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3. **D 5.2 / R5.3 – Report on Recommendations for Higher Education Institutions Willing to Implement the PREVHED Programme Internally**



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**PREVHED – WP5 Final Report:
Piloting, Validation, Evaluation and
Recommendations for Institutional
Implementation**



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**Validation of the Training Materials via
Internal Workshops**

Validation of the Training Materials via Internal Workshops

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1. Summary

The report entitled “*Validation of the Training Materials via Internal Workshops*” presents the recommendations provided by participants during the piloting phase conducted within the PREVHED project. The pilot activities were carried out face-to-face between 2 and 5 December at the University of Salzburg (Austria) and were complemented by a questionnaire-based evaluation conducted before the transnational meeting.

Given the size of the sample and the exploratory nature of the pilot, the evaluation results should be interpreted as *formative evidence* aimed at improving the MOOC and supporting iterative refinement rather than as statistically generalisable conclusions.

The validation process was based on a multi-stage and participatory methodology combining quantitative and qualitative approaches. Prior to the pilot meeting, a pre-launch questionnaire was distributed to participants who had not been involved in the design or development of the MOOC, in order to assess baseline knowledge, expectations and perceived training needs ($n = 13$). After completing the MOOC, a second questionnaire was administered to capture perceived learning outcomes, changes in awareness and overall assessment of the training materials ($n = 8$). In addition, a World Café methodology was implemented during the Salzburg meeting, allowing all participants to engage in structured, face-to-face discussions around each of the six training modules.

Overall, the findings confirm the relevance and usefulness of the PREVHED MOOC for a broad higher education audience, including students, academic staff and administrative personnel. Participants reported increased awareness of sexual and gender-based violence in higher education contexts, improved understanding of institutional responsibilities and procedures, and greater confidence in recognising and responding to problematic situations. The training was particularly valued for its institutional focus, clarity and accessibility, while also highlighting areas for improvement.

Across modules, the evaluation identified several recurring challenges. Participants consistently called for a stronger integration of interactive and practice-oriented elements, such as scenario-based case studies and applied tools. The pilot also revealed the need to enhance coherence across modules, reduce repetition of definitions, harmonise legal references and

reinforce a comparative European perspective. In addition, the feedback underlined the importance of rebalancing the approach between individual self-protection and collective, institutional and bystander responsibility, as well as mainstreaming an intersectional and inclusive perspective throughout the training materials.

The report is structured as follows: first, it presents the methodological approach underpinning the validation process; second, it provides a detailed evaluation of each of the six training modules; third, it outlines a set of cross-cutting recommendations aimed at strengthening pedagogical effectiveness, coherence and long-term impact; and finally, it includes a series of appendices supporting the analysis.

Taken together, the pilot results provide a robust evidence base for refining the PREVHED MOOC and consolidating it as a comprehensive, prevention-oriented and institutionally grounded training programme, with strong potential for transferability across higher education institutions in Europe.

2. Methodology

The validation of the PREVHED training materials was based on a **multi-stage and mixed-method evaluation strategy**, designed to capture participants' expectations, learning outcomes and qualitative assessments of the MOOC and its individual modules. The methodology combined **questionnaire-based evaluations** conducted before (ex-ante or step 1) and after (ex-post or step 2) the completion of the MOOC with a **participatory World Café methodology** implemented during the transnational meeting in Salzburg.

Given the size of the sample and the exploratory nature of the pilot, the evaluation results should be interpreted as *formative evidence* aimed at improving the MOOC and supporting iterative refinement rather than as statistically generalisable conclusions.

Both the questionnaire data and the qualitative inputs generated during the World Café were analysed through a structured and systematic process. Quantitative questionnaire results were compiled and examined using descriptive analysis, while qualitative data (notes, flipcharts and facilitator syntheses) were coded inductively to identify recurring themes, tensions and recommendations. Each facilitator consolidated inputs from the three discussion

rounds. To ensure consistency across modules, facilitators compared emerging themes, harmonised terminology and validated the interpretation of results.

2.1. Pre-launch evaluation: baseline assessment (Step 1)

Prior to the implementation of the World Café sessions, a first evaluation was conducted with participants who had **not been involved in the design or development of the MOOC**. This was a deliberate methodological choice aimed at ensuring an external and user-oriented assessment of the training materials.

A structured questionnaire was sent by email to potential participants, those who were to participate in Salzburg meeting from the different organisations and that had never been in contact with the PREVHED project, and **13 respondents (n = 13)** completed this first questionnaire before accessing the MOOC. The purpose of this baseline evaluation was to assess:

1. participants' prior knowledge of sexual and gender-based violence in higher education,
2. their familiarity with institutional prevention and management mechanisms,
3. and their expectations regarding the content, usefulness and format of the MOOC.

This first step provided a **baseline reference point**, allowing the project team to identify initial perceptions, needs and potential gaps before exposure to the training materials.

2.2. Post-MOOC evaluation: learning outcomes and perceived added value (Step 2)

Following the completion of the MOOC and prior to the transnational meeting in Salzburg, participants were invited to complete a second questionnaire. This questionnaire was designed to assess the perceived learning outcomes, changes in understanding, and overall evaluation of the MOOC after full exposure to its content.

A total of 8 participants (n = 8) completed the post-MOOC questionnaire. The reduced number of responses reflects the fact that not all participants were able to complete the full MOOC before travelling to Salzburg. This limitation is acknowledged and transparently reported, in line with good evaluation practice.

The post-MOOC questionnaire focused on:

- perceived improvement in knowledge and awareness,
- relevance and clarity of the modules,
- coherence of the MOOC as a whole,
- and perceived applicability of the content to higher education contexts.

Taken together, the pre- and post-MOOC questionnaires enabled a comparative and reflective assessment of participants' learning trajectories and provided valuable insights into the strengths and areas for improvement of the training materials.

2.3. World Café methodology: qualitative and participatory evaluation

The third and central component of the validation process was a World Café, conducted during the transnational meeting held in Salzburg between 2 and 5 December. All attendees participated in this face-to-face evaluation process.

The World Café is a participatory and dialogical methodology that facilitates structured group discussions around predefined topics. Participants rotate between discussion tables, engaging with different modules and guiding questions, while facilitators collect and synthesise feedback. This approach is particularly well suited to capturing collective reflection, experiential knowledge and practice-oriented recommendations.

In the PREVHED pilot, discussion tables were organised around the six MOOC training modules, with one table dedicated to each module. The person responsible for each module acted as facilitator and remained at the same table throughout the exercise to ensure continuity and cumulative discussion. Participants rotated between tables across three discussion rounds, so that each module was discussed by different groups of participants with diverse backgrounds and perspectives.



Workshop: Explaining the activity.

During each round, participants were invited to reflect on:

- content relevance and clarity,
- pedagogical design and level of interactivity,
- visual and ethical aspects,
- and coherence between modules.

The qualitative data generated through the three discussion rounds were systematically consolidated and analysed by the facilitators, allowing the identification of module-specific recommendations as well as cross-cutting challenges and opportunities across the programme.

3. Pre-pilot Evaluation through online questionnaires

Before presenting the module-specific evaluation, this section briefly summarises the main findings from the pre- and post-MOOC questionnaires.

The analysis of the pre- and post-MOOC questionnaires provides valuable insights into participants' initial expectations, learning trajectories and perceived added value of the PREVHED MOOC.

The pre-MOOC questionnaire (Step 1, $n = 13$) shows that most participants had limited or uneven prior training on sexual and gender-based violence in higher education. While there was a general awareness of the issue, many respondents reported uncertainty regarding institutional procedures, reporting mechanisms and their own roles and responsibilities when confronted with concrete cases. Expectations expressed in the questionnaire pointed towards a clear demand for practical tools, greater clarity on legal and institutional frameworks, and guidance on how to identify and respond to ambiguous or “grey area” situations.



Workshop: Participants.

The post-MOOC questionnaire (Step 2, $n = 8$) indicates a perceived improvement in participants' knowledge, awareness and confidence after completing the MOOC. Respondents reported a better understanding of how sexual and gender-based violence manifests in higher education settings, as well as increased ability to recognise problematic behaviours and power asymmetries that may otherwise remain normalised. The MOOC was

widely perceived as useful and relevant for both students and university staff, particularly for teaching staff, administrative personnel in contact with students, and individuals with support or coordination responsibilities.

Across responses, participants highlighted the practical value of the training, especially in relation to institutional protocols, prevention strategies and pathways for action. At the same time, the questionnaires revealed a number of recurring tensions that were later explored in more depth during the World Café discussions. These include perceptions of content density in some modules, a desire for more interactive and scenario-based case studies, and differences in perceived difficulty depending on participants' prior level of knowledge. Taken together, these findings confirm both the relevance of the MOOC for a broad audience and the need to further balance conceptual content with practice-oriented and interactive learning formats.

4. Pilot Evaluation Report and Recommendations for the Improvement of the Training Modules

This section presents the feedback gathered from participants in the working groups held in Salzburg during the World Café dynamic. Upon completion of the modules, participants were invited to share their reflections on both the content and the format. The aim of this section is to offer a structured overview of their perceptions and to identify key areas for improvement in relation to content, methodology, design, and target audience.

For analytical clarity, the module-specific findings are interpreted through four overarching themes identified across the World Café discussions: (1) pedagogical design and interactivity, (2) conceptual clarity and coherence, (3) adaptation to audiences and applicability, (4) integration of a European and institutional perspective. These themes are referenced throughout the module summaries to distinguish between descriptions of feedback, its interpretation, and resulting recommendations.

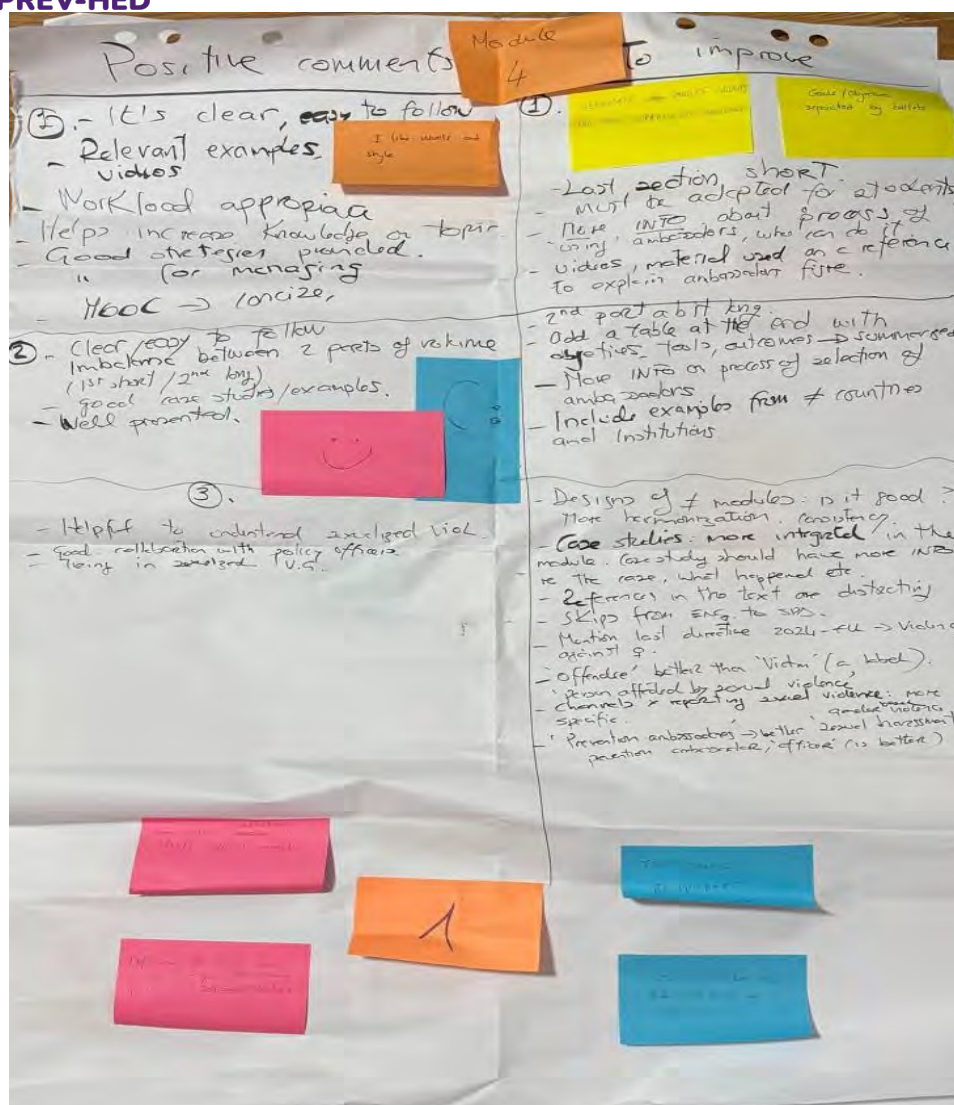
4.1. Module 1: Introduction to Sexual Violence in Higher Education and Student Rights

The working groups that evaluated Module 1 were led by Inés de Vicente. The aspects most highly valued by the participants were

- Definitions: They are comprehensive and useful for the subsequent modules.
- Module aesthetics: Very well designed.

When asked about the aspects that could be improved, they highlighted the following:

- Responses: Some of the test answers are obvious. It is suggested that the answers be more elaborated.
- Assessment methods: It is proposed to combine different types of exercises to assess knowledge, for example: fill-in-the-blanks activities, asking learners to define concepts in their own words, and short quizzes after watching the videos.
- Inclusion of statistics: It is acknowledged that including statistics in this module may be challenging. However, it is suggested to introduce quizzes prior to presenting the statistics so that participants can reflect beforehand and subsequently retain the figures more effectively.
- Repetition: Some participants found the module repetitive. Nevertheless, others stress that it cannot be made shorter because, although the theoretical load may feel tedious, it is essential for completing the rest of the modules.
- Legislation: The module only includes French legislation; it should also incorporate legislation at the European level.
- *Violentomètre*: It could be interesting to include this tool as a resource for the prevention of gender-based violence.



Workshop: Module 1

4.2. Module 2: Gender-based violence in social media. Sexual harassment in social media.

The working groups that evaluated Module 2 were led by María Ávila Bravo-Villasante. In general, participants consider the topic highly relevant for the university context and recognise the value of having a dedicated module on digital violence and online sexual harassment. They appreciate having a broad overview of concepts, risks and preventive measures, especially for staff and students without prior training on these issues.

At the same time, several tensions were identified. For some, the module feels too long and dense. Some participants, especially those already working on gender or digital violence, found

the quizzes and activities very easy, while others emphasised that the current difficulty level is appropriate for a general audience.

The following subsections distinguish findings reported by participants, interpretations of these findings, and the resulting recommendations for revision.

4.2.1. Content

Several participants expressed doubts about the term “cyber violence”. In everyday language, “cyber” tends to be associated with cybersecurity incidents such as hacking, account theft or phishing, rather than with behaviours like sharing intimate images without consent or insulting someone on social media. In academic English, they encounter more often the terms “digital violence” and “online violence”. They recommend clarifying what “cyber violence” means at the beginning of the module and, where possible, using or at least mentioning “digital” or “online” violence as synonyms for a general audience.

Participants agree that the module is currently too linear and text-heavy. They suggest introducing more interactive components—such as embedded questions, short quizzes within each section, and micro-activities—to better engage learners, especially younger students accustomed to fast, multimedia formats.

Participants note that most images portray young, white, normative women, likely due to the use of free image banks or default AI-generated content. This limits identification among learners from different backgrounds. They recommend including more diverse bodies, racialised people, people with disabilities and different ages to reflect an intersectional perspective and a broader range of experiences.

The term “self-censorship” is perceived as having a negative connotation. Participants suggest distinguishing between self-protection strategies (for example, not sharing certain images in order to reduce exposure to crime) and self-censorship driven by cultural pressure or fear of judgement (for example, not posting a photo because of body-shaming comments). This distinction would help clarify when individuals are protecting themselves from risks and when they are limiting their expression due to cultural violence.

4.2.2. Prioritised Recommendations

Based on the feedback collected, the following recommendations are prioritised for the revision of the module:

1. Increase interactivity throughout the module by embedding short quizzes, scenario-based questions and light gamification elements within each section, rather than concentrating all questions at the end.
2. Make abstract content more concrete by including short case vignettes and everyday examples (e.g. sharing nudes, WhatsApp groups, sexual jokes in the workplace, use of dating apps) so that learners can easily recognise situations of digital violence.
3. Remove the requirement to upload real screenshots from personal accounts in practical activities and replace them with written reflections or anonymised examples to be coherent with privacy and data protection principles.
4. Clarify terminology and legal references by explaining early on what is meant by “cyber violence”, presenting “digital” and “online” violence as equivalent terms, and emphasising EU-level principles while clearly indicating when examples are country-specific.
5. Rebalance visual design by limiting overly graphic or sad images, including more empowering and positive visuals, and ensuring intersectional representation in terms of race, body type, age and ability.
7. Shift part of the focus from self-protection to the responsibility not to perpetrate violence, by including clear “do not do” lists and messages that address potential perpetrators and bystanders, not only potential victims.
8. Include brief, platform-specific guidance on the main social media services (e.g. TikTok, Instagram, WhatsApp, LinkedIn) and basic tools for detecting fake news, manipulated images and deepfakes.

4.3. Module 3: Gender-based and Sexual Violence in Higher Education

The working groups that evaluated Module 3 were led by Inés Acosta. The module addresses a highly relevant and necessary topic, as it contributes significantly to understanding what gender-based and sexual violence are and how they manifest within higher education contexts. The module is particularly valuable in raising awareness and fostering early detection, which is one of its strongest aspects. The focus on early identification of violent behaviors and situations is especially effective and should be maintained.

However, the introduction of the module is rather brief and would benefit from further development. Expanding it and clearly outlining the purpose and scope of the module would help to better contextualise the content. In this regard, it would also be advisable to include a clearly defined objective at the beginning of each section, to guide learners and clarify expected learning outcomes.

The content is useful and relevant for a broad audience, including students and university staff, and it has the potential to be transferred to other settings such as companies and non-academic institutions. This transversal applicability is a strong asset of the module and could be made more explicit. At the same time, the content should be better adapted to different learner profiles, taking into account varying levels of prior knowledge and different types of student audiences, while maintaining the current overall format.

Some conceptual aspects require clarification, as the definitions of sexual harassment and harassment on the grounds of gender may generate confusion. Revising and simplifying these definitions, as well as improving their differentiation, would enhance conceptual clarity. In addition, the placement of the prevention-related content could be reconsidered, as moving it to a more prominent or earlier position in the module might improve coherence and learning progression.

The inclusion of different gender expressions should be strengthened to ensure a more inclusive and comprehensive approach to gender-based violence. Furthermore, while interactive elements are generally positive, some of the existing interactive components could be reduced, making room instead for more practical tools and concrete activities. Introducing applied

exercises, practical resources, and real-life examples would greatly enhance the module's usability and impact, particularly for prevention and intervention purposes.

Overall, Module 3 provides a solid foundation for understanding gender-based and sexual violence and has a strong educational potential. With clearer objectives, improved conceptual clarity, more practical tools, and additional examples, the module could be significantly strengthened while preserving its current structure and format.

4.4. Module 4: Prevention protocols and creation of prevention ambassadors

The working groups that evaluated Module 4 were led by Eva Palomo Cermeño. Overall, participants expressed a highly positive assessment of the module. It was consistently described as clear, easy to follow, and well structured, with an appropriate balance between text, style, and visual elements. The use of relevant case studies, concrete examples, and audiovisual materials—such as videos—was particularly appreciated, as it contributed to making the content both accessible and engaging.

