

USVreact

UNIVERSITIES SUPPORTING VICTIMS OF
SEXUAL VIOLENCE

Rethinking response strategies to sexual violence in universities: Awareness, recognition and accompaniment

Report on the USVreact Action-Research project in Catalonia

Including the training evaluation

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Who are we?

This action research project has been coordinated and supervised in Catalonia by Barbara Biglia, Adjunct Professor in the Department of Pedagogy at URV, Researcher with the GREDI Group and Co-ordinator of SIMReF (Interdisciplinary Seminar in Feminist research Methodology). Sara Cagliero, her right hand throughout this project, has focused on an in-depth analysis of university protocols on sexual violence and the design of training evaluation instruments. Edurne Jiménez has collaborated on the project over the last number of months and her main area of work has been the analysis of the evaluations of the trainers. Alba Sáenz, student and intern, analysed the trainers' opinions for her Final Degree Project. Ivana Soto carried out most of the training on the project as well as collaborating on the design of some of the training materials. Before Ivana joined the project, Carla Alsina was involved for a short period in the design of the training and training materials.

The Catalan universities participating in the project include:

University of Barcelona (UB): IP Pilar Folgueiras

Autonomous University of Barcelona (UAB): IP Joana Gallego Ayala y Laura Duarte Campderrós

University of Vic (UVic-UCC): IP Anna Pérez Quintana y Mar Binimelis Adell

1. Introduction

The document you have in your hand is the English version of the URV Partner Training Evaluation of the project *Universities Supporting Victims of Sexual Violence* co-funded by the *European Commission's DG Justice, Rights, Equality and Citizenship Programme (DAPHNE strand)*. This international project, led by Brunel University London, aims to develop innovative training for university staff who may respond to disclosures of sexual violence, and to embed this within institutions and evaluate them¹.

The work we present is quite innovative in our context because in Catalonia, as in the Spanish regions in general, just few studies have been conducted on sexual violence in the universities. Most of the Catalan research focus on the perception of different expression of violence broadly on gender related violence (Bardina y Murillo 2013), on specific form of sexual violence like harassment (Bosh y Ferrer, 2000), on gender sexual violence (Bodelon, Igareda y Casas, 2012) etc... Our work is the first AR with training for university staff on sexual violence framed within "gender related violences" (Violencias de Género in original language. Biglia & San Martín, 2007). With the training we designed and evaluated, that we will present in the third section of this document, we want to contribute to the disarticulation of the symbolic system that allow the existence of sexual violences and to support people that pass through this bad experience.

Previous mentioned research show that in Catalan university there are difficulties in pointing certain attitudes as sexual harassment and in occasion high levels of coercion when people try to make them visible (Bosh, 2012). Even more, it is extremely complex to identify sexual harassment realized by someone in a superior power position (Bodelón, Igareda, Casas, 2012).

Following international and national legal recommendation and/or obligation, however, most Catalan university have lately designed protocols as a deterrent and guide in order to give a first response to sexual violence that we will briefly presented in the following section of this report. However, in our opinion, the lack of a more ambitious and integrated politics imply the impossibility to transform the culture of rape that is reproduced in academic spaces. Even more ironic, considering the kind of institution we are talking about, is the very scarce presence of educational processes

¹ For more information <http://usvreact.eu>

that will permit the creation of a space committed against sexual violences.

Unfortunately, the issue of sexual violence in Catalan universities seems not to be a priority on the agenda of governments and university communities. We hope that this research will be able to highlight the importance it should take. In the latest section of this document we propose some practical recommendation for a broader universitarian policy and specific protocols in this sense.

To conclude this introduction we want to mention that the training we designed and evaluated constitute a material that should be exploit in the future by catalan university. In words of some of our training participants:

- *Everyone who is part of the university should do this [course] (Student, URV)*
- *I think, in order to be effective the network should be expanded. The more people that can do this training course the better. (PAS, UPF)*
- *Making it more widespread and basic training for all university workers, make it mandatory, like occupational health and safety courses. (PAS, UAB)*

2. Legal and regulatory framework

Spanish State is often presented as a homogeneous reality, but in fact it is, since its very foundation, a state with multiple national identities and ascriptions contained inside, and different levels of administration that affect the issue we are concerned with in several ways. At a state level the 2004 law remains the main frame for GBV, although it is often articulated with other legal regulations present in both state-wide and regional territories. Many feminist activists and scholars have argued that the 2004 law, which has a quite ambiguous definition, has helped shape a certain view on GBV that has limited its scope. The law starts with a preface that mentions gender inequality as a source for multiple forms of violence, but in the formulation of the definitions fails to name all this diversity of forms and limits itself to what was understood as domestic violence and violence coming from a partner or ex-partner. This resulted on the impossibility of the application of the law in cases in which the affective bond was not present. To cite just an example, the murdering of sex-workers by clients has not been considered eligible to judge under the 2004 law.

