

**UNIVERSITIES SUPPORTING VICTIMS OF SEXUAL VIOLENCE
(USVSV): TRAINING FOR SUSTAINABLE SERVICES
(JUST/2014/RDAP/AG/VICT/401)**

TRAINING EVALUATION REPORT

PANTEION UNIVERSITY

COORDINATOR: BRUNEL UNIVERSITY OF LONDON

PARTNERS:

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USVSV - Partner Training Evaluation Panteion University

1. Introduction

The USVSV Training Program presented a significant opportunity to introduce the issue of sexual violence and harassment at university, and to identify institutional gaps in policy and care provision, as well as overall attitudes among university staff and students towards the problem of sexual and gender violence more broadly.

As we anticipated, there are no policies or care pathways at Panteion University, or any other Greek Higher Education institution, in spite of the widespread understanding that there is indeed an unacknowledged longstanding problem, especially as regards relations and interactions between male members of academic staff and female students. Silence surrounding the problem of sexual and gender violence at university reflects wider cultural attitudes and resistances towards disclosing and legally reporting cases of sexual violence, either in the workplace or in the family. Factors contributing to this ‘culture of concealment’ are not only widespread sexism but also associated widely held beliefs on the culpability of the victim and the shame attached to the victim her- or himself and their family and social context as well.

Our biggest challenge, from the outset, was to mobilise and recruit participants, especially since the training would have to be carried out on a voluntary basis, given that there is no provision for mandatory further education and training for university personnel, both administrative and academic. Another important question we had to consider at length was determining the most appropriate path to informing members of Panteion University on the importance of the training program and enlisting their support in both publicising it and in recruiting participants.

As it turned out, mobilising personal networks in the university proved to be the most effective strategy for finding participants and setting up the training program. Another helpful approach was to publicise the project on university social media. This proved conducive to raising awareness for the project not only among the Panteion University community itself but more widely among people associated with or following the work of the Centre for Gender Studies of the Department of Social Policy, which was the key university for carrying out the training program.

The training proved successful and participants commented very positively on the initiative, as well as the way it was carried out. This provides a basis for supporting our recommendations on the necessity of pursuing the issue in more systematic and institutionally public ways, as well as for providing more clear-cut and organised care pathways for victims.

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2. Context

2. a. *National and regional context*

The following key points regarding cultural and national context are derived from the 2015 Eurofound Review on “Violence and Harassment in European Workplaces”.

- * Overall, the issue of sexual harassment is largely invisible and the real extent of the phenomenon remains unknown.
- * There are no official statistics on any kind of harassment.
- * Legislation against sexual harassment in educational settings comes under legislation against sexual harassment in the workplace in general, as defined by Law 3896/2010, which is in full compliance with EU Directive 2006/54/EC. “The law makes explicit reference to the prohibition of sexual harassment in the workplace, which amounts to a specific form of discrimination on the grounds of sex. In particular Article 3, paragraph 2a of the law states that harassment, sexual harassment and any less favourable treatment as a result of tolerance or rejection of such conduct constitutes sex discrimination and is thus prohibited.” (p. 12)
- * Public debate on the issue of sexual harassment was limited to parliamentary discussions preceding the introduction of relevant legislation in 2006 and 2010 respectively.
- * Policies regarding sexual harassment at the workplace were introduced by the General Secretariat for Gender Equality (GSGE) as part of the “National Programme on Preventing and Combating Violence against Women 2009-2013”. “The Programme included eight areas of action: (1) Improvement of the legislation; (2) Creation of Counselling Centres and Shelters; (3) Development of support services and legal help; (4) Prevention by sensitising public opinion; (5) Vocational training of public servants; (6) Documentation and research; (7) Support of civil society organisations; (8) Creation of institutional framework for inter-ministerial cooperation.” (p. 17).
- * The GSGE coordinates an integrated Network of 61 service centres throughout the country, for preventing and combating violence against women. The Network includes the SOS Helpline 15900, 39 Counselling Centres and 21 Shelters for women victims of violence and offers services of psychological and social support, legal counselling and accommodation for women victims of violence.
- * 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. Not only women hesitate to report problems of gender based harassment and especially sexual harassment by employers or coworkers because they feel even more exposed, but difficulties are inherent in the investigation of such complaints, because they touch

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upon the private sphere” (p. 21). Reports from subsequent years (2015, 2016) confirm the above described situation.