Participants also highlighted the appropriateness of the workload, noting that the MOOC is concise without sacrificing depth. The module was perceived as effective in increasing knowledge of the topics addressed and in providing useful strategies that can be transferred to practice. In this regard, the inclusion of case studies was repeatedly praised as one of the strongest elements of the module.

Several participants underlined the relevance of the module for those seeking to better understand sexualised violence, especially within higher education contexts. The proposal of ambassadors was viewed very positively, being considered a valuable and promising initiative that could be further developed and adapted to the specific needs of higher education institutions.

Although the majority of participants stated that they would not change anything, given their overall very positive evaluation of the module, a number of constructive suggestions for improvement were nonetheless put forward.

One of the most frequently mentioned issues concerned a certain imbalance between the first part

of the module, which was perceived as relatively short, and the second part, which was considered considerably longer. In addition, some participants suggested that the module could be further adapted for students, particularly in terms of language and format.

Greater harmonisation between modules, especially with regard to design, was also proposed, as this would enhance overall coherence and consistency. Relatedly, several participants called for more detailed information about the figure of the ambassadors: their role, functions, selection process, and the ways in which they can support both students and staff.

The use of explanatory videos or additional materials was suggested as a way to clarify these aspects.

Other comments focused on the need for more specific and clearly defined channels for reporting sexual violence. The terminology used in section titles was also questioned; in particular, the label prevention ambassadors was considered unclear, with alternatives such as sexual harassment / gender-based violence prevention officers being proposed.

With regard to the pedagogical content, participants suggested that case studies could be more fully integrated into the module and expanded to include greater contextual detail about what occurred in each case. Some also noted that references embedded within the main text could be distracting, and that the alternation between English and Spanish in certain sections should be avoided.

Terminology was again addressed in relation to the use of the term victim, which was criticised for its negative connotations. Alternatives such as offeree or person affected by sexual violence were suggested as more appropriate and less stigmatising. Additionally, participants recommended including the most recent EU Directive on violence against women (2024) among the references.

Finally, several practical proposals were made, such as adding a summary table at the end of the module outlining objectives, tools, and outcomes, and incorporating examples from a wider range of countries and institutional contexts.

4.5. Module 5: Training in student mediation, listening posture, victimology and mutual aid

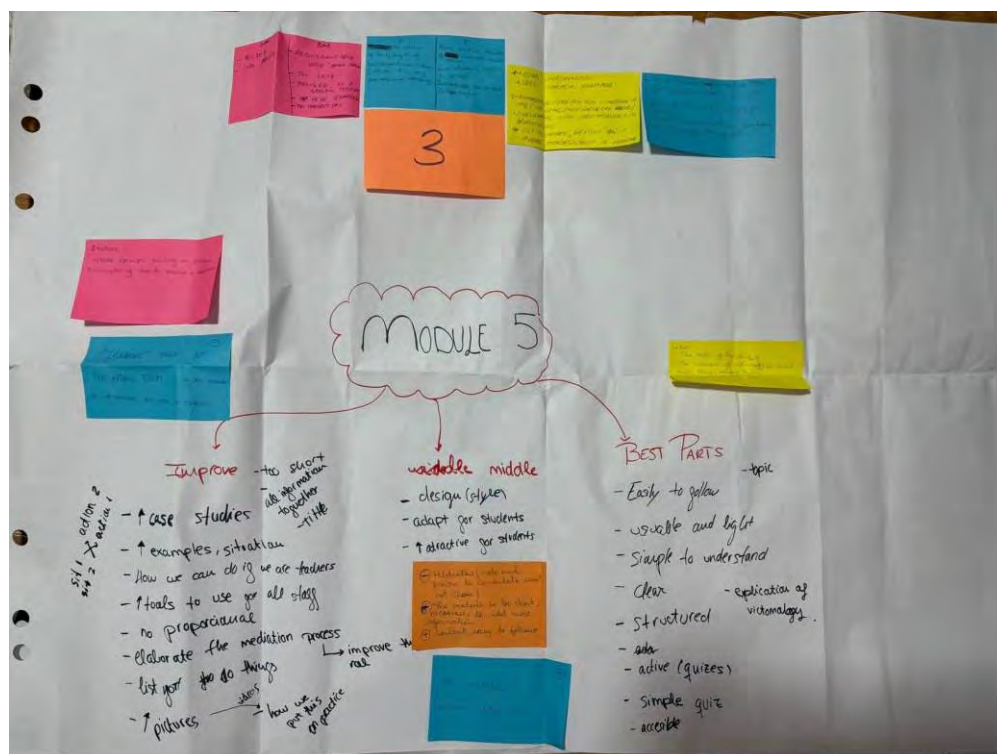
The working groups that evaluated Module 5 were led by Paula Vidal Casado. During the World Café discussions, numerous participants suggested that Module 5 would benefit from the inclusion of additional case studies, concrete examples, and hypothetical scenarios. These comments were closely linked to requests for more practical tools that could be used by all members of the university community when engaging with the procedures addressed in the module. Participants explained that such examples would enable members of the university community to better understand how to respond if they were to encounter similar situations themselves. In this context, it was also suggested that procedural examples could be further supported through the use of images, videos, or clearly structured lists outlining recommended and non-recommended actions.

In addition, participants pointed to a lack of detailed explanation regarding the mediation process and the specific role of the mediator. In particular, they called for greater emphasis on procedural aspects, as well as on the training and competencies required of mediators. Within this discussion, it was also noted that, from a terminological perspective, the term “*training*” might be more appropriately replaced by “*practice*”.

With regard to style, participants suggested that the module could be further adapted to a student audience by making it more engaging and interactive. At the same time, they acknowledged that the module was easy to follow, clear and accessible, featuring an active structure and straightforward questionnaires, and that it was suitable for a broad audience across the university community.

Finally, in comparative terms, participants noted that Module 5 was shorter than the other

modules and expressed the view that it would benefit from the inclusion of additional content.



Workshop: Module 5

4.6. Module 6: Prevention and Management of Sexual Harassment in Higher Education

The working groups that evaluated Module 6 highlighted the relevance of the topic addressed, particularly with regard to the management of sexual harassment cases within higher education institutions. Participants recognised the usefulness of the module in clarifying institutional responses, responsibilities and procedures, especially for staff involved in handling complaints and supporting affected persons.

At the same time, participants identified several areas for improvement, both in terms of content and overall integration within the MOOC.

A first set of comments referred to formal and editorial aspects. Participants noted minor spelling errors in the practical activities (e.g. “waht” instead of “what”) and inconsistencies in terminology, such as the alternating use of *pupils* and *students*. It was recommended to systematically use *students* throughout the module to ensure coherence with the rest of the

programme and with higher education terminology.

Regarding content and scope, participants pointed out a mismatch between the title of the module—*Prevention and management*—and its actual focus. While management aspects are well developed, prevention is less visible. Several participants stressed that students, in particular, need clearer information on preventive measures, institutional instruments and everyday practices that can help avoid situations of sexual harassment. Strengthening the preventive dimension would therefore make the module more balanced and aligned with its stated objectives.

The bibliography was considered adequate in terms of quantity, but participants recommended prioritising open-access references with direct links, as well as including more practical guides and more recent sources. This would enhance accessibility and usability, especially for students and practitioners.

As in other modules, there was a strong call for more interactive and scenario-based case studies. Participants suggested introducing branching scenarios in which learners choose how to act in a given situation and are then guided to different outcomes depending on their decisions. This format was seen as particularly effective for translating abstract principles into concrete practices.

One participant proposed explicitly addressing sexual harassment from students towards teachers, a dimension that is often overlooked. Suggested preventive measures included holding meetings in public or semi-public spaces, establishing clear rules for exam reviews, and reinforcing institutional support mechanisms for teaching staff.

Several comments also referred to the overall coherence of the MOOC. Participants emphasised the need for greater harmonisation across modules, particularly regarding the structure of case studies, the presentation of legal frameworks and the use of definitions. Repetition and slight differences in terminology across modules were perceived as tiring and confusing. Some participants suggested concentrating definitions in Module 1, or alternatively creating a short introductory module, rather than repeating them in each module.

The following subsections distinguish findings reported by participants, interpretations of these findings, and the resulting recommendations for revision.

4.6.1. Section-specific comments

Section 1: Romantic relationships between teachers and students

This section generated extensive discussion. The term *romantic relationships* was questioned by several participants. Some argued that it should be replaced by *personal relationships*, while others noted that this could be too broad and include family relations. A third group suggested shifting the focus away from labels and instead centring the discussion on consent, power asymmetries and professional responsibility, rather than on private life as such.

Participants also raised concerns about the subsection on *disclosure of cases*, particularly the question of how institutions manage potential bias once a relationship is disclosed. It was suggested that this process should involve specialised services—such as academic services or student affairs departments—rather than relying on informal or insufficiently professionalised procedures.

Section 2: Forms of harassment

Some concepts in this section were perceived as unclear, notably *quid pro quo*. One participant noted that the way this concept is presented may unintentionally shift the focus from the perpetrator to the victim, without clearly explaining why. Clarifying the analytical purpose of this distinction was therefore recommended.

Visual elements were also discussed. Participants expressed discomfort with the image used in the subsection on *mild harassment* and recommended avoiding the use of identifiable faces. In addition, they proposed replacing multiple visual elements with a single infographic to explain the process of reporting experiences of violence and harassment at work, drawing for instance on ILO materials.

Section 3: Legal framework

Given that legal frameworks are also addressed in Module 1, participants stressed the importance of ensuring consistency between the two modules. They recommended aligning structure and presentation to improve coherence and learning continuity. Several participants suggested adopting a more comparative approach, rather than presenting national frameworks

The absence of Directive (EU) 2024/1385 of 24 May 2024 on combating violence against women and domestic violence was explicitly noted, and participants recommended its inclusion. In addition, instead of limiting the comparison to France and Spain, it was suggested to broaden the comparative analysis to include all or most of the countries covered by the project.

4.7. Comparative Table and Cross-cutting Recommendations

The cross-cutting analysis of the six modules enables the identification of a set of shared challenges that run across the programme as a whole and that should be addressed in a strategic and coordinated manner in future revisions, with a view to enhancing overall coherence, effectiveness and long-term impact.

Table 1. Comparative Table

Dimension	Identified tensions	Cross-cutting recommendations
Pedagogical	Predominance of theory-driven approaches and linear approaches	Further integrate active, learner-centred, scenario-based and practice-oriented methodologies
Conceptual	High level of abstraction and repetition of definitions across modules	Introducing situated examples, case-based learning and clearer distribution of conceptual content across modules and contextualised narratives
Visual	Limited diversity in visual representation	Mainstream intersectional and inclusive visual approach
Regulatory	Fragmented, uneven or insufficiently comparative legal framing	Update, consolidate and better harmonise references to relevant European legal and policy frameworks, adopting a more comparative approach where appropriate
Ethical	Emphasis on individual self-protection	Rebalance the approach by reinforcing collective, institutional and bystander responsibility, alongside individual self-

		protection strategies
Overall structureCo herence	Uneven integration and coherence across modules	Strengthen harmonisation across modules in terms of structure, terminology, use of case studies and legal framing

Taken together, these cross-cutting recommendations provide a coherent framework for strengthening the programme through a more integrated, gender-sensitive and institutionally grounded approach, supporting long-term capacity-building, consistency across modules and sustainable impact within higher education institutions.

4.8. Operational Action Plan

Based on the findings of the pilot and the cross-cutting recommendations, the following operational actions are proposed for implementation across the consortium.

Short-term actions (March–June 2026). Harmonisation of definitions across modules
Responsible: MDS & URJC

- Revision of visual materials to ensure diversity and inclusiveness.
Responsible: All partners
- Strengthening interactivity (micro-activities, embedded quizzes).
Responsible: Content leads for each module

Medium-term actions (June–September 2026). Development of additional case studies and practical scenarios. Responsible: URJC, UCLan, SUAS

- Integration of updated European legislation (Directive 2024/1385)
Responsible: MDS
- Design of a shared template for legal frameworks and institutional procedures
Responsible: MDS & SUAS with input from all

Long-term actions (Autumn 2026). Consolidation of a cross-module narrative and introduction of a short pre-module (“Module 0”). Responsible: Consortium

- Development of ambassador profiles and guidelines for universities
Responsible: URJC & SUAS
- These actions will be monitored collectively, with progress reviewed in each transnational meeting.

5. European Dimension of the Pilot Evaluation

The pilot revealed both similarities and national specificities in how partner institutions understand and address sexual and gender-based violence. Common elements across countries included a need for clearer institutional procedures, greater training for staff and a demand for practical, scenario-based resources. Differences emerged in the degree of institutional formalisation, legal terminology and familiarity with digital violence, reflecting diverse national legal frameworks.

Several resources, tools and case studies were identified as transferable across contexts, particularly those linked to early detection, bystander intervention and prevention protocols.

The MOOC therefore presents strong European added value, as it facilitates the convergence of institutional practices, supports mutual learning across systems and promotes a shared culture of prevention aligned with EU directives and international standards.

6. Conclusion

The pilot evaluation of the PREVHED MOOC confirms the relevance and added value of the training programme as a tool to support the prevention and management of sexual and gender-based violence in higher education institutions. The combination of pre- and post-MOOC questionnaires with a participatory World Café methodology provided a robust and credible basis for assessing both learning outcomes and qualitative perceptions of the training materials.

Overall, the findings highlight the effectiveness of the MOOC in increasing awareness, strengthening conceptual understanding and enhancing participants' confidence in recognising and addressing situations of sexual and gender-based violence. The evaluation also underlines the importance of adopting an institutionally grounded approach that goes beyond individual self-protection, reinforcing collective responsibility, professionalised procedures and the role of bystanders and institutional actors.

At the same time, the pilot identified clear areas for improvement that are essential for maximising the programme's impact. These include the need to further integrate interactive and practice-oriented learning formats, enhance coherence and harmonisation across modules, clarify and consolidate legal references within a European framework, and mainstream an intersectional and inclusive perspective throughout the training materials. Addressing these aspects will strengthen the pedagogical effectiveness, accessibility and consistency of the MOOC for diverse university audiences.

Taken together, the results of the pilot provide a strong evidence base for refining the PREVHED MOOC and consolidating it as a comprehensive, prevention-oriented and transferable training programme. By supporting higher education institutions in developing a shared culture of prevention, responsibility and institutional accountability, the PREVHED MOOC has the potential to contribute meaningfully to safer, more inclusive and respectful academic environments across Europe.

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Methodology

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Appendices :

Appendix 1. Pre-launch questionnaire (Step 1 – before MOOC)

(Questions reproduced verbatim from the questionnaire distributed prior to accessing the MOOC.)

1. How would you define yourself professionally?
2. Have you previously received any training on gender-based or sexualised violence?
3. I understand what gender-based violence means in the context of higher education.
4. I am familiar with the concept of sexualised violence.
5. I know what rights students have when facing situations of harassment or violence.
6. I am aware of how sexualised violence can occur through social media.
7. I know that universities have prevention and response protocols.
8. I feel capable of supporting someone who discloses harassment or violence.
9. Sexualised violence refers to:
10. Which of the following is a form of digital sexual harassment?
11. Student rights in cases of sexual harassment include:
12. What do you expect to learn from this MOOC?
13. Which topics or modules do you think will be most useful for your context?
14. Is there any specific situation or challenge in your institution that you hope this MOOC will address?

Appendix 2. Post-MOOC questionnaire (Step 2 – after MOOC, before World Café)

(Questions reproduced verbatim from the questionnaire distributed after completion of the MOOC.)

1. Which concepts or tools from the MOOC do you feel most confident applying now?
2. Describe one strategy you could use to prevent or respond to a situation of harassment in your institution.
3. What did you learn in this MOOC that you did not know before?
4. The content of the modules was clear and easy to follow.
5. The examples and case studies were relevant.
6. The workload and length were appropriate.
7. The MOOC content is useful for students.
8. The MOOC content is useful for staff members.
9. The MOOC increased my understanding of sexualised violence.
10. The MOOC provided practical tools and strategies.
11. What would you improve in the MOOC?
12. Was any module too long, too short, or too technical?
13. Were there topics you wished had been included?
14. Do you have any suggestions for improving examples, case studies or activities?
15. Any additional comments?



PREV-HED

PREV-HED Project Report
Pilot Training Session: Prevention and Management of
Gender-Based and Sexual Violence in Higher Education



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the European Union**

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PREV-HED Project Report

Pilot Training Session: Prevention and Management of Gender-Based and Sexual Violence in Higher Education

Project Details

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Date:	2nd – 4th December 2025



Change control

Document properties

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Executive Summary

This report presents the results of the PREV-HED pilot training session, held from 2 to 4 December 2025 at FH Salzburg in Austria. A central component of Work Package 5, this session brought together lecturers, researchers, administrative staff, technical experts and students from six partner countries (Austria, France, Spain, Greece, Romania and Portugal). Its main objective was to test, evaluate and improve the training modules and digital tools developed as part of the project for the prevention and management of gender-based and sexual violence in higher education.

The program was structured to facilitate the transition from the development phase of the outcomes to their field-testing phase. Key activities included partner presentations, the “Neustart” workshop and an intensive World Café session dedicated to the peer review of the modules. These formats enabled participants to share their institutional knowledge, compare national prevention contexts and identify concrete avenues for pedagogical improvement.

The pilot session was a key stage in the project’s quality assurance process. It enabled the collection of structured peer feedback, the identification of key adjustments to be made to the content, and confirmation of the overall relevance of the outcomes developed. The lessons learnt from this session thus form an essential foundation for finalising the modules and digital tools of the PREV-HED project.

1. Introduction

This report provides a comprehensive overview of the PREV-HED Training Piloting session, which took place from December 2nd to 4th 2025, at the FH Salzburg (University of Applied Sciences), Campus Urstein, Austria. As the main activity of Work Package 5 (Piloting), this three-day session represented a critical milestone in the project's progression. It served as the primary platform for transitioning the project's theoretical frameworks into practical application, bringing together researchers, students and local network partners to test and validate the developed materials in a real-world academic setting.

The PREV-HED project is a strategic European partnership dedicated to preventing and addressing sexualized violence and harassment within Higher Education Institutions (HEIs). The project's mission is to create a safer campus environment through the development of specialized training curricula and innovative digital tools, such as a dedicated MOOC and an AI-driven reporting chatbot. In this context, the Salzburg training session was of high importance as it functioned as the central piloting phase of the project. Its primary purpose was to conduct the evaluation of the training modules, allowing partner institutions to identify necessary refinements and ensure that the final outputs are pedagogically effective and user-centric.

Furthermore, the event was essential for facilitating a knowledge exchange between the participating universities. By gathering partners from diverse national backgrounds, including France, Greece, Romania, Portugal, and Spain, the piloting session enabled a direct comparison of the different institutional situations and regional challenges regarding sexualized violence across Europe. This intercultural dialogue ensured that the project's results are versatile and adaptable to various legal and social contexts. The following report outlines the training program, the methodology of the evaluation, and the collective insights gained, which together form the basis for the final finalization of the PREV-HED outputs.

In total, the session was attended by 35 participants, including teachers, researchers, administrative staff, technical specialists and students.

2. Participants` profile

The PREV-HED Training Piloting session in Salzburg brought together a multidisciplinary group of stakeholders from across the European partnership to ensure a holistic evaluation of the project's outputs. The group was strategically composed of academic staff, researchers, technical experts, and administrative personnel, representing a broad cross-section of the professionals who will later implement the project's tools. By involving participants with varying levels of expertise in the field of sexualized violence, the piloting session was able to simulate a realistic environment and gather diverse perspectives on the usability and impact of the developed modules.

