

TRAINING TO RESPOND TO SEXUAL VIOLENCE AT EUROPEAN UNIVERSITIES: Final Report of the USVreact Project

Extract from the Final Report of the
USVreact Project (Training models)

#USVreact
www.usvreact.eu

The content of this resource was up to date when published December 2017. Legal references and links to external sites may change with time and should be checked.

Brunel University London Press,
Kingston Lane,
Uxbridge, Middlesex
UB8 3PH

First published December 2017

CC Creative Commons license

Attribution-NonCommercial-ShareAlike 3.0 Unported
<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Report edited by

Pam Alldred, Brunel University London, UK
Alison Phipps, University of Sussex, UK



Co-funded by the Rights,
Equality and Citizenship
Programme of the European Union

Disclaimer:

This material has been produced with the financial support of the Rights, Equality and Citizenship Programme of the European Union. The contents of this material are the sole responsibility of its authors and can in no way be taken to reflect the views of the European Commission. USVreact project code: JUST/2014/RDAP/AG/VICT/7401

Here a list of the USVreact project partners who carried out training pilot sessions, research and provided the content for this report:

Project Coordinator:

Brunel University London, <http://www.brunel.ac.uk>

Project partners and contributors by country:

Greece

Panteion University of Social and Political Sciences (PUA), www.panteion.gr

Coordinator: Athina Athanasiou

Researchers: Alexandra Zavos

Assistant: Voula Touri

Trainers: Matina Papagiannopoulou, Kiki Petroulaki

Italy

Università di Torino (UNITO), www.cirsde.unito.it

Coordinator: Norma De Piccoli

Researchers: Mara Martini

Assistant: Federica Turco, Paola Deiana

Trainers: Renata Bonito, Arianna Enrichens, Mara Martini

Scientific Committee: Elena Bigotti, Roberta Bosisio, Mia Caielli, Joelle Long, Luca Rollè

Spain

Universitat Rovira i Virgili (URV), www.urv.cat

Coordinator: Barbara Biglia

Researchers: Sara Cagliero, Edurne Jimenez Pérez

Assistants: Carla Alsina Muro, Alba Sáenz Suárez, Ivana Soto León

Universidad del País Vasco / Euskal Herriko Unibertsitatea (UPV/EHU), www.ehu.es

Coordinator: Marta Luxán Serrano

Researchers: Jokin Azpiazu Carballo, Mila Amurrio Velez

Trainers: Jokin Azpiazu Carballo, Ainhoa Narbaiza Irizar

CEPS Projectes Socials, www.asceps.org

Coordinator: gigi guizzo

Director: Juan Pedregosa

Researcher: Eulàlia Gorga

UK

Brunel University London, www.brunel.ac.uk

Coordinator: Anne Chappell

Researchers: Charlotte Jones, Neil Levitan

University of York, www.york.ac.uk

Coordinator: Vanita Sundaram

Researchers: Mary Cobbett-Ondiek, Annis Stead

University of Sussex, www.sussex.ac.uk/

Coordinator: Alison Phipps

Researchers: Rachel O'Neill, Naaz Rashid, Gillian Love

Associate partners by country:

Italy

Politecnico di Torino, www.polito.it

Città di Torino – City of Turin, www.comune.torino.it

Latvia

Marta Resursu Centrs Sievietem, www.marta.lv

Serbia

Viktimološko društvo Srbije - Victimology Society of Serbia, <http://www.vds.rs/>

Spain

Universidad Pública de Navarra - Nafarroako Unibertsitate Publikoa, www.unavarra.es

Universitat Pompeu Fabra, www.upf.edu

Universitat de Vic, www.uvic.cat

Universitat Autònoma de Barcelona, www.uab.cat

Universitat de Barcelona- Observatori de la Igualtat, www.ub.edu

Mondragon Unibertsitatea, www.mondragon.edu

UK

University of Brighton, www.brighton.ac.uk

Keele University, <https://www.keele.ac.uk/>

Lancaster University, www.lancaster.ac.uk

Coordinator: Carolyn Jackson

University of the West of England <http://people.uwe.ac.uk>

Trinity Laban Conservatoire of Music and Dance, www.trinitylaban.ac.uk

University College of London, www.ucl.ac.uk

Supporting Disclosure in Different Contexts: The training programmes

A comprehensive description of each training programme is on the USVreact website at <http://usvreact.eu/resources/training-resources/>, and a fuller account of the context and evaluation of each is contained in their individual Partner Training Evaluation Reports (PTER) which are on the website. What follows is a brief overview of all seven training programmes and a summary of the content of each individual programme.