We could not locate any national statistics on sexual violence and/or harassment. A survey conducted in 2014 by the European Agency on Human Rights (FRA) on “Violence against women”, includes following data:

Reported physical and/or sexual violence by a partner: 10-19%.

Reported psychological violence by partner: 30-39%.

Reported harassment by surveillance: 10-19%.

Reported sexual harassment (per year): 15%.

Women’s perceptions of the frequency of violence against women: Very Often 19%, Often Enough 48%, Not Very Often 26%, Infrequent 2%, Don’t Know 5%.

There is no research on sexual violence at university level. Worth mentioning are two studies on sexual harassment in the workplace conducted by the KETHI: Centre for Research on Equality (Papagiannopoulou 2004, Papatheodorou 2001), the manual on sexual harassment at work published by the General Secretariat for Gender Equality (2011), as well as the educational and training materials developed by the European Anti-Violence Network (2016).

2.b. Institutional context

Panteion University is the oldest University of Social and Political Sciences in Greece, founded in 1927. It has a strong reputation mainly in the fields of constitutional, administrative and international law, international relations, economics, sociology, political sciences, psychology and mass media studies.

Panteion University comprises four Faculties and nine Academic Departments, and twelve postgraduate programs: a) Faculty of International Studies, Communication and Culture, b) Faculty of Social Sciences and Psychology, c) Faculty of Political Sciences, d) Faculty of Economic Sciences and Public Administration. Panteion also operates 11 Laboratories, 22 Research Centres and 3 Research Institutes. According to the information published on the university website, there are more than 9.500 undergraduate students enrolled in normal duration study programs (n + 2 yrs), more than 800 postgraduate students and 1.100 PhD students. The academic staff consists of 239 members of teaching and research staff, assisted by 116 administrative employees.

Panteion is considered to have one of the highest percentages of female academic staff among Greek HE Institutions. The percentage of female students is also higher than male students, with some Departments, such as Social Anthropology and Psychology, being more than 2/3 female. It is also one of five Greek universities that received national funding between 2003-2008 to develop Gender Studies Programs and

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the Centre for Gender Studies. All programs stopped at the end of the funding period, but the Centre remained in operation, mainly as a research unit. In spite of a relatively gender-sensitive context, there are no institutional statistics on sexual harassment and violence. Neither are there policies or care pathways, or campaigns and awareness-raising activities. There is no training, apart from the one carried out by the USVSV Project.

Gender distribution of staff and students was calculated from information provided by the HR Department for academic year 2016-17. There is no data on ethnicity, gender orientation or disability for staff or students.

Gender distribution of Academic Staff per Department and Admin Staff:

Department	Female	Male	Total	% females
Psychology	7	11	18	39%
Social Anthropology	9	6	15	60%
Communication, Media & Culture	15	7	20	68%
Sociology	12	22	34	35%
Social Policy	9	11	20	45%
International, European & Area Studies	8	18	26	31%
Political Science & History	12	14	26	46%
Public Administration	11	17	28	39%
Economic & Regional Development	6	25	31	19%
Other	10	9	19	53%
Total Academic Staff	99	140	239	41%
Admin & Auxiliary Staff	70	46	116	60%

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Gender distribution of Academic Staff per department and rank:

Department	Professor	%	Ass. Prof.	%	Assist. Prof.	%	Lecturer	%
Psychology	9M, 5F, 14T	35	2M, 2F, 4T	50	0	0	0	0
Social Anthropology	2M, 3F, 5T	60	2M, 1F, 3T	33	1M, 5F, 6T	83	1M	100
Communication, Media & Culture	3M, 1F, 4T	25	3M, 4F, 7T	57	1M, 9F, 10T	90	1F	100
Sociology	14M, 8F, 22T	36	4M, 1F, 5T	20	4M, 3F, 7T	42	0	0
Social Policy	5M, 2F, 7T	28	3M, 4F, 7T	57	3M, 3F, 6T	50	0	0
International, European & Area Studies	10M, 1F, 11T	9	2M, 2F, 4T	50	6M, 4F, 10T	40	1F	100
Political Science & History	6M, 6F, 12T	50	4M, 3F, 7T	42	4M, 3F, 7T	42	0	0
Public Administration	6M, 4F, 10T	40	5M, 1F, 6T	16	6M, 3F, 9T	33	3F	100
Economic & Regional Development	12M, 2F, 14T	14	4M, 2F, 6T	33	6M, 3F, 9T	33	2M	100
Total Academic Staff	67M, 32F, 99T	32	29M, 20F, 49T	20	31M, 33F, 64T	51	3M, 5F, 8T	62