Representatives from all six partner countries joined the training:

- Austria: Fachhochschule Salzburg
- France: Association Les Militants des Savoirs
- Spain: Universidad Rey Juan Carlos and Femxa Formación
- Greece: Infalia private company
- Romania: Universitatea Romano Americana Asociatie
- Portugal: Instituto Politécnico do Porto

This collaborative setting was essential not only for the technical testing of the tools but also for facilitating an intercultural exchange. The professional diversity of the participants, ranging from prevention officers and student support staff to technical developers, allowed for a comprehensive feedback loop. This ensured that the training modules were evaluated from both a pedagogical and a practical, institutional perspective.

3. Training Objectives

The primary objective of the training session in Salzburg was to transition the PREV-HED project from the developmental phase to the operational piloting phase. As the central event of Work Package 5, the session was designed to achieve several strategic goals essential for the finalization of the project's outputs.

The main objectives of the training were as follows:

- **Evaluation and Validation of Training Modules:** A core focus was the rigorous testing of the newly developed training curricula. By presenting the modules to an international group of experts, the project sought to evaluate the pedagogical effectiveness, clarity, and relevance of the content. This piloting allowed for the identification of necessary refinements to ensure the modules meet the practical needs of Higher Education Institutions.
- **Assessment of Digital Tools:** The session provided a platform to pilot the technological solutions developed within the project, specifically the AI-driven reporting chatbot and the MOOC platform. The objective was to gather user feedback on functionality and accessibility to ensure these tools are intuitive and fit for purpose.
- **International Exchange and Situation Analysis:** A key goal was to facilitate a deep exchange between the partner universities to compare the current status and challenges regarding sexualized violence in different European countries. By sharing institutional experiences from Austria, France, Spain, Greece, Romania, and Portugal, the session aimed to harmonize knowledge levels and identify common European standards for prevention and support.
- **Quality Assurance through Peer Feedback:** The training aimed to foster a collaborative "peer-learning" environment. Through interactive formats like the World Café, the objective was to collect qualitative insights from diverse professional perspectives (academic, administrative, and technical) to ensure the high quality and long-term sustainability of the PREV-HED results.
- **Ultimately, the Salzburg piloting was designed to ensure that all project results are not only theoretically, but also practically sound and ready for large-scale implementation across various institutional and national contexts.**

4. Training Content

The training program was structured over five days, with three core days of intensive workshops and presentations (Tuesday to Thursday). The agenda was specifically designed to balance the presentation of the project's outputs with interactive sessions that encouraged deep peer evaluation and the exchange of institutional experiences regarding sexualized violence.

4.1. Day 1: Tuesday, 2nd December – Validation and Retrospective

The first day served to establish a common framework for the session. Following the official welcome and a review of the project's progress, the partners presented their respective contributions to the modules. These discussions provided an opportunity to compare national approaches and to discuss the suitability of the content for different institutional frameworks. The day also included an informal discussion on lessons learnt from the development of the outcomes, as well as a “Neustart” workshop dedicated to putting certain content into practice.

- **Lecture and Partner Presentations:** These sessions allowed each partner to present their specific contributions to the curricula. This was a vital step for the consortium to align their knowledge and discuss how the modules address the different national legal frameworks.
- **"Lessons Learned" Walk & Discussion:** In a more informal setting, participants engaged in small group discussions while walking across the campus. This format was chosen to facilitate a more personal exchange on the challenges encountered during the development phase.
- **Workshop "Neustart":** The afternoon was dedicated to a specific workshop session designed to test the practical application of the training content, specifically in the context of HEIs.

4.2. Day 2: Wednesday, 3rd December – The World Café

The second day was devoted to the World Café, the session's main peer-review activity. Participants were divided into six groups and rotated between several thematic tables focusing on the project's modules and digital tools. This format encouraged active participation from everyone present and enabled feedback to be gathered for each module on the clarity of the content, its educational relevance, any redundancies, the need for practical examples, and the conditions for adoption in different institutional contexts.

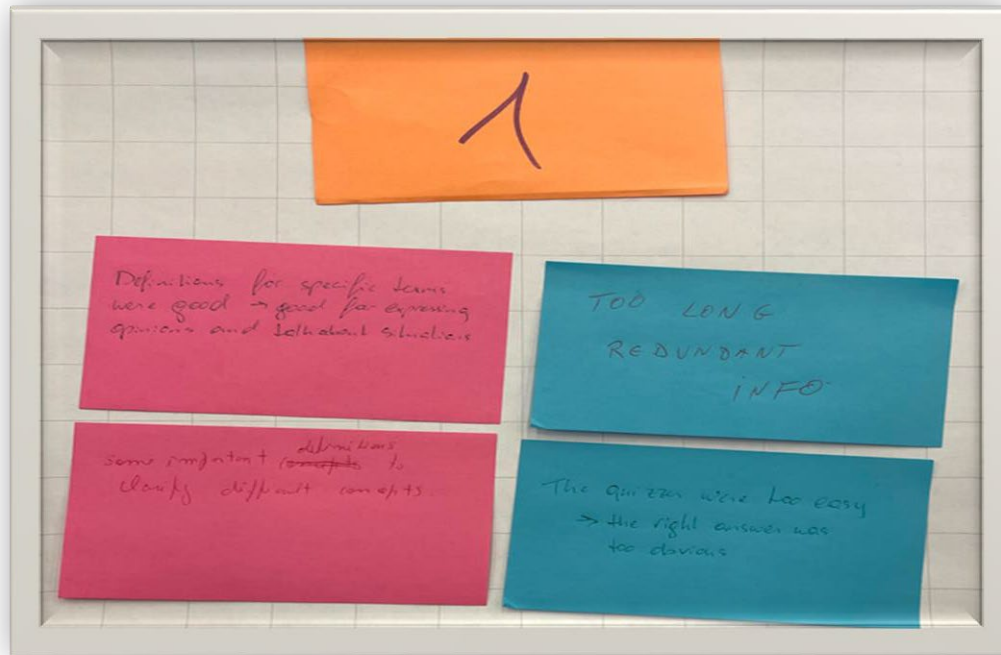
- **In-depth Evaluation:** This format allowed every participant to provide input on every module. It was particularly effective for comparing how different institutions would implement these tools and for identifying potential barriers in various European contexts.
- **Synthesis:** The day concluded with a collective review of the table results, highlighting common areas for improvement and pedagogical strategies.

4.3. Day 3: Thursday, 4th December – Finalization and Technical Training

- **Field Trip to “Bewohnerservice Lehen”:** In the course of the conference, the participants visited the 'Bewohnerservice Lehen', where we were able to learn firsthand from local network partners about the possibilities and strategies of violence protection.
- **Future Planning:** The partners discussed the next steps for Work Package 5 and the long-term sustainability of the PREV-HED results, ensuring that the knowledge exchanged during the week would lead to lasting institutional changes.

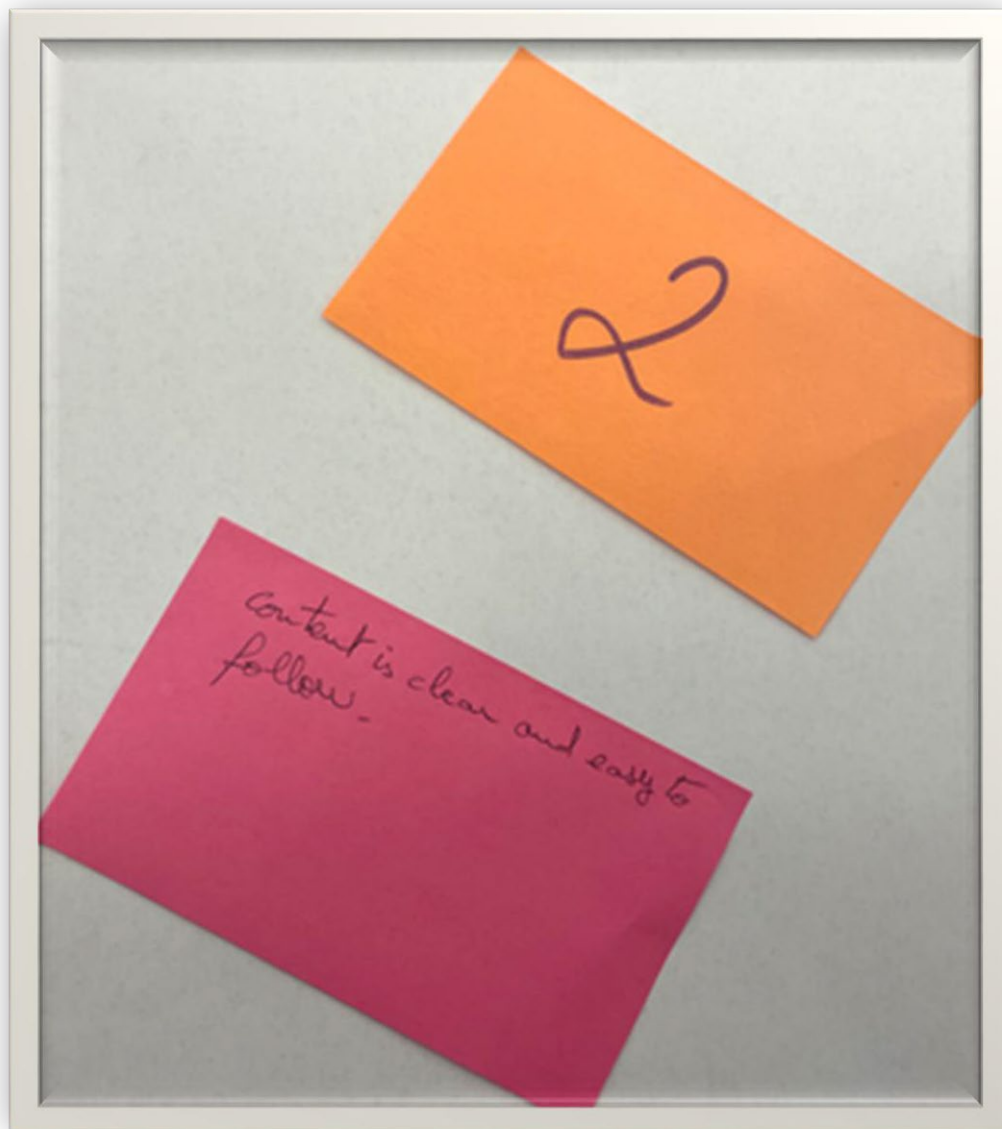
5. Evaluation of the Modules

Module 1: Introduction to Sexualised Violence in Higher Education and Student Rights



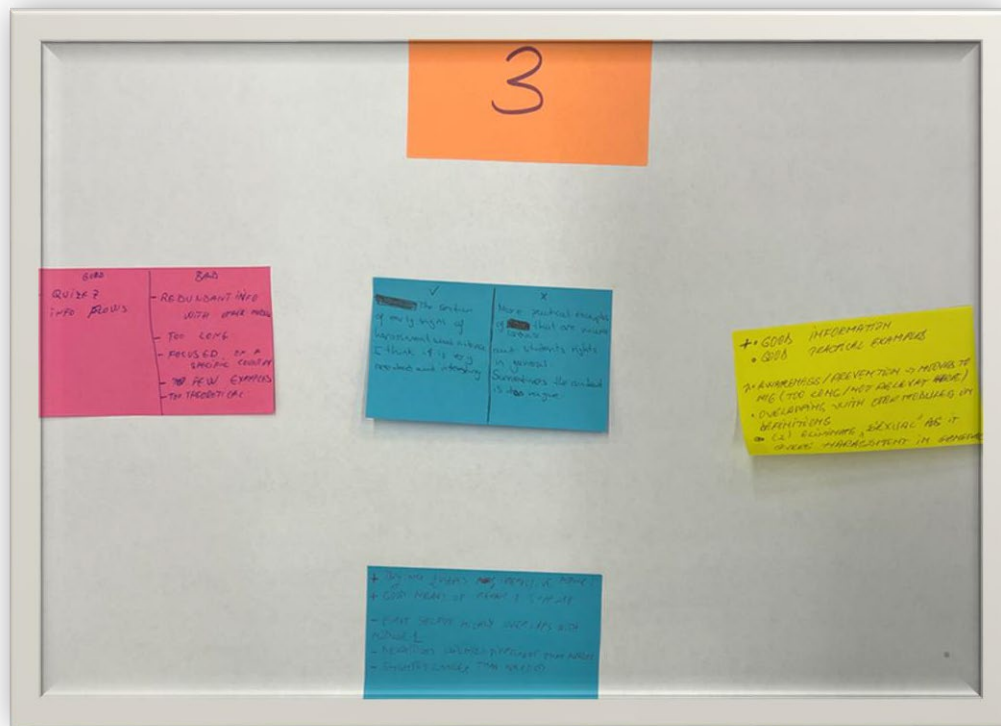
Key Findings: Participants highlighted the usefulness of the proposed definitions, which were deemed clear and helpful in establishing a common language between partners. However, several comments pointed out redundancies with other modules. It is therefore recommended to streamline certain introductory sections and increase the difficulty level of the quizzes.

Module 2: Gender-based and Sexualised Violence in Higher Education in social media



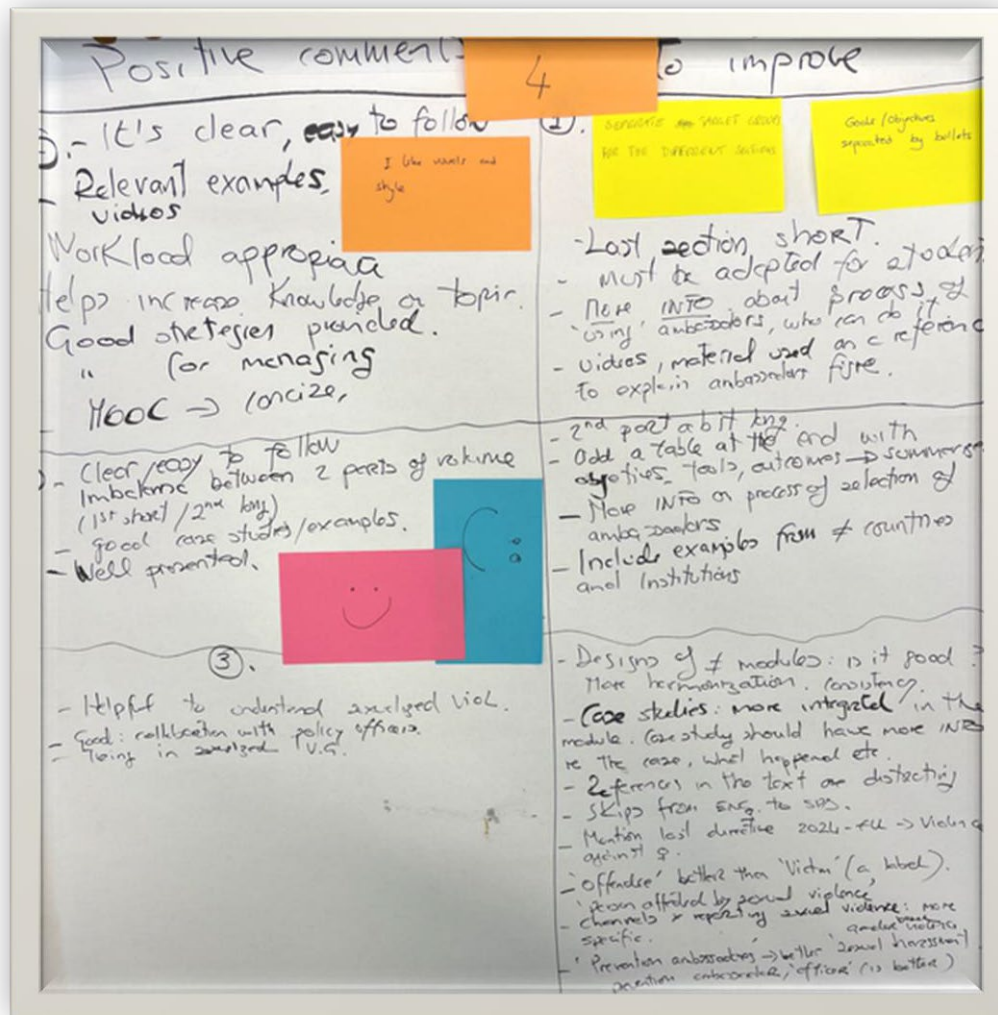
Key Findings: Module 2 was generally well received for its clarity and accessible structure. Fewer comments were collected during the session than for other modules, suggesting good overall readability. However, a further review could be carried out during the final phase to identify any areas requiring further elaboration.

Module 3: Gender-based and Sexualised Violence in Higher Education at the university



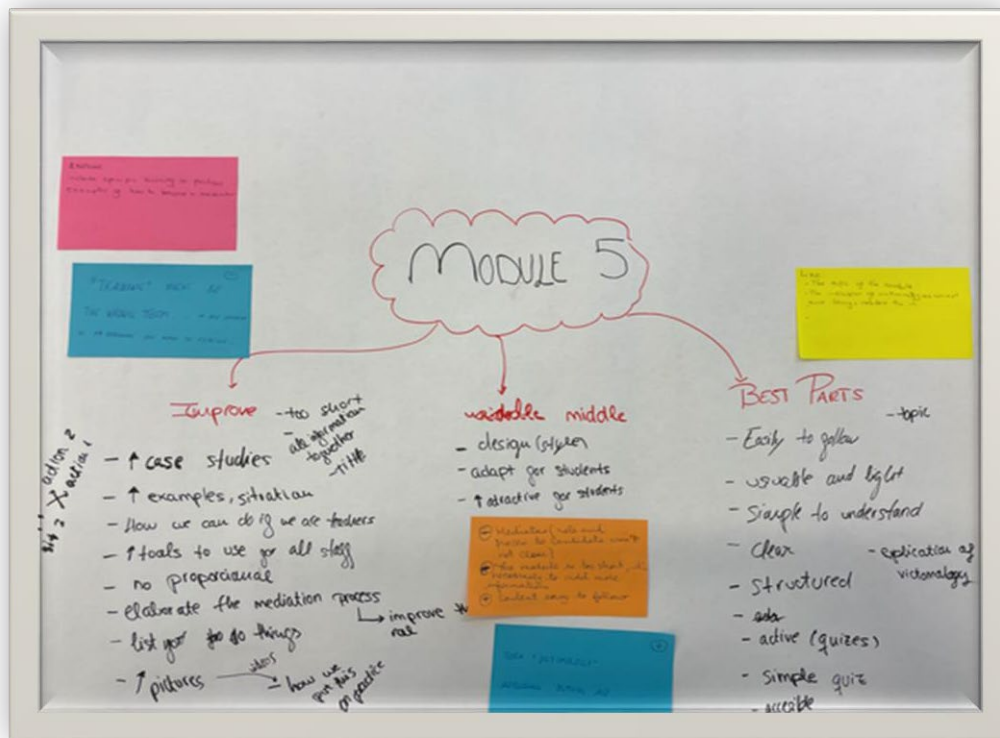
Key Findings: Participants particularly appreciated the section on the warning signs of violence. However, they recommended including more case studies to make the module easier to apply in practice and to avoid certain repetitions of definitions already covered elsewhere in the course.