5:1 General Features

Partners piloted their training programmes between November 2016 and September 2017. Each partner institution (Brunel, Sussex, York, Panteion, UNITO, UPV/EHU, URV), and their Associate Partner (AP) institutions delivered a training programme for their trainees, which was then adjusted over the course of the project according to participant feedback. This means that the same training may have been piloted in two or more university settings. In some cases, a pre-training student survey (Sussex, Brunel), or pre-training questionnaire for staff (York), or even a small pilot training with gender activists (UPV/EHU) helped determine the content of the training and the optimal trainee cohort make-up, to meet the needs and capacities of the respective institutions. In Panteion's case, the training approach was decided after consultation with university administration, taking into consideration university cultures and policies, or lack thereof.

In terms of the mode of delivery, the original training proposal of two full-day or half-day sessions was delivered by four Partners (Brunel, UNITO, Panteion, UPV/EHU), at least initially, but other Partners needed to adjust more to fit their specific contexts. Most preferred to split the intervention across two half-day training sessions, though with some variations, such as two 5-hour sessions (URV) or two 3-hour sessions (York), or two 4-hour plenary sessions plus before and after small group sessions (UNITO). The University of Sussex programme differed: offering an in-depth 4-hour group session for 'frontline' staff such as student advisors, and a shorter 90-minute version for others.

In addition, certain partner institutions (York, URV, Brunel) delivered further in-depth training to a sub-section of trainees, identified as potential future trainers, multipliers or 'champions'. York tiered their training into a more theoretical (3 hour) part for all, and a more practical (3 hour) part for senior managers expected to cascade training to their staff. URV extended the initial training with an extra (5 hour) session for 'training trainers'. At Sussex, a special session was delivered to eight Heads of Schools, with an additional focus on supporting their staff who might receive disclosures.

These variations in training format reflect different institutional requirements and/or limitations, as well as cultural contexts. For instance, the UK context has shifted rapidly since the beginning of our project, and

all universities are now recommended to train staff on how to support student survivors (UUK 2016). This may have been a factor in the take-up of training in the UK institutions. For further information on each Partner's context and training design, please see the discussion of their contexts in their individual Partner Training Evaluation Reports (PTER).

At time of writing, the number of trainees per Partner ranged from 80 (the number required by the USVSV Project funded commitment) to 172, depending on whether training was delivered in a single institution (Brunel, Sussex, York, Panteion), or in collaboration with Associate Partner (AP) institutions (UNITO, URV, UPV/EHU). All Partners have Associate Partners but are working in different ways with them, and for some, take up has been slower or roll out later. Where the AP was located close to the Partner and attended the same training the intervention there happened sooner.

The universities engaged different trainee groups, although all included administrative and teaching staff, as well as counsellors, and, in some cases mentors and personal tutors. Each training course has been piloted at one or more institution, and each institution can be seen as a case study, where the varying language of the case studies indicates the different ways in which the issue was framed (sexual violence or sexual harassment or both) and the variation in staff roles and responsibilities. These reveal a difference in the degree to which student welfare is of concern and is viewed as a university responsibility. In general, universities in Greece, and Spain are subject to fewer expectations that they meet welfare needs than universities in the UK, although equality monitoring bodies at universities recognise the relevance of sexual harassment and violence to their work. Some Partners (URV, Panteion, UNITO) delivered training to students because this made sense in their specific context: this went beyond their commitment to the project.

Currently (19 months into our 24-month project), the total number of trainees is 718, of whom 503 are administrative staff (including senior managers, security, advice and support, and others), 107 are teaching staff, 39 are other categories (including mentors, residence staff, etc.), and 70 are students.

5:2 Shared Principles

All partners drew on the *International Best Practice Review* (September 2016), conducted in the first quarter of the project by Rachel O'Neill and Alison Phipps, which examined the current provision of first response training at universities in Europe and beyond <http://usvreact.eu/resources/reports/>.

The theoretical principles underpinning the training developed by Partner teams were very similar, probably due to the fact that the project team consisted of feminist academics with activist connections and a commitment to intersectional feminism and broad social justice, partly linked through previous collaborations. Although our project was more explicitly focused on sexual violence, we began from the approach to gender violence taken in the earlier GAP Work Project (<http://sites.brunel.ac.uk/gap>), in which gender-related violence (GRV) was defined as 'sexist, sexualizing or norm-driven bullying, harassment or violence, whoever is targeted' (Alldred et al 2014). This approach problematises the gender order as a whole, rather than focusing only upon violence experienced by women and girls (Alldred 2014). The implication of a GRV rather than a gender based violence (GBV) approach in the Gap Work Project was that Partners shared a commitment to recognising the potential for men, boys and people of other genders to also be victims of sexual violence or harassment, and indeed to recognise the prevalence of victimisation of those deemed gender non conforming.