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Student gender distribution for academic year 2016-17:

Department	Female	Male	Total	% female students
Psychology	1127	240	1367	82%
Social Anthropology	1164	387	1551	75%
Communication, Media & Culture	829	356	1185	70%
Sociology	1899	854	2753	69%
Social Policy	819	376	1195	69%
International, European & Area Studies	1470	826	2296	64%
Political Science & History	1230	1072	2302	53%
Public Administration	1774	1579	3353	53%
Economic & Regional Development	1243	1556	2799	44%
Total	11555	7246	18801	61%

2. c. Policies and care pathways

Regarding policies and care pathways more specifically, we reviewed university rules and regulations, as well as student services, for all Higher Education institutions in Greece, including Panteion University. Based on the information we could retrieve online, mainly from university webpages, there are no policies, care pathways or best practices addressing this issue. The USVSV training is the first training and awareness raising program to be introduced at Panteion University, and, we believe, more broadly in Greek university contexts.

In 2006, the Centre for Gender Studies, as part of its role in raising awareness on gender equality in the academy, submitted to university management specific recommendations regarding the inclusion of two clauses concerning sexual violence and harassment in the University Rules and Regulations. However, Panteion University Rules and Regulations have still not been officially sanctioned and the articles in question remain unenforced.

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While institutional policies and practices at Panteion and other Greek universities do not explicitly address the issue of sexual violence or harassment, the recent establishment of Equality Offices at some universities, including the University of Athens, the University of Thessaloniki and the University of the Aegean, the mandate of which is to promote gender equality at university level, could facilitate the introduction, or at least discussion, of sexual violence policies and practices. Moreover, the suggestions by students participating in the USVSV training program at Panteion University, to set up grassroots initiatives to monitor and intervene in cases of sexual violence, could also be regarded as best practices of self-organisation that can feed into a broader awareness raising campaign.

3. Training

3.a. *Training design and delivery*

The training comprised an informational, theoretical and experiential component. We wanted to introduce trainees to the topic of sexual and gender violence and/or harassment at university, but also more broadly. For the more theoretical part, the training introduced definitions and aspects of sexual violence as well as any research that has been 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 members of 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. The theoretical part was complemented by an experiential part, which invited trainees to reflect on their own experiences around sexual and gender violence, or knowledge thereof, and their reactions to such experiences. Finally, a more informational part was also included regarding Greek legislation concerning sexual harassment and violence at the workplace, since the university is considered a workplace in the first instance. At the end, trainees were invited to suggest further actions or initiatives they would like to see taking place at Panteion university, to address the issue of sexual harassment and/or violence. Upon conclusion of the training session, trainees were asked to respond to the evaluation questionnaire.¹

Following main learning outcomes were considered important:

1. To sensitise trainees to the issue of sexual violence and/or harassment, at university and more broadly.
2. To sensitise trainees to the processes justifying or silencing sexual violence.
3. To sensitise trainees to issues of shame and self-incrimination regarding sexual violence.

¹ See Appendix for copy of Training Outlines and Evaluation Questionnaire.

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4. To sensitise trainees to sexual violence as an aspect of gendered power relations and inequalities.
5. To sensitise trainees to ways of resisting and combating sexual violence.
6. To inform trainees about legal rights and services in Greece, beyond the university since there are none offered at university level.

For the recruitment of participants, a broad and intensive communication strategy was set up in November 2016, after two meetings with the Rector to ensure her support of the program. Each Head of Department was contacted by individual email, repeatedly, as well as by phone, to solicit their support and to request that they publicise the training program at departmental level. Next, Departmental Secretaries and admin staff were also approached, by email and in person, to ask for their help in recruiting participants. A general email was sent out to all university staff and students. Individual members of teaching staff were approached by email and in person to ask them to mobilise students as well as other colleagues. Once the first participant responses were received we compiled a list, according to department and role, and, depending on participant numbers, contacted the relevant department again in order to request more participants if necessary. Differences in participation between departments reflect either a department's particular staff demographics (i.e. whether it has a significant number of female members of staff), or its 'gender profile' (i.e. more 'masculine' disciplines, such as International Relations or Public Administration, came up with fewer participants; in contrast, 'feminine' disciplines such as Social Anthropology and Psychology provided the largest number of participants).