Module 4: Prevention protocols and creation of prevention ambassadors



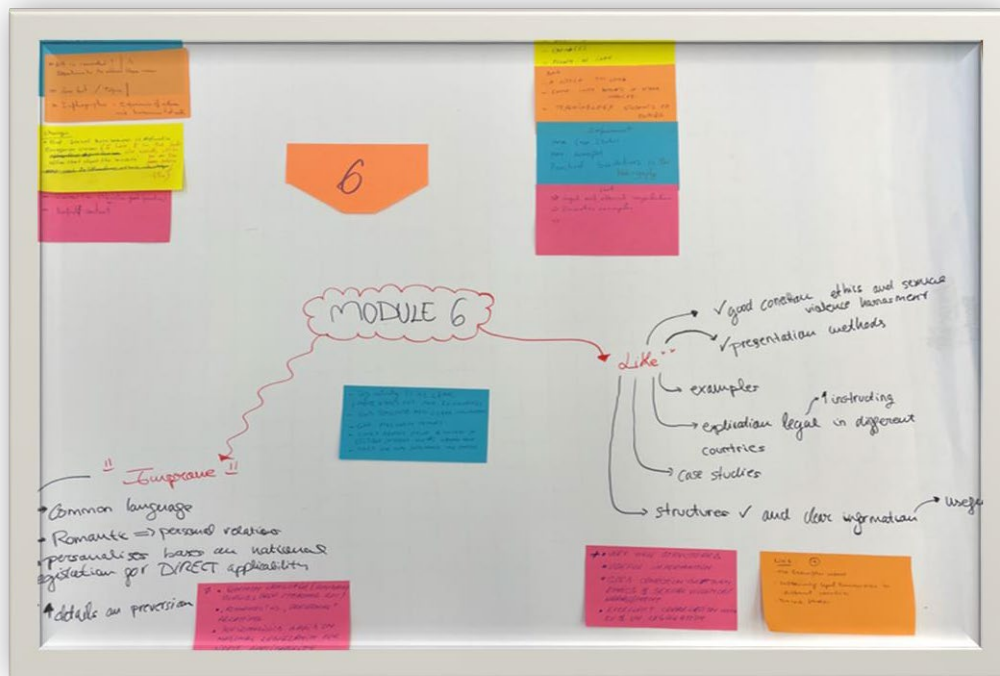
Key Findings: Module 4 was praised for its clear structure, the quality of its visual aids and the inclusion of case studies. Participants nevertheless recommended that the final sections be better tailored to the student audience, that the process for selecting prevention ambassadors be clarified, and that terminology be better aligned with the other modules.

Module 5: Training in student mediation, listening posture, victimology and mutual aid



Key Findings: Praised for its accessible and clear structure, though evaluators suggested expanding the mediation section with more practical examples, staff-specific tools, and a more engaging design for the student target group.

Module 6: Prevention and management of sexual harassment in professional relations in academia



Key Findings: Evaluators praised the module for its excellent correlation with EU and UN legislation and its strong connection between ethics and sexualized violence; however, they suggested adding more details on romantic and personal relationships, as well as a specific section on student-initiated harassment.

6. Evaluation Methodology & Key Findings

6.1. Evaluation Framework

6.1.1. Evaluation Methodology

The evaluation methodology combined participatory peer review, qualitative feedback, collective discussion, and observation of training dynamics. The Salzburg session was not treated merely as a traditional lecture-based training, but as a structured co-evaluation environment. Participants were invited to analyse the modules from multiple perspectives: as future users, trainers, institutional representatives, and potential multipliers within their respective organisations.

The primary evaluation method employed was the **World Café** format. Participants rotated across thematic tables dedicated to specific modules and project outputs. This structure enabled each group to evaluate the materials across multiple analytical dimensions: clarity, relevance, potential overlaps, missing practical examples, feasibility, and adaptability to national or institutional contexts. The methodology allowed the consortium to gather both:

- **Convergent feedback:** where multiple groups independently identified identical issues or improvement areas.
- **Divergent feedback:** where differing national or institutional contexts led to distinct interpretations, legal considerations, or operational needs.

The evaluation synthesis relied on multiple empirical sources of evidence:

- Written feedback collected during World Café table discussions and group exercises.
- Oral feedback from partner presentations, plenary sessions, and informal exchanges.
- Direct observation of participant engagement, comprehension, and usage of the modules during the sessions.
- Module-specific synthesis notes compiled from feedback boards, post-it records, and thematic group discussions.
- Transnational partner expertise from Austria, France, Spain, Greece, Romania, and Portugal, facilitating a comparative analysis across European higher education systems.

This mixed and participatory approach was uniquely suited to this phase of the project. It enabled the consortium to document not only participant satisfaction, but to critically understand *why* specific pedagogical elements succeeded, where materials required structural refinement, and how project outputs could achieve higher transferability across diverse academic institutions.

6.1.2. Evaluation Questions

The pilot evaluation was guided by a set of core operational questions designed to ensure that qualitative insights directly inform revision decisions:

Evaluation Dimension	Guiding Question	Expected Evidence
Relevance	Do the modules effectively respond to the practical needs of higher education institutions regarding gender-based and sexualised violence?	Qualitative commentary on practical utility, institutional fit, and alignment with real-world scenarios.
Clarity	Are key concepts, core definitions, and reporting procedures fully understandable for all target audiences?	Participant feedback on linguistic accessibility, structural logic, scenario clarity, and quiz difficulty.
Coherence	Are the modules complementary, or do they contain redundant overlaps?	Identification of content repetitions, terminology discrepancies, and gaps in pedagogical transitions.
Applicability	Can the modules and tools be practically deployed by staff, students, prevention ambassadors, and support services?	Specific proposals for case studies, role-play scenarios, administrative toolkits, and student-centred formats.
Digital Usability	Are the MOOC platform and AI chatbot intuitive, accessible, and practical for end-users?	End-user commentary on navigation pathways, technical accessibility, interface clarity, and instructional integration.
Sustainability	Can project outputs drive and support long-term institutional change beyond the funded project period?	Actionable recommendations regarding institutional contact points, ambassador selection criteria, and long-term embedding strategies.

6.2. Evaluation Indicators

The following indicator framework consolidates the pilot findings. It establishes a structured baseline for demonstrating the scale, quality, and expected long-term impact of Work Package 5:

Indicator Category	Specific Indicator	Status / Baseline Value
Participation	Number of participants in the Salzburg pilot session	35 participants documented in the attendance records.
Geographical Coverage	Number of partner countries actively represented	6 countries (Austria, France, Spain, Greece, Romania, Portugal).
Profile Diversity	Stakeholder categories involved in evaluation	Lecturers, researchers, administrative personnel, technical experts, prevention officers, and students.
Training Outputs	Number of training modules evaluated	6 modules comprehensively reviewed via peer feedback.
Digital Outputs	Testing of MOOC platform and AI reporting chatbot	Evaluated during piloting phase (<i>to be updated with final technical testing metrics</i>).
Quality Assurance	Volume and nature of recommendations collected	Qualitative recommendations catalogued and summarized module by module.
Learning Relevance	Perceived clarity, usefulness, and applicability	Collected via qualitative feedback (<i>to be supplemented with post-session survey data</i>).
Implementation Readiness	Action steps required prior to final deployment	Draft revision plan established for validation by the consortium.
Institutional Impact	Local contact points and relay mechanisms established	To be finalized and documented by each partner institution.

Methodological Note: These indicators must be interpreted holistically. The true value of the pilot session extends beyond numerical participation; it lies in the diversity of expertise mobilized, the transnational insights gained, and the consortium's capacity to translate critique into concrete refinements.

6.3. Cross-Cutting Findings from the Pilot Evaluation

Beyond module-specific feedback, several overarching findings emerged that pertain to the PREV-HED training framework as a whole:

- **Finding 1: High overall relevance of the PREV-HED training package confirmed**

Participants validated the urgent need across Higher Education Institutions (HEIs) for structured, evidence-based, and practical resources addressing gender-based and sexualised violence. The modules successfully bridge theoretical concepts with institutional accountability, establishing a crucial shared vocabulary for both staff and students.

- **Finding 2: Imperative for enhanced internal coherence and reduced redundancy**

While individual modules were designed to stand alone, collective review revealed repeated introductory definitions and duplicate background explanations. For the integrated MOOC learning path, the consortium must eliminate redundant introductory text, align core terminology, and ensure a logical progression from foundational awareness to advanced intervention skills.

- **Finding 3: Necessity of strengthening practical and operational dimensions**

Evaluators consistently requested a higher density of real-world case studies, applied scenarios, university-specific examples, and role-playing exercises. To maximize practical utility, scenarios must encompass diverse dynamics, including staff-student power imbalances, peer-to-peer conflict, digital/online harassment, student-initiated harassment, bystander interventions, and the operational role of prevention ambassadors.

- **Finding 4: Targeted adaptation for student engagement and accessibility**

Certain sections currently feature overly administrative or institutional language that may hinder student engagement. The final iteration must incorporate clear user pathways, visually

engaging infographics, concise activities, interactive reflection prompts, and step-by-step guidance for victims and witnesses. This is particularly critical for the self-paced MOOC format.

- **Finding 5: Critical requirement for institutional anchoring and sustainability**

The training package cannot operate in isolation; its efficacy depends on direct linkage to existing university structures (e.g., formal reporting channels, psychological counselling, equality offices, and external victim support networks). Defining clear internal contact points within each partner university is a prerequisite for long-term sustainability.

6.4. Module-by-Module Revision Plan

The operational action plan below translates qualitative pilot feedback into actionable revision tasks for module authors:

Module	Main Strengths Identified	Recommended Improvements
Module 1: Introduction to sexualised violence and student rights	Clear, rigorous definitions; excellent for establishing a unified conceptual foundation across partner countries.	Streamline introductory sections, eliminate cross-module redundancies, and increase quiz difficulty.
Module 2: Gender-based and sexualised violence in social media	Well-structured, highly accessible presentation; strongly received by participants.	Conduct a targeted review to expand concrete examples of cyber-harassment and formal reporting pathways.
Module 3: Gender-based and sexualised violence at the university	Strong focus on early warning signs; highly applicable to academic environments.	Integrate additional real-world case studies and remove duplicate conceptual definitions covered in Module 1.
Module 4: Prevention protocols and prevention ambassadors	Excellent visual design, clear overall structure, and strong case study foundation.	Clarify the selection criteria, formal responsibilities, and institutional support mechanisms for ambassadors; tailor student sections.
Module 5: Student mediation, listening posture, victimology and mutual aid	Clear pedagogical structure and highly accessible presentation of complex support dynamics.	Expand the practical mediation section with concrete tools for staff, role-play guides, and student-focused interactive content.

Module 6: Sexual harassment in professional relations in academia	Robust alignment with EU/UN legal frameworks; effective integration of academic ethics and anti-harassment standards.	Elaborate on romantic/personal relationship boundaries in academia and add a dedicated sub-section on student-initiated harassment.
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Quality Assurance Standard: To maintain audit-compliant traceability for project reporting, every modification must be directly mapped to a designated lead partner, a concrete revision output, and a strict timeline.

6.5. Integration into the MOOC and Digital Tools

The pilot findings provide direct operational specifications for finalizing the project's digital deliverables. The MOOC platform must transcend a passive repository of text, evolving into an interactive, user-centric learning environment featuring:

- Short, modular learning sequences with clear, measurable learning outcomes.
- Progressive pedagogical structuring: *Understanding Concepts* $\rightarrow$ *Recognizing Situations* $\rightarrow$ *Navigating Rights & Procedures* $\rightarrow$ *Applying Practical Interventions*.
- Interactive scenario-based quizzes that evaluate comprehension and situational decision-making rather than simple memorization.
- Clear signposting to institutional support structures, emergency reporting channels, and local contact points.

Alignment with the AI-Driven Reporting Chatbot

The AI reporting chatbot must be strictly aligned with the updated module contents. Terminology, classification hierarchies, and referral workflows within the chatbot must mirror the standardized definitions agreed upon in the revised modules. Prior to final release, the chatbot must undergo technical and ethical verification regarding user confidentiality, safe messaging, crisis referral protocols, and clear boundary-setting (emphasizing that digital guidance complements, but never replaces, human professional support).

6.6. Quality Assurance and Impact Assessment

To ensure rigorous project evaluation, Quality Assurance (process-oriented) and Impact Assessment (outcome-oriented) are framed as complementary evaluation dimensions:

Dimension	Primary Focus	Empirical Evidence / Source
Process Quality	Evaluates whether the piloting phase was inclusive,	Event agendas, signed attendance lists, partner contributions, World Café

	participatory, and systematically documented.	synthesis sheets, meeting minutes.
Output Quality	Evaluates the pedagogical clarity, conceptual rigor, and institutional utility of the materials.	Peer review forms, expert feedback grids, revised module drafts, standardized quality checklists.
Pedagogical Impact	Assesses whether learners acquire actionable knowledge and situational confidence.	Pre/post quiz results, evaluation forms, qualitative group debriefs, self-assessment metrics.
Institutional Impact	Measures the extent to which HEIs can embed project outputs into standard operating procedures.	Establishment of official contact points, internal dissemination roadmaps, inclusion in onboarding programs.
Digital Impact	Verifies the usability, technical performance, and user satisfaction of the MOOC and Chatbot.	User-experience (UX) testing logs, digital accessibility audits, completion analytics, technical bug reports.
Sustainability	Evaluates the long-term viability and institutional transferability of outputs post-funding.	Long-term maintenance agreements, partner commitments, dissemination evidence, transferability guidelines.

6.7. Risks, Limitations and Mitigation Measures

Transparent acknowledgment of methodological limitations and operational risks reinforces the analytical rigor of the evaluation report:

Identified Risk / Limitation	Potential Consequence	Operational Mitigation Measure
Heterogeneous national legal and institutional frameworks	Specific institutional recommendations may not apply uniformly across all six partner countries.	Develop adaptable implementation guidelines that empower partners to contextualize procedures locally.
Inter-module content overlap	Learners may experience fatigue or diminished engagement due to repetitive	Create a centralized glossary/introductory section and streamline secondary modules

	definitions.	accordingly.
Insufficient applied exercises in early drafts	Users understand theoretical concepts but lack confidence in practical intervention.	Author supplementary case studies, scenario exercises, role-playing cards, and bystander guides.
Dense administrative tone in student-facing sections	Lower completion rates and reduced engagement among student cohorts on the MOOC.	Simplify language register, enhance visual design, and integrate student-centered interaction formats.
UX/UI friction in digital tools	Digital platforms may be technically sound but feature navigation hurdles for end-users.	Conduct an additional round of dedicated end-user testing and accessibility audits prior to deployment.
Predominantly qualitative evaluation baseline	Critics or auditing bodies may view evaluation evidence as subjective.	Triangulate qualitative findings with quantitative metrics, attendance logs, and structured survey data.

6.8. Proposed Timeline for Finalisation

The following structured workflow outlines the remaining operational milestones required prior to final report submission:

Phase	Core Operational Milestone	Expected Deliverable / Output
Step 1	Consortium review of pilot session report and evaluation addendum	Validated evaluation report structure and gap analysis.
Step 2	Confirmation of revision commitments by Module Leaders	Finalized, module-specific action plan with assigned tasks.

Step 3	Textual, pedagogical, and linguistic revision of modules and quizzes	Fully revised training modules and assessment tools.
Step 4	Migration and structural integration of revised content into the MOOC	Operational MOOC platform with interactive learning paths.
Step 5	Technical and ethical review of AI Chatbot workflows and messaging	Fully aligned, ethically verified digital reporting tool.
Step 6	Consolidation of final indicator data and partner sign-off	Complete, audit-ready WP5 Evaluation Report.
Step 7	Upload and systematic archiving of all WP5 deliverables	Final documentation archived in the dedicated Google Drive WP5 folder

7. Conclusion

The PREV-HED pilot training session in Salzburg represents a pivotal milestone in the development, validation, and quality assurance of the project's overall training framework. By executing a highly participatory methodology—combining peer review, World Café workshops, and transnational exchange—the consortium successfully moved beyond superficial satisfaction metrics to capture actionable, qualitative evidence.

The evaluation confirms that the PREV-HED package directly fills a critical gap in European higher education by offering structured, adaptable, and evidence-based tools to combat gender-based and sexualised violence. The final development phase will focus on sharpening practical exercises, eliminating redundant text, tailoring content for student cohorts, and ensuring seamless integration between the printed modules, the MOOC platform, and the AI reporting chatbot.

Through the implementation of these systematic refinements, PREV-HED will deliver a high-impact, institutionally durable training package. The Salzburg piloting session thus serves as an essential quality assurance bridge, translating collective transnational expertise into an operational framework that fosters safer, more inclusive university environments across Europe.

8. Summary and Discussion

The PREV-HED pilot session, held at FH Salzburg from 2 to 4 December 2025, stands out as a key milestone in the project, both from a scientific and educational perspective. It brought together a strategic cross-section of higher education stakeholders – including lecturers and researchers, administrative and technical staff, prevention specialists and students from six partner countries. This diversity of profiles

day est and contexts enabled the digital modules and tools to be tested against a variety of institutional realities: universities of different sizes and varied organisational cultures, particularly in terms of combating gender-based and sexual violence.

The training programme was designed as a progressive process of validation and co-creation.

The first established a common framework: a review of the project's objectives, progress reports on deliverables, and a presentation of each partner's contributions. These discussions laid the foundations for a shared language on gender-based violence, clarifying definitions, scope of action and institutional responsibilities.

The "Neustart" workshop, meanwhile, served as a pivotal moment in moving from the description of content to its practical application, by testing certain training sequences against realistic teaching scenarios. The combination of conceptual input and experiential work encouraged active engagement with the modules rather than mere top-down reception.

The second day, structured around an intensive World Café, played a decisive role in gathering rich and nuanced feedback. By having participants rotate between thematic tables dedicated to each module and digital tool, the format ensured a diversity of perspectives on all deliverables. The discussions systematically addressed the clarity of the messages, the internal coherence of each module, any potential redundancies between content, the level of difficulty of the activities (quizzes, case studies, reflective exercises), as well as the practical conditions for implementation within often overloaded training schedules. This approach made it possible to move beyond superficial comments and engage in constructive criticism centred on actual use within institutions.

The feedback received points to a very encouraging assessment: the PREV-HED modules and tools meet a strong need for structured resources to prevent and manage gender-based violence in higher education. They are generally considered relevant, firmly rooted in the realities on the ground, and offering significant potential to support more ambitious institutional policies. At the same time, the session highlighted specific areas for improvement which, once incorporated, will considerably increase the impact of the programme.

Among these points are the need to: reduce certain overlaps between modules, make sections that are still too descriptive more concise, enrich the practical dimension with more contextualised case studies, fine-tune the language and examples to suit the student audience, and clarify key processes, such as the selection and support of prevention ambassadors.

Methodologically, one of the session's most powerful contributions is the formalisation of a common analysis grid for each module: 1) identified strength, 2) areas for improvement, 3) proposed revisions. This microstructure transforms sets of sometimes scattered comments – handwritten notes, post-it notes, informal exchanges – into brief, readable and immediately actionable summaries. It enhances the transparency of the design adjust cycle and provides a

solid basis for documenting the quality assurance process for the project's steering bodies, as well as for funders and university authorities. In other words, it moves module evaluation from an impressionistic level to a quasi-normative level, where every revision decision can be explicitly justified.

The potential impact of this approach extends far beyond the scope of PREV-HED alone. By demonstrating that it is possible to orchestrate, at a European level, a co-evaluation process involving different university disciplines and different countries, the pilot session provides a model that can be transferred to other sensitive areas: bullying, multiple forms of discrimination, student mental health, cyberviolence, etc. It shows that digital resources and training modules can be designed from the outset as “education commons”: adaptable, contextualisable, and supported by a transnational user community. Ultimately, the lessons learnt from this experience could inform institutional roadmaps, inspire new initial and continuing training programmes, and contribute to the emergence of a more coherent European framework for combating gender-based violence in higher education.