In line with this, all Partners in our project defined sexual violence broadly, as a form of control over women

and others who are not sexually and/or gender normative (see Universitata Rovira i Virgili PTER), or any form of violence, both physical and/or psychological, with a sexual component (see UNITO PTER). Shared principles included the norms, stereotypes, cultural values and processes (at societal and organizational level) that make sexual harassment and violence (SHV) possible, justify sexism and misogyny and normalize some types of abuse (see Brunel PTER). Feminist research and service provision principles were drawn on to develop the content: for instance, around everyday sexism, sexual objectification, and normalization of sexually aggressive behaviour. Moreover, all teams highlighted the need to tackle social and institutional cultures around sexual violence and referred to skills and knowledge required both to change an organizational climate, in order to create organisations that are respectful of differences, and to respond to a disclosure. In other words, the focus was on a collective accountability in reacting to (and solving) SHV.

Most Partners drew on a sociological perspective, although one (UNITO) took a primarily psychological approach. All Partners embraced a pedagogic/educational approach that sought understanding of the issue by trainees, not only the adoption of certain skills in superficial or procedure-based ways. Brunel in particular emphasised education rather training, and called it a programme not a training course. Some Partners (University of Turin, Universitat Rovira i Virgili; Panteion University) had an emphasis on the law, exploring both European and national law concerning sexual violence, discrimination and harassment, with a specific focus on university contexts.

Though many of the underlying feminist and training practice principles were common, there were also subtle differences between Partners, most notably between universities in the UK and those elsewhere. Universities in Athens, Turin, the Basque Country and Catalunya emphasised the relevance of collective responsibility (Catalunya and the Basque Country, Turin); analyzed how to react to sexual and gender violence (Athens); and explored issues around sensitizing bystanders (Turin). Partners in the UK, on the other hand, emphasized individual and/or relational aspects more, such as empathy, care pathways, trauma (Sussex, Brunel), active listening (York, Brunel), in addition to focusing on changing social and institutional cultures around sexual violence (Brunel).

The learning objectives were commonly versions of the following amalgam:

- ◇ Raising awareness of different forms of SHV and sensitizing trainees to the process of justifying and silencing, in order to be able to identify SHV;
- ◇ Improving skills to react to SHV (slight differences among Partners regarding actions advised);
- ◇ Improving sensitivity about obstacles to disclosure and awareness of the most appropriate way to support in cases of sexual harassment or assault;
- ◇ Increasing knowledge about university or national policies, legal rights, and services at national and local level.

Almost all Partners scheduled their programmes in blocks to deliver their learning objectives, focusing first on definitions and the identification of sexual violence, then on challenging the culture that allows gender related and sexual violence, then on supporting disclosures, then introducing resources inside and outside the university.

Sessions involved small groups of trainees (from 6 to 20), and all Partners used interactive exercises such as vignettes, testimonies, video, role-plays, case studies, and body awareness activities (including breathing awareness, centring or body work).

Trainers and supervision

Trainers for the programmes were usually external to the universities, and had expertise in gender studies and in dealing with sexual violence in particular. For instance, the Sussex trainer was drawn from local Rape Crisis centre Survivors' Network, and York worked with local Independent Domestic Violence Advisers (ID-VAs) on the development of their programme. Trainers for the other Partners were generally sociologists, psychologists, lawyers, political and management scientists, with gender expertise. Although the original project bid had stated that trainers would be internal to the institution in order to embed the training programmes more effectively, this proved difficult to achieve due to capacity issues, even at universities with considerable staff training/development departments. A positive effect of this was the recognition of expertise in survivor and women's services, but there are potential challenges related to future roll-out and sustainability of the training models. Some partners delivered train-the-trainer sessions to mitigate these challenges, and one (Sussex) has set up an ongoing relationship with the local survivor service to ensure future provision of training.

When planning training programmes, the support of local expert advisors was drawn upon, regarding the content of the programme and sometimes in a supervisory role. Most advisors had expertise in gender, sexual violence, and in supporting survivors of gender violence, and in some cases, LGBT issues. For Brunel and Sussex Universities, the expert advisors had close links with students, and students were included on the Steering Group (Brunel).

Participants and Recruitment strategy

In order to reach as wide a university population as possible, almost all partners offered training to all staff whether in teaching or administrative roles. Some (Panteion, UNITO) offered training to students, although the funding did not cover this.

Training was sometimes targeted at staff with specific responsibilities for pastoral support of students (e.g. staff in Student Services or personal tutors). Where students participated, they were in representative roles or particularly visible among the student population, or users of a particular university site/building. These students could, indeed, be first responders for other students and offer important practical information to others more widely in the university. Training groups were mixed in terms of role and gender. In all cases attendance was voluntary, but for staff in some roles, it was strongly recommended by their line managers.

There were two main trainee recruitment approaches:

1. Official recruitment by central administration - the university central training office contacted staff and faculty by email or other channels (University of Turin, University of Sussex, University of Basque Country). Alternatively, several Departments and/or units were invited to involve their staff and tutors (Panteion University, Brunel University).
2. Informal recruitment - the project and the training programme were promoted extensively (flyers, posters, project website, social websites), by individual emailing, by informal channels, and by personal contacts. In some cases (Universitat Rovira I Virgili) this was the only approach to recruitment, as the University management approved the training but did not support it practically. Elsewhere, both approaches were used.

