemination actions regarding the issue of sexual (and sexist) harassment, and the content of protocols that deal with those processes. These information campaigns act as awareness raising actions, as well as transmitting the message that the University will not tolerate these behaviours , and that victims will receive support, advice and assistance if they decide to denounce a case of harassment.

Other relevant information or important case specificities:

	Please describe in more detail
Governmental recognition of the usefulness of the good practice by promoting it in different public spaces at state level.	Both the Equality law (2007) and the Royal Decree 247/2024, of 8 March, approving the Protocol for action against sexual harassment and harassment on grounds of sex in the sphere of the General State Administration and its public bodies, recognize and encourage the adoption of these prevention and intervention good practices.

Annex 1: Bibliography

Please provide references to the best practice and links to websites.

ANNEXES
AUSTRIA

Country overview

Source document: WP3. Austria Overview (1).docx

3.2 Country - Indicate the country name

3.2.1. Situation of gender-based or sexual violence (including cyber-attacks) in the country.

According to a study conducted by Statistics Austria in 2022, there are around 3.2 million women in Austria. 23% of them have experienced physical violence inside or outside of intimate relationships (from the age of 15) and 24% have experienced sexual violence inside or outside of intimate relationships (from the age of 15).

Every third woman between the ages of 18 and 74 in Austria has experienced physical or sexual violence within or outside of intimate relationships in her adult life (34.51%). Sexual violence as defined in the report includes rape and attempted rape as well as "other forms of sexual violence". "Other forms of sexual violence" in intimate relationships includes being forced to perform sexual acts that are perceived as humiliating or shameful. Outside of intimate relationships, it also includes unwanted touching in intimate areas (such as the genital area, breasts, buttocks or lips). In total, 20.92% of all respondents stated that they had experienced "other forms of sexual violence".

https://www.statistik.at/services/tools/services/publikationen/detail/1461

In addition, the Autonomous Austrian Women's Shelters (AÖF) registered a total of 41 attempted murders of women and 27 murders of women in 2023. The organization classifies 25 of the killings as so-called "femicides".

https://www.moment.at/story/femizide-oesterreich-2023

3.2.Y.2. General landscape of laws and policies to prevent gender-based and sexual violence in the country

- Please identify the main laws in your country and briefly describe their characteristics (focus, themes, methods of action, etc.).

The Austrian Equal Treatment Act (https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20003395) addresses the topic in “§6 Sexual Harassment”. Sexual harassment is a specific form of gender-based discrimination.
According to the law sexual harassment can be committed in vocational contexts by superiors or other persons in the context of or outside workplace. As discriminations also counts the lack of reaction by superiors in case of sexual harassment committed by colleagues or other persons.
Sexual harassment is a “behaviour belonging to the sexual sphere that damages the dignity of a person” (Equal Treatment Act, §6, section 2, our translation).
Sexual harassment" is considered a criminal offence. The harassment must be caused by a sexual act (e.g. indecent touching). "Mere verbal statements" are not considered a criminal offence.
(https://www.oesterreich.gv.at/themen/notfaelle_unfaelle_und_kriminalitaet/sexuelle_belaestigung_am_arbeitsplatz/Seite.2550002.html)

According to the Equal Opportunities Working Party of University of Vienna:
“Sexual harassment is conduct related to the sexual sphere which is unwanted, inappropriate, degrading, insulting, or offensive to the affected person and which occurs at the workplace or in the study environment at the University. Sexual harassment can take many forms:

• Physical sexual harassment, such as sexual assault, (intensive) touching of the buttocks, breasts, thighs, lips or similar, (attempted) rape.
• Verbal sexual harassment, such as sexist remarks, repeated unwanted invitations, degrading remarks.
• Non-verbal sexual harassment, such as repeated sexist stares, abusive gestures, showing or putting up sexist images, sending sexually explicit messages." (Combating Sexual Harassment at the University, https://gleichbehandlung.univie.ac.at/fileadmin/user_upload/p_gleichbehandlung/20211125_Sexuelle_Belaestigung_final_EN.pdf)

§44 of the Austrian University Law refers to the Austrian Equal Treatment Act:
"The Austrian Equal Treatment Act shall apply to all members of the University and to applicants for employment at the University or for admission as students, with the exception of the third and fourth sections of the first main part of Part Two and §§ 12 and 12a"
(https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20002128, our translation)

Legal consequences of sexual harassment
"According to § 19 para. 1 B-GlBG, the person affected by harassment can file a legal claim against the harassing person for compensation for the damages suffered as a consequence of the harassment.
If the university representative is proven to have failed to take appropriate remedial action in the event of harassment by a third party, the claim for compensation for the damages suffered can also be made against the university."
(https://www.tugraz.at/en/tu-graz/university/info-portal-sexual-harassment-and-gender-based-violence#c530199)

Equal Treatment Act (here: Website University of Graz: https://luisa.uni-graz.at/en/luisas-right/
„Sexualised harassment may be defined as a type of sexualised violence. It has the purpose or effect of: violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive working environment for the individual concerned.
Most harassers want to demonstrate their power or superiority. Such assaults are not consistent with the Austrian legal system, as demonstrated by numerous legal provisions. University members (students and employees of the university) are protected by the Austrian Equal Treatment Act (B-GlBG) from sexualised assaults. Sexual harassment is a form of unlawful discrimination under the Federal Equal Treatment Act (§ 8 iVm § 42 Abs 2 B-GlBG). If persons who do not work or study at the university are sexually harassed on campus, they are legally protected through the Equal Treatment Act (GlBG) or the Styrian State Equal Treatment Act (StLGBG 2023).

Federal Act on Protection Against Violence
Austria was one of the first countries to adopt a multi-layered protection legislation against domestic and gender-based violence. In 1997, the Federal Act on Protection Against Violence was adopted, including the establishment of centres for protection against violence in all federal regions and legal instruments such as the barring order and temporary injunction to create safe spaces for victims of (domestic) violence. The centres for protection against violence offer free psychosocial and 45 legal counselling for victims and assist in court proceedings, as well as cooperation with other organizations. (Source: PREVEX O1 Report national plan)

Criminal Code (Strafgesetzbuch): Coercion, rape, physical assault, abuse of authority are some of the legal offenses that can be reported to the police. The above mentioned violence protection centers as well as specialised victim support centres for sexual violence offer free assist in following court proceedings.

3.2.Y.3. Surveys or data on sexist or sexual harassment in higher education

- Please identify the main stock options in your country and give a brief description of their characteristics.

According to a study published in 2022 by the "Austrian Students' Union" (ÖH), it is mainly people perceived as

women who are affected by sexualized violence at universities. Non-binary, inter and trans people are disproportionately often represented, although they make up a small proportion of respondents.
The majority of perpetrators are students, followed by university staff. In the case of "sexual harassment", however, employees are much more highly represented (39.6%) than in the case of "unwanted sexual acts" and "unwanted sexual touching".

The assaults occur in different contexts, although they are most common in lecture halls and on campuses.

The more serious the assault, the more likely the victims are to talk about it, but around a quarter of respondents do not talk to anyone about it. The same applies to reports of violence, with 75% of cases not being reported at all, even if they are "unwanted sexual acts".

https://www.oeh.ac.at/wp-content/uploads/2023/05/pressemappe_oh_umfrage_sexualisiertegewaltanhochschule.pdf

QUESTION	DESCRIPTION
What are the political considerations to be aware of when it comes to sex education in schools?	Sexuality education is mandatory in Austria since 1970 and since 2023 there exists an Agency for quality assurance of external professionals (External Quality Assurance Decree) linked to the ministry of education in Austria. It encompasses the 'Central Office for Sexuality Education' and a board of academic experts who should assure the quality of sexuality education provided by external organizations in schools. Organizations need to undergo an administrative registration, however, among others the Platform of Sexuality Education in Austria criticizes hat it doesn't encompass a thorough and multi-layered quality assessment and assurance as initially suggested. However, international standards such as WHO and UNESCO guidelines are the basis for implementing sexuality education as legally based on the General Ordinance on Sexuality Education. (see below) Sources: https://www.bmbwf.gv.at/Themen/schule/schulrecht/erk/sonst_vo_kund/vo_ex_qus.html https://sexuellebildung.at/stellungnahme-psb/ PREVEX O1 Report national plan
What are the political considerations to be aware of when it comes to sex education in schools?	see above
Is there compulsory sex education in schools?	"Sexuality education in Austria has been mandatory since 1970, when the General Ordinance on Sexuality Education was adopted, considering sexuality education as an interdisciplinary and cross curricular 'teaching principle' in all schools. The ordinance was updated in 2015, strongly based on international standards on sexuality education, primarily the standards of the WHO (2011). It builds on and encompasses a comprehensive understanding of sexuality education and provides a broad range of topics that need to be addressed with children and youth, always adapted to their age and needs. "Sexuality is considered a positive potential inherent to humans" (General Ordinance 2015:1). "Sexuality is understood as a holistic phenomenon that is embedded in emotional and social development, and sexuality education is defined as an age-appropriate and culturally relevant approach to teaching about sexuality and relationships" (2015:2). "It should

	convey a positive approach toward human sexuality and promote a positive attitude toward oneself and one's own well being. It should be based on the principles of gender equality, as well as on different ways of life (e.g. sexual orientation, gender identities), should impart competences (e.g. critical thinking, communication skills), and cater to international human rights" (2015:2).” (Source: PREVEX O1 Report national plan)
Is online or offline harassment a very important issue?	Both are important issues – see studies above
Are there any campaigns to prevent sexual violence in universities?	Yes, see case descriptions (e.g. LUIS*A, Graz)
Are there any campaigns to prevent rape among young people?	Yes, see case descriptions (e.g. LUIS*A, Graz)

ANNEX 3:T3.2. State of the art_review
https://scenor.sharepoint.com/:x:/r/sites/PARTESproject/Shared%20Documents/3)%20Work%20Packages/WP%202%20-%20Threat%20landscape%20and%20responses/T2.1%20Review_state%20of%20the%20art%20on%20threats%20against%20PoW%20and%20responses/Literature%20review/New%20T2.1%20State%20of%20the%20art_Literature%20review.xlsx?d=w72d71cc1d1014481bf38e91dfa9451a1&csf=1&web=1&e=JksbM2

Austrian Students Union

Source document: CASE STUDY_Austria Students Union (1).docx

WP3 RESEARCH ON EXISTING PROTOCOLS IN SEA

T3.1. METHODOLOGICAL GUIDELINE MS3: CASE STUDIES

Deadline partners: February 15 , 2024

Case studies analysis

General guidelines for case selection

Each partner country must choose three cases.

Each partner must choose at least three different cities.

Each partner can present more than three cases.

Don't forget that you can study several types of harassment or violence. If the vast majority of violence is between young people, other cases can be analyzed.

Temporal scope: the last 6 years, from 01/01/2013.

What we mean by sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic offences or discrimination, crimes, single or gang rape. Drug and alcohol abuse will also be considered.

As far as possible, we are looking for surveys, data and polls on these topics among the general public and students.

Writing up results

- The template below must be completed for each case study.

- Don't forget to be concise in the information you provide.

- Developing case studies requires rigorous descriptive, interpretative and factual work based on data collected from a variety of sources.

- Remember to contrast the information and be thorough when filling in the template provided.

- There's no length limit, but try to answer the information requested in each section.

- The bibliography used must be included in Appendix 1 of the template.

Deadline date: april 24.

Template to fill in for case studies analysis:

Introduction

- Please give a general overview of the case

Women's department at the Austrian Students' Union University of Vienna

“We work as an autonomous collective. This means that we work together independently of political parties and are not involved in any party-political disputes.

As a collective, we work on queer_feminist, migrant and anti-racist networking. For us, the Frauen*Referat collective is a place of self-empowerment, both inside and outside the institution of the university.

We want to try to be a low-threshold, accessible contact point for all cis women, lesbians, trans and intersex people. However, our invitation policy depends on the respective event and context.”

Sources see Annex 1

Characterize the types of violence targeted

QUESTION	Describe
Have there been any harassment-related problems at the facility?	According to a study from 2022 initiated by the Austrian Students' Union, one in every 12 students has experienced sexualized violence. The majority of the victims are women (972 women, 146 men) but also non-binary persons. Although only very few of those surveyed are non-binary, they are disproportionately represented in the number of victims. (Source in Annex 1)
Are any groups or associations active in the fight against these acts?	The Austrian Students' Union which is the official representative of all the students in Austria.
Is the target practice: awareness-raising, prevention, victim support, complaints, treatment, resilience?	Fund for the promotion of queer/feminist/antiracist theses Counselling, support and information Information by publication of annual report where queer_feminist places, spaces, initiatives, groups, collectives and projects in Vienna are presented Information on reactions to violence Information through website and brochures, contact points Personal, confidential counselling in case of harassment (racial, sexual)

- If so, please, provide a short description of the events

Excerpt from the homepage:

“Have you recently arrived in Vienna and would like to know which queer_feminist_antiracist groups, initiatives or spaces exist in Vienna? Are you looking for connections to political contexts/relationships? Would you like to start a project or found a group and need financial, organisational or content-related support or support in publicising your project?

Are you experiencing sexist, racist, homophobic, transphobic, exoticising violence, discrimination and exclusion on the part of fellow students, teachers or university staff?

Your professor tells you your German isn't good enough?

Are you confronted with racist stereotypes and prejudices?

Do you experience exclusion due to your sexual orientation, gender identity or are you afraid to come out? Your professor reproduces heteronormative/heterosexist stereotypes? Your Master's thesis supervisor comes on to you, often invites you to go for a drink with them? Racist, homophobic, transphobic or sexist language is used in the seminar? You are not treated the same as your Austrian/white [4]/Western European [5] fellow students at university?

Are you afraid that you will receive poor grades, will not receive further support, will not be taken seriously or will not receive support if you resist or complain?

Are you experiencing sexualised and/or racist or transphobic violence at work?

You can't talk about it with your colleagues or your boss?

Do you work in precarious or undocumented labour conditions and are therefore afraid to talk about your experiences?

Do you want to organise and plan a demonstration, rally, protest, intervention or various events? Would you like to network with us or other collectives to perhaps plan joint actions?"

Case description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	The Austrian National Union of Students (ÖH-Bundesvertretung) is the legal representation of all students vis-à-vis the responsible ministries and has been in existence since 1946. Students in Austria have representatives at three levels who fight for their interests. Women's department is a subdivision of the ÖH.
Describe the objectives of this good practice	According to the aforementioned study the organization is demanding: independent contact points at all universities comprehensive protection for victims of sexualised violence awareness training for teaching staff to be enshrined in employment law those affected must always have the power to interpret sexualised violence guidelines on this topic for universities expand free psychotherapy services victims must not suffer any consequences if they talk about their experiences
Describe the actions implemented in this best practice	See "description of events"
How this action is evaluated	No information

Who is involved in this good practice?	The Austrian Students' Union which is the official representative of all the students in Austria and through that all the universities can be influenced.
Who are the target audiences and why?	The target group are FLINTA. Which is a acronym for: “Frauen, Lesben, Intergeschlechtliche, nichtbinäre, trans and agender.” (Women, lesbians, intersex, non-binary, trans and agender people)
Is this an isolated action or is it national?	It is a national initiative with local branches in other provinces, where there are universities.

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations in setting up this practice?	It is designed to advocate for the concerns of FLINTA individuals by providing them with counselling, (financial) support and lobbying at the university level.
The method used is particularly interesting	…because it combines information and advocacy work, which therefore supports students individually but also structurally.
The tools used were particularly useful	Counselling Financial support Advocacy

Reactions

QUESTION	DESCRIPTION
How did the students react?	No information.
How did the teachers react?	No information.
How did other professionals (educators, nurses, police officers) react?	No information.
Have any training courses been set up? for whom? and with what objectives?	No.
Does this good practice become widespread every year?	No information.

Conclusion

To sum up the ideas exposed

Other relevant information or important case specificities:

		Please describe in more detail

Annex 1: Bibliography

Please provide references to the best practice and links to websites.

Women's department at the Austrian Students' Union University of Vienna: https://oeh.univie.ac.at/referate/frauenreferat

Study on sexualized violence in Universities: https://www.oeh.ac.at/wp-content/uploads/2023/05/pressemappe_oh_umfrage_sexualisiertegewaltanhochschule.pdf

Fund for the promotion of queer/feminist/antiracist theses: https://oeh.univie.ac.at/foerderungen/queerfem-topf

University of Graz

Source document: CASE STUDY_Graz (1).docx

Template to fill in for case studies analysis:

Introduction

- Please give a general overview of the case

At University of Graz the Working Group of Equal Opportunities together with the external counselling centre TARA (Counselling Centre for sexual violence against women and girls) initiated in 2023 the campaign 'LUIS*A on campus'. The website of the project is available in German as well as English and states:
"A campaign against sexual harassment and violence on the campus of the University of Graz, which raises awareness, carries out preventive work and supports affected persons in acute situations." If you are being harassed or bullied there are certain spots at university where you can ask for LUIS*A. "LUIS*A spots are evenly distributed throughout the university campus so that you have a LUIS*A spot nearby if you are in need of help." On the Website there is a photo, a map and a list of the current 21 LUIS*A spots that have been installed on campus. "All LUIS*A spots are consistently signposted." https://luisa.uni-graz.at/en/our-luisa-spots/

"All students, university employees and persons located on campus who have been affected by sexual harassment" can contact the LUIS*A spots. These spots are marked as places where you "can expect trained staff who will help you in an acute situation, offer you a safe space, listen to you without bias and offer you suitable support options. You will not be left alone - if you wish, we can inform friends or family members. You will also be referred to appropriate counselling centres." In summer 2024 it is planned to establish more LUIS*A spots and campus as well as establish the campaign at other universities. A network of LUIS*A universities is being planned. https://luisa.uni-graz.at/en/ In November 2023 an information event for other university was organised. It provided information on the project as well as a question & answers period for interested people working at universities that are also considering to implement LOUIS*A spots. https://luisa.uni-graz.at/de/neuigkeiten/kompakt-zusammengefasst-luisa-infoveranstaltung-fuer-interessierte-universitaeten/

In the expert interview with project leader Johanna Kerschbaumer she reports that they are working on packages that will be available for other universities for an expanse allowance. This is important for quality assurance and a consistent visibility so it is easily recognizable. (Expert Talk 05/02/24)

In addition, the Coordination Centre for Gender Studies and the Working Group of Equal Opportunities at university of Graz offer different publications and manuals and different trainings on sexual harassment and violence and also in broader terms diversity and anti-bias. https://koordination-gender.uni-graz.at/en/1/

Characterize the types of violence targeted

QUESTION	Describe

Have there been any harassment-related problems at the facility?	Similar to other universities there have been cases of sexual harassment and violence at University of Graz. Project leader Kerschbaumer reports in the expert interview that one very difficult and precarious case was the trigger for initiating this project on University Campus. (Expert Talk 05/02/24)
Are any groups or associations active in the fight against these acts?	There are different groups involved that also cooperate with each other. First, there is the Working Group of equal opportunities which has a strong national legal basis. In the context of sexual harassment and violence they offer counselling and support. Second, the external counselling center TARA for sexual violence against women and girls. Third, they are supported by the Coordination Office for Gender Studies and Equal Opportunities who among other things publish manuals and information materials on sexual violence as well as offer training courses on diversity, anti-bias as well as sexual violence. And fourth, the Austrian National Union of Students (ÖH) is doing surveys on the topic and also offers counselling, support as well as prevention. There is a strong cooperation between these different actors. The project is also supported by the city government and its Mayor of Graz.
Is the target practice: awareness-raising, prevention, victim support, complaints, treatment, resilience?	The LOUIS*A Spots are primarily for intervention, reporting and victim support. But their ongoing visibility through campus is also leading to awareness raising and prevention. For treatment and counselling the victims are referred to the Working Group of equal opportunities or the external counselling center TARA.

- If so, please, provide a short description of the events

Project leader and member of the Working Group of equal opportunities Johanna Kerschbaumer reported in a media interview that sexual harassment is an ongoing issue and problem at University of Graz same as in all other universities in Austria. She underlined that it is important not to deny this fact but rather raise awareness and initiate support for people affected. https://www.meinbezirk.at/graz/c-lokales/sexuelle-belaestigung-gehoert-an-der-uni-zur-realitaet_a6137858

Case description

QUESTION	DESCRIPTION

Contextualize the good practice by explaining the essential elements for understanding this action.	The city of Graz in cooperation with the Counselling Centre for sexual violence TARA initiated the ‘Luisa is here’ campaign in 2019 focusing on sexual harassment and violence in bars. It was inspired by the british campaign ‘Ask for Angela’ https://askforangela.co.uk/ and the german campaign ‘Luisa ist hier’. https://luisa-ist-hier.de/ (Expert Talk 05/02/24) It was focusing on creating support spots in bars so victims can get help in the cases of sexual harassment and violence. The campaign in Graz was extended to open-air swimming pools as well as youth centres. “Sexual harassment does not stop at universities either. In order to take action against this and to prevent attacks as far as possible, a sharper perception is required. For this reason, the Working Group for Equal Opportunities (AKGL) at the University of Graz, in cooperation with the TARA Counselling Centre, developed the "LUIS*A on Campus" concept. They were actively supported by the Coordination Office for Gender Studies and Equal Opportunities, the ÖH and the City of Graz. With the implementation of the LUIS*A on Campus Project, the University of Graz is now offering rapid and uncomplicated protection to anyone affected by sexualized harassment on campus for the first time at an Austrian university. The goal is to ensure that those affected by sexual harassment receive quick and uncomplicated support on campus when they ask the trained staff of the designated spots for LUIS*A.” https://luisa.uni-graz.at/en/about-luisa/history-of-the-project/ In May 2023, the first LUIS*A on Campus Information Event took place on the campus of the University of Graz. During this event, the staff of the first two LUIS*A spots were professionally trained by the police, the AKGL as well as the TARA Counselling Centre. On June 1, 2023, the LUIS*A on Campus Project was presented to the public during a press conference on the campus, which was reported by many Austrian media outlets. At the same time as the press conference, the ceremonial opening of the first two LUIS*A spots took place in the circulation desk of the university and RESOWI libraries. Since then, people affected by sexual harassment can contact the trained staff at the numerous LUIS*A spots in acute situations with the code "Is LUIS*A here?" in order to receive protection in a targeted manner.” https://luisa.uni-graz.at/en/about-luisa/history-of-the-project/ The LUIS*A campaign is as stated based on the german campaign LUISA is here – but the project team decided that it should address all genders not only girls and women. Therefore, they decided to use the * in order to address all people who experience sexual violence – knowing that for example non-binary people suffer from discrimination and violence. (Expert Talk 05/02/2024) The LUIS*A project and the Ask for Angela project that also extended to university campuses are according to the UniSAFE project ‘inspiring practices’ to combat gender-based violence. https://unisafe-toolkit.eu/inspiring-practices/#provision-practices https://luisa.uni-graz.at/de/neuigkeiten/luisa-zu-besuch-auf-der-unisafe-final-

	conference-in-namur/
Describe the objectives of this good practice	According to the project leader the three main goals are: Support and protection in battery situations directly on university campus Awareness raising for all people on campus Prevention of harassment and violence – strong commitment of the university and sign that these violent acts have consequences (Expert Talk 05/02/24)
Describe the actions implemented in this best practice	At the moment there exist more than 20 LUIS*A spots on campus. Employees working there have undergone a specific training on how to support people in battery situations and refer them either to the counselling center TARA or the Working Group of equal opportunities. The spots are not counselling centers themselves but rather 'First contact / first aid points' that provide safety, immediate support in order to help victims by escaping dangerous situations. In the ongoing process victims themselves can decide if they want further counselling, if they want to be anonymous and much more. There is a documentation form that needs to be filled out but this can also be done without the name of the victim. In severe situation the employees at the spots call the police in order to ensure safety and protection. In the summer 2024 it is planned to open up more spots, in order to have about 30 spots throughout campus which is located in different parts of the city. Additionally, it is planned to initiate mobile spots for example at big university and student parties so that LUIS*A spots are visible there. (Expert Talk 05/02/2024) Additionally, the Working Group for Equal Opportunities in cooperation with the Coordination Centre for Gender Studies published different manuals on sexual harassment and violence. First, the manual – 'What can be done in case of sexual violence and rape – helpful indications for women and men' (2014). Second, 'Sexual harassment – counter strategies and behavioral tips" (2017). https://koordination-gender.uni-graz.at/de/publikationen/ They also offer different training modules dealing with diversity, anti-bias perspective, sexual harassment and sexual violence and many more. https://koordination-gender.uni-graz.at/de/gleichstellung0/ The Working Party on Equal Opportunities provides professional counselling and also published a manual providing the steps of the consulting practice: https://akgl.uni-graz.at/de/belaestigung-belastung/typischer-beratungsablauf/
How this action is evaluated	The project website provides some information on evaluation measurements: "An evaluation of the project will be undertaken to identify any opportunities for improvement: The first phase of this evaluation will already take place in

	the fall semester of 2023/24, the second phase at the end of the summer semester 2024. Further quality assurance measures, such as organising LUIS*A monthly round tables and LUIS*A information events, are currently being coordinated." https://luisa.uni-graz.at/en/about-luisa/history-of-the-project/ The evaluations are carried out by the Coordination Office for Gender Studies and Equal Opportunities of the University of Graz. The first evaluation entailed a written survey with the people working at the LOUIS*A spots and focused on their experience, what is going well, what are challenges and needs. The results are currently analyzed. First findings are that for the employees a strong commitment and position of the university against sexual harassment and violence is very important. Additionally, there is a strong need for exchange and information. This triggered the idea of regularly meetings of people working at the spots to provide an open room for exchange and information. The first open round table is planned in the summer semester. The people working at the spots are highly motivated and it wasn't difficult to find volunteers for the trainings. The evaluation has shown that people are more aware (among others also on infrastructure details such as dark spots at university campus) and have a strong wish and need to speak about the topic and their observations and ideas. Those who have been reluctant at the beginning of the training often open up during it and sometimes also thank the trainers afterwards for a change in their perspective. The evaluation also shows that further trainings are important and wished for, such as legal foundation on sexual violence but also communication and de-escalation strategies. Concerning de-escalation (someone is directly confronting you) a training in cooperation with the violence protection center of Graz is currently planned. (Expert Talk 05/02/24) The second evaluation period is in the summer of 2024 and focuses also on the employees working at the spots but also includes a survey targeting all people on campus on their experience and feedback on the project but also more specific on the subject used in the sign posts and other things. It will also be carried out by the Coordination Office for Gender Studies and Equal Opportunities of the University of Graz. (Expert Talk 05/02/24)
Who is involved in this good practice?	The Working Group for Equal Opportunities (AKGL) at the University of Graz in cooperation with the TARA Counselling Centre for sexual violence initiated the campaign and developed the concept. It is supported by the Coordination Office for Gender Studies and Equal Opportunities of the University of Graz as well as the Austrian National Union of Students (ÖH). The active groups are primarily the Working Group for Equal Opportunities as well as the external counselling center TARA. They are supported by the city government and its Mayor of Graz as well as the Austrian National Union of Students (ÖH) and the Coordination Office for Gender Studies and

	Equal Opportunities of University of Graz. LOUIS*A on campus is based on the campaign 'LUISA is here', initiated by the city of Graz unit of women and equality in cooperation with TARA. https://www.graz.at/cms/ziel/9696825
Who are the target audiences and why?	The targeted audiences are students and employees as well as all people being on campus of university of Graz. The Project Website states: "Not only university employees (staff and students), but all persons affected in acute situations(locally) on campus can contact the trained staff of the numerous LUIS*A spots." As stated above it is directed towards all gender and not only at girls and women. https://luisa.uni-graz.at/en/about-luisa/history-of-the-project/
Is this an isolated action or is it national?	The LUIS*A campaign is currently only at the Graz university. But other universities are interested and the project team is currently working on packages that other universities can obtain for an expanse allowance. The project was initiated by the Working Party on Equal Opportunities which is a national body with a strong legal base (consider the other best practice form). Furthermore, there exists the 'Genderlattform.at' which is "working towards gender equality at Austrian universities" https://genderplattform.at/?page_id=846&lang=en. It provides a toolbox with different strategies and manuals of different universities in Austria and there are also regularly meetings for exchange and cooperation. There can be found different manuals on sexual harassment and violence throughout various universities in Austria.

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations in setting up this practice?	Support and safety for all people on campus through first aid/first support spots throughout the campus. To provide immediate safety and initiate an open strategy in order to combat sexual violence. In general the strategic consideration was to be aware of sexual harassment and violence that happens within universities and to assist people who are affected by it. Since it is an ongoing issue and problem it is important to raise awareness on it and the campaign is not only focusing on reporting and supporting but also making the issue visible and sending a strong message

	against sexual harassment and violence.
The method used is particularly interesting	The spots as first response centers for victims.
The tools used were particularly useful	Trainings and checklist for people working at the spots.

Reactions

QUESTION	DESCRIPTION
How did the students react?	All spots have signposts and flyers of the campaign are in the welcome bags for new students.
How did the teachers react?	Some of the employees were surprised that sexual violence is prevalent on university campus and underlined that the university campus is quite different from bars for which the Luisa project was originally designed. However, the rectorate of the university strongly supported the project and in the meantime, it is considered as a strong resource of the university.
How did other professionals (educators, nurses, police officers) react?	The police is actively involved in the trainings of people who are working at the spots.
Have any training courses been set up? for whom? and with what objectives?	Training courses are initiated for the people working at the spots. The training for employees working at the spots that takes half a day and is organised from the project leader, one employee of TARA counselling center and a police officer. Next to legal issues, such as house law of university that can only be enforced by the security company of the university (which is on call) and criminal law that can be enforced by the police, information on discrimination and duty of care of universities are discussed. A checklist has been developed that gives basic information who to call, what to consider and provides support in how to react, which questions to ask and so on. (Expert Talk 05/02/24) Additionally, there are general trainings as stated above.
Does this good practice become widespread every year?	Yes, it is planned that this campaign is not an isolated project but rather will be transferred into a long-lasting support offer on campus. On the website it is stated that: “Outlook: At the start of the winter semester 2023/24, the campus of the University of Graz will be equipped with additional LUIS*A spots: 19 new LUIS*A spots will be opened

	at the beginning of October. The information events for the staff of the LUIS*A spots will already take place at the end of September: All new LUIS*A spots will be consistently signposted and all staff will be professionally trained. A nationwide information campaign to raise awareness of the issue of sexual harassment will also be launched at the beginning of the winter semester. An estimated eight additional LUIS*A spots will be opened at the start of the 2024 summer semester." https://luisa.uni-graz.at/en/about-luisa/history-of-the-project/

Conclusion

To sum up the ideas exposed

LUIS*A on Campus:
"A campaign against sexual harassment and violence on the campus of the University of Graz, which raises awareness, carries out preventive work and supports affected persons in acute situations."

LUIS*A Spots:
"You can expect trained staff who will help you in an acute situation, offer you a safe space, listen to you without bias and offer you suitable support options. You will not be left alone - if you wish, we can inform friends or family members. You will also be referred to appropriate counselling centres."
https://luisa.uni-graz.at/en/

Annex 1: Bibliography

https://luisa.uni-graz.at/en/

https://akgl.uni-graz.at/de/belaestigung-belastung/

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https://unisafe-toolkit.eu/inspiring-practices/#provision-practices

https://www.meinbezirk.at/graz/c-lokales/sexuelle-belaestigung-gehoert-an-der-uni-zur-realitaet_a6137858

Expert Talk 05/02/24: Project leader LUIS*A & Member of the Working Group on Equal Oportunities: Johanna Kerschbaumer (Online Talk)

University of Vienna

Source document: CASE STUDY_Vienna (1).docx

WP3 RESEARCH ON EXISTING PROTOCOLS IN SEA

T3.1. METHODOLOGICAL GUIDELINE MS3: CASE STUDIES

Deadline partners: February 15 , 2024

Case studies analysis

General guidelines for case selection

Each partner country must choose three cases.

Each partner must choose at least three different cities.

Each partner can present more than three cases.

Don't forget that you can study several types of harassment or violence. If the vast majority of violence is between young people, other cases can be analyzed.

Temporal scope: the last 6 years, from 01/01/2013.

What we mean by sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic offences or discrimination, crimes, single or gang rape. Drug and alcohol abuse will also be considered.

As far as possible, we are looking for surveys, data and polls on these topics among the general public and students.

Writing up results

- The template below must be completed for each case study.

- Don't forget to be concise in the information you provide.

- Developing case studies requires rigorous descriptive, interpretative and factual work based on data collected from a variety of sources.

- Remember to contrast the information and be thorough when filling in the template provided.

- There's no length limit, but try to answer the information requested in each section.

- The bibliography used must be included in Appendix 1 of the template.

Deadline date: april 24.

Template to fill in for case studies analysis:

Introduction

- Please give a general overview of the case

University of Vienna: Equal Opportunities Working Party (EOWP) (Arbeitskreis Gleichbehandlungsfragen)

"The Equal Opportunities Working Party of the University of Vienna has been established in 1991. It is a collegial body, which must be established at every Austrian university in accordance with the 2002 Universities Act.
The Equal Opportunities Working Party comprises 25 members and 50 substitute members.
All members are free from instructions and can decide independently. They are selected on the basis of their experience and their competence in matters related to equal treatment and the advancement of women. At least half of the members of the Equal Opportunities Working Party are women. […]
The Equal Opportunities Working Party gives advice and counselling and supports university members in issues of equal treatment, equal opportunities, gender equality and anti-discrimination. Its duties also include monitoring compliance with gender equality regulations." (Equal Opportunities Working Party)

The EOWP is established by University Law §42 and has special rights like: inspection rights, information rights, complaint rights, duty of confidentiality. Basis is the Austrian Equal Treatment Act.

The EOWP is divided in three different sections: Counseling & Support, HR & Recruitment, general tasks like e.g. publication of a yearly report on the activities. The website also provides various information, like a guideline for gender sensitive language.

Of special importance for PREV HED are information, counseling and activities around the topic sexual harassment. The website provides a definition of sexual harassment, that is available in German but also in English.
Responsible for information and counseling with regard to sexual harassment is the Sexual Harassment & Bullying Counselling Office, which is part of the EOWP.

Sources see Annex 1

Characterize the types of violence targeted

QUESTION	Describe
Have there been any harassment-related problems at the facility?	According to the EOWP office, the collection of cases is anonymous and cases are not reported to the public.
Are any groups or associations active in the fight against these acts?	Besides the Equal Opportunities Working Party there are the Sexual Harassmant and Bullying Counselling Centre (Beratungsstelle Sexuelle Belästigung und Mobbing), the Feminist Office of the Students' Union (Kollektiv Frauenreferat and HomoBiTrans*-Referat), and the supervisors of university staff who are obliged by law to support employees and to prosecute perpetrators.
Is the target practice: awareness-raising, prevention, victim support, complaints, treatment, resilience?	Checking compliance including the right for objection against incorrect composition of collegial bodies Counselling, support and information

	Information by publication of annual activity report including recommendations for university bodies Information on reactions to violence Information through website and brochures, contact points Personal, confidential counselling in case of harassment Information and counselling on name changes for trans*persons

- If so, please, provide a short description of the events

In case of harassment persons (victims, witnesses, superiors) can address the office of EOWP by telephone or email Second step is check of individual needs and objectives and of (legal) possibilities Decision about following activities (mere documentation of the incident or intervention) Eventually placement in other counselling offices.

Case description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	National Equal Treatment Act obliges every public body to ensure an appreciative, tolerant atmosphere free from discrimination. This rule is the base for the implementation of the EOWP. Besides this the Universities Act, the Affirmative Action Plan for the Advancement of Women and Gender Equality, and the Statutes of the University of Vienna frame the tasks of EOWP. “Sexual harassment and mobbing of any kind are incompatible with the principle of mutual respect in interpersonal relations; they shall therefore not in any way be tolerated at the University of Vienna, and may prompt sanctions under criminal or labour law." (Source: University of Vienna's Code of Conduct, p. 1-2) The EOWP supports and gives advice to members of the University of Vienna, with regard to equal treatment, gender equality and anti-discrimination. Bullying and sexual harassment are among the especially extreme and violent forms of incidents that are addressed by the EOWP. The Universities Act from 2001 obliges every Austrian university to implement such an independent collegial body. The Vienna EOWP was funded even earlier, in 1991. The tasks of EOWP consist of monitoring application procedures, information, counselling and support of persons who became victims of discrimination, sexual harassment, or bullying.

Describe the objectives of this good practice	Neither the website nor the information brochures mention explicitly objectives of EOWP. According to the Equal Treatment Act and other legal basis they are: prevention of and opposing discrimination, bullying, sexual harassment.
Describe the actions implemented in this best practice	"• We discuss your situation and/or concern with you. • We consider your objective. • We discuss possible courses of actions in your situation. • We can initiate discussions with the persons involved. These can take place with or without the presence of the superior. • We can lodge an appeal to the Arbitration Committee in case of suspected discrimination. • We can also only document your "case" – in anonymous form and maintaining confidentiality, of course. • We refer you to suitable counselling services if the Equal Opportunities Working Party is not responsible in your situation or if they can provide additional support. • We cooperate with internal as well as external counselling services in the area of discrimination, sexual harassment and bullying" (EOWP, Information brochure, p. 9)
How this action is evaluated	No information
Who is involved in this good practice?	25 members and 50 substitute members, for minimum 50% women: Representatives of students Representatives of university professors Representatives of associate professors as well as of the academic university staff in the area of research and teaching Representatives of the general university staff. The team: https://gleichbehandlung.univie.ac.at/en/about-us/chair-team-and-office/
Who are the target audiences and why?	The target groups of EOWP are students, research fellows, academic/artistic university staff, general university staff, non-tenured associate professors, external lecturers, applicants. Every employee, student or applicant who is dependent in a way of superiors or professors is an addressee of the EOPW offer.
Is this an isolated action or is it national?	The EOWP is part of a network of activities/offers of the University of Vienna. Since it is based on national law, there exist measures at every university. The network is ARGE GLUNE (Arbeitskreis für Gleichbehandlung und Gleichstellung an Österreichs Universitäten, Working Group for Equal Treatment and Equality at Austrian Universities). ARGE GLUNA organizes network meetings and trainings.

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations in setting up this practice?	Based on a law – University Law and Equal Treatment Act. The aim is to guarantee the requirements of these laws.
The method used is particularly interesting	Based on University Law and Equal Treatment Act. Therefore, it is not a reaction to specific cases but it was implemented independently from everyday occurrences. The structure and participation in a nationwide network are incremental parts of the University of Vienna and in the same time work independently from hierarchical structures and interests.
The tools used were particularly useful	

Reactions

QUESTION	DESCRIPTION
How did the students react?	"We receive feedback on mailings or when we enquire, in the sense of a follow-up, whether situations have been improved in the longer term." (email response)
How did the teachers react?	
How did other professionals (educators, nurses, police officers) react?	
Have any training courses been set up? for whom? and with what objectives?	Workshop: Bullying, sexual harassment and discrimination in the workplace (https://hist-kult.univie.ac.at/veranstaltungen/workshop-mobbing-sexuelle-belaestigung-und-diskriminierung-am-arbeitsplatz/)
Does this good practice become widespread every year?	There is a Welcome Day for employees and students.

Conclusion

To sum up the ideas exposed

Equal Opportunities Working Party (EOWP) (Arbeitskreis Gleichbehandlungsfragen) of the University of Vienna is an offer that is dedicated to questions of equal treatment. It includes information, support, and counselling for cases of sexual harassment and bullying. It is also part of a

nationwide network of similar offers at Austrian Universities. Its basis are the University Law and the Austrian Equal Treatment Act and it is formally part of the University of Vienna. Nevertheless, it works independently from the University.

Other relevant information or important case specificities:

		Please describe in more detail

Annex 1: Bibliography

Please provide references to the best practice and links to websites.

Arbeitskreis für Gleichbehandlungsfragen. Website: https://gleichbehandlung.univie.ac.at/

Equal Opportunities Working Party. Information brochure. Online: https://gleichbehandlung.univie.ac.at/fileadmin/user_upload/p_gleichbehandlung/20210909_AKGleichbehandlung_EN_web.pdf

Combating Sexual Harassment at the University. Information brochure for members of the University of Vienna. Online: https://gleichbehandlung.univie.ac.at/fileadmin/user_upload/p_gleichbehandlung/20211125_Sexuelle_Belaestigung_final_EN.pdf

Sexual Harassment & Bullying Counselling Office. Online: https://personalwesen.univie.ac.at/en/culture-equality/sexual-harassment-bullying-counselling-office/

University Law. Online: https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20002128

Email exchange with the office of EOWP (barbara.schaffer@univie.ac.at)

ANNEXES
PORTUGAL

Portugal research and university case studies

Case study: University of Coimbra (UC)

Case description:

The University of Coimbra has introduced a Code of Good Conduct to prevent and combat harassment in the workplace. This code, which complies with Portuguese legislation, aims to promote a respectful, harassment-free working environment for all members of the university community, including students, researchers, trainees and staff.

Actions implemented:

Code of good conduct: The Code of good conduct for preventing and combating harassment in the workplace defines behavior to be avoided and actions to be taken in the event of harassment. The code is a self-regulatory instrument designed to prevent, identify, eliminate and punish harassment.

Counseling and support services: The university offers counseling services for victims of harassment, with psychological and legal support.

Training and awareness-raising: Regular training sessions are organized for staff and students, covering topics such as consent, appropriate behavior, and responses to harassment situations.

Reporting mechanisms: Establish clear procedures for reporting incidents of harassment, including protections against retaliation for whistleblowers.

Communication campaigns: Awareness campaigns are run to inform the university community about harassment issues and the resources available to victims.

Objectives:

The objectives of implementing the Code of Good Conduct at the University of Coimbra for preventing and combating harassment in the workplace are multiple and essential to promoting a respectful and safe working environment. Firstly, the code aims to ensure that all members of the university community work in a harassment-free environment, including students, researchers, trainees and staff. Secondly, it implements proactive actions to prevent harassment situations and uses the code as a tool to identify and eliminate harassing behavior as soon as it occurs. Clear consequences are established for inappropriate behavior to deter such acts. In the event of harassment, the university offers comprehensive support to victims, including psychological and legal counselling. In addition, training and awareness campaigns are organized to educate the university community about consent, appropriate behavior and responses to harassment situations. Finally, accessible and protected reporting mechanisms are put in place to enable victims or witnesses to report incidents in complete safety. These objectives aim to create a culture of respect and safety at the University of Coimbra, in alignment with the institution's values and current legislation, and reflect the university's commitment to ensuring the well-being of all its members and maintaining an academic space where integrity and mutual respect are paramount.

Valuation methods:

The method used to evaluate anti-harassment practice at the University of Coimbra is not explicitly detailed in the available information. However, in general, evaluation methods for anti-harassment and

prevention programs can include several approaches. These include data collection through surveys and polls of members of the university community to assess their perception of harassment and the effectiveness of measures put in place. In addition, an analysis of reports before and after the implementation of the code of conduct could be carried out to measure the impact on the frequency of incidents. Qualitative assessments, such as interviews with victims, witnesses and perpetrators of harassment, help to understand the effectiveness of counseling and support services. Monitoring of training courses and evaluation of participation and feedback on training sessions enable us to assess their relevance and reception by the university community. Finally, measuring the reach and impact of awareness campaigns on the university community is also common practice. These methods aim to provide a comprehensive assessment of the effectiveness of the actions implemented, and to identify areas for improvement. For specific information on the University of Coimbra, it would be relevant to consult directly the university's resources or academic publications related to their practices.

Involving the players:

Administrative and teaching staff: They play a crucial role in implementing policies to prevent and combat harassment on a daily basis.

Students: They are an integral part of the university community and also benefit from prevention and support measures.

Counseling and support services: These include psychological, legal and medical services, which are available to victims of harassment.

Anti-harassment committee: This committee is often set up to deal with cases of harassment, evaluate existing policies and recommend corrective action where necessary.

Equality Unit: responsible for coordinating efforts to promote gender equality and combat harassment.

Assistance offices: These offices offer direct support to victims, including listening and counseling services.

University management: responsible for implementing and monitoring anti-harassment policies.

The University of Coimbra's initiative to prevent and combat gender-based and sexual violence in its institution is an example of a code of conduct that defines and characterizes forms of sexual violence. It is a common reference point for teachers, staff and students.

Case study: University of Lisbon (ULisboa)

Case description:

The University of Lisbon (ULisboa) has implemented a series of measures to prevent and combat sexist and sexual violence among students. These initiatives are coordinated by the Office for Equality and Inclusion, in collaboration with mental health services and student associations. The main aim is to create a safe and respectful university environment for all, focusing on prevention, awareness-raising and support for victims of sexual harassment and violence.

Actions implemented:

Office for Equality and Inclusion: This office offers counseling and psychological and legal support to victims of sexual harassment and violence, ensuring confidentiality and protection against reprisals.

Code of conduct: Adoption of a code of conduct to prevent and combat sexual and moral harassment, including disciplinary measures in the event of violation.

Training and workshops: Mandatory training courses for staff and students on consent, appropriate behavior and responses to harassment situations are organized on a regular basis.

Awareness campaigns: Awareness campaigns are run to inform the university community about gender-based and sexual violence, victims' rights and reporting procedures.

Reporting mechanisms: Establish clear procedures for reporting incidents of harassment, including protections against retaliation for whistleblowers.

Partnerships and collaborations: Collaboration with local and international organizations to share best practices and develop effective prevention and intervention strategies.

Objectives:

To achieve this goal, ULisboa is focusing on several strategic areas: prevention, awareness-raising, victim support and service coordination. In terms of prevention, the university is rolling out programs to raise awareness of sexual harassment and gender-based violence through campaigns, educational workshops and training courses. To raise awareness, ULisboa organizes events throughout the academic year to educate students about these issues and the resources available to victims, promoting open dialogue and a culture of respect. In terms of support, the university offers comprehensive assistance to victims, including psychological, legal and medical support, while actively encouraging the reporting of incidents and guaranteeing accessible and confidential procedures. Finally, ULisboa ensures effective coordination between the Office for Equality and Inclusion, the university's mental health services and student associations, thus ensuring an integrated response to cases of sexual harassment and violence. These measures illustrate ULisboa's commitment to maintaining an inclusive and respectful university environment, where all members of the student community can study and work safely, without fear of gender-based harassment or violence.

Valuation methods:

To assess the effectiveness of these actions, the University of Lisbon uses several methods, such as satisfaction surveys, activity reports presented to management and annual victimization surveys.

Involving the players:

Office for Equality and Inclusion: This office plays a central role in coordinating efforts to promote a respectful and inclusive university environment. It is responsible for planning, implementing and evaluating strategies to combat sexual harassment and gender-based violence.

Mental health services: The university's mental health services are involved in providing psychological support to victims of sexual harassment and violence. They work in collaboration with other services to offer holistic assistance to students in difficulty.

Student associations : Student associations play a crucial role in raising awareness and mobilizing students. They support prevention initiatives by organizing events, awareness campaigns and encouraging open dialogue on issues of sexual harassment and gender-based violence.

Students: Students are key players in promoting a safe and respectful campus. Their active participation in awareness programs and their commitment to reporting incidents help create a positive university culture.

Academic and administrative staff: Academic and administrative staff are also involved in implementing policies and procedures to prevent sexual harassment and support victims. They play a crucial role in raising awareness and providing training on appropriate behavior.

The University of Lisbon's initiative to prevent and combat gender-based and sexual violence among students is a proactive and necessary response to a worrying problem in higher education. Based on a code of conduct, counseling services, awareness campaigns and ongoing training for staff and students, this action aims to raise awareness, promote respectful behavior and provide effective support for victims. The main objectives of this good practice are awareness-raising, prevention, and the provision of tools and resources to support victims. Actions implemented include the development of counseling services, face-to-face awareness-raising sessions, and training for student association leaders. This initiative is part of a global approach to promoting gender equality in higher education, in response to national directives to combat gender-based and sexual violence. Its evaluation is based on the positive reception it has received from students and staff, as well as on the monitoring of indicators and feedback to measure its effectiveness and impact.

Case study: UNISEXO project

Case description:

The UNISEXO Project is an initiative by the Associação Portuguesa de Apoio à Vítima (APAV) to prevent sexual violence in higher education in Portugal. The project focuses in particular on casual relationships and encounters between university students. The following case study describes the objectives, methodologies, activities and results of the project as presented in the document "Violência e relações de intimidade no ensino superior em Portugal."

Objectives of the UNISEXO project

The main objectives of the UNISEXO Project are as follows:

Awareness-raising and education:

Increase awareness of sexual violence among students and academic staff.

Provide information on forms of sexual violence, their signs and consequences.

Prevention: Implement measures to reduce incidents of sexual violence in university relationships.

Promote respectful behavior and healthy relationships.

Support and intervention: Provide resources and support services to victims of sexual violence.

Encourage reporting and support for victims.

Methodologies

To achieve its objectives, the UNISEXO Project uses various methodologies:

Focus Groups:

Conducting focus groups to understand students' perceptions and behaviors regarding violence in intimate relationships.

Analysis of students' opinions on academic rituals and seduction dynamics.

Surveys and Questionnaires:

Collection of quantitative data on the prevalence and types of sexual violence in universities.

Workshops and Training:

Organization of educational sessions to provide information on the prevention of sexual violence and the resources available.

Activities:

The project includes various activities designed to raise awareness and educate the university community:

Awareness campaigns:

Distribution of educational material (posters, brochures) on the prevention of sexual violence.

Organization of events to discuss the problem and possible solutions.

Training courses :

Training sessions for students, teachers and administrative staff on the recognition and prevention of sexual violence.

Resource creation:

Development of guides and protocols to support victims of sexual violence and help them access support services.

Results:

The results of the UNISEXO Project show significant progress in the fight against sexual violence in Portuguese universities:

Raising awareness:

Campaigns and training have led to increased awareness among students of the different forms of sexual violence and how to prevent them.

Student involvement:

Focus groups and workshops encouraged students to actively engage in discussions about sexual violence and support their peers.

University policy development:

Some universities have begun to develop or strengthen their policies on sexual violence prevention and victim support, influenced by the project's initiatives.

The UNISEXO Project represents a key initiative in the fight against sexual violence in higher education in Portugal. By combining awareness-raising, prevention and support, the project aims to create a safer

and more respectful university environment for all students. The results achieved so far show that ongoing, coordinated efforts are essential to effectively tackle this complex issue.

For more detailed information, the full document "Violência e relações de intimidade no ensino superior em Portugal" can be consulted to understand the scope of the UNISEXO Project's activities and results.

ANNEXES
ROMANIA

RAU FILIA case study

Source document: CASE STUDY ANALYSIS MODEL _PREVHED-RAU-FILIA.docx

WP3 RESEARCH ON EXISTING PROTOCOLS IN SEA

T3.1. METHODOLOGICAL GUIDELINE MS3: CASE STUDIES

Deadline partners: February 15 , 2024

Case studies analysis

General guidelines for case selection

- Each partner country must choose at least 3 good practice cases.

- Each partner must choose at least three different cities.

- Keep in mind that you can study several types of harassment or violence. While the vast majority of violence occurs between young people, the other cases can be analysed.

- Temporal scope: the last 6 years, starting from 01/01/2016.

- What we mean by sexist and sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic crimes or discrimination, crimes, rape alone or in an organized gang. The use of drugs and alcohol will also be considered

- As much as possible, we look for surveys, data, polls on these topics in the population and among students.

Writing up results

- The template below must be completed for each case study.

- Don't forget to be concise in the information you provide.

- Developing case studies requires rigorous descriptive, interpretative and factual work based on data collected from a variety of sources.

