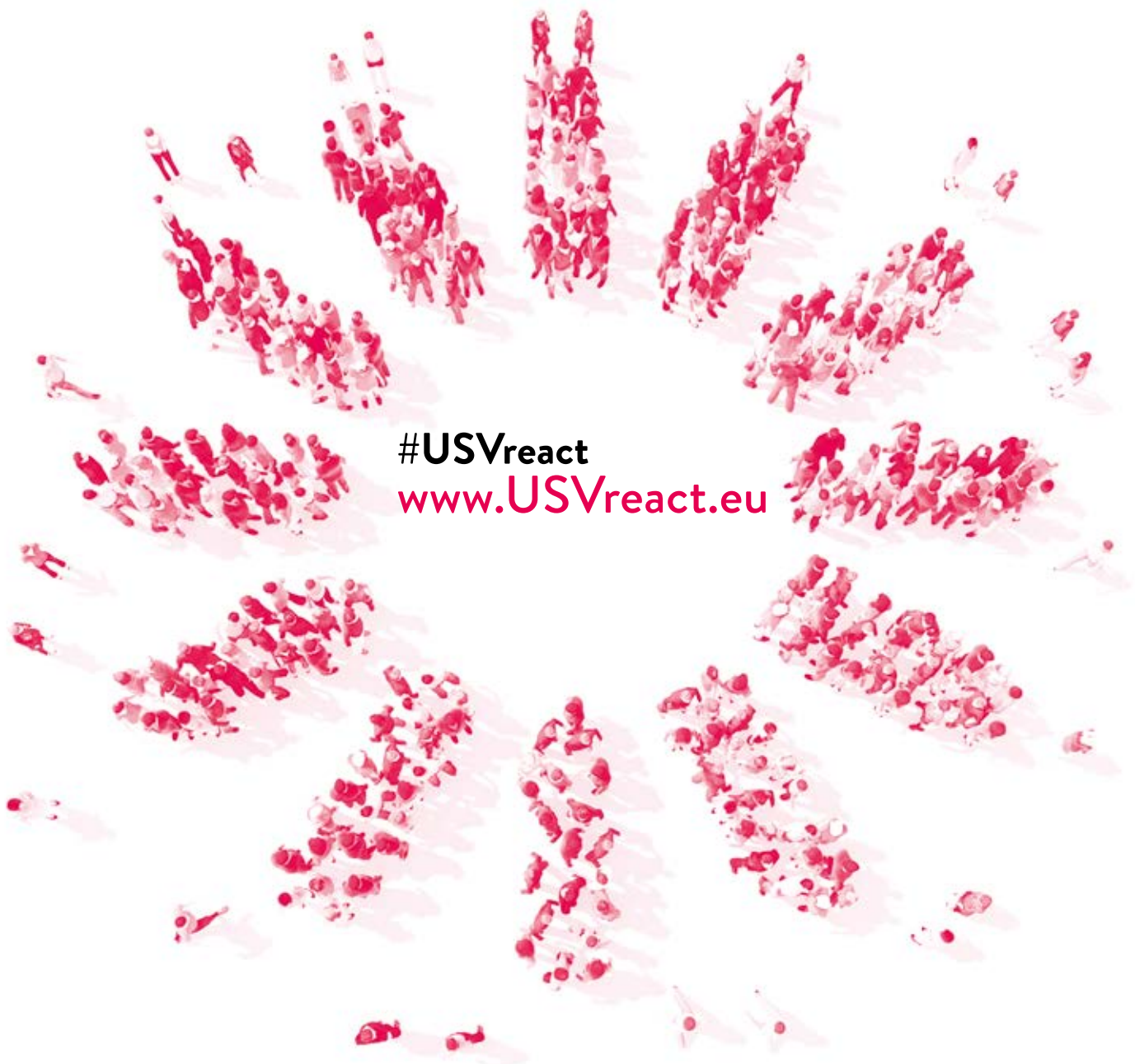


TRAINING TO RESPOND TO SEXUAL VIOLENCE AT EUROPEAN UNIVERSITIES: Final Report of the USVreact Project



#USVreact
www.USVreact.eu



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

The USVreact Project (JUST/2014/RDAP/AG/VICT/7401) is co-funded by the European Commission, its publications and communications reflect the views only of the authors, and the Commission cannot be held responsible for any use made of the information contained therein.

The content of this resource was up to date when published (January 2018).
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

ISBN: 978-1-908549-35-8

First published January 2018.

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: Athena 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 Bosio, 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: Alba Sáenz Suárez, Carla Alsina Muro

Trainers: Ivana Soto León (Sara Cagliero and Barbara Biglia)

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

Coordinator: Marta Luxán Serrano

Researchers: Jokin Azpiazu Carballo, Mila Amurrio Velez

Trainers: Jokin Azpiazu Carballo, Ainhoa Narbaiza Irizar

CEPS Projectes Socials, www.asceps.org

Project Manager: gigi guizzo

Director: Juan Pedregosa

Coordinator and 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

Trainer: Valentina Cartei

Associate partners by country:

Italy

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

Politecnico di Torino, www.polito.it

Latvia

Marta Resursu Centrs Sievietem, www.marta.lv

Serbia

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

Spain

Mondragon Unibertsitatea, www.mondragon.edu

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

Universitat Autònoma de Barcelona, www.uab.cat

Universitat de Barcelona- www.ub.edu

Universitat de Vic, www.uvic.cat

Universitat Pompeu Fabra, www.upf.edu

UK

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

Lancaster University, www.lancaster.ac.uk

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

University College London, www.ucl.ac.uk

University of Brighton, www.brighton.ac.uk

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

York St John University, <https://www.yorks.ac.uk/>

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

Universities Supporting Victims of Sexual Violence

The Project

Young women, and students specifically, are particularly at risk of gendered and sexual violence. Furthermore, in many European countries students are an under-served population in terms of support services, and it is not uncommon for student survivors to have negative experiences when disclosing to their institutions. **USVreact**, as we started to call the **Universities Supporting Victims of Sexual Violence** project, was co-funded under the Rights, Equality and Citizenship Programme of the European Union. It was developed in early 2015 in response to a call that focused on supporting victims of gender-based violence, and it was the largest project funded by this call and the first time training within universities had been addressed. The aim was to improve institutional ‘first response’ to student disclosures of sexual violence, in order to create more open and supportive cultures in universities. The key objective was to develop, pilot and evaluate evidence-based and innovative models of disclosure training for university staff in a number of European universities, led by teams at the project partner institutions. At the end of the project, the training models would be made available in perpetuity and free of charge, for other universities and institutions to use.

Additional project objectives were: to conduct a best practice review of ‘first response’ and disclosure training to inform the development of the models; to conduct an audit of policy and care pathways for victims/survivors in the partner universities and internationally; to create national and international networks of experts, specialist agencies and students’ union and university staff in order to build and share knowledge; and to embed the training programmes sustainably where possible. The project built on the published research of many of its Partners (see for example Alldred & Biglia 2015, Biglia & San Martin 2007, Jackson and Sundaram 2015, Love et al 2017, Phipps 2009, 2017, Phipps and Smith 2012, Phipps & Young 2015, Rymer & Cartei 2015), as well as the previous Daphne III co-funded project Gap Work, which focused on training youth practitioners to respond to gender-related violence and which involved many of the USVreact Partners (Alldred et al 2014). The project had an international advisory panel of experts drawn from across the partner countries, many of whom have also published widely in this area (see for example Bustelo and Lombardo 2007, Fenton et al 2016, McGlynn, Downes and Westmarland 2017, Sanders-McDonagh, Neville & Nolas 2016, Westmarland and Graham 2010).

USVreact was grounded in the EU Victims Directive which mandates that victims are recognised and treated with dignity and respect, are protected from secondary and repeat victimisation, receive appropriate support and have access to justice. Partner universities in the project, each with a small team of researchers and trainers, were Universitat Rovira i Virgili and Universidad del Pais Vasco/Euskal Herriko Unibersitatea in Spain; Università degli Studi di Torino in Italy; Panteion University of Social and Political Sciences in Greece and Brunel University London, Sussex University and the University of York in the UK. Project management was provided by CEPS Projectes Socials in

Barcelona. At the time of writing this report, the project had 16 associate partner institutions across all the partner countries as well as in Latvia and Serbia, each of which either piloted one of the training models or provided assistance with disseminating the training materials as widely as possible.

The project was launched with a meeting at Sussex University in April 2016. Following this, the policy audit and best practice review documents were produced (both are available on the USVreact website), which provided a basis for the development of training. Each training programme was contextually and culturally embedded as well as being grounded in relevant best practice, and the seven programmes commenced at different points during 2016. Training and evaluation was ongoing until end-2017 and some universities continued to support training beyond this. In total, at the time of writing, nearly 900 members of staff had been trained at 21 different institutions. The project began its closing phase with an international conference held in London, at which key learning was disseminated to experts in the field. Following this, local conferences were held by partner universities to engage academics and practitioners in different countries and regions and to discuss the local recommendations.

This Report



This report first presents a discussion of the empirical and theoretical context for the project, in terms of the prevalence of sexual violence against students in European countries and factors which may facilitate and hinder disclosure. It then presents a summary of the seven training programmes' content, delivery and evaluation. It finishes with a summary of each partner's recommendations as well as recommendations which pertain more broadly, at national, regional and international levels. More information on all the individual training programmes, as well as information about the project more generally, is available on our website at <http://USVreact.eu>. On this website each Partner will shortly provide their own fuller report that details their context more fully and reviews their training more comprehensively. The website is available in all the Partner languages. This overview report has been compiled by Alison Phipps and Pam Alldred as USVreact's CoI and PI, from the initial evaluations of Partners.

We encourage those using the training materials to adapt to their context in terms of nuances of culture and values, and specific support services and referral information. We would be delighted to share your learning from those experiences and any further resources created. To share any materials on our website, please contact Gigi Guizzo at CEPS, or Pam Alldred or Alison Phipps.

Sexual violence in European universities: prevalence, policy and practice

This chapter presents a summary of the existing evidence around prevalence of sexual harassment and violence at European universities, together with information we have gathered on existing policy responses and training programmes. Overall, the emergent picture is of an area in which awareness and response is developing rapidly, but in which provision remains uneven and in which there are few successful and evidence-based models to emulate. We hope that our project will make a useful intervention into this context, providing a diverse collection of evidence-based training programmes which are suitable for a variety of institutional and cultural settings.

2:1 Prevalence

Starting in the 1980s, the sexual victimisation of women students has been studied in many countries including Japan, China, South Korea, Haiti, Jordan, Chile, Canada, Germany, Italy, Poland, Spain, Bangladesh, India, Sri Lanka, the US and the UK (Phipps 2018). There are debates about its prevalence, not least because statistics can often be based on estimates, extrapolations or assumptions in the absence of substantive data. However, it is possible to claim that across the board, sexual violence at universities is not uncommon and is predominantly perpetrated against women by men. In the **USVreact** partner countries, data on sexual violence in general show similar trends. In 2014, a survey conducted by the European Union Agency for Fundamental Rights (FRA) found that between 10-19% of Greek women reported physical and/or sexual violence by a partner, 30-39% reported psychological violence, 10-19% reported 'harassment by surveillance' and 15% reported they had experienced sexual harassment, that year (FRA, 2014). Nearly 70% of women thought that violence against women happened 'very often' or 'often enough', while only 2% felt its occurrence was 'infrequent' (FRA, 2014). The same year, an Italian National Institute of Statistics (Istat) survey found that 31% of 16-70-year-old women had experienced some kind of violence during their lifetimes, 20% had experienced physical violence, 21% sexual violence, and 74% sexual harassment (Istat, 2015). 77% of incidents of sexual harassment were perpetrated by strangers, while most rapes or attempted rapes were perpetrated by partners, ex-partners or friends (Istat, 2015).

In the case of Spain, the inefficiency of the central government at generating data on sexual violence has been understood to be a part of the invisibilisation of sexual violence (Toledo and Pineda, 2016). Between January and December 2016, 7240 cases of sexual violence were reported to the police (Ministerio del Interior, 2017). However, 6067 of those cases remain under the 'other offences against sexual freedom and indemnity' category, which give little indication of their nature. A 2015 survey on violence against women included for the first time questions on sexual violence according to Fundamental Rights Agency recommendations (FRA, 2014). The results revealed that 24.2% of

women over 16 had experienced physical or sexual violence in their lifetime; 7.2% had experienced sexual violence coming from someone who was not and had never been their partner. 3.5% of Spanish women had experienced sexual violence before the age of fifteen (Ministerio del Interior, 2017).

In the UK, the Office for National Statistics found 106,098 police recorded sexual offences in the year ending March 2016 (ONS, 2017); the national charity Rape Crisis estimates that around 85,000 women and 12,000 men are raped in England and Wales every year (Rape Crisis England & Wales, 2017). The European Agency for Fundamental Rights survey (FRA, 2014) found that in 2014, 29% of women in the UK had experienced physical and/or sexual violence from a current or previous partner, 46% had experienced psychological violence from a partner, and 19% had experienced stalking. A recent Trades Union Congress (TUC) survey also estimated that over half of women surveyed had experienced harassment in the workplace (TUC, 2016).