9. Annexes

Annex 1: Key Information

Location & Date:

- Salzburg, Austria
- 2nd – 4th December 2025
- Fachhochschule Salzburg (Puch/Urstein)

Organisation:

- PREV-HED Project against sexualized violence in the context of higher education institutions
- Co-Funded by the European Union

Participants:

- Multidisciplinary Expert Group: The training brought together a diverse group of stakeholders, including academic staff, researchers and administrative personnel from all six partner countries (Austria, France, Spain, Greece, Romania, and Portugal).

Annex 2: Agenda

Tuesday, 2nd December

TIME	LOCATION	TITLE
10:00 – 10:30	Audimax	Welcome & Coffee
10:30 – 11:00	Audimax	Official Welcome / Retrospective and Outlook
11:00 – 12:30	Audimax	Lecture + Discussion: Luisa* + Partner Presentations
12:30 – 14:00	FH MENSA Ground Floor	LUNCH
14:00 – 14:45	Campus	Walk + Group Discussion - Lessons learned (max. 3 person)
14:45 – 16:15	Audimax	Workshop: Neustart "TBA"
16:15 – 16:30	Audimax	Final remarks + Preparation for Day 2

Wednesday, 3rd December

TIME	LOCATION	TITLE
10:00 – 10:30	017	Coffee
10:30 – 11:30 [including BREAK]	017	INDIVIDUALPHASE WORLD CAFÉ (introduction)

12:00 – 13:30	FH MENSA Ground Floor	LUNCH
13:30 – 15:30	017	WORLD CAFÉ Tables Overview: aprox. 6 tables / 6 groups with 4-5 people 1) Information on World Café 2) 3x 30 min Discussion Sessions 3) Break inbetween
15:30 – 16:30	017	Exchange – Lessons learned

Thursday, 4th December

10:00 – 11:30	Protective Shield Against Violence 1	Protective Shield Against Violence (Gewaltschutzschirm) <i>Field Trip & Input: Mag.^a Isabel Bojanovsky – Managing director</i>
12:00 – 18:00		FREE TIME
18:00	TBA	Social Dinner

Annex 3: The process of evaluating the modules





Annex 4: The participants of the PREV-HED Training





PREV-HED

**Report on Recommendations for Higher Education
Institutions Willing to Implement the PREVHED
Programme Internally**



**Funded by
the European Union**

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**Report on Recommendations for Higher Education Institutions Willing to
Implement the PREVHED Programme Internally**

Practical Guide for Institutional Adoption, Adaptation, and Mainstreaming

**Project PREVHED – Prevention of Sexual Violence and Harassment in Higher
Education**

Erasmus+ Cooperation Partnerships in Higher Education

Grant Agreement: 2023-1-FR01-KA220-HED-000152633

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List of Acronyms and Abbreviations

CIM / CPVS	Crisis Center for Victims of Sexual Violence (<i>Centro de Crisis / Centro de Información a la Mujer</i>)
DPO	Data Protection Officer
EHEA	European Higher Education Area
EIGE	European Institute for Gender Equality
GDPR	General Data Protection Regulation (Regulation (EU) 2016/679)
GEP	Gender Equality Plan
HEI	Higher Education Institution (<i>Institución de Educación Superior - IES</i>)
IQAS / SGIC	Internal Quality Assurance System (<i>Sistema de Garantía Interna de Calidad</i>)
IRO	International Relations Office
LMS	Learning Management System
MOOC	Massive Open Online Course
OER	Open Educational Resources
PAS / PTGAS	Technical, Administrative, and Support Staff (<i>Personal Técnico, de Gestión y de Administración y Servicios</i>)
PDI	Teaching and Research Staff / Academic Faculty (<i>Personal Docente e Investigador</i>)
PRL	Occupational Risk Prevention (<i>Prevención de Riesgos Laborales</i>)
QR	Quick Response (Code)
RPT	Staff Registry and Organizational Plan (<i>Relación de Puestos de Trabajo</i>)
SRGBV	School-Related Gender-Based Violence
TFGBV	Technology-Facilitated Gender-Based Violence
WHO	World Health Organization
WP	Work Package

1. Executive Summary

The PREVHED project was developed to prevent and counter sexual harassment and gender-based violence across European higher education institutions. Its approach integrates institutional research on existing protocols and good practices, specialized training for university staff, interactive digital tools, psychosocial support and reporting mechanisms, institutional pilot actions, and the formal deployment of campus contact points.

The purpose of this guide is to translate the evidence and lessons learned throughout the project into a structured, operational roadmap for higher education institutions (HEIs) seeking to adopt the PREVHED framework within their specific settings. It serves as a core policy instrument to secure institutional sustainability and long-term transferability after European funding concludes.

Implementing PREVHED cannot be reduced to simply launching an online course. The proposed framework requires universities to orchestrate—proportionately to their scale, resources, and institutional architecture—five foundational pillars comprising a Comprehensive Institutional Prevention and Intervention Framework:

- **Institutional Commitment & Governance:** Enacting formal zero-tolerance policies aligned with European Union directives on gender-based violence, allocating structural funding linked to mandatory institutional Gender Equality Plans (GEPs), and securing visible leadership from rectorates, vice-rectorates, and faculty deans.
- **Capacity Building & Staff Training:** Phased roll-out of the PREVHED curriculum (comprising 6 multilingual modules) linked to recognized professional development credits for academic staff (faculty), administrative/technical support staff, and student leadership (through train-the-trainers programs and peer mediation tracks).
- **Awareness-Raising & Cultural Transformation:** Community-wide awareness campaigns targeting the academic ecosystem, deconstructing institutional and hierarchical power asymmetries (tackling workplace and sexual harassment in

research and doctoral supervision), and establishing student prevention ambassador programs.

- **Reporting, Support & Referral Protocols:** Establishing designated, recognizable Contact Points (integrated into Equality Offices or student welfare services), multi-channel confidential alert pathways, strong protections against retaliation for victims and whistleblowers, and coordinated referral networks with legal, medical, and psychological care units.
- **Monitoring, Evaluation & Continuous Quality Assurance:** Embedding the framework within institutional Internal Quality Assurance Systems (IQAS / SGIC), running periodic campus climate and reporting-gap surveys, conducting procedural audits, and assessing the tangible impact of implemented measures over time.

Pilot evaluations of the PREVHED MOOC confirmed its practical relevance, high perceived utility, and effectiveness across student cohorts, faculty, and administrative staff. To guide implementation, this manual outlines a phased roadmap structured across four successive stages:

Phase 1: Institutional Readiness and Governance

1. **Institutional Diagnosis:** Assessing campus climate, baseline reporting levels, underreporting gaps, existing statutory provisions, and specialized training needs.
2. **Leadership Assignment and Task Force Setup:** Appointing designated institutional coordinators and formalizing a multidisciplinary steering committee (integrating legal counsel, psychosocial specialists, equality officers, and student representatives).
3. **Resource and Procedure Mapping:** Compiling an operational inventory of current protocols, internal support services, and communication channels to eliminate procedural overlaps or jurisdictional voids.

Phase 2: Capacity Building and Infrastructure

4. **Establishment or Integration of the Contact Point:** Setting up or designating an accessible, confidential, and recognizable office or desk within the university organizational structure.

5. **Multi-tier Staff Training:** Delivering specialized first-responder and bystander training to frontline staff, counseling personnel, academic tutors, and administrative officers.
6. **Local Program Adaptation:** Tailoring the PREVHED training curriculum and procedural roadmaps to the linguistic, regulatory, and administrative framework of the host institution.

Phase 3: Deployment, Awareness, and Validation

7. **Institutional Awareness Campaigns:** Launching multi-channel campaigns to ensure that students, researchers, and campus staff clearly recognize support pathways, reporting options, and contact points.
8. **Staged Piloting:** Executing controlled pilot implementations across selected faculties or academic departments to test referral workflows, response times, and user uptake.

Phase 4: Evaluation, Quality Assurance, and Sustainability

9. **Impact Evaluation:** Systematic tracking of performance indicators through mixed-methods evaluation (measuring satisfaction, participation rates, reporting confidence, and referral resolution).
10. **Long-Term Mainstreaming:** Formally embedding the prevention model into the university's permanent governance instruments (institutional GEPs, ordinary operational budgets, and permanent accreditation systems).

2. Purpose, Scope, and Target Audience

2.1. Purpose

The purpose of this guide is to provide concrete operational guidance to enable higher education institutions to adopt, adapt, and institutionalize the core components of the PREVHED program in a manner consistent with their internal structures, national legislation, and resource capacity.

2.2. Scope

- Details a step-by-step institutional implementation sequence.

- Defines foundational prerequisites for institutional readiness, administrative mandate, and governance.
- Specifies operational competencies, ethical boundaries, and referral duties for the PREVHED Contact Point.
- Directs the strategic integration of the MOOC, simulation tools, and pedagogical materials into broader staff development and student onboarding programs.
- Synthesizes empirical findings from multi-country pilots, participant feedback, and transnational good practices identified during the project lifecycle.
- Provides an operational matrix of monitoring indicators, self-assessment checklists, and long-term sustainability benchmarks.

This guide is advisory and does not replace statutory obligations under national law, existing university disciplinary statutes, formal criminal investigation procedures, certified public health/psychological crisis facilities, or the judicial competencies of state authorities.

2.3. Target Audience

This guidance is designed for key institutional actors responsible for building, managing, maintaining, and overseeing safe, equitable, and non-violent academic spaces:

- **Institutional Leadership & Governing Bodies:** Rectorates, vice-rectorates, and university governing councils with the executive authority to enact binding regulations, allocate core funding, and lead policy commitment.
- **Specialized Equity, Diversity, and Inclusion Units:** Gender Equality Offices, Diversity & Inclusion Units, and Student Well-being Directorates leading technical coordination and daily implementation.
- **Human Resources & Occupational Health Services:** Talent Management/HR Directorates and Occupational Risk Prevention Services (*PRL*) responsible for workplace safety, staff codes of conduct, and disciplinary compliance.
- **Academic Leadership and Faculty:** Academic staff (PDI), heads of department, faculty deans, and degree coordinators who play a frontline role in early identification, power dynamics management, and healthy classroom environments.

- **Specialized Response and Support Personnel:** In-house legal services, campus medical doctors, clinical psychologists, and social workers operating intake, protection, and crisis intervention pathways.
- **Student Services and Residential Life:** Academic advising hubs, student affairs directorates, university residential halls (*colegios mayores* / student dormitories), and extracurricular campus coordinators.
- **International Mobility Offices:** International Relations Offices (IROs) and Erasmus+ coordinators safeguarding and guiding incoming and outgoing exchange students and visiting scholars.
- **Student Representatives & Campus Unions:** Student councils, faculty delegates, and grassroots student associations, essential for peer-to-peer engagement, bystander interventions, and community validation.
- **Institutions with Constrained Dedicated Resources:** Executive teams in smaller institutions, specialized academies, or affiliated colleges lacking dedicated equality directorates, requiring proportional, modular, and scalable operational models.

3. What Implementing PREVHED Means in a Higher Education Institution

For the purposes of this guide, implementing PREVHED means integrating the project's results and tools into a coherent institutional system for prevention, detection, guidance, and capacity building.

Table 1. Core Pillars and Components of the PREVHED Framework

Pillar	Objective	Examples of components
1. Governance and commitment	Ensure leadership, accountability, and continuity.	Institutional sponsorship; operational coordination; multidisciplinary team; integration into existing university policies.
2. Training	Enhance knowledge and practical intervention skills.	PREVHED MOOC; facilitated training sessions; practical case studies; train-the-trainers initiatives.

3. Prevention and awareness	Promote respectful social norms and standards of conduct.	Institutional campaigns; guidance; workshops; active bystander intervention; digital violence prevention.
4. Support and reporting pathways	Facilitate clear access to help, counseling, and referral.	Contact Point; directory of services; referral pathways; clear information on institutional procedures.
5. Digital access and early orientation	Lower barriers to information and streamline connections to specialized staff.	PREVHED Assistant; foundational guidance; initial situation assessment; immediate steps; referral to the Contact Point and internal services.
6. Evaluation and improvement	Verify implementation fidelity, perceived utility, and sustainability.	Monitoring indicators; feedback surveys; annual procedural reviews; continuous updating of materials and protocols.

The empirical findings from the baseline report "Research into existing protocols for the prevention of sexual harassment in higher education institutions and best practices in individualized education" provide the foundational evidence base that theoretically and methodologically validates the core components of PREVHED. This bridges the gap between the transnational literature review, documented best practices, and the operational proposals in this guide:

- Clear policies provide the institutional foundation for implementation. They translate institutional commitment into a formal governance framework by establishing clear rules, responsibilities, decision-making structures and resource allocation. In this way, protocols and procedures are supported by an explicit institutional mandate rather than depending solely on individual initiatives or informal practices.
- Training and awareness activities complement this regulatory foundation by strengthening institutional capacity and contributing to cultural prevention. This includes the technical training required by staff, managers and other relevant professionals, as well as broader and sustained awareness-raising actions aimed at the student community. Together, these measures support both competent institutional responses and longer-term cultural change.

- Support services and reporting procedures should be designed as an integrated structure rather than as separate mechanisms. Intake, active listening, psychosocial support, medical or legal referral, advocacy and reporting pathways need to be coordinated so that individuals can access appropriate assistance without having to navigate fragmented services. This requires clear, accessible and safe routes for communication and referral, with appropriate attention to confidentiality and institutional responsibilities.
- Finally, evaluation mechanisms are necessary to ensure monitoring, accountability and continuous improvement. Institutions should periodically review how their policies, support mechanisms and reporting procedures are functioning, identify gaps and update them where necessary. Where appropriate, this process can be linked to existing internal quality assurance systems and to broader institutional equality frameworks, including Gender Equality Plans.

4. Guiding Principles for Implementation

4.1. Core Principles of the Model

The effectiveness and sustainability of the measures outlined in this guide rely on the following core principles:

- **Whole-Institution Approach:** Prevention and response to violence must not depend on isolated individual goodwill or voluntary efforts. They require an explicit anchor within the institution's governance architecture, sustained by formal statutory policies, dedicated budgets, and executive mandates from university governing bodies.
- **Contextual Adaptation and Scalability:** The framework is not a one-size-fits-all model; it must be calibrated to national legal frameworks, the specific institutional profile (campus-based, distance learning, specialized research institutions), organizational scale, and pre-existing support services.
- **Universal Accessibility and Transparency:** Support infrastructure, reporting pathways, and physical or digital contact points must be clear, identifiable, and understandable to the entire academic community, guaranteeing safe access free of bureaucratic friction.

- **Cross-Sectoral Coordination:** Systematic articulation across gender equality offices, legal services, human resources, occupational health and safety, student welfare, and psychological services, thereby eliminating procedural duplication and operational gaps.
- **Applied and Scenario-Based Training:** Moving beyond theoretical or merely declarative instruction. Capacity-building activities must integrate real-world higher education case studies, analyses of academic power asymmetries, and practical tools for early detection and de-escalation.
- **Intersectional Inclusivity:** Explicit recognition of multiple and intersecting vulnerabilities (such as gender, ethnic background, disability, sexual orientation, socio-economic status, and international exchange status) within communication campaigns, educational materials, and direct intake support.
- **Active Bystander and Collective Duty:** Fostering a non-permissive campus culture, framing prevention not only as an administrative obligation, but also as an active-duty empowering community members to intervene safely when witnessing harassment, microaggressions, or abuses of authority.
- **Data-Driven Iteration and Quality Assurance:** Systematic review based on process and impact metrics, community feedback loops, and ongoing regulatory updates, ensuring that protocols are fully embedded into internal quality assurance systems.

4.2. Theoretical Foundations: The Rationale for a Comprehensive, Whole-Institution Approach

Recent European academic literature and policy frameworks highlight a necessary paradigm shift: moving away from reactive, isolated interventions toward integrated institutional frameworks. The European UniSAFE project proposes the "7P" framework—Prevalence, Prevention, Protection, Prosecution/Procedures, Provision of services, Partnerships, and Policy—as a structured model to prevent institutional responses to gender-based violence from becoming fragmented across uncoordinated university units. Its guidance toolkit for higher education institutions and research organizations emphasizes the need to weave together clear policies, operational procedures, professional support services, continuous training, dedicated resources,

multi-stakeholder partnerships, and systematic evaluation (Mergaert, Linková & Strid, 2023; UniSAFE, 2024).

This systemic perspective is directly applicable to PREVHED. The establishment of "Purple Points" (*Puntos Lilas/Violetas*) represents a highly visible element of the model, but it must not be treated as a standalone substitute for the broader institutional response. A Purple Point's operational efficacy depends entirely on its structural link to university policy, qualified personnel, professional counseling services, and transparent referral routes. In practical terms, Purple Points function as accessible frontline entry points into an overarching institutional architecture rather than as isolated structures.

A structural transformation approach is likewise embedded in the European Institute for Gender Equality's GEAR tool (Gender Equality in Academia and Research). GEAR recommends establishing an institutional baseline assessment, securing leadership commitment, setting priority intervention areas, allocating adequate human and financial resources, and establishing long-term monitoring mechanisms. Although GEAR addresses Gender Equality Plans broadly, its implementation logic aligns closely with the PREVHED framework: measures achieve true institutional sustainability when embedded into permanent administrative structures, annual planning cycles, and clear statutory responsibilities, rather than relying on short-lived ad-hoc campaigns or temporary project funding.

Research into prevention of sexual violence also cautions against relying solely on brief, purely informative interventions. The systematic review conducted by DeGue et al. (2014), which examined 140 evaluations of primary prevention strategies, revealed that much of the available literature has focused on short psychoeducational programs aimed at altering individual awareness or attitudes, with little empirical evidence demonstrating actual reductions in perpetration. For this guide, the lesson is not that educational programs lack value, but that training must be positioned within a wider, multifaceted strategy that changes institutional practices, peer norms, organizational contexts, and overall university response capacity.

5. Institutional Readiness Assessment

Prior to deploying PREVHED, institutions are advised to conduct a concise baseline assessment to identify existing structures, determine operational gaps, and pinpoint elements that can be integrated without duplicating efforts.

Table 2. Institutional Readiness and Diagnostic Assessment Matrix

Area	Diagnostic Questions	Evidentiary Sources to Review
Governance	Is there a designated unit or individual responsible? Is there explicit backing from the rectorate or executive leadership?	Organizational charts, executive resolutions, strategic plans.
Policies	Are there statutory policies addressing sexual harassment, gender-based violence, discrimination, or staff and student conduct?	Institutional protocols, codes of conduct, gender equality plans (GEPs).
Procedures	Are reporting, formal complaint, and case referral pathways clearly defined?	Process workflows, intake forms, web portals, internal operating procedures.
Support Services	What internal or external psychological, medical, legal, or social support is accessible?	Service portfolios, agreements or memoranda of understanding with external providers.
Training	Which campus groups have received previous prevention or intervention training?	Annual staff development plans, training attendance records.
Communication	Does the university community know where to seek help and guidance?	Institutional website, awareness campaigns, welcome and induction packages.

Digital Violence	Do existing policies and prevention efforts explicitly cover technology-facilitated violence and online harassment?	Harassment protocols, awareness materials, IT acceptable use policies.
Evaluation	Are quantitative and qualitative data systematically collected regarding activities, service utilization, and community perception?	Annual monitoring reports, campus climate surveys, institutional indicators.

6. Implementation Roadmap

Step 1. Securing Institutional Commitment and Governance

- Identify an institutional executive sponsor within university governing bodies (rectorate or vice-rectorate).
- Formally designate a coordinating unit responsible for operational deployment.
- Define operational objectives, target groups, allocated budgetary resources, and an execution timeline.
- Plan the medium- and long-term organizational and financial sustainability of the program beyond the initial pilot or European funding phase.