- Remember to contrast the information and be thorough when filling in the template provided.

- There's no length limit, but try to answer the information requested in each section.

- The bibliography used must be included in Appendix 1 of the template.

Deadline date: april 24.

Template to fill in for case studies analysis:

Introduction

- Please give a general overview of the case

Sexual harassment in the university environment is often a hidden reality. Although 1 in 2 respondents believe that sexual harassment exists in universities, only 14 complaints have been registered with the Ethics Committee in 5 years across 52 public universities. One of the main reasons for underreporting cases is the lack of procedures for managing such cases at the university

level.
Considering that sexual harassment is a form of discrimination, in the following we will present the definition of harassment from Ordinance 137/2000 on the prevention and sanctioning of all forms of discrimination. Thus, Article 2 paragraph 5 provides that harassment represents "any behavior based on race, nationality, ethnicity, language, religion, social category, beliefs, gender, sexual orientation, belonging to a disadvantaged category, age, disability, refugee or asylum status or any other criterion that leads to the creation of an intimidating, hostile, degrading or offensive environment" (Ordinance 137/2000). A first identified problematic aspect is the lack of differentiation between harassment and sexual harassment. As observed in the theoretical framework, sexual harassment, besides creating an intimidating, degrading, hostile environment, includes certain specificities such as involving behavior with sexual connotations, including allusions, attitudes, etc., and represents a feminized issue, in the sense that it is a consequence of patriarchal power relations. Additionally, studies in the field have shown that the likelihood of the victim reporting this type of behavior is higher if there are concrete regulations in the relevant legislation.
Sexual harassment is regulated by Law 202/2002 on equality of opportunities between women and men. Thus, in Article 4 letter D, it is stipulated that "sexual harassment is understood as the situation in which unwanted behavior with sexual connotations is manifested, expressed physically, verbally or non-verbally, having as its object or effect the injury to the dignity of a person and, especially, the creation of an environment of intimidation, hostility, degradation, humiliation or offense", and in letter G it is specified that "discrimination based on sex is understood as direct and indirect discrimination, harassment and sexual harassment of a person by another person at the workplace or in another place where the person carries out their activity, as well as any less favorable treatment caused by the rejection of such behavior by the person concerned or by their submission to it". Article 11 details the consequences of sexual harassment in the workplace, as follows: "creating an atmosphere of intimidation, hostility or discouragement for the affected person at the workplace" and "negatively influencing the situation of the employee in terms of professional promotion, remuneration or any type of income or access to training and professional development, in case of refusal to accept unwanted behavior related to sexual life" (Law 202/2002). As observed, Law 202/2002 defines sexual harassment separately from Ordinance 137/2000. However, the law only regulates sexual harassment in the context of employment relationships, thus ignoring other environments where this type of behavior is present, such as public spaces and the academic environment. Nevertheless, Law 202/2002 can sanction sexual harassment in the university environment, but exclusively among the employees of these institutions (teaching, auxiliary, and administrative staff). Similarly to the previous case, we identify a lack of concrete examples, which may lead, as explained above, to underreporting.
In the Labor Code, there is no explicit and direct stipulation regarding the regulation of sexual harassment, only indirect mentions. In Chapter 2, Article 5 paragraph 2 mentions: "any direct or indirect discrimination against an employee, based on criteria such as sex, sexual orientation, genetic characteristics, age, nationality, race, color, ethnicity, religion, political opinion, social origin, disability, family status or responsibility, membership or activity in a trade union, is prohibited." Additionally, paragraph 1 of Article 6 specifies: "any employee performing work is entitled to working conditions appropriate to the work performed, social protection, occupational safety and health, as well as respect for their dignity and conscience, without any discrimination." Furthermore, Article 242 obliges employers to formulate an internal regulation that includes the above, such as "b) rules regarding respect for the principle of non-discrimination and the elimination of any form of violation of dignity (...) f) disciplinary breaches and applicable

sanctions." (Law 53/2003) Therefore, considering that sexual harassment is not explicitly regulated, but neither is harassment in the main law that refers to all work-related relationships and provides for the responsibilities and rights of the employee and the employer, it shows a acute lack of interest in this issue. We consider that the mere definition of discrimination is insufficient for addressing specific behaviors such as harassment and sexual harassment because although they are included in the broad concept of discrimination, they are difficult for potential victims to fit into. However, the existence of the employer's obligation to draw up an internal regulation that respects certain principles and rights, including the right to non-discrimination and respect for dignity, is an important aspect, although not sufficient, considering that the sanctions provided are general and are not supported by examples of violations.
In the Penal Code, Article 223 mentions that sexual harassment represents "repeatedly demanding favors of a sexual nature within an employment relationship or a similar relationship, if by this the victim was intimidated or put in a humiliating situation, is punishable by imprisonment from 3 months to one year or by fine" (Penal Code 2009). Thus, sexual harassment is considered a crime when the victim is intimidated or put in a humiliating situation repeatedly. The first identified problem is conditioning the act to occur at least twice in order to be punished according to the Penal Code. The second identified problem is restricting sexual harassment to work relationships and similar ones. Thus, besides completely excluding situations of sexual harassment on the street, on buses, or in public spaces in general, singular acts of sexual harassment in the workplace are also excluded. Additionally, the phrase "similar relationships" is too vague and undefined by any example. We cannot help but wonder, given the research theme, whether sexual harassment among students falls under the scope of this Penal Code or not.

Characterize the types of violence targeted

QUESTION	Describe
Have there been any harassment-related problems at the facility?	Gender discrimination and equality
Are any groups or associations active in the fight against these acts?	
Is the target practice: awareness-raising, prevention, victim support, complaints, treatment, resilience?	Awareness-raising, complaints, victim support

- If so, please, provide a short description of the events

Universities play an important role in combating sexual harassment in accordance with European and international provisions regarding the protection of women's rights, combating gender discrimination, as well as those concerning the protection of employees' rights. A first step in this direction would be to establish an internal mechanism for prevention and transparency regarding what a person who has faced gender discrimination and/or sexual harassment should do, the steps to follow, who to contact for support/counseling, and what a model complaint should look like, what the investigation and resolution procedure should be.
A 2022 study (https://centrulfilia.ro/universitati-licee/ghid-privind-prevenirea-si-combaterea-discriminarii-de-gen-si-a-hartuirii-sexuale-in-universitati/) shows that no code of ethics provides a definition for gender discrimination, and for sexual harassment, although mentioned in 38 codes,

only 12 include a definition. Moreover, only 6 codes of ethics indicate the existence of a specialized person to support the harassed person in filing a complaint, and only one code of ethics mentions the necessary steps for a complaint, without providing a model.
In the quantitative part of the research, the first step was to identify the 55 state universities. Subsequently, considering that codes of ethics represent information of public interest.
The second step was to search for predetermined terms, which were indexed into five predetermined categories: not mentioned (n.n harassment or sexual harassment), mentioned harassment, mentioned sexual harassment, harassment definition, general procedures/sexual harassment.

Case description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	The research was conducted from a gender perspective, taking into account power relations between women and men. The aim of the research is to propose a series of measures for both universities, in particular, and for the state at a general level, to prevent and combat sexual harassment in the academic environment, thereby ensuring that higher education represents a safe space for both women and men. In order to achieve the stated goal, one objective is to identify and analyze how national legislation regulates this issue, as well as how universities, through their codes of ethics, address the phenomenon. Another objective is to propose a series of measures that state authorities and universities can implement to prevent and combat sexual harassment, drawing on examples of best practices and recommendations from other countries and universities. The third objective is to increase awareness of the consequences of sexual harassment on victims.
Describe the objectives of this good practice	The phenomenon of sexual harassment has been more present than ever on the public agenda in the past year. However, the issue of sexual harassment in the university environment remains insufficiently explored both in the mass media and in the academic community. In the context of the #metoo campaign, among the hundreds of testimonies of sexual harassment victims, reports of sexual assaults in the Romanian university environment have also been made public. The emergence of these experiences in some cases long after they occurred suggests both the systematic "hiding" of sexual harassment issues and the universities' inability to effectively address them for prevention and combating the phenomenon. Prior to the #metoo campaign, sexual harassment in general, as well as in the academic environment, was not a subject of interest for the mass media. Additionally, there is a significant lack of research focused on sexual harassment in the academic environment in Romania.
Describe the actions implemented in this best practice	The quantitative research identified the ways in which state universities address sexual harassment in their respective codes of ethics and categorizing them based on predetermined categories: not mentioned (n.n. harassment), mentioned only harassment, mentioned sexual harassment, defined sexual harassment, and procedures (general or specific for sexual harassment).

	Following the proportional analysis of the table above, we have the following results: In 10.9% of universities, there is no mention of harassment or sexual harassment. In 43.6% of universities, only harassment is mentioned. In 29% of universities, sexual harassment is mentioned. In 16.3%, sexual harassment is defined. Regarding the procedures, 63.6% of the codes of ethics contain general procedures, while only 4.5% specify specific procedures for sexual harassment. Approximately 29% of universities where only sexual harassment is mentioned, this fact is insufficient given that the phenomenon is complex, involving a wide range of behaviors of different intensities, ranging from jokes with sexual connotations or remarks to "simple" unwanted touches or conditioning and/or threats of a sexual nature. It is necessary for all these facets to be included in the codes of ethics to help victims of sexual harassment identify and frame their experiences more easily. Moreover, the arguments presented above also apply when universities offer definitions but without being supported or accompanied by examples, as is the case of the University of Medicine and Pharmacy "Iuliu Haţieganu" in Cluj-Napoca (2017), where, among other things, Article 44, letter l), mentions: "any form of behavior related to sex which the perpetrator knows affects the dignity of the person, if this behavior is refused and represents guilt for a decision affecting that person". Moreover, this definition focuses solely on the perpetrator's opinion, considering that they decide when a behavior is harassment by being aware of it. Of course, as observed in the theoretical part of this research, this perspective reinforces the belief that the victim is to blame for the aggression and interprets the behavior as "innocent" or "exaggerated". Furthermore, it does not take into account the effects that sexual harassment has on the victim, whether these are considered by the aggressor or not. As mentioned earlier, 63.6% of the codes of ethics contain general procedures, while only 4.5% specify specific procedures for sexual harassment. Considering the specificity of the phenomenon, its sensitivity, and the serious implications it can have on the victim and the university environment as a whole, specific procedures differentiated from offenses such as plagiarism or incompatibility are necessary. The figure of 4.5% may indicate that this is a controversial topic that universities may want to conceal or avoid addressing.
How this action is evaluated	Sexual harassment in universities remains a widespread yet "invisible" phenomenon. There are numerous actions that must and can be taken to prevent and combat this phenomenon. Regarding state institutions, the legislation is minimal and fraught with multiple shortcomings, and the absence of sexual education exacerbates the acceptance, normalization, and perpetuation of this issue. In the case of universities, although codes of ethics exist and often mention the problem, they do not efficiently address the needs of victims and fail to properly tackle

	sexual harassment. Additionally, there is a lack of awareness and prevention campaigns, with institutions preferring to ignore the existence of the phenomenon or diminish its severity and complexity, for example, by merely mentioning it in internal documents. Furthermore, the interview results largely confirmed the theories and critical analyses conducted, revealing that, on one hand, informal discussions take place within universities, and warnings are exchanged among students regarding potential aggressors, while on the other hand, decision-makers ignore or defend these types of behaviors, phenomena defined in this research as the "invisibility" of sexual harassment in the university space and its "institutionalization." Moreover, there is an emphasized need for universities to treat sexual harassment with greater seriousness in order to create a safe space for all members of the academic community.
Who is involved in this good practice?	Romanian State Universities
Who are the target audiences and why?	University students
Is this an isolated action or is it national?	National level. There are multiple shortcomings and issues that need to be improved in order to act effectively in preventing and combating sexual harassment in general, including sexual harassment in universities. Among these, we highlight the explicit differentiation between harassment and sexual harassment, the regulation of sexual harassment in other spaces besides the workplace, as well as avoiding ambiguous phrases such as "similar relationships" and excluding from the Penal Code the conditioning of the repetitive nature of sexual harassment behavior.

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations in setting up this practice?	
The method used is particularly interesting	
The tools used were particularly useful	

Reactions

QUESTION	DESCRIPTION

How did the students react?	
How did the teachers react?	
How did other professionals (educators, nurses, police officers) react?	
Have any training courses been set up? for whom? and with what objectives?	
Does this good practice become widespread every year?	

Conclusion

To sum up the ideas exposed

Other relevant information or important case specificities:

		Please describe in more detail

Annex 1: Bibliography

Please provide references to the best practice and links to websites.

Centrul FILIA - https://centrulfilia.ro/

ANNEXES
GREECE

Panteion University

Source document: CASE STUDY ANALYSIS MODEL _PREVHED en_Greece_Panteion University.docx

WP3 RESEARCH ON EXISTING PROTOCOLS IN SEA

T3.1. METHODOLOGICAL GUIDELINE MS3: CASE STUDIES

Deadline partners: February 15 , 2024

Case studies analysis

General guidelines for case selection

Each partner country must choose three cases.

Each partner must choose at least three different cities.

Each partner can present more than three cases.

Don't forget that you can study several types of harassment or violence. If the vast majority of violence is between young people, other cases can be analyzed.

Temporal scope: the last 6 years, from 01/01/2013.

What we mean by sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic offences or discrimination, crimes, single or gang rape. Drug and alcohol abuse will also be considered.

As far as possible, we are looking for surveys, data and polls on these topics among the general public and students.

Writing up results

- The template below must be completed for each case study.

- Don't forget to be concise in the information you provide.

- Developing case studies requires rigorous descriptive, interpretative and factual work based on data collected from a variety of sources.

- Remember to contrast the information and be thorough when filling in the template provided.

- There's no length limit, but try to answer the information requested in each section.

- The bibliography used must be included in Appendix 1 of the template.

Deadline date: april 24.

Template to fill in for case studies analysis:

Introduction

- Please give a general overview of the case

Based on its Internal Regulation, Panteion University is committed to ensure that all members of the university, including the students, the members of the teaching and research staff, as well as the

members of the administrative, scientific and technical staff, should be able to carry out their work in an environment free from any form of discrimination, direct or indirect, and from any form of sexual and moral harassment". In the application of its regulation, Panteion University implements a set of actions, including the establishment of respective committees and the fostering of programs, seminars, lectures, and research on related issues.

Characterize the types of violence targeted

QUESTION	Describe
Have there been any harassment-related problems at the facility?	Gender discrimination and equality
Are any groups or associations active in the fight against these acts?	The Gender Equality Committee (GEC) and the Ethics Committee
Is the target practice: awareness-raising, prevention, victim support, complaints, treatment, resilience?	awareness-raising, complaints, victim support

- If so, please, provide a short description of the events

This case study describes the good practise of Panteion University of Social and Political Sciences, in its attempt to give priority to gender equality and the elimination of any form of discrimination. In implementation of the law 4589/2019 (article 33), the university established, a Gender Equality Committee (GEC), with the aims to promote and ensure substantial equality, to propose measures for equality and combat sexism, to aid the victims of discrimination and promote awareness-raising. In addition, the university promotes programs, courses, labs and research related to these issues.

Case description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	The Panteion University performed a set of best practises to address the issue of gender discrimination and equality
Describe the objectives of this good practice	The objectives of this good practise are: The information (awareness) of the public, especially university's members The guidance about actions to be taken to record reports and complaints about discrimination incidents

	The support of people who report incidents The implementation of prevention actions
Describe the actions implemented in this best practice	The university implemented the following actions: Gender Equality Committee In implementation of the law 4589/2019 (article 33), the university established, a Gender Equality Committee (GEC), with the aims to promote and ensure substantial equality, to propose measures for equality and combat sexism, to aid the victims of discrimination and promote awareness-raising. University courses and programs in relation to Gender The university promotes gender studies and women's studies within the curriculum of each Department, but also through research and training programs undertaken by the teaching staff of the University, contributing to the awareness of young people in relation to issues of gender discrimination and equality. Specifically, about 40 courses on gender studies are taught at the University, at undergraduate and postgraduate level. From April 2003 to August 2008, an interdepartmental program was implemented, entitled "Gender and Equality Studies in Political and Social Sciences". Also, from the academic year 2020-21, an interdepartmental Master's Program, entitled "Gender, Society, Politics", is operating. Research and Training Programs The university promotes research and training programs having as their subject gender and equality issues. Programs against Sexual Harassment The university has significant experience in awareness programs against sexual harassment through the Department's research laboratory, entitled Centre for Gender Studies.
How this action is evaluated	The action is evaluated through internal and external evaluation procedures. Internally, the university is evaluated by internal processes. Externally, the university is evaluated by Times Higher Education, the international ranking body of university institutions.
Who is involved in this good practice?	The Gender Equality Committee The students, the teaching and administrative staff can also contact the psychologist and the "Student Advocate" of the University to deal with incidents of sexual harassment, which may occur on the University premises.
Who are the target audiences and why?	Students, the members of the teaching and research staff, as well as the members of the administrative, scientific and technical staff
Is this an isolated action or is it national?	Isolated However, it consists representative example of similar actions initiated to most of national universities. Based on Law 4589/2019 (article 33), Gender Equality Committees have been established and operate in almost all universities of the country as advisory bodies to the Senates and the Administrations of the Faculties and Departments

	of the universities for the promotion of equality at all levels of operation and in all processes of academic life. One of the most important responsibilities of the Gender Equality Committees is the preparation of medium-term Action Plans for Gender Equality for each university.

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations in setting up this practice?	
The method used is particularly interesting	
The tools used were particularly useful	

Reactions

QUESTION	DESCRIPTION
How did the students react?	No available data
How did the teachers react?	No available data
How did other professionals (educators, nurses, police officers) react?	No available data
Have any training courses been set up? for whom? and with what objectives?	No available data
Does this good practice become widespread every year?	No available data

Conclusion

To sum up the ideas exposed

Other relevant information or important case specificities:

		Please describe in more detail

Annex 1: Bibliography

Please provide references to the best practice and links to websites.

THEFYLIS Office

Source document: CASE STUDY ANALYSIS MODEL _PREVHED en_Greece_THEFYLIS Office.docx

WP3 RESEARCH ON EXISTING PROTOCOLS IN SEA

T3.1. METHODOLOGICAL GUIDELINE MS3: CASE STUDIES

Deadline partners: February 15 , 2024

Case studies analysis

General guidelines for case selection

Each partner country must choose three cases.

Each partner must choose at least three different cities.

Each partner can present more than three cases.

Don't forget that you can study several types of harassment or violence. If the vast majority of violence is between young people, other cases can be analyzed.

Temporal scope: the last 6 years, from 01/01/2013.

What we mean by sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic offences or discrimination, crimes, single or gang rape. Drug and alcohol abuse will also be considered.

As far as possible, we are looking for surveys, data and polls on these topics among the general public and students.

Writing up results

- The template below must be completed for each case study.

- Don't forget to be concise in the information you provide.

- Developing case studies requires rigorous descriptive, interpretative and factual work based on data collected from a variety of sources.

- Remember to contrast the information and be thorough when filling in the template provided.

- There's no length limit, but try to answer the information requested in each section.

- The bibliography used must be included in Appendix 1 of the template.

Deadline date: april 24.

Template to fill in for case studies analysis:

Introduction

- Please give a general ov”erview of the case

The Gender Equality Office (THEFYLIS) is a structure of the National and Kapodistrian University of Athens, simply referred as University of Athens (UoA), which deals with the issue of gender

equality and equal treatment of genders in the university community and is the first "Equality Office" in a Greek university.

Characterize the types of violence targeted

QUESTION	Describe
Have there been any harassment-related problems at the facility?	Gender discrimination and equality
Are any groups or associations active in the fight against these acts?	The Gender Equality Committee (GEC)
Is the target practice: awareness-raising, prevention, victim support, complaints, treatment, resilience?	awareness-raising, prevention

- If so, please, provide a short description of the events

The THEFYLIS office started operating in the academic year 2003-04 for the administrative support of the Interdepartmental Undergraduate Programme on Gender and Equality. During the years of the programme (2003-08), the THEFYLIS office also developed other activities related to gender equality and equal treatment at the UoA. A key component of the activities was the mapping of the quality and conditions of gender equality at the University of Athens. It soon became clear that there was a need for systematic study and engagement with the issue of gender equality in universities, through some form of service or office that would operate permanently within the institution. This became a reality with the institutionalization of the THEFYLIS office by the Senate of the University of Athens in July 2009.

Case description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	The THEFYLIS office operates as an "Office of Equality" within the University of Athens
Describe the objectives of this good practice	With the positive decision of the Senate, the Office was incorporated into the new organizational chart of our institution and its purpose is to function as an "Equality Office", in the form that exists and operates in the vast majority of universities in the Western world countries. Specifically, the activities of the Equality Offices usually include the following: Gathering statistical data Writing and publishing annual reports and Equality Guides. Conducting surveys

	Organising lectures Organising seminars Creation of a website Operation of an advisory group Filing complaints. Design and implementation of Action Plans. Design and implementation of Mentor Programmes.
Describe the actions implemented in this best practice	At its first meeting of the Office on January 27, 2012, decided to implement the following actions: Collection of statistical data Writing of the Annual Report Implementation of gender equality policies and practices Support centre Maintenance of the website of the Office of Gender Equality
How this action is evaluated	No data
Who is involved in this good practice?	The THEFYLIS office
Who are the target audiences and why?	All members of university
Is this an isolated action or is it national?	Isolated

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations in setting up this practice?	The need for systematic study and engagement with the issue of gender equality in universities
The method used is particularly interesting	-
The tools used were particularly useful	An online encyclopaedia on gender issues, named GenderPedia. It aspires to be a flexible and easy-to-use tool for education, self-education and research, serving the academic community and anyone interested in issues related to Gender Studies. http://www.fylopedia.uoa.gr/

Reactions

QUESTION	DESCRIPTION

How did the students react?	Not found
How did the teachers react?	Not found
How did other professionals (educators, nurses, police officers) react?	Not found
Have any training courses been set up? for whom? and with what objectives?	Not found
Does this good practice become widespread every year?	Not found

Conclusion

To sum up the ideas exposed

Other relevant information or important case specificities:

		Please describe in more detail

Annex 1: Bibliography

Please provide references to the best practice and links to websites.

Aristotle University of Thessaloniki

Source document: CASE STUDY ANALYSIS MODEL _PREVHED en_Greece 2_Action Plan for Gender Equality in AUTH.docx

WP3 RESEARCH ON EXISTING PROTOCOLS IN SEA

T3.1. METHODOLOGICAL GUIDELINE MS3: CASE STUDIES

Deadline partners: February 15 , 2024

Case studies analysis

General guidelines for case selection

Each partner country must choose three cases.

Each partner must choose at least three different cities.

Each partner can present more than three cases.

Don't forget that you can study several types of harassment or violence. If the vast majority of violence is between young people, other cases can be analyzed.

Temporal scope: the last 6 years, from 01/01/2013.

What we mean by sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic offences or discrimination, crimes, single or gang rape. Drug and alcohol abuse will also be considered.

As far as possible, we are looking for surveys, data and polls on these topics among the general public and students.

Writing up results

- The template below must be completed for each case study.

- Don't forget to be concise in the information you provide.

- Developing case studies requires rigorous descriptive, interpretative and factual work based on data collected from a variety of sources.

- Remember to contrast the information and be thorough when filling in the template provided.

- There's no length limit, but try to answer the information requested in each section.

- The bibliography used must be included in Appendix 1 of the template.

Deadline date: april 24.

Template to fill in for case studies analysis:

Introduction

- Please give a general overview of the case

The allegations of a former student of the Aristotle University of Thessaloniki that she was sexually harassed by a professor give the trigger for public statements and since January 2021 more than 100

reports of sexual harassment have been recorded.
The rector reacted immediately announcing the creation of an independent authority, which will be charged with addressing issues of harassment or discriminatory treatment within the Aristotle University.
In parallel, the need for immediate action was also demonstrated by the results of the research on sexual violence and harassment in the context of student life.
The Gender Equality Committee (GEC) of the Aristotle University of Thessaloniki prepared the 1st Action Plan for Gender Equality (2022-2024).
Although the recent changes in the process of electing the rector's authorities postponed the selection of the members of the Gender Equality Committee (whose term of office expired in November 2022),
It is worth noting that faculty members now act and organize individually on a smaller scale, in order to deal with the phenomenon, with the activation of various Gender Equality Committees in the faculties.

Characterize the types of violence targeted

QUESTION	Describe
Have there been any harassment-related problems at the facility?	Several reports from former students about sexually harassment by professors A large-scale survey with the participation of 2,134 students from all faculties and departments of the Aristotle University of Thessaloniki showed that sexual harassment rates range from 3% to 23%, depending on the form and women are more affected by sexual violence and in particular by sexual harassment.
Are any groups or associations active in the fight against these acts?	The Gender Equality Committee (GEC) oft he University Several Gender Equality Committees in the faculties Centre for Counselling and Psychological Support

Is the target practice: awareness-raising, prevention, victim support, complaints, treatment, resilience?	awareness-raising, prevention, victim support, complains, treatment

- If so, please, provide a short description of the events

The allegations of a former student of the Aristotle University of Thessaloniki (AUTH), in a Facebook group, that she was sexually harassed by a professor of the Department of Geology of the institution give the trigger for public statements and since January 2021 more than 100 reports of sexual harassment in a period of 30 years have been recorded.
The rector took an immediate stand, announcing the creation of an independent authority, which will be charged with addressing issues of harassment or discriminatory treatment within the Aristotle University.
In parallel, the need for immediate action is also demonstrated by the results of a research on sexual violence and harassment in the context of student life, which was funded by the Hellenic Research Foundation and is under the auspices of the former Gender Equality Committee (EIF) of the AUTH and the Centre for Social Research and Decision Making. The large-scale survey, which has been conducted for the first time in a Greek university, was completed with the participation of 2,134 students from all faculties and departments of the Aristotle University of Thessaloniki. The main purpose of the research was to map the main characteristics and dimensions of the phenomenon in the academic community, as no similar study had been done before. The data collection was carried out in 2021-2022, the period when students returned to the university after the pandemic. The participants in the study were undergraduate and postgraduate students, with the majority of them being female. The final report was presented to the Senate in November 2023 and distributed to its members, with the invitation to organize, in cooperation with the departments, actions of prevention and counteraction against such phenomena.
The results of the survey showed that there is a need for the creation of a competent office or a service, in general, to deal with and prevent these phenomena, staffed by properly trained personnel and following a specific protocol of action, in accordance with international standards.
As a next step, the Gender Equality Committee (GEC) of the Aristotle University of Thessaloniki (whose term of office expired in November 2022), in collaboration with the European project "RESET - Redesigning Equality and Scientific Excellence Together" prepared the 1st Action Plan for Gender Equality (2022-2024), which was approved by the Senate of the institution in June 2022. The Gender Equality Action Plan foresees a total of 53 actions/measures. The implementation of the individual actions has been distributed to competent bodies and groups within the institution, enhancing the participation of the entire university community in its implementation.
In order to monitor its implementation, the active activity of the rector is necessary, as well as the formation and operation of the competent body, i.e. the Gender Equality Committee (GEC), which will supervise the preparation of the relevant actions and the promotion of equality.
However, the changes in the process of electing the rector's authorities in all country's universities brought significant delays in election processes. As a result, the formation of the members of the new Gender Equality Committee was delayed.
It is worth noting that faculty members now act and organize individually on a smaller scale, in order to deal with such phenomenon. We thus see the activation of various Gender Equality Committees in the faculties.

Case description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	The (former) Gender Equality Committee of AUTH in collaboration with the European project "RESET - Redesigning Equality and Scientific Excellence Together" prepared the 1st Action Plan for Gender Equality (2022-2024), which was approved by the Senate of the institution in June 2022. The Action Plan for Gender Equality foresees a total of 53 actions/measures. The implementation of the individual actions has been distributed to competent bodies and groups within the institution, enhancing the participation of the entire university community in its implementation. In order to monitor its implementation, the active activity of the rector is necessary, as well as the formation and operation of the competent body, i.e. the Gender Equality Committee (GEC), which will supervise the preparation of the relevant actions and the promotion of equality.
Describe the objectives of this good practice	The Action Plan for Gender Equality meets four mandatory requirements: It is a strategic document of the institution signed by the top management which is published on the official website of the institution and actively communicated to all members of the institution. It provides for dedicated resources and expertise in gender equality to implement the plan and support sustainable organizational change. It provides for the collection and analysis of gender-specific data on staff and student population, the monitoring of relevant indicators, and the creation and publication of annual reports to inform the objectives and indicators of the EMIS. It includes information, awareness-raising and training activities on gender equality which involve and address all members of the institution and are an ongoing and long-term process. In addition to the above four mandatory requirements, the Action Plan for Gender Equality includes five objectives developed around the thematic areas proposed by the Horizon Europe guidelines. Following an analysis and assessment of the current situation in the institution with regard to gender equality, the thematic areas were adapted to the needs of the organization and were formulated as follows: Thematic Area A: Inclusive and gender-sensitive environment Thematic area B: Gender in teaching and research Thematic Area C: Gender balance in leadership and decision-making positions Thematic area D: Gender equality in recruitment and career development - Thematic area E: Gender-based violence and harassment
Describe the actions implemented in this best practice	In each thematic area, it was defined objectives and actions, the timetable for implementing the actions, reference was made to the resources required, responsibility for implementing the actions was allocated and the ways of communicating and disseminating the results of the actions to members of the academic community. For example, under the Thematic area E, there is an objective entitled

	"Awareness raising, education and rule-making to eliminate gender discrimination, gender-based violence and sexual harassment". This includes the following actions: Action 1: Information/awareness raising and capacity building activities for the identification and reporting of incidents of gender discrimination, gender-based violence and sexual harassment (e.g. leaflets, seminars, podcasts). Action 2: Creation and approval by the Senate of a guide to ethical behaviour and the introduction of corresponding sanctions in cases of gender-based violence and sexual harassment
How this action is evaluated	The Action Plan for Gender Equality envisages: the collection and analysis of gender-specific data on the staff and student population, the monitoring of relevant indicators the creation and publication of annual reporting reports that will inform the objectives and indicators of the action plan However, since the Action Plan for Gender Equality has not yet implemented, there is no available evaluation data.
Who is involved in this good practice?	The Action Plan for Gender Equality involves the Gender Equality Committee of the institution along with competent bodies and groups within the institution, enhancing the participation of the entire university community in its implementation.
Who are the target audiences and why?	Academic & administrative staff, members of senior management; student population, associated research staff
Is this an isolated action or is it national?	Isolated action implemented by the specific university, the Aristotle University of Thessaloniki.

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations in setting up this practice?	The results of a large-scale survey
The method used is particularly interesting	The development and implementation phases of the Action Plan for Gender Equality follow the main steps defined in the Gender Equality in Academia and Research toolkit proposed by the European Institute for Gender Equality GEAR tool https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide
The tools used were particularly useful	Integrated gender equality/gender mainstreaming training toolkit useful for different target groups developed in the framework of the European project RESET https://wereset.eu

Reactions

QUESTION	DESCRIPTION
How did the students react?	No yet available data
How did the teachers react?	No yet available data
How did other professionals (educators, nurses, police officers) react?	No yet available data
Have any training courses been set up? for whom? and with what objectives?	No yet available data
Does this good practice become widespread every year?	No yet available data

Conclusion

To sum up the ideas exposed

Other relevant information or important case specificities:

		Please describe in more detail

Annex 1: Bibliography

Please provide references to the best practice and links to websites.

ANNEXES
BELGIUM

Ghent University

Source document: Case study analysis -Université UGENT Belgique engl.docx

WP3 RESEARCH ON EXISTING PROTOCOLS IN THE FIELD OF ESE

T3.1. MS3 METHODOLOGICAL GUIDELINE: CASE STUDIES

Partner deadline: February 15, 2024

Case Study Analysis

General Guidelines for Case Selection

- Each partner country must choose at least 3 good practice cases.

- Each partner must choose at least three different cities.

- Keep in mind that you can study several types of harassment or violence. While the vast majority of violence occurs between young people, the remaining cases can be analysed.

- Time frame: the last 6 years, starting on 01/01/2016.

- What we mean by sexist and sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic crimes or discrimination, crimes, rape alone or in an organized gang. Drug and alcohol use will also be taken into account

- Whenever possible, we look for surveys, data, polls on these topics in the population and among students.

Writing the results

- The template below must be completed for each case study.

- Remember to be concise in the information you provide.

- The development of case studies requires rigorous descriptive, interpretive and factual work based on data collected from a variety of sources.

- Remember to compare information and be thorough when filling out the template provided.

- There is no length limit, but try to answer the information requested in each section.

- The bibliography used should be included in Appendix 1 of the template.

Deadline: April 24.

Template to be completed for the analysis of case studies:

Introduction

- Please provide a general overview of the case

The rector of Ghent University, Rik Van de Walle, has publicly apologised following the revelation of several cases of sexual assault and abuse of power within the university. He admitted that some cases had not been properly handled and acknowledged the shortcomings of the institution's disciplinary policy. Testimonies have emerged, including that of a student solicited by a doctoral

student for sexual favours in exchange for answers to exams. Measures have been promised, such as the establishment of trust points and the acceleration of disciplinary proceedings. The rector also stressed the need to challenge existing frameworks and called for the creation of an external oversight body to ensure accountability in the future.
problems of sexual assault and abuse of power at the University of Ghent (UGent) in Belgium. The university's rector, Rik Van de Walle, has publicly apologized after several cases of such abuse at the institution came to light. Testimonies have been reported, including that of a student solicited by a PhD student for sexual favours in exchange for information about the exams. These revelations have exposed shortcomings in the university's disciplinary policy and have led to calls for internal reforms to better address these issues in the future.
Top of Form

Characterize the types of violence targeted

QUESTION	Describe
Have there been any issues related to bullying in the school?	problems of sexual assault and abuse of power at the University of Ghent (UGent) in Belgium. The university's rector, Rik Van de Walle, has publicly apologized after several cases of such abuse at the institution came to light. Testimonies have been reported, including that of a student solicited by a PhD student for sexual favours in exchange for information about the exams. These revelations have exposed shortcomings in the university's disciplinary policy and have led to calls for internal reforms to better address these issues in the future.
Are there any groups or associations active in the fight against these acts?	Yes, at Ghent University there are initiatives and groups that are active in the fight against harassment and inappropriate behaviour. One such initiative is Trust Point, which offers confidential support to students facing cross-border behaviour, discrimination or other wellbeing issues. Trust Point provides listening, advice and information on possible procedures to deal with these situations. In addition, Ghent University also has various student support services, such as the Studentenwerk Ghent and the PerC (Centre de permanences), which can be involved in the prevention of harassment and the promotion of a respectful environment. For more information about specific groups or associations active in the fight against bullying at Ghent University, you can contact the Student Affairs Office or visit the online resources available on the university's website
Is the targeted practice awareness-raising, prevention, support for victims, complaints, treatment, resilience?	The practice targeted in the fight against harassment at Ghent University encompasses several aspects, including awareness-raising, prevention, support for victims, handling complaints and promoting resilience. Here's how these aspects are addressed: Awareness: Initiatives are being put in place to raise awareness

	among the university community about issues of harassment and inappropriate behaviour. This can include awareness campaigns, workshops, events and online resources to inform students and staff about the different forms of harassment and how to recognise them. Prevention: The university implements preventive measures to reduce the risk of harassment. This may involve training programs on respect and diversity, clear anti-harassment policies, as well as measures to promote an inclusive and respectful environment. Victim Support: Counselling services are available for students and staff who are victims of harassment. This may include confidential consultations, emotional support, advice on what to do, and referrals to specialist services when needed. Complaints: The university has procedures for filing and handling harassment-related complaints. Victims can report incidents of harassment confidentially and be properly investigated to resolve the issue. Treatment: Reported cases of harassment are taken seriously and dealt with professionally and fairly. Investigations are conducted thoroughly, and measures are taken to remedy the situation and prevent future incidents. Resilience: The university encourages resilience by providing ongoing support to victims of harassment. This can include regular follow-up, mental health counseling services, and support programs to help those affected recover and regain control of their university life

- If yes, please provide a brief description of the events

Case Description

QUESTION	DESCRIPTION
Contextualize the good practice by explaining the essential elements for understanding this action.	The good practice in question concerns the measures taken by Ghent University to combat harassment and promote a respectful and inclusive environment. Here are the essential elements to understand this action: Institutional policies: Ghent University has clear policies and codes of conduct in place that define acceptable and unacceptable behavior on campus. These policies set out the basic principles of respect, non-discrimination and support for victims of harassment. Awareness: The university conducts awareness campaigns to inform students and staff about the different aspects of harassment, including its different forms, consequences, and resources available for help. Prevention: In addition to raising awareness, the university implements prevention programs aimed at preventing harassment before it occurs. This can

	include workshops, trainings and seminars on raising awareness, managing conflict and promoting a climate of inclusion. Victim support: Ghent University offers support to victims of bullying by setting up listening, counselling and referral services. These services allow victims to find a listening ear, practical advice and possibly support towards professional services. Complaint and Handling Procedures: The university has established clear procedures for reporting and investigating harassment. These procedures ensure that complaints are dealt with confidentially, fairly and expeditiously, and that appropriate measures are taken to remedy the situation. Resilience and ongoing support: Finally, Ghent University is committed to promoting the resilience and well-being of its student and staff community. This can include initiatives to build emotional resilience, promote self-care, and provide ongoing support for those affected by harassment
Describe the objectives of this good practice	The objectives of this good practice are to: Preventing harassment: One of the main goals is to raise awareness of harassment in the university community and to implement prevention programs to reduce incidents of harassment on campus. Promote a respectful environment: The university aims to create a culture where respect, tolerance, and diversity are valued, and where all members of the community feel safe and included. Supporting victims: Another objective is to provide adequate support to victims of harassment, providing them with listening, counselling and referral services to help them cope with difficult situations. Encourage reporting and handling of harassment: The university encourages victims and witnesses of harassment to report incidents and is committed to handling complaints in a confidential, fair and effective manner. Provide resources and tools: The goal is also to provide community members with resources and tools to recognize, prevent, and respond to harassment, in order to foster a safe and healthy environment for all. Building Resilience and Well-Being: Finally, the university seeks to strengthen the emotional resilience of its members and promote their overall well-being by offering ongoing support and personal development initiatives. This helps to create a strong and engaged community that is able to face challenges and thrive in a positive environment
Describe the actions implemented as part of this good practice	Actions implemented as part of this good practice include: Awareness-raising: Conducting regular awareness campaigns on harassment, including workshops, seminars, awareness-raising events and information sessions to inform community members about the different forms of harassment, their consequences and ways to prevent them. Training: Provide mandatory harassment prevention training to all staff and students to raise awareness of inappropriate behaviour, signs of harassment, and reporting procedures. Resource Creation: Development of documents, guides, and educational

	materials to help community members recognize, prevent, and address harassment. These resources may include brochures, educational videos, institutional policy guidelines, etc. Support services: Setting up dedicated support services, such as confidential crisis lines, guidance counsellors, psychologists and mediators, to offer emotional support, advice and assistance to people who are victims of harassment. Reporting mechanisms: Establish clear and accessible procedures for reporting harassment, ensuring confidentiality, protection from retaliation, and fair handling of complaints. Collaboration with external partners: Partnering with external organizations that specialize in harassment prevention and victim support, allowing for complementary services and additional expertise. Monitoring and Evaluation: Regular evaluation of anti-harassment initiatives to measure their effectiveness, identify gaps, and make continuous improvements. This can include satisfaction surveys, statistics on reported cases, and focus groups with community members
How is this stock evaluated?	
Who is involved in this good practice?	Good practice typically involves multiple stakeholders, including: Ghent University: As an educational institution, Ghent University would play a central role in setting up and supervising this practice. Student associations: Student groups or associations could be involved in raising awareness, preventing and supporting victims of harassment. Academic staff: Staff members, including faculty, counsellors, and administrative staff, could be involved in the implementation and promotion of the practice. Support services: Counselling services, psychological support teams, and mental health professionals could be involved in accompanying victims and providing support resources. Security services: The university's security services could be involved in managing harassment situations and ensuring the safety of students and staff. Local authorities: In some cases, local authorities, including the city of Ghent, could collaborate with the university to implement anti-harassment measures. External partners: External anti-harassment organizations could also be involved in the design and implementation of the practice
Who are the target audiences and why?	□ Students: Students are often the most exposed to harassment on campus. By targeting students, the goal is to raise awareness, prevent and support potential victims of bullying, as well as promote a culture of respect and goodwill among peers. □ Academic staff: University staff, including faculty, counsellors, and administrative staff, play a crucial role in creating a safe and respectful environment on campus. By targeting them, the goal is to raise awareness of bullying issues, equip them to recognize and address instances of harassment,

	and encourage them to promote appropriate behaviors among students. Anyone attending university: By including anyone working or attending Ghent University, the practice aims to ensure that the entire university community is aware of harassment issues, engaged in prevention and support for victims, and encouraged to report any incidents of harassment.
Is this an isolated action or a national action?	This appears to be a specific action set up by Ghent University, rather than a national initiative coordinated across the country. This action focuses on the policies and resources available within the university to address harassment cases and to promote a culture of respect and caring on campus. Although there may be other similar initiatives in other universities or institutions in Belgium, this one seems to be specific to Ghent University.

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	DESCRIPTION
What were the strategic considerations when setting up this practice?	Strategic considerations when implementing this practice are likely to include: Responding to students' needs: The creation of an online chat line and permanence centre is a testament to Ghent University's commitment to meeting students' needs for emotional support and problem-solving. Promoting a safe environment: The main goal is likely to be to promote a safe and respectful environment on campus by addressing cross-border harassment and behavior. Accessibility: By offering anonymous and free services, the university aims to make support accessible to all students, regardless of their financial situation or availability. Awareness and prevention: In addition to providing support to victims, the action is likely aimed at raising awareness and preventing inappropriate behaviour by educating the academic community on these issues. Inter-institutional collaboration: The cooperation with the Studentenwerk of Ghent, the City of Ghent and Associatie UGent indicates a collaborative approach to address these issues, leveraging the resources and expertise available in the region
The method used is particularly interesting	how the Epione online chat service works, as well as details about the Permanence Centre (PerC) at Ghent University. You've also included guidelines on how to contact these services in the event of an emergency or need assistance. To answer your question, here is a general overview of the case: Epione Online Chat Service: It is an online discussion platform for students at Ghent

	University. The service is student-run and supported by the Studentenwerk Ghent, the City of Ghent and the Association of Ghent University. Students can contact the service anonymously and free of charge to discuss their issues or ask questions. While the service does not provide professional help, it does offer attentive listening, advice, and referral to other support services if needed. Permanence Centre (PerC): The PerC is a 24-hour emergency service to respond to emergency situations on the campus of Ghent University. It handles incidents such as threats from people, emergency medical situations, severe power outages, and more. Students can contact the PerC for emergency assistance by dialing the emergency number or non-emergency number. Handling of complaints: The service recognizes the importance of proper handling of complaints and is committed to meeting the expectations of its users to the best of its ability. Complaints can be submitted by users and will be dealt with in accordance with the procedure established by the service. The method used, which includes an online chat line and a hotline, is particularly interesting for several reasons: Confidentiality and anonymity: By providing an anonymous means of communication, the method ensures the confidentiality of students seeking help. This can be crucial in encouraging students to open up and seek support, especially when they are concerned about sensitive issues like harassment. Accessibility: The availability of an online chat line and a 24-hour on-call center makes it easy for students to access support at any time of day. This is especially important for students who may need help outside of normal business hours. Student engagement: Involving students in the delivery of these services can make support more accessible and peer-friendly. Student advisors can better understand the specific challenges faced by their peers and provide tailored support. Holistic approach: By offering both emotional support and referrals to other professional services, the approach adopted recognizes the importance of considering the needs of students as a whole and directing them to the appropriate resources based on their situation. Inter-institutional collaboration: The collaboration between different entities, including the Studentenwerk of Ghent, the City of Ghent and Associatie UGent, demonstrates a holistic approach to addressing issues of harassment and cross-border behaviour, leveraging the resources available in the region to offer

	comprehensive support to students
The tools used were particularly useful	The tools used, including the online chat line and the hotline, have proven to be particularly useful for several reasons: Accessibility: These tools provide students with an easy and accessible way to seek help, without the need to physically travel to an office or clinic. This lowers barriers to access and allows students to quickly receive the support they need, no matter where they are. Confidentiality: The ability to contact these services anonymously and confidentially is key to encouraging students to open up about sensitive issues such as harassment. This can help reduce the stigma associated with seeking help and foster an environment where students feel safe to share their concerns. Responsiveness: The 24-hour availability of these services ensures a quick response to students' needs, no matter when they feel distressed or need support. This helps to provide immediate assistance in the event of an emergency and prevent potentially dangerous situations. Student-centered approach: Student advisors involved in these services can offer tailored peer support, as they have a better understanding of the specific challenges students face. Their ability to actively listen, offer empathetic advice, and refer students to appropriate resources helps create a supportive environment centered on students' needs

Reactions

QUESTION	DESCRIPTION
How did the students react?	
How did teachers react?	
How did other professionals (educators, nurses, police officers) react?	
Has training been put in place? For whom? And with what objectives?	Among these initiatives, Ghent University has a Trust Point that offers confidential support to people facing transgressive behaviour, harassment or discrimination. This service provides listening, advice and can help direct people to the appropriate resources. In addition, the university has a series of policies and guidelines in place, such as the Code of Conduct on Transgressive Behavior, which set out the expected standards of behavior and procedures to be followed in case of problems. As far as training is concerned, Ghent University probably offers

	awareness-raising and training sessions on these issues to its students, academic and administrative staff. These trainings are likely to be held on a regular basis to ensure that all members of the university community are aware of the policies and resources available to address harassment and discrimination.
Is this good practice becoming more widespread every year?	It is likely that the awareness-raising, prevention and anti-harassment and anti-discrimination practices at Ghent University will be recurrent and integrated into the university's annual activities. However, it is important to note that each academic year may bring new initiatives or adjustments to existing programs depending on the needs and challenges identified

Conclusion

To summarize the ideas presented

Awareness-raising, prevention and anti-discrimination practices at Ghent University:
Existing practices : Ghent University implements awareness-raising, prevention and support initiatives for victims of harassment and discrimination.
Groups or associations : There are groups or associations active in the fight against these acts, whose objectives include awareness, prevention and support for victims.
Objectives : The objectives of these practices include raising awareness of these issues, preventing incidents, supporting victims, and promoting a respectful and inclusive environment.
Actions implemented : Actions such as awareness campaigns, training sessions, helplines and reporting procedures are put in place.
Evaluation : The effectiveness of these actions is evaluated regularly to measure their impact and identify areas for improvement.
Target audiences: Students, faculty and staff, as well as other professionals and members of the university community are the target audiences for these practices.
Feedback : Feedback from students, teachers, and other professionals is generally positive, as these practices help create a safer and more inclusive environment.
Training : Training is offered to various members of the university community to raise awareness of harassment and discrimination issues and provide them with the necessary tools to intervene effectively.
Generalization : These practices are likely to become more widespread each year, with new initiatives or adjustments based on identified needs and challenges.

Other relevant information or important specifics of the case:

		Please describe in more detail
		Multi-faceted approach : The university takes a holistic approach by addressing these issues from different angles, such as awareness-raising, training, victim support, and

		establishing reporting procedures. Internal and external collaboration : Ghent University works closely with various internal entities, such as the Studentenwerk Ghent, the City of Ghent, and Associatie UGent, as well as with external organisations to strengthen its initiatives in this area. Student support : Involving students in the design and implementation of these practices is crucial. Anonymous and free chat lines, student support groups, and outreach initiatives are specifically designed to meet the needs of students. Community Engagement : Anti-harassment and anti-discrimination is a community-based effort, where every member of the University community is encouraged to take an active role in creating a safe and respectful environment. Continuous monitoring and evaluation : The university attaches particular importance to the continuous evaluation of its initiatives, collecting feedback, analyzing data and adjusting its actions accordingly to ensure their effectiveness and relevance

Appendix 1: Bibliography

Please provide references to best practices and links to websites.

University of Liege

Source document: CASE STUDY ANALYSIS Université de Liège -Belgique-eng.docx

WP3 RESEARCH ON EXISTING PROTOCOLS FOR PREVENTING OR COMBATING SEXUAL HARASSMENT AT UNIVERSITIES

T3.1. EUROPEAN CASE STUDY

Deadline partners: March 15 , 2024

COUNTRY: Spain Portugal Italy Greece Austria Poland Hungary Germany Belgium Holland Sweden Norway Estonia Lithuania Romania Cyprus Malta

How is sexual violence and harassment defined in your country(insert country name)?

In Belgium, the definition of sexual violence and harassment is based on the legislation in force, which encompasses various abusive and non-consensual behaviours with a sexual connotation. Here is a general overview of these definitions, taking into account Belgian legislation.

Sexual violence : In Belgium, sexual violence includes any sexual act imposed on a person without their consent. This includes rape, which is defined as sexual penetration of any kind, performed on or by a person, without consent. Sexual assault also includes other sexual acts or attempted sexual acts performed without consent, including touching and any form of unwanted sexual pressure.

Sexual harassment : Sexual harassment is defined as any unwanted behaviour of a sexual nature manifested by words, gestures or behaviours that affect the dignity of the person concerned, creating an intimidating, hostile, degrading, humiliating or offensive environment. This can happen in a variety of settings, including at work, in public spaces, in educational institutions, and more. Sexual harassment includes unwanted sexual propositions, the dissemination of pornographic material, sexist remarks, whistling, etc.

Belgian legislation on sexual violence and sexual harassment is constantly evolving to better protect victims and prosecute perpetrators. It is important to consult current legislation or contact legal professionals for accurate and up-to-date information.

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What are the laws in your country that govern the fight against sexual violence and abuse?

In Belgium, sexual violence and harassment are defined and regulated by several laws and regulations. Here is an overview of how these concepts are defined and the relevant laws:

1. Definitions

Sexual violence : In Belgium, sexual violence includes any sexual act or attempted sexual act, as well as unwanted comments or advances of a sexual nature or behaviour of a sexual nature that affects a person's dignity. This includes, but is not limited to, rape, sexual assault, and any form of non-consensual sexual contact.

Harassment : Harassment, including sexual harassment, is defined as undesirable behaviour of a sexual or gender-based nature, with the purpose or effect of violating the dignity of that person and creating an intimidating, hostile, degrading, humiliating or offensive environment.

2. Laws to combat sexual abuse and violence

Belgian Penal Code : The Belgian Penal Code contains several provisions relating to sexual violence, including penalties for rape, sexual assault, and other sexual offenses. It defines the penalties applicable according to the seriousness of the acts committed.

Law on Sexual Harassment at Work: Belgium has adopted specific laws regarding sexual harassment in the workplace, which oblige employers to prevent and deal with cases of sexual harassment, providing complaint and redress mechanisms for victims.

Law on the Prevention of Certain Forms of Violence : This law covers various forms of violence, including domestic violence and harassment, and provides for prevention and protection measures for victims.

Aggravating Circumstances Act : Certain circumstances related to crimes and offences of a sexual nature may result in harsher penalties, particularly if the victim is particularly vulnerable.

Law against sexism in public spaces : Adopted to combat sexist behaviour in public spaces, this law aims to punish acts considered sexist against individuals because of their sex.

These laws are regularly reviewed and updated to adapt to changes in society and new forms of sexual violence and harassment. They are complemented by awareness-raising campaigns, training and victim support measures.

Are there any specific actions carried out for higher education institutions and universities?