In terms of violence against students specifically, data is thin. However, in 2011, the European project 'Gender-based violence, stalking and fear of crime' collected prevalence data from over 22,000 students in Germany, Italy, Poland, Spain and the UK (Feltes et al., 2012). In terms of sexual harassment, 47% of Italian participants, 54.2% of Spanish participants and 68.6% of UK participants had experienced at least one incident of sexual harassment during their time at university. 41.8% of Italian, 52.9% of Spanish, and 58.2% of UK participants had experienced at least one incident of stalking during their studies. 30.2% of Italian, 36.7% of Spanish, and 33.6% of UK participants had experienced at least one unwanted sexual act during their time at university (Feltes et al., 2012). A 2011 study in Spain found that more than 50% of university students considered sexual abuse to be 'quite frequent' or 'very frequent' in Spanish society (Ferrer-Perez, Bosch-Fiol & Navarro-Guzmán, 2011). A 2016 study found that 2% of Spanish students had known about sexual aggression in the university context, while 6% pointed to pressure to have a sexual or emotional relationship, 7% to kissing and/or touching without consent, and 16% to dissemination of rumours about their sexual lives (Valls et al., 2016).

In the UK, the first national prevalence study of sexual violence in universities was the 2010 National Union of Students' report 'Hidden Marks', which found that 1 in 7 women students had experienced a serious physical or sexual assault during their studies, and 68% had experienced behaviours constituting sexual harassment. In 2014, NUS conducted further research which found that a quarter of students had experienced unwelcome sexual advances, with women significantly more likely than men to experience this, and that a third had had overtly sexual conversations directed at them, or experienced other forms of verbal harassment, and two-thirds had heard rape jokes on campus. In 2017, a Freedom of Information investigation conducted by The Guardian newspaper uncovered almost 300 allegations of sexual harassment of students made against staff since 2011, and claimed that these cases were 'the tip of the iceberg' (Batty et al., 2017), although as yet there is no conclusive data to support this.

2:2 Policy

While the focus here is on policy of immediate relevance to addressing sexual violence in Higher Education (HE), it is worth highlighting the existence of wider frameworks which already inform and can be used to shape policy specific to the university context. The Fourth UN World Conference on Women produced the Beijing Declaration and Platform for Action which comprises a set of 12 critical areas, including a commitment to combat violence against women, and which was adopted by 189 Member States. At the international level, relevant policy frameworks include the 1948

Universal Declaration of Human Rights and the 1980 Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). The former states that everyone is entitled to life, liberty and security of person, and mandates that nobody should be subject to cruel, degrading treatment or torture, although in practice its application to women's rights and issues such as sexual violence has been limited due to the tendency to situate these issues as 'special interests' (see for example Bunch 1990). The latter has as a purpose the elimination of all forms of discrimination, although it does not explicitly name violence and again its application has been limited due to a lack of enforcement mechanisms (Wetzel 1993).

In contrast, the 2011 European Convention on Preventing and Combating Violence Against Women and Domestic Violence – known as the Istanbul Convention – is legally binding and defines a number of different forms of violence including rape, stalking, forced marriage and female genital mutilation. It obliges governments to change laws, introduce practical measures and allocate resources to prevent and combat such violence. From 1998 onwards, the different Presidencies of the Council of the European Union also generated recommendations, proposed indicators, and developed other non-binding documents on violence against women. Violence against women is also explicitly addressed in the European Commission's Strategy for Equality Between Women and Men 2010-15 (2011). There are two binding EU regulations which refer to sexual harassment, Directive 2004/113/EC on implementing the principle of equal treatment between men and women in the access to and supply of goods and services, and Directive 2006/54/EC on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation.

As of 15th March 2017, the Istanbul Convention had been signed by all EU Member States and the decision for the EU itself to join the Convention was taken in May 2017. However, not all Member States have ratified the Convention, with Greece, Latvia and the United Kingdom among those which have not (it was signed by Greece on 11/05/2011, Latvia on 18/05/2016 and the UK on 08/06/2012). In addition, Member States use different definitions of the forms of violence and criminalise different types of gender-based violence in different ways. For instance, not all Member States have a crime of rape within marriage (with Latvia amongst those which do not), and not all criminalise forced marriage (with Italy having only recently introduced a bill criminalising forced marriage to the Senate). Most Member States have national action plans on violence against women however, and provide specialist services to victims (Directorate-General for Internal Policies, 2016). A recent analysis of EU legislation found that laws regarding gender-related violence towards young people in four EU member states (Italy, Ireland, Spain and the UK) varied, and that policy regarding children and young people tended not to acknowledge gender adequately (Allred & Biglia, 2015).

The policy landscape in individual USVreact partner countries is therefore varied. For example, in Greece, rape legislation was introduced in 1984 (Law 1419/1984), recognising rape as an act of violence perpetrated against women, rather than an act of indecency and moral degeneracy. However, the law assumed a narrow definition of rape, as occurring only outside marital relationships, leaving out the manifestations of domestic and other kinds of violence (Kostavara, 2007). It is only since the 2000s, following directives by the European Council, and under the pressure of socio-economic and political changes linked to European integration and transnational migration, that wider definitions of gender and sexual violence became objects of legal provision and public debate. Such interventions, which fell under a gender equality rather than explicitly gender violence rubric, included anti-trafficking (Law 3064/2002), sexual harassment in the workplace (Law 3488/2006, superseded by Law 3896/2010) and domestic violence (Law 3500/2006) legislation. The Greek Ombudsman is responsible for reporting on issues of sexual harassment as part of its mandate to monitor the implementation of

equal treatment for men and women in labour issues (Law 3896/2010) in the public and private sectors. According to the Deputy Ombudsman for human rights, sexual harassment cases in 2014 remained underreported due to victims' fear of losing their jobs (Eurofound, 2015).

In Italy, sexual violence was considered a 'crime against public decency and morality' until two decades ago. Legislation introduced in 1996 changed this (Law no. 66), and turned the crime of sexual abuse into a crime against the person. It introduced the crimes of sexual violence (art. 609 bis of the Italian Penal Code), sexual acts with children (art. 609 quater of the Italian Penal Code), corruption of a minor (art. 609 quinquies of the Italian Penal Code) and gang rape (art. 609 octies of the Italian Penal Code). Since then, a series of amendments and new laws have been introduced under the pressure of the civil society organizations. For example, Law no. 38 of 2009 allows for more severe punishment for sexual crimes and introduced stalking as a type of offence punishable with imprisonment ranging from six months up to four years.

In Spain, gender equality policies, driven by feminist and LGBT activism, have been gradually introduced since the late 70s following the end of Franco's dictatorship during which he had been supported by the Catholic Church. Domestic violence (DV) legislation was introduced in Spain following the high-profile murder of Ana Orantes by her ex-husband (after appearing on television and recounting her story of domestic abuse) that prompted mass protests (Bustelo, Lopez & Platero, 2007). Two laws relating to DV were approved (38/2002 and 11/2003) and in 2004, under the newly re-elected socialist Party (PSOE), further legislation was introduced to address other forms of gendered violence. This legislation remains the main framework for addressing GBV in Spain although it is often implemented alongside other legal instruments at state and local level e.g. gender equality legislation (3/2007) and sexual and reproductive health (2/2010). In Catalonia, a protocol framework for coordinated action against gender violence, established in 2009, sets out the legal framework on gender based violence as well as monitoring and evaluation instruments. The Catalan government also has protocol on sexual harassment on grounds of sex, sexual orientation, and/or gender identity specific to the workplace.

In terms of universities specifically, legislation and provision is thin. Sexual violence at universities in Greece is largely ignored both publically and institutionally. It is therefore unsurprising that there are no university-specific frameworks in place for dealing with such cases when they arise. While a small number of institutions are working towards the inclusion of guidelines on sexual harassment or violence as part of university regulations, these have not yet been implemented. Counselling services available at Greek universities rarely make explicit reference to sexual violence when outlining the services they provide. In most Italian universities there are no specific services for victims of sexual violence, but there are more general services for victims of discrimination and harassment. All universities have a 'Guarantee Committee' (Comitato Unico Di Garanzia, CUG) for both staff and students that has the aim of protecting workers from discrimination and enhancing their welfare. Most universities also have a 'Confidential Counsellor' (Consigliera di fiducia), who provides information, advice and assistance free of charge to staff and students suffering discrimination, harassment or bullying. Several universities also have counselling services for students or other services to support students or staff in difficulties, though they are not specifically dedicated to combatting gender-based violence.

In Spain, the 2014/01 law (protection measures against Gender Related Violence) and the Law for the Effective Equality Between Men and Women (approved in 2007) apply to universities, but many of the specific protocols have not yet been implemented in most Spanish universities (Valls et al., 2016). Additionally, the 2004 law focuses mainly on domestic violence, overlooking sexual violence

perpetrated by people who are not partners or ex-partners of their victims. As a consequence, many of the measures and protocols in universities that follow this law fail to address the issue of sexual violence in its entirety. Such is the case of the protocol in the University of the Basque Country, which is currently being reviewed for this reason among others. In Catalonia specifically, universities have Action Plans for Equality Between Women and Men, some of which include measures to address sexual violence.

In the UK, the main policy frameworks of relevance in addressing sexual violence at universities are the Human Rights Act (1998) and the Equality Act (2010). The Public Sector Equality Duty, part of the Equality Act, requires public authorities to have due regard to the need to eliminate discrimination against and harassment of women, the need to advance equality of opportunity and the need to foster good relations between different groups. The Human Rights Act makes it unlawful for any public authority to act in a way which is incompatible with a right included in the European Convention of Human Rights, which includes the right to life, to freedom from inhuman and degrading treatment, the right to respect for family and private life, the right to freedom of expression, discrimination and the right to education (End Violence Against Women 2015). The End Violence Against Women Coalition (2015) has argued that together, these pieces of legislation mandate universities to take internal action in cases of sexual violence.

However, until recently guidelines in place at many universities predated both pieces of legislation, and were informed instead by a 1994 document produced by the Committee of Vice Chancellors and Principals. Commonly referred to as the Zellick Report, this document outlined a series of recommendations for how universities should handle reports of sexual violence. Perhaps the most contentious of these was the widely adopted recommendation that universities take no internal action unless victims were willing to go through a formal police investigation, and that any such internal action was delayed until juridical proceedings were complete. In 2016, a Universities UK task force on violence against women, harassment and hate crime revised the Zellick Guidelines and issued a new document which stated that universities could take precautionary action during criminal justice proceedings and could still take disciplinary action if a student accused of an offence was acquitted in court (Bradfield 2016). The task force also recommended that all UK universities adopt centralised reporting procedures and develop effective disclosure responses (Universities UK 2016). Since the release of this report the Higher Education Funding Council for England has issued two funding calls focused on sexual harassment and violence, and online harassment and hate crime respectively, which have resourced a number of emerging institutional initiatives (Higher Education Funding Council for England 2017a; 2017b). However, there is no national policy framework forthcoming.

Most policies in Europe pertain to violence between students, so students who are victimised by staff, or staff by other staff, are relatively unprotected. Notwithstanding recent developments in the UK, the policy situation in Europe in general also contrasts with that in the USA, where there are national and institutional policies on sexual harassment and violence at universities (Feltz et al., 2012, p. 184). However, there are significant problems with how US policies function in practice, not least because research suggests that the vast majority of universities fail to comply and university faculty active on these issues frequently face personal and professional retaliation (Anderson, 2016; Ridolfi-Star, 2016; Weis, 2015). The central pillar of US policy on sexual violence in HE is Title IX, a federal civil right which prohibits discrimination on the basis of sex in education and has a wide range of applications. Title IX consists of the statement: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance”. This statement has

been interpreted broadly in decisions made by the US Supreme Court and in guidance provided by US Department of Education, such that American universities are legally obliged to address sexual harassment and violence (Anderson, 2016). A related piece of legislation in the US is the Clery Act, a federal law that requires universities to record and make public crimes that occur 'on campus' (broadly defined). The Clery Act also requires universities to issue 'timely warnings' when there is a known risk to public safety on campus. However, responses in the US have largely been legalistic and punitive: the problems with this will be explored in the next chapter of our report.

2:3 Practice

In recent years, European universities have become more attuned to issues of sexual violence. A number now provide information about what to do in the wake of an assault, often using guidance borrowed from front line services. It has also become increasingly common for universities to signpost information about regional or national support services, such as help lines for victims of sexual and domestic violence. Awareness-raising campaigns have begun to emerge, and some university counselling services now include specialist support for victims of sexual violence. A small number of universities have also implemented some form of guidance or training for staff and/or students, although provision is uneven.