No specific incentive to participate was offered at Brunel and Sussex Universities, as motivation was pre-

sumed to be intrinsic. In other cases (University of Basque Country, Universitat Rovira I Virgili, University of Turin, Panteion University) trainees received a certificate for participation that, in some contexts, could be counted as a training credit recognised by a central training office (for instance, in Spain certification is linked to accessing paid work).

Associate Partners (AP)

The project design was for APs to roll out the programme designed by their link Partner, making any adjustments required to fit to their context (e.g. support services, referrals procedure) and so to offer a second case study piloting that programme. Unsurprisingly, most APs offered programmes similar to their Partner's, but there were a couple of exceptions. For example, Brighton University (working with Sussex) offered the 90-minute group training sessions, but no in-depth follow-ups due to capacity issues. However, Brighton University is currently working to embed the training in future within their equality and diversity provision.

5.3 Contextual differences

Differences in training programmes between Partners in the project reflect divergent contextual or background factors. We continue to discuss the contribution of both cultural (and subcultural) and institutional differences within the team. Differences between institutions relate to structural, cultural and circumstantial parameters, such as the size of institutions, existing staff training policies and practice, prominence of the sexual violence agenda nationally and at universities, and the degree of concern over student welfare and to which universities provide welfare services. Welfare teams in universities ranged from a staff of 50-60 at the UK Partners to no such staff at universities in Greece. In Spain and Italy, university buildings are spread across cities and in Spain students might be supported via Trades Unions but not specifically Students' Unions. These factors shape trainee willingness and/or incentives to participate, prior awareness of the issue, availability and opportunity. It has to be noted that under conditions of increasing output pressure across universities in Europe, student welfare has to be valued highly enough by managers for staff to prioritise training on it and to free up time.

In the UK, some universities are campuses that are like 'towns within towns', in which sexual harassment and/or violence (SHV) is a significant and acknowledged problem. Here training was focused on improving the knowledge and skills of helping behaviour, and finding services to support those experiencing SHV. In other places in the UK, universities are structurally connected with the services and institutions of the city, and in these cases SHV is not only a campus issue, but involves students, staff and the wider community in their relations with the University and the town. Elsewhere in Europe, training focused more upon creating 'SV-free' environments and raising awareness/increasing sensitivity to SHV, or resisting and combating SHV (Athens), developing participants' confidence to act in situations where they are asked for help in cases of sexual harassment or assault (Catalunya), collective strategies to increase awareness and accountability (Basque Country), and developing a culture of respect in which all the community is seen as responsible for shaping the environment and identifying all forms of abuse (Turin).

Contexts also diverged in terms of different degrees of legal and social responsibility. UK universities are increasingly adopting a protectionist discourse around safeguarding (as in schools). This in turn relates to a more litigious framing of issues and universities are concerned to protect their reputation at all costs (Phipps 2017). The consequence is that in UK Universities SHV is a strongly recognised phenomenon, with

Students' Unions working either jointly with universities or separately, while for other countries neither a physical campus or a physical Students' Union exists.

Some Partners reflected on the differences between northern and southern European patriarchal cultures regarding the dominance of male breadwinner ideals, of sexist courtship expectations and other sexual double standards. Other cultural differences also applied. Sexism, heterosexism, lesbo/bi/homophobia and transphobia and sexual double standards were viewed as a problem by researchers in each location, but it is possible that the degree to which gendered stereotypes, behaviours and identities dominate, and the precise norms these create in the family, workplace, and social relations, differ.

5:4 An Outline of the Training Programmes

5:4:1 Brunel University London, UK

Title: Supporting Students - USVSV First Responder Programme

Trainees	Trainers	Associate partners
60 staff from university, Student Union and Brunel USV Steering group (to date)	Two psychotherapist co-trainers for the first few cohorts; one DVA expert and counsellor for the later ones. Later cohorts trained by 'champions' from the earlier cohorts.	Four associate partners in England: (training actions underway) <ul style="list-style-type: none"> • Keele University - 7 trainees (3 admin, 4 other) • Trinity Laban Conservatoire of Music and Dance - 10 trainees (4 admin, 6 other) • UCL • Cardiff Metropolitan University

Aim: To educate on sexual harassment and violence, including rape myths and response patterns, to train on practical responses, and to prepare champions across departments to cascade to colleagues.

Background: well-resourced student welfare and staff training units (though undergoing cuts and restructuring); strong support for project from the Students' Union; Universities UK recommendations issued in Oct 2016.