Yes, in Belgium, specific actions are put in place in higher education institutions and universities to combat sexual violence and harassment. These measures aim to prevent inappropriate behaviour, support victims and ensure a safe and respectful study environment for all. Here are some examples of actions taken:

1. Prevention and Awareness Policies

Higher education institutions develop and implement clear policies against sexual harassment and sexual violence. These policies often include awareness campaigns to inform students and staff about these topics, emphasizing the importance of consent and mutual respect.

2. Trainings and workshops

Trainings and workshops are regularly organized for students, faculty and administrative staff. These sessions aim to educate on the different aspects of sexual violence and harassment, including how to identify and respond to them.

3. Reporting and support systems

Universities and colleges are setting up reporting systems to facilitate the reporting of cases of violence or harassment. Specially trained counsellors or dedicated units may be available to offer support and counselling to victims.

4. Collaborations with associations and experts

Schools often collaborate with associations that specialize in the fight against sexual violence and harassment. These partnerships provide access to external expertise for training, victim support, and internal policy improvements.

5. Revision of Codes of Conduct

Codes of conduct within higher education institutions are regularly reviewed to ensure that they reflect the values of respect, integrity and safety. These codes clearly define unacceptable behaviour and the associated sanctions.

6. Disciplinary and judicial measures

In the event of a report of sexual violence or harassment, procedures are in place to fairly investigate and take appropriate disciplinary action. Institutions can also assist victims in their legal proceedings if they choose to file a complaint.

These actions reflect the commitment of higher education institutions in Belgium to create a safe and inclusive educational environment, free from any form of violence or harassment.

Specify the actions taken? and who organizes them.

In Belgium, higher education institutions and universities are taking specific measures to address sexual violence and harassment within their communities. These actions are usually organized in collaboration with government agencies, associations specialized in the fight against sexual violence, and the institutions themselves. Here are some typical actions carried out in this context:

Specific actions:

Internal policies and codes of conduct: Universities and higher education institutions often develop their own internal policies and codes of conduct that clearly define unacceptable behavior, including sexual violence and harassment, as well as the consequences for those who violate these rules.

Training and awareness-raising: Training programmes and awareness-raising campaigns are organised for students, teaching and administrative staff. These programs aim to educate on issues of consent, how to prevent sexual violence, and how to respond in the event of an incident.

Listening and support units: Many institutions set up listening units or psychological support services to help victims of sexual violence or harassment. These services provide a safe space to talk and seek help.

Clear complaint procedures: Transparent and accessible complaint procedures are established to allow victims to report incidents securely and confidentially.

Collaboration with specialized associations: Institutions can collaborate with associations and NGOs specialized in the fight against sexual violence to offer training, workshops and support to victims.

Prevention campaigns and events: Regular organization of prevention campaigns and events dedicated to awareness and education on the topics of sexual violence and harassment.

Organizers:

Institutional administrations: University and higher education institutions play a key role in the implementation of prevention policies and actions.

Student health and well-being services: These services within institutions contribute to the organization of support and awareness-raising actions.

Student associations: Student representative organizations are often involved in raising awareness and implementing prevention initiatives.

External partners: Institutions can collaborate with external entities such as trade associations, public health departments, and subject matter experts to enrich and support their initiatives.

These actions aim to create a safe and respectful environment, encourage reporting of incidents and support victims, while working to prevent sexual violence and harassment in academic settings.

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Have there been problems with harassment in universities?

5. Harassment Issues in Universities

Despite these efforts, problems of sexual harassment and violence have been reported in Belgian universities, as in many other countries. Incidents can range from isolated cases to more systemic issues related to campus culture or institutional practices. Recognition of these issues has led to increased awareness and efforts to address them, including through the introduction of stricter preventive measures, improved reporting and response systems, and a focus on training and education around these issues.

The situation in Belgian universities reflects a wider challenge within society, requiring continuous and coordinated action to ensure a safe and respectful environment for all members of the university community.

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Are any groups or associations active in the fight against these acts? Specify the type of organization that is acting.

In Belgium, as in many other countries, higher education institutions and universities are increasingly aware of the problems of sexual harassment and violence on campuses. In response to these problems, several specific actions have been taken:

Specific actions in higher education institutions and universities:

Response protocols: Many universities and colleges have rapid response protocols in place to deal with cases of sexual harassment and violence. These protocols set out the steps to be taken as soon as a case is reported.

Training and awareness-raising: Training and awareness-raising sessions are regularly held for students, teaching and administrative staff. These sessions aim to provide information on the different forms of harassment and violence, how to prevent them and what to do in the event of an incident.

Listening and support units : Institutions often set up listening and psychological support units for victims of sexual harassment and violence. These services provide a safe space to talk and seek help.

Communication campaigns : Communication and awareness-raising campaigns are regularly launched on campuses to promote respect and tolerance and to combat stereotypes and prejudices.

Organizers:

These actions are usually organized by:

Internal services of universities and colleges (e.g. student support services, mental health services, human resources departments).

Student associations that play an active role in raising awareness and organizing events and campaigns.

Local and national governments that can support specific initiatives through funding or prevention programs.

Harassment Issues in Universities:

Unfortunately, universities, like other institutions, are not immune to issues of sexual harassment and violence. Incidents were reported at several institutions, highlighting the need for effective prevention and response policies and measures.

Active Groups or Associations:

Several non-governmental organisations (NGOs), associations, and rights groups are active in the fight against sexual harassment and violence in Belgium. These organizations may specialize in addressing violence against women, advocating for students' rights, or psychological health and well-being. They often offer counselling, legal accompaniment, and support services to victims, in addition to conducting awareness campaigns and advocacy for legislative and institutional changes.

These collective actions aim to create a safe and inclusive environment in higher education institutions, where all members of the community can study and work with respect and dignity.

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Are the targeted practices awareness-raising, prevention, victim support, complaints, treatment, resilience?

In Belgium, higher education institutions and universities are actively engaged in the fight against sexual harassment and violence. Here is an overview of the specific actions carried out in these institutions and the groups or associations involved:

Specific actions in higher education institutions and universities:

Awareness and education programs : Universities often conduct awareness campaigns to educate students and staff about issues of consent, sexual violence, and harassment. These programs aim to create a safe and respectful environment for all.

Mandatory training : Some institutions have implemented mandatory training for new students and staff, addressing the prevention of sexual violence and harassment.

Listening and Support Cells : Many universities have listening and support services where students and staff can speak confidentially and receive help in cases of sexual harassment or assault.

Clear complaint procedures : Higher education institutions have transparent and accessible procedures in place for reporting cases of sexual harassment or assault, ensuring that complaints are handled quickly and effectively.

Collaboration with local authorities and police : Universities often work closely with local authorities and police to address cases of sexual violence, ensuring a coordinated and effective response.

Organizations active in the fight against these acts:

Student Associations : Student associations play a key role in raising awareness and preventing sexual violence and harassment on university campuses.

NGOs and specialized associations : Non-governmental organizations and associations dedicated to the fight against sexual violence often collaborate with universities to offer training, workshops and support to victims.

University Health and Counselling Services : These services provide psychological support and assistance to students and staff facing situations of sexual harassment or violence.

Practices covered:

Awareness : Inform the university community about the issues of sexual violence and harassment, as well as the importance of consent.

Prevention : Implement measures and policies to prevent sexual harassment and violence.

Victim Assistance : Provide psychological, legal and administrative support to victims of these acts.

Complaint handling : Ensure effective and respectful management of complaints filed by victims.

Resilience : Helping victims overcome their experiences and return to normal life.

The problems of sexual harassment and violence in universities are taken very seriously in Belgium, and many initiatives are in place to combat these scourges, ensuring the safety and well-being of all members of the university community.

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If yes, please provide a brief description of the events.

In Belgium, as in many other countries, higher education institutions and universities are increasingly aware of the problems of sexual harassment and violence within their communities. Here is an overview of the specific actions carried out in these environments, as well as the groups or associations active in the fight against these acts:
Specific actions in higher education institutions and universities:
Awareness and prevention programs: Many universities have awareness campaigns in place to inform students and staff about issues of sexual harassment and violence. This can include workshops, seminars, mandatory training for new students and staff, as well as campus communication campaigns.
Reporting and support mechanisms: Universities often have systems in place to report incidents

confidentially, with victim support services, such as counsellors or specialist psychologists.
Staff and teacher training: Staff and teachers can receive specific training to detect signs of harassment or abuse and to intervene appropriately.
Disciplinary policies and procedures: Universities establish clear policies against sexual harassment and violence, including procedures to be followed in the event of a complaint and potential sanctions for perpetrators.
Active Groups or Associations:
Student associations: Student associations often play a key role in raising awareness and prevention, organizing events and campaigns, and sometimes providing peer support.
Non-governmental organizations (NGOs): NGOs that specialize in addressing sexual harassment and violence can collaborate with universities to provide expertise, resources, and training.
Victim Support Groups: There are groups specifically dedicated to supporting victims of sexual violence and harassment, offering counselling, legal support and psychological help.
Practices covered:
Actions carried out in universities and by various groups generally target several aspects:
Awareness: Inform the university community about issues of sexual harassment and violence and the importance of consent.
Prevention: Implement measures to prevent sexual harassment and violence.
Victim Assistance: Provide support and resources to those affected.
Complaint handling: Establish clear procedures for reporting and handling incidents.
Resilience: Encourage the recovery and reinforcement of victims after incidents.
These initiatives aim to create a safe and inclusive university environment, where students and staff are protected from harassment and sexual violence and where victims receive the necessary support.
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Can you tell me which universities are very active in the fight and prevention of sexual harassment?

In Belgium, several universities have taken important steps to combat sexual harassment and promote prevention. Although I don't have real-time information on the specific activities of each university, some institutions are recognized for their efforts and initiatives in this area. These include:

Université Libre de Bruxelles (ULB): The ULB has put in place policies and structures to combat sexual harassment, including awareness campaigns, dedicated training and support services for victims.

Université Catholique de Louvain (UCLouvain): UCLouvain has also developed prevention and support programs for students and staff, offering training, awareness campaigns and reporting mechanisms.

University of Liège (ULiège): ULiège is active in the prevention of sexual harassment with awareness-raising initiatives, counselling and support services, and clear policies for dealing with complaints.

University of Ghent (Ghent University): Ghent University has implemented sexual harassment prevention strategies, including awareness-raising and training, and offers support to victims through dedicated services.

University of Antwerp (UAntwerpen): This university has also taken steps to combat sexual harassment, with awareness campaigns and support structures for students and staff.

These universities, among others, strive to create a safe and respectful environment for all members of their community. It is recommended that you check the universities' websites or contact them directly for up-to-date information on their specific programs and initiatives to address sexual harassment.

Give me the URLs where I can see these practices.

I am not able to provide specific information about Belgian universities active in the fight and prevention of sexual harassment, as access to certain websites containing this information is restricted. However, many Belgian universities have dedicated sections on these topics on their official websites, where they share information about their policies, awareness and prevention programs, as well as resources available to students and staff.

To find specific information about a given university's practices in addressing sexual harassment, I recommend that you visit the websites of the universities you are interested in directly. Sections such as "Campus Life," "Student Health and Wellness," or "Student Services" are often good places to start when to find this information.

11Choose a good practice and contextualize the good practice by explaining the essential elements for understanding this action.

A good practice in the fight against sexual harassment within universities is the establishment of "Listening Units" for students and staff. These units provide a confidential space where victims or witnesses of sexual harassment can speak freely about their experiences, receive emotional support, and be informed about available options, including how to file a complaint if they wish. Here are the essential elements to understand this action:

Objectives:

Provide immediate support : Provide a listening ear and psychological support to victims or witnesses of sexual harassment.

Inform : Clarify options and possible steps, including internal university complaint procedures and external legal remedies.

Prevent recidivism : By identifying instances of harassment, the cells help prevent future incidents by allowing the university to take corrective action.

Operation:

Confidentiality : Discussions with members of the listening cell are confidential, which encourages victims and witnesses to express themselves freely.

Accessibility : Cells are generally accessible through a variety of modalities, such as in-person appointments, phone calls, or online consultations, to ensure accessibility for all.

Counsellor training : The members of the listening unit receive specific training to listen, advise and guide people in an empathetic and professional way.

Impact:

Increased awareness : The presence of listening units raises awareness of sexual harassment issues throughout the university community and shows the institution's commitment to combating this scourge.

Enhanced Safety : By effectively addressing cases of harassment, these cells help create a safer and more inclusive academic environment.

Victim empowerment : By providing support and information, the units help victims regain control over their situation and make informed decisions about what to do next.

This good practice illustrates how the establishment of dedicated support structures within universities can contribute significantly to the fight against sexual harassment, while fostering a climate of respect and well-being for the entire educational community.

Describe the objectives of this best practice

The main objectives of setting up Listening Units to combat sexual harassment within universities are as follows:

Provide immediate and tailored support: Provide a safe and confidential space where victims and witnesses of sexual harassment can express their experiences and emotions without fear of judgment or repercussions. This includes emotional, psychological, and sometimes legal support.

Inform and guide: Clarify for victims and witnesses the possible steps, both within the institution and at the external legal level, by providing precise information on available resources, complaint procedures, and the rights of individuals.

Prevent future incidents: Contribute to the prevention of sexual harassment by identifying and addressing reported cases, allowing the university to take corrective action and adapt its policies and training accordingly.

Promote a culture of respect: Raise awareness of sexual harassment issues in the university community and foster a culture of inclusion and mutual respect, where every member feels safe and respected.

Improve policies and procedures: Use feedback and data collected by the unit to continuously evaluate and improve the university's policies, training, and interventions on sexual harassment.

These goals aim to create a safer and more welcoming academic environment, where all members of the community feel supported and where sexual harassment is actively addressed through prevention, support, and education.

Top of Form

Describe the actions implemented in this best practice

How is this stock evaluated?	The evaluation of an action such as the establishment of Listening Units in universities to combat sexual harassment is crucial to measure its effectiveness and impact. This assessment can be done through several methods and indicators: 1. Satisfaction surveys: Anonymous surveys can be conducted among users of the Listening Units to gather feedback on their experience, including the quality of the welcome, the relevance of the advice received, and the general feeling of support. 2. Analysis of usage statistics: The number of cases reported, the number of consultations performed, and the frequency of use of the cell provide important quantitative data. An increase in

	usage may indicate greater confidence in this device, while a decrease may either mean a decrease in incidents or reveal barriers to cell use. 3. Case Follow-up: The follow-up of reported cases makes it possible to assess the cell's ability to provide appropriate solutions and to effectively direct victims to the appropriate resources. This includes monitoring the legal or disciplinary proceedings initiated as a result of complaints. 4. Periodic Evaluations: Periodic evaluations by external experts or ethics committees can help assess the effectiveness of the listening units, identifying strengths and areas for improvement. 5. Testimonials and qualitative feedback: Testimonials from users and members of the university community provide valuable qualitative feedback on the perceived impact of the listening cell on the overall campus climate and the well-being of students and staff. 6. Indicators of well-being: Regular surveys on the well-being and safety climate within the university can help measure the indirect impact of the listening cell on the university community as a whole. 7. Comparison with baseline: Comparing the data collected before and after the establishment of the helpline can provide insights into its effectiveness in reducing incidents of sexual harassment. The evaluation of this good practice should be holistic, combining quantitative and qualitative approaches to obtain a complete picture of its effectiveness and impact on the prevention and management of sexual harassment within universities. Top of Form
Who is involved in this good practice?	In the establishment and operation of Listening Units within universities, several actors play key roles to ensure their effectiveness in the fight against sexual harassment. Here are the main actors involved: 1. University Administration: Governance Officers : Members of the university's leadership, such as the president, president, or vice-presidents, play a crucial role in approving the creation of the listening units and allocating the necessary resources. Administrative services : Departments such as Human Resources, Student Affairs, or Student Health Services are often involved in setting up and providing operational support to cells. 2. Listening Cell Staff: Trained counsellors: Psychologists, mental health counsellors, social workers or other professionals trained to listen to and support victims of harassment. Coordinators : Responsible for the day-to-day management of the cells, the coordination of appointments, and the follow-up of cases. 3. University Community: Students : Students can be involved as trained volunteers to provide peer support or as representatives on cell governance committees.

	Teaching and non-teaching staff : Staff can be trained to identify signs of harassment and refer victims or witnesses to the listening unit. 4. External Partners: Experts and consultants : Specialists in the prevention of sexual harassment may be consulted for the training of the staff of the unit or for periodic evaluations of its functioning. Victim support organizations : Associations or NGOs that specialize in helping victims of sexual harassment or violence can collaborate with universities to provide specialized services or expertise. 5. Specific Governance Bodies: Ethics or Safety Committees : Specific working groups or committees may be formed to oversee policies and practices related to sexual harassment, including the operation of listening cells. The involvement of these different actors ensures that the listening units are integrated into the structure of the university, benefit from solid institutional support, and are able to provide effective support adapted to the needs of the university community.
Who are the target audiences and why?	The target audiences of the Listening Units in universities, dedicated to the fight against sexual harassment, mainly include members of the university community who may be affected by or witness such behaviour. There are many reasons for this focus, aimed at creating a safe and inclusive environment for all. Here are the main target audiences and the reasons for their involvement: 1. Students: What for? Students are the largest and most diverse group within universities. They may be particularly vulnerable to sexual harassment because of their less experience, their dependence on the institution for their education, and their integration into complex social dynamics on campus. The Listening Cells offer a space where they can find help, advice and support in complete confidentiality. 2. Teaching staff and researchers: What for? This group interacts closely with students and plays a crucial role in creating a safe learning environment. They may witness inappropriate behaviour or be harassed themselves. Informing them and involving them in prevention initiatives can help detect and prevent cases of harassment. 3. Administrative and Support Staff: What for? Administrative and support staff are essential to the day-to-day running of the university and may witness or experience sexual harassment. Their inclusion as a target audience ensures that policies and support measures cover the entire university community. 4. Leadership and Managers: What for? University leaders and managers set the standards and policies of the institution. Sensitizing them to the issues of sexual harassment and involving them in prevention and response strategies strengthens the institutional commitment to creating a safe environment. 5. New members of the University community:

	What for? New students, teachers and staff are particularly targeted by orientation and training programs to make them aware of available resources, including Listening Cells, and to set expectations for respectful behaviour from the outset. These target audiences are chosen not only because of their potential vulnerability or ability to positively influence the university climate, but also to ensure that efforts to prevent and respond to sexual harassment are inclusive and responsive to the needs of the entire university community.
Is this an isolated action or a national one?	The establishment of Listening Units within universities to combat sexual harassment mainly targets members of the university community, but it is part of a framework that can vary from an isolated action to a broader or even national initiative, depending on the way in which it is deployed and supported. Target Audiences: Students: Students are often the primary target audience, as they are both very numerous on campus and potentially more vulnerable to sexual harassment, especially in contexts of intense social life and complex power relations. Academic staff: Teachers and researchers are also concerned, both as potential witnesses and as victims or alleged perpetrators of harassment. Training this group is crucial to prevent harassment and intervene appropriately. Administrative and service staff: This group is also an important target audience, as they interact with students and other staff on a regular basis, and can play a key role in detecting and reporting harassment. Nature of the action: Isolated action: In some cases, the creation of a Listening Unit may be a university-specific initiative, developed in response to specific needs identified within its community. It can stem from a local awareness of the issues of sexual harassment and the need to respond to them in a structured way. National action: In other cases, the establishment of listening units may be part of a broader framework, driven or encouraged by national or regional policies. Countries or regions may adopt legislation or guidelines to encourage all higher education institutions to put in place mechanisms for the prevention and treatment of sexual harassment, including counselling units. The approach can also be hybrid, with local initiatives reinforced by national guidelines or funding. The importance and structure of addressing sexual harassment in higher education can vary greatly from country to country, and even from institution to institution, depending on cultures, laws, and available resources.

Can you tell me how this country's actions are exemplary?

Belgium's actions in the fight against sexual harassment and sexual violence, particularly in the context of higher education institutions and universities, are considered exemplary for several

reasons:
1. Comprehensive and Integrated Legislative Framework:
Belgium has a strong and well-developed legislative framework to prevent and combat sexual harassment and sexual violence. This framework includes specific laws on sexual harassment in the workplace, sexism in public spaces, as well as criminal provisions against sexual violence. These laws create a legal environment that protects victims and punishes perpetrators, while promoting gender equality and mutual respect.
2. Awareness and Prevention Initiatives:
Belgium has implemented various awareness-raising campaigns and educational programmes aimed at informing the public about the issues of sexual harassment and sexual violence, and promoting respectful behaviour. These initiatives are often carried out in collaboration with civil society organizations, educational institutions, and government agencies, ensuring a coherent approach and broad outreach.
3. Victim Support Mechanisms:
Belgian universities and higher education institutions often set up specific support structures, such as listening units and counselling services, to offer immediate and confidential help to victims of sexual harassment or violence. These services are essential to allow victims to talk and get help in a safe environment.
4. Cross-Sectoral Collaboration:
Belgium stands out for its ability to mobilise different sectors of society (education, justice, health, etc.) in the fight against sexual harassment and sexual violence. This intersectoral collaboration allows for a more holistic and effective approach, combining prevention, intervention, and victim support.
5. Commitment to Gender Equality:
The fight against sexual harassment is part of Belgium's broader commitment to gender equality. Policies and initiatives aim not only to combat inappropriate behaviour, but also to promote a culture of equality and respect, which is essential to prevent such behaviour.
6. Innovation and Adaptation:
Belgium continues to innovate and adapt its approaches to respond to new challenges, as shown by the adoption of laws against sexism in public spaces or the use of technology to facilitate the reporting of incidents.
These elements set examples for Belgium's actions in this area, showing how a combination of legislative, educational, and supportive measures can create a safer and more respectful environment for all.

Belgium has put in place several exemplary initiatives and policies in the fight against sexual harassment, particularly in educational and university environments. These actions reflect a comprehensive and proactive approach, integrating prevention, awareness-raising, victim support and sanctioning inappropriate behaviour. Here are some aspects that make Belgium's actions exemplary in this area:

1. Solid legal framework:

Belgium has a robust legal framework to combat sexual harassment, including specific laws that cover different contexts, including the workplace and educational institutions. These laws make it easier to take preventive measures and punish inappropriate behaviour.

2. Proactive University Policies:

Belgian universities adopt proactive policies to prevent and manage sexual harassment. This includes the establishment of clear codes of conduct, reporting and complaint-handling procedures, as well as the creation of listening units or similar services to offer support to victims.

3. Training and Awareness Programs:

Training and awareness-raising initiatives are widely deployed within Belgian higher education institutions, aimed at educating students and staff on the issues of sexual harassment, victims' rights, and means of prevention. These programs help create a safer and more respectful environment.

4. Collaboration with civil organizations:

Belgium stands out for its collaboration between educational institutions and civil organisations, such as NGOs and associations fighting against sexual harassment. This collaboration enriches prevention and victim support programs with the expertise and resources of various stakeholders.

5. Research and Innovation:

The country fosters research and innovation in the field of sexual harassment prevention, with studies and projects aimed at evaluating the effectiveness of existing policies and developing new evidence-based approaches.

6. Institutional Support and Political Commitment:

Political commitment and institutional support in Belgium to combat sexual harassment is strong, with initiatives supported at the highest level of government. This ensures that policies and programmes are adequately resourced and integrated into a broader national strategy.

These elements make Belgium's actions in the fight against sexual harassment an example of good practice, highlighting the importance of a comprehensive and integrated approach that involves different actors and levels of society.

Annex 1: Can you give me a full description of the good practices in combating sexual harassment at the University of

Belgian case study

Source document: CASE STUDY ANALYSIS en milieu festif Guide Belge _PREVHED Eng.docx

WP3 RESEARCH ON EXISTING PROTOCOLS IN THE FIELD OF ESE

T3.1. MS3 METHODOLOGICAL GUIDELINE: CASE STUDIES

Partner deadline: February 15, 2024

Case Study Analysis

General Guidelines for Case Selection

Each partner country must choose three cases.

Each partner must choose at least three different cities.

Each partner may submit more than three applications.

Keep in mind that you can study more than one type of harassment or violence. While the vast majority of violence is between young people, other cases can be analysed.

Time frame: the last 6 years, starting on 01/01/2013.

What we mean by sexual harassment and violence can be sexist misuse, inappropriate flirting, sexist or homophobic offences or discrimination, crimes, individual or gang rape. Drug and alcohol abuse will also be taken into account.

Whenever possible, we seek surveys, data, and polls on these topics from the general public and students.

Writing the results

- The template below must be completed for each case study.

- Remember to be concise in the information you requested.

- The development of case studies requires rigorous descriptive, interpretive and factual work based on data collected from a variety of sources.

- Remember to compare information and be thorough when filling out the template provided.

- There is no length limit, but try to answer the information requested in each section.

- The bibliography used should be included in Appendix 1 of the template.

Deadline: April 24.

Template to be completed for the analysis of case studies:

Introduction

-

Characterize the types of violence targeted

QUESTION	
Have there been any issues related to bullying in the school?	
Are there any groups or associations active in the fight against these acts?	
Is the targeted practice awareness-raising, prevention, support for victims, complaints, treatment, resilience?	

- If yes, please provide a brief description of the events

Case Description

QUESTION	
Contextualize the good practice by explaining the essential elements for understanding this action.	
Describe the objectives of this good practice	
Describe the actions implemented as part of this good practice	
How is this stock evaluated?	
Who is involved in this good practice?	
Who are the target audiences and why?	

Is this an isolated action or a national action?	

4 Considerations and arguments that make you think this practice is important or useful

QUESTION	
What were the strategic considerations when setting up this practice?	
The method used is particularly interesting	
The tools used were particularly useful	

Reactions

QUESTION	
How did the students react?	
How did teachers react?	
How did other professionals (educators, nurses, police officers) react?	
Has training been put in place? For whom? And with what objectives?	
Is this good practice becoming more widespread every year?	

Conclusion

To summarize the ideas presented

Other relevant information or important specifics of the case:

		Please describe in more detail

UMONS' "100% Respect" scheme is a flagship initiative in the prevention and fight against all forms of harassment within the university. Introduced in 2020, this system aims to provide comprehensive support to students and staff facing situations of harassment, whether verbal, physical, electronic, or sexual.

This program is characterized by several key aspects:

Awareness: An extensive awareness campaign is being conducted among the university community to inform about unacceptable behaviour and encourage reporting of any incidents.

Reporting procedure: A clear reporting procedure is established, allowing victims or witnesses of harassment to contact a dedicated team via email or phone number.

Care: The people concerned are taken care of as soon as they are reported, in particular through psychological support provided by the university's Psychological Assistance Unit.

Graduated intervention: The system provides for a graduated intervention according to the seriousness of the situation, ranging from flexible reframing to a disciplinary investigation, if necessary.

Collaboration: Close collaboration between students, administrative and academic staff is encouraged to ensure an effective and appropriate response to each situation.

WP3 – Research and Development of Training Materials

Lead Organisation : Les Militants des Savoirs (MDS), France

Deliverable :

D3.2- Definition of the training curricula and training materials for the course for teachers and staff of HEI partners.

1. Introduction – From Research Findings to Training Curriculum Design

The development of the PREV-HED training curriculum built upon the documentary research and comparative analysis undertaken under Task T3.1. The purpose of this stage was to transform the knowledge gathered on sexual and gender-based violence and harassment in higher education into a structured educational programme addressing the needs of students, academic staff and university personnel.

The aim was therefore not simply to produce additional awareness-raising materials, but to design a training pathway informed by research findings and focused on developing competencies that can be applied in practical situations.

The work carried out under T3.1 brought together and compared scientific resources, university policies, institutional protocols and examples of prevention and victim-support practices. The educational interpretation of these materials was guided by a central question: What knowledge and competencies do members of the university community need in order to better identify, prevent and respond appropriately to sexual and gender-based violence and harassment?

This question guided the development of the curriculum.

The situations examined through the research highlighted the diversity of contexts in which violence may occur. Such situations may arise in interactions between students, in digital communication environments, or within educational and professional relationships characterised by power imbalances. Institutional responses, in turn, involve different levels of intervention, including information, awareness-raising, prevention, identification of concerning situations, referral and support.

Based on these dimensions, the curriculum was designed to combine three complementary learning processes: understanding the phenomena of violence, recognising the situations and mechanisms through which they occur, and identifying appropriate responses according to individual roles and responsibilities.

This approach led, in particular, to a distinction between violence occurring in digital environments and violence taking place within physical university settings. For example, a situation involving sexual harassment in an online student discussion group requires an understanding of social media dynamics, the circulation of digital content and available remedies. By contrast, harassment within a relationship between a doctoral supervisor and a PhD student raises specific questions concerning academic dependency, authority, professional responsibility and the protection of those affected.

These differences justify the development of specific learning objectives and educational content while maintaining a shared prevention framework.

A similar rationale guided the development of the curriculum components addressing institutional procedures. The documentary research examined various mechanisms for prevention, reporting and victim support. From an educational perspective, the challenge was to move beyond describing these mechanisms and enable participants to understand how they function, identify the appropriate institutional contacts and distinguish the responsibilities of different stakeholders.

Accordingly, the module dedicated to prevention protocols and prevention ambassadors does not simply present examples of university initiatives. It also addresses the competencies required to contribute to awareness-raising activities, communicate reliable information and guide individuals towards appropriate institutional services, without replacing professionals responsible for handling formal reports or providing specialist support.

Particular attention was also given to interpersonal competencies. The materials addressing active listening, victimology and peer support informed the inclusion of a human and ethical dimension within the training programme. Recognising a situation of violence does not necessarily mean knowing how to respond when someone discloses an experience of harassment or abuse. The curriculum therefore seeks to help participants understand the importance of respectful listening, non-judgemental responses and the prevention of secondary victimisation.

From a pedagogical perspective, this approach favoured the connection between theoretical knowledge and its application to practical situations. Case studies, reflective questions, practical exercises and knowledge-assessment quizzes represent important educational resources in this respect. They help move beyond a purely informative approach and encourage the progressive understanding and application of concepts and prevention practices.

The first module illustrates this orientation by combining an introduction to the different forms of sexual and gender-based violence, an examination of institutional responsibilities and practical exercises designed to help participants identify warning signs and available support resources. The subsequent modules extend this learning progression by addressing more specific environments, responsibilities and competencies.

The curriculum was consequently organised into six complementary modules, following a progressive learning logic: acquiring a shared foundation of knowledge; understanding the manifestations of violence in different environments; becoming familiar with institutional procedures; developing

prevention and listening competencies; and examining the ethical and professional challenges associated with academic relationships.

This structure supports overall coherence while providing relevant content for different participant profiles. A student, lecturer, administrative manager or individual involved in prevention initiatives may not require exactly the same competencies, but all should share a common understanding of sexual and gender-based violence and the fundamental principles of prevention and appropriate referral.

Finally, the development of the curriculum was conceived in connection with the subsequent stages of the project. The learning objectives, content and educational activities defined under D3.2 provide the reference framework for the development of the six training modules, presented in full under D3.3. These resources are subsequently intended for integration into the digital training pathway developed under WP4, while the pilot activities and evaluations conducted under WP5 provide opportunities to examine their pedagogical relevance, conditions of use and potential areas for improvement.

Deliverable D3.2 therefore represents the transition from comparative research to educational production. It documents how existing knowledge, identified challenges and institutional practices were organised into a coherent training curriculum, connecting learning objectives, competencies, educational content, learning activities and assessment approaches.

1. Educational Purpose and Curriculum Design Framework

1.1. Purpose of Task T3.2

Task T3.2 was dedicated to defining a common training curriculum for the higher education institutions participating in PREV-HED.

In accordance with the approved Erasmus+ application, the curriculum was designed to establish a shared educational framework while remaining adaptable to different European institutional contexts.

The development process addressed four key questions:

Key question	**Curriculum response**
WHY? Why is the training needed?	To address the prevention and educational needs identified through documentary and comparative research under D3.1.

WHAT? What should participants learn?	To acquire knowledge and competencies related to recognising, preventing and responding appropriately to sexual and gender-based violence.
HOW? How should learning take place?	Through structured modules combining theoretical explanations, practical examples, case studies and reflective activities.
HOW TO ASSESS? How should learning be evaluated?	Through knowledge-based questions, practical exercises and competency-oriented assessment criteria.

1.2. Overall Educational Objective

The overall objective of the PREV-HED training curriculum is to strengthen the knowledge, analytical skills and practical orientation of students, academic staff and other higher education stakeholders in preventing and responding appropriately to sexual and gender-based violence and harassment.

The curriculum focuses on three complementary learning dimensions:

Learning dimension	Expected competencies	Practical example
Knowledge	Understand the forms, manifestations and consequences of gender-based and sexual violence.	Distinguishing between sexual harassment, sexual assault and online harassment.
Analysis and judgement	Recognise problematic situations, identify risk factors and understand institutional responsibilities.	Analysing a case involving harassment within a doctoral supervision relationship.
Practical and interpersonal skills	Adopt appropriate responses, communicate reliable information and identify relevant support services.	Responding respectfully to a disclosure and referring the person to competent institutional services.

These competencies are intended to support prevention and appropriate referral. The training does not authorise participants to conduct investigations or provide specialised victim-support interventions.

1.3. Specific Educational Objectives

The programme translates this overall objective into six complementary areas of learning:

Specific objective	Expected educational contribution
SO1 – Build a shared knowledge base	Enable learners to identify the principal forms of gender-based and sexual violence and understand students' rights.
SO2 – Understand digital violence	Develop awareness of online harassment, non-consensual sharing of intimate content and digital protection options.
SO3 – Recognise violence in university settings	Strengthen the ability to identify problematic situations and understand institutional prevention and support mechanisms.
SO4 – Promote prevention initiatives	Introduce institutional protocols and the role and limits of prevention ambassadors.
SO5 – Develop appropriate interpersonal responses	Introduce active listening, victimology, respectful communication and peer-support principles.
SO6 – Address professional and academic power imbalances	Improve understanding of ethical boundaries and harassment risks in supervision, teaching and employment relationships.

These six areas provide the basis for the curriculum structure and correspond to the thematic content of the six training modules.

2. Contribution of Documentary Research to Curriculum Development

2.1. Research as the Foundation of Educational Design

The documentary and comparative research undertaken under D3.1 constituted the starting point for curriculum development.

The reviewed materials included academic publications, institutional policies, prevention and support protocols, national arrangements and case studies from higher education contexts.

Rather than treating this evidence as a collection of background information, the curriculum design approach sought to identify its educational implications.

The research informed the curriculum through four complementary functions:

Research function	Purpose	Contribution to curriculum development
1. Diagnostic	Identify relevant challenges and situations of violence.	Selection of the main training themes.
2. Conceptual	Clarify definitions, typologies and institutional terminology.	Development of common learning content and vocabulary.
3. Comparative	Examine similarities and differences between institutional responses.	Recognition of the need for local adaptation of procedures and support pathways.
4. Pedagogical translation	Convert research-informed issues into educational objectives.	Definition of targeted competencies, learning activities and assessment criteria.

2.2. From Research Findings to Training Decisions

The curriculum was designed to establish clear relationships between the problems identified through documentary research and the educational responses proposed in the modules.

The following table illustrates this approach.

Research-informed issue	Pedagogical response	Related module
Different forms of sexual and gender-based violence may be difficult to distinguish.	Introduce shared definitions, typologies and warning signs.	Module 1
Sexual and gender-based harassment can occur through social media and digital communication.	Address forms of online violence, consequences and available protective responses.	Module 2
Violence in university settings can involve different interpersonal and institutional contexts.	Introduce university-specific situations, prevention measures and institutional responses.	Module 3

Institutional procedures and support mechanisms vary across higher education institutions.	Explain prevention protocols, formal reporting pathways and the boundaries of prevention ambassadors' roles.	Module 4
Appropriate responses to disclosures require interpersonal skills as well as knowledge.	Introduce active listening, non-judgemental communication, victimology and peer support.	Module 5
Academic and professional relationships may involve power asymmetries.	Examine ethical responsibilities and harassment risks in teaching, research supervision and professional relationships.	Module 6

Interpretation: The table provides a pedagogical synthesis of how the themes covered by the documentary research relate to the six supplied modules. It should not be interpreted as a quantitative ranking of research findings.

2.3. Educational Design Principles

The development of the curriculum was organised around five guiding principles.

Principle 1 – Evidence-informed content

Training themes were connected to the research and institutional practices examined under D3.1, rather than being presented solely as abstract concepts.

Principle 2 – Competency-based learning

Each module identifies what learners should understand, recognise or be able to explain or apply after completing the learning activities.

Principle 3 – Connection between theory and practice

The curriculum encourages the use of examples, case studies, reflective questions and practical activities to support the application of theoretical knowledge.

Principle 4 – Institutional adaptability

The programme provides common educational foundations while recognising that institutional procedures, legal obligations and available support services differ between countries and universities.

Principle 5 – Ethical boundaries and appropriate referral

The programme distinguishes prevention, awareness-raising and initial guidance from formal reporting, investigation and specialised victim-support responsibilities.

2.4. Overall Curriculum Architecture

The programme comprises six complementary modules, with five addressing broad student-facing prevention themes and a sixth focusing more specifically on professional and academic relationships.

Module	Main educational focus	Targeted competency
M1	Fundamental concepts and student rights	Understand and recognise gender-based and sexual violence.
M2	Gender-based and sexual violence on social media	Identify digital forms of violence and relevant responses.
M3	Gender-based and sexual violence at university	Recognise university-specific situations and institutional support mechanisms.
M4	Prevention protocols and prevention ambassadors	Understand prevention procedures and appropriate referral.
M5	Student mediation, active listening, victimology and mutual aid	Develop an introductory understanding of respectful listening and peer support.
M6	Sexual harassment in academic professional relationships	Identify power imbalances, ethical boundaries and institutional responsibilities.

Connection with D3.3, WP4 and WP5

The curriculum established under D3.2 provides the pedagogical framework for the full training resources developed under D3.3.

The modules are intended to support the digital training pathway developed under WP4, while WP5 provides the framework for training activities, pilot implementation, feedback collection and evaluation.

The effectiveness of the training programme must be examined through actual implementation and evaluation evidence. The existence of a structured curriculum and completed educational modules does not, in itself, establish measured learning gains or institutional impact

3. Methodology: From research findings to curriculum development

The development of the PREV-HED training curriculum followed a structured process connecting documentary research, the identification of educational needs, the definition of competencies and the organisation of training content.

The central methodological objective was to ensure that the educational programme did not consist of a simple collection of theoretical materials, but rather translated the findings of comparative research into a coherent and practically oriented learning pathway.

The methodology was organised around five complementary stages.

3.1. Stage 1 – Documentary research and comparative Analysis

The first stage built upon the documentary and comparative research conducted under Task T3.1 and presented in Deliverable D3.1.

This research examined scientific publications, institutional prevention policies, reporting procedures, victim-support mechanisms and documented practices in European higher education institutions.

The analysis provided the scientific and institutional foundation for the curriculum by identifying relevant prevention challenges and examining how universities address sexual and gender-based violence and harassment.

In particular, the research addressed several interconnected dimensions:

- The definitions and different manifestations of sexual and gender-based violence.
- The role of institutional policies in prevention and protection.
- The identification of harassment in face-to-face and digital environments.
- Existing procedures for reporting incidents and accessing victim-support services.
- The influence of institutional hierarchies and power imbalances on experiences of harassment.
- The contribution of awareness-raising, peer initiatives and educational interventions to prevention.

3.2. Stage 2 – Identification of Educational Needs

The second stage consisted of interpreting the research findings from an educational perspective.

The objective was to identify areas in which the development of knowledge, understanding and practical competencies could strengthen prevention within higher education institutions.

Rather than reproducing the institutional practices examined under D3.1, the curriculum sought to translate the challenges identified into educational priorities relevant to students, teachers and university staff.

The resulting training priorities were organised around six complementary areas:

Identified educational need	Curriculum response
Difficulty recognising different forms of sexual and gender-based violence	Introduction to definitions, typologies, warning signs and students' rights
Risks associated with digital communication and social media	Understanding online harassment, cyberviolence and available support options
Need to recognise harassment within university environments	Analysis of institutional situations, prevention measures and victim-support mechanisms
Need for greater understanding of prevention procedures	Introduction to institutional protocols and the roles of prevention ambassadors
Importance of appropriate interpersonal responses	Development of introductory knowledge on active listening, victimology and peer support
Risks associated with academic hierarchies	Understanding ethical responsibilities and power imbalances in professional relationships

3.3. Stage 3 – Definition of Learning Objectives and Competencies

The third stage involved translating the identified educational priorities into explicit learning objectives and expected competencies.

The curriculum adopted a competency-oriented approach, recognising that effective prevention requires more than the acquisition of theoretical knowledge.

Participants should also be able to interpret situations, recognise potential warning signs, understand institutional responsibilities and identify appropriate forms of prevention and support.

Learning objectives were therefore formulated using observable action verbs, such as:

Learning objective	Expected competency	Example of learning application
Define	Understand fundamental concepts and terminology	Define sexual harassment and distinguish it from other forms of violence
Identify	Recognise behaviours and warning signs	Identify indicators of online harassment in a hypothetical scenario
Distinguish	Differentiate types of violence and institutional responsibilities	Distinguish awareness-raising activities from formal reporting procedures
Explain	Understand institutional mechanisms	Explain the purpose of university prevention and support protocols

Analyse	Apply knowledge to complex situations	Examine power imbalances in a doctoral supervision relationship
Propose	Identify appropriate preventive responses	Suggest relevant awareness-raising or referral actions

The definition of these competencies also provided a basis for selecting learning activities and considering appropriate assessment methods.

For example, a learning objective focused on recognising online harassment can be addressed through a short theoretical explanation followed by a hypothetical scenario requiring participants to identify inappropriate behaviours and possible responses.

Similarly, competencies relating to prevention protocols can be supported through the analysis of institutional procedures and exercises requiring learners to identify the appropriate services or responsibilities in a given situation.

3.4. Stage 4 – Organisation of the six training modules

The fourth stage consisted of organising the educational priorities into a coherent sequence of six complementary modules.

The structure was designed to support progressive learning, beginning with foundational concepts and moving towards more specific institutional, interpersonal and professional situations.

Module	Main focus	Position within the learning pathway
Module 1	Introduction to gender-based violence and students' rights	Establishes the fundamental conceptual and institutional framework
Module 2	Gender-based and sexual violence on social media	Examines violence in digital environments
Module 3	Gender-based and sexual violence at university	Addresses university-specific situations and institutional responses
Module 4	Prevention protocols and prevention ambassadors	Introduces prevention procedures and peer-based initiatives
Module 5	Student mediation, active listening, victimology and mutual aid	Develops introductory interpersonal and support-related competencies
Module 6	Sexual harassment in professional academic relationships	Examines ethical responsibilities and power imbalances

The first five modules constitute the broader student-facing training pathway described in the project application, while the sixth module addresses additional issues relevant to academic and other university staff.

This organisation enables the programme to maintain a shared educational foundation while recognising the different responsibilities of students, educators, researchers and administrative personnel.

3.5. Stage 5 – Development of training materials and preparation for digital delivery

The fifth stage concerned the transition from curriculum design to the development of educational resources.

The framework established under Task T3.2 provided the basis for the six training modules produced under T3.3.

The training materials were organised around learning objectives, theoretical content and, where provided in the original module documents, practical exercises, case studies and assessment activities.

The six module documents establish the thematic and pedagogical basis for their subsequent adaptation to the digital learning environment developed under WP4.

The curriculum also provides a reference framework for maintaining coherence between the original educational objectives and the content made available through the online training pathway.

The multilingual adaptation planned under T3.4 supports the transferability of these resources across the partner countries.

Finally, the implementation activities undertaken under WP5 provide opportunities to examine the relevance, usability and pedagogical appropriateness of the training programme and to identify possible improvements.

4. Educational Approach and Ethical Safeguards

The PREV-HED curriculum adopts a research-informed and competency-based educational approach.

Its pedagogical orientation combines scientific knowledge, practical learning and critical reflection on situations that may arise in higher education institutions.

The programme seeks to strengthen participants' ability to recognise problematic situations, understand institutional responsibilities and contribute appropriately to prevention.

The intended learning process therefore goes beyond memorising definitions or identifying legal provisions. Learners are encouraged to examine concrete situations, understand their complexity and recognise the limits of their own responsibilities.

This approach is particularly important when addressing sexual and gender-based violence, as inappropriate responses, misunderstanding of institutional procedures or poorly managed disclosures may create additional difficulties for affected individuals.

4.1. Teaching and learning methods

The curriculum brings together complementary pedagogical approaches intended to support knowledge acquisition, reflection and the practical application of learning.

Teaching method	Pedagogical purpose	Example of application
Theoretical learning	Develop a shared understanding of concepts, rights and institutional responsibilities	Definitions and typologies of gender-based violence in Module 1
Document and protocol analysis	Understand prevention policies and institutional reporting procedures	Examination of university prevention protocols in Module 4
Case-based learning	Apply knowledge to realistic institutional situations	Analysis of online harassment scenarios in Module 2
Guided reflection	Encourage critical awareness of behaviours and power relations	Reflection on academic hierarchies in Module 6
Practical exercises	Support appropriate interpersonal responses and prevention actions	Active listening and peer-support activities associated with Module 5
Knowledge assessment	Check understanding of key concepts and procedures	Quizzes and reflective questions linked to learning objectives

These methods are intended to support the relationship between theoretical content and the practical challenges faced by members of the university community.

The curriculum encourages learners to examine not only what constitutes inappropriate behaviour but also how institutional responsibilities, available support services and individual roles should influence an appropriate response.

4.2. Ethical and safeguarding principles

Given the sensitivity of the topics addressed, the curriculum incorporates ethical and safeguarding principles intended to support a respectful and responsible learning environment.

These principles are particularly relevant when designing educational activities involving harassment scenarios, victim disclosures and discussions of institutional reporting procedures.

Ethical principle	Application within the training programme
Respect and dignity	Avoid sensationalism, stereotypes and victim-blaming when presenting situations of violence
Voluntary participation	Avoid requiring learners to disclose personal experiences of violence
Prevention of secondary victimisation	Promote respectful listening, non-judgemental responses and awareness of the possible consequences of inappropriate reactions
Professional boundaries	Clarify that learners and prevention ambassadors do not replace investigators, legal advisers or specialised victim-support professionals

Confidentiality and data protection	Encourage responsible handling of sensitive information in accordance with applicable institutional procedures
Appropriate referral	Direct affected individuals towards competent institutional services and established reporting mechanisms
Responsible use of digital tools	Present the PREV-HED Assistant as an information and guidance tool rather than a formal reporting channel

The distinction between awareness-raising, initial guidance and specialist intervention is a fundamental element of the training approach.

Students and prevention ambassadors may contribute to creating a culture of respect, recognising concerning situations and facilitating access to information. However, the handling of formal reports, the investigation of allegations and specialised victim support remain the responsibility of competent institutional or professional services.

Likewise, the PREV-HED Assistant should be understood as a complementary digital information and guidance resource. It is not presented as an official mechanism for submitting or processing reports of sexual and gender-based violence.

These safeguards help maintain consistency between the educational objectives of the curriculum and the institutional responsibilities associated with responding to sexual and gender-based violence.

4.3. Contribution to the Quality and Transferability of the Training Programme

The combination of research-informed content, competency-based learning and ethical safeguards provides a common foundation for the PREV-HED training programme.

Three dimensions are particularly important for its transferability across European higher education institutions.

Pedagogical coherence. The curriculum establishes shared learning objectives and expected competencies, supporting consistency between the six modules and their educational activities.

Institutional adaptability. The programme recognises that legal frameworks, reporting procedures and support services vary between countries and universities. Training materials should therefore be contextualised when referring to specific institutional mechanisms.

Responsible implementation. Ethical principles and professional boundaries provide guidance for the appropriate use of sensitive educational content, particularly when addressing experiences of violence and victim support.

Together, these dimensions support the use of the curriculum as a common educational framework while allowing adaptation to different institutional environments.

The effectiveness of the programme, however, must be examined through actual implementation and evaluation evidence. The existence of a structured curriculum and completed training materials does not, by itself, demonstrate measured learning gains or institutional impact.

The pilot activities and evaluation undertaken under WP5 provide the appropriate framework for examining these aspects and identifying potential improvements to the training programme.

5. Target Groups, Learning Pathways and Competency Framework

The PREV-HED training curriculum was designed to address the diversity of roles, experiences and responsibilities within higher education institutions.

As outlined in the project application, the training programme distinguishes between a student-oriented learning pathway and additional content addressing professional and academic relationships. This differentiation reflects the fact that students, teaching staff, researchers and university personnel may encounter similar situations of sexual and gender-based violence, while having different responsibilities and possibilities for action.

The curriculum therefore combines a shared foundation of knowledge with learning content tailored to specific institutional contexts.

5.1. Target Groups and learning pathways

The training programme addresses several groups within the university community.

Target group	Main training needs	Relevant modules
University students	Recognise violence, understand their rights, identify support mechanisms and contribute to prevention	Modules 1–5
Student prevention ambassadors and peer-support actors	Understand prevention activities, practise appropriate communication and recognise professional boundaries	Particularly Modules 4–5
Academic and teaching staff	Recognise harassment, understand institutional responsibilities and address ethical issues in educational relationships	Modules 1–6, particularly Module 6
Doctoral candidates and research supervisors	Understand academic power imbalances, professional boundaries and appropriate institutional responses	Particularly Modules 3 and 6
Administrative and managerial staff	Understand institutional prevention procedures, reporting pathways and responsibilities in professional settings	Particularly Modules 3, 4 and 6

The first five modules form the main student-facing pathway envisaged in the project application. Module 6 provides additional training content addressing professional relationships, academic supervision and workplace harassment.

This organisation does not prevent other participant groups from accessing relevant modules. Rather, it provides a framework for adapting the learning pathway to different educational and institutional needs.

5.2. Competency Framework

The curriculum identifies six complementary domains of competence.

These domains represent intended learning outcomes and provide a reference for the selection of educational activities and assessment criteria.

Competency domain	Expected demonstrable competence	Example of application
Knowledge and understanding	Define sexual and gender-based violence and distinguish its manifestations in digital, university and professional environments	Distinguish sexual harassment from other inappropriate behaviours in a hypothetical case
Recognition and analysis	Identify warning signs, recognise problematic situations and understand factors that may increase vulnerability	Analyse a scenario involving repeated unwanted messages or inappropriate conduct
Institutional literacy	Identify relevant prevention procedures, reporting mechanisms and support services	Determine which institutional service may be appropriate in a given situation
Communication and interpersonal awareness	Demonstrate introductory understanding of respectful, non-judgemental listening and appropriate responses to disclosures	Select an appropriate response to a student describing an experience of harassment
Prevention and participation	Identify feasible awareness-raising, peer-support or institutional prevention initiatives	Propose a prevention activity adapted to a university environment
Ethical judgement and professional boundaries	Recognise power imbalances, confidentiality considerations and the limits of individual responsibilities	Analyse a situation involving a doctoral supervisor and a PhD student

The competencies are intended to support informed and responsible behaviour. They do not constitute professional certification in counselling, investigation, legal assistance or specialised victim support.

5.3. Progressive development of competencies

The training programme follows a progression from conceptual knowledge towards the interpretation of situations and appropriate preventive responses.