In the Basque Country, as well as in different locations in the Spanish State, self-defence courses have been organised by student groups and alliances. These courses reject the idea of 'personal self-defence' based solely in physical techniques and instead implement a model of training focused on consciousness rising, sisterhood, empowerment and other feminist principles. Often these training courses are organised by student groups alongside less radical/critical courses offered by universities. On 25 November (International Day for the Elimination of Violence Against Women) events are organised at the University of Turin and faculty are encouraged to reflect on the topic of sexual violence to raise awareness of the issue. Other initiatives include the establishment of a variety of projects to promote gender and LGBT+ equality, support transgender and gender non conforming students, reduce discrimination, and raise awareness of gender violence. These have included projects on stalking, anti-homophobia, the Gap Work Project (see Chapter One), and measures to support transitioning students.

Until recently, much of the practice at UK universities was student-led. Following the 2013 NUS report on 'lad culture' the organisation developed a wide range of initiatives, including the I Heart Consent training programme which was initially piloted by 20 Students' Unions and is now being implemented by a large number of others. In 2016, the NUS created Stand By Me, a national consultation on support services and a toolkit developed with Rape Crisis to help Students' Unions partner with local service providers. In addition to participating in NUS actions, many Students' Unions have implemented their own initiatives around 'lad culture' and sexual violence, for instance sexual consent classes (at the Universities of Newcastle, Oxford, Cambridge, Leeds and Durham) and other campaigns which have partnered with institutions to raise awareness and develop policy (such as 'Not On' at Birmingham, 'We Get It' at Manchester and 'Expect Respect' at Canterbury Christ Church University). In 2014, faculty at the University of the West of England developed the 'Intervention Initiative', a bystander intervention programme aimed at students which is now being implemented in a number of universities in England and Ireland. Following the 2016 release of the Universities UK task force report, a number of institutions began to take more decisive action, much of this facilitated by the subsequent availability of HEFCE funding for English universities.

In terms of disclosure training specifically however, there are still very few models available in European countries. In addition to the USVreact models there is an online module on 'Student Disclosure of Unwanted Sexual Incidents' in the UK developed by Coventry University and Rape Crisis, which is available for purchase. Many of the models we have examined for our project have been based in the US, where disclosure training is more common and more fully developed. The general remit of these models has been to: provide information about sexual violence (forms, legal definitions, prevalence); address common misconceptions; explain reasons for and barriers to disclosure; and provide advice about how best to support those who disclose and how to support student survivors longer-term. These programmes utilise a variety of formats and activities, including presentations and discussions, exercises and role plays, vignettes and scenarios, 'true or false' questions designed to address misconceptions and assess knowledge, and glossaries of key terms.

However, these existing models of disclosure training have a number of weaknesses. There is little attention paid to violence perpetrated by staff against students or other staff. The pedagogic approach also tends to be focused on information transfer rather than creative and critical approaches, with little emphasis on the lived experience and relational dynamics of sexual violence. There is also a need to take a more intersectional approach to dynamics such as sexuality, race and class which inform student experience and can create additional risk. This reflects the fact that existing training models pay very little attention to the social context of violence and how it sits within patterns of gender and sexism, the university cultures in which violence and disclosure take place, and how to change them. These issues are the subject of the next section of this report.

Dynamics of Disclosure

Speech and silence are socio-political phenomena. They are dependent on contextual factors and have implications for individual experience and social relations. ‘As metaphors for privilege and oppression’, Ahrens (2006, p263) writes, ‘to speak and be heard is to have power over one’s life. To be silenced is to have that power denied’. In terms of sexual violence the relationship between disclosure and empowerment is painfully acute, since sexual harassment and assault are crimes of power and control. It can be particularly difficult for survivors of sexual violence to speak out, which can intensify feelings of disempowerment and produce long-term negative outcomes. These include anxiety, depression, and post-traumatic stress disorder, which sexual assault survivors are more likely to develop than survivors of most other traumas, as well as being more likely to take their own lives than individuals who have not been sexually assaulted (Paul et al., 2009). These negative outcomes can be mitigated by positive experiences of disclosure: research has shown that survivors who disclose to others decrease their likelihood of developing psychological distress (Paul et al., 2009).

However, this is dependent on receiving a supportive and helpful response: and although almost two-thirds of sexual assault survivors tell at least one person, reactions are not always helpful or appropriate. Survivors who receive any kind of negative reaction are unlikely to disclose again, as this can lead them to believe they will be treated badly once more, cause or reinforce self-blaming responses, as well as uncertainty about whether an experience is ‘serious’ enough to count as rape (Ahrens 2006). Here we present a brief overview of factors that may shape students’ experiences of disclosure, and responses to it, in our partner countries and beyond. These include different national cultures and the institutional cultures of universities, as well as social structures such as gender, race, class and sexual orientation.

3:1 Cultural factors

National cultures

The national cultures in each of the USVreact partner countries play an important role in the dynamics of disclosure. The cultural factors include expected gender roles, attitudes to gender-related violence, and media representations of sexual violence. For example, in Greece, since the onset of the socio-economic crisis and the austerity regime in 2010, cuts to the service and welfare sector have hit women in multiple, and often invisible, ways. One of the effects of this has been the retreat (often forced by male unemployment) of many women in lower- and middle-income households to the ‘private’ sphere of the family, in charge of care provision: this has reinforced and/or reintroduced conservative assumptions about gender relations and roles (Vaiou 2014a). In addition to the rise in female unemployment, the loss of family income has rendered migrant women’s domestic labour unaffordable, which has implications for Greece’s migrant female

workforce as well as for the number of women in non-domestic jobs, since this often relies on domestic help (Stratigaki and Vaiou, 1994). This precaritization, however, has either remained invisible or has been normalized by ideologies of gender that naturalize the re-inscription of women as default caretakers, expected to sacrifice themselves in the service of the family's survival (Vaiou 2014b).

Another hidden effect of this crisis has been a rise in domestic violence. As Kaldi-Koulikidou and Plevraki (2014) report, domestic violence goes mainly undetected in Greece because it is intimately connected to the legal protection of the family from public scrutiny. It thus appears, incorrectly, to be lower than in other European countries. Nonetheless, police reports indicate a significant rise in reported cases, as well as in the use of shelters, since the financial crisis of 2009 (Svarna 2014).

Furthermore, popular accounts of injured pride, foreign imposed socio-economic sanctions, and national subordination have come to normalise racist, xenophobic and homophobic violence in Greece, epitomised by the electoral rise and entry into Parliament of the far Right "Golden Dawn" party. Fears of national emasculation have contributed to the reinforcement of a hegemonic, aggressive masculinity that reaffirms the supremacy of heteropatriarchal nationalist identity (Carastathis, 2015). The absence of a vocal and agonistic feminist movement, in this context of regressive and oppressive economic and social policies, represents an unfortunate retreat from the more progressive politics of previous decades (Avdela, 2102). It is not by chance, for example, that in two recent cases, young women who injured their assailants in sexually violent attacks were served the maximum prison sentence despite the self-defensive nature of their actions (Huffington Post Greece, 2017).

In Italy, awareness of violence against women has grown together with its visibility in public discourse and, more recently, in political debate. In September 2017, the President of the Chamber of Deputies of Italy, Laura Boldrini, called for more severe laws against gender violence, more severe restrictions on perpetrators and a cultural change. Despite this, there is a wide discrepancy between legislative and policy change and the cultural representation of violence against women and social practices, especially in the private sphere (Farina, 2013). It is common for the media to report gender violence using victim-blaming stereotypes, drawing attention to the victim's behaviour and/or describing the violence as an uncontrollable 'raptus' in which the perpetrator is overcome with passion. In many cases sexual violence is presented as in some way justified, or at least not condemned. It has been argued that this is an expression of Italy's patriarchal culture in which gender-based violence is an attempt for men to affirm their power over women (Corradi, 2009).

However, it does appear that awareness of and sensitivity towards sexual violence in Italy is becoming more widespread. Several information campaigns have been promoted in recent years, such as the initiative "Recognize violence! (Riconosci la violenza, 2013), to help women to become aware of relationship abuse. Another important campaign promoted by The Italian Ministerial Department for Equal Opportunities from 2006 has been to raise awareness about the free national phone number (1522) for all victims of sexual violence. Locally, services such as women's shelters are active, sometimes in collaboration with political and police institutions. Turin Municipality, among others, implements the initiative Coordination Against Violence to Women of the Municipality and the District of Turin (Coordinamento Cittadino e Provinciale Contro la Violenza alle Donne di Torino), a network of public services to support victims of sexual violence and stalking. The impact of the Gap Work Project in the same region was to link organisations supporting those experiencing domestic violence and those experiencing homophobic violence, in the first association of its kind in Italy.

In Spain, feminist and LGBT groups in the 1970s and 80s drew attention to the issue of sexual violence during La Transición, the transition from dictatorship to democracy that began in 1975. Successive gov-

ernments have responded in various ways. The governing socialist party (PSOE), for example, in the years 1977 to 1996, adopted some aspects of the feminist agenda and began to develop gender equality policies (Bustelo & Lombardo, 2007). This led to the creation of feminist institutions such as the Woman's Institute (state-wide) in 1983, Emakunde (the Basque Institute for Women) in 1988 and ICD (Catalan Women's Institute) in 1983, among many others. Culturally, the murder of Ana Orantes in 1997 by her ex-husband set a milestone in the fight against gender-based violence, resulting in massive protests (Bustelo, Lopez & Platero, 2007). Two laws to combat domestic violence were approved as a result (38/2002 and 11/2003), but have been limited in scope due to their lack of recognition that gender inequality is the root cause of domestic violence, which the 2004 law effectively did, although with some limitations (see Chapter Two).

Spanish feminist groups have drawn attention in particular to the need to widen the frame of what has been understood as gender-based violence. The language used to frame gender-based violence also varies by region. Basque Country feminist movements have been using the expression 'machoist violence' to name all types of violence that derive from the binary gender frame, and 'sexist violence' to name violence specifically addressed to women. In Catalonia, the term 'Violencias de Género' ('gender violence') has been used (Alldred et al., 2014; Biglia & San Martín, 2007). The term 'gender-related violence' has been proposed as an attempt to bring together feminist and LGBTQ+ focused frameworks (Alldred et al., 2014; Alldred & Biglia, 2015; Biglia & San Martín, 2007).

However, despite feminist and LGBTQ+ activism which has raised awareness of the many different forms gender-related violence can take, the understanding of sexual violence in Spain remains too often limited to forms of aggression that make use of physical force and that happen usually between strangers. This limits the cultural understanding of sexual violence to a very specific form of rape. Sexual violence is also usually understood in the framework 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.

In the UK, there has been growing awareness around sexual and domestic violence issues following second-wave feminist campaigning in the 1970s and 80s, and successive governments have introduced legislation and campaigns which have had varying levels of success. For example, in 2007 the government published its *Cross-Government Action Plan on Sexual Violence and Abuse* which outlined strategies to maximise the prevention of sexual violence and abuse, increase support services for victims, and improve the criminal justice response to these crimes (Home Office, 2007). The Crown Prosecution Service also published its own *Violence Against Women Strategy and Action Plan* (updated in 2017), and the Coalition government in 2010 published a *Call to End Violence Against Women and Girls*, which outlined the government's commitment to preventing abuse and supporting victims (Home Office, 2011). In 2015, the Serious Crime Act created a new offence of controlling or coercive behaviour in intimate or family relationships. However, governments have been criticised for significantly cutting funding to sexual and domestic violence services as part of the UK's current programme of austerity (Towers & Walby 2012).

As well as these policy initiatives, there has also been national media coverage of domestic and sexual violence. These issues have appeared in popular culture media such as soap operas and radio programmes, including a childhood sexual abuse storyline in the long-running soap opera *EastEnders* (Franco, 2013), and a storyline on intimate partner abuse in BBC Radio 4's drama *The Archers* (Day, 2016). This visibility of sexual and domestic violence in the media has been accompanied by government campaigns to increase awareness and prevent abuse, such as the recent *Disrespect NoBody* campaign which aimed to help young people rethink their views of sexual consent, controlling behaviour and relationship abuse (Home Office, 2017a) and before that the *This is Abuse* video adverts. Since 2013, there has also been policy and media discussion of

the phenomenon of 'lad culture' and how it links to sexual harassment and violence in universities (Phipps et al., 2017; National Union of Students, 2015; Sundaram & Jackson, 2015). However, the UK also has a strong history of normalisation of violence against women, and in recent years there have been a variety of revelations, investigations, prosecutions and inquiries into sexual harassment and abuse. These implicate a number of high profile men, as well as the institutions (political, social and cultural) that have covered up or failed to problematise abuse (BBC Trust, 2012; Department of Health, 2014, Fairweather, 2012).