A most important factor in the recruitment was the mobilisation of personal networks, without which the training program could not have taken off. Participation was voluntary for the whole university. After consulting with the Rector, we decided that it was best not to call for mandatory participation to avoid anticipated resistances, given that some of the informal responses we received during our initial exploration of institutional culture indicated that the topic was considered controversial. Either the issue of sexual harassment was thought to be non-existent, or the attempt to raise awareness on the problem was considered an unnecessary policing of expressions of "normal" sexuality and flirting.

Trainees included female administrative and teaching staff from each of the ten departments as well as from the university at large; male staff from the university sports center; female staff from the university career office, and female and male students from all departments of the university. We decided that groups should be mixed in terms of role and gender in order to allow participants from different parts of the university to interact and share thoughts and experiences. Therefore, each cohort comprised 12-14 participants, including members of staff (mainly admin and some

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occasional teaching staff) and students. We tried to form cohorts that combined at least one departmental admin staff with students from the same department, so that they would have at least one contact person in their department whom they could turn to in case of need. The most motivated participants, by far, were female students, who also suggested setting up further grassroots initiatives for tackling issues of sexual violence in the future.

The training sessions took place at the Centre for Gender Studies, Department of Social Policy, Panteion University. Each cohort completed two 4-hour sessions, scheduled two weeks apart, with senior trainers Matina Papagiannopoulou and Kiki Petroulaki. Trainings took place between December and April. Sessions were organised in the morning during working hours, between 09.00-13.00. Participants who completed the training received a Certificate of Training.

Trainers were chosen for their expertise on issues of sexual and gender violence in Greece. Matina Papagiannopoulou, a Sociologist with an MSc in Criminology has been collaborating with the Centre for Equality Research (KETHI) for many years and has conducted research on gender and sexual violence in Greece. She is currently supervising the nation-wide refuge services and shelters for women victims of violence. Dr. Kiki Petroulaki, a Clinical Psychologist at the Institute for Child Health and the Director of the European Anti-Violence Network, the leading NGO on issues of gender and partner violence in Greece, has coordinated and participated in several EU training projects on educating high school students and teachers, as well as women, against gender violence. Both have extensive training experience in many other contexts.

A total of 80 trainees from eight university departments participated in the program. The specific breakdown according to trainee category is following:

Trainees	Female	Male	Total
Students	21	3	24
Student Mentors	11	1	12
Admin and Auxiliary Staff	29	5	34
Teaching Staff	9	1	10
Total	70	10	80

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The distribution of participants according to academic department is following:

Department	Teaching Staff	Admin & Aux. Staff	Students	Mentors	Total
Social Anthropology	3	3	4	3	12
Psychology		4	5	4	13
Social Policy		4	5	3	12
Communication, Media & Culture	2	3	1		6
Sociology	1	1	3	1	6
International European and Area Studies	1	1	3		5
Public Administration			3	1	4
Political Science & History		3			3
Economic & Regional Development	3	1			4
ADMIN		14			14
Total	10	34	24	12	80

3.b. Training evaluation

Evaluation consisted of questionnaire responses and individual interviews. 65 questionnaires were completed after the first 4-hour session, and 55 after the second 4-hour session. Ten individual interviews with participants who attended the training program were also conducted. Additionally, we plan to hold a stakeholder focus group with key university personnel, including the Rector and Chairs of Departments, along with representatives from the University of Athens, the General Secretariat for Equality and the Greek Academic Women's Society. The purpose of the focus group will be to inform them about the results of the training program and to suggest possible further steps for instituting university policies and care pathways.

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Trainees' overall reaction to the training program was extremely positive, across all trainee categories. The only repeated negative comment concerned the duration of the training, which was considered very short.

Information regarding trainees' motivation to participate was not recorded prior to the training. Based on interview data and circumstantial evidence gathered during the training, trainees were interested in the topic in general, had already experienced sexual harassment at university, were sensitive to gender based and LGBT violence, had heard about the program from course instructors or mentors, wanted to skip work, or, finally were discouraged from attending and came in spite of family and/or friend disapproval.