Learning stage	Expected learner progression	Illustrative application
1. Recognise	Identify forms and manifestations of violence	Recognise sexual harassment or cyber harassment
2. Interpret	Understand the institutional and interpersonal context	Identify the relevance of authority or power imbalances
3. Identify options	Understand available prevention, support and reporting mechanisms	Identify an appropriate institutional contact

4. Respond within role	Recognise appropriate initial responses and professional boundaries	Demonstrate non-judgemental communication in a hypothetical situation
5. Refer appropriately	Direct affected individuals towards competent services	Select a suitable support or reporting pathway
6. Contribute to prevention	Identify feasible preventive initiatives	Propose an awareness-raising action or peer-prevention activity

This progression can be summarised as follows:

Recognise → Interpret → Identify options → Respond within role → Refer appropriately → Contribute to prevention

The framework supports a gradual transition from knowledge acquisition to applied reasoning and prevention-oriented action.

It also allows the learning approach to remain flexible. Different university contexts may require the adaptation of examples, institutional references and referral pathways, while maintaining common learning objectives.

5.4. Connection between competencies and assessment

The competency framework provides a basis for aligning learning outcomes with educational activities and assessment methods.

For example, knowledge-based objectives can be assessed through multiple-choice questions or short knowledge checks. Recognition and analysis competencies may be explored through case-based questions, while institutional literacy can be assessed through exercises requiring learners to identify appropriate support services or reporting procedures.

Interpersonal and ethical competencies require particular care. The ability to select an appropriate response in a hypothetical scenario demonstrates understanding, but does not necessarily establish competence in handling a real-life disclosure.

Similarly, participation in an online module does not, by itself, demonstrate that a learner can safely manage a complex situation involving sexual harassment or violence.

Assessment should therefore distinguish between conceptual knowledge, applied understanding and competencies requiring supervised practical experience.

The specific scoring rules, completion criteria and assessment results associated with the digital training platform should be documented using the evidence gathered during implementation and evaluation.

The competencies presented in this section are intended learning outcomes. Their achievement must be supported by actual assessment evidence rather than inferred from the completion of the module development process.

6.1 Module 1 — Introduction to Gender-Based Violence in Higher Education Institutions and Student Rights

Curricular purpose. Conceptual foundations, typologies of violence, students' rights and institutional responsibilities.

Learning objectives and competencies

- Define gender-based violence and distinguish physical, psychological, sexual, economic and online manifestations.
- Recognise illustrative warning signs and explain core student rights.
- Identify institutional prevention measures and appropriate support routes.

Proposed thematic sequence

- Definitions and types of violence
- Institutional obligations, relevant frameworks and prevention policies
- Student rights and access to information/support
- Practical case studies, role-play questions and quizzes

Learning and assessment design

Learning activities: Case-based identification of warning signs, a rights-and-support mapping exercise and a brief concept quiz.

Assessment focus: Review classifications and case answers for accuracy, appropriate referral and awareness of limitations.

Link to D3.1 and WP4

The module translates a priority identified in comparative documentary research into explicit learning aims, teachable content and verifiable exercises. Its full instructional materials are documented under D3.3 and are intended to be made accessible through the digital learning environment of WP4. The exact online presentation and configured checks must be verified against the live course.

6.2 Module 2 — Gender-Based and Sexual Violence in Higher Education in Social Media

Curricular purpose. Online harassment, cyberstalking, image-based abuse, warning signs and support options.

Learning objectives and competencies

- Distinguish recurrent forms of gender-based violence on social media.
- Recognise warning signs and distinguish unsafe from appropriate responses.
- Identify support, platform-based remedies and institutional referral options.

Proposed thematic sequence

- Cyberstalking, sexist trolling and non-consensual intimate image sharing
- Consequences and warning signs
- Responsible detection and reporting awareness
- Victim support, content removal and prevention

Learning and assessment design

Learning activities: Digital scenario analysis, identification of potential protective actions and information signposting.

Assessment focus: Assess recognition of online harms and accuracy of response choices; avoid claims of surveillance functionality.

Link to D3.1 and WP4

The module translates a priority identified in comparative documentary research into explicit learning aims, teachable content and verifiable exercises. Its full instructional materials are documented under D3.3 and are intended to be made accessible through the digital learning environment of WP4. The exact online presentation and configured checks must be verified against the live course.

6.3 Module 3 — Gender-Based and Sexual Violence in Higher Education at the University

Curricular purpose. Harassment and other gender-based harms in everyday campus environments.

Learning objectives and competencies

- Identify common forms of harassment in university settings.
- Recognise signals and contextual factors including avoidance or fear.
- Explain the function of institutional reporting and victim-support systems.

Proposed thematic sequence

- Campus harassment and sexual assault concepts
- Warning signs and university climate
- Prevention policies and institutional procedures
- Support, legal information and protective responses

Learning and assessment design

Learning activities: Campus-based case analysis and review of local institutional protocols.

Assessment focus: Use brief case rubrics testing recognition, non-blaming response and correct referral.

Link to D3.1 and WP4

The module translates a priority identified in comparative documentary research into explicit learning aims, teachable content and verifiable exercises. Its full instructional materials are documented under D3.3 and are intended to be made accessible through the digital learning environment of WP4. The exact online presentation and configured checks must be verified against the live course.

6.4 Module 4 — Prevention Protocols and Creation of Prevention Ambassadors

Curricular purpose. Collective prevention, student engagement and informed orientation toward competent services.

Learning objectives and competencies

- Describe institutional prevention protocols.
- Outline an appropriate student ambassador role and training needs.
- Distinguish information and referral from investigation or formal reporting.

Proposed thematic sequence

- Policies, awareness and training
- Selection and preparation of ambassadors
- Reporting channels and confidentiality limits
- Victim support and specialist referral

Learning and assessment design

Learning activities: Develop a draft prevention ambassador action plan and map official service contacts.

Assessment focus: Evaluate feasibility, role clarity, ethical safeguards and local applicability.

Link to D3.1 and WP4

The module translates a priority identified in comparative documentary research into explicit learning aims, teachable content and verifiable exercises. Its full instructional materials are documented under D3.3 and are intended to be made accessible through the digital learning environment of WP4. The exact online presentation and configured checks must be verified against the live course.

6.5 Module 5 — Student Mediation, Active Listening, Victimology and Mutual Aid

Curricular purpose. Peer support capacities with particular attention to boundaries and victim-centred practice.

Learning objectives and competencies

- Explain principles of active, empathetic and non-judgemental listening.
- Identify primary and secondary victimisation.
- Recognise when specialist intervention is required.

Proposed thematic sequence

- Principles of student mediation and its limitations
- Listening posture and communication barriers
- Victimology and secondary victimisation
- Mutual aid and peer-support networks

Learning and assessment design

Learning activities: Guided role-bound listening exercises and a referral-decision scenario.

Assessment focus: Observe respectful language, avoidance of pressure or blaming, and appropriate escalation. Note: mediation is not a substitute for protection or investigation of sexual violence.

Link to D3.1 and WP4

The module translates a priority identified in comparative documentary research into explicit learning aims, teachable content and verifiable exercises. Its full instructional materials are documented under D3.3 and are intended to be made accessible through the digital learning environment of WP4. The exact online presentation and configured checks must be verified against the live course.

6.6 Module 6 — Prevention and Management of Sexual Harassment in Professional Relations in Academia

Curricular purpose. Power asymmetries in teaching, supervision, research and employment relationships.

Learning objectives and competencies

- Identify risks arising from hierarchical and supervisory dependency.
- Apply ethical judgement to teacher–student and supervisor–doctoral relations.
- Identify responsible response and referral routes for workplace harassment.

Proposed thematic sequence

- PhD supervision and risk factors
- Teacher–student professional boundaries
- Harassment between colleagues
- Legal frameworks and institutional procedures

Learning and assessment design

Learning activities: Analyse an academic power-imbalance scenario and draft a preventive departmental response.

Assessment focus: Assess recognition of conflicts of interest, boundaries, institutional responsibility and safe referral.

Link to D3.1 and WP4

The module translates a priority identified in comparative documentary research into explicit learning aims, teachable content and verifiable exercises. Its full instructional materials are documented under D3.3 and are intended to be made accessible through the digital learning environment of WP4. The exact online presentation and configured checks must be verified against the live course.

7. Assessment framework and evidence of learning

The curriculum distinguishes formative assessment (feedback during learning) from summative or end-of-module checks. The supplied module outlines provide examples of quizzes, case analyses, practical exercises and reflection; they do not consistently specify validated numerical tests. The following rubric is therefore an explicit curriculum framework to be confirmed against the configuration and pilot evidence, not a claim about scores already attained.

Criterion	Developing	Satisfactory	Strong
Conceptual accuracy	Confuses key terms	Correctly defines central concepts	Distinguishes complex cases and limits
Recognition	Misses important warning signs	Identifies principal concerns	Explains context and uncertainty
Response and referral	Proposes unsafe or inappropriate actions	Identifies safe first steps	Justifies role-bounded referral
Preventive judgement	Suggests generic or unfeasible action	Proposes relevant prevention action	Adapts proposals to setting and safeguards

Suggested alignment of activities and evidence

Quizzes can test foundational understanding; short written or multiple-choice scenarios can test recognition and appropriate response; a prevention action plan can demonstrate the practical translation of concepts. Where discussion or self-reflection is used, participation should not be confused with competency attainment. Rubrics should communicate expected criteria and feedback to the learner.

Data needed for a final evidence-based assessment statement

For a final retrospective account, obtain the platform assessment structure, participation counts, actual response or completion data, anonymised feedback where lawful, and WP5 evaluation reports. The existence of quizzes is not itself evidence of measurable educational impact.

8. Implementation, multilingual adaptation and WP4 transfer

D3.2 establishes the pedagogical specification and D3.3 develops the module materials. The project application explicitly sets out their transfer to an online course under WP4 and translation into French, Romanian, Portuguese, Greek, Spanish and German under T3.4. Adaptation to a platform should maintain the relation between objectives, learning materials and formative checks rather than merely upload unrelated documents.

Pedagogical quality checklist for the digital course

- Each module displays its aims and intended competencies in clear language.
- Navigation preserves progression and distinguishes mandatory and optional activities.
- Definitions and references use verified, current terminology and are updated where necessary.
- Support and reporting information directs learners to competent local services; PREV-HED Assistant is not framed as an official reporting channel.
- Exercises respect trauma-informed participation and basic accessibility principles.
- Assessment activities test the intended competency, not only attendance or click-through.
- Translations are checked for legal, institutional and pedagogical consistency.

Documentation and transfer

For traceability, the final dossier should retain: curriculum version/date, module inventory, original language files, translation status, online module links or screenshots, and documented changes made following partner review or the pilot. Ownership of each specific technical implementation claim must be cross-checked with the WP4 lead and the relevant delivery evidence.

9. WP5 feedback, sustainability and conclusions

WP5 completes the educational development cycle by examining the feasibility, relevance and usability of the training in practical higher education contexts. A robust assessment considers participants' experiences, trainers' observations, accessibility, the adequacy of examples, and the comprehensibility of support and referral information. Where pre/post or learning data exist, they may indicate change; such effects must not be invented or inferred from the mere presence of digital learning resources.

How evaluation should feed back into the curriculum

Each proposed revision should link a documented observation from WP5 to a specific change, such as clarification of a concept, adaptation of a case example, modification of navigation, strengthening of safeguarding language or revision of a knowledge check. Recommendations not implemented should remain explicitly labelled recommendations.

Overall conclusion

The distinctive contribution of D3.2 is to convert documentary and comparative research into an operational training architecture. D3.1 established the evidence base; D3.2 identified objectives, competencies, pathways, methods and assessment principles; D3.3 translated these decisions into instructional materials; WP4 enabled digital delivery; and WP5 provided a framework for evaluation. This connection is vital: the six modules found on the project training platform should be understood as the educational outcome of a research-informed design process, not as six standalone documents compiled independently of the evidence.

10. Strengthened evidence and quality assurance framework

10.1 Documented intervention logic and accountability

- Input evidence: D3.1 comparative review of academic sources, institutional protocols, reporting and victim-support arrangements, supplemented by national examples and case studies.
- Curriculum decision: T3.2 maps recurrent themes and institutional challenges to explicit objectives, competencies, teaching methods and assessment specifications.
- Learning outputs: T3.3 develops the six detailed modules, including lesson material, scenarios, examples and, where present, quizzes and exercises. Their unabridged submitted text is preserved in the annex.
- Technical implementation: WP4 converts the approved materials into a digital learning pathway; availability, accessibility, translations, quizzes and platform features require platform-level verification.
- Evaluation and improvement: WP5 documents trainers, pilots and participant feedback; effectiveness or impact claims require dated participant-level or aggregate evidence and appropriate methodological safeguards.

10.2 Mapping research concerns to curriculum decisions

D3.1 evidence focus	Educational need	Module response	Learning evidence / verification
Institutional legal frameworks and student rights	Distinguish rights, duties and referral routes	M1	Short rights-and-responsibilities scenario; review against national procedures
Online harassment and image-based abuse	Recognise online violence and appropriate response	M2	Annotated social media scenario and safe-response questions

University-level violence and institutional climate	Recognise warning signs and institutional reporting roles	M3	Campus case discussion and referral map
Protocols and university-level prevention initiatives	Understand protocol stages and ambassadors' remit	M4	Draft a prevention pathway; clearly separate trained ambassadors from investigators
Support needs, secondary victimisation and peer interaction	Develop listening, boundaries and safe signposting	M5	Role-play with observation rubric; never substitute mediation for victim-protection procedures
Hierarchies, professional relationships and doctoral supervision	Identify power imbalances and organisational responsibility	M6	Ethics-based scenario and escalation exercise

Interpretation note: this matrix expresses a pedagogical mapping supported by the module outlines and the thematic concerns in D3.1. It does not imply that empirical learning gains have already been measured.

10.3 Competence-based assessment specification

The proposed assessment is aligned to observable educational performances rather than to learner satisfaction alone. Each measure below is a proposed assessment specification to be compared with the tests and activities actually hosted on the WP4 platform.

Competence domain	**Indicative task**	**Assessment criterion**	**Evidence source**

Conceptual knowledge	Define and distinguish harassment, violence and discrimination	Accurate, appropriately qualified definitions	Quiz responses or written answer
Situation recognition	Analyse a realistic case	Identifies conduct, risk and uncertainty without assumptions	Case analysis
Institutional literacy	Identify proper reporting and support options	Refers to competent channels; respects privacy and legal limits	Referral pathway task
Ethical response	Respond to a disclosure	Non-judgement, confidentiality limits, no investigative questioning	Observed simulation or scenario response
Prevention capacity	Propose proportionate preventive action	Relevance, feasibility, inclusion and accountability	Action-plan exercise
Critical judgement	Recognise the boundary between education and formal processes	Does not mistake chatbot guidance for an official report	Specific comprehension check

10.4 Example analytic rubric for scenario-based learning

Criterion	Emerging (1)	Developing (2)	Competent (3)

Recognition	Key signs missed	Several signs identified	Signs, context and uncertainty identified
Appropriate response	Potentially unsafe or victim-blaming	Supportive but incomplete	Supportive, non-judgemental and within role
Referral	No reliable pathway	Generic reference to support	Clear, competent institutional and specialist options
Ethics and privacy	Disclosure handled inappropriately	Some limits recognised	Confidentiality and consent appropriately considered
Prevention strategy	Vague proposal	Partially actionable	Feasible, accountable and context-sensitive

Suggested scoring: 5 criteria × 1–3 = 5–15 points. This rubric is a proposed tool for tutor-led exercises, not an assertion that a fifteen-point score was used in the implemented MOOC. If a platform uses different scoring, the final report must describe the actual configuration.

10.5 Evaluation design and interpretation boundaries

Baseline / post-course knowledge

If equivalent pre/post measures exist, compare individual or group results and report instruments, dates, number completing both tests, missingness and descriptive changes. Do not infer a causal effect without an appropriate design.

Completion and engagement

Distinguish enrolment, first access, module engagement, completion and certification. State denominators and the criteria used by the platform for each indicator.

Perceived quality

A questionnaire may measure clarity, accessibility, relevance, psychological safety and usefulness; report wording, response base and limitations.

Qualitative feedback

Analyse free-text responses transparently: sampling, thematic coding procedure, illustrative anonymised themes, divergent views and proposed improvements.

Follow-up

Where available, distinguish stated intentions to apply learning from observed changes in institutional practice. Document any corrective revisions separately from recommendations.

10.6 Content, safeguarding and legal quality checks before digital publication

- Check national legal references and update obsolete descriptions of EU legislation, including Directive (EU) 2024/1385. A teaching module must not suggest a universal legal duty when rules vary by country.
- Confirm that the PREV-HED Assistant is described as an information and signposting chatbot, not a formal reporting or case-management channel. Do not promise anonymity or secure evidence intake without verified technical specifications.
- Distinguish peer support and active listening from investigation, mediation of sexual assault complaints, legal advice and clinical intervention. Students and ambassadors must be directed to properly trained services.
- For role-plays and case studies, avoid obliging participants to disclose personal experiences; establish alternative participation options and referral information.
- Check inclusive and accessible language, screen-reader compatible materials, readable charts and language equivalence in translations.
- Verify exact module titles, file versions and assessment questions against published platform resources; record discrepancies and responsible partners.

10.7 Documentary audit trail and final-submission evidence register

Required evidence	Primary WP / source	Proof to attach or reference	Validation status
Approved objectives and task sequence	Approved PREV-HED application, pp. 60–61	Application extract and deliverable crosswalk	Verified from proposal
Comparative scientific grounding	D3.1 report + national annexes	Bibliography, national-case inventory, selection explanation	Report available; methods to check
Six module texts	Six source Word module outlines	Complete annexes within this document	Source files included
Actual curriculum and assessments online	WP4 / FEMXA + technical partners	Platform URL, dated screenshots, test configuration	To request / verify
Translations available online	WP3 / WP4 partners	File inventory by language and validation evidence	To request / verify
Pilot participation and feedback	WP5 / pilot partners	Counts, questionnaires, coded feedback, evaluation report	To request / verify
Corrective updates after piloting	WP5 and content owners	Revision log specifying change, date and author	To request / verify

10.8 Transfer to WP4 and relationship with WP5

The definitive handover from WP3 to WP4 is the structured collection of approved module content, stated learning aims, associated educational activities, language versions and assessment specifications. The transfer is successful only when the digital representation remains pedagogically equivalent:

objectives are visible, sequence is coherent, all required activities are navigable and the relevant support/referral information is accurate. A dated crosswalk from each Word module section to its Moodle/SCORM counterpart should be retained as evidence.

WP5 has a complementary function: it examines whether the learning resources and digital experience are suitable for their intended users. The final narrative should report separately the existence of the materials, their use in pilot settings, participants' perceptions, measurable learning performance (if assessed), difficulties encountered and modifications actually made. This prevents planned outputs or positive opinions from being described as empirically demonstrated institutional impact.

Annexes – Complete Training Modules

The following annexes present the six training modules developed by all the partners under Task T3.3. They contain the detailed educational materials supporting the training programme.

Annex	Training Module	Contributing Partner(s)
Annex A1	Module 1 – Introduction to Sexual Violence in Higher Education and Student Rights	Les Militants des Savoirs (MDS)
Annex A2	Module 2 – Technology-Facilitated Gender-Based Violence and Sexual Harassment on Social Media	Universidad Rey Juan Carlos (URJC)
Annex A3	Module 3 – Gender-Based and Sexual Violence in University Settings	Instituto Politécnico do Porto (IPP)
Annex A4	Module 4 – Prevention Protocols and Creation of Prevention Ambassadors	Fachhochschule Salzburg (FHS) and Universidad Rey Juan Carlos (URJC)
Annex A5	Module 5 – Student Mediation, Active Listening, Victimology and Mutual Aid	Fachhochschule Salzburg (FHS) and Les Militants des Savoirs (MDS)
Annex A6	Module 6 – Prevention and Management of Sexual Harassment in Academic Professional Relations	Femxa Formación SLU and Romanian American University (RAU)*

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MODULE 1

Module 1: Introduction to the concept of Gender-Based violence in Higher Education institutions and student rights

Welcome Message

Welcome to our module on **"Introduction to the Concept of Gender-Based Violence in Higher Education Institutions and Student Rights"**. This module is designed to raise your awareness of the various aspects of gender-based violence in the university context, to help you recognize the signs of gender-based violence, and to inform you about students' rights. Together, we will explore the definitions, types, warning signs, and remedies related to this issue.

Let's get started!

Learning Objectives and Outcomes

By the end of this module, you will be able to:

3. Define gender-based violence.
4. Understand the different forms of gender-based violence.
5. Recognize the signs of gender-based violence.
6. Understand the legal obligations of higher education institutions.
7. Understand students' rights in cases of gender-based violence.
8. Apply theoretical knowledge to real-life situations.

Theoretical Content

Section 1: Introduction to the Concept of Gender-Based Violence

Objectives:

- Define gender-based violence.
- Understand the different forms of gender-based violence.
- Recognize the signs of gender-based violence.

Content:

3. **Definition of gender-based violence:** any form of violence directed against a person because of their sex or gender, including physical, psychological, economic, and sexual violence.
4. **Types of gender-based violence:**
    5. **Psychological violence:** insults, humiliation, denigration.
    6. **Physical violence:** beatings, assaults.
    7. **Sexual violence:** sexual harassment, sexual assault, rape.
    8. **Economic violence:** control of financial resources, prohibition from working.
    9. **Online violence:** cyberbullying, non-consensual sharing of intimate content.
10. **Statistics and impacts:** present data on the prevalence of gender-based violence in higher education institutions in Europe and its consequences for victims.

Section 2: Responsibilities of higher education institutions

Objectives:

1. Understand the legal obligations of institutions.
2. Understand the prevention and support measures to be implemented.

Content:

4. **Legal obligations:**
    5. **Directive 2006/54/EC:** equal treatment between men and women in employment.
    6. **Directive 2012/29/EU:** minimum standards regarding the rights, support, and protection of victims of crime.
7. **Prevention policies:**
    8. **Establishment of counseling and support centers:** examples from Sciences Po Bordeaux and the University of Lorraine.
    9. **Mandatory training for staff and students:** awareness and prevention programs.
    10. **Communication campaigns:** importance of communication and awareness campaigns (e.g., “Respect and Kindness” at the University of Lyon).
    11. **Reporting procedures:** how to report an incident of gender-based violence and the structures in place to handle these reports.

Section 3: Student Rights

Objectives:

- Inform students of their rights in cases of gender-based violence.
- Present the available resources and support.

Content:

1. **Student rights:**
1. **Right to a safe environment:** institutions' obligation to ensure students' safety and well-being.
2. **Right to report:** confidential and accessible reporting procedures.
3. **Right to support:** access to psychological, medical, and legal support services.
4. **Right to information:** access to clear information on the institution's policies regarding gender-based violence.
2. **Available resources:**
1. **Support and counseling centers:** examples of support centers at the University of Vienna and Sciences Po Bordeaux.
2. **Hotlines and online platforms:** anonymous reporting platforms and telephone helplines.
3. **Associations and partnerships:** collaborations with local organizations to offer additional resources (e.g., collaborations at the University of Graz).

Section 4: Practical Application and Case Studies

Objectives:

- Apply theoretical knowledge to real-world situations.
- Analyze real-life cases to better understand the dynamics and possible solutions.

Content:

1. **Case studies:**
1. Analysis of initiatives by Sciences Po Bordeaux, IMT Atlantique, CROUS Occitanie, and other European institutions.
2. Discussion of the successes and challenges of these initiatives.
2. **Practical exercises:**
1. Role-playing and simulations to practice appropriate responses to incidents of gender-based violence.

2. Reflection workshops to develop prevention and support strategies tailored to their institutional context.

Conclusion and Evaluation

Objectives:

1. Summarize the knowledge acquired.
2. Assess participants' understanding and the effectiveness of the training.

Content:

- **Summary of key points:** review of main concepts, institutional responsibilities, and student rights.
- **Participant assessment:** quizzes, group discussions, and feedback to measure the training's impact.
- **Action plan:** development of personal or institutional action plans to strengthen prevention and support against gender-based violence.

Practical activity

For this practical activity, consider a hypothetical case of gender-based violence at the university and answer the following questions:

3. What warning signs could have been detected earlier?
4. What support measures could have been put in place to help the victim?
5. How do you encourage the reporting of abuse at your institution?

Quiz

Question 1: What is the definition of gender-based violence?

1. A) violence based on ethnicity.
2. B) violence based on sex or gender. **(correct)**
3. C) Violence based on age.

Question 2: What is a warning sign of online gender-based violence?

1. A) Improved academic performance.

2. B) Social withdrawal and increased anxiety. **(correct)**
3. C) Increased participation in social activities.

Question 3: What rights do students have regarding gender-based violence?

4. A) The right to guaranteed employment.
5. B) The right to a safe environment. **(correct)**
6. C) The right to tuition reductions.

Keywords

Define gender-based violence

Understand the different forms of gender-based violence.

Recognize the signs of gender-based violence.

Know the legal obligations of institutions.

Understand students' rights.

Psychological violence

Physical violence.

Sexual violence.

Economic violence.

Online violence.

Legal obligations.

Prevention policy.

Students' rights.

Available resources and support.

Right to a safe environment.

Right to report.

Right to support.

Right to information.

Impact of gender-based and sexual violence.

MODULE 2

Module 2: Gender-based and sexual violence in higher education in social media

Learning objectives and outcomes

By the end of this module, you will be able to:

1. Understand the key concepts of gender-based violence in social media.
2. Identify the different forms of sexual harassment online.
3. Recognize the warning signs of sexual harassment on social media.
4. Know the means of detection available.
5. Know the means of redress for victims of online sexual harassment.

Theoretical content

Section 1: Definition of gender-based violence in social media

Gender-based violence in social media refers to any form of online harassment or violence based on a person's sex or gender. This violence can include degrading comments, non-consensual dissemination of intimate images, and other forms of abusive behaviour that take place on social media platforms.

Subsections:

1. Cyberstalking: repeated sending of unwanted messages of a sexual or degrading nature.
2. Defamation and rumors: propagation of false information aimed at humiliating or discrediting.
3. Non-consensual sharing of intimate images: dissemination of sexual images or videos without the consent of the person concerned.
4. Sexist trolling: provocative and offensive comments based on gender.

Section 2: Typologies and definitions of sexual harassment

Sexual harassment on social media can take many forms, each with different impacts on victims.

Subsections:

1. Cyberstalking: threatening or insulting messages, repeated sending of unwanted messages.
2. Defamation and rumors: propagation of false information aimed at humiliation.
3. Non-consensual sharing of intimate images: dissemination of sexual images or videos without consent.
4. Sexist trolling: provocative and offensive comments based on gender.

Section 3: Warning signs and means of detection

It is crucial to recognize the warning signs of online sexual harassment to be able to intervene quickly.

Subsections:

Warning signs:

1. Behavior change: social withdrawal, increased anxiety, decreased academic performance.
2. Inappropriate messages and comments: repeated messages of a sexual or degrading nature.
3. Rumours and defamation: propagation of false information aimed at damaging reputation.

Means of detection:

4. Proactive monitoring of social platforms: use of monitoring tools to detect incidents of harassment.
5. Encouragement to report: creation of secure channels for victims or witnesses to report abuse anonymously.
6. Social media analysis: use of software to detect keywords and inappropriate content.

Section 4: Means of repair and support

Victims of online sexual harassment need support and resources to overcome their experiences and seek justice.

Subsections:

Support for victims:

1. Psychological assistance: counselling services and emotional support.
2. Legal support: information on rights and support in legal proceedings.
3. Support groups: formation of support and self-help groups.
4. Means of repair:
5. Disciplinary measures: application of sanctions against the perpetrators of harassment.
6. Content removal: working with platforms to remove abusive content.
7. Restoration of reputation: initiatives to restore the image and reputation of victims.
8. Prevention:
9. Awareness campaigns: education on respect and appropriate online behaviour.

10. Continuing education: training modules for students and staff on the prevention of sexual harassment.
11. Institutional policies: development and implementation of clear policies against online gender-based violence.

MODULE 3

Module 3: Gender-based and sexual violence in higher education at the university

Learning objectives and outcomes

By the end of this module, you will be able to:

- Understand the key concepts of gender-based violence in academic institutions.
- Identify the different forms of sexual harassment at the university.
- Recognize the warning signs of sexual harassment.
- Know the means of detection available.
- Know the means of redress for victims of sexual harassment at the university.

Theoretical content

Section 1: Definition of gender-based violence at the university

Gender-based violence at the university refers to any form of harassment or violence based on a person's sex or gender. This violence can include behaviours such as sexist comments, unwanted advances, sexual assault and other forms of gender-based violence.

Subsections:

- **Sexual harassment:** unwanted behaviour of a sexual nature that violates the dignity of the person.
- **Sexual assault:** any form of non-consensual sexual contact.
- **Verbal gender-based violence: insults** , degrading remarks based on gender.
- **Physical gender-based violence:** physical assaults motivated by sex or gender.

Section 2: Typologies and definitions of sexual harassment

Sexual harassment at university can take many forms, each with different impacts on victims.

Subsections:

- **Moral harassment:** psychological pressure, threats, and other behaviors aimed at intimidating or controlling.
- **Sexual harassment:** unwanted sexual propositions, explicit comments, and physical advances.
- **Sexual assault:** rape, forced touching, and any other form of non-consensual sexual contact.
- **Verbal gender-based violence:** degrading comments, sexist jokes, and other forms of offensive gender-based language.

Section 3: Warning signs and means of detection

Recognizing the warning signs of sexual harassment is crucial to being able to intervene quickly.

Subsections:

- **Warning signs:**
- **Behavior change:** social withdrawal, increased anxiety, decreased academic performance.
- **Avoidance of certain areas or persons:** refusal to attend classes or events to avoid the abuser.
- **Verbal or non-verbal indications:** expressions of discomfort, comments on the behavior of others.
- **Means of detection:**
- **Monitoring and reporting:** creation of secure channels for victims or witnesses to report abuse anonymously.
- **Training and awareness:** training programs to help staff and students recognize and report inappropriate behavior.
- **Internal investigations and audits:** conducting regular surveys to assess the academic climate and identify potential problems.

Section 4: Means of repair and support

Victims of sexual harassment at university need support and resources to overcome their experiences and seek justice.

Subsections:

- **Support for victims:**
  - **Psychological assistance:** counselling services and emotional support.
  - **Legal support:** information on rights and support in legal proceedings.
  - **Support groups:** formation of support and self-help groups.
- **Means of repair:**
  - **Disciplinary measures:** application of sanctions against the perpetrators of harassment.
  - **Restoration of reputation:** initiatives to restore the image and reputation of victims.
- **Prevention:**
  - **Awareness campaigns:** education on respect and appropriate behaviour in the university environment.
  - **Institutional policies:** development and implementation of clear policies against gender-based violence.

MODULE 4

Module 4: Prevention protocols and creation of prevention ambassadors

Learning objectives and outcomes

By the end of this module, you will be able to:

- Understand protocols for preventing gender-based violence in academic institutions.
- Learn how to create and train prevention ambassadors.
- Be aware of the reporting mechanisms available to victims.
- To know support strategies for victims of gender-based violence.

Theoretical content

Section 1: Gender-based violence prevention protocols

The prevention of gender-based violence is based on clear and well-defined protocols that involve the entire university community.

Subsections:

- **Institutional policies:** development of clear policies against gender-based violence, including codes of conduct and sanctions.
- **Training and awareness:** training programs for students and staff on the prevention and recognition of inappropriate behavior.
- **Awareness campaigns:** initiatives to educate and raise awareness in the university community about the consequences of gender-based violence and the importance of prevention.

Section 2: Creation of prevention ambassadors

Prevention ambassadors play a crucial role in addressing gender-based violence by being leaders and role models within the university community.

Subsections:

- **Role of ambassadors:** ambassadors are trained to raise awareness, support victims and promote a culture of respect and safety.
- **Selection of ambassadors:** criteria and process for selecting students and staff members to become prevention ambassadors.
- **Training of ambassadors:**
- **Content of the training:** awareness of gender-based violence, communication techniques, support to victims, and knowledge of institutional policies.
- **Workshops and seminars:** interactive sessions to strengthen the skills of ambassadors and prepare them for their role.
- **Network of ambassadors:** creation of a support network between ambassadors to exchange good practices and coordinate prevention efforts.

Section 3: Reporting mechanisms

An effective reporting mechanism is essential to ensure that survivors of gender-based violence have their voices heard and receive the necessary support.

Subsections:

- **Reporting channels:** description of the different reporting channels available (online, phone, in-person).
- **Confidentiality and security:** ensuring the confidentiality and safety of victims during the reporting process.
- **Report processing procedures:** steps taken after the report, including investigation and disciplinary action.
- **Victim feedback:** inform victims of the progress and results of their reporting.

Section 4: Victim support

Providing adequate support to victims is crucial for their recovery and for maintaining a healthy academic environment.

Subsections:

- **Counselling services:** access to professional counsellors for psychological support.
- **Legal support:** information and support in legal procedures.

- **Medical resources:** access to medical services for victims of physical or sexual violence.
- **Support groups:** formation of support and self-help groups for victims.

MODULE 5

Module 5: Training in student mediation, listening posture, victimology and mutual aid

Learning objectives and outcomes

By the end of this module, you will be able to:

- Understand the principles of student mediation.
- Adopt an active and empathetic listening posture.
- Know the basics of victimology.
- Promote mutual aid and peer-to-peer support.

Theoretical content

Section 1: Student mediation

Student mediation is a process in which a neutral third party helps the parties resolve a conflict voluntarily and confidentially.

Subsections:

- **Definition and objectives of mediation:** explain what mediation is and its main objectives, including the peaceful resolution of conflicts and the restoration of relationships.
- **Role of the mediator:** the mediator listens, facilitates communication, and helps the parties find mutually acceptable solutions.
- **Mediation process:** stages of mediation, from the reception of the parties to the final agreement.
- **Skills of the mediator:** active listening, impartiality, confidentiality, and management of emotions.

Section 2: Active listening posture

Active listening is an essential skill for any mediator or person supporting a victim of gender-based violence.

Subsections:

- **Principles of active listening:** be fully present, show empathy, and not judge.
- **Active listening techniques:** rephrasing, validating feelings, open-ended questions, and attentive silence.
- **Barriers to active listening:** identify and overcome obstacles such as biases, distractions, and emotional reactions.
- **Active listening practice:** examples and practical exercises to improve this skill.

Section 3: Introduction to victimology

Victimology is the study of victims and the processes of victimization, including psychological, social, and legal effects.

Subsections:

- **Definition of victimology:** present the discipline and its importance in the context of gender-based violence.
- **Impact of victimization:** emotional, psychological, and social consequences for victims.
- **Types of victimization:** different forms of victimization (direct, indirect, secondary) and their specificities.
- **Victimological approach:** methods to support victims by recognizing their specific needs and offering them appropriate help.

Section 4: Mutual aid and peer support

Mutual aid is a process in which individuals help each other to cope with common challenges, creating a network of support.

Subsections:

- **Concept of mutual aid:** the importance of peer support and mutual aid in the university context.
- **Setting up support groups:** creating and leading discussion and self-help groups.
- **Roles and responsibilities:** the role of participants in a support group and how each can contribute positively.

- **Support strategies:** techniques for providing effective support, including validation of experiences, encouragement, and sharing of resources.

MODULE 6

Module 6: Prevention and management of sexual harassment in professional relations in academia

Learning objectives and outcomes

By the end of this module, you will be able to:

- Understand the risks of sexual harassment in academic professional relationships.
- Raise awareness among supervisors and doctoral students of the risks and prevention of sexual harassment in the thesis relationship.
- To know and apply the ethical rules in the relations between teachers and students.
- Identify and manage situations of sexual harassment between colleagues.
- Understand the national and european legal frameworks on sexual harassment and the procedures to be followed in case of reporting.

Theoretical content

Section 1: Raising awareness among supervisors and phd students

Thesis relationships can sometimes create power dynamics that can lead to situations of sexual harassment. It is essential to raise awareness of the risks and how to prevent them among all parties involved.

Subsections:

- **Risks of sexual harassment:** power dynamics and vulnerable situations in thesis relationships.
- **Prevention:** strategies to create a respectful and safe environment for phd students.
- **Harassment situations management:** steps to follow in case of harassment, victim support and disciplinary actions.

Section 2: Ethical rules of the teacher-student relationship

Relationships between teachers and students must adhere to strict ethical rules to avoid any form of sexual harassment or inappropriate behavior.

Subsections:

- **Ethical rules:** appropriate behaviors and limits in the relationship between teachers and students.
- **Romantic relationships:** institutional policies on romantic relationships between teachers and students.
- **Training and awareness:** training programs to inform teachers and students about ethical rules.

Section 3: Sexual harassment between colleagues

Sexual harassment between coworkers can create a toxic work environment. It is crucial to raise awareness among teachers and managers about these risks and to provide tools to prevent and manage these situations.

Subsections:

- **Risks and signs of harassment:** identify harassing behaviors between colleagues.
- **Prevention:** strategies to promote a respectful work environment and prevent harassment.
- **Management of harassment situations:** procedures to be followed to deal with harassment complaints between colleagues.

Section 4: Legal

Understanding the legal frameworks for sexual harassment is essential to protect victims and ensure an adequate response to incidents of harassment.

Subsections:

- **National legal frameworks:** country-specific laws and regulations regarding sexual harassment.
- **European legal frameworks:** european directives and their application in the member states.

WP3 – Research and Development of Training Materials

Lead Organisation : Les Militants des Savoirs (MDS), France

Delivrable :

D3.3 – Creation of the training materials.

Introduction

Deliverable D3.3 represents an important step in the development of the PREV-HED training programme, translating the pedagogical framework established under D3.2 into a comprehensive set of educational resources. While the previous task defined the learning objectives, competencies and methodological principles of the programme, Task T3.3 focused on developing the actual training content needed to put these objectives into practice.

The main objective of T3.3 was to **produce six training modules in English**, providing students, academic staff and other university stakeholders with structured educational materials addressing the prevention of sexual and gender-based violence and harassment in higher education. Rather than simply presenting theoretical information, these modules were intended to connect scientific knowledge with practical situations that members of the university community may encounter, helping learners recognise inappropriate behaviours, understand institutional responsibilities and identify appropriate prevention and support measures.

The six modules cover complementary dimensions of prevention: fundamental concepts of sexual and gender-based violence and students' rights; online harassment and technology-facilitated violence; sexual harassment within university environments; institutional prevention protocols and prevention ambassadors; active listening, victimology and peer support; and sexual harassment in professional and academic relationships. Together, they provide a coherent collection of training resources addressing both individual awareness and the broader institutional responsibilities associated with preventing violence.

The development of these materials drew on the complementary expertise of the project partners and followed a common pedagogical structure designed to support consistency across the modules. The educational resources include learning objectives, theoretical explanations and, according to the content developed for each module, practical examples, case studies, reflective activities, quizzes and supporting references. This approach sought to make the training content understandable, relevant and suitable for subsequent adaptation to digital learning environments.

The present deliverable brings together the six modules and documents their educational objectives, thematic content and the contributions of the partners involved in their development. Each module is introduced before its complete educational materials are presented, allowing readers to understand its specific contribution to the overall training programme.

The principal achievement of D3.3 is therefore the production of the educational content required to transform the PREV-HED curriculum into a concrete training pathway. These materials provide

the pedagogical foundation for the online course developed under WP4 and for the multilingual adaptations addressed under T3.4. Their implementation and educational outcomes are examined separately through the subsequent activities of the project, particularly those undertaken under WP5.

2. From Curriculum Design to Training Materials Development

Building on the educational framework established under D3.2, Task T3.3 focused on transforming the agreed learning objectives and competencies into six detailed training modules in English. This process ensured continuity between the research findings, the curriculum and the educational materials developed by the project partners.

The development of the modules followed a common pedagogical structure, including introductory content, learning objectives, theoretical explanations and, where applicable, practical activities, case studies, quizzes and supporting resources. Each partner contributed according to its thematic expertise, while the shared framework supported consistency across the programme.

The development process involved four main steps:

Development stage	Main contribution
1. Content development	Translate the learning objectives and competencies defined in D3.2 into detailed educational content.
2. Partner contributions	Develop the six modules through the expertise and contributions of the responsible partners.
3. Pedagogical organisation	Structure each module around thematic sections, learning outcomes and relevant learning activities.
4. Consolidation and preparation for digital delivery	Bring together the training materials and prepare them for translation under T3.4 and integration into the WP4 online learning environment.

The resulting materials constitute the main educational output of T3.3. Their consolidation into a single deliverable provides a clear overview of the programme while preserving the detailed contributions of the partners and supporting their subsequent use in the PREV-HED digital training course.

3. Overview of the Six Training Modules and Partner Contributions

The six training modules developed under T3.3 address complementary dimensions of sexual and gender-based violence prevention in higher education. Their organisation reflects the learning objectives established in the curriculum and brings together the expertise of different consortium partners.

Each module focuses on a specific educational area while contributing to a shared objective: strengthening awareness, understanding and appropriate preventive responses within university communities.

The following table presents the six modules, the contributing organisations identified in the source documents and their main educational contributions.

Module	Training theme	Contributing partner(s)	Main educational contribution
1	Introduction to Sexual Violence in Higher Education and Student Rights	Les Militants des Savoirs (MDS)	Fundamental concepts, mechanisms of violence, consent, vulnerability and students' rights
2	Technology-Facilitated Gender-Based Violence and Sexual Harassment on Social Media	Universidad Rey Juan Carlos (URJC)	Forms, consequences and prevention of online gender-based violence
3	Gender-Based and Sexual Violence in University Settings	Instituto Politécnico do Porto (IPP)	University harassment, warning signs and institutional prevention and support
4	Prevention Protocols and Creation of Prevention Ambassadors	Fachhochschule Salzburg (FHS) and Universidad Rey Juan Carlos (URJC)	Institutional prevention policies, reporting procedures and prevention ambassadors
5	Student Mediation, Active Listening, Victimology and Mutual Aid	Fachhochschule Salzburg (FHS) and Les Militants des Savoirs (MDS)	Active listening, victimology, appropriate peer support and professional boundaries
6	Prevention and Management of Sexual	Femxa Formación SLU; Romanian American University	Academic hierarchies, doctoral supervision,

	Harassment in Academic Professional Relations	also identified in the selected source version	professional ethics and institutional responses

The diversity of the modules reflects the multidimensional nature of prevention in higher education. The programme addresses not only the identification of violence but also institutional responsibilities, interpersonal relationships, digital environments and the importance of appropriate support mechanisms.

The contributions presented above are based on the organisations identified in the selected module documents. Final authorship and approval records should be confirmed where source versions indicate more than one contributor.

4. Pedagogical Organisation of the Training Materials

The development of the training materials followed a common pedagogical framework intended to support consistency across the six modules while allowing partners to adapt their content to the specificities of each training theme.

The module documents are organised around several complementary components, including introductory explanations, learning objectives, thematic content and, where developed, practical activities, examples, quizzes and supporting references.

This structure helps learners progress from an initial understanding of the subject towards the analysis of situations and the identification of appropriate preventive responses.

Each module is presented in this report through a short introductory overview followed by its detailed educational content. This organisation allows readers to understand the purpose of each module before examining the complete materials developed by the contributing partners.

The consolidation of the six modules also facilitates their subsequent adaptation into digital learning resources within WP4 and their translation into the languages of the partnership under T3.4.

5. Pedagogical Quality, Ethical Principles and Content Review

The development of training materials addressing sexual and gender-based violence requires particular attention to scientific accuracy, pedagogical relevance and ethical responsibility.

Beyond the production of theoretical knowledge, the PREV-HED modules aim to encourage a respectful understanding of violence, promote appropriate responses and clarify the responsibilities of different actors within higher education institutions.

To support these objectives, the training materials are considered against a set of complementary quality principles.

Quality dimension	**Application to the training materials**
Scientific and conceptual accuracy	Ensure that definitions, explanations and examples are consistent with established knowledge and the research foundations of D3.1.
Pedagogical coherence	Maintain consistency between learning objectives, theoretical content and the learning activities associated with each module.

Legal and institutional accuracy	Take account of differences between national legal frameworks, university procedures and available support services.
Ethical and victim-centred approach	Avoid victim-blaming, inappropriate questioning and practices that could contribute to secondary victimisation.
Professional boundaries	Distinguish awareness-raising, peer support and active listening from counselling, investigation and formal reporting procedures.
Accessibility and transferability	Support the adaptation of educational resources to different learners, institutions, languages and digital learning environments.
Documentary consistency	Maintain clear identification of module versions, contributors, references and educational resources.

The modules explain the importance of prevention, listening and peer support. They also make clear that students and prevention ambassadors should guide victims towards appropriate university services and trained professionals.

The materials address confidentiality and reporting procedures, taking into account the rules of each institution.

Finally, the six modules were brought together to ensure consistency and prepare their integration into the WP4 online platform.

6. Integration of Training Materials into the PREV-HED Learning Programme

The six training modules developed under D3.3 provide the educational foundation for the next stages of the PREV-HED project. These materials are intended to be translated into French, Spanish, Greek, Romanian, Portuguese and German under T3.4 and integrated into the online training programme developed under WP4.

Within WP4, the training materials are adapted into digital learning activities, making the content more accessible and easier to use. WP5 focuses on testing the training programme, collecting feedback from participants and identifying opportunities for improvement.

Together, these activities contribute to the development of a multilingual European training programme designed to meet the needs of students and university staff across different higher education contexts.

7. Conclusion

Deliverable D3.3 brings together the six training modules developed by the PREV-HED partners. Each module addresses a specific aspect of sexual and gender-based violence prevention, combining theoretical knowledge with educational resources designed to support awareness, understanding and practical learning.

The main achievement of D3.3 is the production of a structured collection of training materials based on the curriculum established under D3.2. These resources reflect the contributions of the project partners and provide the educational foundation for the multilingual and digital training programme.

By bringing together the six modules in a single document, D3.3 provides a clear overview of the training content developed within WP3 and supports its subsequent use in higher education institutions across Europe.

Annexes — Unabridged partner training-module sources

The annexes below follow the module order adopted in the PREV-HED curriculum. The text, tables and source illustrations are transferred in sequence from the selected English module documents. Editorial placeholders in the original authoring files remain visible; this is a source archive, not a silently rewritten edition.

ANNEX A1 — MODULE 1

Introduction to Sexual Violence in Higher Education and Student Rights

Source authoring file: Module 1 VF(1).docx

Contributor indicated in source: Les Militants des Savoirs

Documentary note. The following annex reproduces partner authoring files, including some original template prompts, draft questions and editorial labels. These reproduced elements are retained for source traceability and should not be interpreted as unfinished instructions in the consolidated WP3 narrative. The published learning-platform versions are documented separately under WP4.

DOCUMENTARY TRANSCRIPTION — original wording and template labels retained.

Training module title	Module 1: Introduction to Sexual Violence in Higher Education and Student Rights
Partner	Association Les Militants des savoirs

Welcome message
Insert a brief welcome message
Welcome to our module "Introduction to the concept of sexual violence in higher education and students' rights". This module is designed to raise awareness among students, teachers and administrators about the different aspects of sexual violence in the university context. It will help you recognize the signs of violence, control, inappropriate gestures and violent situations and will inform you about the rights of students and all victims of sexual violence and the institutional responsibilities in terms of preventing and dealing with this violence. LET'S GET STARTED!

Objectives & Learning Outcomes
Insert the objectives and expected learning outcomes from the activity through bullet points
By the end of this module, you will be able to: Define gender-based violence and its different forms. Understand the mechanisms of violence and detect risk factors. Recognize the factors of vulnerability (gender, disability, precariousness, origin, etc.). Understand the legal obligations of higher education institutions in France. To know the rights of students in the face of gender-based violence. Discover the psychological, cognitive and social aspects that limit reporting.

Apply theoretical knowledge to real-life situations. Learn to react and help victims.

Topic Introduction & Introductory Activity
Write the introduction to the module- Going into detail about the main topic, why it is important? What it is for? Anything you think is crucial for the learner. Write the texts of the activity.
Section 1: Defining gender-based violence and its various forms Objective: Define gender-based violence and understand its different forms. Content: 1. Definition of gender-based violence (GBV) Gender-based violence (GBV) refers to any harmful act perpetrated against a person because of their gender or sex. These harmful acts often have their roots in an unequal power dynamic between the sexes, where one gender is systematically dominant over the other. GBV can take many forms, including physical, psychological, sexual, and economic violence, and it affects individuals differently depending on their social role and vulnerabilities. Unequal power structures between men and women are often at the root of this violence, even though individuals of all genders can be victims. 2. Definition of Sexual Violence According to the site: https://arretonslesviolences.gouv.fr/besoin-d-aide/violences-sexuelles Sexual violence covers situations in which a person imposes on another person one or more behaviours, one or more comments (verbal, non-verbal or written) of a sexual nature. In other words, they are suffered and not wanted by the victim. They are the expression of the author's desire for power over the victim. This violence violates fundamental human rights , including physical and psychological integrity. They are prohibited by law and punishable by law. Sexual violence takes different forms: sexual assault, rape, voyeurism, sexual harassment, etc. Whatever the form, its consequences for you are significant, numerous and long-lasting, including anxiety, sleep and/or eating disorders, intense fears, guilt, depression, isolation, risky or aggressive behavior... They can have an impact on your health but also on your social, family or professional life. These manifestations are specific to each victim and vary over time. They justify not being alone and seeking help. Consent

The notion of consent is very important because in sexual violence, the victim did not consent and did not want these behaviours and/or comments and/or images of a sexual nature. His refusal and non-consent can be expressed in particular by words, silences, attitudes, writings.

Consent must be reciprocal and mutual : consent can be expressed through words, behaviours or both. Silence does not mean acceptance.

Nor the yes according to the ECHR case of M.C. v. BULGARIA, Application No. 39272/98 FINAL 04/03/2004. The ECHR regrets a "universal tendency to consider the absence of consent as the essential constituent element of rape and sexual violence". "The way in which rape is experienced by the victim is better understood today and it is often found that victims of sexual violence, especially underage girls, do not offer physical resistance to their attacker for a number of psychological reasons or out of fear of violence from the perpetrator. In addition, the evolution of law and practice in this area reflects the progress of societies towards effective equality and respect for the sexual autonomy of every individual. The Court is therefore convinced that any rigid approach to the punishment of sexual offences, such as requiring proof of physical resistance in all cases, risks leading to impunity for the perpetrators of certain types of rape and thus undermining the effective protection of the sexual autonomy of the individual. In accordance with contemporary norms and trends in this area, the positive obligations of member States under articles 3 and 8 of the Convention should be considered to require the criminalization and effective punishment of any non-consensual sexual act, including when the victim has not offered physical resistance."

Consent is temporary. It can be given away and then withdrawn. Sexual consent concerns a sexual act and not all sexual acts. If a person is not in a position to give his consent, it is because he refuses. Consent is not defined by the penal code, it is understood negatively and is presumed when there is no violence, threats, coercion or surprise.

The difference between seduction/flirting and harassment, sexual violence
Seduction has the following rules: respect, reciprocity and equality. The victim feels respected, desired, safe.
Conversely, in violence, the harasser or aggressor does not seek to seduce or please, he wants to impose his choices and his power. The victim is uncomfortable, nervous, and tries to avoid the stalker or abuser.