The UK also continues to be a gendered, raced and classed society and currently has a Conservative minority government and a recent history of pursuing neoliberal economic and conservative social agendas under both Conservative and Labour administrations (Tyler, 2015). These have included cuts to health services and welfare safety nets and an individualisation/familialisation of responsibility for social care, as well as specific attacks on women's and anti-violence services, especially during the period of renewed austerity following the 2008 financial crisis (Grimshaw & Rubery, 2012; Towers & Walby 2012). In June 2016, the UK voted to leave the European Union in a national referendum, following which there was a documented rise in racist and other forms of hate crime (Home Office, 2017b). The broad political shifts to the right which Brexit represents have affected universities specifically, with attacks on their 'left wing bias' echoing similar discourses in the U.S (e.g. Horowitz, 2007).

This reactionary politics has particularly targeted work around gender equality and gendered violence: *Spiked*, a libertarian magazine, currently publishes a yearly 'Free Speech University Rankings', in which anti sexual harassment policies (among other initiatives) can get an institution a 'red' rating for being a 'hostile environment for free speech' (Spiked Online, 2017). Jo Johnson, the current Universities Minister, recently announced that universities using mechanisms to prevent 'free speech' could face fines or other penalties in the near future (Thomson, Sylvester & Woolcock, 2017), an announcement which has reinvigorated debate in the national press about mechanisms like 'safe spaces' and 'no-platforming'. In this way, student-led initiatives designed to enable sexual violence survivors (and other marginalised groups) to participate fully in student life are reframed in the national media as limiting free speech, and feminist critiques of rape culture on campus are reframed as intolerance of differing opinions.

The neoliberal university

In states with neoliberalised university sectors (which includes many European countries, including our project partners – see Levidow 2002), these cultures have a profound impact on the incidence of violence and experiences of disclosure. Neoliberalism cascades market principles into the social realm, affecting education, healthcare, transport and other public sectors. This sustains a cultural rationality in which everything is understood through the metaphor of capital, and we are all expected to maximise our speculative value within various systems of rating and ranking. Neoliberal rationalities in universities are evident in metrics applied to staff and students, an emphasis on higher education as an investment with a return, and the ideas of student as consumer and lecturer as commodity. They also frame various modes of competition, between universities nationally and internationally, and within universities between units, groups and individuals (Phipps 2017). Following the 2008 financial crisis, there has been what Rudd and Goodson (2017, p1) call a 'reconstituted neoliberal period', characterised by efforts to restore and enhance privatisation and marketisation, and austerity policies to protect capital. In higher education this has opened universities up to private providers and created increased fees regimes and new assessment exercises (Rudd and Goodson 2017).

Phipps (2017) argues that neoliberal rationalities situate harassment and violence within 'reckonings', in which the institutional impact of disclosure is projected and totted up. This produces, she contends, processes of 'institutional airbrushing' in which an emphasis on the appearance of the university takes prece-

dence over staff and student welfare. This airbrushing takes two main forms: either issues are minimised, denied or concealed and survivors encouraged to settle matters quietly, or when this is not possible the perpetrator themselves is 'airbrushed' from the institution, and it is made to appear as though the problem never occurred in the first place. 'What is common to both situations is that the impact of disclosures on the future value of the institution is more troubling than the acts of harassment and violence they reveal' (2017, p6). This creates cultures which are not conducive to speaking out, either for student survivors or for the staff whose employment is precarious in neoliberal institutions marked by cost-cutting regimes and constant practices of monitoring and evaluation (see also Whitley and Page 2015). It also creates the 'institutional killjoy' (Ahmed 2017), a relative of the feminist killjoy (Ahmed 2012, p62), who becomes 'the problem' because she names problems others would prefer to ignore.

As Phipps (2017) points out, when survivors disclose within these frameworks they tend to expose only themselves. As the institution closes ranks to protect itself, the survivor experiences the 'second rape', or institutional betrayal (Smith and Freyd 2014), that exacerbates their trauma. Privatisation and austerity regimes also mean that long-term support provision is thin: in the UK, for example, national services have been cut back significantly, especially those designed for African, Caribbean and Asian communities and LGBTQ people (O'Hara 2016). There have also been concerns about the outsourcing of university support services to private companies without expertise in sexual violence (NUS 2013, Phipps & Young 2015) and the cutting back of mental health services in a situation of burgeoning demand (Asquith 2017, Sheriff 2013, Weale 2016). Similarly, the economic crisis in Greece affected women especially acutely, with rising levels of domestic violence coupled with a slowdown in progressive reform (Davies 2012), and in Spain, austerity regimes caused stagnation in equality legislation as well as an increase in court fees (RevoltinEurope 2012). Furthermore, when support is provided by universities it is often within bureaucratised systems within which survivors are more likely to present as people with 'deficit disorders' such as depression, anxiety, disordered eating and phobias than victims of institutionalised violence (Phipps 2017).

As the neoliberal state privatises and hollows out the social sphere, success begins to be measured by our capacity for *self-care* via the market (Phipps 2017). In universities, Burke (2015) and Lynch (2013) have both traced how marketised and commodified cultures have diminished caring and collegial relationships. It is a challenge to develop and practice empathy in these contexts: furthermore, it often seems that when emotional engagement is allowed, it is in the form of an instrumentalised 'emotional intelligence' which can work against genuine connection (Pedwell 2016). It is in, and in response to, these institutional cultures that the Universities Supporting Victims of Sexual Violence project was developed. Alongside our more tangible outputs, one of our key aims has been to begin to counter the lack of empathy, and create more open cultures, in the institutions involved in the project. Although changing institutional cultures is difficult and requires sustained long-term effort, we hope our interventions have developed the capacities of our participants to be more open, which is an important step in shaping environments more conducive to disclosure and more supportive to survivors.

Social factors

In addition to cultural factors, a number of intersecting social structures shape the experience of sexual violence and reactions to disclosure. Sexual violence is a gendered crime, with women the majority of victims and men the majority of perpetrators, and gendered norms have a great deal of power in shaping sexualised trauma and disclosure responses. In English-speaking countries these are termed 'rape myths' because they constitute stereotyped and false beliefs about sexual violence, victims and perpetrators. Studies have shown that if survivors suspect someone subscribes to rape myths, they will be less likely to disclose to them for fear of being blamed or stigmatised (Paul et al 2009). Common rape myths include victim-blaming of

women (for instance, for wearing ‘revealing’ clothing or engaging in flirtatious or promiscuous pre-assault behaviour) and assumptions around the power of the male sex drive and men’s lack of ability to control it (Paul et al 2009).

Rape myths are also often classed and raced: for instance, black and working class women are routinely perceived to be sexually ‘loose’ and therefore deserving of their assaults, as well as being at higher risk of victimisation (Phipps 2009, Tillman et al 2010). In the US, research has shown that in addition to the ‘jezebel’ stereotype, African-American women are subject to a ‘matriarch’ stereotype which positions them as strong and automatically able to cope: this may also be the case in other countries. Black women can be reluctant to disclose sexual violence due to apprehension regarding these racist stereotypes, as well as due to fear of law enforcement and a desire to honour racial loyalty if the perpetrator is also black (Donovan and Williams 2002, Tillman et al 2010). This is perhaps why, in comparison to their peers, African-American survivors report higher rates of depression and problematic substance use (Tillman et al 2010).

LGBTQI+ people (and especially those who are trans and/or gender nonconforming) are also at high risk of violence, and subject to stigmatisation and judgment that can inhibit disclosure. Many have experiences of discrimination or assault at the hands of the police: in 2011, the US *National Transgender Discrimination Survey* reported that of trans people who had interacted with law enforcement, 22 per cent reported harassment, 6 per cent had been physically assaulted and 2 per cent had been raped or sexually assaulted by police. LGBT communities (especially on university campuses) are also strongly interconnected, meaning that disclosure of intra-community violence can lead to shunning and isolation (Schultz 2017). People who are undergoing transition may avoid disclosing sexual assault to therapists or medical professionals in case it lessens their support in the process (Schultz 2017), and trans people may feel they cannot access mainstream sexual support services due to discrimination and lack of awareness about their experiences of sexual violence (Rymer & Cartei, 2015; Love et al., 2017). Men (of any sexual orientation) who are sexually assaulted may be unlikely to disclose due to gendered and homophobic myths about them being unable to be raped, or that ‘real’ men should be able to defend themselves, or that rape can reflect or cause homosexuality (Turchik and Edwards 2012).

In the UK, it has been argued that student engagement in sex work is increasing due to austerity and increasing student debt (Sagar et al 2015). Research has shown that across many countries in the world, sex workers are disproportionately at risk of violence, and are also among the most stigmatised and unsupported groups (Amnesty International, 2016). Sex workers are often assumed to have consented to any and all sexual encounters (Phipps 2009), and may not wish to disclose their occupation to officials and services due to widespread negative attitudes towards them (Sagar et al 2015). In the UK university sector, there is evidence that some staff view students undertaking sex work as a threat to the reputation of the university, and some are also unaware of the legalities and illegalities of the profession, which may impact on how they would respond to a disclosure (Sagar et al 2015).

The factors described here also intersect, and if a survivor is marginalised on more than one axis this will compound both trauma and any negative experiences of disclosure. The Universities Supporting Victims of Sexual Violence project took as a key principle the idea that sexual violence is shaped by *gender and other intersecting forms of inequality*, and this was addressed in our training programmes in a variety of different, and culturally appropriate, ways. We believe that in order to be most effective at supporting survivors and potentially achieving cultural change, programmes around sexual violence at universities should foreground the intersectionality principle and acknowledge that although there are important commonalities in students’ experiences of sexual violence, these experiences, and survivors’ responses, may also differ in significant ways. This means that staff receiving disclosures should be sensitive and responsive.

The Project Design and Partners

Rationale, Outline and Aims

Rationale

Young women students are particularly at risk of gendered and sexual violence (Amurrio & Larrinaga 2010a; Biglia & Velasco 2012; Feltes et al 2012; Marshall 2014; Phipps & Smith 2012; Schroeder 2014) and students are under-served in terms of support services (Feltes et al 2012, Phipps & Smith 2012, Sundaram 2014a, 2014b). A lack of clear institutional procedures, care pathways and appropriate support can produce secondary victimisation amongst those who experience sexual or gendered violence (Orchowski & Gidycz 2012, Phipps & Smith 2012, Phipps & Young 2014a, 2014b, Marshall 2014). See chapter 1 for a fuller account and chapters 2 and 3 for further evidence. This project sought to intervene to improve the support offered immediately, within universities, to all survivors of sexual harassment or sexual violence. Improving the recognition of and support for those disclosing sexual violence should help to produce, in the future, more supportive and compassionate institutional cultures that are more self aware of their power relations and their equalities implications.

Outline

The **Universities Supporting Victims of Sexual Violence** project developed, piloted and evaluated evidence-based and innovative models of training for university staff in order to improve institutional 'first response' to student disclosures of sexual violence. The cross national 7-partner project engaged academic experts in the issue and local support services in each partner university to develop a programme of learning for staff that was specific to the referral and support services in that area, and reflected contextually specific issues.

The 'first responder' training in each of the universities addressed how to support students after disclosure of sexual violence, ensuring that they are treated with respect, dignity, sensitivity to their specific needs and with access to criminal justice avenues if they wish. The project audited university care pathways to ensure that students are protected from repeat victimisation and secondary victimisation, especially in cases where the perpetrator is a fellow student.

The project was co-funded by the European Commission Daphne-III (JUST/2014/RDAP/AG/VICT/7401) from March 2016 to February 2018. During the first year it began to be known as **USVreact** for social media purposes (#USVreact on Twitter) and to make it more pronounceable in different languages.

Whilst the aim was that interventions were each tailored to context (culturally and institutionally), and of course written in the local language, it was also planned that the training models and materials would be made available free of charge beyond the funded project, for other universities and institutions to adapt for use in their context. The legacy of the project is thus the online training materials, the reports evaluating

their piloting at about 23 universities, and the networks of experts and of university staff who have undertaken training. The hope is to embed the programmes in universities and to have made a sustained impact beyond the project funding. This is one of the questions that the Partner Training Evaluation Reports will address (www.USVreact.eu from March 2018).

The objectives of the project were:

1. To collate and develop learning from previous research and from existing best practice in university sexual violence policies/care pathways and 'first response' training
2. To network academic experts, specialist agencies, students' unions and university staff in order to share knowledge
3. To develop and deliver innovative 'first response' training for staff in a number of universities
4. To try to embed these models and make them sustainable
5. To evaluate these training models and share this knowledge within the partnership and more widely

The project activities were:

- ◇ **Research (pre-action)** - investigate policies and sexual violence (SV) care pathways in partner institutions and others, collate examples of best practice in 'first responder' training
- ◇ **Training** - 1) design innovative bespoke training for those university staff likely to be 'first responders' to SV disclosures, 2) train 80 staff per institution, 3) develop sustainable training models in each institution, for instance, with resources to support trainees in cascading learning to colleagues
- ◇ **Research (post-action)** - 1) evaluation by partners of the training in their institution and one other institution (or more); 2) meta-analysis of evaluations by PI & Col to identify success factors, obstacles, and other learning
- ◇ **Dissemination** - 1) share information on successful models with university managers, specialist agencies and policymakers via local networks; 2) publish findings to universities in partner countries (local languages)
- ◇ **Legacy** - create a sustainable online network of international academics and specialist agencies working on SV in or beyond universities, especially 'first response' training.