As mentioned above, expectations were not recorded as such, but could be gleaned from the training itself and well as from post-training interviews. They mostly referred to a general interest in the topic, as well as growing awareness of the pervasiveness and simultaneous invisibility of the problem, especially when involving relations between female students and male professors, or power asymmetries within the university community more broadly. Identifying and understanding various forms of sexual violence, including harassment and objectification, as well as knowing what to do when confronted with such incidents personally or among friends and acquaintances, or when hearing about them in the wider context of the university, were mentioned as common reasons for attending the program. Participants' needs were fulfilled far beyond expectations and trainees expressed gratitude for the training program and to the trainers' themselves for their commitment to teaching about and fighting for the issue of sexual violence.

Among the three most positive results we note the following:

- a) Group exercises were evaluated positively by all participants.
- b) The content of the training program, which was considered to be very clear, informative and stimulating.
- c) The style of the trainers was highly valued for being very respectful and sensitive.

Meanwhile, the three most reported negative aspects were following:

- a) Lack of more time and/or sessions to allow for engaging with the issue in greater depth.
- b) In a few cases the reference to statistics was considered too detailed.
- c) Lack of institutional care pathways

According to the two expert trainers, overall the participants had no previous systematic knowledge on the issue of sexual violence. This is confirmed by their responses to the Evaluation Questionnaire. Specifically, among the different

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categories of participants, members of staff had most knowledge of issues concerning gender discrimination, followed by administrative personnel and PhD students as well as students from specific Departments, such as Social Policy. Female participants across the three different categories were more sensitised to issues of gender discrimination than their male counterparts. All participants came out of personal interest and with many questions.

Both trainers agreed that participants were very active and collaborative during the training. They had many questions and made many interventions. Male participants had more resistance to recognising gender stereotypes and issues of sexual harassment and violence; they tended to consider these issues over-blown. However, during the training their attitudes changed and they came to understand the different meanings and expressions of sexual harassment and violence. Several female participants encountered negative attitudes in their personal environment and were discouraged from attending the training seminar. However, during the course of the training they realised the importance of understanding and addressing such issues and stated that it was worthwhile coming to the seminars.

Both trainers observed that the differences between female and male participants confirm more general research findings. Male participants had the ‘common’ reaction of not recognising sexual ‘violence’ as such, and of using a much more flexible and diffuse idea regarding sexual harassment. In contrast, female participants had a much stricter position and idea regarding behaviours and interactions that should be considered sexual violence. For example, male participants frequently resisted definitions of sexual harassment and violence, claiming that some behaviours were just ‘flirting’, or complaining that feminists want to ban sexuality from social interactions. They were able to understand the seriousness of the issue of sexual violence once they were able to give a ‘face’ to the victim, e.g. by placing a woman close to them in the position of the one experiencing unwanted ‘sexual attentions’. Female participants, on the other hand, in some cases disclosed personal experiences of sexual harassment, also in the university context. However, they tended to share common ideas about ‘victim blaming’, e.g. that a woman was dressed ‘provocatively’ etc. These notions were challenged in the training and participants shifted position relatively easily. In almost all groups it was more difficult for participants to recognise more subtle forms of sexual violence, such as psychological violence, or verbal harassment, as opposed to more physical forms. Cases mentioned by participants concerned relations between higher ranking academics and admin personnel or students, i.e. with clear power asymmetries; no cases between students were reported. Both female, and mostly male participants, had difficulty identifying sexualised behaviours, which they initially called ‘simply flirting’, ‘flattering’ or ‘paying attention’. During the training and they were able to identify practices of sexualised verbal and psychological harassment more clearly.

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All activities worked well, including more conceptual as well as more experiential and applied ones. There was some difficulty understanding certain gender concepts, e.g. performativity, but with examples the difficulty was largely overcome. The use of a comic strip on gender relations, stereotypes and sexual violence was particularly successful. The use of a ‘person and thing’ exercise, in which a person is ‘objectified’, had great impact, as well as exercises where participants took on the role of the ‘observer’ of gendered and sexualised behaviours. Another activity of interest concerned how to respond to personal disclosures of sexual violence or harassment. Both trainers commented on the fact that the training went overtime and participants happily stayed longer, even up to an hour beyond the scheduled time.

One main difficulty, shared by both trainers, was that there was not enough time in each 4-hour session to cover all the topics and interests of the groups. Time was an issue for participants as well, almost all of whom responded in the Questionnaire that they would have liked the training to be longer.