Examples of sexual violence :

Rape: An act of sexual (or oral-genital) penetration that has been imposed on a person by another person. This crime (the most serious offence punishable by a prison sentence, such as intentional homicide or rape for example) is characterized when the act of penetration is committed with the use of violence (Intentional or unintentional act causing the victim a physical or moral disorder with harmful consequences for his or her person, relatives or their property), threats, physical or psychological coercion or by surprise. Anyone who has been raped can alert the emergency services, call on a victim support structure and file a complaint.
Penalties are increased in many situations, for example:

When it has resulted in injuries, it is committed against a minor under fifteen years of age, on vulnerable persons (due to age, illness, infirmity, physical or mental deficiency or in a state of pregnancy/resulting from economic or social precariousness), committed by an ascendant or person having legal or de facto authority over the victim, when it is committed by a person who abuses the authority conferred on him by his office; by several persons, with the use or threat of a weapon, when the victim has been put in contact with the perpetrator through the use of an electronic communication network; When it is committed in conjunction with one or more other rapes committed against other victims; When it is committed by the victim' s spouse or cohabiting partner or the partner linked to the victim by a civil solidarity pact; When it is committed by a person acting in a state of obvious intoxication or under the obvious influence of narcotic products; When it is committed, in the exercise of this activity, on a person who engages in prostitution, including on an occasional basis; When a minor was present at the time of the incident and was present; When a substance has been administered to the victim, without their knowledge, in order to alter their discernment or control of their actions.

Sexual assault : Sexual assault is a "sexual assault" (non-penetrative/non-oral) committed with violence, coercion, threat or surprise or, in the cases provided for by law, committed on a minor by an adult. It is a misdemeanor and is punishable by prison sentences.

Sexual coercion : Using threats, pressure (implicit or explicit) or manipulation to obtain sexual favours or force someone to perform sexual acts.
Control: In the Criminal Code, control does not appear as such, but it has been nearly ten years since psychological violence was legislated in the same way as physical assaults. They are an integral part of the offences and crimes punishable by law (fines and prison sentences). Little by little, case law took it into account in its decisions.
Definition: Intellectual or moral ascendancy of a person; influence of something on a person. This notion is linked to the notion of coercive control , which is an insidious and continuous form of violence, often in a conjugal context and mainly consisting of repeated microaggressions on a daily basis. It can include incidents of violence and less visible control strategies, including gaslighting, threats, isolation, and arbitrary restrictions.
On August 28, 2024 + January 31, 2024, the CA of Poitiers explicitly recognized coercive control in a decision.

Victims of sexual violence can suffer both immediate physical damage and long-term emotional trauma. The consequences of this violence can manifest themselves in a variety of forms, including post-traumatic stress disorder (PTSD), social withdrawal, and fear of intimacy.

3. Definition of Sexual Harassment

To be subjected to, to have remarks with sexual connotations, allusion to sexuality or sexist, discrimination based on a person's sex or sexual orientation, pressure for sexual purposes, repeatedly, imposed. It is an offence (an act prohibited by law and punishable by a fine and/or a prison sentence of less than 10 years) of sexual harassment.

Such violence violates the dignity of the victim, because of its humiliating or degrading nature, or creates an intimidating, hostile or offensive situation against him/her. For example, it can be reflections on your body, whistling, degrading remarks about your sexual orientation, obscene and vulgar jokes.

Finally, any form of serious pressure (even if not repeated) with the aim of obtaining a sexual act, for the benefit of the perpetrator or another person, is considered sexual harassment. In this case, the harassment is characterized even if the perpetrator did not really intend to obtain a sexual act from you. Thus, he will not be able to say that it was a bad joke.

If the perpetrator has forced you to make physical contact of a sexual nature, it may be sexual assault. This offence (an act prohibited by law and punishable by criminal sanctions) is more severely punished than sexual harassment.

Bullying is also found in educational, professional and social settings and it can have serious emotional and psychological consequences on the person.

Examples of sexual harassment :
Verbal harassment : making sexually explicit comments, jokes or innuendos.
Nonverbal harassment : staring at someone, making gestures, or posting sexually suggestive material.
Blackmail and abuse of power : When a person in a position of power demands sexual favors in exchange for academic or professional advancement, such as better grades or promotions.
Consequences : Sexual harassment creates a hostile environment that undermines the victim's sense of safety and dignity. In a professional or academic context, it can lead to a general impact on the person (in their private and professional life), psychological distress and abandonment from work or studies.
Legal framework : Sexual harassment is widely recognized as illegal in both national and international settings. In France, for example, Law No. 2012-954 specifically criminalizes sexual harassment and defines it as behaviour that violates dignity, whether through words, actions or pressure, when it has the effect of creating an intimidating or hostile environment. And LAW No. 2018-703 of 3 August 2018 strengthening the fight against sexual and gender-based violence (1) (on the fact that repetition can be understood by the behaviour of co-perpetrators, as for street harassment, in the couple, or cyberbullying, repetition is understood as taking part in a more massive movement, even if we only had one comment).

.
4. The intersection between sexual violence and sexual harassment

Although sexual harassment and sexual violence are distinct phenomena, they are often part of a continuum of sexual violence, where harassment can trivialize and induce more serious forms of violence, if not analyzed in a broader system of sexual and gender-based violence. Both forms of behaviour contribute to a culture of fear, inequality and injustice, disproportionately affecting

vulnerable, marginalised groups, particularly women, people with disabilities, children, racialised women, or LGBTQ+ people.
Addressing sexual violence and harassment requires robust prevention strategies, clear reporting mechanisms, and effective support systems for victims. By raising awareness and understanding these concepts, individuals and institutions can take proactive steps to create safer and more equitable environments.

5. Forms of sexual violence or harassment:

A. Proscribed Terms

In French law, the terms "sexual abuse" or "touching" do not exist. We are talking about rape or sexual assault.

"Sexual majority": in French law this does not exist. Rape also includes any act of sexual penetration, of any kind whatsoever, or any oral and genital act committed by an adult on the person of a minor under fifteen years of age or committed on the perpetrator by the minor, when the age difference between the adult and the minor is at least five years. Since 2021, the minor no longer has to provide proof, these acts are considered rape until proven otherwise, and there is a presumption of non-consent (in the case of incest, this presumption applies until the age of 18).

B. Examples of Harassment in an Academic Context

In an academic context, this may involve the use of physical force, coercion, or manipulation to force people into sexual acts.
Example : A student forces another person to have sex at a social event or party, despite the victim's clear refusal or inability to consent (due to drunkenness, for example).

B. Sexual harassment

Sexual harassment involves solicitations, unwanted sexual innuendos, requests for sexual favors, or any other verbal or physical behavior of a sexual nature that creates a hostile or intimidating academic environment. This behaviour often includes the abuse of power or authority in academic relationships, such as between a professor and a student or a supervisor and an intern.

Example : A professor makes inappropriate sexual comments to a student during office hours or pressures them to commit to a relationship in exchange for "academic favors," such as better grades or recommendations. The teacher can also tell about his or her private life or ask questions about the student's private life.

C. Emotional Abuse

Psychological violence in the context of sexual violence refers to the psychological and verbal violence that accompanies or precedes harassment or sexual violence. This form of violence

includes insults, threats, humiliation, intimidation and manipulation aimed at deteriorating the victim's self-confidence, thus making them more vulnerable to new forms of violence.
Example : A faculty member repeatedly belittles a student's academic performance, insinuating that the only way to succeed is to offer sexual favours.

D. Abuse of Power and Authority

This form of abuse occurs when professors, supervisors, or other authority figures exploit their position to gain sexual favors or to manipulate students in uncomfortable situations. This behavior can have serious repercussions on the victim's academic and professional trajectory, as they may feel powerless to refuse due to the hierarchical structure of the university.
Example : A supervisor offering career advancement opportunities or research positions in exchange for sexual favors.

E. Economic violence

Definition:

Economic abuse is the process of restricting a person' s financial independence by using financial support or scholarships as a means of obtaining sexual favors. In an academic context, students may feel financially dependent on faculty, staff, or the institution, and perpetrators may exploit this vulnerability.
Example : A professor threatens to withdraw financial support or access to academic resources unless the student gives in to his or her sexual demands.

F. Online sexual harassment
Online sexual harassment includes harmful behaviours that occur on digital platforms and social media. These behaviors range from cyberbullying and sextortion to non-consensual sharing of intimate images (often referred to as revenge porn). This form of harassment is becoming more prevalent in academic environments, where social media is widely used.
Example : A fellow student shares explicit images of someone without their consent or sends unwanted sexually explicit messages through messaging apps or academic platforms.

G. Aggressive Online Behavior

Harassment is violence consisting of harming a person's environment and dignity or making contact, in a sexual way, in a repeated and unwanted way, which causes fear in the victim. In an academic context, this behavior can range from unwanted advances to more or less direct forms of harassment, both in person and online.
Example : A student who repeatedly follows or waits outside a classmate's dormitory, sends persistent spam messages, or uses social media to track their whereabouts.

Tools:
https://factuel.univ-lorraine.fr/sites/factuel.univ-lorraine.fr/files/field/image/2018/05/vss_exe_bd-

1.jpg
https://www.univ-angers.fr/_richText-file/ametys-internal%253Asites/www/ametys-internal%253Acontents/campagne-d-affichage-contenu-simple/_attribute/content/_data/affiche_A3_harcelement_UA13.png
https://www.univ-angers.fr/_richText-file/ametys-internal%253Asites/www/ametys-internal%253Acontents/campagne-d-affichage-contenu-simple/_attribute/content/_data/affiche_A3_harcelement_UA11.png
https://www.univ-amu.fr/system/files/styles/illustration_contenu_redactionnel/private/2021-02/DIRCOM-Campagne-HF-2018-7.jpg?itok=-PPLZK9h

video:
https://www.youtube.com/watch?v=yj5NcMew6qc&ab_channel=T%C3%A9l%C3%A9Millevaches
https://www.google.com/search?sca_esv=8536d3cccb765549&sca_upv=1&rlz=1C1UEAD_enFR1127FR1127&sxsrf=ADLYWIKdVsijwjwnM_F90FOvaB1m_mMKQA:1727469554986&q=Affiche+contre+les+harcelement+sexuel+%C3%A0+l%27universit%C3%A9&tbm=vid&source=lnms&fbs=AEQNm0CbCVgAZ5mWEJDg6aoPVcBgTlosgQSuzBMlnAdio07UCFdb4kkCZQx4-ERIk5vUh0hWbBcn17qhcg4G1UyOj4BlKXem91ToXWvZ18HADURY-Zl6eWSLkZl_3TtkJqstEWK9vsX5RvVCsejP7hsYOKBITTd-MiZL865RgazwIZWbdwhveur-sJPriAUJMGp_CZiuuHrX&sa=X&ved=2ahUKEwjbtL3J_eOIAxV1VKQEHYAYJ_8Q0pQJegQIDBAB&biw=1707&bih=922&dpr=1.5#fpstate=ive&vld=cid:2a6f5fc9,vid:lzVqDl044Rc,st:0
https://www.youtube.com/watch?v=bgrxHuBuE78
https://www.youtube.com/watch?v=t3c1iRARGBw
https://www.youtube.com/watch?v=V9wqboCZ-eo

Section 2: Understanding the Aggression Process

Objective:
Understand the process of aggression and identify situations where GBV occurs.
Content:
The cycle of violence :
Escalation phase: Minor incidents of anger and tension escalate.
Phase of the incident: The actual act of violence (physical, verbal, sexual).
Reconciliation/Calmness Phase: The abuser may apologize or apologize, causing the victim to forgive or doubt the seriousness of the event.
Repeat: This cycle repeats often, with the danger increasing each time.
High-risk situations:
Social events involving alcohol or drugs: These situations lower inhibitions and can lead to vulnerability factors exploited by people.
Closed environments: Dormitories, shared student apartments, or other secluded areas in universities.
Power imbalances: situations in which authority figures, such as professors or supervisors, abuse their power to commit sexual or psychological violence.

Section 3: Recognizing situations of sexual violence and indicators of gender-based violence
Objective:
Recognize sexist and discriminatory behaviors and indicators of GBV.
Content:
Psychological and emotional indicators:
Sudden withdrawal from social interactions.
Drastic changes in mood or behavior (anxiety, depression, excessive fear).
Decreased academic performance due to emotional distress.
Physical indicators:
Unexplained injuries, bruises, or marks that the victim avoids talking about.
Physical symptoms of stress (lack of sleep, fatigue).
Social indicators:
Isolation from peers or changes in social circles.
Dependence on the abuser for emotional or financial support.
Section 4: Legal obligations of higher education institutions in France
Objective:
Understand the legal obligations of higher education institutions in terms of GBV in France.
Content:
French legal framework:
Law No. 2014-873 (Gender Equality Law): Obliges institutions to implement gender equality policies and actively prevent gender-based violence.
Law No. 2002-73: Establishes the rights of victims of violence in education, employment and housing;
University Responsibilities:
Implement mandatory GBV prevention training for staff and students.
Establish confidential reporting procedures for victims.
Provide psychological and legal support to the students concerned.

Section 5: Student Rights Against Gender-Based Violence
Objective:
Know the rights of students in cases of gender-based violence.
Content:
Right to a safe environment: All students have the right to a safe and non-threatening learning environment that is free from harassment and violence.
Right to confidential reporting: Students can report incidents of gender-based violence without fear of reprisal. Universities must ensure the confidentiality of these reports and take immediate action.
Right to legal and psychological support: Students have the right to free access to legal advice and assistance services provided by the university or external partners.

-The right to receive quality education, in a respectful, equitable and safe environment.
- Right of expression and opinion (which may be restricted in cases of fear and violence)
-Right to privacy (which can be violated in case of intrusion and harassment)
- Social and economic rights (the right to have access to scholarships for example which can be undermined if I miss classes due to violence and the socio-economic impact of violence).

-Right to a safe environment
-Right to equity, equality and impartiality in access to education
- The right not to be discriminated against (harassment can also be discriminatory violence in which some victims are from minorities and carried out because of their gender or membership of sexual and/or racial minorities).
-The right not to experience sexual violence (see all the Istanbul and ECHR conventions) + the sexual rights of the WHO and UNESCO (of a sexuality that must be lived without violence).
- Right to information which can be vitiated in the event of harassment and transmission of knowledge
- The right to safety, hygiene and compliance with health standards (harassment and violence can expose you to STIs and unwanted pregnancies).
- Right to respect for human dignity and against degrading treatment (Article 8 ECHR)

Section 6: Psychological, Cognitive and Social Barriers to Reporting
Objective:
Understand the psychological, cognitive, and social aspects that limit reporting.
Content:
Psychological obstacles:
Fear of reprisals from the aggressor, especially in academic hierarchical relationships.
Shame or guilt: Victims often internalize feelings of guilt, thinking that the violence was their fault. And sometimes they don't want to make waves to remain integrated into social, economic structures, etc.
Cognitive barriers:
Normalization of violence: Many victims do not recognize certain behaviours as violence due to social conditioning.
Confusion: The victim may have trouble processing what happened or minimize the experience.
Social barriers:
Fear of social stigma and isolation.
Pressure from peers or the university community to remain silent.

Practical Activity

Include a practical activity for the learner (it can be a test, a scenario, questions through which the student can reflect and with a prompt by which he or she can be helped, free space for imagination, as long as it is relevant and DIGITALISABLE as an e-learning activity - For references on what we can include: go to the last pages of the template.

Section 7: Application of theoretical knowledge to real-world situations
Objective:
Apply theoretical knowledge to real-life cases.
Content:
Case Study Analysis:

To analyse real-life cases of gender-based violence in universities, focusing on warning signs, prevention methods and institutional responses.
Discussion: Panel discussion on how these cases could have been handled differently to avoid escalation or provide more support to victims.
Simulated scenarios:
Take part in role-plays to practice responding to incidents of gender-based violence. For example, how to intervene as a witness or help a victim report violence.

Section 8: Learning to Respond and Help Victims
Objective:
Learn how to respond to and help victims of gender-based violence.
Content:
Immediate response:
Active listening: Offer emotional support by listening without judgment.
Example sentence: (I believe you, thank you for your trust, can I do something for you?, You are brave....)
Safety first: Help the victim get to a safe place and contact the authorities if necessary.
Reporting and Tracking:
Encourage the victim to report the incident through the appropriate university channels.
Support Resources: Refer the victim to available counselling and legal services.
Creating an enabling environment:
Participate in the creation of a culture that no longer allows impunity for sexual and gender-based violence on campus. This approach will have to go further than the repressive and allow for a global questioning of our approach to this type of violence, and to rape culture. Rape culture can be defined as: a set of behaviors that trivialize, excuse, and justify sexual assault, or turn it into jokes and entertainment. Rape culture is a sociological concept used to describe a set of attitudes and behaviours, shared within a given society, that minimize, normalize, or even encourage rape. This culture, like other sociological uses of the term culture, refers to the idea that in a given society, people share ideas, beliefs, and social norms.
We do this through peer-led campaigns, awareness programs and active bystander interventions.

SUBMIT

Quiz
Include the questions and possible answers of the quiz, highlighting the correct one.
Write the questions and answers by following the provided example: Choose the option that aligns with empathetic behaviours and principles. What is empathy? Ignoring others' emotions and focusing on personal experiences.

The ability to understand and share the feelings of others. (Correct)
Dismissing others' emotions as insignificant.
SUBMIT

In the scenario where your friend, Sarah, expresses her worries about her job loss, which response demonstrates empathy?
Brushing off Sarah's concerns and changing the topic.
Immediately offering advice and solutions without considering her emotions.
Actively listening, empathising with her emotions, and providing emotional support. (C0rrect)
SUBMIT

What are the potential consequences of brushing off someone's concerns and changing the topic?
Enhanced sense of connection and trust.
Strained relationship and missed opportunity for support. (Correct)
Development of a deeper understanding of their perspective.
SUBMIT

In the scenario where Sarah shares her feelings of isolation, which response promotes empathy?
Dismissing the isolation as temporary.
Offering suggestions for self-care and activities to combat isolation.
Validating Sarah's feelings and suggesting seeking support from friends or support groups. (Correct)
SUBMIT

TAKE AGAIN

Why is active listening an important aspect of empathy?
It allows you to dominate the conversation and express your own opinions.
It demonstrates your genuine concern and creates a safe space for open communication. (Correct)
It encourages you to dismiss others' emotions and focus solely on problem-solving.
SUBMIT

TAKE AGAIN

What is the role of empathy in resolving conflicts and strained relationships?
Dismissing others' perspectives to maintain personal beliefs.
Offering immediate solutions to fix the issues.
Validating emotions, empathising, and promoting open communication. (Correct)
SUBMIT

Please, complete the content above before moving on.

Closing Message
Write a motivational or inspirational message to congratulate the young person for completing the module.
Congratulations! In this module, you have gained essential knowledge about gender-based violence (GBV), its different forms and its impact in higher education. You have learned to identify the warning signs and understand the dangerous situations in which violence is likely to occur. Most importantly, you are now aware of the legal obligations of universities in France, as well as students' rights to a safe and supportive environment. We also explored the psychological, cognitive, and social barriers that often prevent victims from reporting incidents of violence. By understanding these barriers, you will be better equipped to provide support to those affected by gender-based violence, whether by encouraging them to seek help or by responding directly to their needs. Through case studies and practical exercises, you had the opportunity to apply your new knowledge to real-life situations, preparing you to act decisively and compassionately in the face of violence. Finally, learning how to respond to and support victims has given you the tools to actively participate in building a culture of safety, respect, and zero tolerance for any form of violence on campus. Remember, preventing gender-based violence is not just about responding to incidents; It's about fostering an environment where everyone feels safe and supported. By completing this module, you have taken an important step in understanding and addressing gender-based violence in higher education. Together, we can help create a safer and more inclusive university community for all.

Questions & Answers

This section will collect the questions from the project team members and Femxa team responses throughout the modules digitisation process.

ID	Question	Answer
1		
2		
3		
4		
5		
…		

ANNEX A2 — MODULE 2

Technology-Facilitated Gender-Based Violence and Sexual Harassment on Social Media

Source authoring file: Mod2_13_01.docx

Contributor indicated in source: Universidad Rey Juan Carlos

DOCUMENTARY TRANSCRIPTION — original wording and template labels retained.

Training module title	Module 2: School-related gender-based violence in social media. Sexual harassment in social media. Definition, typologies, warning signs. Ways to detect, ways to remedy.
Partner	URJC. María Ávila Bravo-Villasante, Eva Palomo Cermeño, Teresa Madueño Hidalgo, Andrea Chamorro García, Selma Martínez Capilla.

Write below the content of the learning block. Please, address the target group with "YOU", since this should be the content to include in the e-learning activity for young students.

Attach to this block any images, videos or other multimedia resources you need to include or at least instructions if you need designers to make a diagram for the content.

Example of online module:

Example of online course:

You can see this example which corresponds to the Mentor 2.0 project. You can access this course as a guest, which means that you do not need to register (option only availabe right now to access the English version (Mentor 2.0 Open)).

Win course:

Welcome message
Insert a brief welcome message
Welcome to Module 2: School-related gender-based violence in social media. Sexual harassment in social media. Definition, typologies, warning signs. Ways to detect, ways to remedy. (URJC) The module is structured into seven sections. Section 1 explores the definition of gender-based violence in social media, also referred to as technology-facilitated gender-based violence (TFGBV). This form of violence disproportionately affects women and constitutes a violation of fundamental human rights, including privacy, dignity, sexual freedom, and freedom of expression. Section 2 addresses cyberdating violence, highlighting its distinctions from traditional forms of intimate partner

violence. Section 3 focuses on sexual harassment, media-related harassment, and their intersections with other forms of violence. Section 4 identifies the risks and signs of sexual harassment on social media. Section 5 outlines prevention strategies to address these issues. Section 6 examines European regulatory frameworks concerning TFGBV. Finally, Section 7 delves into the consequences of TFGBV within the context of higher education.

LET'S GET STARTED!

Objectives & Learning Outcomes
Insert the objectives and expected learning outcomes from the activity through bullet points
Understand what gender-based cyber-violence and online harassment are. To know the different manifestations of cyber-violence. Perceive the signs available to detect cyber-violence. Analyse the prevention tools that can be imp0.lemented to prevent gender-based cyber-violence. Know the legal framework available on cyber-violence. Understand the consequences of gender-based cyber-violence in general and in the higher education system.

Theoretical content

Section 1: Definition of gender-based violence in social media. Sexual harassment in social media

Gender-based cyber-violence, also known as technology-facilitated gender-based violence, is a type of violence that has emerged in recent years with the proliferation of information technologies. It is a new phenomenon that has attracted the attention of the scientific community and public institutions. The definition of online violence against women extends to any act of gender-based violence against women that is committed, assisted or aggravated in part or in whole by the use of ICTs, such as mobile phones and smartphones, the internet, social media platforms or email, against a woman because she is a woman, or affects women disproportionately.

It is a type of violence that uses digital technology to carry it out. Given that we live in digitised societies, its impact in recent years has increased exponentially. The report published in 2020 by UN WOMEN (UN Women 2020) highlights the increase and impact of COVID-19 in violence against women and girls facilitated by information and communication technologies (ICTs).

Human rights violated by technology-facilitated gender-based violence (TFGV)
TFGV a gross violation of fundamental human rights.

Right to privacy and intimacy: This is compromised when personal aspects are disclosed without the consent of individuals. The unauthorised dissemination of images or private data leads to a loss of control over the information, causing in many cases the abandonment of digital spaces and affecting participation in the digital environment.
Right to honour, self-image, reputation and social consideration: This is affected by acts such as defamation, insults or the creation of slanderous content. This can damage the reputation of the victim, affecting their personal relationships, job opportunities and, consequently, generating negative economic repercussions.
Right to sexual freedom: This is particularly violated by the non-consensual dissemination of intimate material. Sexual freedom implies absolute respect for consent, which in these cases is violated.
Right to life, physical and psychological integrity: This form of violence can trigger serious consequences such as anxiety, depression and feelings of shame, which affect victims' self-esteem and quality of life. In addition, online harassment, defamation and unauthorised disclosure of personal information can lead to social isolation and real threats to personal safety.
Right to freedom of expression: Victims of FTGBV are often forced to leave digital spaces due to coercion and attacks. This limits their ability to participate in the digital environment, restricting their access to information, opportunities and channels of expression.
Right to dignity: This is severely affected by the perpetuation of harmful gender stereotypes, sustained by sexism and the non-consensual dissemination of intimate images. Moreover, the normalisation of this type of violence online reinforces an environment that tolerates and perpetuates these violations.

Taken together, these impacts highlight the need to address FTGBV as a comprehensive problem that has a profound impact on people's rights and wellbeing.

Section 2: Cyberdating violence

By dating violence we mean any aggression of a psycho-emotional (e.g. coercive tactics), physical or sexual nature, unidirectional or bidirectional (Jennings et al., 2017), within the couple (Leen et al., 2013). Dating cyber-violence would be its virtual counterpart. It is characterised by a type of violence that is reproduced through the use of technological devices. Partner cyber-violence shares some similarities with online partner cyber-violence, in both cases there is psychological aggression (insults, put-downs, belittling, threats, emotional manipulation) and social violence (control of social relationships) (Foshee, 1996; Williams et al., 2012).
While cyber-violence in dating shares certain similarities with traditional forms of dating violence, it also presents unique characteristics shaped by the dynamics of online interaction. Control and surveillance tactics are often intensified in this context, including real-time location tracking, demands for images to verify attire or companions, and monitoring whether messages have been read.

The online environment also creates new avenues for perpetrating aggression (Stephenson et al., 2018). These include impersonation (Bennett et al., 2011), public displays of aggression, and issuing threats in digital spaces (Sánchez-Jiménez et al., 2015; Rodríguez-Dearriba et al., 2021). Moreover, the absence of the need for physical proximity allows aggression to occur at any time, further amplifying the reach and impact of this form of violence.
Section 3: Cyber sexual harassment and Cyber harassment media

Various terms are employed to describe cyber-abuse, which may or may not have a sexual component. These include cyber-harassment, cyber-stalking, cyber-bullying, digital abuse, and technology-facilitated abuse. A unifying aspect of these forms is the use of technology to exert power and control, often through fear or intimidation. Similar to other types of harassment and abuse, the content can involve sexual elements or target different aspects of an individual's identity, such as race, ethnicity, sexuality, gender identity, ability, or other personal characteristics.

Cyber sexual harassment harassment refers to any unwelcome sexual conduct occurring in digital spaces. It has the potential to make individuals feel intimidated, exploited, pressured, embarrassed, distressed, objectified, or subjected to discrimination. According to the European Institute for Gender Equality, it can take many forms, including but not limited to:
- Unwanted sexually explicit emails, text (or online) messages;
- Inappropriate or offensive advances on social networking websites or internet chat rooms;
- Threats of physical and/or sexual violence by email, text (or online) messages;
- Hate speech, meaning language that denigrates, insults, threatens or targets an individual based on her identity (gender) and other traits (such as sexual orientation or disability). (European Institute for Gender Equality (2017).

Forms of online sexual harassment, online harassment or abuse include:
Cybermobs: Use of numerical force. Account denunciation by several coordinated people to close the victim's account or detract from the victim's visibility.
Cyberstalking: Virtual expression of misogyny and a form of gender-based violence. It is stalking that may include hate speech, threats of violence, false accusations, blackmail, sexual harassment, etc.
Cyber-Harassment - Spamming: Repeated attacks (not isolated) on a woman, by one or more persons, with the aim of humiliating her or causing her distress and fear, by posting or sending offensive or threatening comments, etc.
Deepfake: Use of a person's image to generate a fake image or video in which the person is presented as voluntarily participating in it, mainly related to sexual violence content. In addition, intimate images are often used as a weapon to tarnish women's reputations in the public sphere, jeopardising their careers and undermining public trust.
Hate speech and/or advocacy: Written, verbal or visual expressions of discrimination, harassment, threats or violence. Any speech that trivialises, glorifies or incites violence against women is hate speech.
Happy Slapping: Recording of a physical, verbal or sexual assault and its dissemination online through digital technologies (websites, blogs, chats, social networks, etc.). Most commonly, this violence is disseminated via a social network and can sometimes go viral.

Grooming: Criminal forms of harassment involving an adult who contacts a child or adolescent to gradually gain their trust and then involve them in sexual activity.
Sextortion: Sextortion is a type of sexual extortion in which the person who is being blackmailed is threatened with the publication and/or the possibility of sharing one or more images of him or her, whether videos or photographs, in which he or she is naked or performing sexual acts. The purpose of this blackmail is to dominate the will of the victim, to obtain some financial benefit and/or to victimise the person sexually. Blackmail is carried out using digital devices.
Doxing: Invasion of privacy to distribute personal information and facilitate the humiliation, intimidation, threat and/or public punishment of the person being harassed.
Spyware: Monitoring and control of another person's social media activity without their knowledge, through spyware. It can be a way to obtain information and harass people through doxing.
Digital spaces where there is a high risk of cyber-violence, especially sexually charged and towards women:
Onlyfans: It is presented as a platform for buying and selling generic content, but it is one of the main entry windows to pornography. Through economic coercion and threats of various kinds, content generators are pushed to make their images, videos, etc. more explicit. Moreover, thanks to its online nature, it is more difficult to perceive the risk of exposure and makes it easier to obtain content for cyber-violence. It also poses security risks, as the presence of a paywall does not necessarily make the content you upload to a platform more secure.
SugarDaddy: It is presented as a platform to establish relationships between an economically well-positioned adult and an adolescent or young girl with economic needs (with a special focus on young university girls), through the purchase and sale of the girl's company by the adult. These platforms do not provide information on the impact and consequences of this buying and selling, and special attention is paid to separating it from prostitution, which makes it difficult to see the reality, which is none other than access to the body of a very young woman in exchange for money. Initially, the payment is made only to obtain the company of this young woman, but the risk of escalation to sexual requests is almost immediate, and the space is set up so that the buyer, through coercion and manipulation, can satisfy her demands. In this context, cyber-violence is the initial tool to control the victims and gain access to their bodies whenever desired.
Section 4: Risks and signs of sexual harassment in social media
Difficulties in maintaining or forming social relationships, isolation and social phobia, sudden cessation of previous social activities or cessation of going out with the usual group of friends.
Extreme dependence on close adult figures, need to be surrounded by trusted adults due to continuous feeling of fear or alertness. Normally occupying secluded spaces, hypervigilance in the sense of being in a totally protected place.
Self-censorship in the use of networks, stopping posting content for fear of consequences, or sudden total abandonment of social networks.
Deterioration or disappearance of self-esteem.
Continuous and extreme feelings of guilt, insecurity, worthlessness, loneliness in any situation.
Stress, anxiety or depression disorders. They may also appear in combination.
Failure to attend school or sudden and significant drop in school productivity, poor grades, lack of concentration or difficulty in maintaining attention.
Neglect of hobbies or other similar activities, as with school or work obligations.
Frequent manifestations of sickness, in the face of fear of leaving one's own home, excuses of

indisposition are more frequent to be able to justify isolation and neglect of tasks.
Radical change of the usual attitude, sudden mood swings. Irritability, moodiness, sadness, apathy, impatience, aggressiveness.
Sudden psychosomatic symptoms: headache, abdominal pain, dizziness, nausea, insomnia, intestinal changes, loss of appetite, weight loss.
Difficulty or breakdown in communication, hiding or shameful behaviour, not being able to convey to others even on the most everyday topics, often a sudden change, more introverted behaviour, withdrawn attitude, difficulty in making eye contact.
Substance use or abuse.
Self-harm, bodily neglect of basic hygiene tasks or suicide attempts.
Section 5: Prevention
Identify the blocking tools that social networks have so that you can use them at times when something on the network makes you uncomfortable.
Pay special attention to unknown profiles/persons. Do not accept friend or follow requests if you do not know where they come from.
Create private profiles that can only be seen by your contacts or, if not, always set the profile privacy settings as high as possible. Create strong passwords and change them regularly.
Do not share private information on social networks that you do not want to be made public. This also includes compromised photos or videos.
Check your words and actions, do not participate in campaigns to harass others and report such attitudes.
If you are a mentor to a minor who is starting to use social networks, accompany them in the process, to guide them in good usage practices, enabling them to identify risks little by little and to develop their own digital safety criteria.
Implement research on the phenomenon in order to further expand knowledge of the issue and thus be able to seek effective solutions, paying special attention to the gender perspective and gender mainstreaming. Also pay attention to the experiences of the victims to build this framework in a deeper way.
Create protocols to raise social awareness of the problem, promote empathetic and ethical values against this situation, awareness campaigns to make the phenomenon visible. Transmission of risk factors and existing response mechanisms.
Legislative and institutional updating through inter-institutional and inter-community agreements. Official protocols of obligatory knowledge and development in all the institutions involved, as well as the important periodic evaluation of these protocols. Ensuring anonymous channels of help and denunciation.
Guidance for the social actors involved: professionals such as the school or health sector, the family sector or, in short, society in general, such as treatment in the media and advertising control.
Technological literacy of those responsible for minors, as well as the provision of resources and monitoring tools. Establishment of reference figures such as cyber-mentors.
Increasing the capacity for intra-family communication, promoting a balance in the use of devices and social networks through time limits or allowing access according to the age of minors.
Consonance between schools and families in the face of this phenomenon, establishing a collaborative model of knowledge and resolution through regular meetings.
Education in the management of emotions.

Section 6: Normative

There are numerous agreements and commitments at the international level, including the following Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) Adopted on December 18, 1979 by the United Nations General Assembly in its resolution 34/180 of December 18, 1979; and the Declaration and Platform for Action of the IV International Conference on Women in Beijing (1995).
The Council of Europe Convention on preventing and combating violence against women and domestic violence, done at Istanbul on May 11, 2011, establishes the bases of violence against women and the measures to be taken by the states that sign it.

Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting victims and replacing Council Framework Decision 2002/629/JHA: establishes minimum standards relating to the definition of criminal offenses and sanctions in the field of trafficking in human beings. It also introduces common provisions considering the gender perspective to improve the prevention of this crime and the protection of victims.
Directive (EU) 2023/970 of the European Parliament and of the Council of 10 May 2023 reinforcing the application of the principle of equal pay for equal work or work of equal value for men and women through pay transparency measures and enforcement mechanisms: This Directive establishes minimum requirements to reinforce the application of the principle of equal pay for equal work or work of equal value for men and women and the prohibition of discrimination, in particular through pay transparency and reinforced enforcement mechanisms.

The Global Digital Compact (GDC), The GDC adopted as an annex to the Pact for the Future during the Summit of the Future in September 2024, outlines a framework of shared principles and guidelines for the global governance of digital technologies. Its aim is to foster an inclusive, open, sustainable, equitable, safe, and secure digital future for all. The GDC emphasizes the need for enhanced international collaboration to bridge the digital divide, identifying gender equality and the empowerment of women and girls as fundamental principles. It underscores the importance of their full, equal, and meaningful participation in digital spaces. Furthermore, the Compact advocates for gender mainstreaming and highlights the necessity of addressing and eradicating all forms of violence, including sexual and gender-based violence, that are facilitated or exacerbated by technological means.

CSW Agreed Conclusions (2023). The Agreed Conclusions of the 67th session of the Commission on the Status of Women (CSW) in 2023 focused on the priority theme: Innovation and technological change, and education in the digital age for achieving gender equality and the empowerment of all women and girls.As the Commission’s primary outcome, the Agreed Conclusions provide a comprehensive analysis of the theme and propose a series of actionable recommendations. These recommendations are directed toward governments, intergovernmental organizations, civil society, and other relevant stakeholders, with the aim of fostering implementation across international, national, regional, and local levels

Human Rights Council Resolution A/HRC/56/L.15, Technology facilitated gender-based violence (2024). In July 2024, the Human Rights Council (HRC) adopted a resolution addressing technology-facilitated gender-based violence (TF GBV). The resolution tasks the HRC Advisory Committee with conducting a study on TF GBV and its effects on women and girls. The study aims to deepen understanding of the issue, showcase effective global practices for combating such violence, and provide recommendations for addressing it. The findings are to be presented at the Council's sixty-third session. The resolution emphasizes a collaborative approach, involving stakeholders such as the UN, survivors, women's rights and youth organizations, the private sector, and others.

Intensification of efforts to eliminate all forms of violence against women: Report of the Secretary-General (2022). In line with UN General Assembly resolution 75/161, which calls for intensified efforts to prevent and eliminate all forms of violence against women and girls, this report (A/77/302) highlights the pressing need to address violence in digital spaces. It also examines broader initiatives to combat violence against women, particularly in the context of the COVID-19 pandemic. The report outlines actions taken by Member States and UN entities to tackle these issues and offers conclusions and targeted recommendations for future steps.

UN Women Observer Paper for the CSW 67, "Stepping Up Action to Prevent and Respond to Online and ICT-Facilitated Violence against Women and Girls" (2022). This paper explores key trends in knowledge and implementation gaps related to online and ICT-facilitated violence against women and girls while highlighting effective emerging practices. It draws insights from various sources, including the 2018 Report of the Special Rapporteur on Violence against Women focusing on online violence from a human rights perspective, a global landscape analysis by UN Women in 2021, the 2022 Report of the Secretary-General on intensifying efforts to eliminate all forms of violence against women, and several recent studies. Together, these findings inform a set of recommendations to address these gaps.

Expert Group Meeting report: Innovation and technological change, and education in the digital age for achieving gender equality and the empowerment of all women and girls (2023). This publication presents the findings and recommendations from the Expert Group Meeting on the CSW 67 priority theme, held from October 10 to 13, 2022. It features a glossary of terms, along with summaries of background papers, expert contributions, and informational notes prepared specifically for the Expert Group Meeting. These materials examine various aspects of the theme, highlight key trends and knowledge gaps, and propose actionable policy recommendations for implementation at international, regional, national, and local levels.

Normative frameworks on gender perspectives in technology and innovation (2022)
National legal framework . This paper, developed in preparation for CSW 67, examines how past global normative frameworks have addressed gender equality and the empowerment of women in the context of technology and innovation.

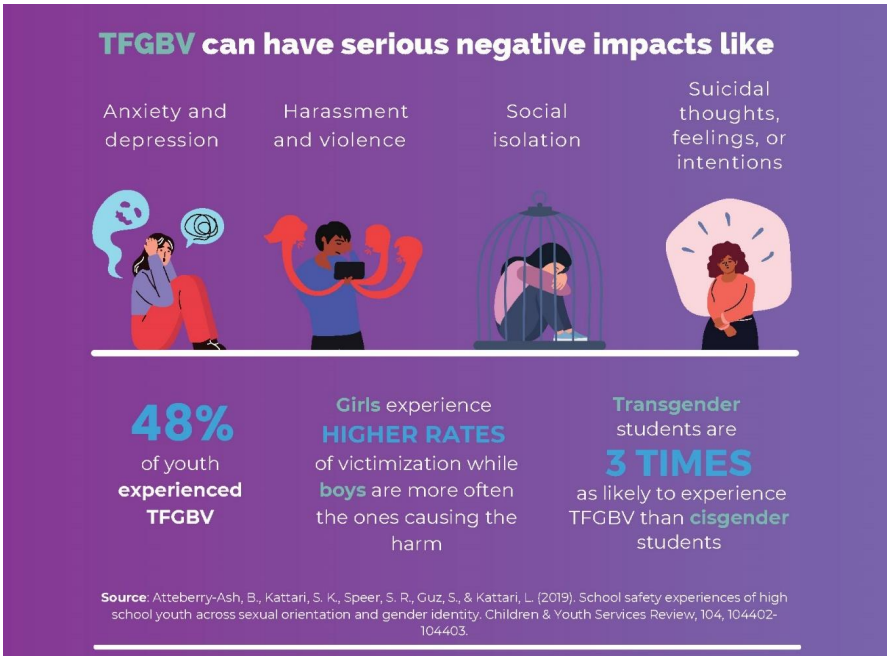
Section 7: Consequences of Cyber sexual harassment in highe education systems

In higher education systems we find a range of different forms of gender-based violence, and sexual harassment is part of this continuum. Especially women experience forms of sexual harassment online (Cyber sexual harassment, CSH) by mostly male perpetrators with a clear lack of empathy and moral disconnection: image-based sexual abuse, sexualised bullying and unwanted sexualisation, coercion and exploitation. The outcomes of these manifestations of harassment are more negative for women.
Research suggests that the impact of online harassment on victims may be more significant than that of traditional harassment. This is due to the potentially limitless audience, the increased impact and greater accessibility of the content, the ease with which content can be passed on or seen repeatedly, or the endurance of an image. Also, that being a victim of violence is always an adverse experience with potentially harmful lifetime effects (Kowalski et al. 2019).
Ilustración 2. Impacts TFGBV, Source: Digitally Informed Youth (DIY)

Research review in academic literature show that "Sexual harassment has severe consequences for students and staff in terms of physical, psychological and professional short- and long-term effects. More than half of students and faculty experiencing sexual harassment do not report the events to management." (Bondestam & Lundqvist, 2020, p. 402)
Possible consequences on victims of Cyber sexual harassment (CSH): physical, emotional, psychological, social and professional:
Physical pain, somatisations.
Irritation, anger, frustration, stress, discomfort, feelings of fear, shame, powerlessness, degradation, helplessness, low self-esteem, lack of self-confidence, suicidal ideations -and even attempts-.
Depression, anxiety, post-traumatic stress disorder, sleep disorders.
Substance use/abuse.
Social isolation from peer groups, impaired social abilities.
Academic achievement can be affected (lack of concentration…), student absenteeism, impaired career opportunities, reduced job motivation.
Consequences in Higher education environments: A toxic and stressful atmosphere can be created among students and staff -'bystanders' affected-.

In the U.S.,
two out of every ten
young women, aged 18-29,
have been sexually
harassed online and
one in two
say they were sent
unwarranted explicit
images.

- In Canada, **ONE IN FIVE** women reported that they had experienced online harassment in 2018.[i]
- In France, **15 %** of women said they experienced some form of cyber harassment.[ii]
- In the United States, according to the Pew report 2017, women are about **TWICE** as likely as men to say they have been targeted as a result of their gender.[iii]
- In the European Union, **1 in 10** women report having experienced cyber-harassment since the age of 15.[iv]
- In Pakistan, the Hamara Internet study revealed that **40%** of women had faced various forms of harassment on the internet.[v]



Practical Activity
Include a practical activity for the learner (it can be a test, a scenario, questions through which the student can reflect and with a prompt by which he or she can be helped, free space for imagination, as long as it is relevant and DIGITALISABLE as an e-learning activity - For references on what we can include: check the end of the document)
Practical Task – Social Media Audit Perform a digital safety audit of one of your social media accounts. Follow these steps: Check your current privacy settings. Ensure your account is private or that settings are as restrictive as possible. Review your friend or follower list and remove unknown or suspicious profiles. Update your password to a strong, unique one. Identify where the blocking, reporting, and help tools are located. Deliverable: Take screenshots of any changes you make (e.g., setting your account to private or updating your password) and upload a short reflection explaining the changes and why they are important for your digital safety.

Quiz
Include the questions and possible answers of the quiz, highlighting the correct one.

Which of the following behaviors is indicative of self-censorship in the use of social networks?
Posting more content online
Stopping posting content for fear of consequences (Correct)
Becoming more active in online discussions
Sharing personal thoughts openly

A significant deterioration or disappearance of self-esteem is a sign of what?

Increased popularity
A healthy social media presence
Sexual harassment or its effects (Correct)
Improved communication skills

Which of the following may result from sexual harassment on social media?
A sudden increase in academic productivity
Continuous feelings of guilt, insecurity, worthlessness, loneliness (Correct)
Increased socialization with peers
Decreased anxiety and stress

What is a common psychological symptom of social media harassment?
Stress, anxiety, or depression (Correct)
Increased self-confidence
Improved concentration
Better emotional regulation

What is technology-facilitated gender-based violence (TFGBV)?
Physical violence occurring in a digital setting
Any act of gender-based violence involving the use of ICTs to harm or intimidate women. (Correct)
Verbal arguments on social media between strangers.
Online disagreements about gender issues.

Which of the following is an example of a human right violated by TFGBV?
Right to education.
Right to work only in digital spaces.
Right to privacy and intimacy. (Correct)
Right to access entertainment platform.

What does "doxing" involve?
Repeated sending of spam messages to a victim.
Publishing deepfake videos on social media.
Collecting and sharing personal information to harass someone. (Correct)
Stalking someone in person using digital tools.

What is "sextortion"?
Sending repeated threatening emails to someone.
Blackmailing someone with private images or videos to gain sexual or financial favors. (Correct)
Creating fake profiles to harass individuals.
Filming and sharing physical assaults online.

What does "cyberstalking" typically involve?
Sharing spam messages across social media.
Persistent monitoring, threats, and harassment online. (Correct)
Reporting fake accounts to social media administrators.
Publishing misleading articles about gender violence.

Why is spyware considered a tool for cyber-violence?
It blocks access to social media accounts.
It allows monitoring and control of someone's online activities without their consent. (Correct)
It generates spam messages to distract victims.
It prevents the sharing of private content online.

Please, complete the content above before moving on.

Closing Message
Write a motivational or inspirational message to congratulate the young person for completing the module.
Congratulation 5 lines to send a supportive message!

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Bibliography and downloadable materials (if any)

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Downloadable materials

https://www.diydigitalsafety.ca/resources

https://www.savethechildren.es/actualidad/happy-slapping-violencia-online-menores

https://fmujeresprogresistas.org/wp-content/uploads/2020/12/Guia-Ciberacoso-FMP-2020.pdf

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ANNEX A3 — MODULE 3

Gender-Based and Sexual Violence in University Settings

Source authoring file: IPP Training module_PREVHED project V04.docx

Contributor indicated in source: Instituto Politécnico do Porto

DOCUMENTARY TRANSCRIPTION — original wording and template labels retained.

Training module title	Gender-based and sexual violence in higher education at the university
Partner	IPP

Write below the content of the learning block. Please, address the target group with "YOU", since this should be the content to include in the e-learning activity for young students.

Attach to this block any images, videos or other multimedia resources you need to include or at least instructions if you need designers to make a diagram for the content.

Example of online module:

Example of online course:

You can see this example which corresponds to the Mentor 2.0 project. You can access this course as a guest, which means that you do not need to register (option only availabe right now to access the English version (Mentor 2.0 Open)).

Win course:

Welcome message
Insert a brief welcome message
Welcome to Gender-based and sexual violence in higher education at the university Welcome to the Sexual Harassment Awareness and Prevention Module! In this course, you will explore the various types of sexual harassment, learn to identify warning signs, and gain an understanding of detection methods. We will also cover the support systems available for victims and the steps universities can take to repair harm and prevent future incidents. By the end of this module, you will have the knowledge and tools to foster a safer and more respectful university environment. Let us embark on this important journey together!

Objectives & Learning Outcomes
Insert the objectives and expected learning outcomes from the activity through bullet points
Understand the key concepts of gender-based violence in academic institutions Identify the different forms of sexual harassment at the university Recognize the warning signs of sexual harassment Know the means of detection available Know the means of redress for victims of sexual harassment at the university

Theoretical content
Write the introduction to the module- Going into detail about the main topic, why it is important? What it is for? Anything you think is crucial for the learner. Write the texts of the activity.
Section 1: Definition of gender-based violence at the university Gender-based violence (GBV) is a widespread issue that threatens the safety, dignity, and equal participation of individuals across all sectors of society, including higher education. The term 'gender-based violence' refers to violence that is deeply rooted in power inequalities, strict gender norms, and gender discrimination, and it remains one of the most serious human rights violations in all societies. GBV encompasses any form of violence based on a person's sex or gender. Although violence affects individuals of all genders, not everyone experiences it to the same degree. In fact, both women and men face gender-based violence; however, such violence in society and universities often reflects broader societal power dynamics, positioning women, marginalized groups, and minorities as generally subordinated and primary victims. According to the United Nations (UN), one in three women and girls worldwide will experience physical or sexual violence during their lifetime. Simultaneously, in the European Union (EU-27), one in three women (30.7 %) has encountered physical violence or threats and/or sexual violence over their lifetime. These alarming statistics underscore the widespread nature of gender inequality and discrimination against women. Universities play a significant role in shaping societal norms, and unfortunately, they can also be places where gender-based violence persists. According to recent insights from the UniSAFE project, the issue is quite widespread in European higher education institutions: a striking 62% of over 42,000 respondents shared that they have faced some form of gender-based violence during their time at their institution. Among them, psychological violence stands out as the most frequently reported, impacting 57% of those surveyed. Additionally, nearly one in three (31%) students and

staff indicated they have encountered sexual harassment, while 6% reported experiencing physical violence and 3% shared experiences of sexual violence.
The Istanbul Convention (Council of Europe's Convention on preventing and combating violence against women and domestic violence) describes gender-based violence as any act that can cause harm to women- be it physical, sexual, psychological, or economic. This includes not only actual harm but also threats, coercion, or any unfair restriction of freedom, whether these situations arise in public or private settings. On this foundation, gender-based violence is understood to include seven interconnected types of violence.
Physical gender-based violence
Sex or gender-motivated physical assaults.
Acts intended to cause pain and/or physical injury, or to limit others' self-determination.
Includes actions such as beating, kicking, punching, biting, maiming, or the use of objects and weapons.
Demonstrates social power differences and can be employed to impose specific demands or exert control, occasionally through coercion.
Verbal gender-based violence
Insults and degrading remarks related to gender.
Verbal gender-based violence is closely linked to gender roles, including comments or jokes that target women or depict them as sexual objects.
Verbal violence encompasses issues that are personal in nature, including insults (whether in private or in public), ridicule, the use of offensive language, derogatory comments about loved ones, and threats of additional forms of violence directed at the victim or someone close to them.
Verbal violence can be classified as hate speech and can take various forms, including words, videos, memes, or images shared on social networks.
Gender-based hate speech primarily targets women and LGBTIQA+ individuals based on their sex, gender, sexual orientation, or gender identity.
Psychological Violence
Psychologically abusive behaviors include control, coercion, verbal abuse, and blackmail.
A common example in universities is the social isolation of young men or women who do not conform to traditional gender roles.
In public spaces, isolation is often imposed by peer groups but can also be enforced by authority figures such as teachers or sports coaches. Typically, this form of isolation involves exclusion from particular group activities.
Economic and financial violence
Actions or behaviors that result in economic harm to an individual.
Economic violence both causes and results from dominant gender power relations in societies.
Economic violence can manifest as property damage, restricted access to financial resources, education, or paid work (particularly affecting women), as well as a failure to fulfill certain economic responsibilities.
Sexual Violence
Any type of non-consensual sexual contact.
This includes any sexual acts that occur without consent, such as attempts to engage in a sexual act, sexual assaults, or any other actions directed at someone's sexuality without their agreement.
There are three particular forms of sexual violence in the public sphere that are worth noting: sexual

harassment at the workplace and universities, sexual violence as a weapon of torture, and sexual violence against (perceived) LGBTQIA+ people as a means of 'punishment' for resisting prescribed gender roles.

Harassment

Unwanted sexual behavior that violates a person's dignity, including both sexual harassment and gender harassment.

Sexual Harassment refers to any unwanted behavior that has a sexual tone, such as inappropriate touching, remarks about someone's appearance or body, stalking, sharing sexual images, or making sexist jokes. It's important to recognize these actions and understand that they can have serious effects on our community.

Gender Harassment: This form of harassment differs from sexual harassment in that it does not necessarily involve sexual behavior; rather, it focuses on stereotypical biases, power imbalances, or hostility directed towards a specific gender.

Section 2: Typologies and definitions of sexual harassment

Sexual harassment in academic institutions can manifest in various forms, each exhibiting distinct repercussions on the victims. Grasping these typologies and definitions is of paramount importance for the effective recognition, prevention, and intervention of such behaviors.

Moral harassment

Moral harassment, often referred to as psychological harassment or bullying, encompasses behaviors designed to intimidate, control, or inflict psychological harm upon the victim. This form of harassment may manifest in several ways, including:

Psychological Pressure: Continuous criticism, disparaging remarks, and unreasonable expectations that erode the victim's self-esteem and confidence. Such pressures may encompass the imposition of unattainable deadlines, excessive workloads, or the incessant interrogation of the individual's abilities and decisions.