As a result of the research knowledge and feminist activist experience that the project was grounded in (see chapters 2 and 3) it was noted from the outset that intersectional analyses were needed to recognize the ways in which sexual violence and its impact can be refracted through power relations other than gender, and that men as well as women experience sexual abuse. The obstacles to disclosure and challenges for survivors in reporting abuse reflect these too. It was also noted from the outset that disclosure might be of historical abuse although more immediate sexual violence or harassment was the main focus of the renewed popular attention. It was noted too that students might experience abuse from staff. The project was committed to promoting the respectful support of all survivors.

The UK was fortunate in having several key figures writing about gender violence on campus and about students' experience of 'lad culture' at universities whose research informed the study from the start, in particular Alison Phipps, Carolyn Jackson, Vanita Sundaram, and Rachel Fenton (chapter 3 outlines the research and provides references). The mainstream acknowledgement of the issue of gender-based violence and sexual violence in particular was increasing at the time the project developed (see the account of the revelations of sexual abuse by high profile men in the UK in chapter 3). Recognition of the issue as affecting student populations was also well established in the UK through Phipps' and the National Union of Students' research, and although services were being cut and universities were slow to respond in general, there was movement towards recommended action on the national stage. This was the context in which the bid was prepared and submitted by a UK partnership of Sussex University (Alison Phipps) and Brunel University Lon-

don (Pam Alldred). The policy context was fast-moving: during the two years of the project all universities in the UK have been recommended to take action to review and improve first response to disclosures of sexual violence, to monitor disclosure and to take preventative actions (see chapter 3). Arguably this has heightened the difference between the UK Partners and those in other countries over the course of the project.

The team

As chapter 1 notes, **USVreact** built on the Daphne III co-funded project Gap Work, which focused on training youth practitioners (teachers, social educators, youth workers, nursing staff and social workers) to respond to gender-related violence and which involved many of the USVreact partners (Alldred et al 2014). The Gap Work Project was more general in its broad focus on gender-related violence, but it had a similar form of action, structure and methodology in that it developed and evaluated professional education to tackle gender violence (see <https://sites.brunel.ac.uk/gap>).

A key strength of the USVreact project was its bringing together of a large partnership of those with research (and research leadership) expertise and activist and NGO experience on gender-based violence, on relationships and on sex and relationship education, domestic abuse, gender and sexual violence and the impact of lad cultures on students in particular. In addition some had previous experience of training on sexual violence. Partners' ongoing academic research included that of Phipps, Sundaram, Jackson, Biglia, Alldred, Fenton, Luxán, Murillo and researchers at CIRSDe and UNITO. The methods and theory of USVreact built directly on their research e.g. Phipps' research in the UK with the National Union of Students' on 'lad cultures' and sexual violence in universities (Phipps & Smith, 2013; Phipps & Young, 2015); the European 'Gender-Based Violence, Stalking & Fear of Crime studies (Feltes et al 2012); work on Spanish youth's under-recognition of GBV (Biglia & Velasco 2012) and the GAP WORK Project (Alldred et al, 2014). Each partner contributed gender expertise and skills in relevant pedagogic and research methodologies, and - importantly in a large team - experience of team working and commitment to collaborative research.

The above expertise was combined with a management team who had worked together previously on several closely related projects. Pam Alldred and Gigi Guizzo had together managed the Eur 666,000 Gap Work Project from 2014-2015 from Brunel University London. For USVreact, Guizzo was employed through **Ceps Projectes Socials**, an organization whose mission is to foster social inclusion and fight discrimination and whose expertise is in project management and communication strategies for high visibility in European projects. CEPS' EU project director, Pedregosa, was responsible for the project's Communication & Dissemination Strategy, and Guizzo led on overall Project Management. Alison Phipps completed the management team: she had been involved with the Gap Work Project as a member of the External Advisory Panel, and was brought into **USVreact** due to her research expertise, to lead this aspect of the project.

Since the Gap Work Project was similar in focus and design, several of the same partners were invited to join the proposal. Cirside (the Centre for Gender and Women's Studies at UNITO, Italy), URV (Spain), the Victimology Society of Serbia (VDS) and National University of Ireland at Maynooth (NUIM) (Ireland) were among those invited to collaborate again with Brunel and CEPS. NUIM was unable to collaborate for institutional reasons in spite of staff support for the project, but all other previous partners agreed.

Partners each engaged a *University Action Coordinator (UAC)* to manage training development and research, and a Researcher to evaluate the training. UACs Barbara Biglia (**URV**), Fin Cullen (**Brunel U**) and Federico Turco (**UNITO**) had delivered training on the Gap Work Project, evaluated it and offered expertise in feminist pedagogy (Cullen left Brunel and Anne Chappell - who shares an expertise in pedagogy - took up the role). Biglia is founder and director of the international feminist research methods group (SIMReF)

and has tackled sexism in her university and developed pedagogies for use with students. The **University of the Basque Country (UPV/EHU)** is an International Excellence Research Campus with experience of Marie Curie and FP7. Marta Luxán Serrano is a specialist in feminist quantitative and qualitative research and member of the faculty's Equality Commission. Mila Amurrio Velez is a gender sociologist publishing on intersectionality and participative, non-discriminatory policy who ran a prior intervention against SV in her university. **Panteion University of Social & Political Sciences** coordinated FP6 and FP7 Programmes and its Centre for Gender Studies examines equality at European and national levels, especially regarding social services. Athina Athanasiou is an international gender/violence scholar, and was scientific coordinator of FP6 project VEIL. Alexandra Zavos has many years' experience as a trainer for health professionals and researcher on minority and migrant women's experience, and Kiki Petroulaki is Director of the European Anti-Violence Network and has developed training for health/welfare professionals. The **UNITO** team had senior academics in order to raise the status of GBV in the area and this was CIRSDe's third collaboration with Brunel. Norma De Piccoli coordinated the team, and appointed a Scientific Committee of Elena Bigotti, Roberta Bosisio, Mia Caielli, Joelle Long and Luca Rollè.

Each partner appointed a researcher and we were fortunate to attract such experienced and specialist applicants. Researchers on the project were Jokin Azpiazu Carballo, Sara Cagliero, Mary Cobett-Ondiek, Edurne Jimenez Pérez, Charlotte Jones, Neil Levitan, Gillian Love, Mara Martini, Rachel O'Neill, Naaz Rashid, Annis Stead. Voula Touri, Federica Turco, Paola Deiana, Carla Alsina Muro, Alba Sáenz Suárez and Ivana Soto León worked as assistants on the project. During the course of the project two researchers took maternity leave, and three (all UK-based) moved to other posts with permanent contracts.

Trainers/facilitators included: Barbara Biglia, Renata Bonito, Ruth Caleb, Jessica Calvo, Jokin Azpiazu Carballo, Valentina Cartei, Peter Eldrid, Arianna Enrichens, Ainhoa Narbaiza Irizar, Mara Martini, Lesley O'Keeffe, Matina Papagiannopoulou, Monica Patel, Kiki Petroulaki, Rita Rupal and Ivana Soto León and Stephen White.

Associate Partners each provided a second university to pilot training at, and some specific SV training expertise, MARTA, VDS and UWE having designed training on gender based violence previously. Marta Resursu Centrs Sievietem is a small NGO based in Riga, Latvia that provides a free helpline supporting those experiencing abuse. VDS (Viktimološko društvo Srbije) is a legal research/support organisation that Alldred has collaborated with since 2003. At UWE, Fenton is a lawyer, publishing on sexual assault (e.g. Fenton et al 2013; Rumney & Fenton 2013; 2011) and leading the *Sexual & Domestic Violence Bystander Intervention Programme*.

Lancaster University linked the project with the work of Prof Carolyn Jackson (e.g. on UK university staff experiences of 'lad culture' (Jackson & Sundaram 2014)) and Universitat de Barcelona's role enabled collaboration with the Observatori de la Igualtat, and a link to the intercultural education centre which has collaborated with URV including on the Gap Work project. Associate Partners joining the project since it began include: in the UK, the University of Brighton, Keele University, Trinity Laban Conservatoire of Music and Dance, University College of London, and others were still getting involved in this final stage, and in Spain, Universidad Pública de Navarra (Nafarroako Unibertsitate Publikoa), Universitat Pompeu Fabra, Universitat de Vic, Universitat Autònoma de Barcelona, and Mondragon Unibertsitatea. In Italy, Associate Partners included the Politecnico di Torino, and the City of Turin (Città di Torino).

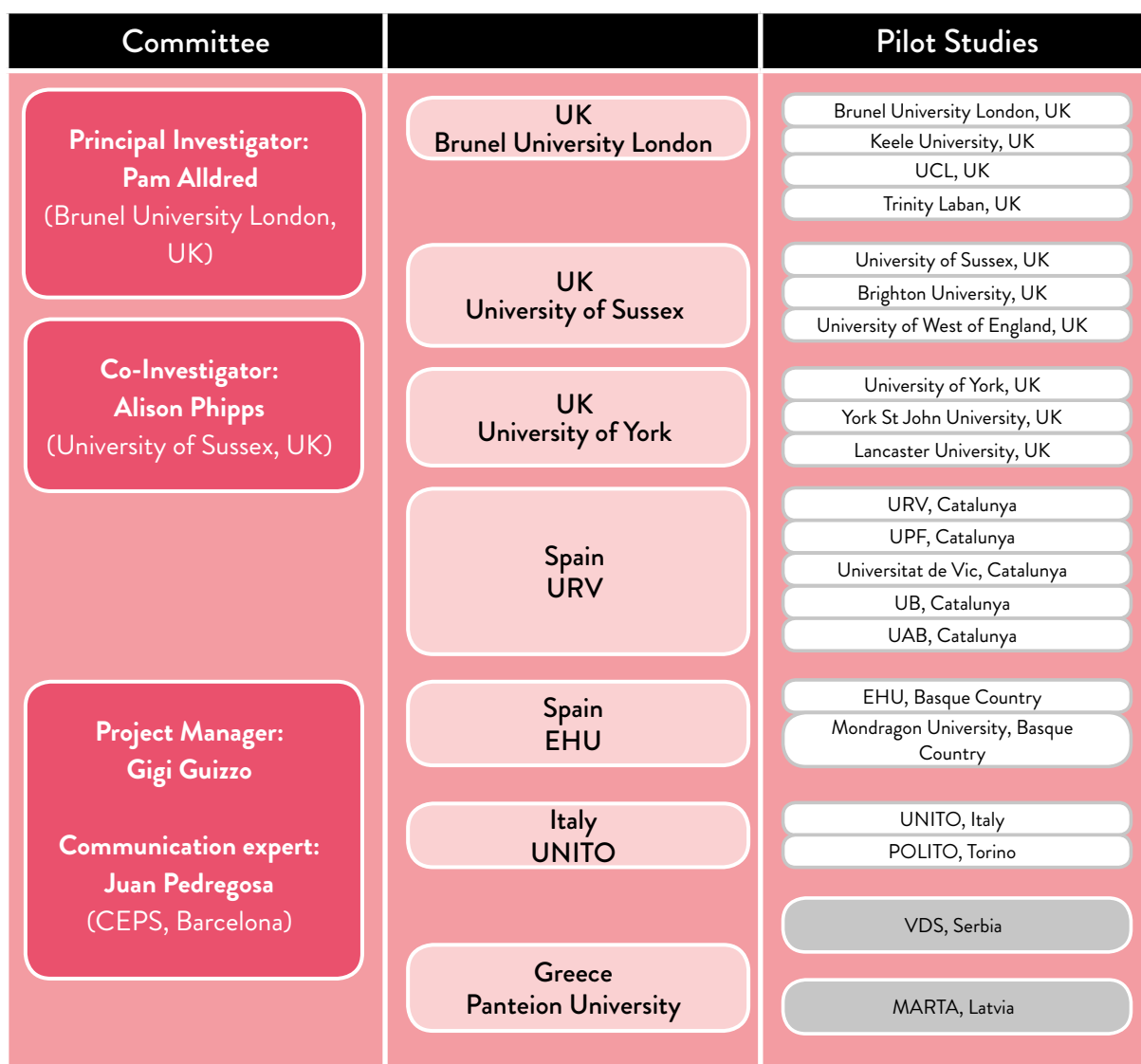
Structure of the project

The project was a collaboration of at least 20 universities that allowed the seven Partners who designed and developed a training programme to pilot it at universities in 6 European countries altogether. Sixteen

universities were collaborating as Associate Partners as we wrote this.