Step 2. Mapping Structures, Procedures, and Resources

- Compile an inventory of internal regulatory frameworks, active protocols, and division of responsibilities.
- Catalog on-campus support services and external partnership agreements (medical, psychological, and legal aid).
- Conduct a gap analysis to identify procedural overlaps, uncovered areas, or operational bottlenecks.
- Explicitly document referral pathways, intake criteria, and the operational boundaries of each participating service.

Step 3. Establishing or Integrating Purple Points and Contact Desks

- Designate and train the team assigned to this reference desk.
- Formalize the institutional mandate, operational remit, functional boundaries, and inter-service coordination protocols.
- Set up secure, confidential access channels and define standardized criteria for initial screening and case referral.
- Ensure omni-channel visibility across both physical campuses and university digital portals.

Step 4. Capacity Building for Institutional Actors

- Deploy the PREVHED MOOC as a common, mandatory baseline covering conceptual, ethical, and legal frameworks.
- Deliver applied in-person or synchronous workshops using contextualized case-study methodologies.
- Stratify learning pathways according to institutional roles and responsibilities (leadership, academic staff, technical and administrative staff, and student bodies).
- Train staff in the practical handling of the institution's actual reporting workflows and procedural roadmaps.

Step 5. Adapting Communication and Awareness-Raising

- Tailor the communicative tone, practical scenarios, visual resources, and legal citations to the local linguistic and statutory environment.
- Segment institutional messaging according to the distinct realities of students and university employees.
- Widely disseminate information on the physical location, operating hours, and access mechanisms for the contact point and support network.
- Promote awareness initiatives anchored in collective community responsibility and active bystander intervention strategies.

Step 6. Conducting an Internal Pilot

- Select a defined and representative pilot environment (such as specific faculties, departments, or campus locations).

- Track and evaluate the pilot using mixed-methods assessment tools (gathering qualitative feedback and quantitative metrics).
- Identify friction points in interdepartmental coordination, misunderstandings regarding referral pathways, or service overload.
- Adjust digital tools, procedural guides, and operating protocols prior to institution-wide scale-up.

Step 7. Mainstreaming and Continuous Quality Improvement

- Embed operational duties into the official organizational chart and ordinary budget cycles, linking them directly to the institutional Gender Equality Plan (GEP).
- Implement a monitoring matrix with clear indicators measuring process fidelity, service quality, and community impact.
- Schedule regular audits and peer reviews to assess the ongoing performance of the model.
- Continuously update legal references, internal protocols, and external referral directories to ensure ongoing legal and operational validity

7. Creation and Operation of Purple Points

The establishment of Purple Points (*Puntos Lilas/Violetas*) constitutes a core institutional transfer deliverable within the project framework. The model offers organizational flexibility so that each higher education institution (HEI) can determine its structural integration:

- **Organizational arrangement:** It can be designed as a newly established unit or configured as a specialized service embedded within existing administrative structures (such as equality bodies, counseling and psychosocial welfare units, or competent vice-rectorates).
- **Minimum qualified staffing:** It must be staffed by a minimum of three individuals who have formally completed the train-the-trainers curriculum provided by the consortium.

7.1. Recommended Functions (Scope of Work)

- First-level institutional information: Providing guidance on active statutory regulations, internal protocols, community rights, and the catalogue of support resources available within the university and the local community.
- Safe, non-revictimizing first contact and active listening: Offering an empathetic, confidential intake space and initial orientation, operating strictly within the boundaries of the team's accredited technical competencies.
- Assisted, traceable case referral: Swiftly directing cases toward specialized internal services (psychological support, medical care, legal counseling) or specialized external resources within the public network.
- Community-based awareness and primary prevention: Organizing campus-wide initiatives aimed at shifting institutional culture, promoting respectful norms, and making unacceptable behaviors visible.
- Promotion of the PREVHED ecosystem: Serving as a dissemination hub for the multilingual MOOC, the PREVHED Assistant, and continuous professional development materials.
- Identification of capacity-building needs: Detecting procedural gaps, emerging training demands, and critical friction points across the academic community.
- Process monitoring and reporting: Participating in institutional tracking and providing data for monitoring matrices without collecting or storing unnecessary sensitive personal data.

7.2. Competence Boundaries and Operational Limits

To prevent legal liability, secondary victimization, and malpractice, the institution must explicitly define the operational boundaries of Purple Point personnel, unless they hold an explicit statutory mandate and accredited professional licensing:

- No substitution of specialized professional services: Under no circumstances does the service replace clinical psychotherapy, forensic medical examination, or formal legal representation.

- Separation from formal disciplinary procedures: It does not conduct formal investigative inquiries, collect formal evidence, or execute disciplinary sanctions, which remain the exclusive responsibility of statutory investigative bodies.
- Informed (non-absolute) confidentiality: Transparently informing service users about the ethical and legal limits of confidentiality, particularly regarding situations of imminent danger to life, public offenses, or mandatory statutory reporting requirements.
- Exclusion of inappropriate mediation: Strictly refraining from informal mediation or conciliation in situations involving sexual violence, sexual harassment, or gender-based abuse, where inherent power imbalances render conciliation invalid and hazardous.
- Strict data protection governance (GDPR): Prohibiting the unauthorized gathering, archiving, or sharing of personal or sensitive identifiable case records outside authorized, secure institutional data registers.

7.3. Composition and Recommended Profiles

The operational team should maintain a multidisciplinary composition to ensure balanced competencies and cross-departmental dialogue:

Table 3. Institutional Profiles and Core Competencies for Purple Point Staff

Institutional Profile	Core Competency Contribution to the Purple Point
Equality / Diversity Units	Technical expertise in gender-based violence, gender mainstreaming, and intersectional approaches.
Student Affairs / Academic Advising	Proximity to campus daily life, student interaction codes, and university life dynamics.
Human Resources / Occupational Health (PRL)	Knowledge of psychosocial risk assessment and disciplinary protocols applicable to academic and administrative personnel.
Student Welfare and Psychological Services	Protocols for non-revictimizing active listening, psychological first aid, and crisis stabilization.

Legal Services	Regulatory criteria regarding statutory deadlines, legal classification of offenses, and institutional legal duties.
International Relations Offices (Erasmus+)	Contextualized guidance addressing language barriers, residence permits, and administrative specificities of international cohorts.
Trained Academic Staff / Faculty	Early identification of power abuse dynamics within teaching, doctoral supervision, and research teams.

7.4. What a Purple Point Contributes to a Higher Education

Purple Points deserve specific consideration within the PREVHED framework because they condense core project principles into a physical mechanism that is immediately identifiable to the academic community. Because there is no single standardized European model under this name, each HEI must tailor the terminology, format, and functions to its institutional setting. They offer a practical mechanism to link primary prevention, safe intake, protocol navigation, and immediate access to specialized support.

These points are neither mere informational desks nor symbolic campaign displays. Their value lies in making an operational institutional system visible on the ground. To ensure institutional credibility, attending personnel must be clear on their operational limits, know what information they are authorized to disclose, understand crisis intervention protocols, and master formal referral routes. Similarly, a visible point loses efficacy if the university lacks operational reporting workflows, professional support resources, and trained response staff.

Purple Points simultaneously fulfill three core functions:

- **Preventive function (Institutional Culture and Norm-Setting):** Making visible the university's zero-tolerance policy against sexual harassment and gender-based violence. It serves as a campus anchor for open dialogue on affirmative consent, boundary setting, technology-facilitated gender-based violence (TFGBV), academic power hierarchies, and active bystander intervention.
- **Pedagogical function (Knowledge Transfer and Campus Practice):** Serving as the practical anchor where the theoretical concepts introduced in the MOOC translate into campus realities. It converts abstract institutional rules into tangible

behavioral guidelines during everyday campus life, social gatherings, laboratory work, and classrooms.

- Low-threshold access and referral function: Functioning as an accessible entry point that dismantles administrative hurdles and institutional distrust. It closes the gap between an initial concern or vulnerable situation and specialized institutional care (psychological, healthcare, legal, or disciplinary), without requiring the immediate filing of a formal complaint.

Their community-based dimension is particularly relevant. Models incorporating student brigades or trained peer ambassadors empower the campus community as active prevention agents. However, this involvement must never replace professional roles or transfer institutional obligations onto students. Student participation helps detect access barriers, identify inaccessible language, and reinforce active bystander norms, provided it is supported by rigorous training, supervision, and clear boundaries.

The literature on bystander intervention offers an empirical rationale for this community approach. The systematic review by Kettrey, Marx, and Tanner-Smith (2019), examining 27 high-quality studies, demonstrated consistent positive effects of bystander programs on intervention behavior and bystander self-efficacy, although it did not observe significant standalone reductions in overall sexual assault perpetration rates. Likewise, evaluations of programs such as Green Dot have demonstrated associations between bystander training, decreased acceptance of rape myths, and increased bystander intervention behaviors (Coker et al., 2011). PREVHED integrates this approach as a necessary lever for cultural change, which must remain backed by formal disciplinary mechanisms, statutory protocols, and accessible professional care services.

7.5. Operational Delivery Formats

Depending on institutional needs and calendar requirements, Purple Points can be organized across multiple operational formats:

Table 4. Operational Formats and Minimum Delivery Requirements for Purple Points

Delivery Format	Practical Application	Minimum Prerequisites	Operational
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Permanent Helpdesk	Located within an identifiable, accessible physical facility on campus.	Accredited personnel, defined opening hours, and direct integration into university reporting protocols.
Event-Based Temporary Point	Deployed during student welcome weeks, campus festivals, sporting events, or cultural gatherings.	Event-specific response protocols, identifiable staff, and direct emergency coordination pathways.
Roving / Mobile Brigade	Mobile teams deployed in high-density social areas or evening gatherings.	Practical bystander and crisis training, direct supervision, visual identification, and clear operational boundaries.
Decentralized Information Stand	Informational boards, permanent signage, or physical material displays across faculties and academic buildings.	Standardized and updated information, QR codes linking to institutional reporting portals, and universal accessibility.
Associated Digital Channel	University web portal, secure email, instant messaging, or dedicated intake software.	Clear channel governance, GDPR compliance, documented response times, and clear notices on procedural workflows.

7.6. Operational Design Guidelines

- Procedural readiness over visibility: Institutional reporting pathways, specialized support units, and inter-agency referral agreements must be fully established before launching physical points. Visibility without real response capacity increases the risk of secondary victimization and institutional mistrust.
- Culturally adapted terminology: Universities should adopt names that carry legitimacy within their institutional culture (such as Purple Point, Punto Lila, Safe Point, or Equality Desk), accompanied by clear explanations of its remit.

- Clear procedural separation: Drawing a transparent distinction between providing initial information, confidential orientation, specialized psychosocial/legal care, and lodging a formal administrative or disciplinary complaint.
- Scenario -based training and simulations: Equipping all staff and student brigades through practical simulations, real-world case analysis, and active bystander techniques, with strong emphasis on ethical boundaries.
- Documented critical referral pathways: Maintaining an updated decision-tree protocol directing users toward internal resources (medical, psychological, legal) and external emergency infrastructure (hospitals, 24-hour crisis centers, specialized police units).
- Tailored night-time and leisure protocols: Establishing protocols for university festivals and social gatherings, focusing on acute crisis de-escalation, suspected chemical submission, and life-threatening emergencies.
- Comprehensive thematic coverage: Addressing sexual violence, gender-based harassment, and technology-facilitated gender-based violence (TFGBV) as interconnected manifestations of abuse.
- Inclusive and intersectional outreach: Designing multilingual, physically accessible, and sensory-adapted communication materials that reflect the diversity of the university community.
- Quality- and trust-centered evaluation: Tracking both interaction volumes and qualitative indicators, including user comprehension of reporting routes, the appropriateness of referrals, and perceived trust in institutional mechanisms.

8. PREVHED Assistant: Orientation Chatbot and Digital Access Gateway

The chatbot is a core deliverable of the original PREVHED work program rather than an ancillary technical feature. The tool is publicly accessible as the PREVHED Assistant at <https://chat.prevhed.eu/>. Providing a dedicated digital interface incorporates an alternative entry gateway alongside structured training and physical helpdesks. For certain individuals, consulting a digital tool initially may present fewer barriers than visiting an office in person, describing an experience face-to-face, or initiating a formal procedure. However, this potential utility must be framed with operational prudence: the chatbot provides automated orientation, foundational information, and triage guidance, but it does not replace professional personnel, established protocols, specialized clinical or legal services, or formal institutional procedures.

8.1. Why a Conversational Interface Can Be Useful in Sensitive Situations

The architecture of the PREVHED digital assistant deliberately avoids techno-solutionist assumptions or attempts at clinical automation, grounding itself instead in empirical literature on technology-mediated disclosure:

Research on conversational agents highlights clear rationales for exploring digital tools in contexts involving the disclosure of sensitive experiences, though this evidence must be interpreted cautiously and cannot be applied uncritically to PREVHED. Park and Lee (2021), in a qualitative co-design study involving 19 sexual assault survivors and 17 professional advocates, observed that many participating survivors reported experiencing less emotional burden when communicating their experiences to a conversational agent than to a human professional. While this study does not suggest that a chatbot is preferable for everyone or capable of replacing human care, it demonstrates that perceived anonymity, personal control over conversational pacing, and reduced fear of immediate negative judgment represent meaningful design variables.

Furthermore, an established operational precedent exists within the European Higher Education Area. The #MeTooMaastricht initiative developed a chatbot designed to assist survivors of sexual harassment in locating appropriate support bodies and structuring

initial incident records. This experience is particularly instructive for PREVHED because it demonstrates that conversational technology operates most effectively as an interface between the user and an institutional support network, rather than as an autonomous intake or counseling service.

Broader empirical research on self-disclosure to conversational agents remains nuanced. Croes, Antheunis, Van der Lee, and de Wit (2024) found that users do not necessarily disclose more intimate information to a chatbot than to a human interlocutor, although system attributes such as convenience, 24/7 accessibility, perceived anonymity, and the absence of interpersonal judgment significantly increase willingness to utilize such systems. The PREVHED Assistant therefore represents an additional digital entry door that expands access pathways, empowering individuals to determine how and when to seek initial guidance.

8.2. Integration with Purple Points and Institutional Contact Desks

The chatbot and physical Purple Points or Contact Points address distinct access barriers and consequently reinforce one another. Physical points provide human presence, institutional visibility, empathetic active listening, and contextualized case referral. Conversely, the chatbot provides immediate digital availability, situational privacy during consultation, and rapid access to structured information. Neither component should be conceived as a substitute for the other.

Table 5. Entry Gateways into the Institutional Support Ecosystem

Entry Gateway	Primary Operational Strength	Designated Institutional Destination
PREVHED MOOC	Knowledge acquisition and capacity building prior to the emergence of a specific crisis or incident.	Shared understanding of statutory concepts, community duties, institutional resources, and reporting protocols.
PREVHED Assistant	Immediate, barrier-free digital access to confidential information and early situational orientation.	Designated Contact Point, Purple Point, specialized on-campus welfare units, or formal reporting channels.

Purple Points / Contact Points	Identifiable human contact, confidential active listening, immediate psychological first aid, and assisted referral.	Psychological counseling, university medical units, legal advisors, equality offices, human resources, or statutory bodies.
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This multi-entry architecture enables users to navigate the institutional system through varied pathways. For instance, a student or staff member may learn about available resources through the MOOC, privately consult the PREVHED Assistant to clarify concerns, and subsequently approach a Purple Point or equality office for in-person support. The trajectory can also operate in reverse: staff at a physical Purple Point can direct an individual to the chatbot as an informational reference available outside office hours, provided its functional limits are clearly explained.

8.3. Institutional Conditions for Integrating the PREVHED Assistant

Simply embedding a web link to the chatbot on an institutional homepage does not constitute adequate implementation. Any higher education institution wishing to integrate the PREVHED Assistant must verify beforehand that all contact details, referral routes, and regulatory descriptions provided by the tool are accurate, accessible, updated, and consistent with local university procedures. The utility of an orientation tool is directly contingent upon the operational quality of the institutional support network to which it connects.

Table 6. Institutional Verification and Implementation Requirements for the PREVHED Assistant

Requirement Area	Verification Question for the HEI	Recommended Implementation Action
Institutional ownership	Which unit holds formal administrative responsibility for the digital tool and its localized content?	Officially designate a managing unit (such as the Gender Equality Office or competent Vice-Rectorate) and appoint a technical contact officer for system maintenance.
Updated directory data	Are all internal directories, hyperlinks, telephone extensions, physical office	Establish a mandatory review protocol (conducted every six to twelve months) and require immediate updates whenever

	locations, and operating hours accurate and current?	internal services or procedures are modified.
Guaranteed human pathways	Is there an accessible, operational human service available to receive users referred by the assistant?	Prohibit deploying the chatbot as a standalone or exclusive intake mechanism; ensure clear, prominent links to human contact points and specialized staff.
Explicit functional boundaries	Does the user understand the operational scope and technical limits of the assistant prior to interaction?	Display a mandatory introductory disclaimer clarifying its informational nature and explicitly stating what it cannot do (no forensic investigation, no formal complaint intake, no therapy).
Emergency protocols	What immediate response pathway is triggered in cases involving acute physical danger, imminent violence, or severe crisis?	Integrate visible priority prompts directing users to national emergency numbers (e.g., 112, 24/7 crisis hotlines) and local university medical or security desks.
Regulatory and contextual adaptation	Do the legal terms, behavioral definitions, and administrative pathways match national legislation and institutional statutes?	Have the university legal counsel review all terminology and procedural paths before public launch to avoid jurisdictional errors or contradictions.
Universal accessibility and inclusion	Can the tool be operated autonomously by all members of the academic community?	Verify compatibility with screen readers, provide multilingual interfaces (supporting international exchange cohorts), and employ plain, diversity-sensitive language.
Usability and impact tracking	Is the tool systematically evaluated to ensure it	Collect anonymized usability metrics and conduct periodic user-testing

	remains clear, accurate, and helpful for users?	sessions with diverse control groups across student and staff profiles.
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8.4. A User-Centered, Trauma-Informed Approach

Recent literature on conversational agents in mental health and trauma-related contexts underscores the importance of foundational principles such as safety, transparency, autonomy, user choice, cultural sensitivity, and explicit clarity regarding system capabilities and limitations. Although PREVHED is not a therapeutic instrument and must not be assessed as such, these principles provide a valuable human-centered design framework for technology that may be accessed by individuals who have experienced sexual or gender-based violence.

A trauma-informed interaction model must avoid coercing users into providing unnecessary details, allow users to retain full control over conversational pacing and depth, employ non-stigmatizing and non-blaming language, offer supportive options rather than directive mandates, and guarantee immediate, visible pathways to human support. The scoping review by Kollig et al. (2026) on conversational agents through a trauma-informed care lens identifies safety, trust, transparency, peer support, collaboration, empowerment, voice and choice, and attention to cultural, historical, and gender dimensions as essential benchmark principles for evaluating these systems. While this body of research informs system architecture, it does not constitute clinical validation of the PREVHED Assistant.

8.5. Operational Limits and Implementation Risks to Communicate

Integrating a conversational agent into sensitive institutional domains requires avoiding two opposing pitfalls: presenting the tool as an autonomous technological solution capable of independently managing disclosures of violence, or reducing it to a merely decorative web widget. Its actual utility lies in a well-defined, intermediate function: delivering accessible, low-barrier orientation and connecting users to qualified professionals and statutory services.