Threats can manifest as either explicit or implicit threats to an individual's academic standing, reputation, or personal safety, thereby fostering an atmosphere of fear and anxiety. These threats may be direct, exemplified by the threat of failing a student in a course, or indirect, such as insinuating that the individual's future opportunities may be compromised should they fail to comply with specific demands.

Isolation refers to the intentional exclusion from social or academic activities, resulting in feelings of loneliness and alienation. Such exclusion may manifest in various forms, including the victim's removal from group projects, social events, or significant meetings, thus causing them to feel marginalized and unsupported.

Manipulation involves the utilization of deceit or coercion to influence the actions or decisions of a victim, frequently leading them to question their own judgment. Such tactics may encompass the dissemination of false information, gaslighting, or the establishment of circumstances that compel the victim to acquiesce to the demands of the perpetrator.

Moral harassment can have a significant impact, often leading to lasting psychological challenges like depression, anxiety, and post-traumatic stress disorder (PTSD). It may also influence a person's academic performance and overall well-being, sometimes causing them to pull back from their studies or, in some cases, even leave the university.

Sexual harassment

Sexual harassment includes a variety of unwanted sexual behaviors that undermine the dignity of the victim. These behaviors may encompass:

Unwanted Sexual Propositions: Ongoing and unwelcome requests for sexual favors or dates, often paired with promises of academic or professional advancement. These propositions can lead to a power imbalance, making the victim feel pressured to comply to avoid negative consequences.

Explicit Comments: These are remarks that are lusty or sexually suggestive, including jokes or comments about someone's looks, body, or personal life. Whether made in person, through digital means, or in public spaces, these comments can make the recipient feel embarrassed and uncomfortable.

Physical Advances: Unsolicited touching, embracing, kissing, or any form of physical contact that intrudes upon the victim's personal space, resulting in a feeling of discomfort or menace. Such actions can vary from seemingly innocuous gestures, such as a hand placed on the shoulder, to more explicit behaviors, including groping or non-consensual kissing.

Sexual harassment fosters a hostile and intimidating environment, hindering victims' ability to concentrate on their studies or engage fully in university life. It can result in emotional distress, diminished academic performance, and a reluctance to participate in social or academic activities. In some instances, victims may feel pressured to change their courses, avoid specific areas of the campus, or even leave the university to escape the harassment.

Sexual assault

Sexual assault is a serious form of sexual harassment that involves non-consensual sexual contact. This may include:

Rape is a deeply traumatic experience that occurs when someone engages in sexual intercourse without the victim's consent, often accompanied by physical violence or coercion. It can lead to long-lasting effects that can impact the victim’s physical health, emotions, and mental well-being.

Forced Touching: Any instance of non-consensual physical contact of a sexual nature, including but not limited to groping or fondling. Such actions may occur in diverse environments, including educational institutions, residential halls, or social gatherings, potentially resulting in the victim experiencing feelings of violation and insecurity.

Other Non-Consensual Sexual Contact refers to any sexual activity that transpires without the consent of the victim, which encompasses attempts to engage in sexual acts. This may involve coercion, manipulation, or the administration of substances to incapacitate the victim.

The repercussions of sexual assault are profoundly detrimental and extensive. Victims may endure serious physical injuries, emotional trauma, and enduring psychological effects, including post-traumatic stress disorder (PTSD), depression, and anxiety. The influence on their academic and social lives can be substantial, resulting in withdrawal from university or a deterioration in academic performance. Furthermore, the stigma and shame associated with sexual assault can impede victims' ability to seek assistance and support.

Verbal gender-based violence

Verbal gender-based violence is the use of language that can hurt, belittle, or unfairly treat individuals because of their gender. It can appear in different ways, such as:
Derogatory Remarks: The expression of disapproving comments concerning an individual's gender, capabilities, or roles, which reinforces detrimental stereotypes and perpetuates gender inequality. Such remarks may be articulated during informal conversations, educational discussions, or in formal communications, thereby contributing to a hostile environment for the affected individual.
Sexist humor constitutes the act of delivering jokes or making remarks that belittle or objectify individuals based on their gender, frequently masquerading as humor. Such comments can trivialize the experiences of victims and perpetuate a culture characterized by disrespect and discrimination.
Inappropriate Gender-Based Language: The use of slurs, insults, or other derogatory language directed towards individuals based on their gender constitutes a serious issue. This may encompass name-calling, pejorative terms, or other manifestations of verbal abuse that diminish the dignity and self-worth of the affected individuals.
Verbal gender-based violence can engender a toxic and unwelcoming environment, impeding victims' ability to feel safe and esteemed. Furthermore, it may contribute to a culture of discrimination and inequality, adversely affecting the overall climate of the university. Victims of verbal gender-based violence often endure emotional distress, diminished self-esteem, and a reluctance to engage in academic and social activities.

Comprehending these typologies and definitions is paramount for acknowledging the various forms of sexual harassment and their repercussions on victims. By cultivating an awareness of these behaviors, university communities are able to undertake proactive measures to avert harassment, assist victims, and foster a safe and inclusive atmosphere for all students.

Section 3: Warning signs and means of detection
Recognizing the warning signs of sexual harassment is essential for enabling prompt and effective intervention. Early detection can avert further harm and offer timely support to victims.

Warning signs
Recognizing the warning signs of sexual harassment requires observing changes in behavior, avoidance patterns, and both verbal and non-verbal indications of distress.

Behaviour Change
Social Withdrawal: Individuals who are victims of sexual harassment may commence the process of withdrawing from social interactions and activities that they previously found enjoyable. This withdrawal may manifest in various ways, including the avoidance of group projects, social events, and even casual conversations with peers. Such isolation can serve as a coping mechanism, aimed at circumventing further harassment or addressing the emotional repercussions of the abuse.
Increased Anxiety: A significant rise in anxiety levels can indicate harassment. Victims may display signs of nervousness, such as fidgeting, sweating, or difficulty concentrating. They might also share feelings of fear or dread about attending specific classes or events.
Declining Academic Performance: An abrupt decline in academic performance can indicate a serious issue. Victims might find it difficult to concentrate on their studies, overlook deadlines, or

even skip classes. The stress and trauma from harassment can greatly hinder their academic achievements.

Avoidance of certain areas or persons

Refusal to Attend Classes or Events: Individuals affected by harassment may elect to abstain from attending particular classes, events, or locations where the likelihood of encountering the harasser is significant. Such avoidance may result in interruptions to their educational experience and diminished participation in university activities. Additionally, they may modify their daily routines, including taking alternative routes to their classes or evading specific buildings.

Avoidance of Specific Individuals: Victims may take extra measures to avoid interactions with the harasser. This can include skipping office hours, avoiding group meetings, or staying away from social gatherings where the harasser might be present. Such behavior can clearly indicate that the victim feels unsafe or uncomfortable around certain individuals.

Verbal or non-verbal indications

Expressions of Discomfort: Victims may verbally communicate their discomfort or unease regarding certain individuals or situations. They might comment on feeling unsafe, being harassed, or experiencing inappropriate behavior. Such expressions should be taken seriously and investigated promptly.

Non-Verbal Cues: Non-verbal signals, including body language, can serve as indicators of distress. Victims may display signs of discomfort, such as avoiding eye contact, crossing their arms, or maintaining physical distance from others. Although these cues may be subtle, it is crucial to acknowledge them as potential indicators of harassment.

Means of detection

Effective detection of sexual harassment necessitates proactive measures such as monitoring, reporting, training, and internal investigations.

Monitoring and reporting

Secure Reporting Channels: It is imperative to establish secure and anonymous reporting channels to encourage victims and witnesses to come forward. Such channels may include online reporting systems, hotlines, or designated personnel trained to address harassment complaints. Ensuring confidentiality and protection against retaliation is vital for fostering trust and promoting reporting.

Regular Monitoring: Ongoing observation of the university environment can help identify patterns of harassment. This may include reviewing reports, holding regular check-ins with students and staff, and ensuring open lines of communication for concerns to be expressed.

Training and Awareness

Training Programs: The implementation of comprehensive training programs for both staff and students is essential in equipping them to recognize and adequately respond to incidents of sexual harassment. These programs should encompass clear definitions and various types of harassment, warning signs, reporting procedures, and available support resources. Regularly scheduled training

sessions are imperative to ensure that all individuals are well-informed of their responsibilities and the support systems accessible to them.
Awareness Campaigns: Raising awareness about sexual harassment through campaigns, workshops, and informational materials can significantly contribute to the establishment of a culture characterized by respect and accountability. These efforts serve to educate the university community on the importance of consent, respectful conduct, and the detrimental effects of harassment on victims.

Internal investigations and audits
Regular Surveys: Conducting regular surveys to assess the academic climate and identify potential problems can yield insightful information regarding the prevalence and characteristics of harassment. These surveys may maintain anonymity to facilitate candid feedback, and should encompass inquiries concerning experiences with harassment, perceptions of safety, and the efficacy of reporting mechanisms.
Internal Audits: Conducting internal audits of harassment policies and procedures can help pinpoint gaps and areas needing improvement. These audits may involve reviewing case files, interviewing stakeholders, and benchmarking against best practices. The findings can guide policy updates and the creation of more effective prevention and response strategies.
By recognizing the signs of distress and implementing effective detection mechanisms, universities can create a safer and more supportive environment for all students. Timely intervention and proactive strategies are critical for preventing harassment and ensuring that victims receive the necessary support.

Section 4: Means of repair and support
Victims of sexual harassment at universities require comprehensive support and resources to recover from their experiences and pursue justice. This section outlines the various forms of repair and support available to victims.

Support for victims
Providing prompt and continuous support to victims is essential for their recovery and well-being. This support can take various forms:

Psychological Assistance
Counselling Services: Access to professional counseling services is imperative for victims to process their experiences and initiate healing. Qualified counselors are equipped to provide a secure and confidential environment where victims can articulate their emotions, obtain emotional support, and cultivate coping strategies. Such services should be readily available and easily accessible to all students.
Emotional Support: In addition to professional counseling, emotional support from peers, family, and university staff can significantly contribute to a victim's recovery. Fostering a supportive environment where victims feel heard and validated can help alleviate feelings of isolation and

shame.

Legal Support
Rights Information: Victims require clear and accurate details about their legal rights and the available options. This encompasses understanding the laws pertaining to sexual harassment, the procedures for filing complaints, and the protections against retaliation.
Support in Legal Proceedings: Navigating the legal system can be daunting for victims. Offering legal assistance, including access to legal advisors or advocates, helps victims understand their rights, prepare for legal proceedings, and ensure their voices are heard. This support may also involve accompanying victims to court or university hearings.

Support Groups
Establishment of Support and Self-Help Groups: Support groups can provide individuals affected by trauma with a sense of community and solidarity. These groups create an environment for individuals to share their experiences, extend mutual support, and gain insights from others who have encountered comparable challenges. Additionally, self-help groups have the potential to empower individuals by cultivating a sense of agency and resilience.

Means of repair
Addressing the harm caused by sexual harassment requires taking concrete actions to hold perpetrators accountable and restore victims' dignity.

Disciplinary Measures
Implementation of Sanctions: Higher education institutions must establish comprehensive and enforceable policies designed to address the misconduct of individuals engaging in harassment. Such policies may encompass a variety of sanctions, including but not limited to reprimands, suspension, expulsion, or other relevant measures. Furthermore, the disciplinary process should be executed in a manner that is equitable, transparent, and consistent, ensuring that offenders are held accountable for their conduct.
Restorative Justice Practices: In some cases, restorative justice practices can be used to address the harm caused by harassment. This approach involves facilitated meetings between the victim and the perpetrator, where the perpetrator takes responsibility for their actions and endeavors to remedy the inflicted harm. Restorative justice has the potential to offer a sense of closure and healing for victims.

Restoration of Reputation
Programs to Support and Uplift Victims: Sexual harassment can have a profound impact on a victim's reputation and place within the university community. Programs designed to uplift them may involve public expressions of support, inviting them to share their personal stories, and celebrating their accomplishments. These thoughtful initiatives can play a vital role in helping victims regain their confidence and feel a genuine sense of belonging.

Prevention
Preventing sexual harassment necessitates proactive measures to educate the university community and foster a culture of respect and accountability.

Awareness Campaigns
Education on Respect and Appropriate Behaviour: Awareness campaigns can educate students and staff about the importance of respect, consent, and appropriate behaviour. These campaigns can use various methods, such as workshops, seminars, posters, and social media, to engage a broad audience. The objective is to cultivate a collective understanding of what constitutes harassment and the measures necessary to prevent it.
Bystander Intervention Training: Training programs designed to instruct students and staff on how to intervene safely and effectively upon witnessing harassment can empower the community to take actionable steps. Bystander intervention training may encompass role-playing scenarios, discussions regarding the obstacles to intervention, and strategies for supporting victims.

Institutional Policies
Development and Implementation of Explicit Policies: It is imperative for universities to devise and execute explicit policies aimed at combating gender-based violence. These policies ought to delineate the definitions of harassment, as well as the protocols for reporting and investigating complaints, in addition to the repercussions for offenders. Furthermore, these policies should undergo regular reviews and updates to ensure they align with best practices and legal stipulations.
Creating a Safe and Inclusive Environment: Institutional policies should also focus creation of a secure and inclusive environment for all students. This may involve implementing measures such as enhancing campus security, offering safe spaces for victims, and advancing initiatives that promote diversity and inclusion.
When universities offer thoughtful support and take proactive steps for repair and prevention, they can foster a safer and more nurturing environment for all students. These initiatives play a crucial role in addressing the impact of sexual harassment and making sure that victims receive the compassion and assistance they truly deserve.

Practical Activity
Include a practical activity for the learner (it can be a test, a scenario, questions through which the student can reflect and with a prompt by which he or she can be helped, free space for imagination, as long as it is relevant and DIGITALISABLE as an e-learning activity - For references on what we can include: check the end of the document)
• Catalogue of possible practical activities: https://access.articulate.com/es-

ES/support/article/Rise-Lesson-and-Block-Types

Matching:
Match the following support mechanisms with their descriptions:
a) Counselling Services:
b) Legal Support
c) Support Groups
d) Disciplinary Measures
e) Awareness Campaigns
Providing emotional support and coping strategies.
Educating the university community about respect and appropriate behavior.
Applying sanctions against perpetrators of harassment.
Offering legal advice and assistance in legal proceedings.
Creating a sense of community and solidarity among victims.

a) 1
b) 4
c) 5
d) 3
e) 2

- Quiz
- Include the questions and possible answers of the quiz, highlighting the correct one.
-

Q1: What type of harassment involves persistent criticism, belittling comments, and unreasonable demands?
a) Sexual Harassment
b) Moral Harassment (Correct)
c) Verbal Gender-Based Violence
d) Sexual Assault

Gender-Based Violence Questions:
Q1: Why is gender-based violence considered a systemic issue in universities?
a) It results from isolated incidents with no broader context.
b) It reflects unequal power dynamics and ingrained societal stereotypes. (Correct)
c) It happens only between students and not staff

Q2: Which of these is an example of verbal gender-based violence?
a) Two students engaging in a heated debate about coursework.
b) A disagreement between peers over group project responsibilities

c) A faculty member making derogatory remarks about a specific gender during a lecture. (Correct)

Q3: Which of the following is an example of psychological gender-based violence in universities?

a) A student is given fewer resources for a group project because of their gender, resulting in academic disadvantage.
b) A professor assigns solo projects to all students but provides additional support only to male students, leading to unequal treatment.
c) A student is repeatedly excluded from group activities and study sessions because of their gender, leading to emotional distress. (Correct)

Typologies and Definitions of Sexual Harassment
Q1: Which of the following is an example of moral harassment?
a) A professor making inappropriate comments about a student's appearance.
b) A student being excluded from group projects and social events. (Correct)
c) Unwanted sexual propositions from a classmate.

Q2: What type of harassment involves unwanted sexual propositions and explicit comments?
a) Moral Harassment
b) Sexual Harassment (Correct)
c) Verbal Gender-Based Violence

Q3: Which of the following behaviors is considered sexual assault?
a) Making lewd jokes about someone's appearance.
b) Forced touching or groping without consent. (Correct)
c) Persistent criticism and belittling comments.

Q4: What is an example of verbal gender-based violence?
a) A student refusing to attend classes to avoid a harasser.
b) A professor making sexist jokes during a lecture. (Correct)
c) A student experiencing increased anxiety and social withdrawal.

Warning Signs and Means of Detection
Q1: Which of the following is a common warning sign of sexual harassment?
a) Increased participation in social activities.
b) Social withdrawal and avoidance of certain areas or persons. (Correct)
c) Improved academic performance.

Q2: What is a key component of effective means of detection for sexual harassment?
a) Ignoring reports of harassment.
b) Establishing secure and anonymous reporting channels. (Correct)

c) Discouraging students from discussing harassment.

Q3: Which of the following is an example of a verbal or non-verbal indication of harassment?
a) A student expressing discomfort about a professor's behavior. (Correct)
b) A student excelling in their academic performance.
c) A student frequently attending social events.
Q4: What is the purpose of training and awareness programs in universities?
a) To ignore inappropriate behavior.
b) To help staff and students recognize and report inappropriate behavior. (Correct)
c) To discourage reporting of harassment incidents.

Means of Repair and Support
Q1: What type of support involves providing victims with information on their rights and assistance in legal proceedings?
a) Psychological Assistance
b) Legal Support (Correct)
c) Support Groups
Q2: Which of the following is a disciplinary measure that universities can take against perpetrators of harassment?
a) Ignoring the incident.
b) Applying sanctions such as suspension or expulsion. (Correct)
c) Encouraging the perpetrator to continue their behavior.

Q3: What is the goal of awareness campaigns in preventing sexual harassment?
a) To educate the university community about respect and appropriate behavior. (Correct)
b) To promote discriminatory practices.
c) To discourage students from reporting harassment.
Q4: How can universities help restore the reputation of victims of sexual harassment?
a) By ignoring their experiences.
b) By initiating public statements of support and recognizing their achievements. (Correct)
c) By isolating them from the university community.

Please, complete the content above before moving on.

- Closing Message

- Write a motivational or inspirational message to congratulate the young person for completing the module.

- Congratulation
  Congratulations on completing the module! 🎉
  You achieved an important step towards creating a safer and more inclusive environment at your university.
  Please, keep in mind that the knowledge and skills you gained are very powerful tools that can make a difference.
  Make sure you keep standing up for what is right, supporting those in need, and fostering a community of respect and kindness.
  Your efforts and commitment will be truly inspiring, and you must be very proud of yourself.
  Well done! 🌟

- Bibliography and extra materials

- Bibliography and downloadable materials (if any)

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Keep References in Text?

ANNEX A4 — MODULE 4

Prevention Protocols and Creation of Prevention Ambassadors

Source authoring file: Training module_PREVHED project_Module 4(2).docx

Contributor indicated in source: Fachhochschule Salzburg and Universidad Rey Juan Carlos

DOCUMENTARY TRANSCRIPTION — original wording and template labels retained.

Training module title	Module 4 Prevention protocols and creation of prevention ambassadors
Partner	Fachhochschule Salzburg GmbH Rey Juan Carlos University

Welcome message
Insert a brief welcome message
Welcome to Prevention protocols and creation of prevention ambassadors Universities, despite being seen as spaces of equality, still face gender-based violence due to power structures. Comprehensive policies, including ethical guidelines and reporting mechanisms, are crucial for prevention. A participative protection concept engages all stakeholders in risk assessment, policy development, training, and victim support. A strong Code of Conduct reinforces commitment to human rights and non-discrimination. Prevention ambassadors play a key role in raising awareness, supporting victims, and promoting institutional policies. They receive specialized training and continuously update their skills through workshops and seminars. A network of ambassadors enhances coordination and best practice sharing. A strong reporting mechanism allows survivors to report incidents confidentially via online, phone, or in-person channels, ensuring investigation, disciplinary actions, and victim support, including legal and psychological assistance. LET'S GET STARTED!

Objectives & Learning Outcomes
Insert the objectives and expected learning outcomes from the activity through bullet points
In this module you will learn how to: Develop and implement comprehensive policies - Establish ethical guidelines, training programmes and transparent reporting mechanisms to prevent gender-based violence and promote equality in universities. Train prevention ambassadors - Train and support ambassadors as key leaders in raising awareness,

supporting victims and promoting institutional policies to create a safer academic environment.
Improve reporting and support systems - Ensure accessible, confidential and effective reporting channels for survivors, leading to proper investigation, disciplinary action and comprehensive victim support services.
Foster a culture of awareness and prevention - Engage all stakeholders in a participatory protection approach, integrating risk assessment, policy development, awareness training and ongoing evaluation to combat gender-based violence.

Theoretical content

Write the introduction to the module- Going into detail about the main topic, why is it important? What is it for? Anything you think is crucial for the learner.
Write the texts of the activity.

Section 1 – Gender based violence prevention

Comprehensive institutional policies

Discrimination and violence are often assumed not to be happening in institutions, such as universities, since they are widely constructed as so called 'enlightened organisations' (Schütz et al., 2021:2) that seem, due to their commitment to science and critical reflection, 'immune' to discrimination and violence. However, if you look closer at structures and processes within universities it becomes obvious that power relations and dependency between employees but also teaching staff and students are embedded within university structures and enable power abuse and discriminative actions. In a German study on sexual discrimination and violence in universities the authors outline the existing ambivalence of universities' external representations as spaces of 'equality and non-discrimination' and its actual prevalence of discrimination and violence. (Schütze et al., 2021) Another study in 2005 revealed different defence mechanism for universities, such as trivialization and individualisation of violence as well as neglecting and denying the existence of power relations and inequalities (Holzbecher cited in Schütze et al., 2021).

Being aware of these phenomena addressing key issues such as ethical ground rules, non-discriminative and respectful behaviour in an openly and proactive manner is crucial for gender-based violence prevention. Institutional policies and their wide-spread communication as well as linked training programs are essential to raise awareness and state a clear and strong commitment to non-discrimination and non-tolerance of gender-based violence. Organisations need to be held accountable for creating and maintaining a just and safe environment for students and staff. Participative development processes and clear and comprehensive manuals on commitments of working together as well as clear and transparent reporting mechanisms (see section 3) are key elements for creating such a safer environment and working towards removal of existing taboos. These need constant reflection as well as institutional policies that set ground rules on how people should work together and treat each other ('code of conduct') as well as clear manuals on proceedings and responsibilities in cases of experienced discrimination and violence ('reporting mechanisms', see section 3). Both (and more) can be encompassed within a participative developed

institutional protection concept (Schutzkonzept).
Institutional protection concept: Protection concepts are increasingly common in organisations of social work and organisations working with children aiming towards raising awareness and sensitivity towards power relations, inappropriate and violating behaviours leading to injustice, discrimination and violence. Comprehensive plans and strategies aim towards strengthening people's rights, especially those who are marginalised (Wolff & Engelhardt, 2023:262) and to create a more inclusive and safer working and studying environment. Developing a protection concept should be understood and designed as a participative process including all stakeholders and facilitated ideally by an outside expert organisation to illuminate organisational blind spots. (schutzkonzepte.at) By including different stakeholders (e.g. students, faculty members, administrative staff) in all steps of developing policies the process of working on these comprehensive strategies raises awareness on power relations and discrimination and is a crucial instrument in the prevention of gender-based discrimination and violence. Key elements are:
(Risk) Assessment and Analysis: Thorough assessment of the current environment to identify potential risks and areas needing improvement. Engage in data collection through surveys, focus groups, and consultations with students, staff, and faculty to understand the prevalence and nature of discrimination and violence. Consider ethical considerations in designing and implementing the surveys.
Pause to Reflect: Considering your own position in university, where and in which contexts do you see risk situations for gender based discrimination and violence. What comes to your mind and why? Document your thoughts and discuss with a colleague of yours in the same organisation.
Policy Development: Draft clear policies that define discrimination and violence, outline unacceptable behaviors, and specify the consequences for violations. Ensure these policies align with national laws and university regulations. These policies include a 'code of conduct' (see below), 'reporting mechanisms' (see below). One method that can be used to develop a code of conduct is a 'behavior traffic light', which is used to manage different kinds of behaviour ranging from 'acceptable and positive' to 'unacceptable and/or violent' actions.

Awareness and training: Implement training programs for all university members to raise awareness about discrimination and violence, and to educate them on existing policies and procedures. Courses should range from non-discrimination and anti-bias trainings to specific trainings on gender-based violence and sexual harassment. Specialized training should be offered for those in leadership positions and those responsible for handling reports. Employees should be trained and empowered to be active by-standers.
Video on - Who are active by-standers? The untold story of witnesses of workplace harassment https://www.youtube.com/watch?v=14J45xdRESA
The video (Ted Talks) addresses workplace harassment especially focusing on reporting paralysis and the mobilisation of witnesses to become active by-standers.

d) Support Systems: Develop support systems for victims, including counselling services, hotlines, and designated support officers. Ensure there are clear, accessible channels for reporting incidents and seeking help. See below more information on 'reporting mechanisms'. For more information on victim support see section 4.
e) Communication, Monitoring and Evaluation: Communicate the policies and support systems

clearly and regularly to all university members. Use various platforms, including websites, social media, and workshops, to ensure widespread awareness and understanding. Website on universities increasingly include in their representation information on gender-based and sexual harassment and violence. They should entail basic information on definitions and forms of discrimination, harassment and violence as well as information and links to reporting mechanisms and responsibilities, victim support counselling and training programs. Case example for information portal on website: https://www.tugraz.at/en/tu-graz/university/info-portal-sexual-harassment
Establish mechanisms for regular monitoring and evaluation of the policies and their implementation. Collect feedback and make necessary adjustments to improve the effectiveness of the protection concept.

Case example for comprehensive protection concept at university: Faculty of Social Work, Hochschule Landshut (https://www.haw-landshut.de/fakultaeten/soziale-arbeit/ueber-die-fakultaet/schutzkonzept; Wolff & Engelhardt, 2023)

Code of Conduct: A code of conduct in universities outlines the ethical principles and standards of behaviour expected from all members of the university community, including students, faculty, and staff. Its core elements are shared common values embedded in a commitment to human rights, social justice and equal opportunities. Developing this code of conduct should include all stakeholders of universities. It should entail a possibility for feedback and needs to be constantly revised.

Short Video Sequence: Watch the video about the Code of Conduct of the University of Applied Science in Vienna. Focusing on anti-discriminiation which principles should a code of conduct encompass?
https://www.fh-campuswien.ac.at/die-fh/werte/code-of-conduct.html

The Code of Conduct can entail a specific part on “Sexual/Gender-based Harassment and Sexualised Violence” (Code of Conduct, mozarteum university). It can list different forms of gender-based violence, legal foundations as well as referrals to manuals and reporting mechanisms.

Case example: Code of Conduct, morzarteum university https://www.moz.ac.at/en/about-us/the-university/code-of-conduct
Case example: Code of Conduct, University of Graz https://static.uni-graz.at/fileadmin/Personalressort/Dateien/CODE_OF_ETHICS_WEB_2.pdf

Section 2 – Gender based violence prevention. Prevention ambassadors

Prevention ambassadors play a crucial role in addressing gender-based violence by being leaders and role models within the university community.
Subsections:
Role of ambassadors. Ambassadors are trained to raise awareness, support victims and promote a culture of respect and safety. The corps of ambassadors (CA from now on) for prevention will be people specialised in the different gender-based violence, as well as in the necessary tools to

accompany possible victims in their recovery process. They will also have a training function, both for people who wish to form part of the prevention corps, through specific training actions for this role, and for the university community, through awareness-raising campaigns to publicise the different gender-based violence, the channels for reporting violence available in the university, as well as the support tools available for victims, and the protocols for action that can be activated in the university environment.
Selection of ambassadors. Criteria and process for selecting students and staff members to become prevention ambassadors. The selection will be made on the basis of specific training in gender-based violence, as well as basic training, according to the professional profile required. It will be divided into two main groups:
Prevention and awareness-raising: Profiles more focused on communication, design, advertising, etc., or social research: anthropology, sociology....
Accompanying victims: Profiles related to social care: psychology, law, social work, social education...
Lastly, all those who wish to become ambassadors must take a minimum of two specialisation courses given by the CA in the year of entry to the corps, and an annual refresher course from the second year onwards, with the aim of always being up to date and being able to offer support tailored to the needs of the university community.

If, during the course of university life, the CA detects a training need in order to be able to carry out its functions better, it may require the presence of all the members of the CA. Due to this requirement, it shall be organised in such a way that it does not affect the university performance of the participants.
Training of ambassadors. Content of the training: awareness of gender-based violence, communication techniques, support to victims, and knowledge of institutional policies.
Initiation. Basic content on the different types of gender-based violence, the composition and functioning of the EC, the available protocols of the university and, failing that, of the state security forces and bodies, basic tools for making contact and non-specialised accompaniment of victims, with special emphasis on confidentiality and the characteristics of safe spaces, and the guide of available resources for specialised accompaniment of victims.
Workshops and seminars. Interactive sessions to strengthen the skills of ambassadors and prepare them for their role.
Recycling. Related contents will be dealt with in depth, seeking to update and increase the tools for prevention and accompaniment in gender-based violence. They will be adjusted to the needs detected during the previous school year. Some examples: cyber-violence in the university environment, use of ICTs in abusive relationships, tools to generate digital prevention content, etc.
Network of ambassadors. Creation of a support network between ambassadors to exchange good practices and coordinate prevention efforts. Corporate instant communication channel, where all participants will be present, with the possibility of generating specific channels for working groups; and space in the cloud to make available the generated contents, support bibliography and collaborative documents by tasks. Quarterly meetings will be held to organise events and share ideas or feedback on start-ups. These meetings will be held outside exam dates and will try to fit in with key dates of university events where the body can participate. Emergency meetings may be convened, provided that they do not hinder the university development of the participants.

Section 3 – Reporting mechanisms
An effective reporting mechanism is essential to ensure that survivors of gender-based violence have their voices heard and receive the necessary support.
Subsections:
Reporting channels: description of the different reporting channels available (online, phone, in-person).
Online: A space will be made available on the EC website for consultation or reporting of gender-based violence, as well as consultations on the EC's activities and other related processes.
Telephone: A corporate contact telephone number will be set up to deal with queries or complaints. Information on the contact number and the service's active contact hours will be available on the EC's website. This service will be staffed by people trained in social intervention, ideally by the social work/education team.
CA office: Within the university space, a private common area, a room or office, will be set up to offer the service of direct accompaniment to victims, hold quarterly meetings, develop group tasks of prevention or coordination of cases, etc. The location and opening hours shall be accessible on the website of the EC.
Confidentiality and security: Ensuring the confidentiality and safety of victims during the reporting process.The attention to victims will be provided by specialised CA staff, with tools and knowledge to ensure the confidentiality and safety of victims during the process. Pseudonyms will be used for reports or case coordination between professionals, and a room with good soundproofing will be set up for first aid and accompaniment in sensitive cases. At no time will the victim's personal data be given to third parties, unless it is necessary in a legal/social process, and always with the victim's prior knowledge. In case of non-compliance, appropriate disciplinary measures will be taken.
Report processing procedures: Steps taken after the report, including investigation and disciplinary action. Persons able to make use of the CA's whistleblowing channels:
University Community: Staff with an employment or statutory relationship with the University and students. The reporting channel may be used if the link between the university and the victim has expired if: the perpetrator(s) of the conduct continue to form part of the university community staff and the events reported occurred during the period of the link between the victim and the university.
External contracted staff and users of university services who cannot be included in the above groups, provided that the perpetrator(s) are part of the university community.
Receipt of the complaint. Start of the action. The process begins with the receipt of the complaint through the channels established by the university protocol against harassment or, failing that, through the channels of contact with the CA available. In any case, it is advisable to provide a sealed envelope to the body receiving the complaint in order to be able to evaluate in a first interview with the contact person assigned to the details of the complaint and the steps to be taken. At this stage, the evidence is evaluated and information is provided on the usual procedure to be followed according to the characteristics of the reported facts.
Analysis and investigation. If after the first assessment it is decided to continue to a more in-depth investigation, all the information of the case is analysed by the specialised investigation committee of the CA, together with the responsible persons of the university institution. At this stage, the seriousness of the reported facts, the evidence supporting the veracity of the complaint and the corrective or protective measures deemed appropriate are defined.

Disciplinary action. Precautionary measures may be taken during the investigation process. If the facts investigated are finally found to constitute a crime of sexual harassment, the persons in charge of the university institution will file a formal complaint with the corresponding court in accordance with the law in force in the state in which the university is located. The victim will be accompanied throughout the judicial process and the disciplinary actions agreed after the evaluation of the complaint will be applied to the offender, which may include the cessation of his or her university activity. These disciplinary measures will be set out in an official internal university text.
Victim feedback. Inform victims of the progress and results of their reporting. The victim will have a reference ambassador, who will be in charge of accompanying the victim when requested, as well as centralising the reports on the progress of their reporting process and resolving any doubts they may have.
Section 4 – Victim support

Counselling services and legal support:
Victim support includes counselling within the university as well as referring them to expert organisations outside of university. It is recommended that universities have a cooperation with expert organisations that specialise in counselling victims of violence, in order to guarantee professional and comprehensive psycho-social and legal support. Additionally, a cooperation with specialised police officers is recommended who are trained in gender based and sexual violence.
Generally, counselling of victims should consider five important principles:
Victim's safety and well-being come first: Immediate safety of victims is the first priority, in the presence of immediate danger the police should be called. The victim should never be forced to do anything against their will, but should be encouraged to report the incident. Try to create a safe space and respect immediate needs and wishes.
Listen and offer support: It is important to listen to the victim, believe them, and not downplay or ignore what happened. The victim should be encouraged to seek help and report the incident, while respecting the victim's decision. Respect for victims' agency is crucial. Judgments about the victim or suggestions that they are to blame for the incident should be avoided. On the contrary, common feelings such as guilt and shame should be proactively addressed and responsibility should be clearly assigned to the perpetrator.
Facilitate access to support services: Prepare a document with contact and support services listing emergency hotlines and counselling (psycho-social and legal) centers. Hand out leaflets of the organisation you recommend. In case of immediate sexual violence seek medical help (e.g. call ambulance). They can talk to the victim about securing forensic evidence.
Identify reporting channels: According to the internal reporting procedures. provide information on contact details for reporting within the organisation. An anonymous reporting possibility is recommended in order to reduce barriers to reporting.
One possibility for (immediate) victim support are projects such as 'LUIS*A' (University of Graz) or Lila Information Points (Autonomous University of Barcelona, UAB). LUIS*A on Campus is a campaign against sexual harassment and violence that provides support points across university where victims can get immediate support, safety measures and referrals to external counselling services. The points offer a safe space and non-judgmental listening. Therefore, the points offer immediate support and protection and guarantee fast and accessible help. They serve as first-aid centers for victims, ensuring immediate assistance in emergency situations. Staff at these points are

trained in specific sessions and have standardized guidelines on how to support victims.
Case example LUIS*A points university of Graz: https://luisa.uni-graz.at/en/
Legal support differs in each country, therefore as part of prevention it is crucial to outline the specific legal principles in case of sexual violence and gender based discrimination in internal guidelines but also in certain registers on the organisations website. For example in Austria for victims of violence psychosocial and legal counselling are free of charge and there are specific organisations offering legal and psychological as well as social support.
Clearly committing to legal principles and outlining them in a public manner is one cornerstone to a strong commitment against discrimination and violence. Guidelines on sexual discrimination and violence should be accessible on the organisation homepage.
Case example Uni Graz: https://luisa.uni-graz.at/en/luisas-right/ and also: https://akgl.uni-graz.at/en/the-working-group-for-equal-opportunities-akgl/harassment-and-stress/
Case example Vienna TU: https://www.tugraz.at/en/tu-graz/university/info-portal-sexual-harassment
Support groups - Students Support:
Student associations play a crucial role in prevention and intervention to gender-based discrimination and violence. Four dimensions need to be considered:
Raising awareness and organising events for students and fostering a culture of respect and equality in higher educations
Advocating for change (e.g. institutional policies, power relations, procedures, …)
Providing support to survivors (e.g. counselling, referral to external organisations, advocacy within the organisation, …)

UNISAFE recommendations for students associations and unions:
https://www.genderportal.eu/sites/default/files/resource_pool/recommendations_for_student_associations_and_unions_towards_ending_gender-based_violence_3_0.pdf

Considering support groups for victims of gender based violence, a few key considerations are:
Safety and Confidentiality
Accessibility and Structure (voluntary and free of charge participation, facilitation by a professional or survivor)
Support, Understanding, Coping Strategies from peers who have gone through similar experiences
Support groups aim to provide a safe and supportive environment for listening and sharing experience, aiming towards empowerment and support for the people affected. However, professional guidance is recommend especially in cases of sexual violence. Support groups can be in person but also online, which sometimes helps to reduce barriers.

Practical Activity
Include a practical activity for the learner (it can be a test, a scenario, questions through which the student can reflect and with a prompt by which he or she can be helped, free space for imagination, as long as it is relevant and DIGITALISABLE as an e-learning activity - For references on what we can include: check the end of the document)
You are a Prevention Ambassador at your university. During a student event, a peer approaches you and shares that they have experienced repeated inappropriate comments from a professor. They are unsure whether to report the situation and feel nervous about potential consequences. Tasks: Reflection Questions: What immediate steps would you take to ensure the victim feels safe and supported in this situation? How would you explain the available reporting mechanisms and support services to them?

Reflect on your role as an ambassador: How would you ensure confidentiality while addressing their concerns?

Quiz
Include the questions and possible answers of the quiz, highlighting the correct one.
Question 1. What is the purpose of an institutional protection concept To provide advanced training for faculty members only. To strengthen people's rights and create an inclusive and safer environment. To eliminate the need for reporting mechanisms. Question 2. What is a key method for developing a code of conduct in universities? Assigning it solely to university leadership. Using a participative process that includes all stakeholders. Adopting templates from other universities without modification. Question 3, What is the purpose of the 'behavior traffic light' method in policy development? To establish traffic rules on campus. To prioritize immediate disciplinary actions. To manage and classify behaviors ranging from acceptable to violent actions. Question 3. What should awareness and training programs in universities focus on? Non-discrimination and anti-bias education, gender-based violence, and empowering by-standers. Improving academic skills and technical expertise. Developing student leadership programs unrelated to discrimination. Question 4. What is the primary role of prevention ambassadors in addressing gender-based violence? To manage disciplinary actions against offenders. To raise awareness, support victims, and promote a culture of respect and safety. To provide legal representation to victims. Question 5. What is the purpose of the corporate instant communication channel for ambassadors? To monitor ambassadors' personal activities. To enable ambassadors to exchange good practices, coordinate efforts, and share resources. To report ambassadors' performance directly to university authorities. Question 6. What type of training content is included in the initiation phase for ambassadors?

Advanced psychological counseling methods.
Basic tools for making contact with victims, confidentiality principles, and awareness of protocols.
Legal procedures for prosecuting offenders.

Question 7. How should a counsellor address feelings of guilt or shame in victims?
Reassure the victim that they are not responsible for the incident and assign responsibility to the perpetrator.
Advise the victim to focus on moving forward without addressing their feelings.
Suggest that the victim reflect on their actions to understand the situation better.

Question 8. Why is collaboration with expert organisations outside the university important?

To reduce the workload of university staff.
To guarantee professional and comprehensive psycho-social and legal support.
To ensure victims are directed away from the university environment.

Question 9. What is recommended to reduce barriers to reporting gender-based violence?

Establishing a mandatory reporting system for all victims.
Providing anonymous reporting options.
Offering only in-person reporting channels.

SUBMIT

Please, complete the content above before moving on.

Closing Message
Write a motivational or inspirational message to congratulate the young person for completing the module.
Congratulation You have successfully completed this module. Keep striving for growth and good luck in your future endeavours!

Bibliography and extra materials
Bibliography and downloadable materials (if any)

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ANNEX A5 — MODULE 5

Student Mediation, Active Listening, Victimology and Mutual Aid

Source authoring file: Training module_PREVHED project_Module 5(2).docx

Contributor indicated in source: Fachhochschule Salzburg and Les Militants des Savoirs

DOCUMENTARY TRANSCRIPTION — original wording and template labels retained.

Training module title	Training in student mediation, listening posture, victimology and mutual aid
Partner	FHS and MDS

Write below the content of the learning block. Please, address the target group with "YOU", since this should be the content to include in the e-learning activity for young students.

Attach to this block any images, videos or other multimedia resources you need to include or at least instructions if you need designers to make a diagram for the content.

Example of online module:

Example of online course:

You can see this example which corresponds to the Mentor 2.0 project. You can access this course as a guest, which means that you do not need to register (option only availabe right now to access the English version (Mentor 2.0 Open)).

Win course:

Welcome message
Insert a brief welcome message
Welcome to Training in student mediation, listening posture, victimology and mutual aid 5 to 10 lines to summarize the main content of the module. LET'S GET STARTED!

Objectives & Learning Outcomes
Insert the objectives and expected learning outcomes from the activity through bullet points

By the end of this module, you will be able to: Understand the principles of student mediation. Adopt an active and empathetic listening posture. Know the basics of victimology. Promote mutual aid and peer-to-peer support.

Theoretical content
Write the introduction to the module- Going into detail about the main topic, why it is important? What it is for? Anything you think is crucial for the learner. Write the texts of the activity.
Student Mediation Definition and Objectives of Mediation Mediation is a structured process in which a neutral third party—the mediator—facilitates communication between conflicting parties, helping them reach a mutually agreeable solution. This is especially useful in schools or university settings, where conflicts can disrupt learning and relationships. The main objectives of mediation are: Peaceful Resolution of Conflicts: Unlike adversarial approaches, mediation focuses on cooperation. It aims to reach a solution that satisfies both parties, rather than having a "winner" and a "loser." Restoration of Relationships: Mediation helps rebuild trust and improve communication between parties, fostering a more positive environment afterward. Through this process, mediation addresses both the emotional and practical aspects of conflict, allowing individuals to walk away with a sense of resolution and often a clearer, more respectful relationship. Role of the Mediator The mediator plays a vital role as a neutral facilitator in this process. They are not there to judge, take sides, or impose solutions. Instead, they provide a structured process that allows each party to be heard and understood. Core Responsibilities of the Mediator: Listening Actively: Mediators must listen to each party's perspective without judgment, acknowledging their feelings and views. Facilitating Communication: By encouraging open dialogue, the mediator helps each party express their needs, fears, and hopes. Helping Parties Find Solutions: The mediator guides the conversation, but the parties themselves generate and agree on solutions. Through these roles, mediators empower individuals to resolve conflicts constructively, making it more likely that the solution will be adhered to and respected by both parties. The Mediation Process The mediation process typically follows these five stages: Reception: This stage involves welcoming the parties, setting ground rules, and clarifying the

voluntary and confidential nature of mediation.
Storytelling: Each party has an opportunity to share their perspective uninterrupted. This is a chance for each side to be heard and validated.
Issue Identification: The mediator identifies the key issues that need resolution, sometimes summarizing or paraphrasing to ensure understanding.
Solution Generation: Here, the parties brainstorm possible solutions together. The mediator encourages creativity and compromise.
Final Agreement: Once a mutually acceptable solution is found, it is documented and agreed upon by both parties, often in writing, to ensure clarity and commitment.
This process is designed to be flexible and adaptable, depending on the nature of the conflict and the needs of the participants. The emphasis on voluntary and confidential resolution creates a safe space for honest dialogue and compromise.

Skills of the Mediator
To effectively guide this process, mediators must cultivate specific skills:
Active Listening: Listening without judgment, summarizing what each party says, and validating their feelings. This skill is essential for understanding the underlying issues and building trust.
Impartiality: Remaining neutral throughout the process, even if one party's viewpoint seems more agreeable. Mediators must avoid taking sides.
Confidentiality: Ensuring that whatever is shared in mediation remains private, creating a safe space for open dialogue.

Active Listening

Principles of Active Listening

Active listening is more than passively hearing another person's words. It requires a conscious and attentive attitude toward the speaker. The main principles are:
Presence and Attention: Full attention is directed at the speaker, without distractions. It is essential to focus on what the other person is saying and to pay attention to both verbal and non-verbal signals.
Showing Empathy: Empathy means putting oneself in the speaker's shoes and understanding their perspective. Showing empathy creates a supportive environment for communication that builds trust.
Non-judgmental Listening: Holding back judgment about what is being said is critical. This is especially important to ensure an open and safe atmosphere and to avoid influencing the other person with premature conclusions or evaluations.

Techniques of Active Listening

To put these principles into practice, there are several techniques that can be used in active listening:

Paraphrasing: Repeat what was said in your own words. This shows the speaker that you understand what they are trying to express and provides an opportunity for them to correct any misunderstandings.
Validating Feelings: Acknowledge the speaker's emotions, such as by saying, “I can see that this is a difficult situation for you.” This helps the person feel understood and taken seriously.
Asking Open-ended Questions: Open-ended questions invite the speaker to elaborate on their thoughts and feelings. For example, “How does that make you feel?” or “What does that mean for you?”
Attentive Silence: Sometimes, the best response is simply silence, giving the other person space to express their thoughts and feelings without interruption. Attentive silence signals that you are ready to listen and are not rushing to react.

Barriers that Can Hinder Active Listening

Although active listening is a valuable skill, various barriers can make it challenging:
Personal Biases and Assumptions: Biases and preconceived notions influence how we perceive and interpret information, which can prevent us from objectively perceiving the speaker.
Emotional Reactions: Strong emotional responses, such as anger or sadness, can make it difficult to listen clearly and attentively. Being self-aware and self-regulating is necessary to continue listening empathetically.
No clear boundaries
External Distractions: Noise and other distractions in the environment can impair the ability to focus on the conversation. Creating a quiet environment and minimizing potential distractions is essential.
Cognitive Overload: Processing too much information at once makes listening difficult. Therefore, it helps to consciously set aside time for the conversation and remain mentally present.

Practicing Active Listening

Learning and refining active listening skills takes practice. Here are some exercises and strategies that can help:
Role-playing: In role-playing, participants can practice active listening in different scenarios, such as a conversation with someone in a stressful situation. The focus is on consciously applying the techniques mentioned and receiving feedback afterward.
Reflection Exercises: After each conversation, it is helpful to reflect on oneself. Questions like “Did I really listen attentively?” or “Did I hold back my own judgments?” help improve one's active listening skills.
Seeking Feedback: Ask conversation partners for feedback on your listening skills. This can help identify blind spots and work on specific improvements.
Meditation and Mindfulness Training: Mindfulness exercises, such as meditation, strengthen the ability to be present in the moment and improve concentration. This supports the ability to listen attentively and respectfully to others.

Setting Boundaries

Defining Responsibilities: Clearly establish your role and what it entails in the client relationship. For example, social workers should avoid taking on the definitions or judgments imposed by external institutions, like courts or guardianship authorities. Instead, they should focus on supporting the client's goals within the context of the imposed measures.

Role Clarity in Multiprofessional Contexts: Since social work often intersects with other professions (e.g., psychology, healthcare), it's essential to clarify roles. For example, in school social work, tasks might overlap with those of teachers or psychologists. Social workers should clearly communicate their specific responsibilities and limitations within these multiprofessional environments.

Non-Identification with External Judgments: Social workers should avoid aligning themselves with legal judgments or institutional decisions, maintaining an objective stance. For instance, when discussing court-ordered actions with a client, it's helpful to emphasize, "This decision was made by the court; my role is to support you in navigating it as effectively as possible".

Respecting Limits of Competence: Recognize when a case might require additional expertise and be prepared to refer clients to other professionals when needed. For example, if a client's issues escalate to a crisis beyond the social worker's training, it is advisable to involve crisis intervention teams or psychiatric professionals.

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Introduction to victimology

Victimology is the study of victims and the processes of victimization, including psychological, social, and legal effects.

Definition of victimology

Victimology is the study of victims of crime, abuse and other forms of harm. It is concerned with the experiences, characteristics and needs of victims, as well as their interaction with perpetrators, the justice system and society as a whole. Victimology can be defined as: The scientific study of victims, their experience of victimization, the causes and consequences of victimization, and the institutional and social responses to victimization.

1. Objectives of victimology
Understand victimization: Analyze the factors that make certain people or groups more vulnerable

to harm.
Exploring impacts: Study the psychological, physical, economic and social effects on victims.
Improving care: Proposing solutions to help victims recover, whether legal, medical, psychological or social.
Prevent victimization: Identify measures to reduce the risk of future victimization.

2. Fields of study in victimology
Primary victimization: Direct damage caused by a crime or harmful act.
Secondary victimization: Harm caused by institutions or society, such as stigmatization or poor care.
Cumulative victimization: A situation in which a person is victimized several times.
Victimization can be categorized into direct and indirect victimization, depending on how the harm or trauma is experienced.

1. Direct Victimization
Definition: This occurs when an individual directly experiences harm or is the immediate target of a crime, abuse, or traumatic event.
Characteristics: The person is personally involved in the harmful act.
The harm may be physical, emotional, psychological, or financial.

2. Indirect Victimization
Definition: This occurs when harm or trauma is experienced by someone who is not directly targeted but is affected by the victimization of another person or group.

Characteristics:
The person is not the primary victim but experiences emotional, psychological, or social consequences due to their relationship or proximity to the victim or event.
It often involves vicarious trauma or secondary victimization.
Interconnection
In many cases, direct victimization can lead to indirect victimization for others. The both has emotional, economics and social repercussions. For example:
A domestic violence survivor (direct victim) may cause their children or relatives to suffer emotional distress (indirect victims).
A community may experience fear and mistrust after witnessing one of its members being harmed.

3. Interdisciplinary aspects
Victimology mobilizes several disciplines:

Psychology: to understand the impact on victims; mental health.
Sociology: To study the social dynamics and inequalities that influence victimization.
Law : To examine the place of victims in the justice system.
Criminology: To analyze the interactions between victims and criminals.

4. The benefits of victimology
Victimology is essential for :
Improving laws and policies in favor of victims.
Raising society; awareness of victims; needs and respect for their rights.
Train professionals (police, magistrates, social workers) to provide appropriate care.
Develop prevention and resilience programs.
In short, victimology aims to give a voice and recognition to victims, promoting their recovery and contributing to a more just and empathetic society.

5. The importance of victimology in the context of gender-based violence (GBV)
The importance is profound, as it provides a comprehensive framework to understand, address, and prevent violence rooted in gender inequalities. Victimology; focus on the experiences and needs of victims is particularly relevant for addressing the unique challenges faced by individuals impacted by GBV, such as sexual violence, domestic abuse, and trafficking.

1. Understanding the Dynamics of Gender-Based Violence
Victimology helps identify:
Power imbalances that perpetuate GBV, often stemming from societal norms and patriarchal systems.
Patterns of victimization based on gender, such as the disproportionate targeting of women, girls, and LGBTQ+ individuals.
The intersectionality of gender with other factors like race, class, and disability, which can exacerbate vulnerability.

2. Empowering Victims
Victimology emphasizes the agency and dignity of GBV survivors, fostering their empowerment during recovery.
It recognizes the need for survivors to regain control over their lives, helping them navigate post-trauma experiences in a manner that respects their autonomy.

3. Highlighting Secondary Victimization
Victimology examines how societal and institutional responses can re-traumatize victims, a phenomenon known as secondary victimization (e.g., victim-blaming, inadequate police responses, or judicial delays).
By addressing these barriers, victimology advocates for trauma-informed and victim-sensitive approaches in the justice system and service provision.

4. Designing Support Systems
Victimology informs the development of targeted support mechanisms, including psychological counseling, legal aid, and shelter services.
It stresses the importance of culturally appropriate and gender-sensitive interventions to meet the diverse needs of GBV survivors.

5. Prevention of Gender-Based Violence
Research in victimology helps identify risk factors and protective measures for GBV, guiding policy and community interventions.
It promotes educational campaigns to challenge gender stereotypes and reduce societal tolerance of violence.