The demands of many LGBT groups were as well listened to and the same-sex marriage law was passed in 2005. In 2007, the law that regulated the change of name in official registers was changed according to the needs of trans* people, although it did continue to present transexuality as an illness and therefore demanding a medical certificate to access the change of name.

The law for equality between men and women (3/2007) and sexual and reproductive health (2/2010) were as well approved, as well as other orders that derived from the application of the 2004 law, addressed to victim's care in terms of housing, labour, or childcare (2008, 2015...). Once again, it is important to note that regional administrations passed laws about the issue, not necessarily at the same time as state-wide laws: to cite just a couple of examples, Basque law for equality between men and women is from 2005, whereas Spanish is from 2007, and Catalonia has since 2015 a law against homophobia, which Spain does not. In the last years, since the liberal government of Partido Popular the recession in some areas of gender equality, such as sexual and reproductive rights (Biglia & Olivella-Quintana, 2014; Alfama, Cruells & De la Fuente, 2014) has been clear. Moreover, the legal and social achievements have stalled, since many of the laws have not been reformed or changed according to the critics and recommendations of feminist activists and professionals.

The need of widening up the frame of what has been understood as Gender Based Violence has been formulated by different activists and scholars, as the need to find new conceptual articulations that help naming this issue from a wider perspective. Same process has shaped the notions on sexual violence. In one hand, the main frame continues to be the gender-based approach, which in many ways leaves out many forms of sexual violence, such as sexual violence against LGBT people or some men. All the same, the perception on sexual violence remains limited to forms of aggression that make use of physical force and that happen usually between strangers. If general perception about gender-related violence is that it happens between people who share an affective bond, general perception about sexual violence is the opposite. This limits the perceptions on sexual violence to a very specific form of rape and leaves aside other types of imposition. Finally, sexual violence is usually understood in the frame of inter-personal behaviour, leaving aside the forms of violence that different institutions perpetrate, such as sexualisation through advertising or lack of regulations or mechanisms to address the issue.

2.1. University policies on sexual violence²

The Autonomy Statute of Catalonia (1979) states that the Department of Education of the Generalitat has whole responsibility over the administration of the educational system. The system comprises twelve universities that serve almost

² In the English version of the report it wasn't possible to include the analysis of University of Girona's protocol, which was only officially presented in November 2017

240,000 students and offer over 500 qualifications. Of the 12 Catalan universities, 7 are public [(University of Barcelona (UB), Autonomous University of Barcelona (UAB), Technical University of Catalonia (UPC), Pompeu Fabra University (UPF), University of Lleida (UdL), University of Girona (UdG), Rovira i Virgili University (URV)], 4 are private [Ramon Llull University (URL), University of Vic - Central University of Catalonia (UVic-UCC), Universitat Internacional de Catalunya (UIC), Abat Oliba University -CEU (UAO)] and 1 distance-learning university (Open University of Catalonia (UOC))³.

All Catalan public universities, with the exception of the University of Girona, have one or more protocols to guide procedures and responses in cases of sexual violence. In all the protocols the first phase is an internal investigation in response to a complaint or report of sexual violence. If the investigation finds that responsibility may lie with a member of the university community, a disciplinary file is opened.

The majority of the universities (UB, UAB, U-Vic, UPC) have a protocol for workplace harassment and another for sexual harassment on the grounds of sex, sexual orientation, or gender expression, which recognises the different types of structural inequalities that characterise these different forms of SV.

Although the universities have put heterogeneous procedures in place, they coincide in that they establish the protocols as tools to dissuade such behaviour, at the same time as being preventative mechanisms and also capable of responding to possible cases. Another common element is that a number of the protocols (excluding URV, UdL y UB, UOC⁴) can be initiated when the harassment or assault has taken place in a setting outside the grounds of the university. In the case of UPF⁵ (2015) the academic activity has to be organised by the university. Only UPF and UOC permit the protocol to be activated in cases of violence on the internet or social networks.

A factor that differentiates the protocols is their objectives, as they come from distinct perspectives and understandings of the nature of the problem. In general terms, there are two types of approach evident in the protocols. Firstly, a less frequent one based on occupational health and safety that only addresses harassment in the context of the workplace (URV, UPF, 2016). The second group

³ Source: http://ww2.studyincatalonia.com/system.asp?web_idioma=2. Specific figures on the Catalan University and its students can be consulted in <http://winddat.aqu.cat/en/catalunya/>

⁴ In this case the particular characteristics of this university should be taken into account.

⁵ Included in the definition of off-site activities are: privately run university residences, various types of events recognised by the university, including festive.

includes protocols with a more structural focus, of which some address gender-related violence (UDL) or machist violence (UPF, 2015), while others adopt a broader perspective that includes sexual harassment on the grounds of sex, sexual orientation, or gender expression (UAB, UB, UPC, U-VIC, UOC). Finally, only URV, UPC and UOC don't have protocols that are applicable in cases of harassment between students.