Learning outcomes:

By the end of the training, participants will be able to:

- ◇ Understand their role as a first responder to disclosure;
- ◇ Define sexual violence and understand the complexity of it;
- ◇ Recognise the different types of disclosure and the contexts for these;

- ◇ Respond to a disclosure in an appropriate way to ensure that the student feels supported at the point of disclosure;
- ◇ Make the student aware of the support available to them in the short, medium and longer term;
- ◇ Support the student in the decision-making process at the point of disclosure for accessing support;
- ◇ Initiate an appropriate care pathway to ensure that support is available to the student in the short, medium and longer term.

Content:

Day 1:	Day 2:
<ul style="list-style-type: none"> ◇ Explain the first responder role; ◇ Identify who might be a first responder and when; ◇ Define sexual violence; ◇ Understand existing perceptions of sexual violence; ◇ Understand disclosure; ◇ Respond to the disclosures from different people; ◇ Evaluate 'dos and don'ts' in response to disclosure. 	<ul style="list-style-type: none"> ◇ Skills required by the first responder; ◇ Support services available to the student; ◇ Respond effectively to disclosure signposting the student to the most appropriate services; ◇ Understand the potential impact on the first responder of hearing a disclosure; ◇ Describe the support available to a first responder and the importance of this.

5:3:2 University of the Basque Country, Spain (UPV/EHU)

Title: Sexual Violence in Universities: Prevention, Accompaniment and Transformation

Trainees	Trainers	Associate partners
40 staff to date from: library, admin, concierges/buildings staff and other services; teachers with tutor roles, academic counsellors	Two co-trainers: sociologists with research experience in equality, gender, sexualities and gender-related violence.	Mondragon University (20 staff) Public University of Navarre (20 staff)

Aims: To increase awareness and help identify and understand different forms of sexual violence in the current context.

To give practical tools for reflecting and acting responsibly in both preventing and responding to the issue.

Background: The course was open to any member of university staff and delivered in small groups to allow the use of reflective and participatory methodologies. At the two AP institutions, the course was delivered to teaching staff who had direct contact with students.

Content:

Session 1	Session 2
<p>(A): how do different forms of sexual violence manifest in university settings?</p> <ul style="list-style-type: none">◇ Fictional cases used to discuss how we perceive and identify sexual violence: different levels of intensity, different expressions, different people at which it is aimed, diverse actors involved.◇ Groups share to analyse together how power operates in cases of sexual violence. <p>(B): understanding, framing and defining sexual violence</p> <ul style="list-style-type: none">◇ Analysis of structural elements involved in SV and the interaction between them. Concepts such as intersectionality, gender, sexual identity and gender expression introduced accessibly and using cases and debates from 1A.◇ Different definitions of SV from policy, law or regulatory documents in universities analysed regarding how definitions of SV impact on what we do to tackle it.	<p>(A): how do we react? Perceiving, listening, caring, accompanying and evaluating.</p> <ul style="list-style-type: none">◇ Theatre-forum techniques used to explore how we react to SV disclosures in university settings in particular, and how university structures shape our reactions.◇ Active listening exercises used to reflect how we listen to and interact with survivors and understand how power relations are involved in processes of disclosure and help.◇ Presentation on main elements of both exercises with feminist experts' advice on listening to survivors, accompanying them without being paternalist, and promoting empowerment and social change. <p>(B): understanding, framing and defining sexual violence</p> <ul style="list-style-type: none">◇ Real cases used as a starting point to analyse the potentialities, fragilities and needs in SV cases: how would our university react if this happened here? How to improve this response?◇ Specific ideas for response strategies gathered, including individual and institutional measures.◇ Resources, within the university and in the local area.

5:3:3 Panteion University, Greece

Title: Addressing Sexual Violence and Harassment at University

Trainees	Trainers	Associate partners
50 staff to date from each of the university's 9 departments, the university sports centre and the university career office. 60 students from nine departments. Each training cohort comprised 12-14 participants, and included members of staff and students.	Two senior trainers (one for each half of the programme): a sociologist who researches gender and sexual violence; and a clinical psychologist with expertise in gender and intimate partner violence.	Athens University

Aims:

- ◇ To sensitise trainees to the issue of sexual violence and/or harassment, at university and more broadly.
- ◇ To sensitise trainees to the processes justifying or silencing sexual violence.
- ◇ To sensitise trainees to issues of shame and self-incrimination regarding sexual violence.
- ◇ To sensitise trainees to sexual violence as an aspect of gendered power relations and inequalities.
- ◇ To sensitise trainees to ways of resisting and combating sexual violence.
- ◇ To inform trainees about legal rights and services in Greece, beyond the university (there are none offered at university level).

Background:

There is no staff development provision and no training is required or offered to staff after appointment. Both Panteion U and its Associate Partner (Athens U) have women Vice Chancellors, supportive of the project. The sessions took place at the Centre for Gender Studies, Department of Social Policy (<http://www.genderstudies-panteion.gr/en/>).

Content:

Training sessions introduced the issue of sexual violence at university, and gender violence more broadly, and included discussion of theoretical and policy frameworks and practical exercises. It therefore comprised an informational, theoretical and experiential component.