Each training programme was piloted at the institution that designed it (on a cohort of 80 staff) and at another university in their region who was an Associate Partner, and in some cases with staff from several local institutions. The researcher based in the Partner universities studied the success of the training as case studies in each location and where necessary facilitated the roll out. Each Partner was funded to deliver training for at least 160 staff and whether trainers went to Associate Partner universities or Associate Partner staff joined in with sessions at the Partner was to be negotiated. In practice, achieving these numbers of trainees at the Associate Partner universities proved a challenge, and so additional Associate Partners were engaged by some Partners during the project in order to reach their target. Given the need for the project to be context specific and the desire ultimately to embed the training in institutions, the project was always going to have to be responsive to opportunities, and given the cultural sensitivities involved. Three of the Associate Partner universities did not complete any staff training, all in the UK, and one of these a small Catholic college at which recognition of the issue might have begun. Each Associate Partner, however, was asked to provide contextual information and their own reflection on the success of the project in their context so that however successful it was, the project could learn from it. One of these Associate Partners will also support USV through dissemination activities.

The following diagram aims to show the relations of the case studies to each other.



Outputs and outcomes

The project produced the following outputs:

- ◇ A report of existing university policy frameworks and care pathways on sexual and gendered violence, across the Partner countries and internationally
- ◇ An analysis of best practice in ‘first responder’ training (in universities and elsewhere), across the Partner countries and internationally
- ◇ A unique and innovative ‘first response’ training programme in each Partner university
- ◇ Evaluation reports on these training models in each Partner university and their pilot Associate Partner institutions
- ◇ A meta-analysis of evaluations (this report)
- ◇ Translation of this report (or sections of it) into six European languages.
- ◇ An international network for academics, practitioners and specialist agencies
- ◇ Print/online resources tailored to universities in Partner countries and elsewhere
- ◇ National events and a UK-hosted international conference at the end of the project

Outcomes

The project has the following outcomes:

- ◇ At least 80 personnel in each Partner site trained to support students more effectively
- ◇ Training of additional staff in Associate Partner sites, and improved awareness and response by additional staff to whom the training is cascaded during or after the project
- ◇ Auditing of care pathways and existing policies at each Partner and many Associate Partner sites
- ◇ Better support and referral of students who experience SV, through new training in Partner and Associate Partner institutions and good practice shared with many others
- ◇ Improved relations between Partner universities and their local support services
- ◇ The engagement of local networks whose experience informs the training and who are likely users of the training or resources (e.g. nearby universities or local referral and support services)
- ◇ The embedding of improved support in a variety of ways (this will differ at each site and may constitute direct embedding of training models or the bringing together of organisations and groups as a resource for ongoing change)
- ◇ Dissemination of the project’s policy audit, best practice review and training evaluations to a variety of national and international audiences at academic and welfare service conferences and other events
- ◇ Improved understanding of the dynamics of disclosure and provision of ‘first response’, in national and international contexts

Further outcomes:

For the project as a whole, the aim was for delivery of ‘first response’ training in 13+ institutions to 80 staff in each, and we are pleased to report that 21 universities in Europe have conducted an intervention for **USVreact**, albeit with fewer staff per institution in some cases.

We hope that sharing findings from these ‘pilot study’ universities will lead to staff and students at other universities (nationally & internationally) to develop their own training and first response/care pathways using the projects’ models, resources and findings.

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 five Partners (Brunel, UNITO, Panteion, UPV/EHU, URV), 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 USV-react Project funded commitment) to 172, depending on whether training was delivered in a single institution (Brunel, Sussex, Panteion), or in collaboration with Associate Partner (AP) institutions (UNITO, URV, UPV/EHU). All Partners (except CEPS) 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, 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; the Greek Partner analyzed how to react to sexual and gender violence; and the Italian Partner 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, York and URV), 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, although their trainers were embedded within the University support service structure. 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, York or Sussex Universities, as motivation was

presumed 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 Partners, 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 some part of 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 - USVreact First Responder Programme

Trainees	Trainers	Associate partners
60 staff from university, Student Union and Brunel USV Steering group (80 participants by February 2018)	Two psychotherapist co-trainers with expertise in sexual violence and one DVA expert and counsellor for the first few cohorts. Later cohorts trained by 'champions' from counselling and student services.	Five associate partners in England (80 participants by February 2018): Cardiff Metropolitan University Keele University Trinity Laban Conservatoire of Music and Dance University College London University of Exeter

Aim: To educate on sexual harassment and violence, challenging cultural stereotypes and misconceptions, providing guidance on prevention and practical responses, and to prepare staff to cascade to colleagues.

Background: Well-resourced student services and staff development units (recently restructured); 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
79 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): tools, services and strategies for a fair first response in university</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
<p>80 staff to date from each of the university's 9 departments, the university sports centre and the university career office. 32 admin and auxiliary staff. 10 teaching staff. 38 students and student mentors from nine departments. Each training cohort comprised 12-14 participants. Cohorts were mixed in terms of gender and role, as well as departmental affiliation. Overall gender distribution of trainees was 87,5% women and 12,5% men.</p>	<p>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.</p>	<p>None.</p>

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. Panteion University's female Rector has been very 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. Next, trainees were presented with different case-studies of sexual harassment and asked to formulate responses taking into account the issues discussed earlier, in order to determine appropriate care pathways.

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
<p>222 participants across URV and Associate Partners:</p> <ul style="list-style-type: none">- Full training - 97 participants (32 of whom also attended the 'train the trainer' session)- Two additional short 1 and 2 hour training sessions - 125 participant at URV <p>Trainees were university admin unit managers and those responsible for policy regarding assault, teaching and research staff, and students from URV Tarragona, Tortosa and Comarruga campuses.</p>	<p>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.</p> <p>Two co-trainers for the first few cohorts, one for the later ones.</p>	<p>UAB: 24 (further sessions in early 2018 for at least 20 more)</p> <p>UVIc: 11 (10 more expected)</p> <p>UPF: 11 (10 more expected)</p> <p>UB: in progress</p> <p>Total expected 96 people</p>

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
<ul style="list-style-type: none"> ◇ What is sexual violence? ◇ Cultures of consent not violation. ◇ Sexual violence theory & context ◇ SV in universities. ◇ Different expressions of sexual violence ◇ Catalan legislation. ◇ Responsibility issues. ◇ Intersectionality, gender and power relationships in SV. 	<ul style="list-style-type: none"> Active and respectful first response. Prejudice. Active listening First response: perception, listen, care and accompaniment. Tools, services and strategies in first response. University regulations. Local SV services violence. Collective response strategies. 	<ul style="list-style-type: none"> Pedagogy Analysis of the material Introduction to guide materials Adaptation of the material for specific needs.

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, 40 staff to be trained by end of December; University of York St John, 40 staff to be trained by end of December.

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.

Recommendations

Our project partnership represented a variety of different cultural, political and institutional contexts. Even within the same country, project partners were working within unique institutional cultures. This means that compiling a set of general recommendations from the partnership is challenging and may possibly be counter-productive, given that what is appropriate for one institution (or one country) may not be appropriate for another. Therefore, this chapter presents a brief summary of each partner's recommendations to their own university, followed by a set of broader recommendations which cross the various institutional and national contexts.

Local recommendations

1. Universitat Rovira i Virgili, Catalonia, Spain

The sexual violence protocol at URV is only applicable if a staff member is involved; it does not cover cases of sexual violence between students. Through the intranet, staff have access to the protocol and the name of the relevant 'first responder'. Students do not have any access to this information, however. Moreover, the university does not have a broader sexual violence policy. The URV team concluded that the procedures were not working well at their university, and should be revised. They recommended that information on the sexual violence protocol should be made public on a webpage and through flyers distributed to new students and staff. They also recommended that first response training should be implemented throughout the institution.

There are many local services and resources in the area around URV, some of which have been collated by the project team into an interactive map which will be made public early in 2018. However, the centralised structure of Catalonia means that most public services and other organisations that specialise in supporting sexual violence survivors are located in Barcelona. To combat this, the URV team recommended that a network should be created between universities, public services and all other support organisations.

2. Universidad del Pais Vasco/Euskal Herriko Unibersitatea, Basque Country, Spain

The protocol at UPV/EHU is currently under review. The main need is for a set of procedures (for disclosure, support and awareness-raising) that is responsive to the different realities and needs of the various university communities. All of the pathways organise around a first moment of 'reporting', after which legal and other procedures may be started. However UPV/EHU does not identify clear points for disclosure and/or reporting sexual violence, or publicise its protocols

to students, and this process also fails to allow for other options. However, the UPV/EHU project team is taking part in the writing of a new protocol which will consider these issues. They are proposing a participatory model, involving students, and also working to improve communication and exchange of information between the university and local networks.

The UPV/EHU team also recommended better guidance for staff, and dissemination through the equality commissions present in most faculties and schools. They also recommended that more spaces for reflection on intersecting equality issues related to sexual violence (such as bi/homo/transphobia and racism) be provided by the University. This could be key to contributing to a different university environment that can challenge sexual and other types of violence against oppressed groups.

3. Università degli Studi di Torino, Italy

The university has no specific policies and procedures related to sexual violence. The Torino team therefore recommended that resources or services which are available to students (e.g. the Comitato Unico Di Garanzia ('Guarantee Committee') and Consiglieria di fiducia ('Confidentiality counsellor')) should be more widely publicised. The team have also been in discussion with the General Directorate of the University about the possibility of activating an online resource with two functions: (1) to build a network among the several University services and with existing services in the city; and (2) to be a reference point both for victims of violence and harassment and for witnesses of inappropriate behaviour within the university.

Participants in the Torino training expressed a desire to continue. Further training has been organised with administrative staff, but faculty continue to be the hardest group to engage. Further training is recommended: this will also contribute to the development of an organisational culture based on respect for the Other, regardless of issues such as gender, sexual orientation, and ethnicity. There are also stereotypical attitudes among students, teachers and university staff that can be challenged by this type of training.

4. Panteion University of Social and Political Sciences, Greece

Currently, there are no policies or procedures relating to sexual violence in place at Panteion University. Furthermore, the university does not make use of external networks or support mechanisms. To remedy this, the project team have recommended that formal policies and procedures against sexual violence should be developed, and an Equality Office should be established, which will, among other things, deal with issues of sexual and gender violence.

Participants in the Panteion training indicated that an extension of the programme was urgently needed. The team also feel that introducing an awareness-raising seminar once a year could slowly contribute towards making the issue more visible and public. Participants also suggested the introduction of sexual violence awareness courses in the regular curriculum, as well as in student practicums. The Panteion team recommended that the issue of sexual violence be addressed as part of students' induction week. They also recommended that an interdepartmental student and staff committee be created to act as liaison and support people in cases where sexual violence has been reported.

5. Brunel University London, UK

The policy on sexual harassment at Brunel is embedded within the University's harassment and bullying policies. The Brunel team recommended a policy dedicated to sexual violence in particular. This should clarify the complaints/reporting procedures, and any disciplinary measures. The policy should be publicised in a clear, simple format in a location easily viewable by students and staff. Furthermore, the Brunel team recommended that a clear 'care pathway' flowchart for supporting sexual violence survivors should be designed and circulated, without time constraints on when this support could be provided.

Other recommendations were for the purpose and remit of other relevant policies to be revised and clarified, as staff attending the programme showed (a) a lack of awareness of existing policies and procedures, and (b) confusion about which were applicable for different situations. These matters should be resolved and built into the Brunel programme content. All policies and processes regarding sexual violence should be promoted more clearly to students and staff, alongside a promotion of external local services available. Observing the delivery of the USVreact programme at Brunel drew attention to the significant impact that receiving disclosures can have upon some members of staff. The team hope that the programme will continue at Brunel and provide a space for staff to share their experiences.

6. University of Sussex, UK

The Sussex team recommended an adoption of a more coordinated approach to services for staff and students. Both students and staff would benefit from clarity with regard to what services are available, and the care pathways in place. To achieve this, the University's policies and procedures for supporting both student and staff survivors of sexual harassment and violence should be clarified urgently. These policies should be communicated as widely and clearly as possible and described in an easily accessible area of the website.

They also recommended that disclosure training should be mandatory for frontline staff, and that it was desirable for all staff in order to create a more open and empathic culture at the university, to encourage survivors to come forward, and to redistribute the emotional labour of providing support. Finally, the team felt that the university should provide support for staff who are supporting students or colleagues with disclosures. This should be done by signposting counselling services, making it clear that staff should be able to talk to their supervisors/managers for support, and having easily accessible self-care resources online.

7. University of York, UK

A specific policy on sexual violence does not yet exist at York, but is currently being designed, and a new online reporting system for all forms of student misconduct has recently been introduced. However, the new reporting system does not encourage reporting of staff sexual misconduct or currently offer anonymous reporting (though third party reports are accepted). The York team have made several recommendations institutionally, including clarifying university policies around hearings and police involvement in processes. They also recommended that York's disciplinary policies be made more transparent to staff and students, and more effective sanctions placed on perpetrators.