Although the existence of protocols in Catalan universities is, in and of itself, positive, from our point of view, the protocols have some very clear limitations. Firstly, the decision by the universities to deal with this issue through protocols instead of designing action plans and organic policies, essentially limits the possibilities for intervention to responses to individual cases rather than promoting real cultural change to tackle the problem at its roots. Therefore, it is not surprising that prevention and training measures are almost non-existent amongst the protocols.

Additionally, although the documents focus on intervention in cases of very specific instances of harassment, another weakness is that they contain very little detail on precautionary, corrective and punitive measures that can be applied during and following the initiation of procedures. Frequently, this has the effect of confusing the people who are responsible for making decisions about the applicability of the protocol. As they don't have guidelines, they don't know to what point they should or can intervene. In fact, as all the protocols are based on administrative law their flexibility is significantly reduced. At the same time, the application of procedures seems to be closely related to the political positions that the different governing bodies (highest level of responsibility for the protocols) take towards the problem of sexual violence.

Another issue is that the protocols don't acknowledge the importance of the impact of possible reprisals against people who have reported an assault or harassment, while, on the other hand, there is much consideration given to the possibility of false reports being presented.

All of these issues, along with the fact that there is a general lack of awareness of the existence of the protocols amongst the university community and little publicly available information on the people or offices responsible for assessing, accompanying and following-up on cases of sexual violence, means that the protocols have been activated on very few occasions or sometimes never, as is the case in UAB, UdL and UB. In this sense, it isn't possible to evaluate how the protocols function.

Another common weakness of the protocols is that the person or people responsible for providing direct response in cases of sexual violence aren't explicitly identified. Furthermore, the people responsible for direct response often haven't received any specialist training. To make matters worse, as the experts explained, the networks of people and offices that should intervene in cases of sexual violence are less effective and efficient than necessary. At the same time, the Equality Observatories/Units responsible for Equality Plans⁶ are generally under-financed, which doesn't help the development of actions to increase awareness of sexual violence and the provision of appropriate training amongst the university community or specialist personnel.

Finally, it must be highlighted that the experts we interviewed made clear that, when activated, the protocol procedures are slow, non-transparent and rarely sensitive to the needs of the person making the report, which doesn't encourage the activation or dissemination of the protocols. In response to these circumstances in URV, various workers' committees, including MAS and TRS, issued a statement on the 9th May 2017 to denounce the fact that a lack of precautionary measures had resulted in retaliation against people who brought forward a complaint of sexual violence in 2014. With much regret, they therefore suggested in the statement that, if needed, affected persons should consider initiating external criminal proceedings rather than the protocol, which might not be as effective.

⁶ Company equality plans, mandatory in organisations of more than 250 employees, are a set of measures aimed at achieving equal treatment and opportunities for women and men and eliminating discrimination on the basis of sex (article 46 LO 3/2007)

3. USVreact training in Catalonia

The training course developed by the Universitat Rovira i Virgili (URV) was designed in collaboration with the team from the UPV/EHU, however, its contents were adapted to the specific context of the place of delivery. The support material and pedagogic dynamic were also modified based on what was learned in the various sessions, and as a result of the process of self-reflection and discussion of learning points from the pilot sessions.

The design was based on a feminist understanding of sexual violence (SV) as a product of heteropatriarchal culture that “reflects and reinforces hierarchical and unjust power relations” (Toledo, Pineda, 2016: 8), and as a form of control over women and other subjects that are not sexually and/or gender normative. We start from the consideration that the majority of sexual violences are, as such, an expression of gender-related violences, understood as violence that “has its origin in stereotyped visions of gender and the power relations on which they are based” (Biglia, 2015: 29).

In this sense, the training focused on understanding how culture creates the conditions that make SV possible and enables it, and also on the necessity to dismantle these cultural dynamics. This process is based on personal work that arises from reflection on the stereotypes that people hold about supposed victims and aggressors. As such, the training is based on the concept of affirmative consent⁷, meaning that a clear expression of interest and sexual desire must be explicitly communicated if a sexual relationship is to be understood as consensual. Furthermore, this approach makes clear that the absence of an explicit denial of interest cannot be understood as consent.

At the pedagogic level, the training was inspired by the principles of feminist pedagogy: starting from the self and encouraging self-reflection by emphasising the relationship between the content of the course and the lived experience of the participants. This approach is also based on collaboration as a way to facilitate a greater acquisition of knowledge and to promote the development of community in the university, or at the very least, a network of people that are aware of and sensitive to the dynamics of sexual violence.

The main learning outcomes were:

⁷ As Toledo and Pineda (2016: 25) explain, in some North American states this concept “has acquired legal recognition as a tool to help prevent sexual violence on university campuses (per ex. California Senate Bill 967, 28th August, 2014)”

- To understand the complex phenomenon of sexual violence
- To improve participants' ability to recognise cases of sexual violence in universities
- To learn basic first response skills when faced with a situation of sexual violence
- To rethink and design strategies to help confront sexual violence in the context of university life

Mode of delivery:

Two sessions (over two days) of 5 hours each, made up of groups with a minimum of 6 and maximum of 15 participants. In the training for trainers groups there was an extra 5 hour session.