THEORETICAL COMPONENT: introduced definitions and aspects of sexual violence as well as any research conducted in Greece. These were discussed in terms of gender relations, gender inequality and gender stereotypes, all of which impact on how female and male students and staff may interact and relate to each other, either reproducing or challenging gender and sexual norms that can, on occasion, lead to sexual harassment and violence.

EXPERIENTIAL COMPONENT: invited trainees to reflect on their own experiences around sexual and gender violence, or knowledge thereof, and their reactions to such experiences.

INFORMATION COMPONENT: presented Greek legislation concerning sexual harassment and violence at the workplace, since the university is considered firstly, a workplace. At the end, trainees were invited to suggest further actions or initiatives they would like to see taking place at Panteion U, to address the issue of sexual harassment and/or violence.

A. Session 1 (4 hours) Trainer Matina Papagiannopoulou	B. Session 2 (4 hours) Trainer Kiki Petroulaki
<p>I. Introduction Perceptions of gender stereotypes and discrimination (in pairs)</p>	<p>Introduction Thoughts or reflections since session 1 (two weeks ago) (including any new expectations of the session).</p>
<p>II. Training contract: Ground rules</p>	<p>Training contract Important group rules: a) participants decide what, if any, personal information they would like to disclose in the group b) participants reminded that they can leave the room for a short time without requesting permission if they want to in order to take care of themselves.</p>
<p>III. Gender equality: Concepts and definitions (lecture and small group work) Historical outline, key persons, dates, approaches and statements (uses a comic strip).</p>	<p>Basic characteristics and the extent of women’s exposure to: a) Sexual harassment b) Sexual abuse.</p>
<p>IV. Violence against women: Policies, forms of violence (lecture and small group work).</p>	<p>The extent of the problem in Greece: Information from 2014 FRA Report.</p>
<p>V. Sexual harassment: ‘Breaking the silence’ (lecture and small group work, use of comic strip). Definitions, examples, policies. Perpetrators and victims. Gender and sexual harassment. Impact of sexual harassment. Empirical data (FRA Report 2014, Greek Ombudsman Report 2012). National policies and services on sexual harassment.</p>	<p>Interactive exercises a) Myths and reality (exercise 4.1.7. GEAR against IPV) b) Persons and things (exercise 3.4 GEAR against IPV) c) Intervention strategies (exercise 4.2.1.GEAR against IPV) d) How can I help in cases of disclosure: Do’s and don’ts and Services (GSGE Manual).</p>

5:3:4 Sussex University, UK

Title: Sexual Violence Disclosure Training

Trainees	Trainers	Associate partners
120 staff across the University: academics, student support, residential advisers, student life centre staff, security staff	Two co-trainers: an expert in training to statutory and non-statutory organisations on dealing with disclosures of sexual violence and a local Rape Crisis Centre volunteer with expertise in sexual violence (who had recently also delivered 'Good Night Out campaign' training).	Brighton University. Two 90 minute sessions were mainly attended by 40 (mostly academic and administrative support) staff.

Design:

Two separate courses were designed for staff, to address the differing extent and kind of contact with students. These were stand-alone sessions, although it would have been possible to attend the shorter and then the longer as part of a more intensive training process. 'Legacy' materials were developed in the form of a webinar and a website, and a flyer with basic referral information to be circulated to all staff in the university, to ensure breadth and continuity of impact.

The content was trauma centred and focused on developing empathy and reflexivity to encourage a more open culture at the university. One of the guiding principles was that the more creative and memorable the training was, the more effective it would be. Both were conducted in an interactive seminar space rather than a lecture theatre, and attendance was voluntary but encouraged for those in particular roles.

90 minute session	4 hour workshop	1 hour	90 minute
attendance	attendance	attendance	online
Attended by academic and administrative support staff.	Attended by staff working in the Student Life Centre, Residential Advisers and senior Security staff.	Attended by Heads of School.	To be rolled out to the whole university community

90 minute session	4 hour workshop	1 hour	90 minute
Covering basic listening and referral skills, targeted at student-facing but non-frontline staff such as faculty, library workers and general professional services workers.	Covering support and trauma in more depth, targeted at frontline staff such as counsellors, residential advisors and student advisors.	How to support staff who receive disclosures	Covering basic listening and referral skills, targeted at student-facing but non-frontline staff such as faculty, library workers and general professional services workers.
Max 20 trainees per group	Max 12 trainees per group		No maximum
71 attended	33 attended	8 attended	TBC

Background: Like the other UK Partners, the 2016 Universities UK recommendations apply, but in addition, Sussex has been prominent in tackling the issue. Following Alison Phipps' research with the National Union of Students, Sussex developed the first care pathway for supporting survivors; it has a diverse and politicised student body that established a campaign Students Against Sexual Harassment; and after media attention in 2016 over DVA in a staff-student relationship, the new Vice-Chancellor commissioned an independent review of policy and procedure.