Table 7. Risk Factors, Institutional Impacts, and Mitigation Measures in Chatbot Deployment

Risk Factor	Institutional and Relational Impact	Institutional Mitigation Measure
Confusion with professional intervention	Users may assume they are receiving clinical psychological first aid, specialized crisis stabilization, or formal legal advice.	Display unambiguous upfront disclaimers stating that the conversational agent does not provide clinical diagnoses, psychological therapy, or formal legal counsel.
Confusion with formal reporting	Users may mistakenly believe that disclosing information to the chatbot initiates an official disciplinary inquiry or legal complaint.	Explicitly clarify procedural boundaries, detailing what constitutes an informal exploratory inquiry versus an official institutional or legal report.
Outdated referral data and directories	Providing inactive phone numbers, obsolete office locations, or outdated protocols increases secondary victimization and damages institutional trust.	Mandate systematic reviews (conducted every six to twelve months) and assign formal administrative responsibility for directory maintenance.
Digital divide and technological dependency	Relying exclusively on digital interfaces excludes individuals who lack digital literacy or who prefer direct, in-person communication.	Ensure and visibly promote accessible in-person, telephone, and offline support options on equal terms across campus.
Processing limitations in complex scenarios	Automated natural language processing may fail to capture subtle linguistic nuances, sarcasm, implicit threats, or acute psychiatric crises.	Program fail-safe fallback responses that immediately route the conversation to human hotlines and crisis contacts upon detecting risk keywords.

Privacy breaches and sensitive data exposure	Users may input personally identifiable information or traumatic narratives that carry legal risks and stigma if improperly handled.	Implement technical anonymization protocols that prevent the logging of identifying data, publish clear privacy notices, and maintain strict GDPR compliance.
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Research on conversational agents in sensitive settings consistently highlights critical ethical considerations surrounding confidentiality, data privacy, safety, risk of harm, algorithmic transparency, institutional accountability, and user trust (Rahsepar Meadi et al., 2025). Scoping reviews on conversational AI in mental health identify data protection, confidentiality, and the mitigation of psychological harm as the most prominent ethical concerns in current scholarship. Similarly, the World Health Organization (WHO) emphasizes the necessity of rigorous governance, system transparency, privacy preservation, risk assessment, and continuous human oversight when deploying artificial intelligence in health- and well-being-related contexts.

While the PREVHED Assistant is not a healthcare tool, these ethical benchmarks offer essential operational guidance for higher education institutions. HEIs must explicitly document system scope, functional boundaries, seamless human escalation pathways, administrative maintenance duties, and data governance standards governing user interactions.

8.6. Evaluating the Chatbot within the PREVHED Framework

Evaluating the chatbot must look beyond quantitative traffic metrics, such as total conversation volume. For a first-contact orientation gateway, evaluation must measure whether users understand the guidance provided, locate appropriate campus services, and clearly perceive their available options following interaction. Because the PREVHED project incorporates qualitative and external evaluations of its digital tools, these findings can be directly transferred to adopting HEIs.

Table 8. Core Evaluation Dimensions and Indicators for the PREVHED Assistant

Evaluation Dimension	Core Diagnostic Questions and Indicators
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System accessibility	Is the assistant prominently located and easy to launch across institutional web portals? Does it operate reliably in all target languages?
User comprehension	Does the user easily understand the information provided, terminology used, and recommended procedural steps?
Orientation accuracy	Do the suggested institutional resources and external referrals correspond accurately to the specific concerns expressed?
User agency and control	Does the interface provide flexible branching options, allowing users to pause, exit, or change communication pathways without friction?
Perceived trust and safety	Does the user understand system boundaries, feel treated with dignity, and perceive interactions as secure and non-judgmental?
Human referral connectivity	Can users transition smoothly and directly from automated chatbot interaction to a human contact point or professional support service?
Information currency	Are all institutional contact details, operating hours, internal policies, and external resources fully up to date?
Continuous improvement	Do recurring user navigation bottlenecks or recurring thematic queries lead to documented refinements in system pathways and campus policies?

8.7. Literature Informing the Development of the PREVHED Assistant

Empirical scholarship specifically examining conversational agents in the context of sexual and gender-based violence remains emerging. To guide responsible implementation without overstating existing evidence, HEIs can draw on four complementary research streams: survivor-centered design methodologies; European campus-based harassment chatbot implementations; empirical findings on self-disclosure, perceived anonymity, and non-judgmental interfaces; and trauma-informed design frameworks addressing data privacy, safety, and escalation to human professionals.

Table 9. Key Scientific References Informing the Design of the PREVHED Assistant

Scientific Reference	Methodological Contribution to the PREVHED Model
<p>Park, H., & Lee, J. (2021). Designing a Conversational Agent for Sexual Assault Survivors. <i>Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems</i>, 1–17. https://doi.org/10.1145/3411764.3445133</p>	<p>Qualitative co-design involving survivors and professional advocates; examines disclosure burden and proposes survivor-centered interaction designs.</p>
<p>Bauer, T., et al. (2020). #MeTooMaastricht: Building a Chatbot to Assist Survivors of Sexual Harassment. In <i>HCI International 2020 – Late Breaking Papers: Multimodality and Natural Language</i>, LNCS 12425, Springer. https://doi.org/10.1007/978-3-030-43823-4_41</p>	<p>Higher education case study within the EHEA designed to direct survivors toward relevant institutional bodies and structure initial incident records.</p>
<p>Croes, E., et al. (2024). Digital Confessions: The Willingness to Disclose Intimate Information to a Chatbot and Its Impact on Emotional Well-Being. <i>Interacting with Computers</i>, 36(5), 279–292. https://doi.org/10.1093/iwc/iwae016</p>	<p>Examines the assumption that chatbots automatically elicit deeper self-disclosure, analyzing the mediating roles of accessibility, perceived anonymity, and empathy.</p>
<p>Kollig, F., et al. (2026). Current Landscape of Mental Health Conversational Agents From a Trauma-Informed Care Lens: Scoping Review. <i>JMIR Mental Health</i>, 13, e77876. https://doi.org/10.2196/77876</p>	<p>Synthesizes principles of safety, transparency, autonomy, collaboration, user choice, and cultural sensitivity for conversational systems</p>

	deployed in sensitive domains.
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9. Training and Capacity Building

9.1. Utilization of the PREVHED MOOC

Pilot evaluations concluded that the MOOC is relevant and valuable for a broad higher education audience, effectively enhancing awareness of sexual and gender-based violence, improving comprehension of institutional responsibilities and procedures, and increasing confidence in recognizing and responding to problematic behaviors. Nevertheless, these findings represent formative qualitative and pilot evidence gathered from an exploratory trial and must not be presented as statistically generalizable conclusions.

9.2. Methodological Recommendations

Institutional implementation should combine self-paced online learning with facilitated sessions where participants apply core concepts to real-world cases, internal procedures, and ethical dilemmas native to their own institution.

Table 10. Recommended Training Formats and Learning Objectives by Target Profile

Target Profile	Core Training Objective	Recommended Delivery Format
Institutional leadership	Understand governance obligations, administrative accountability, and necessary resource allocation.	Concise executive briefing combined with institutional decision-making case scenarios.
Academic staff (faculty)	Identify warning signs, understand professional boundaries, and navigate institutional reporting pathways.	Core MOOC completion, contextualized case scenarios, and internal protocol reviews.

Administrative and support staff	Provide appropriate frontline orientation and prevent ad-hoc or uncoordinated responses.	Core MOOC completion, practical referral route mapping, and response exercises.
Contact Point team	Develop competencies in initial active listening, case intake, triage, and multi-agency coordination.	Extended specialized training, practical scenario simulations, and peer supervision.
Students and student representatives	Understand community rights, campus support resources, affirmative consent, and active bystander intervention.	Selected MOOC modules, interactive workshops, and targeted peer-to-peer campaigns.

9.3. Transitioning from Awareness to Applied Learning

A recurring finding across both the PREVHED pilot evaluations and the wider prevention literature is the distinct operational gap between possessing abstract knowledge and knowing how to act. An individual may easily memorize definitions of harassment or identify the theoretical tenets of consent, yet remain paralyzed when a student discloses an assault, when an ambiguous behavior occurs among peers, or when an academic supervisor receives information that legally triggers institutional action. Consequently, capacity building must center on decision-making under uncertainty rather than passive content absorption.

Practical training scenarios should connect directly with the operational realities of campus intake mechanisms, such as Purple Points. Practical exercises must address questions such as: What exact steps must a student brigade member take if someone seeks help during a night-time campus event? What specific intake details may be recorded? How is survivor agency preserved without imposing decisions? Under what conditions must emergency protocols be activated immediately? To which specialized office should the case be handed over the following morning? Practicing these specific workflows trains boundaries, cross-service coordination, and critical judgment without turning non-specialized participants into clinical counselors.

The systematic review by DeGue et al. (2014) reinforces the necessity of moving beyond short-term psychoeducational lectures, while empirical evidence synthesized by Kettrey et al. (2019) confirms that structured active bystander programs significantly increase intervention self-efficacy and real-world helping behavior. Taken together, these contributions justify a PREVHED pedagogical model that integrates conceptual knowledge, behavioral skills practice, simulated scenario testing, and deep alignment with institutional procedures.

10. Prevention, Awareness-Raising, and Institutional Communication

Project research confirms that multi-channel communication campaigns, interactive workshops, continuous staff learning programs, and visible on-campus information desks constitute core, recurring pillars across effective higher education prevention frameworks. Institutional messaging must link directly to tangible, functioning services rather than remaining confined to aspirational or generic slogans.

10.1. Priority Content Areas

- Plain-language definitions and clear categorization of unacceptable and prohibited conduct.
- Affirmative consent, interpersonal boundaries, and managing academic relationships marked by power asymmetries.
- Technology-facilitated sexual harassment, digital abuse, and cyberstalking within university networks.
- Concrete strategies for safe and effective active bystander intervention.
- Precise, unambiguous directions on where to access confidential guidance and emergency assistance.
- Clear explanations of institutional pathways, articulating the purpose, scope, and differences between informal guidance and formal complaints.
- Transparent information regarding data confidentiality, whistleblower protection, and statutory service limits.

- Specialized external resources, including healthcare networks, crisis centers, and legal aid desks.

10.2. Strategic Institutional Milestones

- Welcome weeks and orientation programs for incoming undergraduate and postgraduate students.
- Induction and onboarding packages for newly recruited academic, administrative, and research staff.
- Specialized training sessions for university leadership, department heads, and student union officers.
- Pre-departure and arrival briefings for international exchange students and mobile researchers (such as Erasmus+ cohorts).
- Institutional equality, well-being, and campus safety weeks (including key dates such as November 25 and March 8).
- Regular statutory review cycles for internal protocols, equality plans, and welfare services.

10.3. Institutional Visibility as a Pillar of Primary Prevention

Institutional visibility fulfills a protective function that extends far beyond simple publicity. When a higher education institution makes its contact points, formal protocols, support networks, and behavioral expectations prominent, it reduces ambiguity regarding where to seek help and signals that violence prevention is part of ordinary university governance. Within this framework, physical helpdesks such as Purple Points (*Puntos Lilas/Violetas*) provide an effective intervention by translating abstract institutional commitments into an identifiable, reassuring physical presence across campuses.

Nevertheless, physical and digital visibility must align with operational response capacity. Research, including European initiatives like UniSAFE, emphasizes the necessity of clear, transparent procedures for reporting and addressing misconduct, supported by executive leadership and resourced with trained personnel. Consequently, any institutional awareness initiative should be audited against the following baseline operational questions:

- Does the advertised support service exist in reality, and is it operational?

- Who handles incoming disclosures, and what are the mandatory response timelines?
- What concrete procedural sequence can a reporting individual expect immediately after initial contact?
- What ongoing academic, psychological, and workplace accommodations will be provided if an individual chooses not to proceed with a formal disciplinary complaint?

Addressing these operational questions ensures that institutional communication fosters authentic trust rather than projecting unsubstantiated commitments.

11. Support, Referral, and Reporting/Notification Mechanisms

Institutional implementation must maintain a clear operational distinction between initial guidance, specialized support, informal incident disclosure, formal administrative complaints, and disciplinary or judicial proceedings. Because legal definitions, procedural designations, and legal outcomes depend on national statutory frameworks and internal university regulations, each pathway must be legally validated at the local institutional level.

Table 11. Operational Decision Matrix for Support, Referral, and Reporting

Operational Element	Guiding Question	Decision to Formalize and Document
First-contact guidance	Who receives and handles an initial inquiry?	Designated staff or units, office hours, and physical or digital intake channels.
Specialized support	Where are individuals referred for psychological, medical, or legal assistance?	Internal university services and external partner facilities, including contact protocols.
Internal disclosure / alert	Is there a dedicated channel to disclose or report an incident?	Purpose of the channel, confidentiality safeguards, and data processing procedures.

Formal complaint	What specific act triggers a formal institutional procedure?	Competent authority, statutory guarantees, and procedural due process.
Emergency response	How does the institution act in scenarios of immediate physical danger?	Crisis intervention protocols and direct coordination with emergency public services.
Follow-up and case tracking	Who verifies whether a referral has functioned effectively?	Designated tracking unit, procedural responsibilities, and limits of case follow-up.

12. Monitoring, Evaluation, and Continuous Improvement

Evaluating the PREVHED framework must not be limited to verifying the formal execution of scheduled activities; it must systematically measure whether actions are clear, accessible, pedagogically sound, and effective for the entire university community. To embed a culture of continuous quality improvement, higher education institutions should implement a multi-tier evaluation framework combining quantitative and qualitative methodologies through baseline diagnostic assessments (ex-ante) and post-training evaluations (ex-post).

12.1. Implementation and Coverage Indicators

- Disaggregated training reach: Total volume of participants completing the training pathways or the MOOC, stratified by profile (students, academic staff/faculty, administrative and technical support staff, and university governance leadership).
- Scope of awareness-raising initiatives: Typology, frequency, and attendance numbers across workshops, institutional campaigns, and in-person or virtual training sessions.
- Contact Point operational capacity: Formal statutory recognition, staffing continuity, and dedicated team allocation within the university organizational structure.

- Accessibility and visibility of resources: Public availability of institutional protocols, action guides, orientation/reporting chatbots, and informational materials on institutional web portals.
- Internal network coordination: Number of academic faculties, student welfare units, and psychological/medical services formally integrated into the referral and care circuit.

12.2. Quality and Perceived Learning Indicators

- Pedagogical relevance and satisfaction: Qualitative and quantitative evaluation of training modules, assessing practical applicability and interactive design through post-training satisfaction surveys.
- Procedural clarity: Perceived clarity and intelligibility attributed by the university community to reporting channels, action protocols, and institutional standards.
- Self-efficacy and action preparedness: Confidence gained by staff and students in recognizing sexual and gender-based violence (particularly in digital environments or ambiguous grey areas) and acting without causing secondary victimization.
- Methodological effectiveness: Participant evaluation of applied pedagogical dynamics (real-world case studies, mediation simulations, World Café participatory workshops, and interactive self-assessments).
- Universal accessibility: Level of adaptation and accessibility of digital platforms and physical desks for individuals with specific needs or linguistic barriers.

12.3. Institutional Maturity and Sustainability Indicators

- Community awareness rate: Percentage of students and staff who are aware of the Contact Point, confidential consultation channels, and formal reporting mechanisms.
- Referral circuit efficiency: Coordinated operation and response between frontline intake desks and internal or external specialized services, respecting established response timelines.

- Statutory monitoring and regulatory compliance: Regular updating of internal protocols, codes of conduct, and legal guides in accordance with evolving national and European legislation.
- Structural institutionalization: Mandatory inclusion of the prevention model within institutional Gender Equality Plans (GEPs), strategic plans, and standard university operational budgets.

12.4. Specific Evaluation of Purple Points

The evaluation of physical Purple Points (*Puntos Lilas/Violetas*)—whether permanent or temporary—must integrate quantitative operational data with qualitative assessments regarding institutional trust, campus safety, and accessibility:

- Reach and activity data: Statistical records of informational materials distributed, volume of informational inquiries received, and frontline support interventions completed during campus events.
- Core conceptual distinction: Interaction metrics recorded at a Purple Point must not be interpreted as a direct indicator of the prevalence or incidence of sexual violence; rather, they reflect institutional visibility, service proximity, and community trust.
- Brigade training and performance: Standardized post-training competence assessments and satisfaction surveys completed by volunteer brigades following specialized instruction (covering sexual violence, active bystander intervention, and role boundaries).
- Institutional learning and operational audits:
 - Do Purple Point volunteers recognize their operational boundaries to avoid secondary victimization or overstepping into forensic, legal, or clinical roles?
 - Are referrals to psychosocial support services or equality units executed swiftly and effectively?
 - Does operational tracking identify specific time windows, unsafe campus locations (poorly lit areas), or vulnerable groups facing reporting barriers?

This approach aligns with the self-assessment framework promoted by European benchmarks such as UniSAFE and GenderSAFE, approaching evaluation not as an

isolated administrative exercise, but as a recurring diagnostic cycle that identifies institutional gaps, consolidates effective practices, and tracks institutional progress over time (Polykarpou et al., 2023).

13. Sustainability and Institutionalization

Long-term sustainability is an explicit, core objective of the PREVHED model. Under the consortium agreement, partner institutions formally commit to maintaining, utilizing, and mainstreaming project results for a minimum period of five years following the end of the EU funding cycle. This commitment obliges higher education institutions to keep the Contact Point active, ensure free and open public access to the MOOC and its Open Educational Resources (OER), and conduct a comprehensive regulatory and operational review of all curricula and protocols five years post-deployment.

13.1. Operational Prerequisites for Sustainability

- **Formal institutional ownership:** Assigning program governance to a recognized administrative department with structural authority (such as Vice-Rectorates for Equality, Campus Life, Student Affairs, or Human Resources and Occupational Safety).
- **Team resilience and staff rotation:** Mitigating dependence on individual champions by establishing a core reference team of at least two to three trained professionals, supported by formal handover and substitution protocols.
- **Continuous succession training:** Integrating train-the-trainers programs and PREVHED onboarding modules into mandatory professional development plans for academic staff (faculty) and technical, administrative, and support staff.
- **Visibility and maintenance of contact desks:** Preserving physical signage and updated digital directories for the Contact Point, ensuring operational response channels.
- **Statutory and referral maintenance:** Annually auditing national statutory developments, EU directives, and external cooperation agreements (medical, psychological, and legal aid) to keep referral routes active and legally sound.

- Open access and content licensing: Preserving all guides, toolkits, and training courses in open university repositories under OER licenses, facilitating educational reuse in line with Erasmus+ guidelines.
- Transition to core operational budgets: Allocating regular financial and human resources within core university budgets, gradually decoupling operational costs from initial EU grant funding.
- Structured review cycles: Implementing an annual review of performance indicators and scheduling a complete curricular and technological update five years after institutional launch.

13.2. Verifiable Criteria of Institutionalization

- Formal statutory integration: Prevention, support, and case-intake duties are explicitly recognized within university organizational statutes or official job descriptions.
- Integration into accredited staff training: The PREVHED MOOC is permanently embedded into the institution's catalog of recognized professional development courses, offering accredited teaching hours or credits.
- Institutionalized onboarding: Educational prevention modules are permanently integrated into official student welcome weeks and staff induction programs.
- Formalization of procedures: Internal reporting protocols, referral workflows, and urgent interim protection measures are formally approved by the University Governing Council.
- Operational and financial independence: Maintenance of digital platforms, chatbots, and physical Purple Point equipment is financed directly through core university budgets.
- Documented annual reporting: The institution publishes an annual monitoring report on gender-based violence prevention and systematically applies continuous self-assessment protocols.

