

WP3- Research in existing protocols and best practices

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

Lead partner :

Les Militants des Savoirs (MDS), France

Authors :

Bénédicte LARRIEU

Séraphin ALAVA

Dima HANNA

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U Universidad
Rey Juan Carlos

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PREV-HED

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Bénédicte LARRIEU, Séraphin ALAVA

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Author(s)		Bénédicte Larrieu(MDS), Séraphin Alava (MDS), Dima Hanna	
Contributor(s)		Maria Avila Bravo-Villasante (URJC), Eva Palomo (URJC), Rut Bermejo (URJC), Nedzad Mosevic (FHS), Heike Rainer (FHS), Bernet Heika (FHS), Almudena González Costas (Femxa), Hanane Chenoufi Aussaoui (Femxa), Vitor Leila Da Sila De Braiga (IPP), Georges Ionescu (RAU), Daniela Firoiu (RAU), Yiannis Tsampoulatis, Eleni Kamateri(Infalia).	
Auditor		Séraphin Alava (MDS), Maria Avila Bravo Villassante (URJC)	
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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 46.2.1 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. 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 LUISA 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 LUISA 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 "LUISA 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)
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)		

Strong mobilization	Mobilization Average	Mobilization in Development
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 "femicides".

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 "Femicide 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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