A trainer was specifically hired for the project due to the fact that in our university there is not staff with this profile. Her and the research assistant (that collaborate in some course sections) participate in the design of the training and where then assisting as participant at the first training that was delivered from the Catalan PI of the research that will also train them as trainers.

The PI was also in charge of most of the training of trainers sections excluding the one realised at the University of Vic that was jointly realised by the assistant researcher and the training hired staff and one of the three session at UPF that was delivered by the assistant researcher.

The pilots in the Associate partner university are delivered by people that participate in the training of trainers.

Appropriateness for the context

In order to make our training appropriate for our context we:

- Review research that had already been conducted in Catalonia and adapt the content to our realities. For example we used some of the data from the review of previous research to increase awareness of a problem that is still largely unrecognised in Catalonia
- Made exploratory interviews with key informers on the reality of our university. For example the interviews with URV personnel in charge of organising training for teaching staff and management/administrative staff and also with the coordinators in the APs, provided fundamental information for the organization of

training that complied with the internal functioning of the universities. For example, this led us to lengthen the training courses from the proposed 8 hours to 10 hours. Also the knowledge acquired through the different interview allowed us to design training activities that were adapted to the policy and service context of each university.

- During the first meeting, of the local network group “Working group on sexual violence in universities from a feminist perspective (GtFVsU)” we presented and commented on the training materials. This process permitted us to improve the material, especially with regards to: language use; some content specific to the training dynamics; and the identification of possible situations of sexual violence that are prone to the abuse of power in university contexts. On the other hand, it also provided us with an opportunity to debate classroom dynamics and to learn how to manage diversity amongst participants from different backgrounds, and also in relation to their stances or positioning and power relations.
- In accordance with the action-research methodology, the training courses were modified and adapted throughout the process based on what we learnt, the needs detected, and the collection of input from experts.

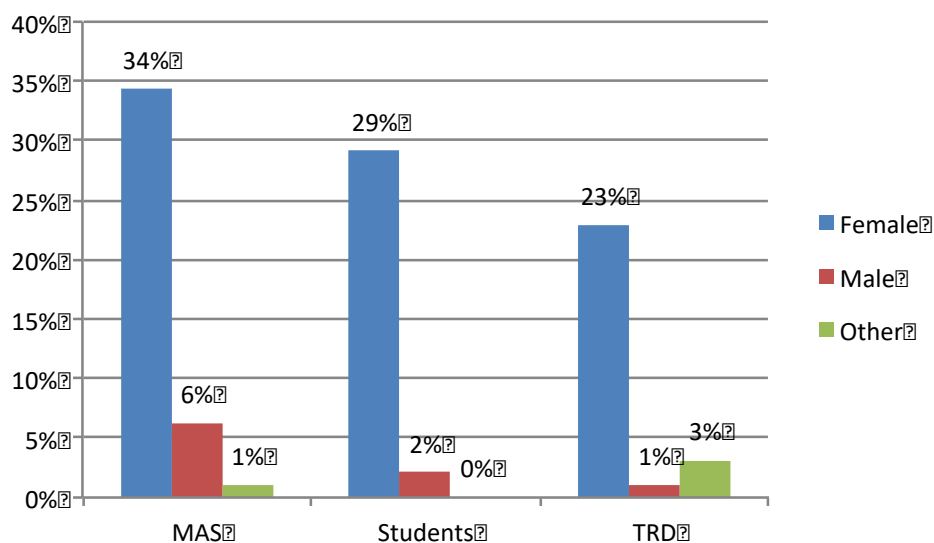
The training for trainer’s sessions were also spaces for debate, verification, validation and improvement of training materials.

3.1. Implementation of the training courses

Between January and May 2017, a total of 97 people were trained (from a total of 160 that registered). The following graph shows the number of trainees according to their professional category and gender.

Graph 1: Trainees per category and gender (%)

<http://usvreact.eu/>



Most courses have been carried out for the URV and therefore the people trained in this university are majority (67%), followed by UPF (15%), UAB (11%) and UVic-UCC (7%).