Key Messages

- ◇ Sexual violence is an **umbrella term** which refers to any (contact or non-contact) activity of a sexual nature that is unwanted
- ◇ Sexual violence is a crime of **power and control** where 'violence' refers to violation (including verbal as well as physical harassment) as well as physical force
- ◇ Sexual violence can happen to anyone, but is a **gendered** phenomenon and also reflects other **intersecting inequalities** such as race, class and sexual orientation
- ◇ Sexual violence is part of a **continuum**: one act rarely occurs in isolation
- ◇ Sexual violence is part of a wider **university context** involving issues such as lad culture and neoliberal/managerialist rationalities
- ◇ It is also part of a **social context** characterised by gendered and intersecting inequalities and related attitudes
- ◇ There is a relationship between sexual violence and other forms of **hate crime** such as racism, homophobia and transphobia
- ◇ **Rape myths** play a key role in preventing disclosure, and must be counteracted
- ◇ Trauma has **varying effects**: there is no one 'typical' response
- ◇ When dealing with survivors, we must be sensitive to **cultural differences**
- ◇ **Empathy** is key: our response must be centred on the survivor
- ◇ It is important to create a **safe space** (physically and emotionally) for the survivor and allow them time to share

- ◇ **Empowerment** is also crucial: survivors are the experts on their own experiences and situations, and must not have choices taken away from them
- ◇ It is imperative to **know and signpost** survivors to the most appropriate support services whether on campus or off as appropriate
- ◇ It is also important to consider **self-care** and maintaining boundaries, particularly for staff who do not take disclosures as a principal part of their role.

5:3:5 University of Turin, Italy (UNITO)

Title: Universities Supporting Victims of Sexual Violence: Training for Sustainable Services ('UNIVERSITÀ A SUPPORTO DELLE VITTIME DI VIOLENZA SESSUALE: Un percorso di formazione per servizi sostenibili nel tempo')

Trainees	Trainers	Associate partners
80 staff: administrative staff from all departments and central offices; teachers from each department; representatives of students from several departments; staff in University residences.	Three trainers: an occupational psychologist researching gender and gender violence and two lawyers with expertise on gender violence.	POLITO Politecnico of Turin: staff from each department, and all Guarantee Committee staff (60-70 total).

Content:

Recognizing sexual violence
 Definition of sexual violence
 Identification of different forms of sexual violence
 The specificity of harassment at work and in university
 Tackling and preventing sexual violence
 How to manage disclosures
 How to intervene and to support intervention
 How to develop a culture to tackle sexual violence

Learning outcomes:

By the end of the training, participants will be able to:

Identify different forms of sexual violence and harassment at work and in university.
 Understand how to manage disclosures of sexual violence.
 Describe how to intervene and support interventions.
 Reflect on how to develop a culture that prevents sexual violence.

Design:

two 4-hour larger plenary sessions, before and after small group sessions.

In the sessions some theoretical information was provided, mainly legal, and then real cases at Italian universities were discussed. Photos and film extracts were used to show the pervasiveness of gender stereotypes. These highlighted the necessity of organizational change and whole community responsibility.

Initial plenary session	4h	All participants from Partner and AP university	A one off event
Group session day 1	4h	10-15 participants each (Mixed group: staff, teachers, representatives of students, workers in university residences)	8 groups in partner university + 5 groups at the AP
Group session day 2	4h	10-15 participants each (Mixed group: staff, teachers, representatives of students, workers in university residences)	8 groups in Partner university + 5 groups at the AP
Final plenary session	4h	All participants of partner and associated partner university	A one off event

Day 1: Understanding and recognizing sexual violence	Day 2: Supporting victims and preventing sexual violence
<ul style="list-style-type: none"> ◇ Defining gender and sexual based violence ◇ Identifying different forms of sexual violence ◇ Recognizing stereotypes concerning sexual violence ◇ Understanding how stereotypes can allow sexual violence ◇ Knowing legal definitions of sexual violence and harassment at work ◇ Understanding legal consequences of sexual violence 	<ul style="list-style-type: none"> ◇ Discussion of UNITO Behaviour code and Ethic code regarding sexual harassment. ◇ Managing disclosures: The Confidential Counsellor and the Guarantee Committee. ◇ Reflection on real cases of sexual harassment at University. ◇ Understanding the three levels of prevention of sexual violence. ◇ Understanding how to act as first responder in case of disclosures. ◇ Understanding the importance of bystander intervention and how to support bystander intervention. ◇ Reflecting upon the importance of a 'preventive culture'.

Context: urban university, with buildings scattered across the city, so training was building/location-based. Strong psychological and legal framing due to key staff expertise.