According to the trainers, the training did affect participants. They reflected in more depth on issues they had considered only superficially before; and they did internalise some of the ideas regarding sexual violence and how to react to it. They understood how widespread sexual violence is in every day life and how sexist our work and social environment is, especially when it involves ‘victim blaming’. They also were able to familiarise themselves with and appreciate the role of the observer. Overall, they felt more adequate at the end of the training in intervening in the case of a reported occurrence of sexual violence. However, gender and professional position made a difference in how sensitive participants were to the above ideas and approaches.

Both trainers were very pleased with the outcome of the Panteion training and Matina Papagiannopoulou observed that it was one of the best training contexts she has encountered. This observation contrasts the difficulty in mobilising participants to come to the trainings. It seems that participants had initial resistance in coming to the training, but were very pleased with it once they experienced the seminar, and commented on how useful and positive the training was for them.

Participants expressed desire for more seminars but did not articulate any specific ideas about policy interventions. They mentioned that having a dedicated student and staff support service would be a good practice. In some cases, they thought this should be included in a more general gender equality policy and intervention. More specifically, they suggested following further initiatives would be desirable:

a) Extension of the training program

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- b) Introduction of sexual violence awareness courses in the regular curriculum, as well as in student practicums
- c) Building a grassroots initiative, including students and staff, to keep vigilant over occurrences of sexual violence and to offer assistance to victims
- d) Based on the Evaluation Questionnaire responses, participants did not have *specific* policy recommendations, only a general wish this issue be addressed. Based on my overall understanding of the Greek university context, I would venture to say that this reflects both participants' lack of familiarity with the issue, hence their difficulty in providing more specific requests or recommendations, as well as their lack of trust either in the university taking more formal measures or in the efficacy of such measures altogether.

4. Conclusions and recommendations

4.a. *Summary*

We consider the training itself to have been quite successful, based on participants' reactions during the training and their responses afterwards. We also received positive feedback from the Rector herself, as well as other members of academic staff, at Panteion and other Greek universities, who were informed of the project. In fact, the Centre for Gender Studies was approached on at least one occasion of a reported case of sexual harassment at the University of the Aegean, to publicise and condemn the matter. In this sense, the training program also gained publicity beyond the Panteion University context. In addition, our support in providing training material and recommendations for trainers was requested by a professor at the University of Thessaloniki, who is in the process of setting up a training program addressed to university administration and senior staff members. In this sense, we consider the training to have generated interest in and discussion of the issue of sexual violence and harassment at Panteion and more broadly, as well as to have established the Centre of Gender Studies as an important stakeholder in relevant campaigns and initiatives.

Nonetheless, we also must comment on the difficulty in recruiting participants, especially among academic and administrative staff, which presents a paradox given the very positive experiences reported by those who did follow the training. This fact indicates that institutional culture is still quite resistant to tackling the issue of sexual violence and harassment at university, in spite of the declared need to do so. For us, this means that continued and persistent efforts will be required in order to mobilise significant change.

We believe our cautious and measured approach to the training was the most appropriate for the context of Panteion University. Including students to the seminars was both necessary in order to fulfil project requirements as well as strategically impor-

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tant, since they are directly impacted by the sexist culture of the university, and are most often victims of sexual harassment or violence themselves, and can therefore become a source of pressure as well as publicity for institutional change, which in the case of Panteion involves establishing in the first instance policies and care pathways.

4.b. Institutional recommendations

Feedback from participants confirmed their dissatisfaction with the fact that there are no policies or procedures instituted by the university, as well as their feelings of inadequacy in dealing with both complaints and personal experiences.

Indeed, as there are no policies or procedures in place at Panteion University, the issue of sexual violence or sexual harassment is dealt with informally. For example, a recent case (July 2017) of sexual harassment of a female Library staff member by a Library user, in the University Library, was publicised by the female staff member on Facebook, but there was no official university response. According to the staff member's account the other Library personnel, who had participated in the USVSV training program, were comforting, but there were no formal measures taken against the offender. He was advised to control his behaviour but was still allowed to use the Library; thereupon, he verbally attacked the female staff member who had reported him. The female staff member commented on her FB page that in spite of the USVSV training program one still did not know how exactly to deal with cases of sexual harassment. This is to be expected, in our view, given that no formal policies are in place.