Table 1. Editions of the course in URV

	Date		Participants	Training of trainers
URV	January	18 y 25	8	
	January	27		2
	Jan - Feb	30 y 1	6	
	February	7 y 9	7	
	February	8 y 15	10	
	February	2 y 23	6	
	Feb - Mar	28 y 1	10	
	March	7 y 9	9	
	March	7 y 9	9	
	April	21		5
UVIC	April	26 y 27	7	7

UAB	May	17, 22 y 25	11	11
UPF	May - June	22, 29 12	14	6
TOTAL			97	31

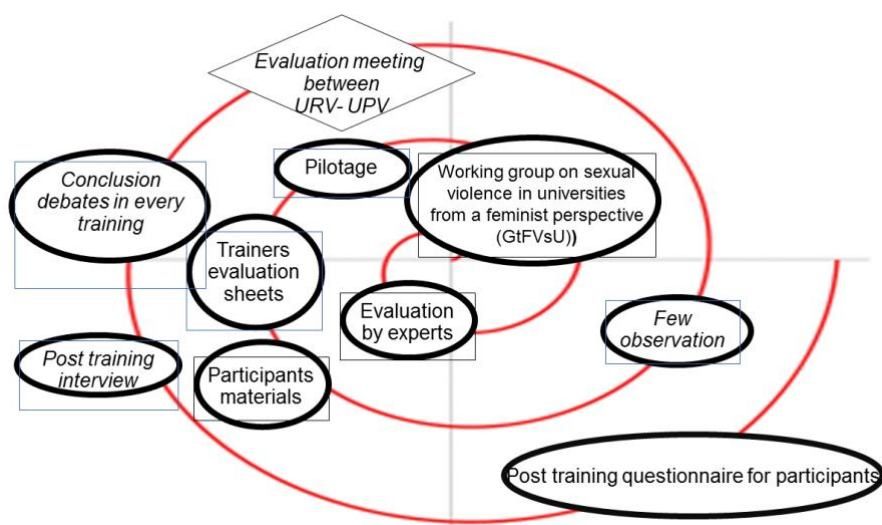
31 of the 97 trainees attended the extra 'training for trainers' session. Of this group, 18 were administrative and management staff (MAS), 11 teaching and research staff (TRS), and only 2 were students. This means that the 32% of those who participated in the training also now have the basic knowledge necessary to deliver the course.

Table 2. Repetitions of the course at partner universities

University	Date	Total
UAB	June, 27 and 28	12
UAB	September, 7 and 14	6
UAB	September, 7 and 12	7
UVIC	June, 19 and 22	11
UPF	October, 24	10
UAB	February, 12 and 15, 2018	4

4. Evaluation of the Catalan training courses

Graph. 2: Evaluation Model (*based on epistemological feminist principle*)



In general, across the whole set of training courses carried out, we found a high level of interest in the theme area. This was probably related to the fact that the participants attended voluntarily. Their level of interest was notable in the kind of questions they asked, how they listened and how attentive they were, and also in their body language. In fact, we were surprised at the consistency of attendance and punctuality, and that the participants stayed until the end of the sessions, even though they often finished between 10 and 20 minutes later than programmed due to the participants' desire to prolong the discussion. Similarly, all participants who attended the first session also came to the second session. Both of these facts would seem to indicate that the training awakened their interest in the topic. Consequently, in the evaluations, one of the suggestions for improving the training was the need for more time to explore certain areas in greater depth.

In fact, all of the participants gave the course a positive evaluation: 39% rated the course as 'excellent' and 53% as 'very good'. In terms of the evaluations of learnings, the results are also very positive: the majority of participants stated that they were 'satisfied' (48%) or 'very satisfied' (40%) with what they learnt.

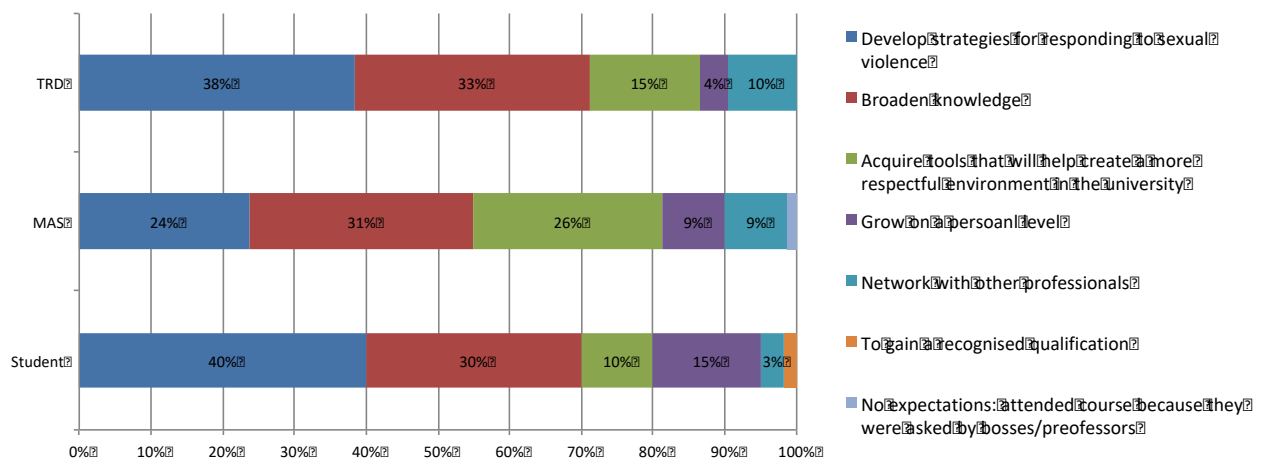
In general, the attitude of the participants to the proposals made in the training was very positive. The majority paid close attention to the trainers' indications and engaged enthusiastically.