6. Advocating for Justice and Legal Reform
Victimology highlights gaps in legal frameworks and law enforcement practices related to GBV.
It advocates for stronger victim rights, ensuring survivors have access to justice and are treated with fairness and respect throughout the legal process.

7. Raising Awareness and Changing Societal Attitudes
By documenting and disseminating knowledge about the experiences of GBV survivors, victimology plays a role in shifting public perceptions.
It challenges stigma and promotes a culture of support and accountability, rather than silence and impunity.

8. Building Resilience and Recovery Pathways
Victimology emphasizes recovery not only from physical and emotional harm but also from social isolation and economic disadvantage often associated with GBV.
It encourages the inclusion of survivors in programs that foster resilience and community reintegration.

Conclusion : In the context of gender-based violence, victimology is essential for creating an interdisciplinary and victim-centered response. By shining a light on the experiences of survivors, advocating for systemic change, and promoting prevention, victimology contributes to building a society that prioritizes safety, equality, and justice for all genders.

6. Impact of victimization: emotional, psychological, and social consequences for victims.
The impact of victimization is multifaceted, affecting individuals across emotional, psychological, physical, social, and economic dimensions. The severity and nature of these impacts can vary based on the type of victimization, the individual; resilience, and the support systems available. Below is a breakdown of the key impacts:

1. Psychological Impact
Victimization can leave deep psychological scars, including:
Post-Traumatic Stress Disorder (PTSD): Symptoms like flashbacks, nightmares, and hyper-vigilance are common, especially in victims of violent crimes or abuse.
Anxiety and Depression: Feelings of fear, hopelessness, and sadness often emerge after victimization.
Guilt and Shame: Victims may blame themselves for the incident, particularly in cases like sexual violence or domestic abuse.

Loss of Trust: Experiences of victimization can lead to mistrust in others or institutions (e.g., police or legal systems).
Emotional Dysregulation: Victims may experience intense anger, irritability, or emotional numbness.

2. Physical Impact
Some types of victimization result in physical harm, including:
Injuries: Temporary or permanent physical damage (e.g., scars, disabilities) from assaults or accidents.

Chronic Health Issues: Victims may develop stress-related illnesses, including heart problems, migraines, or gastrointestinal issues.
Sleep Disturbances: Insomnia or nightmares are common after traumatic experiences.
Substance Abuse: Victims may turn to drugs or alcohol as a coping mechanism, further affecting their physical health.

3. Social Impact
Victimization can disrupt personal relationships and social interactions:
Isolation: Victims may withdraw from friends and family due to feelings of shame, mistrust, or fear.
Stigma: Victims of certain crimes (e.g., sexual assault, human trafficking) may face societal judgment or ostracism.
Family Strain: The victim's trauma may affect family dynamics, leading to tension or misunderstanding.
4. Economic Impact
Victimization can lead to significant financial burdens, such as:
Medical Expenses: Costs for physical recovery, therapy, or long-term care.
Lost Income: Victims may be unable to work due to injuries, trauma, or the need to attend legal proceedings.
Property Loss/Damage: Crimes like theft, burglary, or vandalism can create financial strain.
Legal Costs: Victims may incur expenses for pursuing justice or compensation.

5. Impact on Identity and Self-Perception
Altered Sense of Safety: Victims may no longer feel secure in environments they previously trusted.
Changed Worldview: Experiences of victimization can erode a person's sense of fairness, justice, or faith in humanity.
Damage to Self-Esteem: Victims may feel powerless, degraded, or less worthy.

6. Secondary Victimization
Institutional Harm: Victims can suffer additional trauma from insensitive treatment by police, courts, or healthcare providers.
Re-traumatization: Reliving the event during investigations or trials can exacerbate the psychological impact.

7. Long-Term Impacts
Behavioral Changes: Victims may adopt avoidance behaviors, such as avoiding specific locations or situations.
Intergenerational Effects: Trauma experienced by one generation (e.g., victims of war, abuse) can affect subsequent generations through learned behaviors or unresolved issues.

Chronic Vulnerability: Repeated or unresolved victimization can increase the likelihood of becoming a victim again.

8. Community-Level Impact
Victimization affects not only individuals but also communities:
Fear and Mistrust: High crime rates or visible victimization can create a culture of fear and suspicion within communities.
Economic Decline: Businesses may close or relocate in areas perceived as unsafe due to high victimization rates.
Weakened Social Bonds: Community cohesion may deteriorate as people withdraw or mistrust their neighbors.

Conclusion
The impact of victimization is complex and far-reaching, often requiring a multidimensional approach to recovery. Addressing these effects involves trauma-informed care, access to justice, community support, and systemic reforms to prevent future victimization and promote healing.
The Victimological approach in conclusion are methods to support victims by recognizing their specific needs and offering them appropriate help.

Mutual aid and peer support

Mutual aid is a process in which individuals help each other to cope with common challenges, creating a network of support.
Mutual Aid in the University Context

Mutual aid in universities refers to a voluntary, cooperative effort among students, faculty, and staff to support one another in addressing challenges and meeting needs. It is rooted in principles of solidarity, reciprocity, and community care, often emerging as a grassroots response to systemic gaps in institutional support. Key Features of Mutual Aid in Universities :

1. Voluntary Collaboration: Students, faculty, and staff work together to share resources, skills, and time without expecting institutional oversight or profit.
2. Equity and Inclusion: Focuses on supporting marginalized or underrepresented

groups, ensuring everyone has equal access to resources and opportunities.
3. Horizontal Structure: Emphasizes non-hierarchical, peer-to-peer interactions where all participants contribute and benefit equally.

Forms of Mutual Aid in Universities
1. Academic Support:
o Peer tutoring or study groups for difficult courses.
o Resource sharing, such as books, lecture notes, or digital tools.
o Collaborative preparation for exams or research projects.
2. Financial Aid:
o Crowdfunding or mutual aid funds to support students facing financial difficulties (e.g., for tuition, housing, or emergency expenses).
o Sharing meals, groceries, or transportation costs.
3. Mental Health and Emotional Support:
o Peer-led support groups for stress, anxiety, or loneliness.
o Safe spaces for open discussions about mental health or personal challenges.
o Informal mentoring relationships between students and faculty.
4. Advocacy and Activism:
o Collaborative efforts to address systemic issues, such as tuition hikes, housing shortages, or inadequate campus resources.
o Organizing campaigns to amplify student voices on issues like discrimination, harassment, or climate change.

5. Practical Assistance:
o Swapping goods (e.g., textbooks, furniture, clothing) or offering free items through campus exchanges.
o Sharing job opportunities, internships, or career advice.
o Offering transportation, like carpooling or rides to off-campus locations.
Benefits of Mutual Aid in Universities
1. Community Building: Strengthens bonds among students, faculty, and staff, creating a sense of belonging.
2. Filling Institutional Gaps: Addresses needs that university policies or services may overlook, particularly for low-income or international students.
3. Empowerment: Encourages participants to take an active role in creating solutions, fostering resilience and agency.
4. Promoting Equity: Ensures that resources and support are distributed based on need, reducing disparities within the campus community.
5. Skill Development: Teaches collaboration, problem-solving, and organizational skills through participation in mutual aid initiatives.

Challenges of Mutual Aid in Universities
1. Sustainability: Volunteer-driven efforts may struggle with long-term consistency, especially during exam periods or holidays.
2. Awareness and Participation: Limited awareness of mutual aid initiatives can hinder

their reach and effectiveness.
3. Burnout: Participants may overextend themselves, leading to fatigue and reduced engagement.
4. Institutional Barriers: Universities may have rules or bureaucracy that complicate organizing mutual aid efforts on campus.

Examples of Mutual Aid in Action

1. COVID-19 Response:
o During the pandemic, students created networks to distribute food, masks, and laptops for online learning.

2. Textbook Exchanges:
o Platforms where students share or donate textbooks to reduce academic costs.
3. Solidarity Funds:
o Crowdsourced funds to support students facing emergencies, such as eviction or medical bills.
4. Cultural and Social Support:
o Buddy systems for international students or first-generation students to ease their transition into university life.

Conclusion
Mutual aid in universities is a powerful tool for fostering solidarity and addressing inequities within the academic community. By pooling resources, sharing knowledge,
and supporting one another, mutual aid initiatives create a stronger, more inclusive environment where all members can thrive.

Practical Activity
Include a practical activity for the learner (it can be a test, a scenario, questions through which the student can reflect and with a prompt by which he or she can be helped, free space for imagination, as long as it is relevant and DIGITALISABLE as an e-learning activity - For references on what we can include: check the end of the document)
Catalogue of possible practical activities: https://access.articulate.com/es-ES/support/article/Rise-Lesson-and-Block-Types

Quiz
Include the questions and possible answers of the quiz, highlighting the correct one.
Student Mediation Questions What is the primary goal of mediation? a) To determine a winner and a loser in the conflict. b) To facilitate cooperation and reach a mutually agreeable solution. (CORRECT) c) To allow the mediator to make the final decision. Which of the following is NOT a responsibility of the mediator? a) Listening actively to both parties. b) Taking sides to help resolve the conflict. (CORRECT) c) Helping parties generate solutions. What happens during the "Storytelling" stage of the mediation process? a) The mediator makes decisions for both parties. b) Each party shares their perspective uninterrupted. (CORRECT) c) The mediator identifies solutions for the conflict. Active Listening Questions Which technique is commonly used in active listening? a) Interrupting to give quick advice. b) Paraphrasing what the speaker said in your own words. (CORRECT) c) Sharing personal opinions immediately. What is a common barrier to active listening? a) Focusing only on verbal signals. b) Personal biases and assumptions. (CORRECT) c) Using open-ended questions. How does "attentive silence" help in active listening? a) It pressures the speaker to stop talking. b) It gives the listener time to respond. c) It creates space for the speaker to express themselves fully. (CORRECT) Victimization Questions Questions 1 What is a possible impact of victimization? Increased productivity. Negative emotional and psychological consequences. (CORRECT) Improved social relations.   Question 2 What is one of the main concerns of victimology? A. Study the motives of perpetrators.

B. Propose solutions to help victims recover. (CORRECT)
C. Analyze only the economic impacts of crimes.

Question 3
What is "secondary victimization"?
A. Damages directly caused by a crime.
B. Psychological consequences of assault.
C. Harm caused by institutions or society, such as stigma. (CORRECT)

Question 4
What is not part of the interdisciplinary aspects of victimology?
A. Psychology.
B. Astronomy. (CORRECT)
C. Sociology.

Mutual Aid Questions

Question 1
What is a principle of mutual aid?
A. Competition among members.
B. Peer support and mutual help. (CORRECT)
C. Isolation of individuals.

Question 2
What is the key principle of mutual assistance in universities?
A. Strict institutional supervision.
B. Voluntary cooperation and lack of profit. (CORRECT)
C. Competition between students.

Question 3
What is the example of financial support in mutual assistance?
A. Study groups for examinations.
B. Participatory funds to help a student pay his rent. (CORRECT)
C. A course organized by a visiting teacher.

Question 4
What is a common limit to mutual aid initiatives in universities?
A. Universal access to infinite resources.
B. Difficulty in ensuring the sustainability of efforts over the long term. (CORRECT)
C. An institutional preference for mutual aid.

Please, complete the content above before moving on.

Closing Message
Write a motivational or inspirational message to congratulate the young person for completing the module.
Congratulation Congratulations on completing this module on student mediation, listening posture, victimology and mutual help. You now have the skills to mediate, listen actively, understand victims' needs and promote mutual help. Continue to learn and support a safe and inclusive academic environment for all.

Bibliography and extra materials
Bibliography and downloadable materials (if any)

How to write training content:

Proposed Structure for Each Micro-Learning Content

1.1 Welcome statement - Beginning each micro-learning content with a warm, concise and engaging welcome statement to set a positive tone and establish a connection with the learners right from the start.

1.2 Brief introduction of the activity (e.g., topics and goals) - This section should outline the topics and goals that will be covered in the micro-learning content, to clearly communicate the learning objectives and clarify what learners can expect to gain from the activity. This introduction sets the context and prepares learners for the upcoming content.

1.3 Main activity - The main activity would be the core of the micro-learning content, delivering key information, concepts, or activities using a combination of text, visuals, multimedia elements, and interactive components.

1.4 Self-debriefing exercise or Knowledge Assessment - Following the main activity, FEMXA proposes to include a self-debriefing exercise or knowledge assessment to reinforce learning and assess learner understanding. This section can take the form of reflective questions, scenario-based exercises, mini quizzes, or interactive activities that prompt learners to apply what they have learned. The goal is to encourage learners to reflect on the content and evaluate their own comprehension and mastery of the topics covered.

Tool: Articulate Rise 360

To design the e-learning modules, Femxa plans to use Articulate Rise 360, recognized as one of the industry-leading e-learning authoring tools. To learn more: . Among the benefits of the tool:

Responsive design, ensuring that the content automatically adapts to different screen sizes and devices, including desktops, tablets, and mobile phones, and therefore learners can access the modules anytime, anywhere, and have a seamless learning experience across various devices;

More efficient translation workflow since Rise 360 provides a user-friendly interface for translating content into multiple languages. Modules can be duplicated and team members can work on each translated version separately while leveraging the existing structure and formatting, reducing the time and effort required for manual content extraction and reintegration. Furthermore, all translations can be managed within a centralized platform: this simplifies the process of updating and maintaining translated content, as changes made to the original module can be easily propagated to the translated versions, ensuring consistency across languages. Ultimately, Rise 360 provides customizable language switching options, allowing learners to easily switch between different language versions of the module, significantly reducing the time and costs to develop multiple language versions of the modules;

Versatile Content Formats, providing a wide range of built-in content formats to choose from, such as text, images, videos, interactive quizzes, timelines, and more, which significantly reduces the time and cost to build from scratch all these content types;

Collaboration and Review Features since Rise 360 offers collaboration and review features, making it easy for multiple team members to work together on the same project. Everyone can provide feedback and suggestions during the development process, ensuring that the final modules meet the desired learning objectives;

Extensive Publishing Options, including web publishing and SCORM (Sharable Content Object Reference Model) packages, which is a widely adopted standard for e-learning content packages that enhances the integration with learning management systems (LMS).

Examples of Available Content Format

Text & Lists (e.g., headings, subheadings, checklists bullet points or tables)

When we show up to the present moment with all of our senses, we invite the world to fill us with joy. The pains of the past are behind us. The future has yet to unfold. But the now is full of beauty simply waiting for our attention.

By all means, write your to-do list. Make careful arrangements. Choose your traveling companions. Pack up your talismans. And then scrap your well-thought out plan when your intuition whispers, "This way."

We open ourselves to discovery by following our deepest questions. If we take them seriously, they teach us everything we want to know. If we abandon them, we forfeit a powerful chance to become someone new.

Column 1	Column 2	Column 3
Step 1	Step 2	Step 3
Step 4	Step 5	Step 6

You're the master of your life, the captain of your ship. Steer it with intention. Will you skirt the coast from one safe harbor to the next? Or will you sail into the vast open blue? Every day you get to decide anew what course to chart.

When you're on a new path but aren't sure where it leads, keep putting one foot in front of the other. It's the only way you'll arrive.

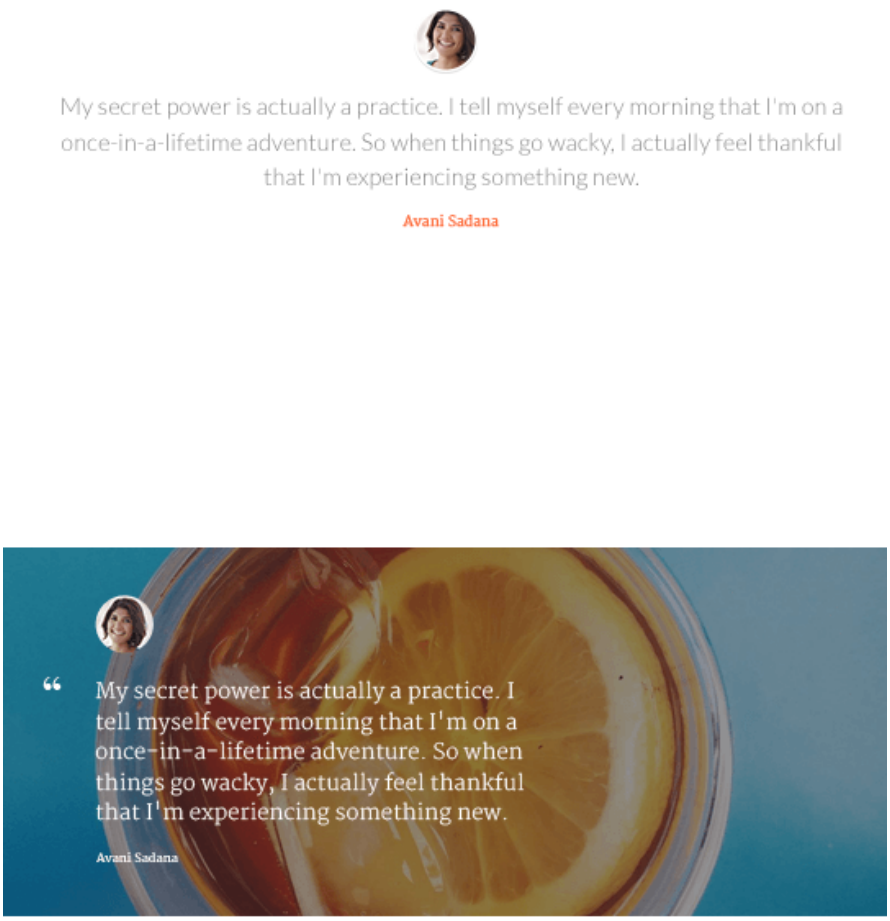
You're the master of your life, the captain of your ship. Steer it with intention. Will you skirt the coast from one safe harbor to the next? Or will you sail into the vast open blue? Every day you get to decide anew.

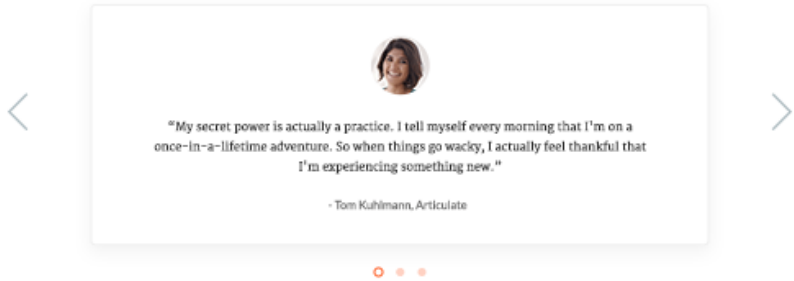
1. Say yes more. Yes opens doors. No closes them. Yes pushes us. No keeps us safe at home. Imagine all the opportunities waiting for a yes.
2. Let go of expectation. You've done your best to prepare. Now, let go. There's no one way your life should unfold. Enjoy the journey.
3. Welcome diversions. The most rewarding adventures often start with an unexpected detour. Perhaps that distraction will guide you onward.

- [ ] Say yes more. Yes opens doors. No closes them. Yes pushes us. No keeps us safe at home. Imagine all the opportunities waiting for a yes.
- [ ] Let go of expectation. You've done your best to prepare. Now, let go. There's no one way your life should unfold. Enjoy the journey.
- [ ] Welcome diversions. The most rewarding adventures often start with an unexpected detour. Perhaps that distraction will guide you onward.

- Say yes more. Yes opens doors. No closes them. Yes pushes us. No keeps us safe at home. Imagine all the opportunities waiting for a yes.
- Let go of expectation. You've done your best to prepare. Now, let go. There's no one way your life should unfold. Enjoy the journey.
- Welcome diversions. The most rewarding adventures often start with an unexpected detour. Perhaps that distraction will guide you onward.

Quotes (e.g., single quotes or quote carousels)





Images (e.g., single images or image galleries)

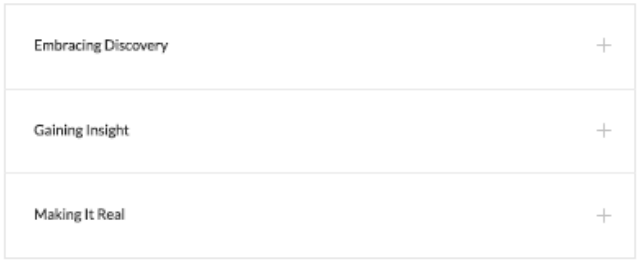
Finding a way

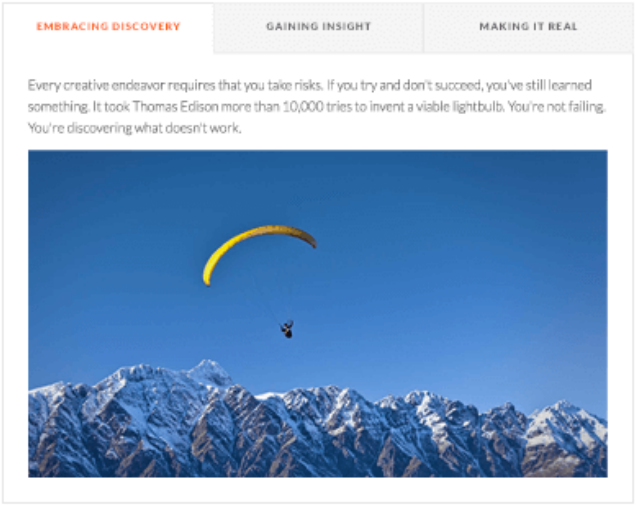
Where the road leads, I will go. Along the stark desert, across the wide plains, into the deep forests I will follow the call of the world and embrace its ferocious beauty.

Videos (e.g., from popular platforms like YouTube, Vimeo, or uploading our own videos to provide dynamic multimedia content)

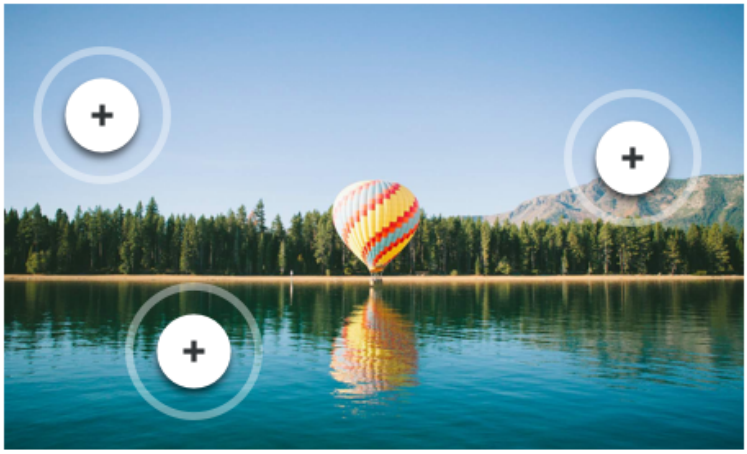
Audio (we can incorporate audio files to deliver spoken instructions, explanations, or narration. Learners can listen to audio while going through the content)

Tabs and Accordions, to organize and condense content. Tabs allow you to present related information in separate tabs, while accordions enable learners to expand and collapse sections as needed.

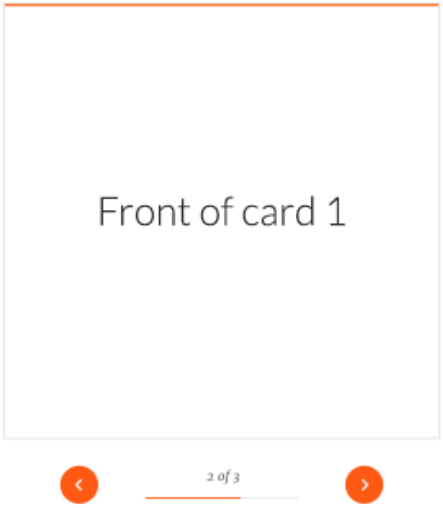




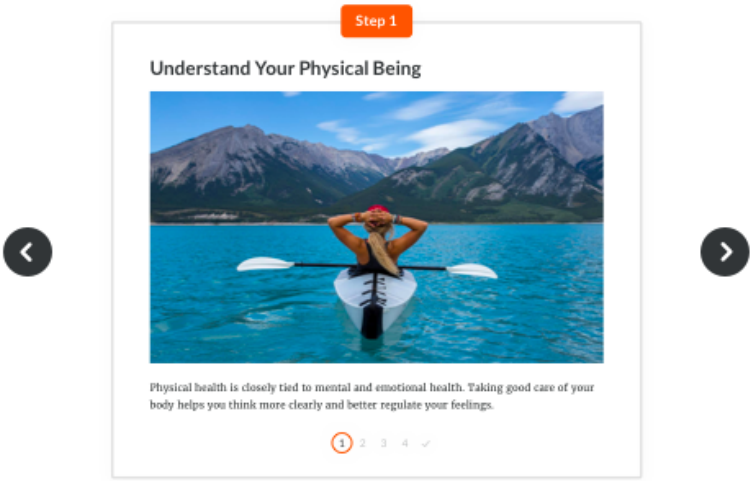
Labeled Graphics to annotate images or diagrams with labels and descriptions.



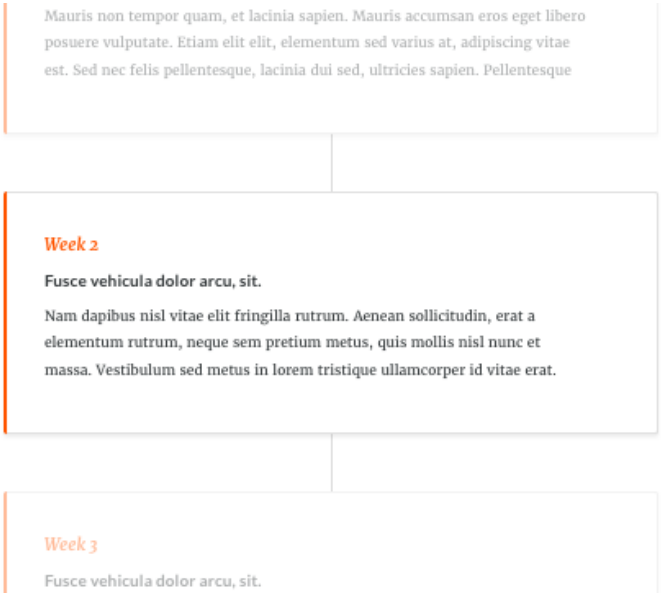
Interactive flashcards to reinforce learning (interactive flashcards that display questions on one side and answers on the other)



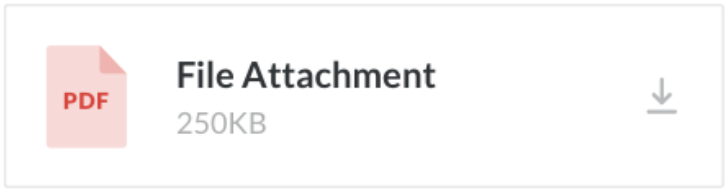
Process Blocks to present information in a sequential and organized manner (it could be used as an interactive slider).



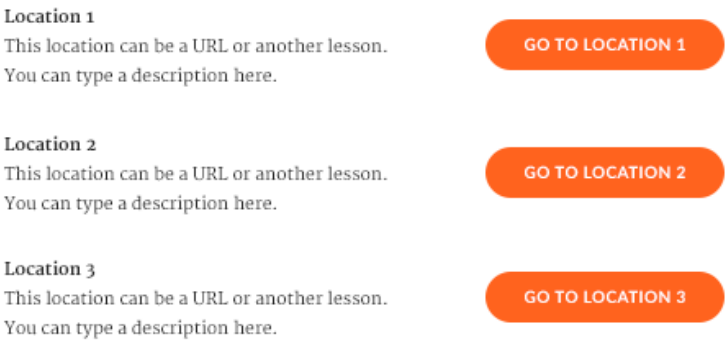
Timeline Blocks to showcase chronological sequences using timeline blocks. We can add milestones, dates, descriptions, and visuals to illustrate the timeline.



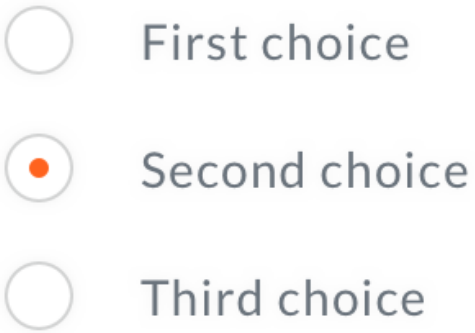
Downloads and Attachments (we can attach files and resources for learners to download, including handouts, worksheets, PDF documents, or any other supplementary materials)



Buttons (to external resources)

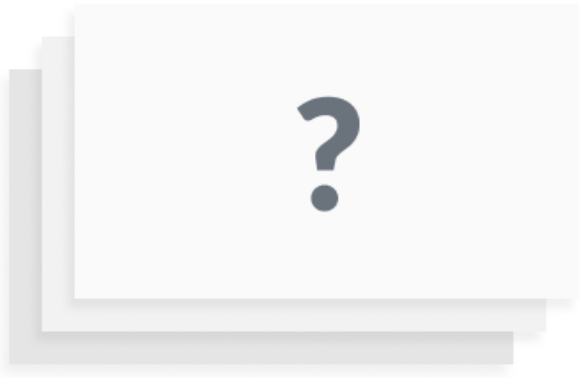


Knowledge Checks to evaluate learners' understanding and progress with knowledge check interactions (e.g., multiple-choice or multiple response questions, true/false statements)

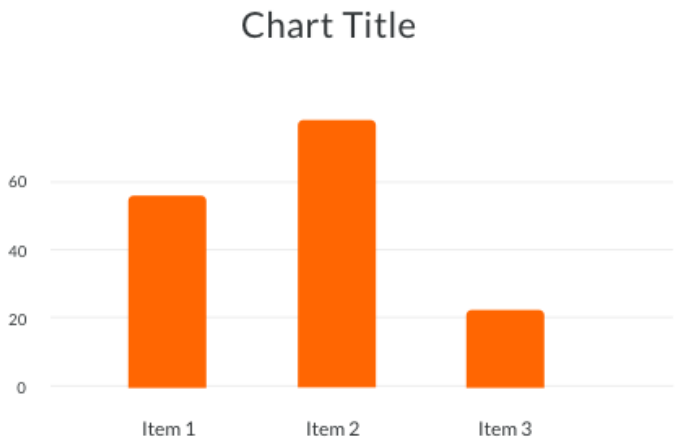


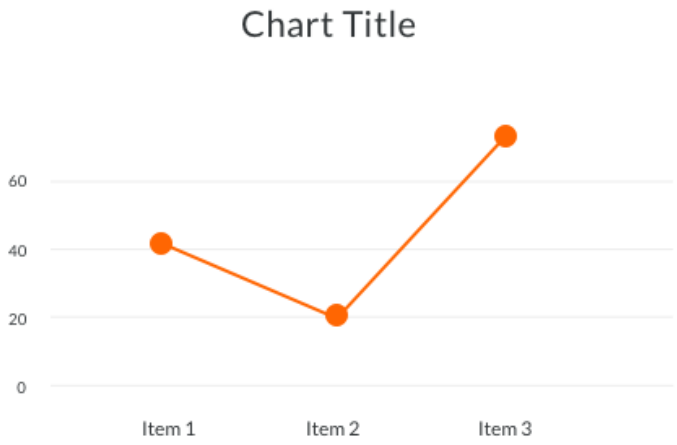
- [x] This is correct
- [x] This is also correct
- [ ] Wrong

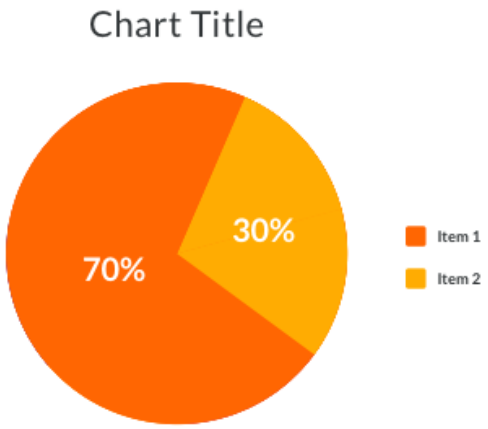
The sky is the color _____ on a sunny day.



Charts







Embedded Content: Embed external content such as webpages, PDF documents, spreadsheets, or interactive content created with other tools for a seamless learning experience. Hence, we can use other resources not listed here, as long as we have the embed code (code snippet, HTML)

```
<!DOCTYPE html>
<html lang="en">
    <head>
        <meta charset="utf-8">
        <title>title</title>
        <link rel="stylesheet" href="style.css">
        <script src="script.js"></script>
    </head>
    <body>
```

ANNEX A6 — MODULE 6

Prevention and Management of Sexual Harassment in Academic Professional Relations

Source authoring file: Femxa_Module_6_PREVHED project V05.docx

Contributor indicated in source: Femxa Formación SLU; Romanian American University named in V05

DOCUMENTARY TRANSCRIPTION — original wording and template labels retained.

Training module title	Prevention and management of sexual harassment in professional relations in academia
Partner	Femxa Formación SLU, Almudena González Romanian American University,

Write below the content of the learning block. Please, address the target group with "YOU", since this should be the content to include in the e-learning activity for young students.

Attach to this block any images, videos or other multimedia resources you need to include or at least instructions if you need designers to make a diagram for the content.

Example of online module:

Example of online course:

You can see this example which corresponds to the Mentor 2.0 project. You can access this course as a guest, which means that you do not need to register (option only availabe right now to access the English version (Mentor 2.0 Open)).

Win course:

Welcome message
Insert a brief welcome message
Welcome to Prevention and management of sexual harassment in professional relations in academia. 5 to 10 lines to summarize the main content of the module. LET'S GET STARTED!

Objectives & Learning Outcomes

Insert the objectives and expected learning outcomes from the activity through bullet points
Understanding the risks of sexual harassment in academic professional relationships. Raise awareness among supervisors and doctoral students of the risks and prevention of sexual harassment in the thesis relationship. To know and apply the ethical rules in the relations between teachers and students. Identify and manage situations of sexual harassment between colleagues. Understand the national and European legal frameworks on sexual harassment and the procedures to be followed in case of reporting.

Theoretical content
Section 1: Ethical rules of the teacher-student relationship Relationships between teachers and students must adhere to strict ethical rules to avoid any form of sexual harassment or inappropriate behavior. This section outlines the ethical framework governing teacher-student interactions, with a focus on maintaining professional boundaries, preventing conflicts of interest, and promoting a safe and respectful academic environment. Subsections: Ethical rules: appropriate behaviors and limits in the relationship between teachers and students. Romantic relationships: institutional policies on romantic relationships between teachers and students. Training and awareness: training programs to inform teachers and students about ethical rules. Ethical rules: Maintaining ethical boundaries in teacher-student relationships is essential to preserving the integrity of the educational environment. Clear ethical guidelines help prevent situations where personal interests or biases could influence academic outcomes, ensuring that all students receive fair and equal treatment. This fosters an atmosphere of trust, where students feel safe to express themselves, ask questions, and engage in the learning process without fear of prejudice or unfair treatment. Ethical rules serve as a safeguard against abuses of power. The inherent power imbalance between teachers and students creates a dynamic where inappropriate behavior can easily manifest if boundaries are not well-defined and respected. Establishing clear behavioral limits mitigates risks of sexual harassment, favoritism, and conflicts of interest, contributing to a professional and respectful academic setting. This is particularly important in higher education, where close mentorship relationships are common. Promoting appropriate behaviors and limits enhances the institution's reputation and aligns with legal and ethical standards. Educational institutions are responsible for maintaining a safe and inclusive environment, free from harassment and discrimination. Adhering to ethical rules not only protects the rights and well-being of students but also helps institutions avoid legal liabilities and uphold their mission of providing high-quality education.

Maintaining a professional relationship between teachers and students is crucial in promoting a positive and conducive learning environment. Ethical rules include, but are not limited to:
Respect and professionalism: Teachers must treat all students with respect, fairness, and impartiality. Communication should remain professional, avoiding personal, overly familiar, or suggestive language.
Boundaries and interaction: Physical contact should be limited to appropriate educational contexts, avoiding any form of physical behavior that could be misinterpreted as inappropriate.
Transparency: Meetings between teachers and students, especially one-on-one sessions, should occur in professional settings and, when possible, in open or observable environments.
Equal treatment: Teachers must avoid favoritism and maintain consistent standards for all students, ensuring equal opportunities in academic assessment, mentorship, and support.
Respect and professionalism are essential in the teacher-student relationship, promoting a safe and productive learning environment. When teachers treat students with fairness and impartiality, they foster a culture of inclusion where students feel valued and heard. Professionalism involves maintaining appropriate boundaries, using formal yet approachable language, and creating an atmosphere where students can ask questions and engage without fear of judgment. For example, addressing students by their preferred names and responding to queries with patience helps build trust and encourage active participation.
Maintaining professionalism also means avoiding overly familiar or suggestive language and behavior. This is crucial in diverse educational settings where inappropriate comments or sharing personal details could blur boundaries and create discomfort. For instance, avoiding jokes with sexual undertones prevents misunderstandings and maintains the formal tone of the academic setting. Professional communication keeps interactions focused on learning objectives and reduces the risk of misinterpretation.
Additionally, professionalism supports fairness and unbiased treatment. By remaining objective, teachers can assess student performance based on merit rather than personal preferences, avoiding favoritism. For example, consistent grading practices and equitable access to mentorship ensure all students receive the same opportunities for success. This approach aligns with ethical education practices and reinforces a safe, respectful learning environment.
Establishing clear boundaries and managing physical interactions appropriately are critical in maintaining a professional teacher-student relationship. Limiting physical contact to appropriate educational contexts helps prevent misunderstandings and ensures a safe and respectful learning environment. For example, a handshake or a pat on the back in a congratulatory context may be acceptable, but more intimate or prolonged physical contact should be avoided. This approach minimizes the risk of actions being misinterpreted as inappropriate or crossing personal boundaries, which could lead to discomfort or potential allegations of misconduct.
Setting clear boundaries also helps protect both pupils and teachers from unintended consequences. Teachers who consistently uphold professional standards of interaction reduce the likelihood of blurred lines between supportive educational practices and behavior that could be perceived as intrusive. For instance, instead of physical gestures, teachers can use verbal praise or academic recognition to support and motivate students. Such non-physical forms of encouragement are effective while maintaining a safe and professional distance.
Moreover, appropriate boundaries in physical interactions contribute to a wider culture of respect and safety in educational institutions. When teachers model appropriate behavior, they set a

standard for students to follow, reinforcing the importance of respecting personal space and boundaries. This is particularly important in diverse classrooms where cultural norms around physical contact may vary widely. By adhering to professional boundaries, teachers not only protect themselves and their students but also contribute to a positive and secure academic environment.
Transparency in teacher-student interactions, particularly during one-on-one meetings, is crucial for maintaining a safe and professional academic environment. Holding meetings in professional settings, such as offices with open doors or in observable environments like common areas, reduces the risk of misunderstandings or allegations of inappropriate behavior. For example, a teacher who schedules a meeting with a student in a conference room with windows ensures that interactions are visible, promoting a sense of safety and accountability for both parties.
Maintaining transparency also helps build trust between teachers and students. When meetings occur in open or semi-public spaces, it reinforces that the interaction is professional and focused on academic or support-related topics. This practice not only protects students from potential misconduct but also safeguards teachers against false accusations. For instance, using institutional email and scheduling systems for appointments and maintaining clear records of communications can provide additional layers of transparency and documentation.
Additionally, transparent practices demonstrate a commitment to institutional policies and ethical standards. By adopting clear protocols for one-on-one interactions, educational institutions can set expectations for behavior and establish a culture of openness and professionalism. This approach benefits the entire academic community by promoting a safe learning environment where students feel comfortable seeking guidance and support without fear of impropriety.
Ensuring equal treatment of all students is fundamental to maintaining fairness and integrity in the educational environment. Teachers must avoid favoritism by applying consistent standards in academic assessment, mentorship, and support. For example, when grading assignments, teachers should use clear and objective criteria that are applied uniformly to all students. This prevents personal biases from influencing grades and ensures that assessments reflect students' actual performance and understanding of the material. Similarly, when offering mentorship opportunities, such as research projects or academic guidance, teachers should provide all eligible students with equal access, rather than selectively choosing favorites based on personal relationships or other non-academic factors.
Equal treatment also extends to classroom interactions and support services. For instance, a teacher who consistently calls on a diverse range of students during class discussions promotes inclusivity and ensures that all voices are heard. Additionally, providing the same level of support and resources to all students, regardless of their background or abilities, helps to create an equitable learning environment. By avoiding preferential treatment and maintaining transparent and consistent practices, teachers not only support the academic success of all students but also reinforce the ethical standards of the institution, contributing to a culture of fairness and respect.
Romantic relationships:
Most educational institutions have explicit policies that prohibit or strongly discourage romantic or sexual relationships between teachers and students due to the inherent power dynamics and potential conflicts of interest. Key considerations include prohibition of relationships, disclosure and management, and disciplinary measures.
Most educational institutions enforce strict policies prohibiting or discouraging romantic or sexual relationships between teachers and students due to the inherent power dynamics and the risk of

conflicts of interest. These policies are particularly stringent when a direct supervisory or evaluative relationship exists, as the imbalance of power can lead to exploitation, favoritism, or coercion—whether intentional or perceived. For example, a university may adopt a zero-tolerance policy preventing faculty members from engaging in romantic relationships with students they teach or supervise. Such measures aim to uphold academic integrity and ensure that students are assessed purely on their academic performance without undue influence or bias. This is crucial in protecting the institution's reputation and maintaining trust within the academic community.

One critical approach in managing potential conflicts of interest is the requirement for disclosure if a consensual relationship arises between a teacher and a student. In such cases, institutions often mandate that the relationship be reported to a designated authority, such as the human resources department or an ethics committee. For example, if a professor begins a romantic relationship with a student outside of their class, the institution may reassign the student to a different supervisor or adjust the teacher's responsibilities to eliminate any evaluative role over the student. This transparency helps prevent situations where academic or professional decisions might be influenced by personal relationships, ensuring fairness and protecting both parties from allegations of bias or misconduct.

To enforce these policies effectively, institutions typically outline clear disciplinary measures for violations. Depending on the severity of the infraction, disciplinary actions can range from formal warnings to suspension or even termination of employment. For instance, if a teacher engages in a concealed relationship with a student and it is later discovered, the institution might initiate an investigation. If the findings reveal a breach of policy, the teacher could face consequences such as losing their position or professional credentials. Such disciplinary measures serve as a deterrent, demonstrating the institution's commitment to ethical standards and reinforcing the importance of maintaining professional boundaries in educational settings.

Examples of disciplinary actions also extend to preventative measures such as mandatory training sessions on professional ethics and boundaries. Some institutions might incorporate scenarios and case studies into their training programs to help educators understand the consequences of boundary violations. For example, role-playing exercises might illustrate how a seemingly innocuous situation could escalate into a conflict of interest, emphasizing the need for transparency and adherence to institutional policies. By combining clear policies with education and disciplinary frameworks, institutions create a robust system to manage and prevent inappropriate relationships, fostering a safe and ethical academic environment.

When a consensual relationship arises between a teacher and a student, disclosure to the institution is a critical step in maintaining fairness and transparency. Many educational institutions have established protocols requiring faculty members to report such relationships to a designated authority, such as the human resources department or an ethics committee. This requirement is not only a matter of policy compliance but also an ethical practice that helps prevent conflicts of interest. For example, if a professor begins a romantic relationship with a graduate student, disclosure allows the institution to take proactive steps to manage the situation appropriately, ensuring that the relationship does not influence academic decisions, assessments, or opportunities for the student.

One common approach institutions take upon disclosure is the reassignment of supervisory roles. For example, if the teacher involved in the relationship is supervising the student's thesis or overseeing their coursework, the institution might appoint a different faculty member to assume

these responsibilities. This measure eliminates any potential bias or preferential treatment that could arise from the personal relationship. Reassignment also protects the teacher from accusations of favoritism, providing a safeguard for both parties involved. Additionally, it reinforces the institution's commitment to maintaining academic integrity and treating all students equally, irrespective of personal relationships.

Beyond reassignment, institutions may implement other management strategies to maintain transparency and fairness. These might include setting boundaries on interactions outside of academic contexts, providing counseling services, or establishing clear communication guidelines to avoid perceptions of impropriety. For instance, an institution might advise the teacher and student to avoid private meetings and instead conduct necessary academic discussions in open or professional settings. In some cases, institutions may require the individuals involved to sign an agreement outlining acceptable behaviors and boundaries to ensure compliance with institutional policies. These proactive measures help maintain a professional academic environment and demonstrate the institution's dedication to ethical standards and the well-being of the academic community.

Violating institutional policies regarding romantic relationships between teachers and students can result in serious disciplinary measures. Many educational institutions adopt a zero-tolerance approach to such violations to maintain professional standards and protect the learning environment. Disciplinary actions can vary based on the severity of the breach, ranging from formal warnings to suspension or even termination of employment. For example, if a teacher fails to disclose a romantic relationship with a student, as required by institutional policy, they might receive a formal warning and be required to complete additional ethics training. However, in more severe cases, such as when a relationship involves a direct supervisory role or leads to biased academic evaluations, the institution might impose harsher penalties, including suspension or dismissal. This approach ensures that ethical standards are upheld and reinforces the importance of transparency and professionalism within academia.

Institutions may also implement disciplinary measures to mitigate risks and prevent future occurrences. For instance, if a violation is discovered, the institution might not only terminate the employment of the offending teacher but also review and strengthen its policies and training programs on professional boundaries. An example of this approach is when a university updates its code of conduct and mandates regular ethics workshops for faculty and staff following an incident of policy violation. Such disciplinary actions serve a dual purpose: they hold individuals accountable for their behavior and act as a deterrent for others, promoting a safe and respectful academic environment. By maintaining clear and consistent disciplinary policies, educational institutions demonstrate their commitment to ethical conduct and the welfare of the academic community.

Training and awareness:

Effective training and awareness programs are essential in establishing a culture of respect and professionalism within academic settings. Ethics training for faculty, such as workshops and seminars, plays a crucial role in helping educators understand professional boundaries, prevent sexual harassment, and adhere to institutional policies. For example, a university might organize annual training sessions where faculty engage in scenario-based learning, exploring real-life situations that test ethical decision-making. These programs often include case studies, role-playing exercises, and discussions on how to handle complex interactions with students. By reinforcing the

importance of maintaining professional boundaries and providing clear guidance on institutional expectations, these training sessions help prevent inappropriate behavior and support a safe and inclusive academic environment.

In addition to training faculty, educational institutions must prioritize student education on recognizing inappropriate behavior and understanding their rights. Informational sessions can empower students by teaching them how to identify red flags in teacher-student interactions, such as favoritism, suggestive comments, or boundary violations. For instance, a college might host workshops during orientation week that cover topics like consent, harassment prevention, and the process for reporting concerns. These sessions could also include resources such as helplines, counseling services, and detailed instructions on how to navigate formal complaint procedures. By offering regular updates that reflect changes in laws, policies, and best practices, institutions ensure that both faculty and students are equipped with the knowledge needed to maintain a professional and ethical learning environment. This continuous education fosters a proactive approach to preventing misconduct and reinforces a culture of accountability and respect.

Many European and international universities have established comprehensive training programs to prevent inappropriate behavior and foster a culture of respect and professionalism within their academic communities, offering valuable examples of best practices:

University of Cambridge has developed the "Where do you draw the line?" (https://www.breakingthesilence.cam.ac.uk/training/training-staff?utm_source=chatgpt.com) initiative, a collaborative effort with other institutions, aimed at preventing sexual harassment. This program includes training sessions designed to help staff recognize and address nuanced and covert forms of harassment, fostering a safer and more inclusive environment.

Princeton University has developed an online education program titled "Preventing Sexual Harassment" (https://sexualmisconduct.princeton.edu/prevention-efforts/faq-psh?utm_source=chatgpt.com) which is mandatory for all faculty members, second-year graduate students, and staff. This program aims to educate participants on recognizing and preventing sexual harassment, thereby contributing to a safe and supportive environment for all community members. The training emphasizes the responsibility of each individual to uphold a respectful and fair academic atmosphere.

The University of Illinois requires all faculty, staff, and graduate employees to complete annual ethics training. This two-part program includes "Ethics Act" training and "Harassment and Discrimination" training (https://www.ethics.uillinois.edu/training/illinois_mandatory_ethics_training?utm_source=chatgpt.com), designed to ensure that university employees are well-versed in ethical standards and institutional policies. By mandating this training, the university strives to maintain a professional environment where all members are aware of their roles in preventing misconduct and promoting inclusivity.

At the same time, student education through informational sessions is a critical At the same time, student education through informational sessions is a critical component of promoting a safe and respectful academic environment. These sessions help students recognize inappropriate behavior, understand their rights, and learn the correct procedures for reporting concerns. For example, universities such as the University of Cambridge offer workshops during orientation that cover topics like consent, identifying harassment, and navigating the institution’s reporting channels. By equipping students with the knowledge to recognize early signs of inappropriate conduct, these

sessions empower them to take action when needed and ensure they are aware of the support systems available to them.

Beyond initial education, institutions must provide regular updates to keep students informed about changes in laws, policies, and best practices. Academic environments are dynamic, and legal frameworks surrounding professional conduct evolve over time. For example, the University of Amsterdam offers periodic refresher courses and e-learning modules to update students on policy changes and reinforce critical concepts related to ethical behavior and harassment prevention. These updates ensure that students remain well-informed and can effectively contribute to a safe and inclusive campus culture.

Regularly updated training also reinforces a proactive stance on preventing misconduct. By maintaining a continuous education approach, institutions demonstrate their commitment to creating a transparent and supportive academic environment. Students are more likely to report concerns when they feel confident in understanding the procedures and trust the institution's commitment to handling such issues professionally. Consistent messaging through workshops, digital resources, and awareness campaigns helps build a resilient academic community where respect and professionalism are foundational values.

In conclusion, establishing and adhering to ethical rules in the teacher-student relationship is a critical element in maintaining the integrity and safety of academic environments. By promoting respect, professionalism, and transparency, institutions not only uphold high academic standards but also create a culture where students and teachers can thrive without fear of harassment or bias. The outlined guidelines on appropriate behaviors, clear boundaries, and institutional policies on romantic relationships serve as practical frameworks that reinforce ethical conduct and mitigate risks associated with power imbalances and conflicts of interest.

The emphasis on training and awareness further strengthens this ethical foundation. By continuously educating faculty and students on institutional policies, recognizing inappropriate behavior, and understanding reporting procedures, universities demonstrate a proactive commitment to upholding a safe and inclusive learning environment. Regular updates to training programs ensure that the academic community is well-informed of evolving legal and ethical standards, fostering an adaptable and resilient campus culture.

Ultimately, the effective implementation of these ethical rules not only protects individuals within the academic community but also enhances the institution's reputation as a safe and professional place of learning. Upholding these standards is not merely a compliance requirement but a moral imperative that aligns with the core values of education: fairness, equity, and respect. Through diligent practice of these principles, educational institutions can lead by example, setting benchmarks for ethical behavior and contributing positively to society at large.

Section 2: Sexual harassment between colleagues

Sexual harassment between coworkers can create a toxic work environment. It is crucial to raise awareness among teachers and managers about these risks and to provide tools to prevent and manage these situations. The sexual harassment between colleagues may happen in horizontal or vertical relations, and in this case it may happen top-bottom or bottom-top.

Diverse studies show that there is not a stereotype of aggressors. Aggressions can occur at any time and the aggressor can be a hierarchical superior, a peer, or a subordinate.