Our overall recommendations for Panteion therefore would include:

- the need for an annual follow up seminar for staff and students
- the need to establish an Equality Office, which will, among other things, deal with issues of sexual and gender violence
- the need to institute formal policies and procedures against sexual violence
- the need to set up an interdepartmental student and staff committee to act as liaison and support persons in cases where sexual violence has been reported

More specifically, we believe setting up a procedure for imparting information on sexual harassment at university, and how to deal with it, is an absolutely necessary first step. For example, the issue could be addressed as part of students' induction week. Additionally, for staff, introducing a yearly awareness raising seminar would perhaps also slowly contribute towards making the issue more visible and public. Nonetheless, given the difficulty we encountered in recruiting participants to the training program, we remain skeptical about the possibility of substantially overcoming institutional and personal resistances. The Rector's intention of setting up a Gender Equality Committee could provide a platform for campaigning on the issue, which we will pursue further.

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4.c. Regional and national recommendations

Our general recommendations could address the following state and non-state agencies and actors: the Ministry of Education; the General Secretariat for Equality; the General Secretariat for Research and Science; the (intergovernmental) Institute for Educational Policy; the (governmental) Committee for Education; the Greek Ombudsman.

Our general recommendations will include the following points:

- the need to raise the awareness of Rectors and University Administration on the legal, social and psychological consequences of sexual violence at university, especially with regard to their legal, political and ethical commitments
- the need to introduce a mandatory annual awareness raising seminar to university staff, including admin and teaching staff
- the need to produce awareness raising materials for Greek universities
- the need to provide specialised training to student counsellors or career advisors, as well as the student ombudsman, who are often recipients of students' complaints
- the need to form a collaboration between the university and the Greek Ombudsman, since it is the latter who mainly receives and investigates charges of sexual violence or harassment at the workplace

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c) http://www.1st.gear-ipv.eu/sites/default/files/1/Greek_GEAR_against_IPV_Booklet%20III.pdf

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Appendix

Training Outline

Session 1 (4 hours) - Trainer Matina Papagiannopoulou

I. Introduction

Let's get to know each other (in dyads)

Personal perceptions of gender stereotypes and discrimination (in dyads)

II. Training contract

Establishing common rules for safety and comfort as we work together as a group

III. Gender equality: concepts and definitions (lecture and small group work)

Historical outline, key persons, dates, approaches and statements (includes use of comic strip)

IV. Violence against women (lecture and small group work)

General comments, policies, forms of violence

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

Some empirical data (FRA Report 2014; Greek Ombudsman Report 2012)

National policies and services on sexual harassment

Session 2 (4 hours) - Trainer Kiki Petroulaki

I. Introduction

Getting to know each other. Is there anything you thought of or troubled you in the two weeks since your first meeting?

II. Training contract and expectations

- How we will work together in this session. Important group rules:

d) each one will decide what, if any, personal information they would like to disclose in the group

e) If at any point someone feels particularly affected by the issues we are discussing, given their sensitive and personal nature, they can leave the room for a short time without requesting permission.

- What are your expectations for this session? Are there any new expectations since the last session?

IIIA. Basic characteristics and the extent of women's exposure to:

f) Sexual harassment

g) Sexual abuse

IIIB. The extent of the problem in Greece

(Information based on the 2014 FRA Report)

IV. Interactive exercises

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- h) Myths and reality (exercise 4.1.7. GEAR against IPV)
- i) Persons and things (exercise 3.4 GEAR against IPV)
- j) Intervention strategies (exercise 4.2.1. GEAR against IPV)
- k) How can I help in cases of disclosure: Do's and don'ts and Services (GSGE Manual)

V. Closing remarks

Evaluation Questionnaire

Topic Development

Were you satisfied with the topics that were covered in the training?

Do you think there is something that should have been covered in more depth? Are there further issues that should have been included in the training?

Is there something that should have been omitted? Why?

Transmission

Are you satisfied with how the training was organised?

Which activities did you like best?

Is there anything you would recommend to improve the organisation of the training?

Impact

Do you believe you learned something in this training about what to do if you hear of a case of sexual harassment?

List the three most important points or messages you received in the training.

In which cases do you think the training will be useful to you?

Other

Is there anything else you gained from the seminar?

Is there anything else you would like to tell us?

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