According with the interview, their main motivation was a personal interest in the issue of sexual violence, gender-related violence or, in a more general sense, gender issues. In addition, they all wanted to learn how to respond to cases of sexual violence in the university, which as one participant, who was a member of the

Equality Commission of the Students' Union, said: *[before] I didn't have any idea [what to do]*. Students and MAS, on the other hand, wanted to improve their knowledge.

As the graph summarises, the majority of participants expected, for the most part, to develop response strategies for dealing with cases of sexual violence and/or to broaden their knowledge of the theme.

Graph. 3: Training expectation per categories (%)



In general participants were satisfied that their expectations were met, with some differences depending on their profile. For example, regarding the most common expectation, “To Develop strategies for responding to sexual violence”, TRS were the happiest, on a scale from 1 to 5 they rated that the course had fulfilled their expectations ‘a lot’ (4 out of 5), while MAS participants felt that their expectations were fulfilled to an ‘average’ degree (3 out of 5). On the other hand, with the second and third largest expectations, “To broaden knowledge”, and “To acquire tools that help create a more respectful environment in the university”, the results were reversed as MAS participants were more satisfied (4 out of 5) than TRS (3 out of 5).

On the other hand, student participants hoped to grow at a personal level, to broaden their knowledge and to develop strategies to respond to sexual violence. The students rated on average that they were very satisfied that their expectations had been met in all three dimensions.

We detect very few resistances regarding the feminist approach of the course but some resistance related to participants’ defence of university mechanisms for dealing with sexual violence. This seems largely to be associated with an

unwillingness to accept that it is necessary to set up and improve preventative measures. This posture was associated with some of the participants' positions in the university, which, on occasion, led them to feel the need to speak as representatives of the institution rather than from their own personal perspective.

The three element better valued were:

- 1) The trainers and the group dynamics were the aspects of the course that received the highest rating (average score over 4.5 out of 5). The trainers were highly rated on their enthusiasm and involvement and for their ability, while group dynamics refers to the atmosphere in the classroom and the relationship between the participants. In total, more than 90% of the participants rated these aspects of the course as good or excellent. Additionally, one of the elements of the course design that was most highly valued was the heterogeneous make up of the group (mix of students, teaching and administrative staff). For example, one of the administrative staff members commented that "this type of training should be done by everyone, teaching and administrative staff and students, and it's good that everyone does it together, as everyone has their own perspective, ways of doing things and their own issues." One of the students who participated (a member of the Student Council) felt that "the fact that there were students and lecturers together at the same level was a positive point as we shared many lived experiences from the perspective of two different generations."
- 2) In the evaluation questions focused on the pedagogic design, or methodology, more than 90% of participants responded that they *agreed* or *completely agreed* that the course had stimulated reflection and debate. 80% responded that the methodological approach had favoured the interiorization of the key themes and learning points. The trainers reported in their own evaluations that they thought that there was a good interiorization of the key concepts, giving it a rating of 4.2 out of 5. In the interviews many participants underlined how the activity that was focused on resolving cases was particularly good for the interiorization of theoretical content, as well as helping to show how they could make a first response to a case of SV in the future. It would also appear that they took on the feminist pedagogic proposal of starting from the self/ourselves as 80% of participants *agreed* or *completely agreed* that the course stimulated reflection based on their personal experiences.

- 3) The contents and clarity of the course objectives received ratings of 4.3 and 4.2 out of 5, respectively, with very little dispersion from the mean. The students were satisfied as they felt that the course provided resources and tools that would help them to identify and respond to cases of SV (almost 80%). The majority were also of the view that the course contents had been adapted to their needs and specific interests (73%).

5. The way forward

One of the strong points of the implementation of the project has been the creation of intra and interuniversity networks that have not only enriched the work but also permitted its continuity and diffusion with a view towards the future.

In URV, collaborations and synergies have been developed between people from different campuses and disciplines. Based on these newly developed relationships, it is our intention, in the not too distant future, to meet to discuss possible improvements to sexual violence policies in the university as well as to look at ways to get the training course included at a structural level in the university. Finally, it's important to say that in the project's final conference, which took place in Tarragona on the 1st of December 2017, we presented the results of the project to the university communities, and subsequently made the video of the presentation and related material available on the internet.

At an interuniversity level we have setup and coordinated the "Working Group on Sexual Violence in Universities from a Feminist Perspective (GtFVsU)", which includes the majority of the university staff responsible for the implementation of protocols and/or officers in the Equality Units.