Handouts for incoming students and academic staff are being designed by the York team to advertise local support networks and services beyond the university. The full version of the York training runs for 2 half-days (or roughly 6 hours). This model will be recommended as a whole day of training for staff who specifically deal with disclosures (Security staff, Welfare advisors, Harassment advisors, College welfare teams). For student-facing staff who may be met with disclosures of sexual violence, but for whom specialist knowledge is not necessary, a half-day training session which focuses on core messages will be delivered.

Broader recommendations

This part of the chapter presents a series of broader recommendations which cross the various different contexts, collated from the individual Partner Training Evaluation Reports, as well as additional information submitted by project teams during the course of the research. These cover statutory guidance and institutional reforms, as well as issues such as awareness-raising and further research.

1. Training

First and foremost, our project recommends that our training models, or some version of these, should be rolled out to all universities in the participating countries and others, to create more conducive contexts for disclosure and more open and empathic higher education cultures. Training should focus initially on staff in 'front line' roles (counselling, student support, health services and security, for example), but should eventually be delivered to all staff with the aim of making universities safer spaces.

Whether or not these training programmes should be mandatory for staff, or whether they should simply be encouraged to take part, is a matter for individual institutions to decide. Mandatory training may attract resentment amongst staff who are skeptical or unwilling to take part, whereas the voluntary sessions piloted during this project were often female-dominated, reflecting the institutional, gendered disparities of the emotional labour of providing support for survivors.

Attention in training should be given to the various forms and configurations sexual harassment and violence can take: for example, discussion should not just be around student-student violence but should include staff as potential perpetrators and victims. This should also be connected with other educational programmes around issues such as gender and intersecting forms of discrimination, bullying and harassment, and institutional values.

There was also a general consensus that it would be helpful to have a named and trained individual to act as a contact and liaison point at institutional level. In the UK several universities have already introduced such roles in the form of sexual assault advisers (BBC News, 2017), including one of our Associate Partners, Keele University. However, we also emphasise that such a staff member should be seen as providing specialist expertise to existing university support provision rather than as an institutional point of first response. It is a key premise of our project that all staff should have the capacity to respond to disclosures appropriately (in emotional as well as procedural terms), and that institutional cultures should be more open and empathic. In line with this, we recommend that there should be a variety of available spaces for disclosure on campus which are easily identifiable and accessible.

2. Institutional reforms

Several of the partners recommended reforms at institutional level which were not necessarily restricted to their own institution, but which had broader applicability. For instance, it was concluded that student support services are under increased demand, and that there is likely to be an increase in reports of sexual violence as a response to raised awareness, which will create further pressure on these services. It was also noted that funding for both student and external support services in many countries has been significantly reduced (Towers & Walby 2012; Women Against Violence Europe, 2016), despite discussions about student mental health and wellbeing becoming more visible (Rückert, 2015; Universities UK, 2015). All partners agree that both student support and equality initiatives require a significant increase in resourcing in order to be successful and meet institutional and national commitments in these areas.

Partners also highlighted the need for stronger collaborations between university and external support services, perhaps managed by a designated member of staff or unit. Such services include those related to sexual and domestic violence services, health (including sexual health) and others. This could be achieved through a variety of means including regular drop-ins provided by external services on campus, the involvement of external experts in the development of university services and management of cases, and collaborative events.

On a broader level, it was concluded that universities needed to acknowledge more fully their duty of care to students and responsibilities for preventing sexual harassment and violence. This implies greater attention to creating positive university cultures which embody strong civic values. It also suggests that universities pay attention to these issues in their design, marketing and architecture. For instance, universities should take care not to reproduce gendered and normative sexual stereotypes in their public imagery, and should promote spaces which are free of discrimination (for example, gender-neutral toilets). Aiming higher, universities might rethink how their physical spaces are designed, and aim for architectural designs that meet the principles of urban feminism i.e. making buildings accessible, providing good lighting on campus at night to make people feel safer, and providing spaces for those with children in order for the marginalised to participate fully in university life without inconvenience or harassment (Darke, 1984).

Several partners recommended greater inclusion of survivors in institutional processes, in order to position them as agents of social change rather than as victims. This should, of course, be implemented with due regard to their protection, especially in emotional terms.

3. Statutory guidance

Many of the partners concluded that statutory guidance would be helpful in both tackling and preventing sexual harassment and violence in universities. For example, guidance in relation to reporting procedures and data collection, student and staff conduct, and the protection of survivors within institutional contexts where they may encounter their abusers. In the UK, there was acknowledgement of the Universities UK taskforce report *Changing the Culture* (2016), which has provided a good foundation for the production of such guidance, and the fact that the taskforce has already issued new guidance on dealing with student behavior which may constitute a criminal offence, which has replaced the 1994 Zellick Report widely identified as problematic (Bradfield, 2016; also see Chapter Two).

It was also suggested that staff at statutory agencies dealing with student complaints around the handling of sexual violence cases (ombudsmen or independent adjudicators, for instance) receive training around sexual violence. For universities that had policies or procedures in place addressing sexual violence and harassment, it was noted that a broader, more holistic approach would be beneficial. For example, rather than focusing on the legal and formal routes for reporting sexual violence (which may not always be the preferred route for survivors), statutory guidance for universities should emphasise that survivors should be able to choose what sort of support they need.

4. Campaigns and awareness-raising

Partners concluded that awareness-raising and sexual violence campaigns were important at institutional and national levels, both to encourage reporting and to prevent harassment and violence. Practical suggestions on this included the creation of printed and online materials (which could perhaps be shared between universities) and the development of awareness-raising educational activities for staff. In particular, university managers and administrations were seen as in need of greater awareness about the legal, social and psychological consequences of sexual violence, in order to make better-informed decisions. In instances where students develop their own protests or campaigns in support of survivors, universities should embrace rather than repress these actions. All partners agree that accepting institutional responsibility for tackling and preventing harassment and violence is not a weakness but a pioneering action.

5. Further research

Partners also recommended a variety of different possible future research avenues: these varied by country as the data and literature available differs widely. Some areas for future research include staff-student sexual misconduct, sexual violence against LGBT+ (and especially transgender) students and support for these communities, and students' experience of online/digital harassment and abuse. We note our gratitude to the European Commission for funding this important project which has already had many tangible positive impacts, and hope that funding will continue to be available in the future to support similar work.



References

- Ahmed, S. (2012). *On Being Included: Racism and Diversity in Institutional Life*. Durham, NC: Duke University Press
- Ahmed, S. (2017). 'Snap! Feminist Moments, Feminist Movements.' Lecture given in Stockholm, May 11. Available at: <https://feministkilljoys.com/2017/05/21/snap/>
- Ahrens, C. E. (2006). Being Silenced: the impact of negative social reactions on the disclosure of rape. *American Journal of Community Psychology* 38, pp. 263-274
- Alldred, P., David, M., Biglia, B., Jiménez, E., Folgueiras, P., Olivella, M., et al. (2014). *GAP WORK Project Final Report: training for youth practitioners on tackling gender-related violence*. Brunel University: London Press.
- Alldred, P. and Biglia, B. (2015). Gender-Related Violence and Young People: An Overview of Italian, Irish, Spanish, UK and EU Legislation. *Children & Society* 29(6), pp. 662-675.
- Amnesty International. (2016). *Policy on state obligations to respect, protect and fulfil the human rights of sex workers*. London: Amnesty International
- Anderson, M. J. (2016). Campus Sexual Assault Adjudication and Resistance to Reform. *The Yale Law Journal* 125(7), pp.1940-2005.
- Asquith, S. (2016) It's Time to Talk About Student Mental Health. *The Huffington Post*, 4th February. Available at: http://www.huffingtonpost.co.uk/shelly-asquith/student-mental-health_b_9157672.html
- Avdela, E. (2012). Gender (in) crisis, or what happens to “women” in hard times. *Sygyrona Themata*, 115, pp. 8-17
- Batty, D., Weale, S. and Bannock, C. (2017). Sexual harassment at “epidemic levels” in UK universities.’ *The Observer* 5th March. Available at: <https://www.theguardian.com/education/2017/mar/05/students-staff-uk-universities-sexual-harassment-epidemic>
- BBC News. (2017). Cambridge University advertises for sexual assault adviser. 10th September. Available at: <http://www.bbc.co.uk/news/uk-england-cambridgeshire-41218333>
- BBC Trust. (2012). *The Pollard Review*. Available at: http://downloads.bbc.co.uk/bbctrust/assets/files/pdf/our_work/pollard_review/pollard_review.pdf
- Biglia, B. and San-Martín, C. (2007). *Estado wonderbra: entretejiendo narraciones feministas sobre las violencias de género*. Barcelona: Virus.
- Bigila, B. & Velasco A (2012) Reflecting on an academic practice to boost gender awareness in future schoolteachers, *Educação, Sociedade & Culturas*, nº 35, 2012, 105
- Bradfield, N. (2016). *Guidance for Higher Education Institutions: How to Handle Student Misconduct Which*

May Also Constitute a Criminal Offence. London: Universities UK and Pinsent Masons

- Bunch, C. (1990). Women's Rights as Human Rights: Towards a Re-Vision of Human Rights. *Human Rights Quarterly* 12(4), pp. 486-498
- Burke, P. (2015). Re/imagining higher education pedagogies: gender, emotion and difference. *Teaching in HE* 20(4), pp. 388-401.
- Bustelo, M. and Lombardo, E. (2007). *Políticas de igualdad en España y en Europa*. Catedra Ediciones.
- Bustelo, M., López, S. and Platero, R. (2007). La representación de la violencia contra las mujeres como un asunto de género y un problema público en España. *Políticas de igualdad en España y en Europa*, ed.s María Bustelo and Emanuela Lombardo. Cátedra: University of Valencia.
- Carastathis, A. (2015). The Politics of Austerity and the Affective Economy of Hostility: Racialised Gendered Violence and Crises of Belonging in Greece. *Feminist Review*, 109, pp. 73-95
- Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom. (1994). *Final Report of the Task Force on Student Disciplinary Procedures*. London: CVCPUK.
- Corradi C. (2009). *Sociologia della violenza. Modernità, identità, potere*. Rome: Meltemi.
- Council Directive 2004/113/EC of 13 December 2004 on implementing the principle of equal treatment between men and women in the access to and supply of goods and services
- Council Directive 2006/54/EC on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation
- Crown Prosecution Service. (2017). *Violence Against Women and Girls: Strategy 2017-2020*. London: CPS
- Darke, J. (1984). Women, architects and feminism, in Marxist Book Group (eds.) *Making Space: Women in the Man-Made Environment*. London: Pluto Press.
- Davaki, Konstantina (2013), *Report: The Policy on Gender Equality in Greece*. Monograph PE 493.028. Brussels, Belgium: European Parliament.
- Davies, L. (2012). Greek crisis hits women especially hard. *The Guardian*, 15th June. Available at: <https://www.theguardian.com/world/greek-election-blog-2012/2012/jun/15/greek-crisis-women-especially-hard>
- Day, E. (2016). How Archers abuse storyline has divided fans of its green and pleasant land. *The Guardian*, 25th March. Available at: <https://www.theguardian.com/tv-and-radio/2016/mar/25/how-the-archers-abuse-story-helen-rob-titchener-has-divided-fans>
- Department of Health. (2014). NHS and Department of Health investigations into Jimmy Savile. Gov.co.uk. Available at: <https://www.gov.uk/government/collections/nhs-and-department-of-health-investigations-into-jimmy-savile>
- Directorate-General for Internal Policies. (2016). *The Issue of Violence Against Women in the European Union*. Brussels: European Parliament
- Donovan, R. and Williams, M. (2002) Living at the Intersection. *Women and Therapy* 25(3-4), pp. 95-105
- End Violence Against Women. (2015). *Spotted: Obligations to Protect Women Students' Safety and Equality*. London: End Violence Against Women
- Eurofound. (2015). *Violence and harassment in European workplaces: Causes, impacts and policies*. Dublin.
- European Commission. (2011). *Strategy for equality between women and men 2010-2015*. Luxembourg: Publications Office of the European Union. Available at: http://ec.europa.eu/justice/gender-equality/files/documents/strategy_equality_women_men_en.pdf.