14. Implementation Risks and Preventative Measures Matrix

Deploying a comprehensive prevention model can produce operational friction if actions are conducted in isolation. The following matrix details the primary implementation risks documented in the literature and institutional pilots, outlining their potential consequences and recommended preventative measures:

Table 12. Implementation Risks, Potential Consequences, and Recommended Preventative Measures

Implementation Risk	Potential Consequence	Recommended Preventative Measure
Reducing PREVHED to the MOOC alone	Training becomes an abstract theoretical exercise disconnected from local referral workflows and tangible campus services.	Mandate structural links between educational content, institutional reporting procedures, the Contact Point, and support units.
Establishing a Contact Point without an official mandate	Role ambiguity, legal uncertainty for staff, and distrust or frustration among reporting individuals.	Formally approve and publish the unit's terms of reference, detailing functions, operational limits, workflows, and confidentiality rules.
Delivering training without mapped referral routes	The campus community learns to recognize risks but lacks safe guidance on where and how to direct affected individuals.	Pre-map and pilot test clear internal and external referral directories for each type of incident and level of urgency.
Promoting reporting channels without clarifying subsequent steps	Generates unrealistic expectations, increases fear of retaliation, and discourages reporting due to procedural opacity.	Publish accessible procedural guides outlining response times, data anonymization safeguards, and options when formal complaints are declined.

Adopting external legal frameworks without local statutory adaptation	Disseminates inapplicable criminal, disciplinary, or labor concepts, leading to procedural errors or legally invalid actions.	Require institutional legal counsel to review and validate all instructional content and operational protocols prior to release.
Focusing prevention exclusively on victim self-protection	Shifts responsibility onto affected individuals (secondary victimization), disregarding community responsibility and systemic causes.	Balance curricula with modules addressing affirmative consent, power asymmetries, institutional accountability, and active bystander intervention.
Relying on a single project champion	High operational vulnerability; actions stall or collapse following staff turnover, leaves of absence, or governance changes.	Establish a multidisciplinary coordination team (minimum of 2–3 trained staff members), document workflows, and define succession plans.
Collecting sensitive disclosures without data governance	Severe breaches of data protection laws (GDPR), loss of confidentiality, and potential exposure of affected individuals.	Implement end-to-end data anonymization protocols across reporting channels and submit all data handling procedures to the institutional DPO.
Omitting ongoing monitoring and evaluation	Institutional blindness toward procedural bottlenecks, hidden barriers to support, or emerging patterns of harm (e.g., online harassment).	Define a baseline indicator framework from project launch and schedule annual operational reviews and quality audits.

15. Institutional Implementation Checklist

This checklist enables university leadership and equality bodies to audit the institution's state of readiness before, during, and after the deployment of the PREVHED model.

Table 13. Institutional Readiness and Implementation Verification Checklist

Area	Status	Verification Criterion	Evidentiary Basis and Notes
Governance	[]	An administrative unit has been formally appointed to lead the program (Equality Office, Vice-Rectorate, etc.).	Responsible unit/body: _____
Governance	[]	There is explicit, formal endorsement from university executive leadership (Rectorate / Governing Council).	Endorsement document/resolution: _____
Governance	[]	A coordinating officer or steering committee with formally recognized workload allocation has been designated.	Appointed coordinator/role: _____
Governance	[]	An execution timeline and a baseline core budget ensuring human and technical sustainability have been approved.	Budget allocation/resources: _____

Policies and regulatory framework	[]	Institutional codes of conduct, disciplinary regulations, and anti-harassment protocols have been audited.	Date of latest statutory review: _____
Policies and regulatory framework	[]	Informal guidance, psychosocial care, early alert/notification, and formal complaint pathways are clearly separated.	Reference operational protocol: _____
Policies and regulatory framework	[]	Departmental remits, maximum response times, and duties of professional secrecy are documented in writing.	Standard operating procedure: _____
Policies and regulatory framework	[]	Regulatory terminology and procedural workflows have been validated by institutional legal counsel under national law.	Legal validation report: _____
Contact Point	[]	Structural arrangement is formally resolved (established as a new unit or integrated into an existing service).	Campus location/administrative anchor: _____

Contact Point	[]	The designated core team (minimum of 3 staff members) has completed specialized train-the-trainers instruction.	Certified team members: _____
Contact Point	[]	Intake duties, non-judicial/non-clinical operational boundaries, and deontological codes are set in writing.	Terms of reference document: _____
Contact Point	[]	Physical and digital intake channels, secure email, and office hours are prominent, accessible, and confidential.	Active intake channels: _____
Contact Point	[]	A formal referral directory linking on-campus services (psychological, medical) and external agencies is operational.	Active inter-agency agreements: _____
Training plan	[]	Target groups and quantitative capacity-building benchmarks have been defined (students, faculty, staff, leadership).	Target cohort numbers: _____

Training plan	[]	The MOOC curriculum is supplemented with applied, interactive workshops (case studies, World Café, role-play).	Workshop delivery schedule: _____
Training plan	[]	Case studies, practical dilemmas, and scenarios are tailored to the institution's socio-academic reality.	Contextualized materials catalog: _____
Training plan	[]	Standardized baseline (pre-test) and post-training (post-test) evaluation instruments are deployed systematically.	Survey/assessment tool: _____
Awareness-raising and visibility	[]	The campus community receives clear, unambiguous guidance on where and how to access confidential assistance.	Active awareness campaigns: _____
Awareness-raising and visibility	[]	Information materials and digital platforms meet universal accessibility standards	Accessibility audit standards: _____

		(plain language, sensory adaptations).	
Awareness-raising and visibility	[]	Institutional messaging explicitly addresses affirmative consent, power asymmetries, and active bystander intervention.	Priority themes covered: _____
Awareness-raising and visibility	[]	Technology-facilitated gender-based violence (TFGBV), digital harassment, and social media abuse are addressed.	Digital safety guides/modules: _____
Digital assistant / Chatbot	[]	The digital tool (PREVHED Assistant) displays prominent disclaimers regarding its informational role and limits.	System disclaimer notice: _____
Digital assistant / Chatbot	[]	Reporting pathways, telephone contacts, and web directories suggested by the chatbot have been verified.	Technical verification date: _____

Digital assistant / Chatbot	[]	Direct, prominent alternatives to connect with human professionals are available for users who decline chatbot use.	Human escalation gateway: _____
Digital assistant / Chatbot	[]	The architecture enforces strict technical anonymization, preventing the logging of identifying personal data.	GDPR compliance sign-off: _____
Evaluation and sustainability	[]	A tracking and monitoring indicator framework assessing coverage, quality, and community impact has been established.	Monitoring framework document: _____
Evaluation and sustainability	[]	An annual review cycle is scheduled to audit the performance of referral routes and physical Purple Points.	Scheduled audit date: _____
Evaluation and sustainability	[]	Prevention training modules are permanently integrated into student welcome weeks and	Onboarding regulatory mechanism: _____

		staff induction programs.	
Evaluation and sustainability	[]	A staff succession and rotation plan is in place to avoid operational dependency on single individuals.	Staffing continuity plan: _____
Evaluation and sustainability	[]	The institution formalizes its commitment to maintain open resources, platforms, and contact desks for at least 5 years.	Institutional sustainability pledge: _____

15. Twelve-Month Operational Action Plan for Implementation

A structured bi-monthly implementation schedule designed to steer phased institutional adoption, ensuring regulatory validation, prior capacity building, and long-term organizational anchoring.

Table 14. Phased Twelve-Month Implementation Schedule

Period	Phase and Core Objectives	Key Operational Actions	Expected Milestone / Deliverable
Months 1–2	Phase 1: Institutional Commitment and Readiness Diagnostic • Secure executive leadership endorsement.	<ul style="list-style-type: none"> Approval of the rectoral resolution formally adopting the PREVHED framework. Formal establishment of the institutional coordination team and 	<ul style="list-style-type: none"> Statutory executive act establishing the implementation task force. Baseline diagnostic report and comprehensive resource/referral map.

	<ul style="list-style-type: none"> Identify pre-existing assets, operational gaps, and barriers. 	<p>cross-departmental working group.</p> <ul style="list-style-type: none"> Comprehensive audit of current protocols, health units, counseling centers, and local public resources. Initial baseline survey assessing campus climate, training needs, and reporting barriers. 	
Months 3–4	<p>Phase 2: Local Adaptation and Technical Design</p> <ul style="list-style-type: none"> Align the framework with university statutes and national law. Structure physical and digital intake points. 	<ul style="list-style-type: none"> Definition of structural location, staff profiles, and administrative mandate of the Contact Point. Review and legal validation of instructional curricula and referral pathways by university legal counsel. Local configuration of the PREVHED Assistant: embedding local hotlines, emergency contacts, and GDPR notices. Formulation of the operational deployment plan for campus Purple 	<ul style="list-style-type: none"> Contact Point standard operating procedures and referral protocol manual. Fully localized, legally validated PREVHED Assistant chatbot.

		Points during academic events.	
Months 5–6	<p>Phase 3: Capacity Building for Core Teams and Multipliers</p> <ul style="list-style-type: none"> • Train the operational core handling intake and mediation. • Test pedagogical materials with pilot groups. 	<ul style="list-style-type: none"> • Delivery of the specialized Train-the-Trainers intensive workshop for Contact Point officers and brigades. • Deployment of the PREVHED MOOC for pilot cohorts of academic staff and administrative officers. • Interactive workshops: real-world case simulations, trauma-informed active listening, and World Café dialogues. • Briefings for campus security guards, student union leadership, and peer mentors. 	<ul style="list-style-type: none"> • Core multidisciplinary team (minimum 3 staff) certified for Contact Point operations. • First cohort of university staff certified through the online training platform.
Months 7–8	<p>Phase 4: Operational Piloting and Community Validation</p> <ul style="list-style-type: none"> • Test procedures within a controlled campus setting. 	<ul style="list-style-type: none"> • Phased opening of the Contact Point for confidential inquiries and orientation. • Pilot launch of the PREVHED Assistant on selected web sub- 	<ul style="list-style-type: none"> • Pilot evaluation report identifying procedural bottlenecks and corrective recommendations. • Consolidated operational feedback registry.

	<ul style="list-style-type: none"> Assess user experience, reporting friction, and trust. 	<p>portals, assessing human referral workflows.</p> <ul style="list-style-type: none"> Multi-stakeholder feedback workshops with staff and student cohorts to evaluate service clarity. Deployment of a pilot Purple Point during campus festivals, sports days, or orientation fairs. Systematic administration of usability questionnaires and reporting-gap assessments. 	
Months 9–10	<p>Phase 5: Procedural Refinement, Full Roll-Out, and Communication</p> <ul style="list-style-type: none"> Scale up the prevention model across all campuses. Launch institutional visibility campaigns. 	<ul style="list-style-type: none"> Technical and procedural calibration of the chatbot, referral guides, and training modules based on pilot data. Publication of intake desks, reporting routes, and rights charters on primary university web domains. Campus-wide awareness campaigns centering on consent, power hierarchies, and 	<ul style="list-style-type: none"> Fully operational network of physical Contact Points and Purple Points across all campuses. Multi-channel awareness campaign deployed university-wide.

		<p>active bystander intervention.</p> <ul style="list-style-type: none"> • Mandatory incorporation of prevention briefings into Welcome Days and new staff onboarding programs. 	
Months 11–12	<p>Phase 6: Institutional Evaluation, Accountability, and Sustainability</p> <ul style="list-style-type: none"> • Audit first-year performance metrics. • Secure long-term institutional continuity. 	<ul style="list-style-type: none"> • Compilation of performance metrics (trained staff/students, intake volume, chatbot usage, user trust ratings). • Annual accountability review with university leadership, benchmarking progress against UniSAFE standards. • Complete technical verification of chatbot referral links, contact directories, and external partner agreements. • Approval of the annual operational plan and transition of funding into the university's permanent operating budget. 	<ul style="list-style-type: none"> • Annual institutional monitoring and evaluation report. • Formal 5-year institutional sustainability plan ratified by the Governing Council.

16. Conclusions

Transferring the PREVHED framework to higher education institutions requires moving decisively from a project-based product approach to a systemic institutional logic. The MOOC curriculum, documented good practices, train-the-trainers models, physical Purple Points, and the PREVHED Assistant deliver real impact only when embedded within a unified architecture of institutional governance, primary prevention, specialized care, transparent referral, and ongoing quality assurance.

Empirical findings from consortium pilots confirm the practical value of the program as a capacity-building instrument while demonstrating that implementation must emphasize scenario-based, localized, inclusive, and comparative methodologies. Institutional sustainability depends on the structural assignment of administrative responsibilities, regular regulatory updates, and the permanent integration of prevention workflows into the ordinary governance instruments of the university.

Consequently, an institution seeking to implement PREVHED must begin by evaluating its existing capacity, clearly defining administrative duties, training key community actors, ensuring accessible reporting and support pathways, seamlessly connecting physical and digital intake gateways, piloting procedures, and establishing recurring review mechanisms. The objective is not to duplicate a rigid, uniform model, but to adapt and embed the core components of the project responsibly, sustainably, and effectively within each institutional context.

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Annex A.

Institutional Diagnostic and Self-Assessment Form

Diagnostic tool designed for the institutional coordinating team to analyze existing university capacity, identifying operational strengths, procedural gaps, and priority actions prior to full-scale deployment.

Table 15. Institutional Diagnostic and Baseline Assessment Matrix

Institutional Dimension	Current Situation (Description)	Identified Strengths	Gaps / Critical Vulnerabilities	Immediate Priority Action
Governance and leadership				Appoint a designated coordinating committee and record formal executive commitment in official minutes.
Policies and codes of conduct				Harmonize statutory definitions of sexual harassment, gender-based violence, and hazing.
Contact Point				Formalize the operational intake mandate and train a core team of at least 3 staff members.

Communication and reporting channels				Establish confidential/anonymous alert pathways clearly distinguished from formal complaints.
Digital tools / Chatbot				Localize and adapt the PREVHED Assistant to match university resources and referral routes.
Psychosocial and medical support				Map internal psychological services and establish formal emergency referral agreements.
Legal advisory and investigation services				Clarify the role and procedural boundaries of legal counsel under domestic statutory frameworks.
Disciplinary framework and procedural safeguards				Establish maximum response timelines and clear non-retaliation protections for victims and whistleblowers.
Staff training plans (Academic and administrative staff)				Integrate the 6-module PREVHED MOOC into accredited professional development schemes.

Student awareness and campus life				Design interactive workshops for Welcome Days and establish student prevention ambassador tracks.
Cyber-violence and digital environments				Approve institutional guidelines addressing non-consensual image sharing, cyberstalking, and deepfakes.
Physical campus environment and Purple Points				Audit campus lighting/safety hotspots and schedule temporary Purple Points for major events.
Coordination with external community networks				Sign formal inter-agency protocols with specialized public crisis centers and police services.
Evaluation, data governance, and privacy				Implement secure, anonymized case registries and an annual monitoring indicator framework (GDPR).

Annex B.

Operational Design Template for Purple Points

Technical specification sheet designed to document the formal institutional arrangement, ethical boundaries, and operational workflows of the campus reference desk.

Table 16. Operational Design Template for Purple Points and Contact Desks

Design Parameter	Institutional Operational Specification
Official service designation	(e.g., PREVHED Contact Point - Campus Equality and Well-Being Desk)
Administrative parent unit	(Vice-Rectorate with authority over equality, student welfare, health, or campus life)
Institutional lead / Coordinator	(Name, academic qualifications, official post, and weekly workload allocation)
Core team composition (minimum 3 staff members)	(Names, designated roles, and multidisciplinary profiles: psychological, legal, social, or administrative)
Accredited specialized training	(Completion of the PREVHED Train-the-Trainers Academy / Full PREVHED MOOC certification)
Core functions and operational remit	<ul style="list-style-type: none"> • Immediate active listening, safe intake, and confidential orientation. • Technical guidance regarding available internal and external reporting pathways. • Coordinated activation of interim protective measures and supportive accommodations. • Operational oversight and supervision of on-campus Purple Points and student brigades.
Operational boundaries / Explicitly excluded functions	<ul style="list-style-type: none"> • Does not conduct formal disciplinary investigations or issue administrative sanctions.

	<ul style="list-style-type: none"> • Does not provide clinical psychotherapy, forensic medical evaluations, or legal representation. • Does not override survivor agency or mandate the filing of formal complaints.
Intake channels and accessibility	In-person reception in a guaranteed private room, secure email, encrypted messaging, and web/chatbot access.
Service hours and availability schedule	(Standard direct intake hours, appointment scheduling system, and on-call arrangements during major campus events)
Integration with the digital assistant (PREVHED Assistant)	(Automated procedural workflow enabling chatbot users to request direct handover to a trained human officer)
Internal referral routes	Campus health and psychological counseling units, disciplinary inspectorates, and student welfare services.
External partner resources and emergency desks	Specialized sexual violence crisis centers (CIM/CPVS), professional associations, courts, and 24/7 national hotlines.
Critical emergency response protocol	Immediate coordination procedure with university security personnel and direct escalation to emergency services (112/police).
Privacy governance and non-retaliation protections	Strict technical anonymization, professional secrecy, informed consent, and enforceable whistleblower safeguards.
Communication and visibility strategy	Permanent campus signage, distinct Purple Point banners, and prominent positioning across the intranet and student guides.

Annual audit and procedural review	Annual joint evaluation reviewing response times, referral resolution rates, and contact directory updates.
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Annex C.

Monitoring, Indicators, and Continuous Improvement Matrix

Systematic monitoring framework designed to assess the reach, pedagogical quality, and operational effectiveness of the PREVHED model across the university community.

Table 17. Multi-Tier Institutional Monitoring and Quality Assurance Matrix

Dimension	Key Indicator	Evidentiary Source	Frequency	Responsible Unit	Current Status / Notes
Training coverage	Number of individuals completing the MOOC or workshops (disaggregated by faculty, administrative staff, students, leadership).	LMS learning records / Training platform logs.	Biannual	Staff Training Office / Equality Unit	
Pedagogical quality	Level of user satisfaction, practical relevance, and acquired self-efficacy	Standardized exit surveys following each workshop or module.	Continuous (post-activity)	Training instructors / Module leads	

	(Target: $\geq$ 7/10).				
Learning impact (Pre/Post)	Percentage increase in capacity to identify subtle/digital harassment and execute active bystander intervention.	Integrated baseline (ex-ante) and completion (ex-post) questionnaires.	Per cohort	Unit Evaluation Officer	
Contact Point performance	Number of orientation inquiries handled, average response times, and channel accessibility.	Confidential activity logs (anonymized data registries).	Quarterly	Contact Point operational team	
Referral resolution	Percentage of cases successfully connected to internal psychological, legal, or external support services.	Referral traceability audits (omitting personal identifiers).	Biannual	Contact Point Lead / Coordinator	

Digital interaction (Chatbot)	Number of sessions initiated, common thematic categories consulted, and handovers executed toward human staff.	Web platform analytics (anonymized system metrics).	Biannual	University IT / Institutional Communications	
Purple Points	Number of points deployed during events, educational materials distributed, and frontline contacts made by brigades.	Brigade event debrief reports and volunteer surveys.	Post-event	Campus Life / Purple Point Coordination	
Campus climate and trust	Percentage of students and staff aware of where to seek help, confidentiality limits, and anti-	Annual institutional equality and campus climate survey.	Annual	Equality Observatory / Vice-Rectorate	

	retaliation rules.				
Sustainability and updates	Statutory review of internal protocols, active web links, external partner agreements, and allocated core funding.	Annual sustainability checklist and internal audit report.	Annual	Steering Committee / University Leadership	