Three other **key collaborations** during the USVreact project were:

- a. Within the framework of the network of excellence Gencopolis Gender, Citizenship and Politics, financed by the Ministry of the Economy, Industry and Competitively FEM2015-71218-REDT, we jointly organised a series of meetings to discuss and disseminate the USVreact project.
- b. Collaboration with the social cooperative initiative Institut Diversitas in the development of the "Guide for actions and recommendations for the implementation of Law 11/2014 in Catalan universities", which was commissioned by the Regional Government of Catalonia (document number BE-2016-3622).
- c. Collaboration between SIMReF (Interdisciplinary Seminar in Feminist research Methodology) and the Discourse Unit groups where we reflected on methodological research issues.

It is also pertinent to mention the enormous amount of materials that the project has produced (see the list of the main publications at the end of the report), which have been made available on-line to aid the diffusion of the research results.

5.1 Our partners

Autonomous University of Barcelona (UAB)

Various teaching and administrative staff from UAB participated in the training for trainers course. Following this they organised three training pilots, one each for students, teaching staff and administrative staff. The courses received very positive evaluations from the participants so it was subsequently agreed to provide further courses to teaching staff and administrative staff between January and March 2018.

University of Vic (Uvic-UCC)

Uvic-UCC participated in USVreact in the form of various actions that were carried out in 2017 and that are continuing in 2018, such as a repeat of the training courses on the 21st of March and 4th of April 2018.

The University of Pompeu Fabra (UPF)

UPF participated in the training for trainers for university personnel (administrative staff: one person per campus and faculty and other important units/centres) and also contributed to the dissemination of the project and the activities related to the public participation.

6. Conclusions and recommendations

The first learning of our research is that the problems of sexual violence in the Catalan university is still quite unknown and underestimated. Therefore, it is essential to carry out comprehensive studies in order to fully understand and recognise it and tackling its origins. That will allow to displace from a culture of concealing and not discussing sexual violence to one that gives visibility to the problem and the issues surrounding it. This first step should be followed by the assumption and maintenance of a clear public position in relation to sexual violence and harassment. In this sense it is needed the creation of sound structures to defend the rights of members of the university community that aren't subject to changes in the governing bodies of the university and its political interests. The assumption and commitment with the social responsibility of the academia for the cases of sexual violence within their community is, clearly, another must.

Understanding and facing the influence of power relation in the definition of sexual violence is also indispensable and in this optic sexual violence should be understood as a phenomenon that exists within the framework of gender-related violence and which includes sexual violence on the grounds of sexual orientation and gender expression. However, other structures of power and discrimination, including the specific one of the academic institution, need to be fully addressed in order not to dismiss the peculiarity that sexual violences, and its effects, may assume.

This is one of the main reason why is needed to listen the experiences of survivors and learn from them, especially when designing support mechanisms. In the same line, for the evaluation or resolution of sexual violence cases may be useful, when not directly necessary, the involvement of outsider experts. Also will be very useful to create a support network with other social and community services in order to provide comprehensive care in cases of sexual violence.

We also conclude that the protocols should be part of broader policies in which the university takes clear responsibility for the problem of sexual violence and provides the necessary resources (human, material and economic) for proper implementation. Tal y como detallamos en el artículo (Cagliero, Biglia, in prensa), It is needed a shift from an approach that focuses on control and punishment, areas where universities have little power, towards an approach that commits to tackling rape culture at its origins by focusing on PREVENTION and TRAINING, as well as supporting groups and collectives that work in this area. We should all work for create a social and university network to promote activities that subvert rape culture and an environment and approach that is respectful of the problems that the person is facing.

The training proposed was really successful and we believe that it created a space for reflection characterised by a broad perspective that contrasts to the reductionism that is habitually employed when discussing the phenomenon of sexual violence. We feel that most of the participants responded well to the proposals of the course and that there was a good take up of the ideas and information.

Although it's difficult to evaluate the interiorization of the discourse proposed by the course, we believe that one important indicator is the fact that the contributions of the participants acquired increasing complexity over the duration of the course. Additionally, at both the theoretical level and during practical activities the contradictions in their statements seemed to gradually reduce. Furthermore, in the post-course questionnaire, three out of every four participants gave a positive rating of how the course design facilitated the interiorization of the theme areas covered.

In practically all of the training sessions the participants highlighted the suitability of the pedagogic methodology, which requires considerable involvement by participants and encourages active learning. As the training was designed for small groups and gave priority to discussion and debate, many of the participants shared their own first or third-person experiences of sexual violence. This element of the course made it possible to share doubts, concerns and real needs, which we have linked to our theoretical proposal by grounding it in the participants' embodied experiences of the training.

Another element evaluated particularly positively, and that we therefore encourage to repeat, was the heterogeneity of the participants within the different collectives (teaching staff, management and administrative staff, and students). Nonetheless and the attitudes participants adopted when expressing opinions, and the power relation that can be developed need to be addressed. As trainers we consider it fundamental to highlight how that element influence participation and a trainer's effort have to be made in order to ensure that all voices are heard in order to dismantle such hierarchies during debates. In this sense, it is useful to use turns when speaking, and to explain at the outset that personal interventions may need to be limited to avoid the debate being monopolised.