5:3:6 Universitat Rovira I Virgili (URV), Spain

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

Trainees	Trainers	Associate partners
80 participants: In cohorts of 6-15 participants Trainees were four care advocates responsible for University policy on possible assault; managers of university administrative units; management, administrative, teaching and research staff; students from URV Tarragona, Tortosa and Comarruga campuses.	Three: a psychologist specialising in gender-related violence and group dynamics; a psychologist and therapist with experience of intra-familiar and gender-related violence; and a political scientist studying gender-related violence. Two co-trainers for the first few cohorts, one for the later ones.	Further piloting at Associate Partners (?20 staff). UAB UPF U Vic

Design:

The overall idea of the training was to understand how culture creates the conditions for sexual violence (SV). The model was based on the concept of affirmative consent, i.e. that a clear expression of interest and sexual desire must be explicitly communicated if a sexual relationship is to be understood as consensual. The full programme is at <http://usvreact.eu/ca/cursos-usvreact-urv/>

Mode:

Participatory methods beginning with individual work, then group work, then discussion and then input by the trainer using slides. Used self reflection to build on the personal experience of participants, especially around stereotypes of 'victims' and 'aggressors'.

Learning outcomes:

1. To understand the complex phenomenon of sexual violence

- ◇ To understand, within the framework of gender-related violence and power relations, the different forms of SV.
- ◇ To acquire knowledge of the effects of rape culture and of the necessity for consent based sexual relationships.

2. To improve recognition of cases of sexual violence in universities

- ◇ To know how to identify types of possible SV, including less obvious types.
- ◇ To reflect on the influence of intersectionality.
- ◇ To understand the importance of collective responsibility and the roles of the different agents in response strategies.
- ◇ To be familiar with relevant state and regional legislation (Legislative Act 1/2004, Act 5/2008 and 11/2014).

3. To learn basic first response skills for sexual violence situations

- ◇ To develop participants' confidence to act in situations where they are asked for help in cases of sexual harassment or assault.
- ◇ To help participants to develop skills in listening to, caring for and accompanying survivors that support a respectful response.
- ◇ To understand the difficulties and limitations of accompanying people who have experienced sexual harassment or assault and the need to refer to specialist professional services.

4. To design strategies to confront sexual violence in university life

- ◇ To understand relevant university policies and generate collective strategies to improve their use.
- ◇ To be aware of university and community resources for first response to cases of sexual violence and/or making referrals.
- ◇ To develop a network of people in the university who are aware of and sensitive to the dynamics of sexual violence.

Content:

Day 1 (5 hours)	Day 2 (5 hours)	Train the trainer
Body work activity (start) Problem solving Case studies Theatricalization Theoretical and practical reflections are presented to the group	Body work activity (start or end of session) Problem solving Case studies Theatricalization Theoretical and practical reflections are presented to the group	A further 5 hours

5:3:7 York University, UK

Title: USVReact: Training staff to respond to disclosures of sexual violence

Trainees	Trainers	Associate partners
80-90 staff: senior managers; staff from Colleges, Health, Safety and Security, Advice and Support Centre, York Students' Union.	Four trainers: two counsellors from university counselling service with experience in providing emotional support; two researchers working on gender and sexual violence.	Lancaster University: 80 by the end of November

Background: Strong support from the Student Union; Universities UK recommendations issued in Oct 2016.

Learning outcomes:

- ◇ To define sexual violence and understand its complexity.
- ◇ To relate sexual violence to cultural norms and gender inequality and understand why some students may be particularly vulnerable.
- ◇ To develop the skills to respond to a disclosure in an appropriate way and ensure that students feel supported at the point of disclosure.
- ◇ To have sufficient knowledge about care pathways and referral options to provide the student with options to seek further help if they wish.
- ◇ To be able to maintain boundaries and look after own emotional well-being when handling a disclosure.

Content

Part one: Understanding sexual violence (9:00-12:00)	Part two: Handling disclosures and supporting survivors (13:00-15:00)
<ul style="list-style-type: none">◇ An introduction to the purpose of the training and the wider research project.◇ To learn about the prevalence of sexual violence in HE and connections to laddism.◇ To understand the multiple forms of violence and legal definitions.◇ To understand and interrogate common myths about violence and the impact they have.◇ To understand how sexual violence affects the lives of survivors.◇ To explore the multiple barriers faced in disclosing sexual violence.◇ To provide opportunity to ask any questions and reflect on the session.	<ul style="list-style-type: none">◇ To start thinking about disclosures and the circumstances in which disclosures may occur.◇ To learn about and practice active listening skills.◇ To understand the different kinds of support available, within and outside the university.◇ To learn about the practical things to do and not do when responding to a sexual violence disclosure and reflect on how to respond to different situations.◇ To think about self-care and the maintenance of appropriate boundaries as first responder.◇ To reflect on what has been learnt and ask any final questions.

Project website:
www.usvreact.eu

Contact:

Pam Alldred, Pam.Alldred@brunel.ac.uk
Alison Phipps, A.E.Phipps@sussex.ac.uk