- Fairweather, E. (2012). Jimmy Savile: 'He was the tip of the iceberg.' *The Daily Telegraph*. 19th October. Available at: <http://www.telegraph.co.uk/news/uknews/crime/jimmy-savile/9620223/Jimmy-Savile-He-was-the-tip-of-the-iceberg.html>
- Farina, F. (2013). Sulle violenze ed il genere. Esperienze e rappresentazioni delle universitarie dell'ateneo di Urbino. *Rivista di Criminologia, Vittimologia e Sicurezza*, 7(2), pp. 43-64.
- Feltes, T., List, K., Schneider, R., Hofker, S., Balloni, A., Bisi, R., Sette, R. et al. (2012). *Gender-Based Violence, Stalking, and Fear of Crime*. Bochum: Ruhr-Universität Bochum.
- Fenton, R. A., Mott, H. L., McCartan, K. and Rumney, P. (2016) *A review of evidence for bystander intervention to prevent sexual and domestic violence in universities*. Technical Report. Public Health England. Available from: <http://eprints.uwe.ac.uk/28656>
- Ferrer-Pérez, V., Bosch-Fiol, E. and Navarro-Guzmán, C. (2011). La violencia de género en la formación universitaria: análisis de factores predictores, *Anales de psicología*, 27(2), pp. 435-446.
- FRA (European Agency for Fundamental Rights). (2014). *Violence Against Women: An Eu-wide Survey*. Luxembourg: Publications Office of the European Union
- Franco, J. (2013). Child abuse, melodrama and the mother-daughter plot in Eastenders. *European Journal of Cultural Studies* 16(3), pp. 267-284
- Grimshaw, D. and Rubery, J. (2012). The end of the UK's liberal collectivist social model? The implications of the coalition government's policy during the austerity crisis. *Cambridge Journal of Economics* 36(1), pp. 105-126
- Higher Education Funding Council for England. (2017a). Universities and colleges receive £2.45 million to tackle sexual harassment. 13th March. Available at: <http://www.hefce.ac.uk/news/newsarchive/2017/Name,113072,en.html>
- Higher Education Funding Council for England (2017b). Universities and colleges receive £1.8 million to tackle hate crime and online harassment. 16th October. Available at: <http://www.hefce.ac.uk/news/newsarchive/2017/Name,115884,en.html>
- Home Office. (2007). *Cross Government Action Plan on Sexual Violence and Abuse*. London: Cabinet Office
- Home Office. (2011). *Call to End Violence Against Women and Girls: Action Plan*. London: Cabinet Office.
- Home Office. (2017a). *Disrespect NoBody campaign*. 27th January. Available at: <https://www.gov.uk/government/collections/disrespect-nobody-campaign>
- Home Office. (2017b). *Hate Crime, England and Wales, 2016/17*. Available at: <https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2016-to-2017>
- Horowitz, D. (2007). *Indoctrination: The Left's War Against Academic Freedom*. New York and London: Encounter Books
- Huffington Post Greece. (2017). Reactions to the 15-year incarceration of the 22-year old young woman who knitted her assailant in self-defence. 29th September 2017 (in greek). Available at: http://www.huffingtonpost.gr/2017/09/29/koinonia-katadiki_n_18138212.html
- Istat (National Institute of Statistics). (2015). *Violence Against Women: Year 2014*. Available at: <https://www.istat.it/en/archive/169135>.
- Kaldi-Koulikidou, T. and Plevraki, S. (2014). Domestic Violence Against Women in Greece, in Sylvia M. Asay, John De Frain, Marcee Metzger, Bob Moyer (eds.), *Family Violence from a Global Perspective: A Strengths-Based Approach*, London and New York: Sage, pp. 94-107.

- Kostavara, K. (2007). *Rape: The Crime, the Trial, the Law and Social Prejudice*. Athens: Metaichmio (in Greek).
- Levidow, L. (2002) Marketizing higher education: neoliberal strategies and counter-strategies, in Robins, Kevin and Webster, Frank, eds., *The Virtual University? Knowledge, Markets and Management*. Oxford: Oxford University Press, pp. 227–248
- Love, G., De Michele, G., Giakoumidaki, C., Herrera Sánchez, E., Lukera, M. and Cartei, V. (2017). Improving access to sexual violence support for marginalised individuals: findings from the lesbian, gay, bisexual and trans and the black and minority ethnic communities. *Critical and Radical Social Work* 5(2), pp.163-179
- Lynch, K. (2013). New managerialism, neoliberalism and ranking. *Ethics in Science and Environmental Politics* 13(2), pp. 141-153.
- McGlynn, C., Downes, J. and Westmarland, N. (2017) Seeking Justice for Survivors of Sexual Violence: recognition, voice and consequences, in Estelle Zinsstag and Marie Keenan, eds., *Restorative Responses to Sexual Violence: Legal, Social, and Therapeutic Dimensions*. London: Routledge
- Ministerio del Interior. (2017). *Anuario estadístico del Ministerio de Interior 2016*. Madrid, Catálogo de Publicaciones de la Administración Central del Estado
- National Union of Students. (2010). *Hidden Marks: A study of women students' experiences of harassment, stalking, violence and sexual assault*. London: NUS
- National Union of Students. (2013). *That's What She Said: women students' experiences of 'lad culture' in higher education*. London: NUS
- National Union of Students. (2014). *Lad Culture and Sexism Survey*. Available online at <https://www.nus.org.uk/en/news/nus-research-reveals-one-in-four-students-suffer-unwelcome-sexual-advances/>
- National Union of Students. (2015). *Lad Culture Audit Report: A look into the findings from our audit of higher education institutions and students' unions work on lad culture*. London: NUS
- O'Hara, M. (2016). Osborne's budget cuts will cripple services for vulnerable BME women. *The Guardian* 16 March
- ONS (Office for National Statistics) (2017). *Focus on violence crime and sexual offences, England and Wales: year ending March 2016*. London: Office for National Statistics. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/compendium/focusonviolentcrimeandsexualoffences/yearendingmarch2016>
- Paul, L. A., Gray, M. J., Elhai, J. D., and Davis, J. L. (2009) Perceptions of peer rape myth acceptance and disclosure in a sample of college sexual assault survivors. *Psychological Trauma: Theory, Research, Practice and Policy* 1(3), pp. 231-241
- Pedwell, C. (2016). Decolonising Empathy: Thinking Affect Transnationally. *Samyukta: A Journal of Women's Studies* XVI(1): pp. 27-49.
- Phipps, A. (2009). Rape and respectability: ideas about sexual violence and social class. *Sociology* 43(4), pp. 667-683
- Phipps, A. (2017). Reckoning up: sexual harassment and violence in the neoliberal university. Currently under consideration by *Gender and Education*
- Phipps, A. (2018) 'Lad culture' and sexual violence against students. In Nancy Lombard, ed., *The Ashgate Gender and Violence Research Companion*. London: Routledge
- Phipps, A. and Young, I. (2015) Neoliberalisation and "lad cultures" in higher education. In *Sociology* 49(2), pp. 305-322

- Phipps, A. and Smith, G. (2012). Violence against Women Students in the UK: Time to Take Action. *Gender and Education* 24(4), pp. 357–73.
- Phipps, A., Ringrose, J., Renold, E. and Jackson, C. (2017). Rape culture, lad culture and everyday sexism: researching, conceptualizing and politicizing new mediations of gender and sexual violence. *Journal of Gender Studies*. Published online. ISSN 0958-9236
- Rape Crisis England & Wales. (2017). *Rape Crisis England & Wales headline statistics 2016-17*. Available at: <https://rapecrisis.org.uk/statistics.php>
- RevoltingEurope. (2012). Austerity is lethal for women. In *Revolting Europe: on Europe, the Left, Labour and Social Movements*. Available at <https://revolting-europe.com/2012/11/25/austerity-hurts-women/>
- Riconosci la violenza. (2013). Available at: <http://www.riconoscilaviolenza.it/>
- Ridolfi-Star, Z. (2016). Transformation Requires Transparency: Critical Policy Reforms to Advance Campus Sexual Violence Response. *The Yale Law Journal* 125(7), pp. 2156-2181
- Rückert, H. W. (2015). Students' mental health and psychological counselling in Europe. *Mental Health & Prevention* 3(1-2), pp. 34-40.
- Rudd, T. and Goodson, I. F. (2017). Negotiating Neoliberal Education. In *Negotiating Neoliberalism: Developing Alternative Educational Visions*, edited by Tim Rudd and Ivor F. Goodson. Rotterdam: Sense Publishers, p.1-11
- Rymer, S. and Cartei, V. (2015). Supporting transgender survivors of sexual violence: learning from users' experiences. *Critical and Radical Social Work* 3(1), pp. 155-164
- Sagar, T., Jones, D., Symons, K. and Bowring, J. (2015) *The Student Sex Work Project: Research Summary*. Swansea: Swansea University
- Sanders-McDonagh, E., Neville, L. and Sevasti-Melissa, N. (2016). From pillar to post: understanding the victimisation of women and children who experience domestic violence in an age of austerity. *Feminist Review* 112(1), pp. 60-76
- Sharna, F. (2014). Financial Crisis and Domestic Violence: the Case of Greece. *The WIP*, May 29. Available at: <http://thewip.net/2014/05/29/financial-crisis-and-domestic-violence-the-case-of-greece/>
- Sherriff, L. (2013). Depression at university: thousands more students seek counselling for mental health issues. *The Huffington Post*, 5th February. Available at: http://www.huffingtonpost.co.uk/2013/06/27/increase-student-depression-university-mental-health_n_3510291.html
- Smith, C. P., and Freyd, J. J. (2014). Institutional Betrayal. *American Psychologist* 69(6), pp. 575-587.
- Spiked Online. (2017). *Free Speech University Rankings 2017: A Spiked Project*. Available at: <http://www.spiked-online.com/free-speech-university-rankings#.We4TP1tSyUI>
- Sundaram, V. and Jackson, C. (2015). *Is lad culture a problem in higher education? Exploring the perspectives of staff working in UK universities*. Society for Research into Higher Education. Available at: <https://www.srhe.ac.uk/downloads/JacksonSundaramLadCulture.pdf>
- Stratigaki, M. (2006), *The Gender of Social Policy*. Athens: Metaichmio
- Stratigaki, M. and Vaiou, D. (1994). Women's work and informal activities in Southern Europe. *Environment and Planning A*, 26, pp. 1221-1234.
- Thomson, A., Sylvester, R. and Woolcock, N. (2017). Universities told to guarantee free speech. *The Times* 19th October. Available at: <https://www.thetimes.co.uk/article/universities-ordered-to-guarantee-free-speech-wxzcr32hh>
- Tillman, S., Bryant-Davis, T., Smith, K., and Marks, A. (2010) *Shattering Silence: exploring barriers to*

disclosure for African-American sexual assault survivors. *Trauma, Violence and Abuse* 1(2), pp. 59-70

- Toledo, P. and Pineda, M. (2016). *L'abordatge de les violències sexuals a Catalunya*. Barcelona: Bellaterra
- Towers, J. and Walby, S. (2012). *Measuring the impact of cuts in public expenditure on the provision of services to prevent violence against women and girls*. Trust for London and Northern Rock Foundation. Available at: <http://www.nr-foundation.org.uk/downloads/Measuring-the-impact-of-cuts-in-public-expenditure-on-the-provision-of-services-to-prevent-violence-against-women-and-girls-Full-report-3.pdf>
- TUC (Trades Union Congress). (2016). *Still just a bit of banter? Sexual harassment in the workplace in 2016*. London: Trades Union Congress.
- Turchik, J. A. and Edwards, K. M. (2012). Myths about male rape: a literature review. *Psychology of Men and Masculinity* 13(2), pp. 211-226
- Tyler, I. (2015). Classificatory struggles: class, culture and inequality in neoliberal times. *The Sociological Review*, 63(2), pp.493-511
- Universities UK. (2015). *Student mental wellbeing in higher education: Good practice guide*. London: UUK. Available at: <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/student-mental-wellbeing-in-he.pdf>
- Universities UK (2016) *Changing the Culture: Report of the Universities UK Taskforces examining violence against women, harassment and hate crime affecting university students*. London: UUK.
- Vaiou, D. (2014a). Tracing aspects of the Greek crisis in Athens: Putting women in the picture. *European Urban and Regional Studies*, first published online as doi:10.1177/0969776414523802.
- Vaiou, D. (2014b). Is the crisis in Athens (also) gendered? Facets of access and (in)visibility in everyday public spaces. *City*,18(4-5), pp. 533-537.
- Valls, R., Puigvert, L., Melgar, P. and Garcia-Yeste, C. (2016) Breaking the Silence at Spanish Universities: Findings from the First Study of Violence Against Women in Campuses in Spain. *Violence Against Women* 22(13), pp. 1519-39
- Weale, S. (2016). Some universities need to triple mental health services funding, says report. *The Guardian*, 22nd September. Available at: <https://www.theguardian.com/education/2016/sep/22/universities-triple-mental-health-services-funding-report>
- Weis, J. (2015). Title IX and the State of Campus Sexual Violence in the United States: Power, Policy and Local Bodies. *Human Organization* 74(3), pp. 276-286
- Westmarland, N. and Graham, L. (2010) The promotion and resistance of rape myths in an internet discussion forum. *Journal of Social Criminology* 1(2), pp. 80-104
- Wetzel, J. W. (1993). *The World of Women: In Pursuit of Human Rights*. Basingstoke: MacMillan Press
- Whitley, L. and Page, T. (2015). Sexism at the Centre: Locating the Problem of Sexual Harassment. *New Formations* 86, pp. 34-53.
- Women Against Violence Europe. (2016). *WAVE Report 2015: On the Role of Specialist Women's Support Services in Europe*. Vienna, Austria: WAVE office. Available at: http://fileserver.wave-network.org/researchreports/WAVE_Report_2015.pdf

Project website:
www.USVreact.eu

Contact:

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