Throughout the training, we found a few participants who questioned the feminist approach on which the training is based. If this happen we recommend the trainers to assume a position of respect and openness toward the views, doubts or reflections of the participants. In this sense, the trainer will not have to attempt to force any acceptance of the feminist approach, but rather proposed arguments to support its proposals, clarifying and explaining meaning, and so encouraged the participants to remain open-minded through debate instead of confrontation.

However, taking on the idea that gender is a social construction -meaning that what we believe to be a natural part of ourselves is probably far more influenced by cultural constructions than we think- requires a process of reflection that is difficult to complete in just 10 hours. Therefore we suggest that this kind of training should be related with a broader LLL strategy in witch participant can internalise and reflect on gender issues, gender related-violence and heteropatriarcal society.

Another important suggestion is to be able to adapt the course contents by selecting materials and case examples suitable to the profile and needs of each group of participants (e.g. students, administrative or teaching staff), which meant that to some degree each training session need to be customised to make the content more relevant and learning more significant.

7. Resources developed and publications

<http://usvreact.eu/>

During the project an interactive map was created which contains lists of useful services and organisations in the provinces where the training was carried out. Very soon this digital resource will be launched publically and will be available on-line at the following link: <http://u.osmfr.org/m/122665>

The training resources are available on-line at: <http://usvreact.eu/es/urv-material/>

Recent publications

Luxan Serrano, M.; Biglia, B.; Azpiaz Carballo, J. (Eds.) (2018). Violencias sexuales: una asignatura pendiente. Guía para afrontar las violencias sexuales en las universidades. Leioa, Tarragona: Servicio editorial UPV/EHU, Servicio editorial URV.

Luxan Serrano, M.; Azpiaz Carballo, J.; Biglia, B. (Eds.) (2018). Indarkeria Sexualak Unibertsitatean: aurre egiteko prestakuntza-gida. Leioa, Tarragona: Servicio editorial UPV/EHU, Servicio editorial URV.

Biglia, B. (2017) USVReact: abordaje feminista de las violencias sexuales en la universidad [USVReact: a feminist approach to sexual violence in universities]. Video of the presentation at the Intimate Seminar, Centro de Estudos Sociais, Universidade de Coimbra, Portugal.

Forthcoming publications

Biglia, B., Cagliero S. Assetjament en Guia d'accions i recomanacions per a la implementació en les universitats catalanes de la llei 11/2014 [Harrassment. In: Guidelines for actions and recommendations for implementing Law 11/2014 in Catalan Universities]. Barcelona: Generalitat de Catalunya. (The specific format of this guide is under revision for institutional reasons)

Biglia, B; Cagliero, S. Campus Security/Safety. The SAGE Encyclopedia of Higher Education.

Biglia, B; Toledo, P. Workplace Bullying. The SAGE Encyclopedia of Higher Education.

Submitted for evaluation

<http://usvreact.eu/>

Cagliero, S. y Biglia, B (2018) Detección, prevención y protección frente a las violencias sexuales: el estado del arte en las universidades públicas catalanas [Detection, prevention and protection: responses to sexual violence and the current situation and recent innovations in Catalan universities]. Revista Española de Ciencia Política.

Work in progress (provisional titles)

Biglia, B.; Jiménez-Pérez, E. Evaluation matters. In EU Daphne action research projects. Action Research.

Biglia B. Intersectionality at work? Methodological challenges for radical democratic projects. Revista Feminismos.

Biglia, B.; Cagliero S. A comparison of European universities sexual violence policies

Biglia, B. (2018) Respuestas formativas radicales para abordar un problema estructural y capilar [Radical educational responses to a structural and capillary problem]. Proceedings of the I Congreso Mujeres y Universidad sin cifras. La violencia invisible

Jiménez-Pérez, E.; Biglia, B. ¿El sueño imposible? Evaluando formaciones en violencias de género desde la perspectiva feminista [An impossible dream? Evaluating training on gender-related violence from a feminist perspective]

Jiménez-Pérez, E.; Biglia, B. Formando a la comunidad universitaria para hacer frente a las violencias sexuales. El caso del USVReact en Cataluña [Training a university community to deal with sexual violence: the case of USVReact in Catalunya]. Revista Pedagogía Social.

Cagliero, S., Biglia B., La legislación sobre las violencias de género y violencias LGTBIfóbicas en España: desde la legislación comunitaria hasta las políticas universidades [Spanish legislation on gender-related violence and LGTBIfobic violence: from regional legislation to university policies]

Saenz-Suarez, A.; Biglia, B. Aprendizajes e interiorización de la perspectiva de género sobre violencias sexuales en el USVReact: la opinión de las formadoras [Trainers opinions on the key learnings and interiorization of the gender perspective on sexual violence on the USVReact project]

<http://usvreact.eu/>

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