Definition of sexual harassment in the workplace:

The International Labor Office (ILO) defines sexual harassment as behavior based on sex that is

unpleasant and offensive to the person who suffers it.
According to the ILO, sexual harassment can manifest itself in two ways (ILO, 2007):
Quid Pro Quo: when the victim is conditioned with the attainment of a work benefit, such as a salary increase, promotion, or even permanence in her job, in order to agree to sexual behavior.
Hostile work environment, in which the conduct results in situations of intimidation or humiliation of the victim.
Sexual harassment is a widespread phenomenon that undermines equality at work and has a negative impact on victims' pay, careers and working conditions. In extreme situations, it can even lead to the expulsion of victims from the labor market, which reinforces their role as victims and increases their vulnerability. Many victims do not report harassment situations. The reasons for not reporting are varied, ranging from the normalization of these behaviors, fear of reprisals, or the difficulty of obtaining evidence when harassment occurs without witnesses.
The report Experiences of Violence and Harassment at Work: First Global Survey, prepared by the ILO in 2023, shows that violence and harassment at work are widespread worldwide, and that more than one in five employed people have experienced some episode of violence and harassment at work during their working life.
As for violence and sexual harassment, the same study indicates that at least one in fifteen workers has suffered violence and sexual harassment at work during their working life.
Sexual violence in the workplace appears to be a gender issue, since of all the violence suffered by workers, the data on sexual violence show the greatest gender difference among victims, 8.2% of women compared to 5% of men.
The same report points out the difficulty faced by victims when talking about the violence or harassment they have suffered: only 54.4% of the participants have spoken to someone about what they have suffered, and often after having suffered more than one type of violence, and most do so with friends and family, instead of using formal reporting channels. Among the reasons most cited as obstacles to disclosing or reporting having suffered violence or harassment are "waste of time" and "fear for their reputation". These stigmas must be overcome, and all victims of violence must have the opportunity to report their case and be supported throughout the process.
This module will help you identify modalities and cases of sexual harassment and violence in the workplace, and what measures you can take if you or someone in your environment is suffering from it.
Types of sexual harassment and sexual violence in the workplace:
Sexual harassment is defined in European Union law as any unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating the dignity of a person, in particular when it creates an intimidating, hostile, degrading, humiliating or offensive environment (COMMISSION RECOMMENDATION of 27 November 1991 on the protection of the dignity of women and men at work (92/131/EEC)).
Sexual harassment at work is conduct of a sexual nature or other behavior based on sex that affects the dignity of women and men at work. This may include unwanted physical, verbal or non-verbal behavior. Accordingly, there is a broad type of behavior that may be considered sexual harassment and is unacceptable if: such conduct is unwanted, unreasonable and offensive to the person who is the object of the conduct; the refusal or subjection of a person to such conduct by employers or employees (including superiors and co-workers) is explicitly or implicitly used as the basis for a decision that has an effect on that person's access to vocational training or employment, continued

employment, promotion, salary or any other employment-related decisions, and/or such conduct creates an intimidating, hostile or humiliating work environment for the person who is the subject of the conduct.

The main characteristic of sexual harassment is that it is unwanted on the part of the person being harassed, and it is up to each individual to determine what behavior is acceptable and what is offensive to him or her. Sexual attention becomes sexual harassment if it continues once the target has clearly indicated that he or she finds it offensive, although a single incident of harassment may constitute sexual harassment if it is sufficiently severe. What distinguishes sexual harassment from friendly behavior is that the former is unwanted and the latter is accepted and mutual.

Typologies of sexual harassment in the workplace:

As mentioned above, according to the classic typology, sexual harassment at work can be distinguished between sexual blackmail or Quid Pro Quo, or environmental sexual harassment.

The ILO established in 2007 a differentiation based on the nature of harassment behaviors. Physical harassment which includes physical violence, touching, unwanted approaches, deliberate rubbing, etc. Verbal violence and harassment which may consist of verbal comments or innuendos, telling sexual or sexist jokes, homophobic comments or jokes, insults based on a person's sex or sexual preference, or offensive phone calls. Non-verbal violence, such as whistling, obscene gestures, presenting pornographic objects, sending anonymous letters, e-mails, or text messages.

The typology by type of link makes it possible to identify harassment according to whether there are hierarchical differences between the harasser and the victim. This typology is included in Directive 2006/54/EC and makes it possible to identify harassment in relation to the hierarchical difference between the harasser and the victim. Thus we can differentiate several types, on the one hand horizontal harassment that can occur between colleagues with the same rank, vertical downward harassment that occurs when a hierarchical superior abuses a subordinate, and vertical upward harassment when the harassment situation occurs from a subordinate to a superior. It is also possible that the situation of harassment is produced by external link, that is to say, that it is exercised by a person outside the company, but with some type of relationship with it.

Risks and signs of sexual harassment in the workplace:

Each case of sexual harassment in the workplace is different, and therefore the signs presented below constitute a list of examples, without the intention of excluding or limiting other behaviors that may also be a sign of sexual harassment in the workplace.

It is not necessary that a conduct has the intention to constitute harassment, but it is necessary that such conduct is perceived by the victim as an attack on his or her dignity and/or moral integrity. It is common that there is a power relationship, through which the victim feels unprotected, isolated and defenseless against the harasser.

As we have seen in previous sections, there are multiple forms of sexual harassment, and therefore harassment can manifest itself in multiple ways.

Several studies on sexual harassment in the workplace show that companies that tolerate discrimination based on sex tend to have higher rates of sexual harassment, especially environmental sexual harassment. Likewise, the ILO's worldwide survey revealed that more than half of the respondents who said they had suffered sexual violence at work had suffered three or more incidents, which shows that it is a behavior that is not an isolated episode, but recurrent. The research shows that the type of woman most vulnerable to sexual harassment is young, economically dependent, single or divorced and with migrant status. With respect to men, those

who suffer more harassment are young men, homosexuals and members of ethnic or racial minorities (ILO, 2021).
Various studies conducted by the ILO in 2018 show that in serious or very serious cases of sexual harassment and in situations of vertical harassment, they are more related to the reinforcement of existing power dynamics and relationships than to mere sexual interest.
Casas, 2006 establishes a typology based on the seriousness of the act that is exemplary of behaviors that constitute harassment. Those behaviors identified as mild harassment can also be interpreted as behaviors that can lead to situations of serious or very serious harassment, so they should be reported when they occur in order to cut off the harassing behavior before it escalates to more serious or harmful behaviors.
Among the underlying causes and risk factors in the work environment we find:
Gender stereotypes.
Discrimination on the basis of sex or race.
Sexism.
Cultural and social norms that encourage violence and harassment.
Mild harassment would be those vexatious verbal expressions directed at the person being harassed, such as jokes with sexual content, compliments, sexual comments, inappropriate approaches, insinuating gestures or looks, etc.
Serious harassment consists of situations in which direct interactions with high sexual content occur, such as questions about personal sex life, sexual advances, requesting sexual relations without pressure, etc.
Very serious harassment occurs when there are situations of unwanted physical contact and direct verbal pressure, such as any type of unwanted touching, comments with sexual content, requesting sexual relations under threat or coercion, sexual aggression, etc.
Management of situations of sexual harassment and violence:
The management of situations of sexual harassment and violence in the workplace must be approached from a broad perspective, starting with training and prevention, protection of workers, and redress for victims.
Prevention and awareness:
Despite formal equality between men and women, discrimination and sexual violence continue to persist in society.
First of all, it is important to emphasize that all companies must have a protocol for sexual harassment and harassment based on sex. This protocol must contain the corresponding awareness, prevention, detection, investigation and sanction measures.
Prevention of sexual harassment in the workplace:
Prevention plays a fundamental role in helping some victims to identify some behaviors that are already normalized within their work environment as harassment.
Among the measures that can be implemented to prevent sexual harassment in the workplace, we can highlight courses and awareness-raising workshops, which should be aimed at both employees and the heads of the different departments, middle management, management and even collaborators.
Another important measure to prevent this type of behavior is the development and dissemination of a code of conduct that defines and prohibits sexual harassment. It is important that this code be disseminated among employees. The code should contain procedures for reporting and monitoring

such cases, as well as disciplinary measures to be applied. The reporting procedures should protect victims and complainants and provide appropriate confidentiality mechanisms, since fear of retaliation has a deterrent effect on victims when reporting.

It is important to mention that the existence of state-level laws against sexual harassment is an effective measure to prevent and prohibit sexual harassment in the workplace. While criminal laws usually criminalize the most serious cases of sexual harassment, there is a need for both criminal law and labor law to legislate to fill the gaps in criminalizing and prosecuting both mild and severe forms of sexual harassment in the workplace.

Management of harassment in the workplace:

A procedure for handling possible cases of harassment in the workplace and the phases of the investigation of the case are presented schematically:

Reporting: the company must have a reporting channel that guarantees the confidentiality of the process and protects the whistleblower. As we have seen in previous sections, fear of retaliation is one of the reasons most frequently cited by victims as a barrier to filing a report.

Meeting of the Harassment Protocol Instructing Committee: within approximately 3 days from the receipt of the complaint. It is recommended that the commission be composed of at least 3 people, one of them being a representative of the company, a human resources representative and a representative of the workers. If any of the members is related or has a special affinity with one of the parties to the process, he/she should abstain and be replaced by another person.

Investigation and investigation phase: this phase must be carried out with respect for all parties involved and will last an estimated 7 to 10 days. All parties involved may be accompanied by someone they trust and the principles of neutrality, confidentiality and the right of contradiction between the parties must be maintained.

Informative file: this file will contain the conclusions of the investigation phase, and in the event that a possible harassment behavior is detected, it will contain the precautionary measures to put an end to this situation. It will also propose the disciplinary measures to be taken by the company in the event that any type of harassment is detected. The measures will be commensurate and proportional to the conduct that has been detected. In the most serious cases, disciplinary dismissal may be chosen.

Resolution of the file: once the file has been received, the company must adopt the relevant measures and decisions within a period of no more than one week and communicate them to all parties involved. Both the filing of the complaint and the adoption of appropriate measures must maintain and respect the principle of confidentiality.

In the event that the file has resulted in disciplinary measures, but not in the termination of the contract, the company must maintain an active duty of vigilance to ensure that situations of harassment do not recur.

The actions carried out within the company shall in no case replace the legal actions that may be carried out or the criminal consequences of the act committed.

Section 3: Legal frameworks

Understanding the legal frameworks for sexual harassment is essential to protect victims and ensure a response to incidents of harassment that is in line with the legal regulations of each country.

At International level, the most relevant Framework is the C190 - Violence and Harassment Convention, made by International Labour Organization (ILO). Convention concerning the elimination of violence and harassment in the world of work (Entry into force: 25 Jun 2021). This

convention, elaborated by the ILO in 2019, it has been the first international treaty in the world to recognize the right of everyone to a world of work free from violence and harassment. The treaty has been ratified by 38 countries so far, and will enter in force in 9 countries during 2025. The UN has included sexual violence and the fight against violence of any form in several declarations such as the Universal Declaration on Human Rights, or the Convention on the Elimination of All Forms of Discrimination

At European level, in 2007, the European cross-sectoral social partners BUSINESSEUROPE, UEAPME, CEEP and ETUC signed the framework agreement on harassment and violence at work. With this agreement, European social partners condemn work related violence in all its forms, and recognize that violence can have an adverse effect on the workplace of each worker.

The implementation of this framework is in line with the following directives:

- Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin
- Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation
- Directive 2002/73/EC of 23 September 2002 amending Council Directive 76/207/EEC on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions
- Directive 89/391/EEC on the introduction of measures to encourage improvements in the safety and health of workers at work.

On March 8, 2022, the European Commission took a significant step forward with the proposal of a new directive aimed at establishing a minimum level of protection in the EU against violence against women and domestic violence. This legislative initiative aims to criminalize specific behaviors such as cyber-violence, non-consensual sharing of intimate images, and female genital mutilation, marking a significant step forward in the European legislative framework.

Some European countries stand out for their advanced policies in the fight against sexual harassment. For example, Nordic countries such as Sweden are often cited for their proactive approach and comprehensive policies that include educational programs from an early age and victim support measures in workplaces and educational establishments. Sweden is often cited as one of the most progressive countries in the fight against sexual harassment and gender-based violence, particularly in work environments and educational establishments. Swedish policies are comprehensive and include prevention, education and support for victims from an early age.

Sweden has strict laws against sexual harassment and gender-based violence. The Swedish legal framework includes specific provisions requiring employers and educational institutions to take active steps to prevent harassment and protect victims. For example, the Swedish Discrimination Act requires employers to develop and implement equality plans to promote non-discrimination and equal opportunities. In another area, Swedish educational establishments integrate gender equality and harassment prevention programs into their curricula from an early age. These programs aim to educate pupils about mutual respect and the recognition of inappropriate behavior. Finally, Sweden offers substantial support to victims of sexual harassment and violence, including access to counselors, mental health services and helplines. National awareness campaigns are regularly conducted to inform the public and encourage victims to report incidents.

Comparison of legislative frameworks between European countries.

France and Spain have developed significant policies to combat sexual harassment and gender-based violence, particularly in the workplace, schools and universities.

Policies in France

France has been a leader in implementing laws to combat sexual harassment and gender-based violence, especially after the impact of the #MeToo movement. The legal framework integrates both the Labour Code and the Penal Code, empowering victims to report incidents and seek justice. Key developments include a 2012 law amendment that strengthened workplace protections, including clearer definitions and harsher sanctions for offenders.

In the education sector, France mandates mandatory training for staff and students on consent, respect, and sexual violence prevention. Programs aimed at raising awareness about the impact of harassment further contribute to fostering safe, respectful learning environments.

Légifrance: https://www.legifrance.gouv.fr

Policies in Spain

Spain's legal framework is rooted in its Constitution, which enshrines equality and freedom, and several laws provide comprehensive protection against sexual harassment and gender violence.

Constitutional Foundations: Articles 1, 9, 10, 14, and others guarantee equality and freedom, laying the groundwork for further legislation.

Organic Law 1/2004: Defines gender violence as a human rights violation and a form of discrimination, with specific protections outlined between Articles 33 and 41.

Organic Law 3/2007: Mandates public administrations to take action against discrimination, gender violence, and sexual harassment.

Royal Decree-Law 6/2019: Promotes equal employment opportunities, alongside initiatives like the State Pact against gender violence (2017).

Law 15/2022: Defines discriminatory harassment and promotes equality across all sectors, particularly for the LGTBI community.

Organic Law 10/2022: Establishes measures to prevent sexual violence in various settings, including educational environments, and mandates proactive prevention and complaint mechanisms.

Law 4/2023: Focuses on trans equality, with provisions for support protocols and protection against transphobic bullying.

Organic Law 2/2023: Establishes gender equality in universities, addressing salary disparities, harassment, and representation.

Boletín Oficial del Estado: https://www.boe.es/

Policies in Portugal

Diário da República: https://www.dre.pt

In Portugal, Law No. 73/2017 plays a key role in strengthening measures to prevent and combat harassment in both public and private spaces, including workplaces and educational institutions. This law not only mandates mandatory training for all employees and employers but also improves reporting and victim protection mechanisms, promoting a safer and more aware environment. Furthermore, the government has launched campaigns to raise awareness about the importance of respect and equality, both at work and in schools.

Policies in Romania

Monitorul Oficial: https://www.monitoruloficial.ro

Romania has implemented several initiatives to tackle sexual harassment, particularly in the workplace and educational settings. Its labour legislation requires employers to establish internal policies specifically to prevent and respond to sexual harassment, ensuring a safe environment for employees.
Additionally, the country has introduced educational programmes to raise awareness about sexual harassment, creating awareness from an early age, both in schools and universities. The government is making efforts to include sexual harassment in the educational agenda to improve understanding and foster more respectful attitudes.

Policies in Greece
Diavgeia: https://diavgeia.gov.gr
Greek legislation addresses sexual harassment clearly and directly. The Gender Equality Law (Law 3488/2006) establishes specific provisions regarding sexual harassment in the workplace and educational institutions, with severe penalties for offenders. This law also provides a support framework for victims, ensuring access to legal and psychological resources.
Public awareness campaigns and educational programmes are conducted regularly to promote mutual respect and prevent sexual harassment. At the institutional level, the Greek government works to sensitise both employees and students to the importance of a safe and respectful environment.

Policies in Italy
Gazzetta Ufficiale: https://www.gazzettaufficiale.it
Italy has made significant strides in combating sexual harassment, particularly with Legislative Decree No. 198/2006, which clearly defines sexual harassment and establishes the obligation for employers to prevent and manage such behaviour in the workplace.
In addition to workplace measures, Italian universities have also adopted dedicated policies to tackle sexual harassment, providing specific training for both students and staff. These policies focus not only on prevention but also on providing a support system for victims, ensuring they can confidentially report incidents and receive appropriate assistance.
Policies in Belgium
Moniteur belge: https://www.moniteur.be
Belgium was one of the first European countries to address sexual harassment in the workplace with the 1996 Welfare Act, which requires employers to take preventive measures and provides a legal framework for victims wishing to file a complaint. This law applies not only to workplaces but also to educational settings, with universities and schools being required to follow strict protocols to ensure a safe environment for all students and staff.
Furthermore, the Belgian government has launched awareness campaigns to educate the public on the importance of respectful behaviour and not tolerating harassment in any form.
Policies in Austria
Rechtsinformationssystem (RIS): https://www.ris.bka.gv.at
In Austria, first the Equal Treatment Act/Law (Bundes-Gleichbehandlungsgesetz, B-GlBG) that was adopted in 1993, requires employers to take proactive measures to prevent sexual harassment. This includes establishing internal policies, staff training and effective complaints mechanisms. Universities as employers are required to implement policies to prevent and manage cases of sexual

harassment. Therefore, the Federal Equal Treatment Act provides protection against discrimination including sexual harassment to all members of university.
Second, the Austrian University Act of 2002 requires all universities (not universities of applied sciences) to adopt an Equal Opportunities Working Party (EOWP) (§42 UG Arbeitskreis für Gleichbehandlungsfragen) aiming towards preventing and combating discrimination due to various grounds.
Third, the sexual criminal law (Panel Code) includes a number of paragraphs focusing on sexual harassment and violence, such as §202 StGB (Strafgesetzbuch) sexual coercion or §201 StGb rape.

These initiatives demonstrate a serious and committed approach by these European countries to combating sexual harassment and violence in the workplace and in educational institutions. The implementation of these laws aims to create environments where respect and equality are promoted and maintained.

Practical Activity
Include a practical activity for the learner (it can be a test, a scenario, questions through which the student can reflect and with a prompt by which he or she can be helped, free space for imagination, as long as it is relevant and DIGITALISABLE as an e-learning activity - For references on what we can include: check the end of the document)
Catalogue of possible practical activities: https://access.articulate.com/es-ES/support/article/Rise-Lesson-and-Block-Types Scenario: Recognizing and Reporting Sexual Harassment in the Workplace Scenario: You are a faculty member at a university and notice that one of your colleagues, Lisa, seems to be avoiding a senior professor, Mark, who frequently comments on her appearance in a way that makes her uncomfortable. On one occasion, Mark invited Lisa to dinner “to discuss her career,” but she declined. Recently, Lisa confided in you that she feels intimidated by Mark’s comments and his insistence on private meetings outside of work hours. You believe Mark’s behavior may be crossing boundaries, but you are unsure how to proceed without jeopardizing Lisa’s position. Reflection Questions: What would be the first step in addressing Lisa’s concerns? Waht are your responsibilities as a colleague in identifying and addressing potential sexual harassment? How can you support Lisa without making her feel pressured or exposed? What measures should be in place in your workplace to report and address sexual harassment incidents like this one? In your opinion, what are the main challenges faced by victims of sexual harassment when deciding whether or not to report such behavior?

Prompt to Guide Reflection:
Consider the challenges that both the victim and the observer face in situations of sexual harassment. What role do you think you could play in fostering a respectful, supportive work environment? How can institutions make it easier for victims to report harassment without fear of retaliation? Write a brief action plan on how to handle a situation like this one in the future.

Quiz

Include the questions and possible answers of the quiz, highlighting the correct one.

The order of the correct answers is just an example.

Question 1: Which of the following is an example of maintaining professional boundaries in teacher-student relationships?
A) Offering mentorship while maintaining clear academic and professional roles
B) Providing academic help outside of class hours without setting boundaries
C) Sharing personal problems with students
D) Accepting invitations from students to socialize outside of school

SUBMIT

Question 2: What should a teacher do if they receive unwanted personal comments or attention from a student?
A) Ignore the comments to avoid conflict
B) Respond positively to avoid embarrassing the student
C) Set clear boundaries by politely explaining the inappropriateness of such behavior
D) Avoid confronting the student to maintain a peaceful classroom environment

SUBMIT

Question 3: What is one key element of preventing sexual harassment in the workplace?
A) Creating informal friendships with colleagues
B) Avoiding any personal boundaries in the workplace
C) Establishing clear reporting procedures and training
D) Ignoring small comments to avoid confrontation
Question 4: What is the primary concern in a quid pro quo harassment situation?
A) The physical safety of the individual
B) The emotional distress caused by rumors
C) The creation of a hostile physical work environment

D) A victim’s career advancement being conditioned on sexual behavior
SUBMIT

Question 5: In the context of sexual harassment prevention, which of the following is a hostile work environment?
A) A supervisor offering promotions in exchange for sexual favors
B) An employee feels intimidated and humiliated due to inappropriate comments from a coworker
C) A colleague makes an awkward but one-time remark
D) A team meeting held in a professional setting
SUBMIT

Question 6: Which of the following is NOT typically a method for handling sexual harassment claims in the workplace?
A) Offering confidential reporting channels
B) Implementing a clear investigation process
C) Ignoring minor incidents to avoid disruption
D) Taking disciplinary action against perpetrators when necessary
SUBMIT

Question 7: What should a teacher do if they feel a student is crossing professional boundaries in the classroom?
A) Politely set clear boundaries and address the behavior privately
B) Immediately reprimand the student in front of the class
C) Ignore the student’s behavior to avoid conflict
D) Seek advice from other students before addressing the issue
SUBMIT

Question 8: Which of the following is a key reason why victims of sexual harassment may not report the issue?
A) Lack of emotional distress
B) Fear of retaliation or damaging their reputation
C) Not knowing the legal definition of harassment
D) Feeling that the issue is too trivial to report
SUBMIT

Question 9: Under the ILO's C190 Convention, which of the following is an essential right for workers?
A) The right to flexible work hours
B) The right to a private office space
C) The right to immediate promotion
D) The right to a work environment free from violence and harassment
SUBMIT

Question 10: Which of the following best describes 'quid pro quo' sexual harassment?

A) Behavior that creates an intimidating or humiliating environment but does not involve direct exchanges
B) A situation where work benefits are conditioned on sexual behavior or submission
C) Subtle comments made in a workplace that are not overtly offensive
D) Casual flirting among colleagues that does not lead to negative consequences
SUBMIT

Question 11: What is the main objective of the ILO's Convention C190?

A) Promote equal pay between men and women
B) Establish criminal sanctions for domestic violence
C) Recognize the right to a work environment free from violence and harassment
D) Set a common minimum wage for all countries
SUBMIT

Question 12: Which European country stands out for integrating harassment prevention programs in schools from an early age?
Italy
B) Sweden
C) France
D) Romania
SUBMIT

Question 13: According to Spain's Organic Law 10/2022, what is one required measure in educational settings to prevent sexual violence?
Remove sensitive content from curricula
B) Guarantee full anonymity for victims
C) Establish mandatory prevention and reporting mechanisms
D) Offer separate physical education classes by gender

SUBMIT

Question 14: Which EU directive sets the principle of equal treatment in access to employment and working conditions?
Directive 89/391/EEC
B) Directive 2000/43/EC
C) Directive 2000/78/EC
D) Directive 76/207/EEC
SUBMIT

Question 15: According to ILO reports, why do many victims of sexual harassment choose not to report it?
They don’t suffer emotional distress
B) They are unaware of the legal definition
C) They fear retaliation or damage to their reputation
D) They consider the issue too minor to address

SUBMIT

Please, complete the content above before moving on.

Closing Message
Write a motivational or inspirational message to congratulate the young person for completing the module.
Congratulation 5 lines to send a supportive message!

Bibliography and extra materials
Bibliography and downloadable materials (if any)
Experiences of violence and harassment at work: A global first survey, ISBN 9789220384923 Casas Cancer, E. (2006). Sexual harassment at work. Madrid: ASEPEYO. Violence and Harassment Convention, 2019. (ILO) https://normlex.ilo.org/dyn/normlex/es/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190 “World Bank. Compendium of International and National Legal Frameworks on Sexual Harassment in the Workplace, December 2019, World Bank.” Comisión Europea, Dirección General de Empleo, Asuntos Sociales e Inclusión. (2016). Study on the implementation of the autonomous framework agreement on harassment and violence at work : final report. Publications Office. https://data.europa.eu/doi/10.2767/8998.

WP3 – Research and Development of Training Materials

Lead Organisation : Les Militants des Savoirs (MDS), France

Deliverable:

D3.4 – Translation of the curricula and training materials into the languages of the HEI partners

Introduction

Deliverable D3.4 presents the multilingual translation and adaptation of the PREV-HED training materials developed under Work Package 3. Building on the curriculum established under D3.2 and the six training modules produced in English under D3.3, this activity aimed to make the educational programme accessible to students, teachers and university staff across the participating European countries.

The main achievement of Task T3.4 is the translation of the six training modules into French, Spanish, Greek, Romanian, Portuguese and German. Together with the original English materials, the programme therefore covers seven languages and provides a common educational foundation for different higher education contexts.

The translation process was supported by the use of Poedit, a tool designed to organise and manage multilingual content. The project documentation includes translation resources for the six modules in each target language, providing a structured basis for the multilingual version of the training programme.

The translated materials cover all six areas of the PREV-HED curriculum, including fundamental concepts and students' rights, online gender-based violence, harassment in university settings, prevention protocols and ambassadors, active listening and peer support, and sexual harassment in academic professional relationships.

Beyond making the training materials available in different languages, this activity contributes to the European dimension of PREV-HED. It supports access to a shared programme of knowledge and prevention while allowing the content to be used in different linguistic and institutional environments.

The multilingual resources have also been integrated into the PREV-HED online learning platform developed under WP4. This connection between educational content, translation and digital delivery makes it possible to offer the training programme to learners in the languages of the partnership.

This deliverable presents the objectives of T3.4, the translation process, the contributions of the partners, the multilingual resources produced and their integration into the online learning environment. It also provides an overview of the six training modules across the seven languages and identifies the documentation supporting their development.

Overall, D3.4 demonstrates how European cooperation has contributed to transforming a common training curriculum into multilingual educational resources designed to support the prevention of sexual and gender-based violence in higher education..

1. Purpose and Expected Results of Task T3.4

1.1. Purpose of the Translation Activity

Task T3.4 was designed to make the PREV-HED training programme available in the languages of the project partners. Following the development of the common curriculum under T3.2 and the six English-language training modules under T3.3, the next step was to ensure that these educational resources could be accessed and understood by learners across the participating countries.

The main objective was to translate the six modules into French, Spanish, Greek, Romanian, Portuguese and German. This activity played an important role in making the training programme accessible to a wider audience, particularly students, teachers, researchers and university staff who may prefer to learn in their own language.

The translation work was also intended to support the use of the training materials in different higher education contexts. Although the modules follow common learning objectives and address the same prevention themes, the use of national languages helps learners understand sensitive concepts, institutional responsibilities and available support mechanisms more clearly.

1.2. Expected Results and Achievements

According to the approved project application, the expected result of T3.4 was the availability of the training modules in the six languages of the partnership, building on the original English versions.

This objective has been achieved through the preparation of the multilingual training materials and their integration into the PREV-HED online learning environment.

Expected result	Achievement
Translation of the six training modules	All six modules translated into the six partner languages
Availability of multilingual educational resources	36 translated versions of the six training modules
Consistency with the common curriculum	The translated versions follow the educational themes and learning objectives established under D3.2
Preparation for digital learning	Multilingual resources organised for integration into the WP4 training platform
Increased accessibility	Training materials available in seven languages, including English

The completion of these translations represents an important step in the development of a common European training programme. It allows the same core educational content to reach learners from different linguistic backgrounds while maintaining the shared objectives of PREV-HED.

1.3. Contribution to the PREV-HED Project

The multilingual development of the training materials contributes to the overall objective of strengthening the prevention of sexual and gender-based violence in European higher education institutions.

By making the modules available in different languages, PREV-HED reduces language barriers and facilitates access to knowledge on students' rights, online harassment, institutional prevention measures, victim support and professional responsibilities.

The translations also support cooperation between the project partners by making it possible to share a common set of training resources across different countries.

Finally, the multilingual materials provide the educational content required for the online training programme developed under WP4 and support its wider use beyond the original partnership.

In this way, T3.4 contributes not only to the accessibility of the PREV-HED training programme but also to its potential sustainability and transferability across European higher education institutions.

2. Translation Process and Methodology

The translation process was based on the six training modules originally developed in English under D3.3. These modules served as a common reference for translation into French, Spanish, Greek, Romanian, Portuguese and German, ensuring consistency in the learning objectives, educational content and structure of the training programme.

The PREV-HED partnership used **Poedit**, a translation software tool, to organise and manage the multilingual content. Poedit made it easier to translate the modules, edit the texts and prepare the different language versions for integration into the online learning platform.

Particular attention was given to translating key concepts related to sexual and gender-based violence, students' rights, university procedures and victim support. The aim was to ensure that the materials remained clear and understandable in each language while taking into account differences between national and institutional contexts.

The translation process followed four main stages:

Stage	Description
1. Preparation of English materials	Use the six training modules developed under D3.3 as the common reference for translation.
2. Translation using Poedit	Translate and organise the educational content into the six partner languages using Poedit.
3. Review and adaptation	Check the translations to preserve the meaning of the original content, the learning objectives and the appropriate terminology.
4. Integration into the online platform	Prepare and integrate the translated modules into the PREV-HED digital learning platform.

As a result, all six training modules were translated into the six partner languages. Together with the original English versions, the PREV-HED training programme is available in seven languages, making its educational resources accessible to a wider European audience.

3. Overview of Multilingual Training Resources

The multilingual programme comprises six thematic modules, each represented in the six partner languages. The archive supplied by the project includes a language-specific resource for every combination shown below.

The translated modules are also available on the PREV-HED online learning platform

All six modules are available in seven languages, representing 42 language versions in total, including 36 translated versions and six original English modules.

Training Module	EN	FR	ES	DE	PT	RO	EL
M1 – Student Rights and Foundations	✓	✓	✓	✓	✓	✓	✓
M2 – Digital Gender-Based Violence	✓	✓	✓	✓	✓	✓	✓
M3 – Violence in University Settings	✓	✓	✓	✓	✓	✓	✓
M4 – Prevention Protocols and Ambassadors	✓	✓	✓	✓	✓	✓	✓
M5 – Listening, Victimology and Peer Support	✓	✓	✓	✓	✓	✓	✓
M6 – Harassment in Academic Professional Relations	✓	✓	✓	✓	✓	✓	✓
Total modules per language	6	6	6	6	6	6	6

EN = English; FR = French; ES = Spanish; DE = German (Deutsch); PT = Portuguese; RO = Romanian; EL = Greek.

The translation of the six training modules into six partner languages represents an important achievement of PREV-HED. Together with the original English versions, the programme provides 42 language versions across seven languages. These multilingual resources are available through the PREV-HED online learning platform, making the training programme more accessible to students, teachers and university staff across the participating countries.

3. 4. Contribution of the Partnership and Technical Resources

The translation of the PREV-HED training materials was part of a collaborative effort involving partners from France, Spain, Greece, Romania, Portugal and Austria. This European cooperation made it possible to provide the six training modules in the languages of the participating countries, while maintaining a common educational framework.

The translation process was supported by Poedit, which helped organise and manage the multilingual content. INFALIA also contributed to the technical organisation and collection of the translation files, facilitating their preparation for integration into the PREV-HED online learning platform.

The collaboration between the partners contributed to the development of a multilingual training programme, making the educational resources more accessible to students, teachers and university staff across Europe.

5. Consistency and Quality of the Multilingual Materials

Ensuring consistency across the different languages was an important aspect of the translation process. As the PREV-HED programme addresses sensitive topics such as sexual harassment, student rights, confidentiality and victim support, particular attention was given to preserving the meaning of the original educational content.

The translations aimed to maintain the same learning objectives and key messages across all seven languages while taking into account differences in terminology and institutional contexts.

Clear and respectful language is particularly important when addressing sexual and gender-based violence. The materials therefore emphasise appropriate support, respect for victims and the importance of referring individuals to qualified professionals and university services.

The use of a common structure for the six modules also facilitates consistency between the different language versions and supports future updates to the training materials.

6. Integration into the PREV-HED Online Training Programme

The translated modules have been integrated into the PREV-HED online learning platform, making the training programme available in seven languages: English, French, Spanish, German, Portuguese, Romanian and Greek.

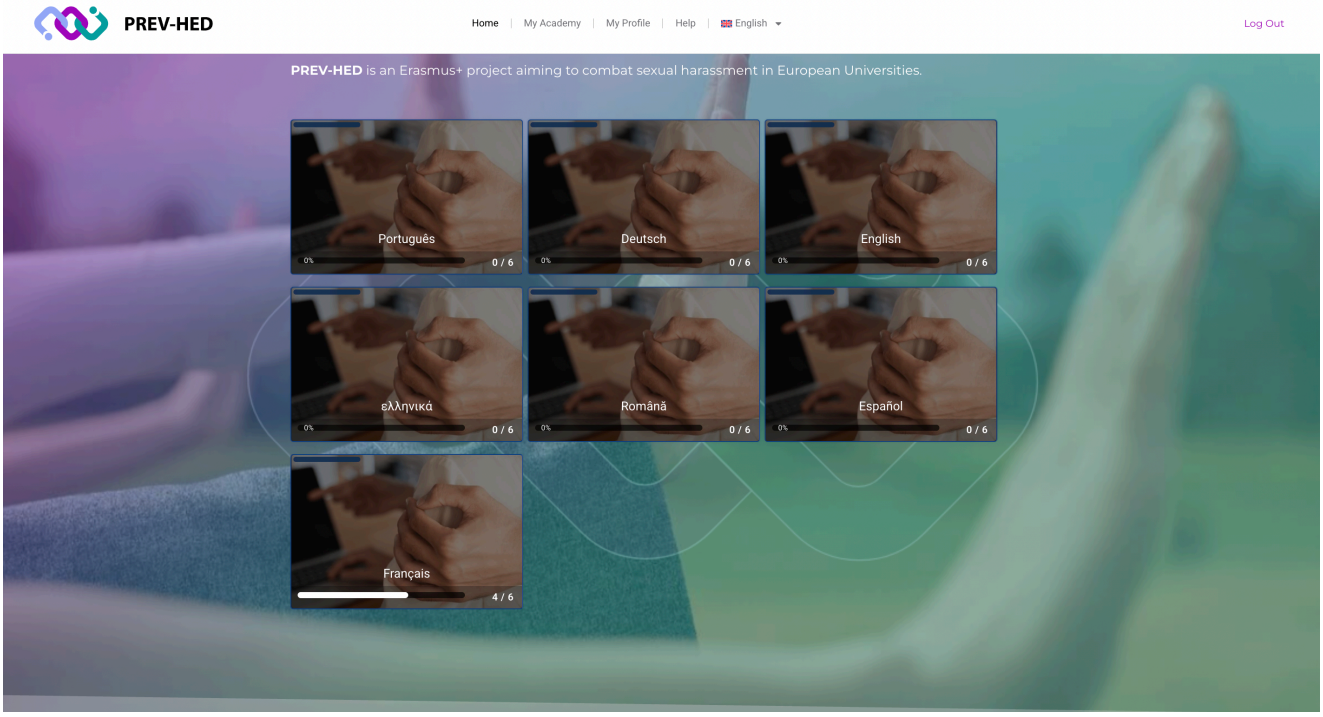
The platform provides access to the six training modules in the different languages, allowing students, teachers and university staff to follow the programme in a language appropriate to their needs.

The multilingual training programme is available through the PREV-HED platform:

https://prev-hed.espacioelearning.com/

This integration represents an important achievement of the project, connecting the educational materials developed under WP3 with the digital learning environment established under WP4.

The multilingual resources also provide a foundation for the pilot activities and evaluation undertaken under WP5, supporting the wider use of the PREV-HED training programme across European higher education institutions.



7. Results and Supporting Evidence

The main result of D3.4 is the translation of the six PREV-HED training modules into French, Spanish, Greek, Romanian, Portuguese and German. Together with the original English versions, the training programme is available in seven languages, representing a total of 42 language versions.

The translation work is documented through the multilingual files collected by INFALIA, the Poedit translation guide and the PREV-HED online learning platform. These resources provide evidence of the translation process and the multilingual educational materials produced by the partnership.

The following table presents the main results and their supporting documents.

Result	Description	Supporting evidence
Six original modules	Training materials developed in English under D3.3	English source files
36 translated versions	Six modules translated into six partner languages	Multilingual translation archive
Translation methodology	Organisation and management of translations using Poedit	PREV-HED Translation Guide
Seven-language programme	Six modules available in English and the six partner languages	PREV-HED online training platform

European accessibility	Educational resources available to learners across the partner countries	Multilingual modules and platform

These results demonstrate the contribution of T3.4 to the development of a multilingual training programme and provide a clear link between the educational materials produced under WP3 and their digital use within WP4.

8. Conclusion

Deliverable D3.4 represents an important achievement in the development of the PREV-HED training programme. The six modules, originally developed in English, have been translated into French, Spanish, Greek, Romanian, Portuguese and German. The programme is therefore available in seven languages, representing a total of 42 language versions.

This multilingual approach makes the training materials more accessible to students, teachers, university staff and other professionals across Europe. By providing information in different languages, PREV-HED helps learners better understand sexual and gender-based violence, recognise inappropriate behaviours, understand their rights and identify appropriate prevention and support measures.

An important result of this work is the availability of the multilingual training programme through the PREV-HED online platform. Universities, teachers, students and professionals can use the platform to access the training modules and strengthen their knowledge and awareness of sexual and gender-based violence. The resources can also support university training programmes, awareness-raising activities and prevention initiatives.

The platform provides an opportunity for higher education institutions beyond the original partnership to benefit from the educational materials, subject to the platform's access conditions. This contributes to the wider dissemination of the project results and encourages the continued use of the training resources after the end of the project.

The multilingual materials also support the long-term sustainability of PREV-HED. Their availability in different languages makes it easier for universities and educational organisations to integrate the training into their own prevention activities and adapt its use to their institutional needs.

Overall, D3.4 demonstrates the added value of European cooperation in developing accessible and reusable educational resources. Together with the research conducted under D3.1, the curriculum developed under D3.2 and the training modules produced under D3.3, these translations contribute to a European training programme that can continue to support the prevention of sexual and gender-based violence in higher education.

ANNEXES – SUPPORTING DOCUMENTATION

Annex A – Multilingual Training Materials

This annex presents the multilingual training resources developed under Task T3.4 of the PREV-HED project.

The six training modules, originally developed in English, have been translated into French, Spanish, Greek, Romanian, Portuguese and German. The programme therefore includes seven languages and a total of 42 language versions.

The table below provides an overview of the languages available for each module.

Training Module	EN	FR	ES	EL	RO	PT	DE
Module 1 – Student Rights and Foundations	✓	✓	✓	✓	✓	✓	✓
Module 2 – Digital Gender-Based Violence	✓	✓	✓	✓	✓	✓	✓
Module 3 – Violence in University Settings	✓	✓	✓	✓	✓	✓	✓
Module 4 – Prevention Protocols and Ambassadors	✓	✓	✓	✓	✓	✓	✓
Module 5 – Listening, Victimology and Peer Support	✓	✓	✓	✓	✓	✓	✓
Module 6 – Harassment in Academic Professional Relations	✓	✓	✓	✓	✓	✓	✓

EN = English; FR = French; ES = Spanish; EL = Greek; RO = Romanian; PT = Portuguese; DE = German.

Supporting archive

Attached file: D3.4_Annex_A_Translations.zip

The ZIP file is a copy of the consolidated multilingual resource archive collected under the name “ALL languages”. It includes English source resources and language-specific translation files, including XLF and JSON formats and some additional working or review versions. **4. Online training programme**

The partnership reports that the multilingual modules are available through the PREV-HED online learning platform: https://prev-hed.espacioelearning.com/. Platform screenshots documenting language selection and published module presentation may be provided separately in Annex C.

Annex B – Translation Methodology and Poedit Guide

Purpose of the annex

This annex documents the practical tool and guidance used to support the translation of the PREV-HED learning modules. It accompanies the account of the translation process provided in Section 2 of Deliverable D3.4.

Poedit translation workflow

The partnership used Poedit to work with the language resources derived from the original English modules. The project guide, “Learning Modules Translation – Brief Guide”, explains how to open the translation files, create a new translation, select the target language and enter the translated text. It also describes Poedit as a tool that makes future changes to the learning content easier to manage.

Step	Action described in the project guide
1. Open the tool	Download and open Poedit.
2. Start a translation	Choose “Create New Translation”.
3. Choose the language	Select the appropriate target language.
4. Work on the text	Enter the translated content following the steps illustrated in the guide.
5. Maintain the resources	Use the editable translation files to manage subsequent content changes.

Scope and supporting evidence

The guide is supporting documentation for the translation method, not a complete record of who translated or approved each language. The final D3.4 inventory covers French, Spanish, Greek,

Romanian, Portuguese and German, in addition to the English originals. The guide was prepared for an earlier working stage and mentions five target languages; the final language coverage is documented in Annex A and the multilingual translation archive.

Supporting document supplied separately

Attached file: D3.4_Annex_B_Poedit_Translation_Guide.docx

Original document title: "Learning Modules Translation – Brief Guide" (PREVHED_R3_Translation_Guide.docx)

https://docs.google.com/document/d/1-2KiJTlzfz06r0Asn-ScmoURdgCtjJRf/edit

The original guide includes illustrated instructions for using Poedit. It is retained as a separate supporting file so that its screenshots and original wording remain intact.

For the actual translated course resources, see Annex A – Multilingual Training Materials and the separate ZIP archive.

https://drive.google.com/drive/folders/1gm2mV5y0osNQLRFsyBWMPeYke_a29sXe?dmr=1&ec=wgc-drive-%5Bmodule%5D-goto

https://prevhed.eu/course

Annex C – PREV-HED Online Learning Platform and Training Modules

C.4. Educational Content, Learning Objectives and Expected Contributions of the Six Modules

For each module, the description below identifies the subject matter, educational purpose, suggested learning approach and intended outcomes. These are pedagogical contributions, not claims that learner behaviour or institutional impact has already been measured. All exercises and scenarios should be aligned with the actual module content and the relevant institutional context.

Module 1 – Student Rights and Foundations

Content. The first module establishes the conceptual and rights-based foundations of the programme. It introduces sexual and gender-based violence in higher education, explains how harassment, coercion, discrimination and other harmful behaviours may arise, and places students' rights and institutional

responsibilities at the centre of prevention. It encourages learners to recognise that conduct can be harmful even when it has been normalised in everyday student life.

Educational value. This opening module gives learners a shared vocabulary before they move to more specific situations. Its rights-based approach helps students understand why prevention is not only a matter of individual behaviour, but also of safe study environments, accessible information and institutional responsibility. It also establishes essential distinctions between recognising a problem, seeking advice and making a formal report.

Pedagogical use and facilitation. Definitions should be connected to accessible university-based examples and short reflection questions. Learners can consider what makes a situation inappropriate, what rights may be relevant and where they could seek reliable information. The emphasis is on recognition and orientation, not on expecting learners to provide legal advice or adjudicate allegations.

Intended learning outcomes. Learners should be better able to identify core concepts, distinguish different forms of violence and harassment, explain why consent and respect matter, and locate appropriate university or specialist support channels. For institutions, the module provides a common starting point for introductory awareness activities.

Expected contribution. A stronger foundation for recognising problematic behaviour, understanding students' rights and approaching later modules with consistent terminology.

Module 2 – Digital Gender-Based Violence

Content. This module addresses sexual and gender-based violence occurring through social networks, messaging applications and other online settings. It explores cyberharassment and related harmful conduct, including unwanted sexual messages, abusive communication, non-consensual sharing of intimate content and the amplification of harm through rapid online circulation. Attention is given to privacy, consent and the connection between digital experiences and participation in academic life.

Educational value. The digital environment is often inseparable from students' learning and social relationships. By examining online situations, the module makes prevention relevant to daily communication practices and helps learners understand that online abuse can have serious offline consequences. It also encourages a cautious approach to protecting personal information and seeking help.

Pedagogical use and facilitation. Illustrative online scenarios may be used to discuss boundaries, consent, bystander responses and options for documenting incidents safely. Guided questions can

distinguish supportive actions from practices that risk further exposure or circulation of harmful content. Exercises should avoid asking learners to disclose their own experiences.

Intended learning outcomes. Learners should be able to identify common forms of digital harassment, consider the potential effects on those targeted, understand basic privacy and consent principles, and recognise the value of specialist or institutional advice when incidents occur.

Expected contribution. Greater awareness of digital risks and more informed, respectful responses to online harassment in higher education.

Module 3 – Violence in University Settings

Content. Module 3 considers sexual and gender-based violence within the university environment, including teaching spaces, campus activities and relationships shaped by group norms or unequal influence. It invites examination of how institutional culture, uncertainty about reporting routes and fears about consequences can affect recognition of and responses to violence.

Educational value. Bringing the issue into recognisable higher education settings helps learners connect broad concepts with the situations in which they study and work. The module highlights how institutional climate and procedures affect trust, access to support and prevention, while avoiding the assumption that all partner-country universities follow identical rules.

Pedagogical use and facilitation. Case discussions can examine the roles of affected persons, peers, staff and institutions without requiring participants to reveal personal experiences. Learners may compare potential responses and identify questions that should be directed to the relevant university service, rather than treating training examples as substitutes for official procedures.

Intended learning outcomes. Learners should be better able to recognise risk factors within university settings, understand how campus culture and power relationships can influence incidents, and identify why transparent and accessible reporting and support arrangements matter.

Expected contribution. A better-informed university community able to discuss prevention needs and the importance of appropriate institutional action.

Module 4 – Prevention Protocols and Ambassadors

Content. This module focuses on the practical organisation of prevention: institutional protocols, communication about procedures, responsibilities and the potential role of trained awareness ambassadors. It introduces the importance of clear referral routes and consistent information, while recognising that formal arrangements differ across institutions and legal jurisdictions.

Educational value. The module translates awareness into an understanding of how organised prevention can work. It helps learners see the distinction between informal encouragement, peer-facing prevention roles and the responsibilities of designated professionals or institutional services. This distinction is essential when dealing with sensitive disclosures and safeguarding needs.

Pedagogical use and facilitation. A protocol-mapping exercise may ask learners to identify where they would find a university's current procedures, confidential support and emergency contacts. Role-based examples can show what an ambassador may appropriately communicate and when referral is necessary. Local procedures must be checked before they are used as operational guidance.

Intended learning outcomes. Learners should understand the purpose of prevention protocols, identify relevant categories of institutional responsibility, explain the limits of ambassador roles and know why local, up-to-date referral information is necessary.

Expected contribution. Better understanding of coordinated prevention, responsible signposting and the boundaries between awareness-raising and formal intervention.

Module 5 – Listening, Victimology and Peer Support

Content. Module 5 addresses listening to people who disclose experiences of harassment or violence, victim-centred communication and appropriate peer support. It explores how language, reactions and assumptions may affect a person seeking help and underlines the importance of empathy, respect, privacy and personal choice. The module also considers the limits of informal help and the need for specialised services.

Educational value. The first conversation after a disclosure can shape whether a person feels safe and supported. The module therefore gives particular attention to non-judgemental listening and avoiding victim-blaming or pressure to disclose details. It is designed to improve supportive communication, not to train students to investigate allegations, provide therapy or replace trained counsellors.

Pedagogical use and facilitation. Short fictional dialogue examples can help learners compare supportive and harmful responses. Reflection activities may focus on listening without interrogation, asking what support a person wants, respecting their autonomy and identifying suitable professional referrals. Exercises should be trauma-informed and should never require personal disclosure.

Intended learning outcomes. Learners should recognise basic principles of respectful listening, identify victim-blaming expressions, understand the limits of peer support and explain why professional counselling, safeguarding and formal reporting require appropriate qualified or authorised personnel.

Expected contribution. More considered first responses to disclosures and clearer awareness of when and how to refer someone to specialist support.

Module 6 – Harassment in Academic Professional Relations

Content. The final module addresses harassment and inappropriate conduct within academic and professional relationships, including supervisors and doctoral students, teaching and research staff, and colleagues. It examines the influence of hierarchy, dependence and unequal decision-making power on the ability to speak up, seek support or challenge harmful behaviour.

Educational value. This module broadens the perspective beyond peer-to-peer interactions among students. It helps learners recognise how assessment, supervision, employment or career opportunities may create vulnerabilities. By considering the full university community, the programme supports a more comprehensive approach to respectful educational and working environments.

Pedagogical use and facilitation. Fictional cases involving supervision and workplace relationships can be discussed to identify power dynamics, conflicts of interest, possible barriers to reporting and appropriate institutional contacts. Learners should be encouraged to consult the specific procedures applicable to their role and institution instead of assuming a single European process.

Intended learning outcomes. Learners should be able to identify how hierarchical dependence may affect harassment situations, recognise why independent reporting and support options are important, and understand that institutional action must be handled by responsible services under applicable rules.

Expected contribution. Stronger recognition of power-related risks and greater awareness of safe and accountable university responses.

Final Note on Supporting Documentation

The supporting documents presented in these annexes provide additional evidence of the multilingual training resources developed under Task T3.4.

The translation archive contains the language resources produced for the six PREV-HED modules, while the Poedit guide documents the technical approach used to organise and manage the translations. The presentation of the online learning platform illustrates how the multilingual materials are made accessible to students, teachers and university staff.

Transition from WP3 to WP4 – Digital Implementation and Access

Together, these documents demonstrate the practical results of D3.4 and support the continued use of the PREV-HED educational resources across different European higher education contexts.

The availability of the training materials in seven languages represents an important contribution to the accessibility, dissemination and sustainability of the PREV-HED programme.

The completion of WP3 represents an important milestone in the development of the PREV-HED training programme. Through its different activities, WP3 established the educational foundations of the project, from the initial research and identification of training needs to the development of the curriculum, the preparation of six training modules and their translation into six European languages.

These results provide the educational content needed for the implementation of WP4, which focuses on the digital learning environment and the online delivery of the PREV-HED training programme.

The integration of the training modules into the PREV-HED online platform transforms the educational materials developed under WP3 into accessible digital learning resources. Students, teachers, university staff and other professionals can access the modules in different languages, allowing them to strengthen their knowledge of sexual and gender-based violence, prevention strategies, student rights and available support mechanisms.

This connection between WP3 and WP4 is particularly important for the accessibility and sustainability of the project. While WP3 ensures the development of structured, relevant and multilingual educational content, WP4 provides the digital environment through which these resources can be accessed and used by the target groups.

The PREV-HED online training platform also creates opportunities for higher education institutions to incorporate the educational materials into their awareness-raising activities, prevention initiatives and professional training programmes, subject to the applicable access and reuse conditions.

Together, WP3 and WP4 contribute to the development of a European training programme that combines pedagogical quality, multilingual accessibility and digital learning opportunities.

PREV-HED Online Learning Platform: https://prev-hed.espacioelearning.com/